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

(Undergraduate Thesis)

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ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

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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

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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.*

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Research Title	:	**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**
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Menyatakan bahwa skripsi ini adalah karya 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. 06 Februari 2026

Yang membuat pernyataan,

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v

CURRICULUM VITAE

Amanda Weldan Krupskaya, the eldest child of her parent who was born on March 27 2004 in Bandar Lampung. She has one younger brother named Athar Weldan Khomeini.

She began her education at TK Aisyiyah Metro and continued at SD Muhammadiyah Metro, graduating in 2016. She then attended SMP Muhammadiyah Ahmad Dahlan and graduated in 2019. She completed her high school education at SMA Negeri 4 Metro in 2022. In the same year, she was accepted into the English Education program at the University of Lampung through the SNMPTN program.

During her time at the university, she was actively involved in student organizations. In 2022, she was selected as a secretary of the Human Resources Development division of the Society of English Education Department Students (SEEDS). In 2024, she was the PIC of Speaking Branch in English Society (ESo). That same year, she also became an intern for the Radio Kampus Unila program. She also had some achievements in speech competitions. Additionally, at almost the end of 2024, she received a reward as a volunteer in an International Humanity project in Malaysia. She gained a lot of valuable experience and knowledge that helped her grow as a person.

MOTTO

"I am a SURVIVOR."

(Katherine Pearce, The Vampire Diaries)

"And He found you Lost and Guided you."

(93:7)

"I like being the bad guy anyway. cus when people see good, they expect good and I don't wanna have to live up to anyone's expectation."

(Damon Salvatore, The Vampire Diaries)

"Hope. It is the only thing Stronger than Fear."

(President Snow, The Hunger Games)

DEDICATION

In the name of Allah.

I dedicate this thesis to myself, who keeps rising after every fall, who feels fear but chooses courage anyway. Even when she always overanalyses and doubts herself, deep within, she knows God cherishes and guides her.

I am grateful for the journey, which has been full of lessons and experiences that have shaped me into who I am today. Long live Amanda.

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The researcher would like to express her heartfelt gratitude to all those who supported and encouraged her throughout the completion of this thesis:

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Finally, the researcher believes that her research still needs to be improved. Therefore, comments, suggestions, and constructive feedback are always welcome for better research. The researcher hopes that this study can make a practical contribution to the development of education, for the readers and for those who want to conduct further research.

Bandar Lampung, 06 Februari 2026
The Researcher

Amanda Weldan Krupskaya
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CONTENTS

APPENDIECES

I. INTRODUCTION

This chapter will be divided into seventh parts of the discussion which deals with several points; background, research question, objective of the research, uses of the research, scope of the research and also the definition of terms in order to provide explanation of this research.

1.1 Background

A "speaker" of a language is someone who uses language to communicate with others, as though speaking included all other areas of knowledge (Ur, 1996). As in EFL learning contexts, speaking difficulties are often encountered by students due to limited opportunities for the target language to be used in real-life communication. As Suban (2021) made clear, EFL learners usually only study English as a school subject, which means they rarely get the chance to practise speaking outside the classroom. This means that students often feel unprepared when they have to express their ideas verbally.

According to (Brown, 2000) he stated, speaking is a skill that involves the process of constructing meaning by receiving, processing, and producing information. He emphasized that speaking is not just by saying a words but it is about communicating thoughts effectively in real-life situations. However, Iswanto et al. (2024) discovered that students find it difficult to speak well because they don't have a wide range of words, their grammar is not very good, and they make mistakes when pronouncing words. This can make it hard to speak in front of other people. Moreover, psychological factors also contribute to their discomfort. These include anxiety and the fear of being wrong. They also include the fear of being laughed at by classmates.

Speaking is often considered to be the most challenging skill among the four language competencies by many EFL learners. According to Richards (2008), language learning success is measured by many EFL learners based on their speaking ability, which inherently adds psychological pressure. He pointed out that speaking is a complex skill involving turn-taking, managing topics and real-time language processing, which can often be more challenging than writing. People learning to speak often find it hard to talk because it is quick, and the speaker might not say all the words before the other person speaks. The unpredictability of spoken interactions makes it harder to learn to speak and perform fluently in real-time situations.

On the other hand, according to Ruslin et al. (2022), is made up of multiple sub-skills. These sub-skills are accuracy, fluency, vocabulary and pronunciation. They require intensive practice and support. It was emphasised by teachers interviewed in the study that more creativity and attention is demanded by speaking instruction than other skills to ensure that meaningful experience and improvement is gained by students.

Based on Harmer, (2007) he stated that English speakers have to be able to speak in variety of event or any situations and they will have to be able to use a range of conversational repair strategies. Not only that, they need to be able to survive in typical functional exchanges too. In reality, many EFL learners still have issues when they have to communicate or just speak in English whether it is with their friends or other people.

The findings were supported by Saputra et al. (2025) who stated that many university students avoid speaking because of feelings of uncomfortable and fear of making mistakes, especially in spontaneous communication. Some students also said that their speaking classes were repetitive and like their old high school classes, which made them less interested.

According to Puspasari et al. (2024) they described EFL learners most challenges when learning English such as daily habit, lack of vocabulary, unfamiliar speech patterns, and delays. These things happened because English is not their mother tongue which is the struggle of EFL learners. When they experience these

challenges, they may lose their confident in speaking. EFL learners often question their abilities while trying to communicate in English with their classmates, native speaker, or during class. The fear of making mistakes and negative reactions from their peers can build extra pressure, which ultimately holds back their speaking skills.

Therefore, to overcome EFL learner's difficulties in speaking, the use of a suitable teaching method is considered necessary when teaching English language skills. Based on Brown, (2000) method is a versatile guideline which can be applied to a various classroom variety of contexts, and can be used for different groups of learners to achieve linguistic objectives. The use of a teaching method by EFL learners is a factor in their dependency on it. The enhancement of language acquisition, especially communication skills, will be achieved by EFL learners through the use of a teaching method that is suited to them.

Given the various challenges that EFL learners face when speaking, such as linguistic limitations, psychological barriers and classroom constraints, it becomes apparent that students require more than just exposure to the language. To help them gain confidence and improve fluency, it is important that they have structured, consistent and supportive speaking practice. To address these issues, the application of an appropriate teaching method is essential. The Audio-Lingual Method (ALM) is a widely recognised method that focuses on repetition, habit formation and the development of spoken language. A practical solution may be offered by this method to help students overcome their speaking difficulties and effective communication skills in English may be gradually built by them.

As Harmer, (2004) stated that one of the most popular methods is the Audio-Lingual Method, which involves using a lot of drills so that students can learn step by step and produce their own responses, and the drills are designed to minimise the chances of students making mistakes.

According to Putra et al (2022) they found that Audio-Lingual Method (ALM) is a suitable method to enhance the willingness communication of the students. It also can help EFL learners to express their ideas in the target language,

and give them the skills needed to communicate well across various foreign language.

Previous studies have concluded that using Audio-Lingual Method (ALM) can improve students' speaking skills more effectively than teaching without using ALM. Sometimes when the students speak, they intend to re-think what they should use to describe their thoughts. This shows that they are lack of vocabulary or avoid grammatical errors which can lead students to doubt their speaking ability. However, when the Audio-Lingual Method is used to teach speaking, it is claimed that it can cover the lack of all components in the conversation. Therefore, using Audio-Lingual method can improve students' speaking ability (Sidabutar, 2021).

