The Strategy Using Audio-Lingual Method in the Era Digital 4.0 to Accelerate English Speaking Skill Ability

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Abstract

The objective of this study is to describe of the effect using audio lingual method toward students' English speaking skill ability. This study using Quantitative approach that used hypothesis process, field observation, data analysis, and conclusion. Using this method supposes to the origin of the effect of variable audio-lingual method (X) toward variable speaking English skill (y). The finding of this study was there was a significant effect of using audio lingual method toward students English speaking skill ability at grade VIII SMP 3 Cibinong. T test show that $t_{counting}$ was 4,301 and score t_{tabel} was 1,724 with significance $\alpha = 0,05$ and dk 19, it means that H_0 was reject and H_1 was accepted. The hypothesis; there was effect of using Audio lingual method toward students speaking English ability at grade VIII SMPN 3 Cibinong was accepted

Key word: Audio lingual method, English speaking ability

INTRODUCTION

English had become international language in all aspects of human life in modern era. English has important role to make global relation and facilitates exchange ideas, information, cultures in international level. As a main language intercultural, international business, diplomacy, education and technology. The history of English language started from germic era in Britain Island in 5th century, from old English that used by Anglo-saxon tribes. English language develops significantly about centuries through interaction with some others languages and cultural. The developing of English language was started in 17th century by colonial expansion Britannia brough English language in wide separation to North America, Australia, India, Africa, and part of Asia countries. English language became administrative, language, law, and education in every area of Britannia colonial. Although colonial era had ended, English still keeps develop in development country as a language in education and for internal communication. English come to Indonesia through trade and interaction with European countries in 17th century. Dutch established VOC (Vereeniging Oost-Inditched Compagnie) or east Hindi company that was Dutch trade company which was dominate in east south of Asian area. English was learned and used part local people who involved on trade with English people or who could access Europe schools.

In 18th and 19th centuries many missionaries and English educators come to Indonesia to do Christian mission and education. They used English as language spoken in education and communication. By developing industry of mass media and popular global cultural in 20th century, English language more and more known by Indonesian people and use it. The main sources English and cultural separation was from film, magazine, music and television. English is as an international language of course has a strong position in Indonesian's education. It can be proved that knowledge and technology from any majors were written in English, so Indonesian people who was mastery in English can develop their science and technology which is progressing in Indonesia. By the increasing of working demanding who has English language skills ability that cause many universities and institution open English language program. These conditions generate more need for Indonesian people to learn and be mastering English. English is taught from junior high school to universities. English language become one the compulsory subject like others subject. That is why English language present in Indonesia because of the historical process such as colonialism, trade, education, and cultural interaction. English skill is very important in communication. There are four aspects skills English, they are speaking, listening, reading, and writing. Listening is passive skill that involve comprehend and interpretation of information from someone else. Listening is the first skill that develop to learn a language, and it is important in communication process. In education context is a basic to understand teacher instruction, material learning, and class interaction. Listening skill ability can facilitate effective learning process that can help students to develop critical thinking. Speaking is active skill that involved self-expression through words, phrases, sentences orally. In education context speaking skill can help students to express their thinking or ides effective and clearly. Students who have good speaking skill ability and self-confidence, they will become good participate also in class discussion to share their idea and well arguing. Reading is passive skill that involve comprehend and interpretation written text. In education context well reading ability is the key to get knowledge, understand Merial of learning, and can develop strong literacy skill, and develop students' language skills especially grammar. Writing is active skill of language that involves ides expression and gives information through written text. In education context writing is very important to express thinking, and idea well organize, clearly, and effective. From four of language skills ability have relation one another, it must be balance to develop them to reach the mastery of language skills. Campership and effective communication in any context. One of the important skills must be mastery by Students is speaking skill ability. It is important not only during the language subject but also when learning process for others subjects. Speaking is an active ability that involved self-expression through words, phrases, sentences orally. Speaking is very important aspect of language skill because speaking encourages the students to share their thinking, feeling, ideas, and information clearly and structurally. Those aspects can facilitate students to do social interaction and class discussion, there are some factors that influence students' language skill development; (1) social environment such as home environment and school. environment, open discussion and interaction can encourage students speaking ability. (2) education curriculum, it important since the students give not only guidance but also to generate the conducive environment to communicate effectively, by preparing structure, standard, material, practice opportunity, Collaboration, interaction, and technology

