

THE EFFECT OF THE AUDIO LINGUAL METHOD ON STUDENTS' SPEAKING ACHIEVEMENT

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Abstract

The objective of this research is to find the effect of the Audio- Lingual Method on speaking achievement of the second grade of students on English Department of the HKBP Nommensen University Medan in academic year 2018/ 2019 which is focused on dialog speaking encompassing the pronunciation, vocabulary, grammar, fluency, and comprehension. This design of the research was the experimental quantitative design which applied two variables, such as a dependent variable as a speaking ability and an independent variable as an Audio- Lingual Method. Having analyzed the data, the writer found that the Audio- Lingual Method affects students' speaking ability. There was a different mean score obtained from the both control group 65, 28 and the experimental group is 8,031. The result of the calculation is: $T_{obs} > t_{table}$ ($P = 0.05$); ($df = 48$) And $8,031 > 2,010$ ($P = 0.05$); ($df = 48$). The alternative hypothesis of the method is accepted. The students' speaking ability by using the Audio- Lingual Method shows better results compared to those who did not teach by using the Audio- Lingual Method. It is suggested for English teacher to use the Audio- Lingual Method as the way to improve the students' English speaking ability.

Keywords: *Speaking; English Dialog; Audio- Lingual Method*

Background

An online learning system or a virtual learning system is the learning system by integrating an internet connection with the teaching-learning process (Bentley, Selassie, & Shegunshi, 2012:1). It is the main choice due to the pandemic. It is also distance learning. It is a learning approach that is implemented not face to face in class but through information technology by using internet facilities. One form is method e-learning. E-learning is an internet-based learning method. By integrating an internet connection, it is hoped that learning activities can interact with the interaction between teaching staff and students even though they are not facing to face.

Speaking is one of the four skills in learning a foreign language besides listening, reading, and writing. It has been taught since Elementary School. However, it is not easy for the students to communicate in English. According to Nunan (2003: 48) "Speaking is the productive aural/oral skill, it consists of producing systematic verbal

utterances to convey meaning". The average person produces tens of thousands of words a day. Speaking is a person's skill to produce sounds that exist at the meaning and be understood by other people, so that able to create a good communication. Fulcher (2003:23) "states that speaking is the verbal use of language to communicate with others".

According to Hughes (2001: 73) speaking in an interactive and in accordance to accomplish pragmatics goal through interactive discourse with another speaker of language". Nowadays, most students were difficult to engage in a speaking activity, besides that, they said vocalized pause, lost idea, and they were sometimes obviously afraid of making mistakes, few students who spoke English and they also tend to use inappropriate grammar. Moreover, some students are convinced that most of the English sessions were boring so they think that English is not important and they can live and find a job without English, this perhaps is caused by lack of motivation-

related engagement from the teacher during the speaking session.

The other problems that often happen in the speaking class are often dominated by several activities of students. There are many activities to make the students interested and motivated in learning English. To overcome those problems, Audio- Lingual can be used as a method to teach speaking to the students. Concerning to method in teaching speaking, the English teacher has to be aware of innovative ways and well-selected methods in teaching especially in teaching speaking skills.

Audio- Lingual Method in teaching speaking is more congruent with learning and talking teaching practices. It is more like the real and able to provide the correct response directly. The Audio-Lingual Method is like the direct method that is also an oral-based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. It also, unlike the Direct Method, has a strong theoretical base in linguistics and physiology.

The objective of the problem is to find the effect of the Audio- Lingual Method on speaking achievement of the second grade of students on English Department of the HKBP Nommensen University Medan in academic year 2019/ 2020. This study is focused on dialog speaking which focuses on pronunciation, vocabulary, grammar, fluency, and comprehension.

