

**THE USE OF USING AUDIO LISTENING BASED LEARNING METHODS
ON ENGLISH SPEAKING ABILITY IN SENIOR HIGH SCHOOL STUDENTS**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
2025**

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Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirements of S-1 Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
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2025**

ABSTRACT
THE EFFECT OF USING AUDIO LISTENING BASED LEARNING
METHODS ON ENGLISH SPEAKING ABILITY IN SENIOR HIGH SCHOOL
STUDENTS

By: Hanifatu Pramesti Ads

This study aims to examine the improvement of students' English speaking ability by using audio listening-based learning methods. Using pre-experimental design with a one-group pre-test and post-test model, 15 high school students were selected as participants. The study involved administering a pre-test, implementing an audio listening-based learning intervention, and conducting a post-test to measure improvements in speaking ability. Data analysis was performed using a paired sample t-test. The results indicate that there is an improvement in students' speaking skills, with the average score increasing from 9.68 in the pre-test to 14.52 in the post-test. Comprehension showed the highest improvement of 1.30 points, while grammar exhibited the lowest increase of 0.60 points. Statistical analysis confirmed the effectiveness of audio listening-based learning in improving fluency and comprehension in speaking. In conclusion, this method positively impacts students' speaking performance, especially in terms of fluency and comprehension. However, grammar improvement remains limited, which suggests the need for explicit grammar instruction. This study emphasizes the potential of integrating audio-based learning in English language teaching while recommending a balanced approach to achieve optimal learning outcomes.

Keywords: audio listening based learning method, speaking ability, improvement

ABSTRAK

PENGARUH PENGGUNAAN METODE PEMBELAJARAN BERBASIS AUDIO-MENDENGAR TERHADAP KEMAMPUAN BERBICARA BAHASA INGGRIS PADA SISWA SMA

Oleh: Hanifatu Pramesti Ads

Penelitian ini bertujuan untuk mengkaji peningkatan kemampuan berbicara bahasa Inggris siswa dengan menggunakan metode pembelajaran berbasis mendengarkan audio. Menggunakan desain pra-eksperimental dengan model pre-tes dan post-tes satu kelompok, 15 siswa SMA dipilih sebagai peserta. Penelitian ini melibatkan pemberian pra-tes, penerapan intervensi pembelajaran berbasis mendengarkan audio, dan pelaksanaan pasca-tes untuk mengukur peningkatan kemampuan berbicara. Analisis data dilakukan menggunakan uji t sampel berpasangan. Hasil menunjukkan adanya peningkatan dalam kemampuan berbicara siswa, dengan skor rata-rata meningkat dari 9,68 pada pre-test menjadi 14,52 pada post-test. Pemahaman menunjukkan peningkatan tertinggi sebesar 1,30 poin, sementara tata bahasa menunjukkan peningkatan terendah sebesar 0,60 poin. Analisis statistik mengonfirmasi efektivitas pembelajaran berbasis mendengarkan audio dalam meningkatkan kelancaran dan pemahaman dalam berbicara. Kesimpulannya, metode ini berdampak positif pada kinerja berbicara siswa, terutama dalam hal kelancaran dan pemahaman. Namun, peningkatan tata bahasa masih terbatas, yang menyarankan perlunya instruksi tata bahasa yang eksplisit. Studi ini menekankan potensi integrasi pembelajaran berbasis audio dalam pengajaran bahasa Inggris sambil merekomendasikan pendekatan yang seimbang untuk mencapai hasil belajar optimal.

Kata kunci: Metode pembelajaran berbasis mendengarkan audio, Peningkatan, Kemampuan berbicara

Research Title : **The Effect of Using Audio Listening Based Learning Methods on Speaking Ability in Senior High School**

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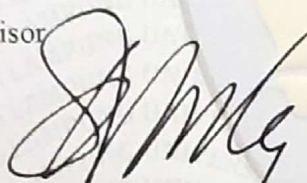
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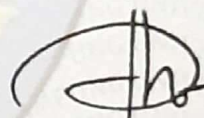
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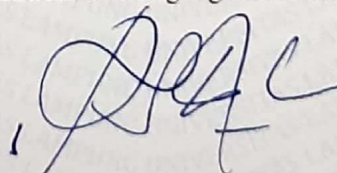
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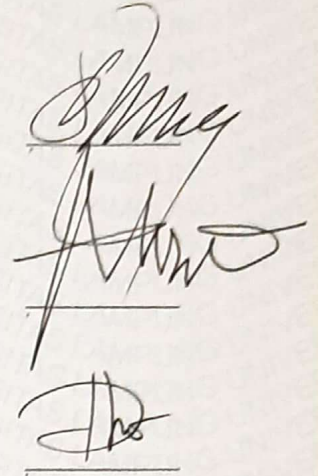
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 21 Agustus 2025

Yang membuat pernyataan,



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CURRICULUM VITAE

Hanifatu Pramesti ADS was born on March 21, 2003, in Metro. She is the eldest daughter in a family of two siblings. Her father, Muhfahroyin, works as a lecturer, while her mother, Ari Arif Andayani, is a civil servant. She has one younger sister named Raudatul Fairus ADS. Currently, she lives in Bandar Lampung.

Her formal education began at TK Kartikatama Metro, followed by SDN 3 Metro from 2009 to 2015. She continued her studies at SMP Perguruan Diniyyah Putri Lampung (2015–2018), then attended SMA Kartikatama Metro from 2018 to 2021. In 2021, she was admitted to the English Education Study Program at the University of Lampung.

During her university years, Hanifatu actively participated in several student organizations. In 2021–2022, she joined the Student Executive Board (BEM) and took part in organizing the BRIDGA BEM activity. From 2021 to 2023, she was also a member of the Cooperative Student Organization (KOPMA), where she served as secretary in the new member admission event. In 2023–2024, she contributed to SEEDS (Society of English Education Department Students) as a member of the Human Resource Division, particularly involved in welcoming new students.

