



Application of Audio Lingual Method in Teaching English to Students

Yayang Imroatus Sholikhah¹, Siti Ismilah², Rifari Baron³

^{1,2,3}Universitas Indraprasta PGRI, Indonesia

E-mail: yayangimroatussholikhah@gmail.com, ismiwow93@gmail.com, rifaribaron1@gmail.com

Article Info	Abstract
Article History Received: 2024-11-11 Revised: 2024-11-23 Published: 2025-01-13 Keywords: <i>Audio Lingual Method; Teaching English; Students.</i>	In Indonesia, English is a foreign language that is not employed in daily contact. This is undoubtedly a significant barrier for kids in memorizing and comprehending English due to insufficient usage intensity. Facilitating English language acquisition for elementary school pupils is advantageous, as they are at an age conducive to absorbing and retaining linguistic material. The four ways to be presented are the Audio Lingual Method. The objective of implementing this method is to enhance students' English proficiency particularly, and it may be utilized for teaching English to elementary school kids broadly. The employed research method is a literature review study. The findings of this study demonstrate that the Audio Lingual Method facilitates the teaching and learning process for students.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-11-11 Direvisi: 2024-11-23 Dipublikasi: 2025-01-13 Kata kunci: <i>Bahasa Gaul; Generasi Z; Media Sosial.</i>	Bahasa Inggris merupakan bahasa asing yang tidak digunakan dalam kehidupan sehari-hari di Indonesia. Hal ini tentu saja menjadi kendala yang cukup berarti bagi anak-anak dalam menghafal dan memahami bahasa Inggris karena intensitas penggunaannya yang kurang. Memfasilitasi penguasaan bahasa Inggris bagi siswa sekolah dasar merupakan hal yang menguntungkan, karena usia mereka yang memungkinkan untuk menyerap dan mengingat materi bahasa. Keempat metode yang akan disajikan adalah Metode Audio Lingual. Tujuan penerapan metode ini adalah untuk meningkatkan kemampuan bahasa Inggris siswa secara khusus, dan dapat digunakan untuk mengajar bahasa Inggris kepada anak-anak sekolah dasar secara umum. Metode penelitian yang digunakan adalah studi tinjauan pustaka. Temuan penelitian ini menunjukkan bahwa Metode Audio Lingual memfasilitasi proses belajar mengajar bagi siswa.

I. INTRODUCTION

English is a crucial worldwide language that Indonesians should master to enhance cross-border communication (Utami et al., 2022). English language acquisition may commence at the elementary school level, enabling pupils to familiarize themselves with diverse languages for worldwide communication, so fostering the development of their linguistic intelligence. Furthermore, students can study foundational English lessons that will be met in subsequent educational levels, ensuring they do not feel alienated when utilizing English in their environment (Fatmawati, 2021; Sya & Helmanto, 2020). The acquisition of English in elementary education focuses on four fundamental skills: hearing, reading, writing, and speaking (Amalia, 2023; Aslamiah, 2020).

English language learning for elementary school students is considered good because they are still at an age that is very easy to receive and memorize language information. Megawati in Sushanti (2021) said that students experience 3 obstacles in learning English, including:

pronunciation, vocabulary, and language structure. Before providing teaching methods to elementary school children, teachers must first know the general character of the children to make it easier to provide the right teaching methods. These skills will be interconnected during English instruction, hence students must comprehend them. Nonetheless, there remain elementary school kids that lack comprehension of fundamental English abilities (Sya et al., 2022). Data indicates that pupils encounter challenges in reading English vocabulary, including difficulties in letter recognition and differentiation, as well as in synthesizing syllables into coherent sentences (Rofi'i & Susilo, 2022).

Some students struggle with writing English vocabulary because they believe the teacher's pronunciation reflects the correct spelling, leading to frequent errors. For instance, students may write "flower" as "flawer" (Akmalia et al., 2022). The difficulty students encounter in pronouncing English vocabulary in narrative texts, namely the phrases "language" and "surrounded," stems from their lack of

confidence in articulating English texts (Saridevita et al., 2022). To address students' learning challenges, educators must comprehend the individual learning traits of each student, enabling them to apply successful instructional strategies in English language teaching (Pertiwi et al., 2021; Sujarwo & Akhiruddin, 2020).