Theoretical Framework

Speaking is one of the four basic skills in learning a foreign language besides listening, reading, and writing. From the four skills mentioned earlier, it could make the group into two categories; oral and written features. According to Nunan (2003: 48) "Speaking is the productive aural/oral skill, it consists of producing systematic verbal utterances to convey meaning". The average person produces tens of thousands of words a day. Speaking is a person's skill

to produce sounds that exist at the meaning and be understood by other people, so that able to create a good communication.

Scot (2005:90-91) divides the criteria for speaking tasks must encompass productivity to be maximally language productive to provide the best conditions for autonomous language use.

- a. Purposefulness, often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose.
- b. Interactivity, activities should require learners to take into account the effect they are having on their audience. If not, they can hardly be said to be good preparation for real-life language use. Example: where there is an audience present, one which can demonstrate interest, understanding, and even ask questions or make comments at the end.
- c. Challenge, the task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome.
- d. Safety, while learners should be challenged, they also need to feel confident that, when meeting those challenges and attempting autonomous language use, they can do so without too much risk. The classroom should provide the right conditions for experimentation, including a supportive classroom dynamic and a non-judgmental attitude to an error on the part of the teacher. Also, learners need to be secure in the knowledge that the teacher like a driving instructor will always be there to take over if things get seriously out of hand.
- e. Authenticity, speaking tasks should have some relation to real-life language use.

Besides some elements of speaking there are some types of speaking in speaking skill. Brown (2004:141) states that six similar categories apply to kinds of oral

production that students are expert to carry out in the classroom, they are:

- a. Imitative: imitation of this type is carrying out not for meaningful interaction, but for focusing on some particular element of Language form.
- b. Intensive: intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.
- c. Responsive: a good deal of student's speech in the classroom is responsive; short replies to a teacher or student-initiated questions or comments.
- d. Transactional (dialogue) transactional language, carry out to convey or exchange specific information, is an extended form of responsive language.
- e. Interpersonal (dialogue): the other form of conversation interpersonal dialogue carries out more to maintain a social relationship than for the transmission of factual information.
- f. Extensive (monologue): to give extended monologue in the form of oral reports, summaries, or speeches.

In the classroom, the language student is expected to learn correct pronunciation and speech patterns. Harmer (2003: 40) says that communication occurs because there are communicative purposes between speakers and listeners. It means that the purpose of speaking is to share what the speaker wants to communicate to the listener and to get information from the speaker and understand the spoken at normal speed, the ability to answer questions that require a short or extended answer.

The Audio-Lingual Method is like the direct method that is also an oral-based approach.

According to Larsen- Freeman (2000: 47) there are some techniques described below that already using or can adapt to the Audio-Lingual Method:

- a. Backward build-up (expansion) drill where the students repeat a part of the sentence, usually the last phrase of the

line. Then following the teacher's cue, the students expand what they are repeating part by part until they can repeat the entire line.

- b. Repetition drill
Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.
- c. Chain drill
A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer the question of each other. The teacher begins the chain by greeting a particular student or asking him a question. That student's response then turns to the student sitting next to him. The first student greets to ask a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also allows the teacher to check each student's speech.
- d. Single-slot substitution drill
The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.
- e. Multi- slot substitution drill
These drills are similar to the single slot substitution drill. The difference is that the teacher gives cue phrases at a time that fit into the different case in the dialog line, the students must recognize what part of speech each cue is, or at least where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line fitting the cue phrase into the line where it belongs.
- f. Transformation drill
The teacher gives the student a certain kind of sentence pattern, an affirmative sentence for example. Students are asked

to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

g. Question and answer drill

This drill gives students practice with answering the question. The students should answer the teacher's question very quickly. Although we do not see it in our lesson here, it is also possible for the teacher to cue the students to ask the question as well. This gives students practice with the question pattern.

h. Use of minimal pairs

The teacher works with pairs of words that differ in only one sound; for example, 'ship/sheep'. Students are first asked to perceive the difference between the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the student's native language and the language they are studying.

i. Complete dialogue

Selected words are erased from a dialogue students have learned. Students complete the dialog by filling the blanks with the missing words.

j. Grammar game

Games like a supermarket alphabet game described in this chapter are used in the audio- Lingua Method. The games are designed to get students to practice a grammar point within a context. Students can express themselves, although it is rather limited in this game.

