

CHAPTER I INTRODUCTION

1.1 Background

English is widely recognized as an international language, one that is essential for a multitude of daily activities, particularly communication. Furthermore, English is a fundamental subject taught in educational institutions from the primary to the university level. As a language, English comprises four fundamental abilities, which are classified into two categories: receptive and productive abilities. Listening and reading are regarded as receptive abilities, whereas speaking and writing are classified as productive abilities. The mastery of these four fundamental competencies enables students to effectively acquire and convey ideas. Nevertheless, proficiency in spoken English is of paramount importance, as it is the primary means of communication with the global community in today's interconnected world (Samad & Fitriani, 2016).

In the process of learning English, the skill of "speaking" is an essential component. Maaliah, Widodo, and Aziz (2017) Said that speaking represents an active linguistic activity through which individuals express themselves orally. This is a crucial skill for students to master, particularly young learners of English. Speaking serves as a means of conveying ideas and messages orally (Leong & Ahmadi, 2017). However, the act of speaking in English is challenging for a number of reasons. Firstly, it is essential that speakers possess a comprehensive understanding of several key elements, including pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Ahmadi, 2017). These five aspects of speaking are particularly challenging for Indonesian students to master due to the significant differences between English and their native language. In addition, numerous students confront a multitude of challenges when attempting to speak English, including a lack of self-assurance, apprehension about making errors, and distress at the prospect of being ridiculed by their peers due to their limited vocabulary and grammatical abilities when conversing or presenting in English (Dewi, Kultsum, & Armadi, 2017).

This was also found by the researcher, when conducting intern three activities in one of the high schools in palopo city, namely SMAN 1 Palopo, during the

introduction activities, the researcher observed that some students struggled to express themselves confidently in English. This was realized upon requesting that the students introduce themselves in a straightforward manner, it became evident that a number of them were unable to do so in English. Besides that during the learning period several times the researcher found a lot of students who were not able to express their opinions directly, while others could do it easily.

In addition, while observing the learning process, it was often found by researchers that many students did not focus on learning and preferred to play cellphones or tell stories with their friends without paying attention to the ongoing learning. This suggests the necessity for supplementary assistance in the cultivation of students' English-language communication abilities. Furthermore, it is essential to incorporate innovative approaches to the learning process in order to maintain students' engagement and attention. to stay focused during the learning process.

It is clear that many students still require assistance in developing their speaking skills. This presents a challenge for English teachers, who must consider how to best support their students. Some teachers continue to use traditional teaching methods, which may not fully address the needs of their students. According to Richards and Rodgers (2001), these methods often prioritize reading and writing over speaking, which can lead to a lack of focus on this crucial skill. As a result, speaking is often seen as less important by both teachers and students. Teachers may prioritize constructing grammatically correct sentences and understanding texts, which can hinder students' ability to speak English. By identifying students' challenges, researchers aim to develop effective methods for teaching English, particularly speaking skills, to engage students and help both teachers and students reach their learning objectives. Common techniques include dialogue memorization, repetition drills, and dialogue completion (Alemi & Tavakoli, 2017). Those who advocate this approach argue that language learning is a form of habit formation.

Furthermore, Nunan (2003, in Radwan, 2012) said that the audio-lingual method is a language teaching approach predicated on the behaviorist tenet that learning a language entails the formation of habits. In particular, Richards and Rodgers (2001, in Radwan, 2012) delineate this method as a means of instructing in languages through dialogues, with an emphasis on repetition, memorization of

grammatical structures through substitution, singular-plural forms, and tense variations, all in the target language and with an incorporation of its cultural context.

It is proposed that this method can be efficacious in the teaching of oral communication, given its emphasis on repetition, memorization, and drilling, which are valuable for the practice of speaking skills. Building on the aforementioned explanations, this research applied the audio-lingual method as a strategy for teaching speaking in senior high school, with a specific focus on the skills of asking and giving opinions. The objective of the study was to assess the improvement in students' speaking abilities following the implementation of the audio-lingual method.

1.2 Problem Statement

Based on the Problem in the background, the researcher formulated the problem statement as Follow: Is the use of Audio-lingual Method effective to improve Students' speaking skills in senior high school?