In early 2024, she participated in the university's Community Service Program (KKN) and Teaching Practicum (PLP) in Tulang Bawang Regency. There, she gained hands-on experience in teaching English to high school students and engaging with the local community.

To fulfill her undergraduate thesis requirement, she conducted a research study entitled “The Effect of Using Audio Listening-Based Learning Methods on English Speaking Ability in Senior High School.” This study aimed to enhance students' English pronunciation and vocabulary mastery through consistent exposure to audio-based learning materials. By listening to native-like pronunciation, students were expected to better understand English vocabulary and improve their speaking fluency naturally.

MOTTO

*“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”
(QS. Al-Baqarah: 286)*

*“Pekerja keras tidak pernah kehilangan.”
– Elon Musk–*

DEDICATION

In the name of Allah, the Most Gracious, the Most Merciful, this thesis is lovingly dedicated to those who have become pillars of strength throughout the writer's academic journey.

To her cherished parents, Muhfahroyin and Ari Arif Andayani, whose unwavering love, wisdom, and prayers have been the foundation of every achievement. To her dear sister, Raudatul Fairus ADS, whose presence brings constant joy and motivation.

This work is also dedicated to the inspiring lecturers and teachers who have shared their knowledge and values with the writer over the years. To all friends who have been a source of encouragement and laughter during moments of doubt, and to every student and educator who continues to work hard for the betterment of education in Indonesia.

Lastly, this thesis is dedicated to her beloved university, the University of Lampung, and especially to the lecturers of the English Education Study Program, for shaping her growth both intellectually and personally.

AKNOWLEDGMENTS

Alhamdulillahirabbil ‘alamin, all praise and gratitude be to Allah SWT, the Most Gracious and the Most Merciful, for the countless blessings, strength, and guidance that enabled the writer to complete this thesis entitled “The Effect of Using Audio Listening-Based Learning Methods on English Speaking Ability in Senior High School.” This thesis is submitted as part of the requirements to obtain a Bachelor’s degree in the Faculty of Teacher Training and Education, University of Lampung.

This journey would not have been possible without the support, guidance, and prayers from many individuals. Therefore, the writer would like to express her sincere appreciation and heartfelt thanks to:

1. Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as the first advisor, for his generous guidance, encouragement, and expert insights that have greatly contributed to the completion of this thesis.
2. Dian Shafwati, S.Pd., M.Pd., as the co advisor, for her valuable suggestions, patience, and support during every stage of the writing process.
3. Prof. Dr. Flora, M.Pd., as the examiner, for her thoughtful feedback, critical evaluation, and helpful input throughout the thesis defense process.
4. The management, teachers, and students of the senior high school in Tulang Bawang where this research was conducted, for their cooperation and assistance during the data collection phase.
5. My beloved parents, Prof. Dr. H. Muhfahroyin, S.Pd., .M.T.A. and Hj. Ari Arif Andayani, S.E., gr., for your endless prayers, love, and unwavering support that became the foundation of my strength.
6. My dear sister, Raudatul Fairus ADS, for always providing encouragement and warmth throughout this journey.
7. Dani Frayogi, my partner, who has accompanied me with patience and support over the past year. Thank you for being my strength through challenges and accomplishments.
8. Jennifer and Mayola, my closest friends since the early days of university. Thank you for growing, struggling, and achieving together.
9. Putri Lydia Eliza Agustin, my best friend since junior high school, thank you for your loyalty and unwavering friendship throughout the years.
10. My SCS family: Diva, Mayola, and Jennifer, along with Anella Velya Kusuma, thank you for the genuine support, joy, and bond we’ve shared.
11. Ana, Khansa, Dini, and Jihan, thank you for being my closest companions, and for the laughter, advice, and moments that helped me stay strong.

With all humility and sincerity, the writer hopes that this thesis will contribute positively to the field of education and become a meaningful starting point for further learning and growth.

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I. INTRODUCTION

This chapter consist of several points to be investigate. They are background of the study, research question, objectives, significance of the study, scope of the study, and definition of terms.

1.1 Background of The Study

Speaking skills, which involve the ability to articulate thoughts and ideas clearly and effectively, are crucial in language learning. Speaking is a productive skill that requires a good understanding of grammar, vocabulary, and the nuances of speech. Speaking helps students express themselves, engage in conversations, and convey information accurately. Harmer (2007) emphasizes that speaking allows students to practice their pronunciation, fluency, and interactive skills, providing opportunities to engage with authentic language use. Speaking is one of the most essential language skills in education, especially in learning English. Mastery of speaking skills is crucial for students as it helps them develop confidence, critical thinking, and the ability to communicate appropriately in various situations. Speaking is not just about uttering words; it involves constructing meaning, understanding the listener's perspective, and responding appropriately to the context (Brown, 2001).

Speaking is one of the most complex and challenging skills in English learning. Speaking skills are very important because they enable students to communicate effectively in academic, professional, and social contexts. Additionally, good speaking skills allow students to express their ideas clearly and interact with others confidently. Speaking also reinforces listening, reading, and writing skills, as the speaking process involves active engagement with vocabulary, grammar, and the nuances of speech (Harmer, 2007).

Despite its importance, many students face various problems in developing their speaking skills. One of the main problems is anxiety, where many students feel nervous or self-conscious about speaking in front of others (Harmer, 2007). This can be caused by a lack of confidence or fear of making mistakes. Additionally, difficulties in pronunciation and fluency are significant issues, as students often struggle with the correct articulation of words and maintaining a natural flow of speech (Brown, 2001). Errors in sentence structure and grammar also often hinder students' speaking abilities (Lynch, 2009). Lastly, low motivation is often a barrier, as speaking exercises are often considered intimidating and challenging for many students (Underwood, 1989).

