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# The Effect of Audio Lingual Method Towards Student' Listening Comprehension

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**Abstrak**

Penelitian eksperimen ini dilaksanakan pada siswa kelas tujuh di MTs Mu'allimin Muhammadiyah Bangkinang Kota pada pembelajaran tahun 2023/2024. Penelitian ini bertujuan untuk menemukan pengaruh dari *Metode Audio Lingual* terhadap pemahaman mendengar siswa. Jenis penelitian ini menggunakan quasy-eksperimental dengan membandingkan dua grup yaitu ekperimental kelas dan kontrol kelas. Sampel yang digunakan adalah kelas VII D yang berjumlah 22 siswa sebagai grup kontrol dan kelas VII E yang berjumlah 21 siswa sebagai grup Eksperimen. Instrumen penelitian ini adalah listening comprehension test yang terdiri dari 20 butir soal pilihan ganda. Penelitian ini menggunakan teknik random sampling. Data dianalisis menggunakan program IBM SPSS 23. Berdasarkan dari analisis data, peneliti memperoleh hasil yaitu nilai rata-rata kelas eksperimental adalah 87.38 dan nilai rata-rata kelas kontrol adalah 81.19. Data analisis menunjukkan level signifikansi (2-tailed) adalah 0.000 < 0.05 (5%) itu berarti Ha diterima. Ini menandakan bahwa adanya signifikan efek dari audio lingual method terhadap kemampuan mendengar siswa di MTs Mu'allimin muhammadiyah Bangkinang kota.

**Kata Kunci:** *Pemahaman Mendengar, Quasy Eksperimental, Metode Audio Lingual*

**Abstract**

This experimental research was carried out on seventh grade students at MTs Mu'allimin Muhammadiyah Bangkinang City in the 2023/2024 learning year. This study aims to find out the effect of audio lingual method towards students' listening comprehension. This type of research uses quasy-experimental by comparing two groups, namely the experimental class and the control class. The sample used was class VII D which consisted of 22 students as control group and class VII E which consisted of 21 students as the experimental group. The research instrument was a listening comprehension test which consisted of 20 multiple choice questions. This study used a random sampling technique. Data were analyzed using the IBM

SPSS 23 program. Based on the data analysis, the researchers obtained the results, namely the average value of the experimental class was 87.38 and the average value of the control class was 81.19. data analysis shows a significance (2-tailed) was 0.000 < 0.05 (5%), meaning that Ha was accepted. This indicates that there is a significant effect of the audio lingual method on students' listening comprehension in MTs Mu'allimin Muhammadiyah Bangkinang city.
**Keyword:** *Listening Comprehension, Quasy-Experimental, Audio Lingual Method*

## Introduction

Language is an expression that contains intentions to convey something to others. Something that is meant by the speaker can be understood by the listener or the other person through the language expressed. Humans need to learn language to convey their intension or opinion to others in a community (Anjayani, 2016). One of the most commonly used languages in the world and being an international language is English.

Many student can't get the facts in English ideally due to the fact they have a trouble gaining knowledge of English, especially in listening comprehension. it's miles very crucial for students on the way to listen distinct listening material. students need to have listening competence to understand the listening materials. whilst college students first research a language, they typically have to listen to the phrases numerous instances earlier than they may be able to understand and pronounce those words. From the explanation given earlier, it is obvious that listening is an essential part of teaching the English language in schools. therefore, listening talent is important to guide the student in studying process, it could help students to get the statistics from the spoken text in classrom, and they are able to practice it in speech and writing ability in teaching mastering or of their daily existence. in recent times, language exercise is critical in language gaining knowledge of due to the fact it may assist student in understanding English without problems. Researcher located that the scholars in MTS Mu'allimin Muhammadiyah Bankinang Kota are loss of training in listening comprehension and some teachers say that they despite the fact that have troubles to teach listening to university students for the reason that college students aren't capable of express what are on their minds because of the truth their lack of actual language.

To assist the lecturers in coaching listening to students, instructors may use an thrilling coaching technique to present their coaching substances that also assist them in creating a laugh class. one of the opportunity methods is Audio-lingual coaching approach.

The Audio-Lingual method (ALM) is a kind of method for instructing language via conversations that emphasizes the creation of reliance in students through consistent practice. It was delivered inside the united states of america of america (u.s.) in Forties. Technically,

the method changed into supported via tape recorders. In theory, the method was mainly grounded in the work of structural linguists, who developed a unique approach to the psychology and philosophy of language acquisition that differed from conventional methods (Setiyadi, 2010a). The Audio-Lingual technique pursuits to broaden listening competence of college students via audio and the communique audio and pattern drills that scholars need to repeat are used to form behavior in beginners so that it will allow them to develop brief and automatic responses. The purpose of repeating exercises is to divide challenging sentences into more manageable parts. Drills are useful in overseas language coaching in which they supply college students the possibility to carry out what they have found out (Mart, 2013).

The advantages of employing the audio-lingual technique revolve around its focus on listening and speaking abilities, with a notable history of effectively using visual tools for vocabulary enhancement. This method is notably straightforward and efficient for larger organizations, making certain that proper articulation and structure are emphasized and learned. It is governed by the instructor, representing a methodical approach that relies on repetitive practice, drills, and memorization. The student assumes a passive role, having limited control over the content learned or the learning process itself. This approach is based on a well-established learning principle. (Larsen, 2016).

Therefore, the researcher think that is important to take a research the tittle is “The Effect of Audio Lingual Method towards Students’ Listening Comprehension”.