1.3 The Objectives of The Research

Related to the problem statement above, the objective of the researcher as follow:

“To find out the effectiveness of Audio-lingual Method in improving students' speaking skills at Senior high school ”

1.4 Significance of the Research

This search is expected to be meaningful contribution namely:

- 1) Theoretically : this research was give a contribution to the future researchers who are interested in this field.
- 2) Practically : the finding of this research is expected to be the one of teachers' considerations in teaching speaking as an effective method, especially the implementation of Audio-lingual method.

1.5 Scope of Research

This research focused on the implementation of Audio-lingual Method in teaching speaking. Focuses on the analysis of three components of speaking such as pronunciation, fluency and comprehension.

1.6 Operational Definition

To get a general understanding of the title of the research, the researcher gives the definition of the key term related of the title.

1) Speaking Ability

The ability to speak is the primary means of communication. It occurs between two or more individuals, involving the creation and exchange of sentences. It encompasses the processes of conceptualization, information organization, and message conveyance, with the objective of facilitating comprehension by the intended audience.

2) The Audio-Lingual Method

The Audio-Lingual Method is a foreign language teaching approach that prioritizes the development of listening and speaking skills before reading and writing. The method employs dialogues as the principal mode of language presentation and drills as the primary training technique. The use of the native language is discouraged in the classroom setting

In Brown's view, the principal characteristics of the audio-lingual method are as follows: The presentation of new material is in the form of dialogues. The method relies on imitation, memorization of set phrases, and continuous practice. The structures are organized according to the principles of contrastive analysis and taught simultaneously.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

Speaking is widely regarded as the fundamental skill in language acquisition, essential for exchanging ideas and information verbally. As Saïed by Ladouse, as referenced in Aryani (2013), the act of speaking encompasses the capacity to express oneself accurately in a multitude of scenarios, to recount events or circumstances with precision, and to engage in fluid discourse, thereby enabling the sequential articulation of ideas.

In addition, Richards (2008, p. 19) asserts that speaking entails exploring ideas, completing tasks, considering various aspects of the world, and, most fundamentally, connecting with others. This capacity enables learners to communicate in an efficacious manner and to express their thoughts in a clear and articulate fashion. It thus allows them to remain informed about developments in fields such as health, technology, and science. Hughes (2006) highlights that speaking is the primary way children learn language and is a major component of daily communication for most people. This underscores the indispensable function of speaking in human interaction and its far-reaching influence on daily life, particularly in the dissemination of ideas orally—an ability that is fundamental to language acquisition.

Furthermore, speaking is not merely the articulation of sounds; it encompasses the cognitive processes of structuring, organizing, and conveying ideas through coherent and understandable sentences. Brown (1994) and Burns and Joyce (1997) argue that speaking is an interactive process where meaning is created through the exchange of information.

In essence, proficiency in speaking English is conducive to effective communication, plays a pivotal role in cognitive development and knowledge acquisition, and empowers individuals to meaningfully engage across various societal domains while staying informed about advancements in diverse fields.

Moreover, as referenced in Leong and Ahmadi (2017), Howarth (2001) characterizes speaking as a dynamic, interactive process entailing genuine exchanges of opinions, information, or emotions. This definition implies that effective speaking encompasses not only the formulation of ideas but also the construction of these ideas into coherent and comprehensible sentences. This ensures that the message conveyed can be accurately interpreted and processed by the listener during their thought process. Consequently, effective speaking necessitates both the articulation of ideas in a clear manner and the assurance that these ideas are received and comprehended by the listener.

Based on the explanations above, it can be concluded that speaking is essential in communication. It involves interaction between two or more individuals, necessitating the creation of meaningful sentences. Speaking encompasses the processes of thinking, organizing ideas, and delivering messages to ensure others receive information effectively. Furthermore, it is one of the four fundamental language skills that significantly influence communication. Schools prioritize teaching speaking to prepare learners to effectively communicate in a global context.

b. Aspect of Speaking Skill

To evaluate the quality of a learner's speech, several factors must be taken into account. These include fluency, comprehension, grammar, vocabulary, and pronunciation. According to Brown (2001: 406-407), these criteria are essential for effective speech. Brown (2004) reinforces this viewpoint by outlining five specific criteria for assessing students' speaking skills, which are detailed as follows:

1) Comprehension

According to Heaton, as cited in Julianda (2015), comprehension refers to the ability to understand the speaker's intention and the overall meaning. Heaton further explains that when a person can respond or express themselves well and accurately, it indicates that they comprehend or understand effectively. For example, if person A asks person B, "What do you think about the film?" and B promptly replies, "It is interesting," it demonstrates that B comprehends or understands the question well.