The implementation of learning methodologies is essential for students to facilitate the acquisition of fundamental English abilities. According to prior research, educators can enhance students' fundamental English skills through gamification, singing, and imitation (Pertiwi et al., 2021). One of the innovations in the research pertains to the adoption of English learning methodologies, specifically the Audio-Lingual Method. This seeks to identify successful English learning strategies for implementation in primary school children.

The audio-lingual approach is employed by educators to enhance pupils' speaking, reading, and memorization abilities through the practice of dialogues, vocabulary, and other reading materials (Yulizah, 2020). This strategy emphasizes pupils' capacity to comprehend the structure of sentence patterns present in reading or auditory texts. The objective of this audio-lingual strategy is to enhance students' communicative skills (Yulizah, 2020). The application of this audio-lingual method entails that students will discern sentence structures from reading materials, progressing from simple to complex. This practice will subsequently enhance students' comprehension (Ningsih & Mujianto, 2021).

This approach is grounded in behavioristic theory, since the teacher plays a pivotal role in shaping stimuli, administering reward, and selecting their types, while also determining the content and instructional methods. Various stimuli elicit distinct responses. The audio-lingual technique assists educators in instructing elementary school kids in speaking skills. In addition to its simplicity, this strategy fosters a warm and easygoing environment that alleviates pressure on students. This approach is a memorizing technique that involves instructing students in dialogues or short narratives to learn, which will subsequently be demonstrated through gestures, expressions, and role-playing to enhance students' listening and speaking abilities (Lousa & Suryaman, 2022). The audio-lingual technique incorporates a notion that underscores grammatical patterns in connection with behaviorism theory and habit formation theories, which assert that the learning process

commences with a stimulus provided by the teacher and concludes with a response.

The audio-lingual method serves as an effective approach for language instruction, focusing on the development of linguistic habits through strategies such as imitation, memorization, concentration, and practice or drill exercises. The subject of study is a foreign language, as the audiolingual technique instructs pupils on linguistic patterns or models frequently employed by native speakers. Consequently, achieving proficiency necessitates continual habituation through practice and repetition.

This study seeks to evaluate the application of the audio-lingual technique in English language acquisition among elementary school children. This strategy is designed to enhance pupils' English proficiency. To reach the ultimate objective of learning English, specifically speaking proficiency.

II. METHOD

This study uses a qualitative descriptive approach along with a literature review. Literature review is important to combine various relevant research findings, ensuring that the information provided to policy makers is more comprehensive and fair. Qualitative methodology in literature review is used to synthesize qualitative descriptive research findings (Ridwan, 2021).

The process of synthesizing qualitative research findings is called metasynthesis, which is a strategy of combining facts to obtain new ideas or concepts, or to obtain deeper and more comprehensive knowledge. Literature review studies are used to collect data or synthesize sources relevant to research issues from various materials, including journals, books, documents, the internet, and libraries. The library research approach includes a series of actions related to library data collection, reading and taking notes, and organizing writing materials (Yam, 2024).

The duration of use of library sources by researchers, namely from 2020 to 2024, the appropriateness of keyword selection, and the relevance of the results and comments presented in writing. Researchers collect publications from various sources and literature by utilizing leading journal platforms such as Google Scholar.

III. RESULT AND DISCUSSION

A. Result

Based on the results of the researcher's search on Google Scholar with a time span of 2020-2024, the keywords Audio Lingual

Method, Teaching English To Students were obtained as many as 985 relevant studies. However, the researcher only presented 10 relevant research journals as follows.