According to Setiyadi, (2023) he described Audio-Lingual Method is still consider the oral forms: speaking, and listening should come first and reading and writing come later. This believes is same as when children learn their first language. They will hear first and then try to understand the meaning. Then, the next is they will try to produce it themselves. These stages can describe that learning a foreign language there are the passive or receptive stage and the active or reproductive phase. It is very suitable to enhance EFL learner's speaking skills by acquiring knowledge at a measured pace.

Based on Manda & Hermansyah, (2022) the result of conducting Audio-Lingual Method for 8th grade students, they can get the intonation and sentence structure right, they can expand their vocabulary and they can boost their confidence in communicating in English. Another study according Abrar & Ma'rifatulloh, (2025) confirmed that Audio-Lingual Method use regular drilling and exposure to help them enhance their pronunciation skills. This indicated that ALM had a positive impact on improving students speaking especially in pronunciation.

The selection of the Audio-Lingual Method in this study is based on the learners' current condition, which is why it is the most suitable option. EFL students, particularly those in the eighth grade of SMP Muhammadiyah Ahmad Dahlan, still experience difficulties in using English. They are not yet confident in producing spoken utterances and are not fully prepared to construct written language

independently, requiring guided practice to develop their speaking skills. The Audio-Lingual Method is considered appropriate in these conditions because it emphasises structured oral practice through repetition and habit formation. The use of various drill techniques is expected to support students in improving their fluency, accuracy and pronunciation, as well as their general understanding of the language.

However, only a limited number of studies have examined how students perceive the different types of drills when taught using the Audio-Lingual Method. Previous research has rarely explored whether implementing this method significantly improves students' speaking performance. This study therefore aims to address these gaps by investigating students' perceptions of the four types of ALM drill and examining the method's impact on their speaking performance. The study will be conduct at 8th grade junior high school students at SMP Muhammadiyah Ahmad Dahlan Metro.

1.2 Research Question

Based on what has been written in the background of the study, the researcher formulates the problems as follow:

- How do students perceive each of the four types of drills after being taught using the Audio-Lingual Method?

- Is there a significant improvement in the students' speaking performance after being taught using the Audio-Lingual Method?

1.3 Research Objective

In relation to the research question above, the objective of the research is to describe students' perceptions of the four types of drills after being taught using the Audio-Lingual Method and to examine whether there is a significant improvement in students' speaking performance after being taught using the Audio-Lingual Method.

1.4 Use of The Research

The uses of this research are formulated as follows:

1. From a theoretical perspective, the findings of this study are expected to build on and reinforce previous research, providing a valuable reference for future studies.

2. In practice, the results of this research can hopefully serve as a valuable resource for English teachers, providing insights into effective speaking strategies using the audio-lingual method. By showing how students perceive the four types of drill, teachers can consider using similar approaches in their lessons to encourage active student participation and improve speaking performance.

1.5 Scope of The Research

The study uses a quantitative approach and is limited to students' perceptions of the four types of drills used in the Audio-Lingual Method and their speaking performance after the implementation of the method. The study's participants are eighth-grade students at SMP Muhammadiyah Ahmad Dahlan Metro. The study focuses on speaking practice, using recount text as the instructional material. There are three aspects to speaking performance measurement: pronunciation, fluency and vocabulary.

1.6 Definition of Term

In order to the same perception about the terms used in this study, the following definitions are presented:

1. Audio-Lingual Method

A language teaching method with emphasis on repetition, drills and the memorisation of sentence patterns for the development of students' speaking skills, with minimal mistakes made by the learners.

2. Drills

Practice activities in the ALM are structured and repetitive. They are designed to reinforce specific language patterns. The focus of this research is on four types of drills: repetition, substitution, transformation and answering questions.

3. Speaking Performance

Speaking performance refers to the measurable outcomes of students' speaking ability, including fluency, accuracy, vocabulary use, and pronunciation (Brown, 2004).

4. Students' Perception

The students' perception of the four types of drills after being taught using the ALM.

This chapter is already discussed the introduction of the research includes the explanation about the background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms. Those were discussed to provide an insight into this research. In the next chapter, the writer tries to describe more about the theories used in this research.

II. LITERARUTE REVIEW

This chapter discusses several key concepts related to this study, including speaking, teaching speaking, speaking performance, Audio-Lingual Method, procedures of teaching speaking through ALM, advantages and disadvantages teaching speaking through ALM, theoretical assumptions, and hypothesis.

2.1 Speaking

This section will clarify the significance of speaking as one of the vital language skills learners must acquire in everyday life. The various perspectives of different experts on the subject of speaking will be explored.

According to Brown (2001), speaking is a productive oral skill that involves using verbal utterances to convey meaning through interactive communication. The other reason is by Bygate (1987) stated that speaking is not only a tool for communication, but also a way for the building of interpersonal relationships, the expression of one's social role, and the demonstration of professional ability, the assessment of which is often a requirement in various fields.

As Thornbury (2005) points out the integral role of speaking in everyday life, and the frequency of people neglecting its complexity until there is a requirement to relearn it in a second language. Nunan (2015) highlighted that for loads of people learning a second or foreign language, the most important thing is to get your speaking skills up to scratch. And whether you're learning well or not is judged by how well you can have a conversation in the language.

According to Hughes (2003) he wrote that the goal is to cultivate the skill of effective interaction, encompassing both understanding and expression. Another thing from Harmer (2007) capability of speaking is a survival skill, because we can face any challenges by being able to speak in a wide range of situations. This is also supported by Richards (2008) stated that many second-language speakers consider

speaking skills a priority. They can see improvement in their effectiveness when using English in a conversation.

Experts say that speaking skills are important for our daily lives. We can express our thoughts to others and build strong connections through communication. Brown (2001) considered the characteristics of spoken language that improve performance. There are 8 components of speaking as follows:

1. Clustering

Fluent speech groups words together into meaningful units. Spoken language tends to be produced in chunks or phrases (called *thought groups*) rather than word by word.

2. Redundancy

Spoken language contains many repetitions, rephrasing, and elaborations which help the listener process the message. Redundancy can support understanding and retention.

3. Reduced Forms

Spoken English frequently uses contractions, elisions, and reduced grammatical forms, such as *gonna*, *wanna*, *lemme*, or *dunno*. These can pose difficulty for learners if not explicitly taught.

4. Performance Variables

In spoken communication, speakers often hesitate, repeat, pause, or correct themselves. These performance variables reflect the real-time processing of speech.

5. Colloquial Language

Informal vocabulary, idiomatic expressions, and slang are common in everyday spoken language. Learners must become familiar with these to communicate naturally.

6. Rate of Delivery

Native speakers speak at varying speeds. Training learners to comprehend different rates of speech and to control their own speech rate is important.

7. Stress, Rhythm, and Intonation

These suprasegmental features convey meaning, emotion, and emphasis. They are crucial to successful spoken communication and can affect intelligibility.

8. Interaction

Spoken language is interactive. It involves negotiation, clarification, turn-taking, and real-time feedback. This dynamic process is central to oral communication.

In conclusion, speaking is considered to be a crucial language skill that serves not only as a means of communication but also as a tool for expressing identity, building relationships, and navigating social and professional contexts. The importance of speaking, especially in a second or foreign language, has been emphasised by various scholars, including Brown, Bygate, Nunan and Thornbury. Therefore, a thorough grasp of the nature of speaking provides a solid foundation for the development of effective teaching methods and the enhancement of students' speaking performance in the EFL context.

2.2 Teaching Speaking

The focus of this subchapter is on the concept of teaching speaking, exploring how teachers can effectively guide their students to become skilled communicators. According to Harmer (2007), emphasises that pedagogy of oration is not solely about students producing sounds or words, but more importantly, about equipping them with the wherewithal to communicate efficaciously in real-life scenarios. He highlights that speaking involves both fluency and accuracy, and that these two aspects must be balanced in the classroom. Teaching speaking is a productive activity that students need to produce language themselves.