2) Grammar

As defined by Harmer (2001, p. 12), the grammar of a language encompasses the description of the ways in which words may undergo changes in form and be

combined into sentences within that language. Furthermore, Lado, as cited by Julianda (2015), defines grammar as a system comprising units and patterns of language. Brown (2001: 362) further elaborates that grammar is a system of rules that govern the conventional arrangement and relationships among words in a sentence. In light of these definitions, it is essential to consider the following factors when interpreting the nuances of language use in various contexts:

- a) The identity of the speaker: This refers to the identity and perspective of the individual engaged in the act of speaking.
- b) It is also important to consider the characteristics and expectations of the listeners or readers.
- c) Furthermore, the context in which the communication takes place is a significant factor.
- d) The physical or virtual environment in which the interaction occurs. Context is defined as the context that frames the specific sentence or utterance.
- e) Implied versus literal meaning: The ability to distinguish between what is explicitly stated and what is inferred.
- f) Styles and registers: The adaptation of language use in accordance with the prevailing standards of formality, familiarity, or professional context.
- g) The alternative forms among which a producer can choose: It is essential to consider the various linguistic options available for conveying meaning in an effective manner.

These factors are of paramount importance for speakers to ensure clarity, appropriateness, and effectiveness in communication within diverse contexts.

3) Vocabulary

According to Alqahtani (2015: 25), vocabulary is defined as the total number of words necessary to convey ideas and express the speaker's intended meaning. It encompasses all words understood and used by an individual to construct sentences. McKeown and Curtis (2014, p. 2) describe vocabulary as the knowledge of word meanings. Alizadeh (2016: 22) suggests that the concept of vocabulary extends beyond these definitions, acknowledging its complexity. The extent of one's vocabulary is often considered a measure of intelligence or educational achievement.

As a result, various standardized tests, such as the SAT, include questions that assess vocabulary skills.

4) Pronunciation

As noted by Thonbury (2005: 128-129), as cited in Wulandari (2017), pronunciation refers to students' capability to produce understandable utterances that meet the demands of the task.

5) Fluency

Fluency is defined The simplicity and rapidity with which a speaker produces speech (Haris in Nugroho, 2015). The term "fluency" is used to describe the ease and speed with which a speaker conveys information. Additionally, it pertains to the speaker's ability to articulate each word or phrase with clarity and precision. As Saided by Thonbury in Wulandari (2017), an individual may be considered a fluent A speaker exhibits the following characteristics if:

- a) Pauses may be prolonged but not frequent.
- b) Pauses are typically filled.
- c) Pauses occur at meaningful transition points.
- d) There are extended sequences of syllables and words between pauses.

c. Teaching Speaking

The act of teaching speaking can be defined as the process of imparting knowledge and skills related to verbal communication. Each term—teaching and speaking—has distinct definitions. According to Hirst and Peters, as cited in Jarvis (2006: 18), teaching involves conveying the content that students are meant to learn. Conversely, Jarvis (2006: 11) suggests that teaching is an effort aimed at facilitating learning among individuals. These perspectives indicate that teaching is the deliberate process through which teachers transmit knowledge to students with the goal of fostering learning.

Rajagopalan (2019) proposes that teaching speaking involves an interactive process characterized by classroom discourse between instructors and students during specific, planned activities. The International Encyclopedia of Teaching and Teacher Education categorizes the concept of teaching into three classifications:

- 1) The concept of teaching as a process aimed at achieving success is a fundamental principle in pedagogical theory. This suggests that learning is an integral part of

the teaching process itself. Teaching is inherently oriented towards learning, defining it as an activity that inevitably influences learning outcomes.

- 2) Teaching can be defined as an intentional activity. This implies that while teaching may not always lead directly to learning, its intention is to facilitate learning.
- 3) Teaching as Normative Behavior refers to actions taken to facilitate learning in others, encompassing various activities such as training and instructing. Indoctrination serves as a primary example of this phenomenon (Green, 1968, cited in Rajagopalan, 2019).