One effective method to enhance students' speaking abilities is the use of interactive speaking activities. Interactive speaking activities involve the use of dialogues, role-plays, and discussions that provide continuous opportunities for spoken interaction. These activities help students improve their speaking skills by allowing them to practice in a supportive environment. According to Harmer (2007), the use of interactive speaking activities can significantly boost students' interest and motivation in speaking, as well as aid in their confidence and fluency. Interactive activities provide authentic speaking experiences that help students better understand and engage in spoken English in real-world contexts.

Moreover, interactive speaking activities can serve as a useful tool to stimulate students' speaking and communication skills. They provide conversational prompts that guide students in constructing coherent and relevant responses, making it easier to participate in discussions and express their ideas clearly. Underwood (1989) emphasizes that interactive speaking activities can assist students in developing their ability to think on their feet and respond spontaneously, thereby enhancing the overall quality of their speaking proficiency. Numerous studies have reported the implementation of audio listening based learning method. Almost of studies revealed the effectiveness of audio listening based learning method. Research on the use of digital audio technology to enhance listening skills for English as a foreign language (EFL) learners has shown promising results. Angelia and Simanjuntak (2023) found

that using digital audio technology can significantly improve EFL students' listening proficiency. Additionally, a study by Kaswari, Fairus, Abdullah, and Jaelani (2023) demonstrated that music can serve as an effective supplementary tool in English language learning. Their findings revealed that integrating music into language learning can boost students' motivation and confidence in speaking English. These results highlight the significant potential of audio aids in language education, particularly in improving listening and speaking skills.

Another study by Ilmi and Nurjati (2023) investigated the impact of using the Spotify app on English listening achievement among high school students. This research included experimental and observational studies evaluating the effectiveness of Spotify in enhancing EFL students' listening skills. The findings indicated that using Spotify as a learning tool can significantly improve students' listening abilities. However, this research primarily focused on listening skills improvement and did not explore in-depth how audio-based learning methods might influence students' speaking abilities.

Despite these promising findings, there is a significant gap in the literature regarding the use of audio-based learning methods to enhance English speaking skills among high school students. Many existing studies focus more on listening aspects and have not thoroughly examined how these methods can be effectively applied to develop speaking skills. Given that speaking is a critical component of language mastery, this gap needs to be addressed to provide a more comprehensive understanding of the potential benefits of audio-based learning.

Moreover, while some studies have shown that audio aids can increase students' motivation and confidence in learning English, there is a lack of research focusing on the long-term impact of audio aids on students' speaking abilities. Longitudinal studies are necessary to evaluate whether audio-based learning methods can provide sustained improvements in students' speaking skills. Without a deep understanding of these long-term effects, it is challenging to conclude the overall effectiveness of audio-based learning methods in the broader context of English language education.

Based on the explanation above, the researcher is interested to conduct a research which is intended to investigate whether or not the students' achievement in listening improve after the students are taught by using audio listening based learning methods.

1.2 Research Question

The research question of the study is "Is there any improvement of students' speaking ability after being taught by using audio listening based learning methods?"

1.3 Objective

Based on the research question above, the objective of this research is to find out whether there is improvement of students' speaking ability after being taught by using audio listening based learning methods.

1.4 Uses of The Study

This study is hopefully useful in both aspects as follows:

1. Theoretically

This study contributes to educational research by providing empirical evidence on the effectiveness of audio listening-based learning methods in enhancing English speaking abilities. It helps in developing and refining educational frameworks that integrate auditory learning and expands the literature on language acquisition, particularly for high school students.

2. Practically

Educators can use the findings to improve their teaching strategies by incorporating audio listening activities into their lesson plans. Curriculum developers can design programs that include these methods to enhance students' speaking skills. The study offers practical techniques for engaging students and can be utilized in professional development programs for teachers. Additionally, policymakers can use the results to support decisions related to language education, promoting the use of audio-based learning tools in schools.

1.5 Scope of The Study

Based on the background of the study, the study focuses on senior high school students, specifically those enrolled in English language courses. It aims to understand the impact of audio listening-based learning methods on this demographic's speaking abilities. The audio listening-based learning method is limited to podcast on Spotify using shadowing technique. The material of learning process is taken from merdeka curriculum.

1.6 Definition of Terms

In order to avoid misunderstanding from the readers, definitions of terms are provided as follows:

1. Speaking

Speaking is the act of conveying thoughts, information, or feelings through verbal communication. It involves the use of vocal sounds and language to interact and exchange ideas with others.

2. Speaking Ability

Speaking ability refers to the skill and proficiency with which an individual can articulate words and sentences to communicate effectively. It encompasses aspects such as pronunciation, fluency, vocabulary, and the ability to engage in meaningful conversations.

3. Audio Listening Based Learning Methods

Audio listening based learning methods involve the use of auditory materials, such as recordings, podcasts, and spoken lectures, to facilitate learning. These methods focus on enhancing comprehension and retention of information through active listening and auditory processing.

It can be concluded that this chapter discusses several points, such as the background, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter deals with the following topics: definition of speaking, teaching of speaking, aspect of speaking, media in teaching speaking, audio listening based learning methods, audio listening based learning methods in teaching speaking, procedure, advantages and disadvantages, theoretical assumption, and hypothesis.

2.1 Speaking

Many experts have defined speaking, emphasizing its complexity and multifaceted nature. Brown (2001) defines speaking as the ability to produce sounds or words that can be understood by others. In the context of language learning, speaking involves the ability to speak fluently, clearly, and with correct grammar. Brown emphasizes that speaking is not just about producing sounds, but also about effective communication and social interaction. Thus, speaking is a complex skill that requires the ability to convey messages in a way that is understandable to the listener.