As Brown (2001) explains, motivation is key to language learning. The behaviour of learners is often driven by their psychological needs, as outlined by

Maslow. The need for safety, esteem and self-actualisation is said to be fundamental to learners' classroom engagement and willingness to speak.

In addition, Richards (2008) also admitted that the development of fluency in speaking courses became a key focus, with activities and tasks designed to simulate real-life communication scenarios, even for those with limited English proficiency. Furthermore, students' speaking skills can be improved by routine expressions because they mirror real-life situations and assist learners in producing language more naturally over time.

Teachers who specialize in teaching speaking must learn how to help their students to develop communication skills. As Penny Ur (1996) said, there are several characteristics of a successful speaking activity. Which are:

1. Learners talk a lot

Learner talks typically occupies the majority of the activity period, although teacher talk or pauses frequently consume the most time.

2. Participation is even

In the classroom, the discussion is not dominated by a small group of people who talk a lot. Everyone gets a chance to speak, and the contributions are fairly evenly distributed.

3. Motivation is high

Eagerness to speak comes from interest in the topic and a desire to say something new, or from a wish to contribute to achieving a task objective.

4. Language is of an acceptable level

Expressions of self are made by learners in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In conclusion, teaching speaking is crucial for encouraging learners to express themselves with confidence and independence. It helps them to overcome common psychological barriers, such as the fear of making mistakes and a lack of confidence. Through well-designed tasks and activities that reflect real-life

communication, learners can develop fluency and accuracy. As several experts have emphasised, effective speaking instruction is not only about language production; it is also about promoting active participation, balanced interaction and meaningful communication practice that prepares learners to become competent speakers in real-world situations.

2.3 Speaking Performance

This subchapter focuses on the elements of speaking performance. It also looks at how they are assessed in the EFL classroom. According to Thornbury (2005), speaking is defined as the act of language being used for interaction, discussion and the conveyance of meaning. He sets out a number of ways to evaluate spoken performance, focusing on things like fluency, managing discourse, interactive communication, grammar and vocabulary, and pronunciation. The importance of activities such as role-plays, discussions, and presentations, which allow learners to practise both fluency and accuracy in realistic contexts, has also been emphasised by Harmer (2007).

According to Brown (2004) he defines that speaking performance refers to learners' ability to use spoken language effectively and is commonly evaluated across several analytical components, with the rubric used for assessment specifying six dimensions: grammar, vocabulary, comprehension, fluency, pronunciation and task fulfilment, which help teachers gauge learners' oral performance accurately and thoroughly. He goes on to categorise speaking ability into two types: micro-skills and macro-skills. Micro-skills include things like phonemic production and fluency control, while macro-skills cover turn-taking and discourse management. This means that when we look at how well someone speaks, we have to consider both the linguistic and communicative aspects.

Hughes (2003) asserts that learners' ability to interact effectively should be measured by oral assessment, with pronunciation (accent), grammar, vocabulary, fluency, and comprehension being assessed through representative tasks and structured analytic rubrics. He provides details on rating scales. These range from native-like to unintelligible pronunciation. This reinforces the need for reliable assessments. These are the ones that are valid and real-life speaking.

Ur (1996) points out that a successful speaking performance is reliant on core components: pronunciation, grammar, vocabulary, fluency, and comprehension. Furthermore, he emphasises that emotional factors such as inhibition and a paucity of ideas can considerably impede the quality of performance, particularly in spontaneous oral production.

2.3.1 Scoring Rubric

The effective assessment of students' speaking performance has been enabled by the development of analytic rubrics by several experts with a focus on key components such as fluency, pronunciation, grammar, vocabulary, and comprehension.

Brown (2004) proposed the following rubric dimensions:

Component	Description
Grammar	Accuracy and range of grammatical structures.
Vocabulary	Appropriate use and range of vocabulary.
Comprehension	Ability to understand and respond appropriately.
Fluency	Smoothness and natural flow of speech.
Pronunciation	Intelligibility, stress, and intonation patterns.
Task Fulfillment	Completion of assigned speaking tasks based on criteria.

In conclusion, it has been determined that speaking performance is a complex construct involving both linguistic and communicative components. However, in this study the researcher will limit the scoring rubric to three aspects. These are fluency, pronunciation and vocabulary. This is to make sure that the assessment focuses on the most important parts of evaluating students' speaking performance using the Audio-Lingual Method. It also makes sure that the scoring process is easy to manage and appropriate for middle school learners.

2.4 The Audio-Lingual Method

This session will discuss the definitions, principles, and techniques of Audio-Lingual Method. During the Second World War, the United States developed

intensive language programmes to teach foreign languages to military personnel and diplomats. In American schools, pedagogues employed what was designated as the aural-oral or structural approach, which was pioneered by Charles C. Fries and his associates at the University of Michigan. The approach involved the combination of structural linguistic theory, contrastive analysis, and aural-oral procedures with the behaviourist psychology of B.F. Skinner, with an emphasis on habit formation through stimulus, response, and reinforcement. By the late 1950s, as the need for foreign language skills grew, the approach was refined and became commonly known as the Audio-Lingual Method (Richard & Rodgers, 1986).

As stated by Brown (2001), the audio-lingual method was firmly grounded in linguistic and psychological theory. Conditioning and habit formation models were mixed with mimicry drills and pattern practices. It was a popular method for so many years because of the great effort that was made to get students to produce error-free utterances. Repetitive drills were used, and successful responses were immediately reinforced. Meanwhile, Setiyadi (2023) emphasises that ALM prioritises oral skills by placing listening and speaking at the foundation of teaching, while reading and writing are introduced later as reinforcement. This sequencing shows the method's belief that spoken language is the foundation of learning before written skills are developed.

According to Richards and Rodgers (2001), the Audio-Lingual Method is described as a linguistic approach to language teaching that grew out of the aural-oral approach and behaviourist psychology. It emphasises the mastery of structural patterns through habit formation, using stimulus–response–reinforcement techniques to encourage learning. It emphasises the recognition and discrimination of sounds and patterns, followed by imitation, repetition and memorization. The aim is to develop automatic language responses and reduce the likelihood of errors.

Larsen-Freeman (2011) described the Audio-Lingual Method as an oral approach that emphasises practicing grammatical sentence patterns through drills. The method aims to help learners overcome the habits of their native language and develop new habits required to become proficient target language speakers, while errors are minimized in the process.

As Harmer (2007) explained, the audio-lingual method is a teaching method that uses a stimulus-response reinforcement model. It attempts to encourage good language habits through a continuous process of positive reinforcement. This method relies heavily on drills to form habits. These small steps help students to constantly learn and shield them from the possibility of making mistakes.

The Audio-Lingual Method is based on learning theory and is also reflected in classroom practice. Therefore, the principles of ALM can be viewed from two perspectives. The first of these is based on the theoretical principles proposed by Richards and Rodgers (2001).

1. Habit formation.

Habit formation is at the heart of the Audio-Lingual Method, which is how language learning is approached. Students are expected to develop automatic and accurate language responses through continuous repetition and pattern drills. However, Errors are minimised because frequent practice and reinforcement help learners to build correct linguistic habits, enabling them to produce utterances more spontaneously.

2. Spoken before written

In the Audio-Lingual Method, spoken language takes priority over written language. Listening and speaking activities are first used to build a strong oral foundation. Students are first introduced to the sounds and patterns of the language, and then gradually to its written form.

