The ALM (Audio-Lingual Method) for Enhancing Speaking Skill of EFL Students in Information Technology Department

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Abstract
Investigating the efficacy of the audio-lingual approach taught in the classroom by an English lecturer to second-semester information technology students who are learning English as a foreign language (EFL) is the significance of this study. ESP (English for Specific Purpose) is taught to EFL students with an emphasis on computers and technology. The teaching approach known as the audio-lingual method (ALM) is founded on psychological behaviorism and structural linguistics. Enabling students to speak the target language like native speakers is the aim of this approach. This approach can help EFL students develop language habits through drilling and mimicry. It can be difficult to teach speaking to EFL students in Indonesia because of the influence of mother tongues and traditional languages. Prior studies indicate this method is able to improve speaking skill ability. The result of this research shows speaking skill of EFL students gradually improve week by week by doing observation with pre-test and post-test during four weeks.

Keywords: Audio-Lingual Method, EFL students, Speaking Skill

Abstrak
Penelitian ini bertujuan untuk menginvestivasi efikasi pendekatan Audio-Lingual yang diajarkan oleh dosen bahasa Inggris di kelas kepada mahasiswa Teknologi Informasi semester dua yang sedang mempelajari Bahasa Inggris sebagai Bahasa Asing (EFL). Pembelajaran ESP (English for Specific Purposes) diajarkan kepada mahasiswa EFL dengan penekanan pada komputer dan teknologi. Pendekatan pengajaran yang dikenal sebagai metode Audio-Lingual (ALM) didasarkan pada behaviorisme psikologis dan linguistik struktural. Tujuan dari pendekatan ini adalah untuk memungkinkan mahasiswa berbicara bahasa target seperti penutur asli. Pendekatan ini dapat membantu mahasiswa EFL mengembangkan kebiasaan berbahasa melalui latihan (drilling) dan peniruan (mimicry). Mengajarkan berbicara kepada mahasiswa EFL di Indonesia bisa jadi sulit karena pengaruh bahasa ibu dan bahasa tradisional. Studi-studi sebelumnya mengindikasikan bahwa metode ini mampu meningkatkan kemampuan berbicara. Hasil penelitian ini menunjukkan bahwa keterampilan berbicara mahasiswa EFL secara bertahap meningkat dari minggu ke minggu melalui observasi dengan pre-test dan post-test selama empat minggu.

Kata kunci: Audio-Lingual Method, Mahasiswa EFL , Keterampilan Berbicara.

1.   **Introduction**

The necessity of communication using the English language in this global world is considered an obligation. The English language is an international lingua franca used by many people from various continents that is used in education, science, and technology. English gives wide access to people who would like to go global. Indonesia is an EFL (English as Foreign Language) country where the people do not use English as an official language. EFL learners face challenging situations when they have to learn English because influence of mother tongues, traditional languages, and other inhibiting factors like inadequacy opportunities of practical and real discussion, confidence, fear of speaking, and ineffective teaching strategies (Tika et al., 2021). Moreover, the researcher would like to investigate how effective the audio-lingual method needs to be applied for the 2nd-semester students of computer school who are taught with ESP (English as Specific Purpose). To enhance

speaking ability some inhibiting factors that block EFL students from speaking English are: lack of motivation, shyness, and less confidence, but the main problems out of these inhibiting factors are cognitive factors that can be elaborated into the difficulties of understanding grammar, the target language rules, limited vocabulary and the difficulties to understanding sentence structures and word meaning (Halim et al., 2024).

The teachers and the lecturers must be able to solve these problems by applying appropriate methods for EFL students. Audio-Lingual Method has been proven scientifically from previous researches to help EFL students' speaking enhancement. According to (Larsen-Freeman, 2000) Audio-Lingual Method uses the drilling method in the use of grammatical sentences and patterns. (Chomsky, 1960) emphasized "Behaviorism and structuralism are two stand out audio-lingual methoid theories." Behaviorism means inquiring affirmation and reinforcement in human behavior. It is believed that to learn a second language, a learner, in this case, is EFL student, had to be treated with the continuity of stimulus, response, affirmation and language reinforcement. (Alemi & Tavakoli, 2016) Emphasizes Audio-Lingual Method as the activities that dig the varieties of dialogues. The dialogues must be listened to, repeated, and memorized by the students. More practicing dialogues and improved vocabulary and grammar will help EFL students speak as native speakers do. Repetition and reciting dialogues from the target language are the keys that help the EFL students to be familiar with the structural formats and the sounds of target language. The audio-lingual method helps the EFL students to learn the target language directly without the influence or interference of EFL students' native language. To enhance speaking skills, EFL students need to be enriched with related vocabulary and other supportive stimulation like reward and appreciation to enhance EFL students' confidence (Ramadhani P, 2023). Combining strategies is essential to support the students in improving their speaking ability (Ratnasari, 2020). The inhibiting factors like shyness and less confidence that block EFL students from speaking English will be minimized by applying the audio-lingual method because the mimicry and drilling method helps the passive EFL students to be more interactive and be able to pronounce English like native speakers.