Online Learning System is a teaching and learning system carried out by using information and communication technology and has characteristics. Rudi and Riyana in Indrakusuma and Putri (2016:5) said there are four characteristics of an Online Learning System, namely:

a. The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their knowledge through

teaching materials delivered through the website interface.

b. Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of Internet media and can be accessed by anyone who is connected to it.

c. Learners/educational institutions function as mediators/mentors

d. Obtained from a restructuring of education system policies, curriculum, and management that can support the application of Information and Communication Technology for education optimally.

e. The four characteristics above are what distinguish the Online Learning System from conventional learning activities. In Online Learning System, Students' and Teachers' understanding of learning materials no longer depends on the teacher or student, because students and teachers process their knowledge through learn and teaching materials that are delivered through the application interface for online learning systems. Even in online learning systems, knowledge resources are scattered everywhere and can be easily accessed by everyone including teachers and students

Although some researchers believe that all English teachers guarantee to make sure learners have the capacity to learn and acquire English as a foreign language, there are still many students who encounter English Speaking as found in Siska and Fauziah, Departement of English, Universitas Negeri Padang "*Involving Audio-Lingual Method (ALM) and Communicative Language Teaching (CLT) in Teaching Speaking Skill at Junior High School*". The writer uses experimental quantitative and the previous researcher used classroom action research. This article describes the teaching of speaking skills using Audio-Lingual Method where the teacher gave a picture and situation to the students and asked the students to make a short conversation based on the situation in the

picture. In this activity, the teacher used the role to play as an activity in the classroom.

Realizing the phenomenon discussed previously, the writer is either interested in the teaching method analysis which applied the theory of Any Yuliana, Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo "The Application of Audiolingual Method to Improve Students' Speaking Ability SMA PGRI 1 Sidoarjo" The topic of this study is "The Application of Audio Lingual Method to Improve Student's Speaking Ability as an Action Research Given to the of the second year students of SMA PGRI 1 Sidoarjo in the academic year 2011/2012. The writer expected that the result of the study will provide a deeper understanding of using the Audio-lingual Method as the teaching method for English teachers and also for the readers.

Method

The design of the research was the experimental quantitative design. There were two variables, such as a dependent variable as a speaking ability and an independent variable as an Audio- Lingual Method. According to Best (2002: 133) experimental research is the classic method of the science laboratory, where elements manipulated and effects observed can control. In this experimental research, the researcher used two groups of the study namely, the experimental group and the control group. In the experimental group, the speaking taught by using the Audio- Lingual method and the control group taught without giving the Audio- Lingual Method. The Population in this research was the second grade of students on English Department of the HKBP Nommensen University Medan in academic year 2018/ 2019 which consists of the second-year students. It consisted of 3 classes namely group A, group B and group C. Each class consisted of 25 persons, so the total number of the population was 75 students. In selecting the sample the writer used cluster sampling. The data was taken by giving the speaking test orally. The teacher called the students one by one to come in front of the

class to perform their speaking base on the topic that given by the teacher. The researcher asked the students to speak clearly since the students' performance recorded during the test. The writer gave the same pre-test to the experimental and control group before starting the treatment process that uses the Audio- Lingual Method. To score the test, the writer applied a Foreign Service (FSI), as a component to score vocabulary, grammar, pronunciation, fluency, and comprehension (Fulcher, 2003:12). As in the following table