3. Inductive grammar

The Audio-Lingual Method implicitly teaches grammar rather than explicitly. Instead of teachers giving students direct explanations of grammatical rules, they expose students to repeated drills and language patterns that allow students to recognise structures on their own. This approach emphasises analogy over analysis, enabling learners to infer grammatical rules through practice rather than theoretical instruction.

4. Language and culture

The Audio-Lingual Method presents language within its cultural and social context. It is not just the form of words and expressions that are taught, but also the situations in which they are used and the cultural background they come from. This helps learners to understand the real meaning of what is being said, and not just how the words and phrases are put together.

In addition to theoretical principles, the Audio-Lingual Method is reflected in classroom practices. Several scholars describe the method as emphasising habit formation, repetition and strong teacher control in order to build accurate language use (Brown, 2007; Harmer, 2001). These pedagogical principles can be seen in the following characteristics:

1. Habit Formation and Reinforcement

The process of acquiring language skills is often seen as a matter of developing habits. Through continuous practice and reinforcement from the teacher, correct language responses are expected to be produced automatically by learners.

2. Error minimisation:

Errors are avoided as much as possible because they are believed to lead to the formation of incorrect habits. It is considered important to maintain accuracy, so immediate correction is recommended.

3. Emphasis on listening and speaking.

Classroom activities primarily focus on oral skills, with the aim of developing students' communication abilities. Learners are encouraged to listen and speak repeatedly before being introduced to reading and writing activities.

4. Use of Target Language:

The teacher uses the target language mainly in the classroom to help students become familiar with its sounds and patterns.

5. Memorisation of dialogues and pattern drills

Dialogues and structural pattern practices are central activities. These allow students to internalize sentence structures through repetition.

It can be said, The Audio-Lingual Method is commonly implemented through various drill activities, which aim to strengthen learners' language habits and accuracy. Consequently, various types of drills are employed as the primary classroom techniques to reinforce language habits.

The Audio-Lingual Method has been described by multiple specialists as a structural aural-oral approach grounded in behaviourist psychology. Stimulus–response techniques, positive reinforcement, and repetitive drills are employed to encourage students to form new language habits and overcome interference from their native language. The focus of this method is on mastering grammatical sentence patterns, accurate pronunciation, and controlled speaking practice, allowing learners to achieve both accuracy and fluency. For many years, it has been used extensively to develop automatic and correct language responses, with the aim of minimising errors through constant learning, drills and pattern practice.

The Audio-Lingual Method focuses on drilling. This is an effective teaching and learning activity that helps students to learn English quickly by focusing on pronunciation and fluency. Richards and Rodgers (2001) note that substitution drills extend learners' lexical range and reinforce structural accuracy, while Nunan (1989) observes that activities requiring manipulation of language forms increase cognitive load and can reduce engagement.

According to Larsen-Freeman (2000) A wide range of techniques are applied by the Audio-Lingual Method in classroom settings, all of which have been designed to help learners acquire the patterns and structure of the target language through intensive repetition and drilling. These are the following techniques:

- Dialogue Memorization.

These dialogues are often based on real-life situations and provide learners with a model of how language is used in context. First, learners listen to the dialogues and

repeat them after the teacher, which helps them to internalize sentence patterns and pronunciation.

- The Backward Build-up Drill.

This is a tool that can be used to help learners focus on pronunciation and intonation. This is useful when students are struggling with longer sentences. In this technique, the teacher breaks the sentence down into parts, starting with the final word or phrase, and then gradually adds segments until the full sentence is formed. This helps learners to avoid overwhelming complex structures.

- The Repetition Drill

This is a very important part of ALM. The teacher says a line and the students repeat it accurately. This technique reinforces correct pronunciation and rhythm. Another related activity is the chain drill, where students take it in turns to ask and answer questions, creating a continuous chain of interaction throughout the classroom. This encourages participation from all students and helps to build speaking fluency in a controlled way.

- The Transformation Drill

The task for students is the alteration of a sentence according to the prompt given by the teacher. To illustrate, they may transform a statement into an interrogative, or alternatively, transition a sentence from the present to the past tense. This helps students use grammar rules without having to think about them, which is true to the behaviourist nature of ALM.

- Completion Drills

In these, learners are given part of a sentence. They must complete it appropriately. The focus of these drills is on fostering automaticity and rapid response, both of which are crucial for fluent speech.

Throughout all these techniques, the role of the teacher is one of central and directive responsibility. The teacher acts as a model of the target language. They

provide constant correction and reinforcement. Just like Richards & Rodgers (1986) said about the techniques of the Audio-Lingual Method, which are:

- Mimicry and Memorization: Students repeat models provided by the teacher; useful for pronunciation and rhythm.

- Controlled Oral Drills: Includes substitution, transformation, and question-and-answer drills.

- Minimal Pairs Practice: Focused on distinguishing similar sounds, helps with pronunciation.

A hallmark of the Audio-Lingual Method is its focus on drilling. The function of drills is as structured teaching and learning activities. The objective of these activities is the reinforcement of correct language habits through repetition and controlled practice. By focusing on pronunciation, accuracy, and fluency, drilling helps grammatical patterns be internalised by students and automatic responses be developed in the target language. The Audio-Lingual Method uses various types of drills. This study focuses on four commonly applied ones. These are repetition, substitution, transformation, and question-and-answer drills.

1. Repetition drills

Repetition drill is one of the basic methods. According to Setiyadi (2023) The most basic form of practice used to introduce language patterns is the repetition drill. It is usually used at the start of teaching, when students just repeat what the teacher is doing. This drill is ideal for introducing new words and is especially useful for activities focused on pronunciation.

2. Substitution drills

Substitution drill, in which learners replace a word or phrase while maintaining the sentence structure. Sentences may replace a word of the model sentence with a pronoun or number and make some necessary change (Setiyadi, 2023).

3. Transformation Drills

Sentences are required to be changed by language learners from negative to positive, from positive to interrogative, or from simple present to simple past, depending on the instruction given by the teacher. Larsen-Freeman (2011) explains that it helps learners develop flexibility in using grammatical forms. This drill trains students to manipulate language structures accurately and automatically.

4. Question and Answer Drills

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. Based on Larsen-Freeman (2011) notes that this activity simulates real communication. Richards and Rodgers (2001) highlight its function in reinforcing automatic responses. This drill helps learners to become fluent and accurate in their spontaneous speech in the target language.

In summary, the Audio-Lingual Method is a behaviourist, structurally based approach that helps learners to become better speakers by creating habits based on sounds. ALM is based on three things: linguistic theory, contrastive analysis and stimulus response reinforcement. ALM focuses on accuracy, pronunciation and mastering sentence patterns through a lot of oral practice. Listening and speaking are the most important parts of learning, while reading and writing are used to reinforce the patterns that have already been learned. Drilling, as a result, becomes the key method by which ALM teaches learners to make automatic and mistake-free utterances. Drills such as repetition, substitution, transformation and question-and-answer provide controlled practice to help learners internalise grammatical structures, refine their pronunciation and develop fluency with minimal errors. Through these core principles and techniques, learners' oral proficiency is aimed to be built by ALM by establishing strong, habitual command of the target language.

2.5 Teaching Speaking through The Audio-Lingual Method (ALM)

The focus of this subchapter is a review of research that examines the impact of the Audio-Lingual method on enhancing speaking skills among EFL learners.

Putra et al. (2022) conducted a literature-based study examining the strategies and implications of ALM for teaching speaking. They found that ALM

helps learners to speak better by repeating, practising, and using patterns. This technique is especially efficacious in the training of vocabulary, pronunciation, and the ability to respond automatically in conversation. Moreover, students were more inclined to take part in speaking activities because of the systematic nature of ALM, which lowered their anxiety.

