

## ABSTRACT

### TEACHING SPEAKING USING THE AUDIO-LINGUAL METHOD: STUDENTS' PERCEPTION ON THE FOUR TYPES OF DRILLS AND SPEAKING PERFORMANCE AT EIGHTH GRADE OF SMP MUHAMMADIYAH AHMAD DAHLAN METRO

By

**Amanda Weldan Krupskaya**

This study investigates students' perception of the four types of drills and their speaking performance through the use of the Audio-Lingual Method, particularly in recount texts. The four drills applied in this study were repetition drill, substitution drill, transformation drill, and question-and-answer drill. Speaking is widely regarded as a challenging skill for EFL learners, as students often experience difficulties related to limited vocabulary, inaccurate pronunciation, and low fluency. This research employed a quantitative approach using a one-group pre-test post-test experimental design involving eighth-grade students of SMP Muhammadiyah Ahmad Dahlan Metro. The findings reveal variations in students' perceptions toward the implemented drills, with the repetition drill obtaining the highest mean score (4.04), followed by the substitution drill (3.94). In addition, the results indicate an improvement in students' speaking performance after the implementation of the Audio-Lingual Method, as shown by the increase in the mean post-test score (5.64) compared to the pre-test score (4.19). The study concludes that the use of the Audio-Lingual Method can support the improvement of students' speaking performance and that the four types of drills may be considered as alternative techniques in teaching speaking. Future research is suggested to explore other types of drills and their application to different language skills.

**Keywords:** *Audio-Lingual Method, Drill Types, EFL Learners, Speaking Performance, Students' Perceptions.*