Table 1. Previous Research

No	Researcher's name and research title	Research Methods	Research Result
1.	Meylisa, M. & Jufri, A. G. (2023). Improving Elementary School Students' English Vocabulary through the Audio-Lingual Method. <i>Jurnal Pustaka Mitra (Center for Access to Community Service Studies)</i> , 3(1), 1-7.	Qualitative methods	The results of this study demonstrate that students lack fundamental English vocabulary. Nevertheless, the Audio-lingual method, implemented through quizzes and games, enhances students' engagement in actively responding to every inquiry posed by the speaker.
2.	Isayah, Y., & Sya, M. F. (2024). Optimizing English Learning Through Multimethod Approaches: Grammar Translation Method, Direct Method, Audio-Lingual Method, and Silent Way. <i>Cendekia: Journal of Education and Teaching</i> , 3(5), 140-154.	The research methods used are literature study and observation.	The results of the study show that each method has advantages and disadvantages in developing students' language skills. Although no single method is perfect, the application of methods that are appropriate to the learning context can improve students' English skills.
3.	Foadah, A. (2023). Implementation of Audio Lingual Method in Improving Student Pronunciation Skills of Grade VIII. <i>Journal of Education Research</i> , 4(1), 362-371.	The method used is Classroom Action Research (CAR).	The results of this study are: (1) the researcher used the Audio-Lingual method to improve the pronunciation of class VIII-C students at MTs Negeri 4 Jombang; (2) the implementation of the use of the Audio-Lingual method in English language learning to improve the pronunciation of class VIII-C students at MTs Negeri 4 Jombang generally went smoothly and according to plan, and (3) there was an increase in each meeting from cycle I to cycle II.
4.	Lovisa, D. P., & Suryasen, M. (2022). Fun Learning To Improve Students' Speaking Skill Through Audio Lingual Method in The Efl Classroom. <i>Jurnal Pendidikan Dan Kestahilan (JPDK)</i> , 4(4), 5466-5472.	Qualitative methods	This study's results demonstrate that audio-lingual method learning activities are highly effective and significantly impact students' conversational learning outcomes.
5.	Vika, A. D., & Yusup, H. (2018). Total Physical Response and Audio Lingual Method in English Tutoring. <i>DEVOTE</i> , 1(2), 23-27.	Qualitative methods	By using the Total Physical Response and Audio Lingual methods in learning English, SDI Plus Al-Macrosiyah students are more active and enthusiastic in learning English in class.
6.	Rosalinda, R. (2021). Improving English speaking skills through the ALM method (Audio Lingual method) by utilizing English videos for grade IX students. 1. <i>HTUN 4: Padang City, Negeri Siam Journal of Research and Scientific Studies</i> , 15(1).	The method used is Classroom Action Research (CAR).	The results of the study showed an increase in the process of English speaking ability, showed changes in student behavior, and an increase in English speaking ability. Cycle I the average class value was 87.8 and cycle II was 78. This shows an increase from cycle I to cycle II of 18.67.
7.	Sidulstee, U. (2021). English Speaking Improvement Training Using the Audio Lingual Method. <i>Literacy Journal of Community Service and Innovation</i> , 1(2), 147-153.	Qualitative methods	The results of the study showed that the answers and learning outcomes through the audio-lingual method approach tended to be motivated to learn, speak English and explore implicit sources and information.
8.	Permasi, A. S., & Patra, C. A. (2012). The Effect Of Pair Recording Method And Audio Lingual Method On English Learning Outcomes. <i>Neraca Journal of Economic Education</i> , 7(2), 1-9.	Qualitative methods	The study's results indicated that responses and learning outcomes using the audio-lingual method fostered motivation to learn, speak English, and investigate implicit sources and knowledge.
9.	Muharron, N. A., Saputra, E. R., & Indihadi, D. (2022). Best Practice of Teaching English in Elementary Schools. <i>DWIJA CENDEKIA: Journal of Pedagogical Research</i> , 6(1), 35-44.	Qualitative methods	The results of the research that has been carried out are that the researcher only presents a detailed reflection report after the action was carried out using the audio lingual method and has not presented the reflection in detail before the action.
10.	Usur, Y., & Usur, Y. V. (2023). English Language Learning as Introduction to Foreign Culture, Madani: Multidisciplinary Scientific Journal, 1(3).	Qualitative methods	Nearly all of these foreign language pedagogues assert that language is inextricably linked to culture. Furthermore, they perceive culture not merely as literary and artistic creations but rather as the viewpoints, cognitive frameworks, norms, rituals, and practices of local speakers. The

of the audio-lingual technique. To enhance pupils' knowledge and skills, the teacher employs various media, including audio recordings and films. Education will not be tedious and inflexible when employing appropriate pedagogical techniques and suitable media.

The audio-lingual technique possesses qualities evident in its pros and downsides. Regarding the positives, among others: Students acquire proficiency in constructing sentence patterns that have been previously practiced under the teacher's guidance. Students exhibit proficient and accurate pronunciation in a foreign language. The downsides include: 1) students often fail to comprehend the meaning of the words or sentences they articulate; 2) effective communication among students is facilitated when the sentences employed have been previously rehearsed in class. The audio-lingual method is typically effective only in small courses that are equipped with adequate learning material and staffed by proficient language instructors.