An experimental study was performed at university level by Sidabutar (2021), revealing that students taught using ALM showed significantly better results than the control group in terms of pronunciation, grammar, fluency, vocabulary and comprehension. The study found that ALM is good at improving speaking performance, especially when it comes to speaking in a conversation.

Similarly, Nurhayati and Aeni (2025) evaluated the impact of ALM on students' pronunciation abilities. Their findings supported the idea that learners' pronunciation skills were significantly improved by consistent repetition and listening-based techniques within ALM. The creation of a more engaging environment was emphasised as a key benefit of ALM, with the result that students develop greater confidence and fluency in spoken English.

Research has shown that the Audio-Lingual Method (ALM) is an effective way to improve students' speaking skills. For instance, an experimental study was conducted by Muliadi et al. (2020) at MTs Al-Amin NW, and it was found that the ALM significantly improved the students' speaking skills, with a much higher post-test mean score being achieved by the experimental group than the control group.

The study by Saragih and Panggabean (2025) also found that the use of ALM had a significant impact on improving the speaking accuracy of senior high school students. The experimental group's performance surpassed that of the control group, indicating that the repetition, imitation and memorisation of sentence patterns are effective in acquiring language structures.

The findings of these studies have consistently shown positive results in enhancing students' speaking performance across various educational levels, with the Audio-Lingual Method being the driving force behind these outcomes. This lends further credence to the notion that ALM can serve as a pertinent and

efficacious pedagogical approach for enhancing spoken language proficiency in EFL contexts.

Given the consistent success of the Audio-Lingual Method in improving speaking skills across various studies, by integrating repetition, reinforcement, and structured oral practice, the method is expected to contribute positively to both linguistic and psychological outcomes.

However, previous studies indicate that although has been widely discussed the Audio-Lingual Method as a technique for teaching speaking, there is still conducted limited research on which types of drills students actually prefer when researchers apply the method, especially at the middle school level. In addition, only a small number of studies have examined whether these drills lead to significant improvement in students' speaking performance, and further research is needed in this area. Building on this gap, the present research aims to identify which of the four common drills of the Audio-Lingual Method is most preferred by students. These are repetition, substitution, transformation, and question-and-answer drills. The research also aims to investigate whether the method significantly enhances their speaking performance.

2.6 Procedures of Teaching Speaking through ALM

The Audio-Lingual Method (ALM) is based on a series of steps in teaching that is structured around behaviourist principles. There are usually three stages in the procedure: presentation, practice and production. These help learners to pick up language habits and improve their speaking skills. The study focuses on four common drills: repetition, substitution, transformation, and question-and-answer.

1. Presentation stage:

- The teacher introduces a recount text model.

- Then, the teacher reading it aloud a few times to build a listening habit to the students.

- The students need to focus on listen to the teacher model.

2. Practice stage:

- Drills: repetition, substitution, transformation and question and answer.

- On every drill session the teacher asked the students to repeat the sentences based on the section and the model.

3. Production Stage:

- Students are chosen randomly to repeat the sentence based on the model.

- The students are actively repeat the teacher's model a few times both on groups or chosen randomly

- On the post-test time students are present their performance in front of the teacher.

Drills are carried out based on cues provided by the teacher, and quick and accurate responses are required from learners. Any errors are corrected immediately by the teacher to reinforce the correct approach. There are two main benefits are offered by the procedure above. Firstly, the development of speaking competence is supported through structured oral practice that emphasises fluency, pronunciation and vocabulary. Secondly, it reinforces positive language habits through immediate feedback and repetition. This makes the Audio-Lingual Method is relevant in EFL classrooms.

2.7 Advantages and Disadvantages Teaching Speaking through ALM

The Audio-Lingual Method (ALM) has several benefits when it comes to teaching speaking, especially in structured EFL classroom settings. The method aims to develop students' fluency and automatic language use through repeated practice and systematic drilling. These activities help learners understand and remember grammatical rules and respond to spoken questions more quickly and correctly (Richards & Rodgers, 1986).

Despite these strengths, the ALM also has notable limitations. Its strong emphasis on repetition and accuracy may restrict students' opportunities to use language in authentic and spontaneous communicative situations, as meaningful interaction is limited for learners. In addition, students may experience reduced

motivation when drills and dialogues are highly controlled and do not reflect their personal interests or real-life language needs.

Furthermore, creativity and students' willingness to take risks in spoken language use may be limited by the focus on form over meaning. Consequently, some learners, particularly those who prefer communicative or context-based learning approaches, may perceive the method as repetitive and rigid.

2.8 Theoretical Assumptions

This study's theoretical framework draws on well-established theories relating to the Audio-Lingual Method (ALM), speaking performance and learner engagement. The Audio-Lingual Method is based on two ideas: behaviourist psychology and structural linguistics. These two ideas together suggest that language learning is a process of habit formation. Through controlled practice, learners are encouraged to repeat, substitute, transform, and respond to sentence patterns so that automatic language use can be developed. The focus of these drills is on enhancing students' speaking performance, especially in terms of fluency, pronunciation and vocabulary. This is achieved by consistently reinforcing accurate and automatic responses while minimising errors.

In addition, it is assumed in this study that students' level of engagement in speaking activities is influenced by their preferences for certain types of drills. Learners are more likely to practise willingly, respond more quickly, and internalise language patterns more effectively when they participate in enjoyable or suitable drills. Therefore, integrating the four core Audio-Lingual Method drills into speaking instruction is expected to enhance students' performance and identify the most preferred types of drills for middle school EFL learners.

2.9 Hypotheses

Theory and findings from earlier studies suggest that using the Audio-Lingual Method (ALM) to teach speaking significantly improves students' performance. Improvements in fluency, pronunciation and vocabulary are expected to be shown by students due to the repetitive and structured nature of The Audio-Lingual Method.

The researcher has an assumption of a student preference for certain types of drills, with influence on their level of participation and motivation during learning. Learners are more likely to practise willingly, respond quickly and internalise language patterns effectively when they are engaged in the drills they enjoy. Therefore, integrating the four core ALM drills into speaking instruction is expected to enhance students' speaking performance and reveal which drills are most appealing to middle school learners in the EFL classroom.

III. RESEARCH METHODOLOGY

This chapter will discuss the research design, data sources, data collection techniques, research instruments, data collection instruments, research procedure, data treatment and hypothesis testing.

3.1 Design

This study adopts a quantitative approach with an experimental design, specifically a one-group pre-test post-test design. In this design, the researcher involved one group of participants who received both a pre-test (T1) and a post-test (T2). The design is illustrated as follows:

$$\boxed{\textbf{T1 X T2}}$$

Notes:

T1: Pre-test for students' speaking performance before get treatments.

T2: Post-test for students' speaking performance after getting treatment.

X: Teaching speaking through Audio-Lingual Method (with four drills repetition, substitution, transformation, and question-answer)

Before the treatment, the students were given a pre-test to measure their initial speaking performance (T1). Then, the treatment was conducted by teaching speaking through the Audio-Lingual Method (ALM) using four types of drills. After the treatment, the students were given a post-test (T2) to assess any improvement in their speaking performance.

The researcher chose this design because it allowed the researcher to evaluate the effectiveness of ALM in improving students' speaking performance and to identify which types of drills were more effective for the students during the learning process. Paired-sample t-test was used to analyse the difference between

pre-test and post-test scores to determine whether the treatment had a statistically significant effect.