Learning the structures and patterns of dialogues is given great definition by the audio-lingual approach, whereby the patterns are pulled out, repeated, and assessed until the students can respond automatically, the students are treated by the drilling method focused on grammar and sentence patterns, so the listening input is a pre-treatment given to EFL students before the speaking (Sidabutar, 2021). The typical practices of the audio-lingual methods are drills and patterns. (Richards, 1986 in Setiawan, 2011) elaborated on "repetition, inflection, replacement, and restatement." Repetition is the action of EFL students repeating the utterances or sentences as what they heard. Inflection is the modification of word formation to express different grammatical categories, such as tenses, voice, case, aspect, person, noun, and others, for example: the inflection of a noun (declension) from "she" into "her", "child" into "children". Replacement is where one word is subtituted by another, for example: "The artificial intelligence is very popular today' into "The artificial intelligence is very established today" the replacement of popular into established. Restatement is where the student re-phrase an utterance (Isnadila et al., 2022).

Drills and patterns are the typical methods taught by the teacher for speaking skill improvement, the types of drilling and pattern are divided into four. The first is a replacement. Replacement involves the EFL students substituting one word or phrase with another in a given sentence or pattern taught by a teacher, for example, The teacher says "He sold the house in February", and the students respond with "He sold it in February". From this sample, the replacement focused on substituting the noun "house" into the pronoun "it". The students are asked to repeat the genuine sentence and then subtitute the specific word or phrase with a new one.

The second type is restatement. Restatement involves the students developing their speaking ability to express the same idea using different creations of words or sentence structures. An example of restatement: The teacher says "I am going to bake the birthday cake", and the students say "I will bake the birthday cake". From the sample, the students are asked to create similar ideas by using another way. "To be going to" and "will" indicate the future tense but the purpose is different, "to be going to" is used to plan action in the future while "will" is used to express spontaneous action. The third type is repetition. Repetition involves the students repeating the words, sentences, or phrases as soon as they hear them. The sample of repetition is when the teacher says "There's a cup on the dining table", and the students say "There's a cup on the dining table". From the sample above, students are asked to repeat for what their heard from the teacher.

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2.   Literature Review

(Sukarman et. al., 2022) stated "EFL Student's speaking accuracy, both the pronunciation and grammar aspects has improved after treated by Audio-Lingual Method." The repetition and memorizing give language input for EFL students to speak. The research shows that the grammar aspect increased better than pronunciation aspect, meanwhile the difference is not too significant. (Ramadhani, 2017) in her research for EFL students stated that "English as Foreign Language students in the class who learn listening, must be treated with pre-teaching vocabulary as an input process to develop their language competence." The obstacles to produce words, build good sentences and turn them into paragraph faced by EFL students who learn listening, so by teaching speaking based on content-oriented input gives the students strenght to practice oral speech by treating pre-teach vocabulary.

(Manda et. al., 2022) in the article of Audio-lingual Method to Improve Student's English-speaking Skill has proven "The effectiveness of the audio-lingual method for the students at SMP Negeri 1 Baranti by the data score in the experimental group's post-test was higher than the mean of the pre-test.
The Impact of the Audio-Lingual Approach on the Speaking Proficiency of Eighth Grade Students at SMP Negeri 6 Bontoramba, Isnadila et al. (2022) came to the conclusion that "The audio-lingual method shows a significant difference in teaching speaking for the students in Bontoramba by data score of the experimental class for the pre-test has a mean of 45.22 and the post-test 65.44." The research's conclusions demonstrated that the audio-lingual approach helps students in Bontoramba become more proficient teachers.

The effectiveness of the audio-lingual approach in improving EFL students' speaking skills has been shown in earlier research. This study differs from earlier studies in that it sought to determine whether the audio-lingual approach was beneficial in enhancing the speaking skills of EFL students learning ESP in computer and technology. Students majoring in information technology in their second semester were the target audience for the experimental class. ESP (English for Specific Purpose) for computers and technology is the curriculum used here.

Instructions, repetition and imitation are essential factors to be presented for teaching English as Foreign Language to EFL students, these factors will establish good habits to comprehend the foreign language. In addition, the regular practice like drilling method will also help the EFL students to speak. Minimizing the interference of native language is considered important to reach the goal of learning foreign language, the differences of language structures, grammar, the pronunciation, and translation process have significant impact for EFL students who learn foreign language. A study revealed that students primarily concentrate on grammar, pronunciation, and listening in which the finding offers valuable guidance for educators, helping them create teaching strategies that enhance students' oral communication skills in English as a Foreign Language (EFL) setting (Siagian, 2024).