Table 1
Scoring the test

Proficiency Description	1	2	3	4	5	6
Pronunciation	1	1	2	2	3	4
Grammar	6	1	1	2	3	3
		2	8	4	0	6
Vocabulary	2	8	1	1	2	2
			2	6	0	5
Fluency	2	4	6	8	1	1
					0	2
Comprehension	4	8	1	1	1	2
			2	5	9	3
Total						

b. Technique of Analyzing the Data

To know the difference between the two groups, the writer uses T- test formula as follows (Arikunto, 2010: 354):

$$t = \frac{Mx - My}{\sqrt{\frac{da^2 + db^2}{Na + Nb - 2} \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

In analyzing the data there are some procedure applying, namely:

- a. Collecting the data from the scoring of the experimental and control class.
- b. Identifying the score of the students who are being treated and who are not
- c. Comparing the score
- d. Conclusion and answer the hypothesis
- e. Writing some finding.

4. Research Finding

In this research, students did the task relate to the speaking skill, practice use, and the process of the words. The result shows that the Audio- Lingual method helps the

students to increase their speaking skill. The point of the students kept growing from the pre-test until the post-test in the experimental group. The Audio- Lingual method was used to increase the students' speaking skills.

Having analyzed the data, the writer found that the Audio- Lingual Method affects students' speaking ability. There was a different mean score obtained from the both control group 65,28 and the experimental group 8,031. The students who taught speaking by using Audio- Lingual Method get higher scores than students who did not teach without the Audio- Lingual Method. The result of the calculation is:

$T_{obs} > t_{table}$ ($P = 0.05$); ($df = 48$)

$8,031 > 2,010$ ($P = 0.05$); ($df = 48$)

The alternative hypothesis is accepted

b. The Data Analysis

In order to know the differences of students' score in both control group and experimental group, the readers can see the following data:

Table 4.2.1
The Score of the Control Group

No	Student	Pre – Initial	Post – Test (Y1)	D(Y2- Y1)	D ²
1	AF	69	70	1	1
2	BA	54	57	3	9
3	JB	66	68	2	4
4	AS	56	60	4	16
5	AP	55	59	4	16
6	JA	67	69	3	9
7	HH	59	62	3	9
8	EW	53	56	3	9
9	IS	64	69	5	25
10	IP	71	73	2	4
11	FD	58	59	1	1
12	AA	70	77	7	49
13	DF	72	74	2	4
14	PP	64	66	2	4
15	YB	63	65	2	4
16	KP	51	59	8	64
17	HM	55	61	6	36
18	WT	54	57	3	9
19	AR	69	70	1	1
20	RJ	58	64	6	36

21	JA	63	65	2	4
22	CF	63	67	4	16
23	FO	71	75	4	16
24	RL	59	63	4	16
25	MS	64	67	3	9
Total (Σ)		1548	1632	75	371
Mean		61,92	65,28	3	

Table 4.2.2
The Score of the Experimental Group

No	Student	Pre – Initial	Post – Test (X1)	D(X1 - X2)	D ²
1	JA	58	79	18	324
2	DF	62	76	14	196
3	AJ	59	72	13	169
4	AF	70	79	9	81
5	AY	63	72	9	81
6	AS	71	85	14	196
7	AH	75	89	14	196
8	DK	56	71	25	625
9	PF	71	78	7	49
10	LF	62	75	13	169
11	DD	65	78	13	169
12	ES	63	75	12	144
13	IL	59	78	19	361
14	MT	75	83	8	64
15	LI	76	81	5	25
16	SF	56	68	12	144
17	SH	65	85	20	400
18	KS	61	73	12	144
19	SL	75	78	3	9
20	JH	57	70	13	169
21	SR	61	73	12	144
22	IM	60	78	18	324
23	JS	65	86	21	441
24	FD	67	81	14	196
25	IP	63	89	26	676
Total (Σ)		1615	1952	328	5123
Mean		64,6	78,0	13,1	340,8

From the data above, in order to know whether the conversation application of peer support method has a significant effect on students' speaking ability, the result of the t-test is calculated by using t-test formula.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum dx^2 + \sum dy^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t : the effect