3.2 Data Sources

The researchers collected the data of this study from eighth-grade students of SMP Muhammadiyah Ahmad Dahlan Metro. The data consisted of the students' speaking results obtained from the pre-test and post-test as well as their responses to preference questionnaires. These data were used to examine the effects of the Audio-Lingual Method (ALM) on students' speaking performance and students' perception on the four types of drills in the Audio-Lingual Method (repetition, substitution, transformation, and question-answer drills).

The students' speaking performance was assessed using a speaking rubric that was adapted from Brown (2004), and the identification of preferences for the four drills was measured using a structured questionnaire administered after the treatment. To make the assessment more focused, the rubric was limited to three aspects: fluency, pronunciation, and vocabulary. The researcher administered the rubric both before and after the treatment. Meanwhile, for the questionnaire the researcher developed the items based on several theorist through the drills characteristic and it was approved by expert.

The data sources in this study were therefore:

- Students' pre-test and post-test scores (to assess speaking performance)

- Students' questionnaire responses (to assess preferences out of the four drills)

The sample was selected using cluster random sampling. One class was chosen from the population of eighth-grade students. This was considered representative and suitable for implementing the Audio-Lingual Method-based teaching strategy.

3.3 Data Collection Techniques

This research used pre-test and post-test to collect data. The procedures were carried out as follows:

3.3.1 Procedures of Pre-Test

The pre-test aimed to set a baseline for students' initial speaking skills, specifically referring to their ability to produce language before using the Audio-Lingual Method. The four drills of the Audio-Lingual Method were not directly involved in the pre-test, since the students' initial speaking ability was intended to be measured before the treatment.

The following steps were followed for the pre-test:

1. The researcher explained the purpose of the pre-test and provided instructions to the students.

2. A speaking task were given to the students, based on a suitable topic for 8th-grade junior high school students. The topic was aligned with the current syllabus and was designed to test students' speaking ability.

3. Each students asked to speak for about 30 seconds - 1 minutes, individually, in front of the researcher and the interrater.

4. The students' speaking performance were assessed using a speaking rubric that covered pronunciation, fluency, and vocabulary.

The pre-test provided researchers with insight into students' level of speaking ability.

3.3.2 Procedures of Post-Test

The post-test was conducted to evaluate whether the use of the Audio-Lingual method had significantly improved students' speaking performance and to find out students' perception on the four types of drills used in the ALM. The results of this evaluation were used to determine the effectiveness of the method. The procedures mirrored those of the pre-test:

1. The researcher briefly explained the purpose of the post-test and reminded the students that the procedure would be similar to the pre-test.

2. Students were given a speaking task similar in structure and difficulty to the pre-test topic, but with different content. The topic was still about recount text.

3. Each students presented their work individually for about 1.30 - 2 minutes.

4. The researcher assessed their speaking performance using the same rubric as in the pre-test, which included fluency, pronunciation, and vocabulary.

5. Following the speaking assessment, the researcher distributed the preference questionnaires. It consisted of four items using a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

6. Students were expected to complete the questionnaire within the allocated time, approximately 10 minutes.

After conducted both the pre-test and post-test, the researcher analyzed the data to determine whether there has been a significant improvement in students' speaking performance as a result of being taught using the Audio-Lingual Method (ALM). The four drills were used during the treatment, and the students' perception for these drills were collected through a questionnaire that was administered after the post-test.

Quantitative data were collected from this assessment, enabling a thorough analysis of the research objectives. The reliability and validity of the speaking rubric were ensured during the data collection process to guarantee the trustworthiness of the results. The speaking rubric served as the main instrument of this study.

3.4 Instruments

Instruments refer to the tools that were used to collect the data related to the variables in this study. The measurement of the main variable was the students' speaking performance, and to evaluate the students' speaking ability, the researcher used a speaking test rubric adapted from Brown (2004). This rubric focused on three criteria: pronunciation, fluency, and vocabulary. Meanwhile, students' perception on the four drills of the Audio-Lingual Method were measured using perception

questionnaires. The questionnaire used a 5-point Likert scale ranging from strongly agree to strongly disagree.

The validity of the rubric was ensured through expert judgment, and the reliability was examined using Cronbach's Alpha and supported by inter-rater reliability. This was done to maintain the credibility of the data and findings, as well as to ensure consistency between raters.

3.5 Data Collection Instruments

The accuracy and consistency of the data collected were ensured by the validity and reliability of the research instruments. The study used one main instrument, namely a speaking performance test. According to Setiyadi (2018), validity is defined as the extent to which an instrument accurately measures what it is intended to measure. In this study, the speaking test was examined through face validity and content validity. This ensured that the tasks were appropriate, clear, and aligned with the targeted learning objectives.

Reliability is defined as the consistency with which an instrument produces stable results across repeated trials. In this study, the reliability of the speaking test was examined using two approaches: Cronbach's Alpha and inter-rater reliability.

1. Cronbach's Alpha

To measure the internal consistency of the speaking test rubric and the preference questionnaire, Cronbach's Alpha was used, as recommended by Sugiyono (2017). A Cronbach's Alpha value of ≥ 0.60 is regarded as acceptable, suggesting that the instrument possesses a satisfactory level of reliability for educational research.

2. Inter-Rater Reliability

Since the speaking test involves subjective scoring, two raters were employed to evaluate the students' speaking performance. Both raters used the same rubric, which covered fluency, pronunciation, and vocabulary. Inter-rater reliability helped reduce bias and ensured that the scoring process remained consistent across raters.

3.5.1 Validity

This study used on two main instruments to collect data named a speaking test preferences questionnaire. Each instrument is described below along with its validation approach.

3.5.2 Speaking Test

The speaking test was used to measure students' speaking performance before and after the treatment. The test required students to perform short spoken tasks based on topics taught during the treatment using the Audio-Lingual Method (ALM), particularly the four drills (Repetition, Substitution, Transformation, and Question-and-Answer) within the topic of Recount text. The researcher asked students to perform speaking tasks that reflected these drills, allowing the researcher to evaluate both their use of ALM techniques and their speaking ability.

The students' performances were scored using a speaking rubric adapted from Brown (2004), which assesses three components which are pronunciation, fluency, and vocabulary.

To ensure the quality of the speaking test, the following validity types were considered:

- Content Validity:

Content validity refers to the extent to which the test tasks represent the learning objectives and materials taught during the ALM-based instruction. In this study, the tasks were designed based on the Recount Text materials that have been practiced through the four types of drills. This makes sure that the test items accurately reflect the instructional content and allow valid measurement of students' speaking performance in terms of fluency, pronunciation, and vocabulary.

- Construct Validity

Construct validity ensures that the test accurately measures the concept it intends to assess in this case, speaking performance. According to Brown (2004), speaking performance can be assessed through several components: pronunciation, fluency,

and vocabulary. The rubric used in this study reflects these theoretical constructs, supporting its construct validity.

3.5.3 Questionnaire on Students' Perception on Drills

The questionnaire was designed to measure students' perception toward the four types of drills (repetition, substitution, transformation, and question-and-answer) after being taught using the Audio-Lingual Method. This questionnaire was self-developed based on the characteristic of the drills from several theorist and it was approved by the expert. The scale on which the statements were rated ranges from 'strongly agree' to 'strongly disagree'. The questionnaire was given to the students after the post-test, with the aim of identified which type of drill they like best.

- Content validity

Content validity was applied to ensure that the questionnaire items accurately represent and aligned with the research objectives, particularly in identifying students' perception on the four types of drills.

- Face validity

Face validity was conducted to check whether the questionnaire is clear, understandable, and appropriate for middle school students as the participants of this study.