## METHODE

The study is a quantitative analysis that clarifies occurrences through the gathering of numerical data in order to investigate using a mathematically grounded approach based on the Audio Lingual method. Quantitative is the process of finding the knowledge by using data in the form of numbers as a means of finding out what we want to know. The quantitative approach focuses on the attention of indications that have certain characteristics in human life called variables. Relationships between variables were analyzed using objective theory (Darmawan, 2014). The investigator would employ quantitative research methods in the shape of experimental frameworks. Experimental frameworks are commonly known as the 'scientific method' because of their extensive application in the field of scientific research where they originated.

This study involves two separate elements, referred to as the independent and dependent variables. The independent variable pertains to the audio-lingual component (X), whereas the dependent variable relates to the students' listening understanding (Y). The research might behavior the studies in the seventh grade of MTs Mu’allimin

Muhammadiyah Bangkinang Kota. The participants in this examination were separated into two categories, namely the experimental group and the control group. The approach of quasi-experimental study comprises a preliminary test, an intervention, and a subsequent assessment.

**Paired Samples Test**

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |

## FINDING AND DISCUSSION

The implementation of this research was conducted on September $26^{th}$, 2023 to September $29^{th}$ , 2023 in the first semester English Education study program class at MTs Muallimin Muhammadiyah Bangkinang Kota. This research involved two seventh-grade classes, specifically class VII D serving as the control group employing the dictation technique and class VII E functioning as the experimental group utilizing the Audio Lingual Method. The purpose of this study is to see difference between students who are taught using Audio Lingual Method and students who are taught without using Audio Lingual Method in the seventh grade of MTs Mu'allimin Muhammadiyah Bnagkinang Kota.

In testing the research hypothesis, the researcher used the T-test in the SPSS program. The criteria Ho is accepted if value sig 2 tailed < t-table and Ho is rejected if tcount < t-table. Then, the criteria Ha is accepted if tcount > t-table and Ha is rejected if tcount < t-table. The results of the T-test are as follows

**Table 4.1 Paired Sample Test**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Pair 1 | PretestExperiment - PosttestExperiment | -14.762 | 2.488 | .543 | -15.894 | -13.629 | -27.189 | 20 | .000 |
| Pair 2 | PretestControl - PosttestControl | -12.727 | 4.002 | .853 | -14.502 | -10.953 | -14.916 | 21 | .000 |

Based on the table above, shows that the value of sig (two-tailed) is 0.000 < 0.005, so it can be concluded that there is a different in the average learning outcomes of students who use the audio lingual method with students who do not use audio lingual method in listening comprehension.

The purpose of this studies was to determine the effect of the audio lingual approach towards students' listening comprehension of seventh grade at MTs Mu'allimin Muhammadiyah Bangkinang Kota. based on the statistics from the use audio lingual approach towards students' listening comprehension, it suggests that the students have drastically advanced their listening comprehension. Relying entirely on the outcomes derived from the T-test, the average learning achievement of students in the experimental group, following the intervention, was recorded at 87.38. This figure surpasses the average learning achievement of the control group, which stood at 81.19, where students were instructed without employing the audio-lingual approach.

Prior to the treatment, the average learning outcomes of the students in both groups displayed a slight variance. Specifically, the experimental group's average score was 72.62, while the control group averaged at 68.33. However, once both groups underwent treatment using distinct methods, with the experimental class utilizing the audio-lingual technique and the control class implementing the dictation method, there appeared to be significant differences in their average learning achievements. In the control class, which did not utilize the audio-lingual method, there was only a slight increase observed, moving from an average score of 68.33 in the pre-test to 81.19 in the post-test. In contrast, the experimental class applying the audio-lingual technique experienced a substantial improvement, rising from a pre-test score of 72.62 to 87.38 in the post-test following the intervention.

Researchers gathered data to address the research question. The clarification of this research inquiry is as follows: Is there an impact from employing the audio-lingual method on students' listening comprehension? This can be elucidated through the results obtained from students' pre-test and post-test scores. Furthermore, the data indicates a significant difference in students' listening comprehension scores before and after the treatment was implemented.

The instruction using storytelling strategies positively influences students' listening comprehension. This is corroborated by the research findings presented by Dewi, 2020.The result of her studies shows that the usage of audio lingual method toward of listening comprehension. The end result of her research that the common of pretest score is 43.5 and the posttest score is 72.2. the writer take a end that the students' talking skill building up after they were taught with audio lingual method. another study performed through with the aid of (Roswari, 2011) also said that there has been a alternate in students' listening comprehension using audio lingual technique. this could be seen from the values of the pretest and posttest which experienced a significant exchange. The average score of the students on pretest became 75.54 and the average score at the posttest changed into 86.65, which means that the students' success of listening comprehension improves after the usage of audio lingual method in the classroom

based on the explanation above, it can be concluded that there is an impact of using audio lingual approach method towards students' listening comprehension at seventh grade of MTs Mu'allimin Muhammadiyah Bangkinang Kota.

## CONCLUSION

Based on the result of data analysis and discussion, it can be said the audio lingual method has an effect on the learning outcomes of students in class VII MTs Mu'allimin Muhammadiyah Bangkinang Kota. In the experimental class, there was increase in students' listening comprehension after teaching with using audio lingual method compared to the control class which was taught without using audio lingual method. It can be seen from the result of the data analysis that student in the experimental class get better scores than students in the control class

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