integration. Education curriculum has important role to form and increase students speaking skill ability. (3) Mastering Speaking skill ability influence students' communication and interaction effectively. Knowing some factors which support students speaking skill ability, will help teacher and parents to know students' progress appropriately. Audio lingual method can support and increase students speaking skill ability by doing some strategies such as practice speaking regularly, practice pronunciation, and structurally approach, this method focusses on speaking skill ability orally through drilling. Audio-lingual method increases students speaking ability with some ways; (1) it gives good language modeling such as video, recording, voice note. (2) increasing listening skill, students habitually try their listening and response to the audio, (3) By using variation of materials such as daily topics, different contexts, situational communication, can enrich students' vocabulary. Applying audio-lingual method consistently and integrated in language learning process, in order to educator can help to increase students speaking ability significantly.

Based on pre survey and observation that writers done at SMPN 3 Cibinong, the previous data was students speaking ability still not effective. The writers assumed that learning method using in that school was not variative yet. Writers hope by using audio lingual method will get better result for the students speaking skill. Language is means of communication through orally and written with various depend on location of geography of individual Freeborn in (Koumaditis & Positronia, 2016, p. 236) English language at the present become international language which is used in all over the world. About 400 million people in Britannia Kaneda, America, Australia, and New Zeeland. English become the second language in countries such Indian, Pakistan, and other countries in Africa, that English is used as official language in government and education. (Aditi et al., 2022, p. 111) English language as a global lingua franca meant, it is used individually or general for communication between countries who have different so many countries have started to study English from elementary level. The purposes of this policy are to prepare a young generation to have capability in English to communicate effectively in global era. The important of learning English in basic level is to reinforce students to comprehend speaking, reading and writing in English language. This ability will help students when they continue their study, professional career, and social and cultural interaction in the future.

Audio language method is the combination between structural linguistics and psycholinguistic behaviorism that learning process from conditioning side. Linguistic structural approach emphasizes about language structure, like grammar and sentence pattern. On the other hand, psychology behavior focusses on human attitude especially for learning context, Audio lingual method is a process of language learning through conditioning or reinforcement. it meant students who learning the language by encouraging students to repeat and remember the language pattern. By doing exercises and drill several times using this approach, students can use the language well based on grammar and pattern of the sentences consistently. (Wati et al., 2013, p. 4)

(Adriana & Jusmaya, 2019, p. 6) Audio-lingual is a method that focus on exercises activities. Drill, memorize vocabulary, conversation, reading text. Drilling activities is doing

exercises several times in order to students can use language grammar, vocabulary, pattern sentences well and appropriate, Audio-lingual method always emphasize about memorization vocabulary as an important part of learning process. Students are invited to repeat new vocabulary so they can remember well and can use them in the right context. Audio-lingual create strong comprehension and influent skill to use the language. That make students develop their ability to speak effectively. (Fauzan, 2018, p. 128) the advantages of Audio-lingual method are students are capable to make sentences that have been drilled, students have good pronunciation, Audio lingual method is very effective to increase students speaking skill because the main focus on exercise and drilling. On the other hand, the disadvantages of audio-lingual method are less of paying attention about meaning and context in learning process so make students difficult to apply speaking in the real situation drilling and repetition can make learning process become monotone and less interesting. Considering about the advantages and disadvantages of audio-lingual method, is very important for the teacher to be wise to use this method because teacher have to think about students need and preference.