Mx : the mean of experimental group

My : the mean of control group

$\sum dx$: the sum square of standard deviation of experimental group

$\sum dy$: the sum square of standard deviation of control group

Nx : the total of experimental group

Ny : the total sample of control group

$$Mx = \frac{\sum D}{N}$$

$$Mx = \frac{328}{25} = 13,12$$

$$Dx^2 = \sum D^2 - \frac{\sum D^2}{Nx}$$

$$= 5123 - \frac{(328)^2}{25}$$

$$= 5123 - \frac{107584}{25}$$

$$= 5123 - 4303,36$$

$$= \mathbf{819,64}$$

$$My = \frac{\sum D}{N}$$

$$My = \frac{75}{25}$$

$$My = 3$$

$$Dy^2 = \sum D^2 - \frac{\sum D^2}{Ny}$$

$$= 371 - \frac{75^2}{25}$$

$$= 371 - \frac{5625}{25}$$

$$= 371 - 225$$

$$= \mathbf{146}$$

$$t = \frac{Mx - My}{\sqrt{\left(\frac{Dx^2 + Dy^2}{(Nx + Ny) - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{13,12 - 3}{\sqrt{\left(\frac{819,64 + 146}{(25 + 25) - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{10,12}{\sqrt{\left(\frac{965,64}{(25 + 25) - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{10,12}{\sqrt{\left(\frac{965,64}{48}\right) \left(\frac{2}{25}\right)}}$$

$$t = \mathbf{8,031}$$

$$t = \frac{10,12}{\sqrt{(20,11) \left(\frac{2}{25}\right)}}$$

$$t = \frac{10,12}{\sqrt{(20,11)(0,08)}}$$

$$t = \frac{10,12}{\sqrt{1,60}}$$

$$t = \mathbf{8,031}$$

The result of t-calculation showed that t-observed is 8,031. To find out whether t-observed is accepted or not accepted; see the table of distribution in Appendixes. The critical values of t- distribution are calculated according to the probates of two alpha values and the degrees of freedom. The alpha () values 0,05 one-tailed and 0.1 two-tailed are the two columns to be compared with the degrees of freedom in the row of the table.

Discussion

In this research, sometimes students lack of vocabulary that will influence the influence of their speaking ability. So they need the time to think about what they want to say. Emotional Literacy Education is the teaching of basic language elements. These elements are the Emotional Literacy Vocabulary. When these words are learned, they are used to interpret the emotional content of any situation. With Emotional Literacy Education, students are taught the skill of understanding the meaning of words in the Emotional Literacy Language. They are also taught how these words are connected. By connecting the words, they form a larger emotional picture. They help the student understand why they are experiencing emotions.

The vocabulary helps the student become conscious of the purpose of their emotions, thoughts, and behaviors. This leads to greater self-acceptance. The individual learns the value of their feelings and how they can be helpful. It removes self-denial, and the inherent problems of rejecting, repressing, and making feelings unconscious. This results in an inability to use feelings to evaluate people, problems, and circumstances. The student learns how their feelings can help them evaluate and solve problems in relationships.

The skill of Emotional Literacy knows how to recognize emotional content and its structure within the language. It is being able to relate that information to everyday life. Emotional Literacy Education is the learning of a new language. That new language is the Emotional Literacy Language. This language, when it is learned by the student, gives coping mechanisms to help them control their emotions, thoughts, and behaviors. It does this by integrating emotion, thought, and consciousness. This gives the individual greater insight into their behavior and helps them choose actions that produce positive outcomes and feelings. It also gives the student planning skills and greater self-confidence to execute plans and achieve goals. For the student, this results in higher self-esteem. It also reduces negative choices which lead to bad outcomes, feelings, and low self-esteem.