In addition, Harmer (2007) describes speaking as a skill that involves physical activity to produce words and mental activity to generate ideas and words spontaneously. According to Harmer, speaking requires confidence and the ability to combine various elements of language such as vocabulary, grammar, and intonation. Harmer also highlights the importance of spontaneity in speaking, where the speaker must be able to respond directly and appropriately in conversation. Besides that, Bygate (1987) explains speaking as a process of communication that involves the ability to produce and understand spoken messages. Bygate emphasizes that speaking involves two main aspects: motor skills (the physical ability to produce sounds) and cognitive skills (the

ability to organize and process information). These two aspects must function synergistically to achieve effective communication. Bygate also underscores the importance of the ability to understand spoken messages in addition to producing sounds, which is an integral part of speaking skills.

From the above definitions, it can be concluded that speaking is a complex skill involving both physical and mental aspects. Speaking is not only about the ability to articulate words but also about the ability to communicate effectively and understand spoken messages. The use of audio listening-based learning methods can help students improve their speaking skills by strengthening these aspects through repeated exposure to spoken language and interactive practice.

2.2 Teaching of Speaking

Teaching speaking involves various methodologies and approaches aimed at developing students' oral communication skills. According to Richards and Rodgers (2001), communicative language teaching (CLT) has been a dominant approach in teaching speaking. CLT emphasizes interaction as both the means and the ultimate goal of learning a language. Activities under CLT often include role plays, interviews, group discussions, and debates, which provide students with opportunities to practice speaking in realistic contexts. Richards and Rodgers highlight that these interactive activities help learners develop fluency and confidence in their speaking abilities.

Another effective method for teaching speaking is task-based language teaching (TBLT), as outlined by Ellis (2003). TBLT focuses on the use of authentic language through meaningful tasks, such as problem-solving, storytelling, and information-gap activities. These tasks are designed to promote spontaneous language use and require learners to use their language resources to complete the tasks. Ellis argues that TBLT helps learners improve their speaking skills by engaging them in real-life communication situations, thus enhancing their ability to use language naturally and effectively.

Moreover, the use of technology has become increasingly important in teaching speaking. According to Chapelle (2003), computer-assisted language learning (CALL) offers numerous tools and resources that facilitate speaking practice. Online platforms, language learning apps, and multimedia resources provide interactive and engaging ways for students to practice speaking. Chapelle suggests that incorporating technology in speaking lessons can provide learners with additional practice opportunities, immediate feedback, and exposure to diverse linguistic inputs, which are crucial for developing speaking proficiency.

Audio listening-based learning methods are another valuable approach in teaching speaking. According to Rost (2011), listening plays a critical role in developing speaking skills as it exposes learners to natural language use, pronunciation, and intonation patterns. By using audio materials such as podcasts, audiobooks, and recorded conversations, students can improve their listening comprehension and subsequently their speaking abilities. Rost highlights that repeated exposure to spoken language through audio listening helps learners internalize language patterns and increases their ability to produce accurate and fluent speech.

In conclusion, teaching speaking requires a variety of methods and approaches to effectively develop students' oral communication skills. Communicative language teaching (CLT), task-based language teaching (TBLT), computer-assisted language learning (CALL), and audio listening-based learning methods are some of the effective strategies that can be used. These methods emphasize interaction, authentic tasks, the use of technology, and listening practice to provide learners with comprehensive speaking practice. By employing these approaches, educators can help students improve their fluency, confidence, and overall speaking proficiency.

2.3 Aspect of Speaking

The following are aspects of speaking according to Brown (2001):

a. Pronunciation

Pronunciation is a fundamental aspect of speaking that involves the correct production of sounds, stress, and intonation in a language. Pronunciation encompasses various elements such as phonemes, stress patterns, and intonation, which help convey meaning and emotion in spoken language. Brown emphasizes that while perfect pronunciation is not always necessary, learners should aim for clear and comprehensible speech to avoid miscommunication and enhance their ability to be understood by others. Pronunciation practice often involves repetitive exercises, listening activities, and feedback to help learners improve their spoken language skills.

b. Grammar

Grammar refers to the set of rules that govern the structure of sentences, including the arrangement of words, tense usage, and agreement between subjects and verbs. Accurate grammar use is necessary for clear and effective communication, as grammatical errors can lead to misunderstandings or ambiguities in conversation. Teaching grammar involves explaining rules, providing practice opportunities, and offering corrective feedback to help learners apply these rules in their speaking activities. A strong grasp of grammar supports learners in producing well-formed sentences and engaging in meaningful dialogue.

c. Vocabulary

Vocabulary encompasses the range of words and phrases that a speaker can use in communication. Identifies vocabulary as a critical element of speaking because it enables learners to express ideas, ask questions, and engage in conversations. A rich and varied vocabulary allows speakers to convey precise meanings and participate more effectively in discussions. Building vocabulary involves learning new words, understanding their meanings, and practicing their use in context. Brown suggests that effective vocabulary instruction includes activities like reading, speaking, and using new words in different situations to reinforce learning and application

d. Fluency

Fluency refers to the smoothness and ease with which a speaker can produce spoken language. Fluency is characterized by the ability to speak without frequent pauses, hesitation, or interruptions. Achieving fluency involves practicing speaking regularly in diverse situations, which helps learners become more comfortable with spontaneous language use. Brown points out that fluency development requires both time and consistent practice, as it is a reflection of the speaker's ability to use language naturally and confidently during conversations (Brown, 2001). Teachers can promote fluency through activities like role-playing, timed speaking exercises, and group discussions.

e. Comprehension

Comprehension involves understanding spoken language, including grasping the meaning of words, sentences, and overall messages. Comprehension is a critical aspect of speaking because it enables learners to respond appropriately to questions, follow conversations, and engage in meaningful dialogue. Effective comprehension skills require active listening and the ability to interpret both verbal and non-verbal cues. Brown suggests that developing comprehension involves listening to various forms of spoken language, practicing summarization, and engaging in interactive listening activities. Strong comprehension skills are essential for successful communication and interaction in a language.