3.   Method

This research acquires quantitative research. The experimental class was designed to consist of 15 EFL students as the population of this research. The students are majoring in the Information Technology Program and are now the 2nd-semester students in Budi Darma University Medan. The population is taught with ESP (English for Specific Purpose) focused to computers and technology. The design of this research consists of two phases of group, the first phase is the pre-test group and the second phase is post-test group. "T1 X T2" was developed by Hatch and Farhady in 1982. The first week's outcomes will be contrasted with those of the second, third, and fourth weeks. In contrast to the post-test week (the second, third, and fourth groups), the first week will serve as the pre-test. The researcher used a random sampling method. The students were asked to do a monologue project in front of the class. To evaluate the students' speaking scores, the researcher applied the measurement with modification by Brown and Haris Harris' speaking score rubric. The monologue is scored based on fluency, pronunciation, grammar, and comprehension. Speaking Scoring Rubric from Brown and Harris can be seen from the table below:

Table 1. Speaking Scoring Rubric From Brown and Harris

No.	Fluency	Pronunciation	Grammar	Compre-hension

1.	No description of speaking fluency. The implied level of fluency can be found in the other four language areas.	Although pronunciation mistakes are common, a native speaker can understand them.	Grammar mistakes are common, but native speakers can understand them.	Simple statements can be understood by those with very little language experience if they are repeated slowly or paraphrased.
2.	can confidently handle. A casual discussion about information and current affairs.	Although frequently incorrect, the accent is understandable.	Construction is fairly accurate, but the grammar is not fully and confidently controlled.	Able to understand the main points of most discussions on non-technical subjects (topics that don't require specialized knowledge)
3.	able to talk about specific areas of expertise with ease. hardly ever needs to group for words.	The native speaker's accent may be blatantly foreign, but errors rarely disrupt comprehension.	Grammar control is good. able to participate successfully in the majority of formal and informal discussions on social, professional, and practical subjects by speaking the language with structural accuracy.	At a typical speech rate, comprehension is fairly thorough.
4.	Capable to use language fluently on all levels, and fulfill professional needs. Can participate in any conversation with a high degree of fluency.	Errors level in pronunciation is quite rare	Capable to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Capable to understand any conversation within the range of his experience.
5.	The fluency level is complete, The speech is fully accepted by educated native speakers.	Equal and fully accepted by educated native speakers.	Equal to an educated native speaker	Equal to the level of educated native speakers.

There are five speaking scoring rubrics with categories 1–5. One is regarded as "very low," two as "low," three as "fair," four as "good," and five as "very good." the lowest possible score. Observation and data finding through the score of the student's monologue in front of the class week by week was done by the researcher. There are 4 weeks of observation phases. Monologue scoring was treated to twenty EFL students majoring in Information Technology. The monologue topic was "Laptop Anatomy", the students explained laptop anatomy and its functions in front of the class. From the observation, the students performed better week by week. Improvement of speaking ability was measured based on fluency, grammar, pronunciation, and comprehension. The review was done every time the students finished their monologue. The highlight from the first week of observation can be stated as mostly the students in the first range of the score, after the monologue performance, the students were drilling and mimicking the pronunciation from the lecturers. Every mistake was noted as an improvement to be done in the next week, which means the students must perform better compared to their

previous performance. In the second week, the students performed the monologue by correcting the lecturers in the previous week and so did the next week, until the monologue showed better week by week.

4. Result and Discussion

4.1 Result

The research of the monologue was scored based on EFL students' grammar, fluency, pronunciation, and comprehension. From the range of scoring 1-5 as explained Brown and Harris' rubric above, the observation in four weeks in the class of EFL students majoring in Information Technology, can be figured Table below:

Table 2. The Improvement of Fluency in Monologue Performance

Fluency Score Range	Week 1	Week 2	Week 3	Week 4
1	9 Students	7 students	4 Students	1 Student
2	4 Students	6 students	7 Students	7 Students
3	2 Students	2 students	3 Students	5 Students
4	0 Student	0 student	1 Student	2 Student
5	0 Student	0 student	0 Student	0 Student

Table 3. The Improvement of Pronunciation in Monologue Performance

Fluency Score Range	Week 1	Week 2	Week 3	Week 4
1	11 Students	8 students	4 Students	2 Students
2	3 Students	5 students	6 Students	8 Students
3	2 students	2 students	3 students	3 students
4	0 Student	0 Student	2 Students	2 Students
5	0 Student	0 Student	0 Student	0 Student

Table 4. The Improvement of Grammar in Monologue Performance

Fluency Score Range	Week 1	Week 2	Week 3	Week 4
1	13 Students	9 students	6 Students	3 Students
2	4 Students	5 students	7 Students	7 Students
3	1 Student	1student	1 Student	3 Students
4	0 Student	0 student	1 Student	2 Students
5	0 Student	0 student	0 Student	0 Student