According to Sholihah (2016), the objective of teaching speaking skills is to enhance communicative efficiency. This involves enabling learners to convey their messages effectively, utilizing their current language proficiency to the fullest extent. It is crucial that learners strive to avoid confusion in their messages by maintaining correct pronunciation, grammar, and vocabulary, while adhering to the social and cultural norms relevant to each communication context. Teaching speaking entails instructing learners on several aspects: Production of English speech sounds and patterns, Use of word and sentence stress, intonation patterns, and language rhythm, Selection of appropriate words and sentences based on social context, audience, situation, and topic. Organization of thoughts in a coherent and logical sequence. Expression of values and judgments through language. Development of fluency, enabling rapid and confident language use with minimal pauses (Sholihah, 2016).

d. Problem In Teaching and Learning Speaking

As Saied by Penny Ur (1996), students encounter a number of challenges when attempting to speak in an academic setting. These include a lack of confidence, a limited understanding of the subject matter, a tendency to be passive or uneven in their participation, and the use of their native language.

- 1) Inhibition: Students may experience anxiety regarding the possibility of making mistakes, fear criticism, or embarrassment at the prospect of drawing attention to themselves when speaking.
- 2) Learners with a Lack of Content or Ideas: Some learners experience difficulty in initiating speech due to a lack of ideas or motivation. This may be attributed to

the selection of topics by educators that are not pertinent or engaging to students, or to a lack of adequate vocabulary and grammatical proficiency to articulate their ideas (Rivers, 1968; Baker & Westrup, 2003).

- 3) Low or Uneven Participation: In larger groups, each student may have limited opportunities to speak, as only one individual can contribute at a time. Such an uneven distribution of participation may result in a situation where a few students dominate the discussion, while others remain silent or contribute only minimally.
- 4) Mother Tongue Use: A significant proportion of students find their native language easier and more comfortable to use than a second language. Such individuals may revert to their native language during discussions in a second language. The reasons for this phenomenon include the perception of greater linguistic competence in the native language, the influence of habit, and the absence of encouragement to use the second language from teachers (Harmer, 1991).

Consequently, the teaching of speaking goes beyond the mere instruction of students on how to speak. It entails motivating students to construct meaningful ideas and communicate effectively based on principles that encourage active participation, topic relevance, and the creation of a supportive environment that minimizes inhibition and encourages the use of the target language.

e. The Solution to solve The Students' Speaking Difficulties

As Juhana (2012:101) notes, there are a number of potential solutions that could be employed in order to address the psychological issues that are known to affect students' ability to speak English effectively.

1. The fear of making mistakes

Is a significant obstacle to effective communication. To overcome this challenge, educators must create a supportive learning environment that encourages risk-taking and the exploration of new language. As proposed by Zua (2018) in Juhana (2012:101), this can be accomplished by fostering emotional rapport between educators and learners. It is incumbent upon educators to cultivate an environment that is conducive to error-making, wherein students may engage in the practice of the language without apprehension of censure. Furthermore, it is crucial to enhance

students' concentration during English learning sessions and to cultivate a harmonious classroom atmosphere.

2. Addressing shyness

Requires teachers to cultivate a friendly and open classroom environment, as advocated by Peace (2011) in Juhana (2012:101). When students feel comfortable and accepted in the classroom, they are more likely to overcome their shyness about speaking English. The creation of an environment in which students feel encouraged to participate actively can assist them in overcoming concerns about imperfect pronunciation or grammar.

3. Anxiety

Can be alleviated in students during speaking activities by providing motivational support and creating a relaxed learning environment. As Keramida (2009) notes in Juhana (2012:102), teachers play a pivotal role in reducing anxiety levels by motivating students and fostering an atmosphere where students feel at ease. This approach has been demonstrated to enhance students' confidence and encourage greater engagement in the use of the English language.

4. The lack of confidence

In speaking English can be addressed by maximizing the students' exposure to the language. Ye Htwe (2007) Said that enhancing opportunities for students to engage in English language practice can facilitate an increase in their confidence levels. Teachers may develop activities and exercises that permit students to utilize the English language in a meaningful context. The solution to solve the students' lack of motivation

5. Lack of motivation

One challenge that teachers may encounter is students' lack of motivation. To address this, teachers can employ a number of strategies. These include raising awareness about the importance of English, stimulating students' interest in the language, and developing their self-confidence. Aftat (2008) in Juhana (2012:103) recommends that teachers provide students with constant encouragement and support, as well as ask questions that help uncover the underlying issues that may be affecting their performance. These efforts foster a supportive and welcoming

environment that motivates students to engage actively and develop their English skills.

