Improving Students' Speaking Abilities by Using Audiolingual Method at SMA Negeri 15 Semarang

A Manuscript

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan in English
by

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F2B016012

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2020

APPROVAL

A manuscript by Eva Dina Mareta, 2020 for a final project entitled "**Improving Students' Speaking Abilities by Using Audiolingual Method at SMA Negeri 15 Semarang**" has been approved by the both advisors on September 2020.

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Improving Students' Speaking Abilities by Using Audiolingual Method at SMA Negeri 15 Semarang

Meningkatkan Kemampuan Speaking Siswa dengan Menggunakan Metode Audiolingual Method pada Siswa SMA Negeri 15 Semarang

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ABSTRACT

Mareta, Eva Dina. 2020. *Improving Students' Speaking Ability by Using Audiolingual Method at SMA Negeri 15 Semarang*, Final Project, English Education Department, Faculty of Foreign Language and Culture. University of Muhammadiyah Semarang, Advisor I: Siti Aimah, S.Pd., M.Pd; Advisor II: Muhimatul Ifadah, S.Pd., M.Pd.

Keywords: *Audiolingual method, speaking ability, action research, bargaining expression*

The importance of having English speaking skill as a communication tool is also seen in the learning process in the classroom. Based on the curriculum of 2013, students of grade XI need to be provided with some speaking materials in the second semester such as bargaining expression. This research was conducted to find out three objectives. These were to explain the implementation of audiolingual method in teaching speaking to students at SMAN 15 Semarang, to find out the effectiveness of audiolingual method to improve students' speaking ability, and to find out students' perception towards the use of audiolingual method in learning process.

This research applied action research in three cycles. The instruments of the research were observation sheet, questionnaire, and speaking test. Paired Sample T-Test was used to obtain the quantitative data for comparing the score result of pre-test and post-test. The result of this research was audiolingual method influenced the students' speaking improvement. It was proved by the students' speaking ability in the first cycle to three cycles improved highly. The mean score of the pretest was 55.7. It had increased to 64.7 in cycle I, increased to 66.8 in cycle II and increased to 81.2 in cycle III. The students' perceptions towards audiolingual method also was good with the result of questionnaire was 84.8% that students agree audiolingual method can improve their speaking ability. It could be said that their perceptions towards audiolingual method was high. In conclusion, there were some effectiveness of audiolingual method. There were: first, the action of using this method could attract students' attention and motivation in teaching and learning process. Second, students could have better understanding on using English in real situation since they got appropriate models of speaking English. Third, they also had adequate opportunities to practice speaking in order to train their speaking fluently and confidently.

INTRODUCTION

Nowadays, English is one of languages that is most used as a global language and it has a vital role in modernization. Considering it, government determines English as the foreign languages in Indonesia. English has a set of four capabilities as interpersonal communication. Speaking is one of four capabilities which needs to be mastered by students besides reading, writing and listening.

Based on the curriculum of 2013, the aim of English education is to qualify students for using English as communication. It means that as English teachers, our job are not only to prepare students passing the test but also need to shape students to be able to use English effectively in the real life. Unfortunately, most of English teachers are not aware about this aim and they just focus on preparing students to past the test so students are not triggered to use English actively in the classroom. It is line with Bygate (2008) that the basic problem of teaching a foreign language is to trigger students to use the language itself.

The problem of using the language basically depends on what actually the role of teachers in the learning process. In reality, both teacher or students are not disciplined to use the target language and they until use native language mostly in the main part of learning. Whereas if someone masters a language, he is intuitively capable speak that language (Tarigan, 2009). This opinion clearly that speaking skill implies someone has a complete mastery of a language.

The importance of having English speaking skill as a communication tool is also seen at the school. Based on the curriculum 2013, the students of grade XI need to be provided with some speaking materials, in the second semester such as of bargaining expression. At this point, they are demanded to negotiate and dispute the price which will be paid, service or something else between buyer and seller in the

market, department store, or the exact transaction that will take place and eventually come to an agreement (Syllabus, 2019).