Table 5. The Improvement of Comprehension in Monologue Performance

Fluency Score Range	Week 1	Week 2	Week 3	Week 4
1	8 Students	6 students	3 Students	2 Students
2	4 Students	4 students	7 Students	5 Students
3	2 Students	3 students	2 Students	4 Students
4	1 Student	2 students	3 Students	4 Students

5	0 Student	0 student	0 Student	0 Student

The observation of fluency, pronunciation, grammar, and comprehension of monologue tasks from 1st to 4th week for 15 EFL students majoring in Information and Technology showed that the improvement of speaking skills of those students improved. The treatment of the audio-lingual method was done to the students, every time they finished performing a monologue in front of the class, the lecturers reviewed their performance by drilling their fluency, mimicking the correct pronunciation, correcting the wrong grammar, and testing their comprehension by giving some oral questions. The results show their performance gradually better week by week. The fluency score level of the students in the 1st week which is considered as pre-test week shows better improvement compared to the 2nd, the 3rd, and the 4th week as seen in Table 2. In the 1st week, there were 9 EFL students who performed in the first level of the speaking scoring rubric which means 60 % of the students in the level of no speaking fluency description. In the 2nd week, the students' fluency in level 1 decreased to 46,6 %. In the 3rd week decreased to 26,6 %, and in the 4th week decreased to 6,6 %. On the contrary, the students who are in the 4th level of scoring which means capable of engaging in any conversation with great fluency have decreased from 0% in the 1st and the 2nd week to 6,6% in the 3rd week and turned into 13,3 % in the fourth week.

The pronunciation score level of the students in the 1st week shows 73,3 % in the first level of pronunciation which means "errors in pronunciation are frequent but can be understood," in the 2nd week turned to 53,3 %, in the 3rd week turned to 26,6 % and in the 4th week turned to 13,3 %. The score level of pronunciation turned better in score level 4 which means errors in pronunciation are quite rare. The grammar score level of the students in the 1st week shows 86,6 % in the first level of grammar that means errors in grammar are frequent, but can be understood. In the 2nd, the 3rd, and the 4th week, the grammar score improves better. The students who are in the fourth level of grammar score reach 13,33 % in the 4th week.

The comprehension score level of the students in the 1st week which means quite little language expertise, simple declaration is understood if spoken with slowed speech repetition or the paraphrase shows 15,3 % in the first level of score. In the 2nd week turned into 40 %, in the 3rd week turned into 20 %, and turned into 13,3 % in the 4th week. The comprehension level improves better in the fourth level of score reach 26,6 % students.

4.2 Discussion

Audio-lingual method is one of various methods that is quite effective for EFL students who set their goal to learn foreign language or target language, but the most importants things from all the methods taught is the habits of being active and consistently practice the target language will engage the EFL students to improve the ability of speaking, reading, writing and listening activities. To improve students' self-confidence is also needed because anxiety problem will block the students' ability to speak, so the appreciation, positive feedback and supportive motivation from the teachers will help the EFL students to learn the foreign language or target language.

5. Conclusion

The observation was done on 15 participants who are the second semester of Information Technology students. The participants are considered as EFL (English as Foreign Language students) from Budi Darma University, Medan- Indonesia. This research proves that the audio-lingual method is effective enough to improve EFL student's speaking skills by drilling and mimicking method for their monologue task performance. The data from the pre-test week (The 1st week of treatment) compared to the post-test week (The 2nd, the 3rd, and the 4th week) show gradual improvement of the students speaking skills based on the criteria of speaking scoring by Brown and Harris. The speaking scores are leveled into five scores (1 to 5). The speaking skills are determined by four factors; fluency, grammar, pronunciation, and comprehension. The highlight notes to be noticed from this research is the audio-lingual method is not enough to help the EFL students reach grade 5 in the score rubrics, as the data in Tables 2,3,4, and 5 shows that 0% of the participants speak like native speakers do. The maximum level of fluency score is in level 4 by only 13,3 % of participants which means they can participate in any conversation with a high degree of fluency. The pronunciation maximum score is in level 4 by 13,3 % of participants which means errors in pronunciation are quite rare. The maximum grammar score is in level 4 by 13,3 % of participants which means errors in grammar are quite rare. The maximum comprehension score is in level 4 by 26,6 % of participants. The comprehension phase is occupied by interviews from the research of how deeply they comprehend the monologue material. Based on the data taken from the research, the audio-lingual method is recommended to enhance EFL students speaking skills, for better results, any combination, the longer

time, and modification treatment should be implied to get a maximum score (level 5) speaking skill as Brown and Haris' speaking score rubrics that expects EFL students speaking like native speakers do.

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