3.5.4 Reliability

It refers to the instrument's consistency and stability in measuring the intended variables. The study established the reliability of the speaking performance and preferences questionnaire test as the main instruments.

a. Inter-rater Reliability

The speaking test involves subjective judgment. Inter-rater reliability is employed to check the level of agreement between two independent raters. Both raters assess the students' speaking performances. They use the same scoring rubric. This rubric

was adapted from Brown (2004). It covers pronunciation, fluency, and vocabulary. A high degree of consistency among the raters is indicative of the judicious and impartial application of the rubric. The English teacher from the school will act as the second rater, working alongside the researcher.

b. Internal Consistency Reliability

Reliability is further ensured by calculating the internal consistency of the speaking test scores using Cronbach's Alpha. Following Sugiyono (2017), a Cronbach's Alpha value of ≥ 0.60 is considered acceptable, which indicates that the instrument has adequate reliability.

3.6 Research Procedure

The research procedure is conducted in several stages. These are outlined below:

1. Preparation:

   - The research instrument was to be developed in the form of a speaking performance test.
   - Preparing lesson plans. These are based on the Audio-Lingual Method (ALM). The plans include four types of drills which are repetition, substitution, transformation and question-and-answer.
   - Expert judgment is being conducted to validate the instruments.

2. Pre-test:

   - Conducting the pre-test to assess the students' initial speaking performance. The pre-test conducted before the treatment started.

3. Treatment:

   - The Audio-Lingual Method (ALM) were used to teach speaking through a series of lessons. The treatment was scheduled to be administered in three sessions, with each session lasting 2×35 minutes.

- The lessons focus on the topic of the recount text, which was presented through short paragraph of recount text.

- During the treatment, the four types of drills were systematically applied. This provides students with intensive speaking practice.

4. Post-test:

   - Administering the post-test were used to measure students' improvement in speaking performance and find out students' preferences out of the four types of drills.

   - The perception questionnaire determined students' perception on the four types of drills used during the lesson.

5. Data analysis:

   - The students' speaking performances will be scored using the speaking rubric adapted from Brown (2004).

   - The effectiveness of the treatment was determined by compared the results from the pre-test and post-test result.

   - Analyzed the perception questionnaire results using a Likert-scale scoring system were to understand the responses.

   - Then, the results were put together to answer the research questions.

These steps were outline how the researcher gathered and analysed data for the study.

3.7 Data Treatment

This study employed a Paired Sample T-Test to analysed the data collected from pre-tests and post-tests for speaking performance and a questionnaire for students' perception on the four types of drills. The Paired Sample T-Test were used to determine whether there was a significant difference in the mean scores before and after the implementation of the Audio-Lingual Method (ALM).

The test is conducted to answer the following research questions:

1. Does the application of the Audio-Lingual Method (ALM) improve students' speaking performance?

Before performing the T-Test, several assumptions must be fulfilled:

a. The data should be measured on an interval scale

b. The data should ideally come from a representative sample

c. The data must be normally distributed

To verify the assumption of normality, the One-Sample Kolmogorov–Smirnov test is conducted using SPSS. The hypotheses for the normality test are:

- Null Hypothesis (H_0): The distribution of the data is normal

- Alternative Hypothesis (H_1): The distribution of the data is not normal

If the significance value (p-value) is greater than 0.05, the data are considered normally distributed, and the Paired Sample T-Test can be applied.

The pre-test and post-test scores will be analysed using SPSS to determine whether the students' speaking performance significantly improved after being taught using ALM, once the assumptions have been verified.

2. How does the students perceive the four types drills after being taught using the Audio-Lingual Method?

In order to address this question, the data collected from the questionnaire were analysed using descriptive statistics. This scale ranges from "Strongly Agree" to "Strongly Disagree" and is a guideline for responses, with perceptions summarised in terms of frequencies, percentages and mean scores. This analysis helped students to describe their perception of the four types of drills after the treatment.

a. Questionnaire Scoring Criteria

The Perception questionnaire uses a 5-point Likert scale to measure students' perceptions. Each item is rated based on the following scoring:

Table 3.7.1 The Scoring Criteria

Score	Category	Description
5	Strongly Agree	The respondent fully agrees with the statement.
4	Agree	The respondent agrees but not strongly.
3	Neutral	The respondent neither agrees nor disagrees.
2	Disagree	The respondent disagrees but not strongly.
1	Strongly Disagree	The respondent completely disagrees with the statement.

Table 3.7.2. Preference Drill Questionnaire

No	Repetition Drill	1	2	3	4	5
1.	I feel repetition drills made me more confident speaking English because I got used to repeating sentences.					
2.	I think repetition drills help me improve my English pronunciation because I get used to imitating my teacher.					
3.	I feel more comfortable speaking English when I use repetition drills to practise. This helps me to develop the habit of speaking English well.					
No	Substitution Drill	1	2	3	4	5
1.	I find substitution drills helpful for learning to speak English because it makes it easier for me to recognise sentence patterns.					
2.	I realise that substitution drills are useful because it helps me learn a lot of new vocabulary.					
3.	When I practise speaking English with substitution drills, I feel that this exercise helps me create new sentences with the same pattern.					
No	Transformation Drill					
1.	Transformation drills help me to change sentence structures quickly, which helps me speak English more accurately.					

No	Question and Answer Drill	1	2	3	4	5
2.	I can speak English better. This is because I can practice using the same sentences in different forms.					
3.	I enjoy practising with transformation drills because it helps me think faster and understand how sentence structures work.					
No	Question and Answer Drill	1	2	3	4	5
1.	My speaking skills are improved by question and answer drills because two-way communication between the teacher and students is involved in these exercises.					
2.	When I practice speaking English with question and answer drills, I can speak more fluently because this exercise helps me understand sentences more deeply.					
3.	I realised that the question and answer drill helped me stay focused and active because I had to respond quickly.					

b. Speaking Performance Rubric

The speaking performance rubric employed in this study was adopted from Brown (2004) with some of the IELTS Band Speaking descriptors from Cambridge also being included, in order to provide a clearer and more comprehensive description However, only three aspects of speaking performance were assessed in this study: pronunciation, fluency and vocabulary. The absence of inclusion of other components of the rubric may have an effect on the comprehensiveness of the speaking performance assessment. Scores ranging from 0 to 10 will be allocated.

Score Range	Pronunciation	Fluency	Vocabulary
9-10 (Excellent)	The pronunciation is effortless to understand, with natural intonation and stress patterns, and clear and accurate production throughout.	Fluency, natural pace, very few hesitations and strong coherence are exhibited in the speaking.	A wide range of vocabulary and precise, appropriate word choice show flexibility in expression.
7-8 (Good)	The language is generally clear, with only minor	Mostly fluent, with occasional hesitation or	The vocabulary is adequate and flexible enough to convey the

Score Range	Pronunciation	Fluency	Vocabulary
	mispronunciations that do not affect intelligibility.	repetition, but ideas remain coherent.	intended meaning, with only minor errors in word choice.
4-6 (Fair)	There are frequent mispronunciations. These sometimes reduce intelligibility.	Hesitant and uneven, with frequent pauses that affect communication flow.	The presence of limited vocabulary and frequent repetition, along with frequent struggles to find appropriate words.
1-3 (Poor)	The pronunciation is frequently unclear. It is also difficult to understand.	The speech is very hesitant and lacks coherence and flow.	Has a very limited vocabulary. Only knows a few words and basic phrases. Cannot express ideas and feelings well.
0 (No Attempt)	No response or speech is completely unintelligible.	No answer or unable to be evaluated.	No response or it cannot be assessed.