Based on the result of pre-observation in SMAN 15 Semarang, it showed that speaking is the most difficult and challenging activity. There were some problems that were faced in teaching speaking. The first problems were students' lack of vocabulary causing them unable to express their ideas orally and they were also lack of inspiration and motivation because speaking needs an idea and inspiration for what they want to speak out. The second, most of them always thought that English is a difficult subject to learn because it has different forms in both spoken and written. The third, they did not have a good confidence to speak since they all were afraid of making errors in either pronunciation or grammar. Consequently, students never practiced to speak with their friends in English. The fourth problem came from the learning strategy. Teachers did not use English while learning process in the classroom. They just asked students to create a sentence and submit it as an assignment without asking students to practice speaking of the sentence and teacher did not figure out how to pronounce it correctly.

Based on the problems they experienced, teachers need to know the suitable method to teach speaking in appropriate way. One of the methods in teaching English as a foreign language is audiolingual method. In this method, students are taught a foreign language directly, by emphasizing repetition and drill pronunciation and grammatical sentence patterns without explaining new words or grammatical rule in the target language (Qian, 2017). It indicates that the focus of using audiolingual method in improving students' speaking abilities is students can speak the target language communicatively, students know how to pronounce the target language and students are expected to be active learners in the class and it will be increasing their confidence to use English.

RESEARCH METHODOLOGY

In this research, I used a classroom action research (CAR). Action research is research approach about things that happen in the community or target group and the result focus on informing, generating and building theory (Burns 2015).

According to Arikunto (2010), the cycles in CAR is consisted of two or three cycles through four stages. First, planning such are identification of problem, collecting information, actions planned/intervention. Second, implementing/actions taken. Third, observing or monitoring the outcomes. Fourth, reflecting or analyzing the result.
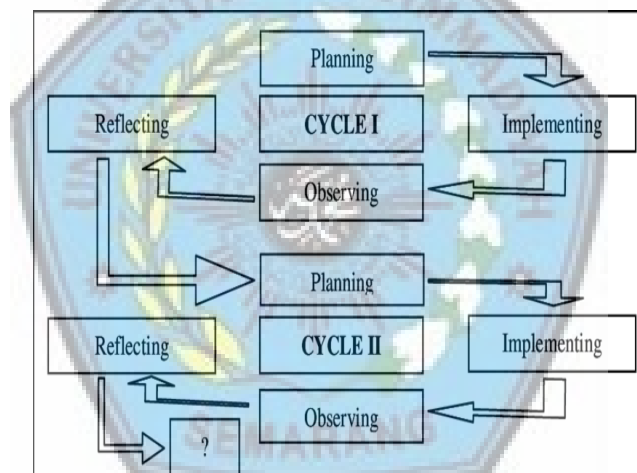

Figure 3.1 Action Research Design

(Arikunto, 2010: 137)

The research was conducted to student of SMAN 15 Semarang who were in second grade by academic year 2020/2021. The sample of this study was about 32 students of grade XI MIPA 7. I conducted the research at SMAN 15 Semarang located in Jl. Kedungmundu No. 34, Kel. Sambiroto, Tembalang, Kota Semarang, Jawa Tengah. I decided to choose the school based on the problem was happened in pre-observation.

RESEARCH FINDING AND DISCUSSION

1. Implementation of Audiolingual Method in Teaching Speaking to Students

The implementation of audiolingual method in teaching speaking to students at SMAN 15 Semarang run well.