Each of these elements plays a crucial role in ensuring clear and effective communication. Pronunciation ensures clarity, grammar provides structure, vocabulary offers expression, fluency facilitates smooth conversation, and comprehension allows for meaningful interaction. By focusing on these aspects, educators can help learners develop well-rounded speaking abilities that enhance their overall language proficiency.

2.4 Media In Teaching Speaking

Various media play a crucial role in teaching speaking, offering diverse ways to engage learners and enhance their speaking skills. Traditional media, such as textbooks and printed materials, provide structured content and activities that guide learners through different aspects of speaking. According to Harmer (2007), these resources are foundational in teaching grammar, vocabulary, and pronunciation through exercises and examples. However, while effective in providing a solid foundation, these traditional media often lack the interactive and spontaneous elements needed for developing fluency and real-life communication skills.

Digital media, including language learning apps, online platforms, and multimedia resources, have significantly transformed the teaching of speaking. Chapelle (2003) highlights that computer-assisted language learning (CALL) offers interactive and engaging tools that facilitate speaking practice. These digital resources provide learners with immediate feedback, diverse linguistic inputs, and opportunities to practice speaking in various contexts. For example, language learning apps often include speech recognition technology, which helps learners improve their pronunciation and fluency by offering instant corrections and suggestions. Online platforms can connect learners with native speakers for real-time conversations, further enhancing their speaking abilities.

Audio listening-based learning methods are particularly effective in teaching speaking. According to Rost (2011), listening to audio materials such as podcasts, audiobooks, and recorded conversations exposes learners to natural language use, pronunciation, and intonation patterns. This repeated exposure helps learners internalize language patterns and improves their ability to produce accurate and fluent speech. Brown (2001) also emphasizes that listening is a critical component of speaking, as it allows learners to understand spoken language and respond appropriately. Incorporating audio listening activities into speaking lessons provides a comprehensive approach that strengthens both listening comprehension and speaking skills.

In conclusion, using various media in teaching speaking can significantly enhance learners' speaking abilities. Traditional media provide essential foundational knowledge, while digital media offer interactive and engaging ways to practice speaking. Audio listening-based learning methods, in particular, play a vital role in improving pronunciation, fluency, and overall speaking proficiency. By integrating these different media, educators can create a dynamic and effective learning environment that supports comprehensive speaking development.

2.5 Audio Listening Based Learning Method

Audio listening-based learning methods leverage the use of audio materials to enhance both comprehension and speaking skills in language learners. According to Serri, Boroujeni, and Hesabi (2019), listening to authentic audio content such as podcasts, songs, and conversations provides learners with exposure to the natural use of language, including its pronunciation, intonation, and rhythm. This exposure is crucial for developing an intuitive understanding of the language, allowing learners to internalize its sounds and patterns. Audio materials offer a diverse range of linguistic inputs that can help learners better understand and produce the target language in real-world contexts.

One significant advantage of audio listening-based learning methods is the improvement of pronunciation and fluency. Ahmadi (2020) points out that listening to native speakers provides learners with accurate models of pronunciation and natural speech flow. Repeatedly listening to and practicing these sounds helps learners develop clearer and more comprehensible speech. Additionally, exposure to various accents and speaking styles through audio content helps learners become more adaptable and capable of understanding different forms of spoken language, which is essential for effective communication in diverse environments.

Audio listening-based learning methods also enhance listening comprehension, a critical component of effective speaking. As noted by Pourhosein Gilakjani (2019), understanding spoken language is fundamental to engaging in meaningful conversations. By regularly engaging with audio materials, learners practice decoding spoken messages, understanding context, and responding appropriately. Techniques such as shadowing, where learners repeat what they hear, and transcription activities can further reinforce listening skills and improve overall speaking proficiency. These practices build learners' confidence and ability to participate in conversations, making them more effective communicators.

In conclusion, audio listening-based learning methods are instrumental in improving language learners' listening comprehension, pronunciation, and overall speaking abilities. Regular exposure to authentic audio materials allows learners to internalize language patterns, develop clear pronunciation, and enhance their capacity to understand and engage in spoken communication. Incorporating these methods into language instruction provides a holistic approach that supports both receptive and productive language skills, ultimately fostering more confident and competent speakers.

2.6 Audio Listening Based Learning Method In Teaching Speaking

Audio listening-based learning methods are instrumental in enhancing speaking skills by providing learners with authentic language input. According to Serri, Boroujeni, and Hesabi (2019), listening to various audio materials such as podcasts, audiobooks, and dialogues helps learners familiarize themselves with the natural flow, pronunciation, and intonation of the target language. These materials offer a rich source of real-life language use, which is crucial for developing speaking proficiency. By regularly engaging with these resources, learners can better understand how native speakers use the language in different contexts, thereby improving their own speaking abilities.

One of the significant benefits of using audio listening-based methods in teaching speaking is the improvement of pronunciation and fluency. Ahmadi (2020) emphasizes that listening to native speakers provides accurate models for learners to mimic. This process of imitation helps learners develop clearer pronunciation and more natural intonation patterns. Moreover, consistent exposure to spoken language through audio materials helps learners become more fluent, as they internalize common phrases and structures used in everyday conversation. Activities such as shadowing, where learners repeat what they hear, can be particularly effective in enhancing both pronunciation and fluency.

Audio listening-based learning methods also play a crucial role in developing listening comprehension, which is a fundamental component of effective speaking. Pourhosein Gilakjani (2019) highlights that understanding spoken language is essential for engaging in meaningful dialogue. By practicing with audio materials, learners can improve their ability to decode spoken messages, understand context, and respond appropriately. This practice not only boosts their listening skills but also builds their confidence in speaking. The integration of audio listening activities in speaking lessons provides a holistic approach that supports both receptive and productive language skills, making learners more competent communicators.