The students' speaking performances were assessed by two raters. The first rater was the researcher and the second rater was an interrater. The rubric consisted of three aspects those are pronunciation, fluency and vocabulary. The scoring of each aspect was on a scale of 0–10.

First, to calculated the average score of each rater by summing the three aspects and dividing them by three, as shown in the following formula:

$$Band\ Rater = \frac{Pronunciation + Fluency + Vocabulary}{3}$$

Next, the final score of each student was obtained by combining the results from the two raters using the following formula:

$$Final\ Band = \frac{Band\ Rater\ 1 + Band\ Rater\ 2}{2}$$

This process made sure that the scoring process was both systematic and reliable.

3.8 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this study is accepted or not. Briefly, the formulation of the hypothesis can be described as follows:

To do this, two hypotheses were considered:

- **H₀ (Null Hypothesis):** There is no significant difference in students' speaking performance before and after being taught using the Audio-Lingual Method.

- **H₁ (Alternative Hypothesis):** There is a significant difference in students' speaking performance before and after being taught using the Audio-Lingual Method.

The formula of t-test used in this study is as follows (Sugiyono, 2017):

$$t = (x - \mu) / (s/\sqrt{n})$$

Where:

- x: sample mean

- $\mu 0$: hypothesized population mean

- s: sample standard deviation

- n: sample size

The research design, variables, data sources, data collection techniques, research instruments, data collection instruments, research procedure, data treatment and hypothesis testing have already been explained in this chapter.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

This research investigated the use of the Audio-Lingual Method (ALM) in teaching speaking, examining (1) the type of drills most liked by the students' perception and (2) the improvement of their speaking performance after the treatment. Based on the study's findings, several conclusions can be drawn.

Firstly, students showed a statistically significant improvement in speaking performance after being taught using ALM drills. Their mean score increased from 4.19 in the pre-test to 5.64 in the post-test. A significance value of $p <.001$ was revealed by the result of the paired sample t-test, indicating that the difference between the pre-test and post-test scores is useful and not due to random chance. This suggests that ALM, with its organised pattern practice and repetition, was useful in helping students improve their pronunciation, vocabulary and fluency.

Second, the students generally received the treatment well and it used four types of drills: repetition, substitution, transformation and QNA. In conclusion, the most liked drill by students' perception was Repetition drill which has high score compared to other drills.

The results showed students overall response indicated that speaking skills were improved by structured, patterned oral practice. This supports the idea of ALM's providing of a clear and guided environment for the accurate practise of language. It can be said The Audio-Lingual Method can be an effective way to help students in eighth grade to learn to speak more easily.

5.2 Suggestions

Based on the conclusion above, there are some suggestions are proposed for teachers, schools, and future researchers.

1. English Teachers

In order for the Audio-Lingual Method with these four drills to be effective, English teachers are advised to provide interactive, varied, and enthusiastic learning activities so that students remain focused during speaking practice. Since recount texts are already familiar to students, speaking exercises can be made more engaging by using different expressions when applying the four drills to create a more enthusiastic learning atmosphere.

Based on students' responses during the treatment in the eighth grade using these four drills, several strengths and weaknesses were identified. One of the strengths of the repetition drill is that it is the easiest technique among the four drills. Students showed that they understood how to use this technique independently, and it helped them improve their pronunciation. However, the repetition drill also has a weakness, as it tends to be more difficult when it comes to modifying sentences, which may cause students to become bored and lose interest more quickly.

The substitution drill is more advanced than the repetition drill, as it involves replacing vocabulary items within sentences and can help students expand their vocabulary. However, based on the students' responses to the substitution drill, this technique has weaknesses. The students got confused because the drill had to modify the vocabulary of the sentence. The beginners may find this drill a little slow. In addition, this drill supports students' understanding of basic sentence structure. It is recommended that the substitution drill be applied after the repetition drill, once students have become familiar with the basic patterns, to minimize confusion during speaking practice. However,

Based on students' responses during the implementation, the transformation drill was perceived positively, as students were already familiar with sentence structures and were able to modify them more easily. This drill helped students understand different sentence forms within a single activity. Unlike the substitution

drill, the transformation drill focuses on changing the form of sentences rather than the vocabulary. However, this drill may be more challenging than the previous drills due to its higher level of complexity, although students appeared to show greater interest during the activity.

Lastly, the question-and-answer drill was implemented on the same day as the transformation drill but in a different session. Based on the teaching experience during the treatment, students showed similar responses to this drill. They demonstrated more accurate and automatic responses, as well as greater communicative engagement in the classroom, which encouraged them to be more involved in speaking practice. However, one challenge identified during the implementation was that passive students found it difficult to respond to the questions quickly.

In addition, teachers should pay close attention to students' responses during the implementation of each drill, as students may become bored, confused, or even sleepy in the middle of the practice. Therefore, as a model and facilitator in the classroom, teachers need to be more creative to deal with such problems. Teachers can use a variety of different methods, such as using games to apply each drill or in the middle of the practice time. In fact, teachers are still applying the drills, not just playing games that are not related to the drills. This allows students to refresh their minds and still enjoy the classroom while practicing the drills with the teacher.

2. Future Researcher

It would be beneficial for future researchers to involve a larger number of participants by implementing two distinct groups for comparison purposes. The use of an experimental and a control group may provide more reasonable results in determining whether there is improvement in students' speaking skills. With a larger sample size and comparative design, future studies may produce more reliable findings and allow for more appropriate instructional treatments.

In addition, future researchers are encouraged to use a scoring rubric that is appropriate to the participants' level and to adopt assessment criteria from

established experts without modification. Using an expert-developed rubric may help ensure clarity of assessment criteria during speaking practice. In the present study, the rubric used was adjusted to suit the participants' level and did not fully reflect all components of the original expert rubric. Therefore, future researchers are advised to carefully select or adapt a rubric that aligns with participants' needs while maintaining theoretical and methodological consistency.

The next suggestion is that future researchers conduct a more in-depth investigation when collecting data on students' perceptions of the four drills by using additional instruments such as recordings, interviews, or written explanations of students' own reasons for their choices. Through these methods, students' perception drills can be analysed in greater detail to obtain richer data and clearer evidence that students understand their opinions. This approach may help ensure that students' understanding of the four drills is not limited to questionnaire responses, which may restrict the depth of their perceptions.

In addition, future researchers are encouraged to apply additional instructional strategies when implementing the four drills during treatment. One possible strategy is integrating games into speaking activities. Due to the different characteristics and levels of difficulty of each drill, students may sometimes lose focus, feel bored, or become less engaged. Incorporating games can help create a more enjoyable learning atmosphere and increase student motivation. Although games are used as a supporting strategy, each drill should still be applied according to the prepared materials by combining drill activities with game-based learning. This integration may help students become more active and facilitate better understanding during the learning process.

Researchers may also want to conduct further studies using different levels of participants and different skills. Researchers may use different drills when applying ALM for reading, listening or writing skills. Investigating different exercises with various abilities can expand the range of the Audio-Lingual Method beyond language proficiency.

3. For Schools

The participants used by the researcher were eighth-grade junior high school students. When the researcher visited the school to ask for permission to conduct this study, the English teacher told to the researcher that the students who took part in the study were not yet able to form English sentences on their own. This can be used as a reference for schools to add extra learning time to the syllabus that focuses on students' daily skills or abilities in using English. This is because it can help students in their normal English lessons at school.

It is hoped that the findings and suggestions from this study will be used as a reference for English teachers in developing more innovative learning methods, as well as for further research to optimise the use of the Audio-Lingual Method in language education.

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