No.	Indicators	Criteria	
		Yes	No
1.	Students' participation intensity in the classroom	√	
2.	Students' interest and motivation toward English teaching and learning process		√
3.	Students respond teacher's instructions	√	
4.	Students' interaction through group discussions	√	
5.	Students' work performances in a group (Presentation)		√
6.	Students' skills in giving opinion and question	√	
7.	Students try complete the dialogue even when they are difficult	√	
8.	Students repeat each line of the dialogue several times	√	
9.	Students imitate the model and pronounce the dialogue actively	√	
10.	Students can drill the dialogue and change the word successfully		√

Figure 1. The Result of Observation Sheet in Cycle 1

$$\% \ A = \frac{A \times 100\%}{N} = \frac{70}{100} \ X \ 100 = \textbf{70\%}$$

Actually, all students enjoyed the learning process. However, when the learning process was ongoing, there were some students who did not pay attention to the teacher. I asked students by whatsapp, they said they were afraid to speak up or

they got poor connection. I used the result of observation in cycle II to find out the lack of teaching and learning process for evaluating to next cycle. It showed that the teaching and learning process got 70% success.

Based on the observation of cycle 1, I needed to improvement as in explaining the material with audiolingual method. So, they may give more attention. I analyzed the teaching and learning process in cycle I for the reflection. I discussed to English teacher that the most faced in the speaking class was students were afraid of trying to speak. The improvement for cycle II, I divided students into 3 groups. I broke down the meeting online class into 3 sections. It was aimed for focusing students while joining the class because in online class was more difficult to be observed the whole students rather than in conventional class.

No.	Indicators	Criteria	
		Yes	No
1.	Students' participation intensity in the classroom	√	
2.	Students' interest and motivation toward English teaching and learning process		√
3.	Students respond teacher's instructions	√	
4.	Students' interaction through group discussions	√	
5.	Students' work performances in a group (Presentation)		√
6.	Students' skills in giving opinion and question	√	
7.	Students try complete the dialogue even when they are difficult	√	
8.	Students repeat each line of the dialogue several times	√	
9.	Students imitate the model and pronounce the dialogue actively	√	
10.	Students can drill the dialogue and change the word successfully	√	

Figure 2. The Result of Observation Sheet in Cycle 2

$$\% \, A = \frac{A \times 100\%}{N} = \frac{80}{100} \times 100 = \mathbf{80\%}$$

In this cycle II, all students enjoyed the learning process. However, in the cycle I, there are some of the students who did not pay attention. That's different with previous cycle that I saw that all students enjoyed the process of learning. They got pleasant atmosphere in cycle II. Students understood the materials easily and they felt more confident to try speaking. I used the result of observation in cycle II to find out the lack of teaching and learning process for evaluating to next cycle. It showed that the result got 80% success. It can be concluded that the process of teaching and learning was well-turned. The data result of the observation sheet towards implementation of using audiolingual method in teaching speaking at SMAN 15 Semarang showed on appendix III. In this cycle II, I found that all students had more understanding about the use of audiolingual method. The improvement for cycle III, I needed to improvement as in explaining the material with audiolingual method. I explained the material by using audiolingual method in slowly.

No.	Indicators	Criteria	
		Yes	No
1.	Students' participation intensity in the classroom	√	
2.	Students' interest and motivation toward English teaching and learning process	√	
3.	Students respond teacher's instructions	√	
4.	Students' interaction through group discussions	√	
5.	Students' work performances in a group (Presentation)		√
6.	Students' skills in giving opinion and question	√	
7.	Students try complete the dialogue even when they are difficult	√	
8.	Students repeat each line of the dialogue several times	√	
9.	Students imitate the model and pronounce the dialogue actively	√	
10.	Students can drill the dialogue and change the word successfully	√	

Figure 3. The Result of Observation Sheet in Cycle 3

$$\% \ A = \frac{A \times 100\%}{N} = \frac{90}{100} \ X \ 100 = \textbf{90\%}$$

It could be seen from the observation result. It showed that the result of cycle III got more increase both students' and teacher's activities during teaching-learning process than the cycle I and cycle II which was in the process of cycle I got 70%, then cycle II got 80% and in the cycle III got 90%. Actually, I found the primary speaking matter was lack of techniques variety which teacher used in teaching speaking, so that students felt bored and had less motivation. Ismail (2009) states that the teaching method have to be suitable to the aim of study itself. Based on the problem above, I implemented the audiolingual method in cycle I, cycle II, and cycle III which had 4 techniques. Those were repetition, inflection, substitution drill, and transformation.