Based on theories above audio lingual method, can be concluded that audio lingual method is learning language approach that combination from linguistics structural and psychology behaviorist. Audio-lingual method is emphasized drilling exercises, vocabulary memorization, conversation and reading text as the main in language learning. From drilling exercises students can memorize and use language patterns appropriately. Using stimulus of audio record can also help reinforcement students' response. (Magdalena et al., 2021, p. 388) speaking skill is the ability to articulate sound system or words to express, state, deliver idea, and feeling. Speaking is not only pronouncing the words but also the ability how to organize and express the ideas clearly and effective to someone else. Speaking English skill consists of some aspects; clear pronouncing, appropriate intonation, collocation, and the ability to express message cogent and logically. Students who have good speaking skill ability make them communicate effectively in any situation in daily social interaction, public presentation, group discussion, or formal debate. Speaking skill is very important aspect for human communication from individual to interact with any information with other individual effectively. (Wanya, 2018, p. 171) speaking skill for foreign language is guide students to have vocabulary mastery understand semantics meaning, and pragmatics. Speaking skill does not only how to pronounce words well but also how to use those words in appropriate context of communication. This involves comprehend words, phrase, (semantics) and know the context or situation (pragmatics). Students are thought how to speak and response well when the speak with their teacher or their friends. (Sari, 2018, p. 42) speaking skill is an important aspect in learning second language or foreign language. The successful learning language can be measured by the ability that performance in target language, since it is interactive process to build meaning by receiving, processing, and using both verbal and nonverbal interaction. There are five components emphasize in speaking skill ability, they are pronunciation, structure, vocabulary, fluency, and comprehension. (Santoso et al., 2019, p. 184) Speaking is a language articulation or words that use to give information or share the ideas to someone else. Speaking skill also involves some aspects such as intonation, vocal, voice volume, and gesture that is used for daily interaction in different context and situation, like individual interaction, professional, academic, and social.

(Susini, 2020, p. 41) Students must have English speaking skill ability for communication students have to know some important thing in communication such as context, situation, place, topics, participant, and time. There are some effort or strategies to develop speaking skill ability; (1) practice regularly to develop individual, with friends, or even with mirror. It can help students' self-confidence. (2) join English club in order students get guidance to increase their speaking skill ability. (3) watching English film or television in order to understand about pronunciation, vocabulary, phrase, that used in daily life.

Based on above theories, could be concluded that speaking skill is the ability to express ideas, feeling through words and articulation. Developing English speaking skill need practice, exercise and learning continuously. Speaking English skill involves some aspects such as clear pronunciation, words choice, understand about sentence structure, and the ability to use language style. Realizing the important of English-speaking skill and consistent effort to practice during learning process, students can develop speaking ability effectively and become competent communicator in all aspects of life.

There have been three studies investigating the teaching techniques which are claimed to be beneficial in teaching speaking. The researchers took several studies to ascertain the authenticity of the research and to get more references. The first research done by Mahruf (2019) was concerned with analyzing the teacher's activities such as planning, teaching strategy, and assessment used, while this study was more concerned with finding out the prove of method teaching English effectively and how they were implemented during the class. The second study was a thesis done by Oktaviana (2017) which studied the speaking strategies used in three popular courses. This study was concerned about finding what strategies were used, while this study was more concerned with finding out the effect of audio-lingual method toward speaking ability used. The third study was by a Brawijaya University student namely Mudriana (2017). This study used a descriptive qualitative design. This study used observation, interview, and also questionnaire for collecting data. The main purpose of this research itself was to find out the techniques of teaching speaking used by the teachers for teaching adult EFL learners while this research is quantitative descriptive using pre-test and post-test and focuses on finding out the effect of audio-lingual method toward students speaking skill ability

Based on the background, the objectives of the study (1) to find out the effect of using audio lingual method toward English speaking ability students grade VIII SMPN 3 Cibinong. and (2) to find out the solution of students' difficulties in speaking at grade VIII SMPN3 Cibinong.

RESEARCH METHOD

Based on the purpose of this study, there are two kind research to know whether there is effect or not audio-lingual method toward English speaking skill at SMPN3 Cibinong. Quantitative approach that used hypothesis process, field observation, data analysis, and conclusion. Using this methodology suppose to the origin of the effect of variable audio-lingual method (X) toward variable speaking English skill (y). This study uses pre-experimental design. With one group pretest and posttest. The result of this design is more accurate because students had given pretest before they are given treatment. This study, treatment that given to the students was learning English using audio lingual method. The following was research design table:

Table 1. Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

O1 ; *pre-test*

O2 = *post-test*

X = *treatment*

Population of this study was students of SMPN 3 Cibinong grade VIII about 481. Sample taken from the population must be representative or represent from the observation. In this study, the researcher using probability sampling for technique data collection. The sample chosen randomly. In order to minimize mistaken. Sample taken in this study about 20 students from grade VIII SMPN 3 Cibinong. In this study there two variables; Variable (X): Audio-lingual method and variable (y) English speaking ability. Data sources of this study was grade VIII of SMPN 3 Cibinong by using test, pre-test and post-test. Based on research design, the technique of data collection was test (Pre-test and post-test). Pre-test was to know students' English speaking skill ability before doing treatment. Post-test was to know the students' English-speaking ability after doing treatment. The result of both pre-test and post-test was compared in order to find the different.

Definition conceptual from Audio lingual emphasized listening practice and speaking to develop students' speaking skill ability intuitively and reflexive. This method often involves sound record, dialogue, drilling to empower language pattern and fluently speaking. Operational definition of Audio-lingual used detail steps and learning strategy that implementation in learning context. In this study, researchers chose concept audio material using sound recording, dialogue or other audio every learning process. To know how significant the effect of audio-lingual method toward English speaking skill ability, it needs data analysis. Data analysis in this study, used quantitative analysis that was about number and table. That is why, the scores of participants should be tested by hypotheses requirement. (1) Descriptive analysis was to know general description about respondent from table of frequency distribution, median, modus, deviation, and variance of each variable. (2), Technique analysis of requirement data, was normality test and homogeneity test. Normality test was to know whether sample have been chosen have normal distribution or not, while homogeneity test was to know the sample was homogenous and to empower assumption about all things that effect the result of learning process of the participant.

DISCUSSION AND FINDING

To know how far English-speaking skill of the students grade VIII SMP 3 Cibinong, the writers conduct speaking test by using history text. From pre-test and post test result about speaking English skill ability with the score minimum and maximum. The data based on pre-test and post test result by students speaking English ability display the following;
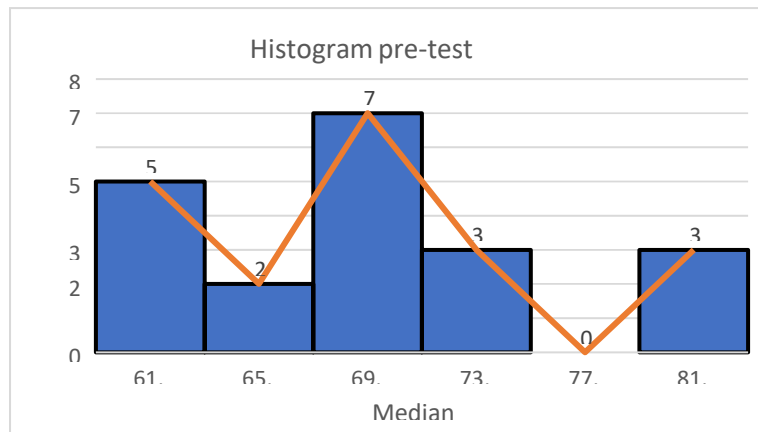
Figure 1. Histogram the result Pre-test English speaking skill ability grade VIII SMPN 3 Cibinong