In conclusion, audio listening-based learning methods significantly contribute to the development of speaking skills by providing authentic language input, improving pronunciation and fluency, and enhancing listening comprehension. Regular engagement with audio materials helps learners internalize language patterns and become more effective speakers. Incorporating these methods into language instruction offers a comprehensive approach that supports the overall goal of language proficiency.

2.7 Procedures

The following is the procedure for Teaching Speaking Using Audio Listening Based Learning Method using shadowing technique according to Harmer (2019).

1. Selection of Suitable Audio Materials

Choose appropriate audio materials that match the learners' proficiency levels and learning objectives. The audio should also have clear pronunciation and a moderate speech rate suitable for shadowing practice.

2. Pre-Listening Activities

Before starting the shadowing exercise, prepare the learners with pre-listening activities. This could involve introducing the topic, discussing key vocabulary, and setting the context for the audio material.

3. Initial Listening

Allow learners to listen to the audio without any speaking tasks. This first listen is to familiarize them with the content, structure, and flow of the speech. This step is crucial for learners to get an overall understanding before attempting to shadow.

4. Shadowing Practice

Play the audio again and have learners begin shadowing. They should try to mimic the speaker as closely as possible, matching pronunciation, intonation, and rhythm. Encourage learners to focus on maintaining the pace and natural flow of the speech.

5. Post-Listening Activities

Engage learners in post-listening activities that reinforce what they have practiced. This could include summarizing the audio content, discussing key points, or performing role-plays based on the audio.

By carefully selecting audio materials, preparing learners with pre-listening activities, and providing structured shadowing practice with feedback, educators can help learners develop better speaking ability.

2.8 Advantages and Disadvantages

The Audio Listening Based Learning Method is a widely used approach in language learning that has gained popularity for its ability to enhance various language skills, particularly speaking. By leveraging audio materials such as podcasts, helping them

develop a more natural understanding and use of the language. However, like any educational method, it comes with its own set of advantages and disadvantages.

2.8.1 Advantages

According to Ahmadi (2020), the following are the advantages of Audio-listening based learning methods:

1. This method exposes learners to authentic language use, various accents, intonations, and speech rates, improving their ability to understand spoken language in different contexts. The diverse range of audio inputs helps learners to adapt to different speaking styles and improve their overall listening comprehension.
2. It provides accurate models for pronunciation and intonation. Practices such as shadowing enhance pronunciation accuracy and natural speaking rhythm. Repeated exposure to common phrases increases fluency.
3. This method allows learners to access audio materials anytime and anywhere, supporting autonomous learning by enabling them to choose materials that match their interests and proficiency levels.

2.8.2 Disadvantages

According to Ahmadi (2020), the following are the disadvantages of Audio-listening based learning methods:

1. Learners may not receive immediate feedback on their performance, which can lead to fossilization of errors without interactive feedback from teachers or language partners.
2. This method may not sufficiently address writing and reading skills. A comprehensive language learning approach should include activities that develop all four language skills.

2.9 Theoretical Assumption

In exploring the effect of using audio listening-based learning methods on English speaking ability among senior high school students, several theoretical assumptions underpin this research. Firstly, it is assumed that listening to authentic audio materials, such as dialogues, podcasts, or recorded conversations, provides students with exposure to natural language use, including various accents, intonations, and speech patterns. This exposure is believed to enhance their listening comprehension and pronunciation skills, which are crucial for effective speaking. By mimicking native speakers through techniques like shadowing, students are expected to improve their pronunciation accuracy and develop a more natural speaking rhythm.

Secondly, it is assumed that regular engagement with audio materials can lead to increased speaking fluency. The repetitive practice of listening and speaking in response to audio content helps students internalize common phrases, sentence structures, and conversational strategies. This repeated exposure and practice are thought to support the development of spontaneous language use, which is a key component of fluency in speaking. Therefore, the assumption is that consistent practice through audio materials will lead to noticeable improvements in students' ability to speak English more fluidly and confidently.

Lastly, it is assumed that the audio listening-based learning method fosters autonomous learning and self-directed practice. The flexibility of accessing audio materials at any time and from any location allows students to engage with the language outside of regular classroom hours. This autonomy is believed to motivate students to practice more frequently and take greater responsibility for their own learning progress. Consequently, it is assumed that this increased practice and self-directed learning will positively impact students' English speaking abilities, leading to measurable improvements in their speaking skills.

2.10 Hypothesis

The researcher states the hypothesis as follows:

H1 : There is significant effect of students' speaking ability after being taught by using audio listening based learning methods.

H0 : There is no significant effect of students' speaking ability after being taught by using audio listening based learning methods.

This chapter has discussed about the definition of speaking, teaching of speaking, aspect of speaking, media in teaching speaking, audio listening based learning methods, audio listening based learning methods in teaching speaking, procedure, advantages and disadvantages, theoretical assumption, and hypothesis.

III. METHODS

This chapter explains the research method used in this study. It presents the research design, variables, data source, instrument, data collection, and data analysis.

3.1 Research Design

This research is a quantitative research with quasi-experimental method which is intended to investigate whether there is significant effect of students' speaking ability after being taught by using audio listening based learning methods. The design of this research is one group pre-test-post-test design. Therefore, the research design can be presented as follow:

T1 X T2

Note:

- T1 refers to the pre-test (before being by using audio listening based learning methods).
- T2 refers to the post-test (after being taught by using audio listening based learning methods).
- X refers to the treatment by the researcher.

3.2 Variables

The research consist of the following variables:

1. Speaking ability is dependent variable (Y) of this resarch because this variable is observed and measured to determine the effect of independent variable.
2. Audio listening based learning methods independent variable (X) of this resarch because this variable has effects to dependent variable.

In conclusion, there are two variables in this research. They are young learners' speaking skill as dependent variable (Y) and audio listening based learning methods as independent variable (X).

3.3 Data Source

The researcher conduct the research in SMA Kartika Metro. The population of this research is first grade that consist of 25 students. A class was taken as the sample of this research by using random sampling.