In the audio-lingual technique, instructors guide students' linguistic conduct in the classroom and are tasked with offering exemplary models, while students replicate the teacher's actions and adhere to all instructions provided. The audio-lingual method prioritizes proficiency in the phonetic system and grammatical structures, with a primary focus on oral skills. The audio-lingual method does not include any unique evaluations by teachers, as each student has completed a formal assessment. Educators should effectively reduce student errors in English communication by recognizing the specific areas of difficulty and restricting the scope of instruction accordingly. The audio-lingual method encompasses various strategies, including: (1) memorization of dialogues; (2) question-and-answer exercises; (3) dialogue completion; and (4) grammatical games. Research in Indonesia indicates that the audio-lingual strategy is essential for educators to employ in English classrooms to enhance students' listening and speaking abilities. This strategy is deemed efficient as it facilitates language acquisition through habit development, adaptation to English phonemes, and enhancement of pronunciation, hence acclimating students to communicate in English (Irna et al., 2023).

B. Discussion

The teaching and learning process involves contact between educators and learners. The teacher's role is crucial in selecting the approach employed for each learning activity. The teacher's method will subsequently serve as a stimulus and response for pupils in all activities during the learning process. The instructor stated that the essential factor for success in acquiring a foreign language is prioritizing practice above theory. The teacher asserts that frequent practice will enhance students' confidence in conversing with foreigners. The teacher's motivation significantly impacts students, as studying English enables them to forge more friendships and gain broader perspectives. As an advocate for the educational process, media is inherently integral to the application

Research in Iran indicates that the application of the audio-lingual method enhances students' listening and speaking abilities, as they receive encouraging feedback from the teacher during language practice in class. Moreover, the dynamic classroom environment captivates students' interest in learning English (Ebrahimi & Elahifar, 2021). Research in Ecuador indicates that students are content with the audio-lingual method for learning English, as activities like audio dialogues, repetition exercises, and intensive drills enhance their speaking abilities (Lima & Estrella, 2023).

Research in Bangladesh indicates that the audio-lingual method is an effective approach for language instruction, as it enhances students' perception of learning English as easier and more pleasant, while also improving their communication abilities (Rashid & Islam, 2020).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The audio-lingual method is employed to instruct trainees in English language skills. The skills encompass listening, speaking, and writing. This audio-lingual method emphasizes engaging and enjoyable learning exercises utilizing auditory, visual, and audiovisual elements. The objective of this strategy is to enhance students' communication competencies in English. Pronunciation and articulation are tactics employed by educators in teaching English using the audio-lingual method, necessitating student imitation. In direct instruction, educators must integrate additional methodologies alongside the audio-lingual approach. This strategy is deemed beneficial when implemented in courses with a limited capacity, allowing professors to readily engage with and manage students during practice sessions.

B. Suggestion

Researchers advocate for teachers to employ creativity in material delivery, effectively manage time, develop engaging learning methods to encourage student participation in English, and provide rewards to students who demonstrate proficiency in speaking English correctly and appropriately. Furthermore, experts advocate that the Audio Lingual Method (ALM) is appropriate for use in the educational process, significantly aiding

the advancement of various disciplines, including English vocabulary, pronunciation, listening, dictation, and additional courses. The ALM (Audio Lingual Method) is characterized as an oral strategy that emphasizes drilling and pattern practice. Drill exercises will be significantly enhanced when supported by instructional media, such as images, authentic things, or replicas. The objectives of teaching will be effectively attained if the Mim-mem approach is employed before to or following pattern practice exercises for vocabulary or phrases.

REFERENCES

- Akmalia, N. W., Muttaqien, N., & Latifah, N. (2022). Analysis of Writing Difficulties of Grade III Students in English Subjects at SD Negeri Pondok Bahar 6, Tangerang City. *Tambusai Education Journal*, 6(2), 13636–13644.
<https://doi.org/https://doi.org/10.31004/jptam.v6i2.4608>
- Amalia, R. (2023). Difficulties in Mastering English Vocabulary in Elementary School Students. *Karimah Tauhid*, 1(2), 288–294.
<https://doi.org/https://doi.org/10.30997/karimahtauhid.v2i1.7802>
- Aslamiah, S. (2020). Difficulties in Learning English in Educational Perspective. *Primary: Journal of Elementary and Early Childhood Education Studies*, 6(2), 134–146.
<https://doi.org/https://doi.org/10.37567/prymerly.v3i2.325>
- Ebrahimi, F., & Elahifar, M. (2021). Teaching Speaking and Listening Skills through Audio-Lingual Versus Conventional Methods of Instruction: Which Method Is More Effective? *International Journal of Linguistics, Literature and Translation*, 4(11), 72–81.
<https://doi.org/10.32996/ijllt.2021.4.11.8>
- Fatmawati, N. L. (2021). Development of Powtoon Animation Videos as English Learning Media for Elementary School Age During the Pandemic. *INSANIA: Journal of Alternative Educational Thoughts*, 26(1), 65–77.
<https://doi.org/10.24090/insania.v26i1.4834>