The Emotional Literacy Language is a structured vocabulary of common words that contain emotional content and meaning. These familiar words are used to create symbolic words and pictures of feelings, thoughts, and behaviors. This promotes better awareness of the internal actions of one's mind. It is the primary tool used in the educational process. Emotional Literacy Language and Vocabulary are structured based upon these criteria:

- a. Organizing words into a structure based upon the way words are connected in language.
- b. Organizing words into a structure based upon the way words are connected to the individual's experiences.
- c. Words are organized by level of difficulty from easier to more difficult. This criterion is used to assign words by grade level.
- d. Students are taught based on their level of perception of their own emotions.
- e. New words are introduced to the student at the language development stage with words that are familiar to them.

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process

that refers to a component of grammar made up of the element and principles that determine how sound vary and pattern in a language.

In this study the students were difficult to produce great pronunciation. So sometimes their partner does not understand what she or he talking about.

There are two features of pronunciation: phonemes, and supra-segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation is also defined as how to say a word in which made of sound, stress, and intonation. Pronunciation is "to say the sounds right, to use the words to express the appropriate meaning, or construct their sentences in a way that sounds acceptable".

One factor of in factor influencing the students' speaking skills is functional grammar, the fact shows that the students sometimes want to speak with other people but they have lack functional grammar. The students sometimes misunderstanding and confuse if their partner said the wrong grammar. So their conversation will meaningless if they often do that.

Throughout the ages, grammarians and linguists have been attempting to formulate the speakers' grammar in a set of rules, though it is probably fair to say that they have not yet been able to do so completely for any language. This sense of grammar is known as descriptive grammar (Laurel J. Bilton).

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and "us" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items need to express the message. Fluency is ready and expressive in the use of language. In speaking ability, Fluency always is a problem. In causes by

some factors, some example: self-confidence, motivation, vocabulary, interest, grammar, etc.

The main goal in teaching the producing skill of speaking will be oral fluency. This can be defined as the ability to express oneself intelligibly, reasonably, accurately, and without too much hesitation (otherwise, communication may break down because the listener loses interest or get impatient).

The sign that students compare their conversation is they understand what they are talking about and there is no misunderstanding. So they can respond to their partner without need much time to think about what they want to say. The term of comprehensibility has something to do with the way of test-taker gets the examiner to understand the speech he produced. It is specific to the thinking process. Residence in such Elisabeth (2014) formulated three principles of comprehension. This principle includes (1) the importance of the students' prior knowledge in the acquisition of new information; (2) the level of the text understanding to be achieved in the lesson; and (3) the organization of information to aid long-term retention.

From the explanation above the writer can conclude that if the students lack one or more of the component it will influence their speaking ability because all of the components of conversation is influence one each other. For example, if the students lack vocabulary so, they will need time to think about what they want to say. So the score of vocabulary and influence will minus. And then if the students lack grammar their partner will miss understanding so, their score of grammar and comprehension will minus. But by Audio-lingual Method can minimize the lack of all of the components of conversation or the Audio-lingual Method can improve their speaking ability. It shows by comparing the score between pretest and post-test both of control group and experimental group.

Conclusion

If t -observed $<$ t -table, the null hypothesis (H_0) accepted and the alternative hypothesis (H_a) rejected. Based on the result of the study, the researcher concludes that there was a significant effect of the Audio-Lingual Method on the students' speaking ability. The students' speaking ability by using the Audio- Lingual Method shows better results compared to those who did not teach by using the Audio- Lingual Method. This is supported by the result of the data analysis in which

$t_{obs} > t_{table}$ ($P = 0.05$); ($df = 48$)

$8,031 > 2,010$ ($P = 0.05$); ($df = 48$)

Based on the finding and conclusion, some suggestions are stated to the following:

- a. English teachers are suggested to apply the Audio- Lingual Method in teaching speaking because it is proved can improve students' speaking ability.
- b. It is suggested for English teacher to use the Audio- Lingual Method as the way to improve the students' English speaking ability
- c. Other researchers want to conduct a study related to speaking by using the Audio- Lingual Method for its effectiveness toward speaking skill improvement.

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