In conclusion, these strategies underscore the significance of teacher-student rapport, supportive classroom environments, motivational techniques, and opportunities for active participation in enhancing students' speaking abilities and overcoming psychological barriers.

f. Speaking Assessment

The assessment of speaking is a complex issue that involves a number of different criteria and considerations. These have been outlined by Luoma (2004) and Nunan (1999).

1) Grammar

Test takers are evaluated on their ability to control grammatical elements within sentences, construct sentences in an appropriate manner, utilize grammatical structures accurately, and avoid grammatical errors during speech.

2) Vocabulary

The range, precision, and usage of vocabulary in conversations serve as indicators of the proficiency level of test takers.

3) Comprehension

This entails comprehending the context of the discourse and responding to queries in a suitable manner.

4) Fluency

Language fluency is defined as the ease with which speech is delivered in conversation. It encompasses self-assurance in verbal expression and the capacity to respond to specific topics without undue hesitation in vocabulary choice.

5) Pronunciation

The assessment of pronunciation is concerned with the frequency of pronunciation errors and their impact on communication.

6) Task

Completion This evaluation determines whether the test takers fulfill the requirements set forth during the speaking test.

As outlined by Luoma (2004) and Nunan (1999), in order to ensure the reliability and validity of speaking assessments, a number of factors must be taken

into account. the first principle of making language assessment is practicality. Before deciding a test, we need to analyze how practical the test is to be used considering the time constraint of running and interpreting the scoring of the test, budget limitation, and facilities.

a) Validity

Consistently accurate measurement must be provided to assign a valid test. It has to measure what should be measured by excluding all irrelevant variables to be tested. When speaking skill is tested, making essay is not a valid test as it fails to provide information of the test takers speech production. In result, it may not bring about the real test takers' ability. In accordance to types of speaking, the research should decide what kind of speaking types would be tested as it was influence the design of assessment. Using interview test for imitative speaking may lead to invalidity of assessment.

b) Reliability

The need of consistent scoring measurement is very important to make a test reliable. In addition, clear rubric and scoring criteria is also a must. Sometimes a reliable test may not be a valid test. However, a test designer should struggle to keep a reliable test as valid as possible. As a need of reliable scoring system is unavoidable in speaking test, before conducting speaking test, test takers must prepare a standard scoring system. The items on it should represent all aspects of what are to be assessed from the students. The weight of the score must be printed clearly on the form as well to make sure each student's ability is well presented. During the test, the standard scoring system was be used to record students' work. Without a good scoring system, it is hardly possible to have a reliable result of the test.

c) Authenticity

It refers to a contextual language or language in use. Students are asked to represent something related to their values. In that case, the language produced is authentic. One goal of language testing is its backwash effect. It tells both teacher and learners of the effect of the learning and teaching (Hughes, 2003, p.53). As it is important, therefore, this issue should also be explored in designing a test.

2. Audio-lingual Method

1) Definition of Audio-lingual Method

The audio-lingual method is an approach to teaching foreign languages that prioritizes listening and speaking skills over reading and writing. It employs dialogues as the primary means of presenting language and drills as the main practice technique. Importantly, the use of the mother tongue is discouraged in this method. Compared to the direct method, which emphasizes vocabulary acquisition through exposure to language use in meaningful contexts, the audio-lingual method focuses on mastering grammatical sentence patterns through repetitive drills. According to Krashen (1982), the objective is for students to internalize and apply a variety of language patterns directly in their speaking performance, rather than through explicit theoretical understanding.

In practical application, the audio-lingual method places a significant emphasis on the development of oral skills through the use of repetitive drills, with the aim of reinforcing language patterns and improving fluency. As outlined by Richard and Rodgers (2001, cited in Radwan, 2012), this method is predicated on the teaching of language through dialogues and places significant emphasis on repetitive practice. Students are required to memorize grammatical structures, including substitution, singular-plural forms, and tense variations, using the target language. Technological advancements, such as the introduction of tape recorders and language laboratories, supported the method by facilitating audio-based learning activities. Theoretically, it drew from the principles of structural linguistics, contrastive analysis, aural-oral procedures, and behaviorist psychology (Richards and Rodgers, 2001, cited in Setiyadi, 2006). These theoretical foundations aimed to optimize language learning by focusing on the formation of habits through extensive practice and reinforcement.