3.4 Instrument

In this research, the instrument used to obtain the data which are needed to answer the research question. The researcher will use a test to investigate wheter there is significant effect of students' speaking ability after being taught by using audio listening based learning methods, the researcher will use speaking test.

3.4.1 Validity

According to (Hatch and Farhady, 1982), a test could be considered valid if the test measures the objectives to be measured and suitable to the criteria. There are several types of validity, but content validity and construct validity will be used in this research.

a. Content Validity

In this research, the researcher will use speaking test which is supposed to be comprehended by the tenth grade senior high school. The test is considered as valid in content validity since it demonstrates a sample of the language skills and structure. Besides, the material is chosen based Merdeka Curriculum and the objectives in the syllabus of the SMA Kartika Metro which states that the students are expected to be able to how to ask and how the way students to mention the clock.

b. Construct Validity

This research focus on the speaking skill, so that the instrument used in this research has 5 aspects speaking skill. The researcher will employ the five

aspects specified by Brown (2001) in grading students' speaking tests: pronunciation, vocabulary, fluency, understanding, and grammar.

3.4.2 Reliability

Reliability of the test means consistent and dependable and to measure the reliability of the instrument, the researcher uses inter-rater reliability, this kind of reliability needs several researchers, assessors, or observers as a team. Therefore, the researcher and English teacher in SMA Kartika Metro were the raters. In evaluating students' speaking ability toward the speaking test, the scoring rubric became the basis data of this research. The scoring rubric is adopted from Brown (2001) based on the 5 aspects of speaking (grammar, vocabulary, fluency, comprehension, and pronunciation).

The reliability of data was analyzed by using Cohen's Kappa or Kappa statistic in SPSS 27 to get students' speaking scores from two raters (researcher and English Teacher). Table 3.1 and 3.2 show the result of reliability computation.

Table 3.1 Reliability of Pre-Test

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.605	.133	5.848	<.001
N of Valid Cases		15			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table 3.2 Reliability of Post-Test

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.605	.141	6.022	<.001
N of Valid Cases		15			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The computation in the table 3.1 showed that reliability coefficient of the pre-test result in 0.601. Likewise, the reliability coefficient if the post-test result in table 3.2 is 0.605.

In quantitative research, the reliability of the test or instrument is described statistically by correlation calculation looking for a coefficient that ranges between 0 and 1, if the coefficient is close to 1, the test or instrument is highly reliable (Setiyadi, 2018). So, it can be concluded that the test has high reliability since the pre-test and post-test Kappa coefficient is close to 1.

3.5 Data Collection Procedures

The data collection procedures of the research are described as follows:

1. Administering a pre-test

Audio listening based learning methods are implemented to students as the speaking test. The pre-test is conduct to measure young learners' speaking test before treatment.

2. Conducting Treatments

After giving the pre-test to the students, the researcher will conduct two meetings which take 90 minutes every meeting. In this step, the researcher will present material about giving opinion using audio listening based learning methods. In other meeting, the researcher will explain about giving opinion and

give students instruction about what they have to do to practice speaking material by using audio listening based learning methods.

3. Administering pot-test

The post-test is conducted to see the improvement of students' speaking skill after they are given the treatments. The test is in the form of speaking which the materials relate to the curriculum that is used in the school. The form of test is a subjective test. The speaking aspects that will be scored are fluency, accuracy, pronunciation, and vocabulary. The post-test is similar to the pre-test.

4. Analyzing the data (pre-test and post-test)

After scoring the pre-test and post-test, the data will be analyzed by using SPSS software program. It is used to find out the means of pre-test and post-test and how significant the improvement by comparing the students' scores of pre-test and post-test. If the students' score of the post-test is higher than the pre-test, it indicates that there is improvement in students' speaking ability.

In other words, there are some steps of research procedures in this research starting from administering ore-test, conducting treatments, administering post-test, and analyzing the data (pre-test and post-test).

3.6 Data Analysis

After collecting the data, the result of students' performance in the pre-test then will be compared with the result of their performance in the post-test. To analyze the data collected from the speaking test, the researcher will process the data through the following steps:

1. Scoring the speaking test (pre-test and post-test)
2. Finding the mean of the pre-test and post-test by using the formula:

$$Md = \frac{\sum d}{N}$$

Note:

Md refers to mean

Σ relates to the total score of the students

N refers to the number of students

3. Drawing a conclusion by comparing the means of pre-test and post-test. The mean of the pre-test will be compared to the mean of the post-test to see whether the audio listening based learning methods gives any improvement in students' speaking skill or not. In order to determine whether the students get an improvement or not, the researcher will use the following formula:

$$I = M2 - M1$$

Note:

I = the improvement of young learners' speaking skill

M1 = the average score of the pre-test

M2 = the average score of post-test

This is the table of scoring criteria according to Brown (2001):

Category	4	3	2	1	Score
Grammar	Grammar covered in class was used to communicate effectively	A few minor difficulties arose from not using the grammar studied in class	Grammatical errors led to many minor difficulties for one major breakdown in communication	Grammatical errors severely hampered communication	
Vocabulary	Vocabulary studied in class was used to express ideas eloquently	A few minor difficulties arose from not using appropriate vocabulary	Some difficulties arose due to limited vocabulary and/or bad diction	Communication was severely hampered due to lack of vocabulary	
Fluency	Student acted as a facilitator, helping the	Some minor difficulties maintaining the	Some efforts were required to maintain the	Much effort was required to maintain the	

	conversation flow and develop	conversation were evident	conversation . There are may have been a few long pauses	conversation. There may have been many long pauses.	
Comprehension	Student responded to questions with appropriate answers, acknowledged all statements, and incorporated them into the discussion	Student responded to most questions, acknowledged most statements, and incorporated many of these into the conversation .	Student failed to answer some questions appropriately OR failed to acknowledge some statements and incorporate these into the conversation	Student didn't understand or ignored most questions and statements. Student may have been using notes.	
Pronunciation	Pronunciation was clear and inflection and expressions were used to enhance communication	No serious problems arose, but better pronunciation inflection, and/or non-verbal communication could have made communication more efficient	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or expression. Student may have been difficult to hear	Pronunciation, inflection, and/or expression confused communication. Student may have been very difficult to hear	

It concluded that the data analysis process consists of three steps. The first is scoring the speaking test, finding the mean, and drawing the conclusion.