Based on the graphic above can be seen from 20 students grade VIII SMPN 3 Cibinong got high score from pretest was 80 and the low score was 60. And the average of the score was 69,6 from 100 scale the result of speaking test. This condition told… that students' speaking English ability was still not very good because they did not get score about 80 as optima score. And median was 69,2 and modus was 69,7 from 100 score, and standard deviation was 67,5 and Varian was 45,5 that show variation of the result.
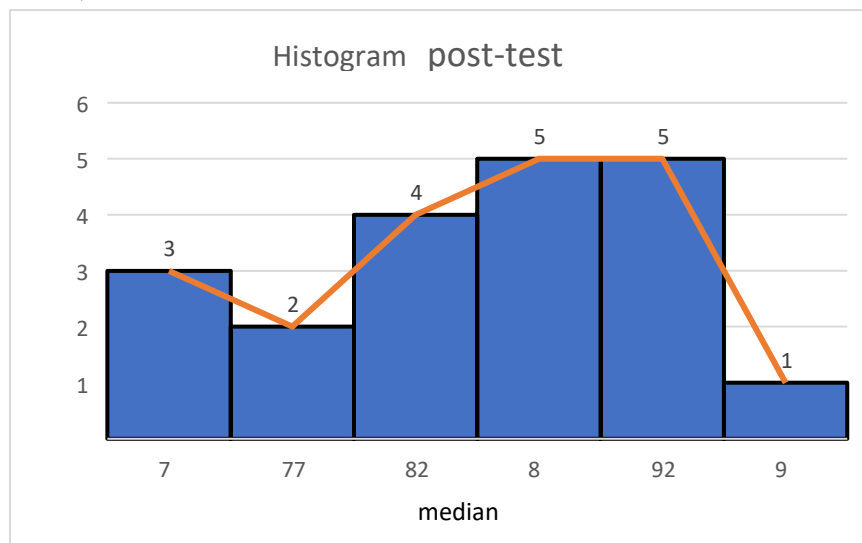

Figure 2. Histogram result of *Post-test* English speaking skill ability students grade VIII SMPN 3 Cibinong

Based on histogram diagram above show that from 20 students grade VIII SMPN 3 Cibinong had gotten the result of post-test, the high score was 95 and the lower score was 70. From the research result have gotten the average score was 84,5 from 100 scale, this condition show that the average students have English speaking ability was very good, because they have reached optimal score (>80), median was 90,5, modus was 92,2 and it show the score always appear from the data. Standard deviation was 7, 52 and variance was 56,6 that that show

variation of the data. The different of the result from pre-test dan post-test about speaking English skill ability can be seen from the following table:

Table 2. Statistic counting grade VIII SMPN 3 Cibinong

Score	Kind of Test	
	Pre-test	*Post-test*
	Pre-test	Post-test
Higher score	80	95
Lower score	20	70
Mean	69,5	82,5
Median	69,2	90,5
Modus	69,7	92,2
Varian	45,6	56,6
Standard deviation	6,75	7,52

Based on the hypothesis, the result of students speaking English skill ability grade VIII SMPN 3 Cibinong was significant effectively. It shows from the result of data counting analysis when students had pre-test, the average score was 69,5, median was 69,2, modus was 69,7, Varian 45,6 and deviation was 56,6. It show that the result of students learning English speaking was not effective yet. Based on the result of students' post-test after treat students with audio lingual method, the average score was 82,5, score of medians was 90,5, score of modus was 92,2, Varian was 56,6 and standard deviation was 7,52. It show that the result score of post-tests was higher than the result of score of pre-test.

CONCLUSION

Based on the result and the objective of this study is to get the result of post-test, it concludes that there is different the result of pre-test and post-test. The result students grade VIII at SMPN 3 Cibinong by the number of population 481 and number of samples taken randomly, using T significance test α =0,05 and n = 20 it got $t_{counting}$ was 4,301. Next *abel* significance α =0,05 and n = 20-1, it got t_{tabel} was 1,724, then $t_{counting} = 4,301 > t_{tabel} = 1,724$. It can conclude that there is significant effect of using audio lingual method toward students English speaking English ability students' grade VII*T* test show that $t_{counting}$ was 4,301 and score t_{tabel} was 1,724 with significance α = 0,05 and dk 19, it means that $H_{0\ was}$ reject and H_1 was accepted. The hypothesis; there is effect of using Audio lingual method toward students speaking English ability at grade VIII SMPN 3 Cibinong was accepted. Teacher applied audio lingual method that give more practice rather than theory. Audio or video conversation, and dialogue used for class activities. This was used to give the students more time for practicing because the more the students practice and doing exercises the better their English-speaking skills will be improved.

Besides, practice is considered more effective than theoretical knowledge. Audio lingual method was applied by the teacher encourage the students to speak and practice English without being afraid of making mistakes. The teachers, also emphasize that having difficulties in learning to speak is normal. They motivate their students always to be confident to speak

English. Students who learn English, especially those who want to improve their speaking skills, must continue to practice even if they are not at school because the main key to able to speak is to practice and be confident.

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