However, it is notable that there is a paucity of contemporary literature on the audio-lingual method. The majority of the available information has been adapted from earlier sources, including "How to Teach Foreign Languages Effectively" by Huebener (1969), as referenced in Setiyadi (2006). This historical perspective illuminates the method's evolution and its foundations in linguistic theory and educational psychology.

In the Audio-lingual Method (ALM), language learners are equipped with the necessary knowledge and skills for effective communication in a foreign language. Advocates of the ALM argue that learning is fundamentally a process of modifying mental and physical behavior through experience. This method prioritizes oral skills—speaking and listening—over reading and writing, believing that learners should first develop their ability to understand and produce spoken language before tackling written forms.

Proponents of the ALM liken the process of learning a foreign language to how children acquire their native tongue. Initially, learners listen to and try to comprehend spoken sounds, then attempt to reproduce those sounds themselves. Subsequently, they progress to learning to read written forms of the language. This progression can be described in terms of two phases: the passive or receptive phase, where learners absorb language input, and the active or productive phase, where they begin to produce language themselves (Setiyadi, 2006). This approach emphasizes immersive practice in spoken language and gradual introduction to written language, aligning with theories of language acquisition that stress the importance of exposure and practice in developing proficiency.

2) Principles of Audio-lingual Method

As adapted from Setiyadi (2006), the principles of the method derive from the aims of learning a foreign language. The aims of the method include some aspects of language learning. The linguistic aims of the Audio-Lingual Method are:

- a) Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters.
- b) Language learners are able to speak in acceptable pronunciation and grammatical correctness.
- c) Language learners have no difficulties in comprehending printed materials,
- d) Language learners are able to write with acceptable standards of correctness on topics within their experience.

Besides the linguistic aims above the method also has cultural aims. The cultural aims of the method are:

- 1) Language learners understand daily life of the people, including customs, works, sports, play, etc

- 2) Language learners know the main facts concerning the geography, history, social and political life of the people,
- 3) Language learners appreciate the art and the science of the people,
- 4) Language learners understand the value of the language as the main factor in their culture.

In their 1979 publication, Parator and Cele-Murcia provide a concise overview of the fundamental principles underlying the Audio-Lingual Method.

- 1) New material is presented in the form of dialogue. In the context of the Audio-Lingual Method, the term "dialog" refers to a conversation. The objective of this method is to facilitate the acquisition of the material presented by drilling the student on its use.
- 2) The method relies on the use of mimicry, the memorization of set phrases, and the practice of overlearning. Mimicry facilitates the production of the desired sound, while memorization provides the student with an illustration of how to construct phrases or sentences.
- 3) The sequencing of structures is achieved through the use of contrastive methods, whereby one structure is taught at a time. This method diverges from the grammar-translation method, which prioritizes sentence structure over practice.
- 4) Structural patterns are taught through the use of repetitive drills. The intermittent nature of the drills allows students to engage with the target language more frequently, thereby providing them with a greater opportunity to practise.
- 5) There is minimal or no grammatical explanation provided. The grammar is taught by means of an inductive analogy, rather than by a deductive explanation. The learners was be able to create sentences after being provided with several examples.
- 6) The vocabulary is strictly limited and learned in context. In this context, students are trained to create appropriate contexts rather than to possess extensive vocabularies.
- 7) There is a significant reliance on audio-visual materials, including tapes, language labs, and visual aids. It is possible for the teacher to utilise additional media in the context of ALM, given that there are occasions when it is beneficial

for students to hear the authentic voice of a native speaker, whether through audio or video recordings.

- 8) Pronunciation is accorded significant importance. Additionally, this method facilitates pronunciation practice.
- 9) It is permitted for the teacher to make minimal use of their native language. The instructor may utilize the native language for the sole purpose of clarifying the material.
- 10) There is a tendency to manipulate language and disregard content. Nevertheless, it is feasible for the student to produce a complete and accurate phrase or sentence. The teacher's explanations are provided in a cursory manner.