3.7 Data Treatment

In order to find out the aspect and improvement of students' speaking ability after being taught by audio listening based learning methods, the researcher use statistics to analyze the data using the statistical computation i.e. Repeated Measures T-Test of SPSS. According to Setiyadi (2006), using Repeated Measures T-Test for hypothesis testing has 3 basic requirements, namely:

1. The data is interval or ratio.
2. The data is taken from random sample in population (not absolute).
3. The data distributed normally.

3.7.1 Random Test

The random test will be conducted to find out whether the students' data in the sample class fits the criterion of randomization or not. The samples will be tested by using SPSS 16.00.

The hypothesis of random test is:

H1 : The data is random

The level of significance used is 0.05. H1 test is higher than 0.05 is accepted if the result of the random test is higher than 0.05 ($p > q$).

3.7.2 Normality Test

The purpose of composing the normality test is to find out whether the data is from the population with normal distribution or not. The researcher used One Sample Shapiro-Wilk SPSS 27 to analyze the data in order to fit the value.

The hypothesis of the normality test is:

H1 : The data distribution is normal

The level of significance used is 0.05. H1 test is higher than 0.05 is accepted if the result of the normality test is higher than 0.05 ($p > q$).

Table 3.3 Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.208	15	.081	.895	15	.081
Post	.172	15	.200 [*]	.963	15	.740

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the data above, the value of the pre-test is 0.081 and for the post-test is 0.740. It means that the level of significance is higher than 0.05. So, H1 is accepted since the result is higher than 0.05. Thus, we can conclude that the data distributed normal.

3.8 Hypothesis Testing

After collecting the data, the researcher will analyze them to find out whether there is an improvement of students' speaking skills after being taught using chain drill technique using digital flashcard. The researcher used Repeated Measures T-test to find out the difference of the treatment effect. Hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypothesis of this research are as follows:

1. H0 : There is no significant effect of students' speaking ability after being taught by using audio listening based learning methods.
2. H1 : There is significant effect of students' speaking ability after being taught by using audio listening based learning methods.

It can be concluded that this chapter discusses about research design, the variable of the research, the data source, instrument of the research, procedure of data collection, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION

This Chapter deals with two points named conclusion and suggestions.

5.1 Conclusion

The findings of this research confirm that audio listening-based learning methods significantly improve students' speaking abilities. By engaging with authentic audio materials and applying techniques such as shadowing and group discussions, students demonstrated substantial progress, especially in comprehension and fluency. This improvement highlights the dynamic interaction between listening and speaking skills, as repeated exposure to authentic language input fosters better understanding and more natural language production.

However, the research also revealed a limitation in the method's impact on grammatical accuracy. Despite the notable advancements in fluency and comprehension, students showed minimal improvement in mastering grammatical structures. This suggests that while audio-based methods are effective in creating a more immersive and communicative learning environment, they cannot replace the explicit teaching of grammar rules. This shortcoming underscores the need for a balanced approach that integrates both implicit learning through audio materials and explicit grammar instruction to ensure a comprehensive enhancement of speaking skills.

Additionally, the results affirm the importance of providing learners with opportunities to practice in real-life contexts and engage with diverse accents, intonations, and speech patterns. This method encourages students to take ownership of their learning and boosts their confidence in using English for communication. Nevertheless, the findings

also indicate that without careful selection of materials and targeted feedback, the potential benefits of this method might not be fully realized.

In conclusion, audio listening-based learning methods are a valuable tool for improving speaking skills, particularly for enhancing comprehension and fluency. However, their effectiveness depends on thoughtful implementation, the integration of grammar-focused activities, and sustained efforts to create a well-rounded learning experience. This judgment calls for educators and researchers to embrace this approach while addressing its limitations to further advance students' English speaking proficiency.

5.2 Suggestions

Considering the conclusion of the research, the researcher would like to recommend some suggestions as follows:

5.2.1 Suggestions for English Teacher

1. The study found that while students showed significant progress in fluency and comprehension, their grammatical accuracy remained relatively low. To overcome this, teachers should integrate explicit grammar instruction alongside audio-based learning. This can be done by providing targeted grammar exercises after listening activities or using structured speaking tasks that require correct grammatical usage.
2. Some students struggled with maintaining focus and engagement during audio-based activities. To improve student motivation, teachers can select engaging and relevant audio content, such as storytelling, debates, or real-life conversations. Additionally, incorporating interactive tasks like shadowing, peer discussions, and group reflections can make the learning process more dynamic.
3. Although students' fluency improved, some still faced difficulties in pronunciation. To address this, teachers should provide explicit pronunciation practice, including phonetic drills, minimal pair exercises, and modeling native-like speech patterns. Using speech recognition technology or apps that provide

real-time pronunciation feedback can also help students refine their spoken English.

5.2.2 Suggestions for Further Researcher

1. This study focused on improving speaking skills. Future research could explore how audio listening-based methods influence other aspects of language learning, such as writing, reading comprehension, or grammar acquisition, to provide a more comprehensive understanding of its benefits.
2. Future studies could analyze how various types of audio materials, such as podcasts, audiobooks, conversational dialogues, or real-life recordings, affect students' speaking improvement. This could help determine which type of content is most effective for different learning objectives.
3. This study was conducted with senior high school students. Future research could investigate whether audio listening-based methods have similar effects on learners with different proficiency levels, such as beginners or advanced students, to determine its adaptability across different language learning stages.

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