According to Qian (2017), audiolingual method is a method based on a behaviorist theory which came from experience. It is a methodology that combines pronunciation and sentence patterns oral drilling in this method, students are taught a foreign language directly, by emphasizing repetition and drill pronunciation and grammatical sentence patterns. It concluded that the implementation of audiolingual method in teaching speaking to students at SMAN 15 Semarang was successful. It was proven after I prepared all materials needed well and implemented the method to students, it turned out all students had enjoying activity and they participated every steps of the method. However, in the first cycle there were two or more students just keep silent and turn off the microphone while practicing together. Finally, after I revised, observed and reflected every cycle, teaching speaking by using audiolingual method could make the learning process more enjoyable and fun. Students got many opportunities to speak English and they a lot of practice.

2. The Effectiveness of Audiolingual Method to Improve Students' Speaking Abilities

I had conducted the speaking test three times to the eleventh grades students of SMAN 15 Semarang. The test was intended to measure students' achievements on understanding materials which would be given to them. They were given a pretest and posttest. I analyzed test result and score report to compare between pretest result and all posttest result. I applied product of SPSS for processing the test data as follow:

2.1 Shapiro Wilk Normality Test (Sample <50)

I calculated the normality test to get normal data on test which was given. I applied formula product of SPSS called Shapiro Wilk Normality Test (Sample <50) to calculate the normality test. The result showed on the table below:

Table 2.1 The Result of Normality Test

Tests of Normality

	group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
score	pre_total	.176	32	.013	.964	32	.353
	post_total	.102	32	.200[*]	.968	32	.434

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table 4.1, it is known that the df value (degree of freedom) for pre total is 32 and post total is 32. It can be concluded that the number of sample data for each group is less than 50 so that I used the Shapiro Wilk technique to detect normality of data in this research. But, if the df is more than 50, then the Kolmogorov Smirnov technique is used. Then from the output of the table, the sig value is known for pre total

is 0.353 and post total is 0.434. Because the value of sig. for both groups >0.05, it could be concluded that the data are normally distributed.

2.2 The Result of Descriptive Statistic

The analysis of outcome data research is intended to determine whether there is the average result of audiolingual method in improving students' speaking ability in SMAN 15 Semarang by using the Paired Sample T-Test formula with the result is descriptive statistic.

Table 2.2 The Result of Descriptive Statistic

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre1	55.6563	32	4.45486	.78752
	post1	64.7188	32	4.43035	.78318
Pair 2	pre2	55.6563	32	4.45486	.78752
	post2	69.1875	32	6.30124	1.11391
Pair 3	pre3	55.6563	32	4.45486	.78752
	post3	83.9375	32	4.26492	.75394

In the paired sample statistical table above, contains descriptive about the influence of audiolingual method on improving students' speaking ability between before and after the use of audiolingual method. It can be seen that the table above contains a descriptive table displays the mean, sample size, standard deviation, and standard error the mean. At this output, an average value of pre1-pre3 (Mean) is obtained at 55.65, while post 1 is 64.71, post 2 is 69.18 and post 3 is 83.93. The number of respondents or students used in the study is 32 students. For the value of std.

Deviation (standard deviation) in pre 1-pre 3 is 4.454 while post 1 is 4.43, post 2 is 6.30 and post 3 is 4.26 and for the std value the mean error pre 1-pre 3 is 0.787 while post 1 is 0.783, post 2 is 1.113 and post 3 is 0.753. Because the mean value in pre1-pre3 <post1-post3, it means that descriptively there is an average difference between pre and post.