- Irna, Mahmud, M., & Salija, K. (2023). The Effects of Audio-Lingual Method on Children's English Acquisition. *Celebes Journal of Language Studies*, 3(2), 259-274. <https://doi.org/10.51629/cjls.v3i2.151>
- Lima, B., & Estrella, M. (2023). Audio-lingual Method to Improve Students' Speaking Skills in Secondary School (Students' Experiences). *Universidad Técnica de Cotopaxi*.
- Lousa, D. P., & Suryaman, M. (2022). Fun Learning To Improve Students' Speaking Skill Through Audio Lingual Method In The Eyl Classroom. *Journal of Education and Counseling*. DOI: <https://doi.org/10.31004/jpdk.v4i4.6506>
- Ningsih, D. H., & Mujianto, G. (2021). Teacher's Command Speech Using Audio Lingual Method to Develop Speaking Skills. *Reading Journal*, 111. DOI: <http://dx.doi.org/10.30870/jmbisi.v6i2.12697>
- Pertiwi, A. B., Rahmawati, A., & Hafidah, R. (2021). English Vocabulary Learning Method for Early Childhood. *Kumara Cendekia*, 9(2), 95-105. <https://doi.org/10.20961/kc.v9i2.49037>
- Rashid, M. H., & Islam, M. J. (2020). Effectiveness of Audio-Lingual Methods at Secondary Education in Bangladesh. *Journal of English Language and Literature*, 7(1), 36-42. <https://doi.org/10.333329/joell.7.1.36>
- Ridwan, M., Suhar, A. M., Ulum, B., & Muhammad, F. (2021). The importance of implementing literature review in scientific research. *Jurnal Masohi*, 2(1), 42-51.
- Rofi'i, A., & Susilo, S. V. (2022). Initial Reading Difficulties in Elementary School Students' English Learning. *Journal of Cakrawala Pendas*, 8(4), 1593-1603. <https://doi.org/http://dx.doi.org/10.31949/jcp.v8i2.3161>
- Saridevita, A., Suhendar, A., & Hasan, N. (2022). Difficulties in Pronunciation of English Vocabulary of Fifth Grade Students of SDN Pondok Makmur. *Journal of Dakwah Education*, 2(4), 364- 373.
- Sujarwo, & Akhiruddin. (2020). Assistance in Extracurricular English Learning for Students in Facing the Industrial Revolution 4.0 at Gowa Inpres Elementary School. *Journal of Community Service Building the Country*, 4(2), 55-65. <https://doi.org/https://doi.org/10.35326/pkm.v4i2.746>
- Sya, M. F., & Helmanto, F. (2020). Equitable Distribution of Local Content Learning of English in Indonesian Elementary Schools. *Didaktika Tauhidi: Journal of Elementary School Teacher Education*, 7(1), 71. <https://doi.org/10.30997/dt.v7i1.2348>
- Sya, M. F., Kartakusumah, B., & Maufur, M. (2022). Perception of English Difficulties to Improve Learning Design. *Ibn Khaldun International Journal of Economic, Community Empowerment and Sustainability*, 1(1), 29-36.
- Utami, W., Sya, M. F., & Hidayat, A. (2022). Developing English Learning Material for Grade 4 Students. *LADU: Journal of Languages and Education*, 2(6), 231-240. <https://doi.org/10.56724/ladu.v2i6.144>
- Yam, J. H. (2024). Research Review: Literature Review as a Research Method. *EMPIRE*, 4(1), 61-71.
- Yulizah, Y. (2020). Improving Reading Ability Through Audio-Lingual Method in Indonesian Language Learning at SDN 02 Rimbo Pengadang. *Disastra: Journal of Indonesian Language and Literature Education*, 117.