3) Procedure of Audio-lingual Method

The Audio-Lingual Method (ALM) involves a structured series of steps designed to facilitate language learning effectively. Based on the principles articulated by Jack C. Richards, here are the typical steps observed in the ALM :

a) Presentation of Model Dialogue

Students are introduced to a model dialogue either read by the teacher or played on tape. This dialogue includes key structures focused on in the lesson. Each line of the dialogue is repeated by students individually and in unison, focusing on pronunciation, intonation, and fluency. Immediate correction of pronunciation and grammatical errors is provided. The dialogue is gradually memorized, presented line-by-line. If necessary, lines may be divided into phrases. The dialogue is then read aloud in unison, with half of the class taking one speaker's part and the other half responding. During this phase, students do not seek guidance from the instructor.

b) Adaptation of Dialogue

Students modify specific key words or phrases in the dialogue to align with their interests or personal circumstances.

c) Pattern Drills

Key elements from the dialogue are selected for pattern drills, where students practice these structures first in unison and then individually. Minimal grammatical explanation may be provided during this phase.

d) Follow-up Activities

Students refer to their textbooks for follow-up activities involving reading, writing, or vocabulary exercises based on the dialogue. At the introductory level, writing activities focus on imitation, such as copying practiced sentences. As proficiency increases, students may create variations of practiced structural items or write short compositions on assigned topics using framing questions provided by the instructor.

e) Language Laboratory Activities

Follow-up activities may be conducted in the language laboratory, where students engage in further dialogue practice and drills.

These steps outline a systematic approach to language learning in the ALM, emphasizing repetition, memorization, and gradual progression from oral skills to written tasks. The method integrates classroom activities with language laboratory sessions to reinforce learning through extensive practice and application of learned structures.

4) The advantages of Audio-lingual Method

According to Richard (2001) in Widiyastuti (2017), the advantages of using Audio-lingual Method are:

- a) In Audio-lingual Method, the students should over learn and given drills, language learning is a process of habit formation, so the students can make the sentence patterns automatically without stopping to think.
- b) The process of teaching Audio-lingual Method involves extensive oral instruction. Therefore, the students can increase their pronunciations and speaking ability.
- c) The students can improve their listening ability, because in teaching learning process in Audio-lingual Method, sometimes teachers use tape and language lab to hear dialogue from it.

5) The disadvantages of Audio-lingual Method

According to Richard (2001) as cited in Widiyastuti (2017), the Audio-lingual Method has several disadvantages:

a) Focus on Aural-Oral Skills

The method heavily emphasizes aural-oral skills, often filling entire class periods with language drills. Critics argue that while this approach prioritizes spoken language practice, it may not adequately meet other educational requirements.

b) Limited Focus on Message

During activities like reading text presentations, students may spend a significant amount of time repeatedly focusing on the structure and form of language rather than on the meaning conveyed by the text.

c) Attention to Meaning

Although pattern drills are designed to reinforce grammatical structures, students may lose focus on meaning after repetitive practice sessions. This repetition can diminish engagement and attentiveness to the content being practiced.

d) Anxiety and Limitations

The method's reliance on drill and repetition, especially without early exposure to written language, can contribute to student anxiety. Students may feel constrained by the method's strict focus on oral skills, limiting their access to broader language competencies.

These disadvantages highlight criticisms of the Audio-lingual Method, particularly concerning its potential limitations in fostering comprehensive language learning experiences that balance skill development with meaningful communication and comprehension.

2.2 Previous Studies

1. Relis Aqilatul Ma'rifah (2023), this.research.is.Entitled."The.Effect.of. Audio-Lingual. Method,Toward,Teaching.Speaking.Ability inhPrivate EnglishjCourse " This study aimed to determine the effectiveness of the audio-lingual method on teaching speaking English in the English course Pare. Based on the data analysis, obtain result of the t test showed that the students' speaking skill improved.
2. Erdila (2019),this research is entitled " The Use of Audio Lingual Method to Improve students Speaking Ability (Classroom Action Research at Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu in Academic Year 2018/2019)" The purposeeof thisstudy was tolimproven English speaking

ability by using audio-lingual method as an English teaching method in class X SMKS 15 Taruna Indonesia Bengkulu City in the 2018/2019 academic year. The results of this study show that audio-lingual method is an effective method to help Grade X students in improving their English skills.

3. In a study titled "The influence of using audio-lingual method on students' speaking skill in madrasah diniyah takmiliah awwaliyyah" conducted by Aprianto Aprianto, Mahyudin Ritonga, Yoni Marlius, and Raihan Nussyur in 2020, the researchers aimed to assess the impact of the audio-lingual method on Arabic speaking skills. The study employed a quantitative experimental quasi approach, utilizing polling and test data collection techniques. The findings indicated a significant positive influence of the audio-lingual method on the Arabic speaking skills of students at MDTA Bustanul Huda Ulak Karang in Padang City, Indonesia, during the academic year 2019/2020. This suggests that the structured approach of the audio-lingual method, emphasizing oral practice and repetition, contributed effectively to enhancing students' ability to speak Arabic.

In light of the preceding research, the researcher concluded that there were notable differences between the previous research and the present study. The distinction between this study and previous research lies in the type of instrument employed, the sampling technique utilized, the size of the population under investigation, the geographical location of the research, and the analytical techniques applied to the data. A review of previous studies indicates that the use of fable stories can enhance students' speaking abilities. The results of the data analysis indicated a notable increase in scores. This indicates that the use of the Audio-Lingual method is associated with an improvement in speaking ability.

2.3 Conceptual Framework

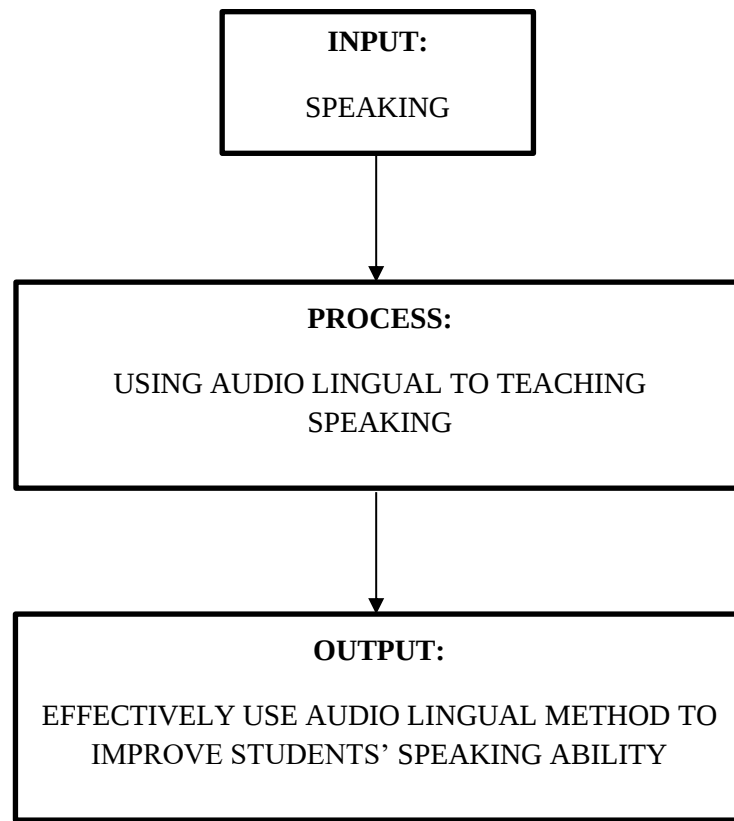


Figure 1. Conceptual Framework Model

In accordance with the aforementioned conceptual framework, the researcher was undertake three principal stages of enquiry in order to achieve the desired results. These stages was entail the teaching of speaking skills. The researcher was commence the study by instructing students in class X in the use of the Audio Lingual method. Moreover, the researcher was assign tasks to students in groups, employing the Audio-Lingual method as a research process. Subsequently, the researcher was administer a speaking evaluation by providing each group with a discussion topic to discuss and ascertain the outcomes of the research following the application of the Audio Lingual method. The outcome of this study may yield two possible results: the Audio-Lingual Method was prove effective in enhancing students' oral communication abilities, or it was be demonstrated to be ineffective in this regard.

2.4 Hypothesis

In light of the aforementioned research problems and theoretical studies, the following research hypothesis is proposed: A hypothesis is a provisional response to research problems that are considered the most probable and most accurate within the theoretical framework. In regard to the issue of this research, namely the impact of the implementation of the jigsaw method on the speaking proficiency of students in secondary education, the following hypotheses have been formulated:

Ha = There is a significant improvement on the use of audio lingual method in teaching speaking at tenth grade students' of sman 1 palopo.

Ho = There was no significant improvement on the use of audio lingual method in teaching speaking at tenth grade students' of sman 1 palopo.

The hypothesis proposed was then be tested for correctness with the help statistics with collected data.