2.3 The Result of Paired Sample T-test

The analysis of outcome data research is intended to determine whether there is the influence of audiolingual method in improving students' speaking ability in SMAN 15 Semarang by using the Paired Sample T-Test formula, analysis The Paired-Samples T Test is the procedure used for comparing the mean of two variables in one group. This also means this analysis useful for testing two related samples or two samples in pairs. The result showed on the table below:

Table 2.3 The Result of Paired Sample T-test

Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	pre1 & post1	32	.596	.000
Pair 2	pre2 & post2	32	.214	.240
Pair 3	pre3 & post3	32	.206	.258

In the paired sample correlations table above, contains data that there is the influence of audiolingual method on improving students' speaking ability. between the values of pre1 to post1, pre2 to post2, and pre3 to post3. Based on the output above, it is known that the correlation coefficient (Correlation) is 0.596 (pre1-post1), 0.214 (pre2-post2), and 0.206 (pre3-post3) with a significance value (sig.) Of 0.000 <0.05, it can be said that there is a relationship between the pre1 and post1 values with a strong relationship of 0.596 or 59.6%. Meanwhile, for pre2 and post2, it was 0.240> 0.05, so

there was no relationship between the pre2 and post2 values and the strength of the relationship was 0.214 or 21.4%. And for pre3 and post3 of 0.258> 0.05, there is no relationship between the pre3 and post3 values and the strength of the relationship is 0.206 or 20.6%.

Table 2.4 The Result of Paired Sample T-test

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre1 - post1	-9.06250	3.99142	.70559	-10.50156	-7.62344	-12.844	31	.000
Pair 2	pre2 - post2	-13.53125	6.89546	1.21896	-16.01733	-11.04517	-11.101	31	.000
Pair 3	pre3 - post3	-28.28125	5.49624	.97161	-30.26286	-26.29964	-29.108	31	.000

The interpretation of the results of the SPSS output are the first, Column Mean on paired-samples t test table shows the mean result of the effect of the audiolingual method on improvement students' speaking ability. The second, Column Std. Deviation represents the mean dispersion of the effect of the audiolingual method on improvement students' speaking ability. The third, Column Std. Error Mean shows the index of the variability (index variability) that can be expected in sample repeatability. The fourth, Column 95% Confidence Interval of the Difference provides an estimate concerning the boundaries between differences in means in 95% of all samples. The

fifth, Column Sig. (2-tailed) displays the probability (significance) at in the t statistic which has an absolute value equal to or greater the obtained t statistic.

This output is the most important output, namely whether there is an effect of the use of audiolingual method applied to students. Based on the output table above, it is known that the sig value. (2-tailed) is $0.000 < 0.05$, so Ho is rejected. It can be concluded that there is an average difference between the pre-test and post-test learning outcomes, which means that there is an effect of using audiolingual methods in improving student understanding.

3. Students' Perception towards the Use of Audiolingual Method in Learning Process

The questionnaire of this research consisted of 13 items and each item used to find out students' perception towards audiolingual method in learning process at SMAN 15 Semarang. There are two options for answering the questionnaire, namely "strongly agree, agree, disagree and strongly disagree". The questionnaire sheet is filled in by 32 students. Furthermore, the following data were obtained as follow:

Table 4.5 The Result of the Questionnaire about Students' Perceptions towards the Use of Audiolingual Method in Learning Process

No	Indikator Kompetensi	Persentase			
		SS	S	TS	STS
1	Guru menggunakan metode ALM dalam pembelajaran	53.1%	46.8%		
2	Guru menggunakan metode ALM secara jelas	53.1%	43.7%	3.1%	
3	Setiap mengajar guru menggunakan media pembelajaran selain buku	65.6%	34.3%		

4	Saya lebih mudah memahami pelajaran bahasa Inggris kususnya *speaking* setelah guru menggunakan metode ALM pembelajaran	50%	50%	
5	Saya merasa belajar *speaking* menggunakan metode ALM sangat asyik	53.1%	43.7%	3.1%
6	Penggunaan metode pembelajaran memberi pengaruh yang sangat besar dalam menerima pelajaran bahasa Inggris	65.6%	34.3%	
7	Saya merasa lebih percaya diri dalam berbicara bahasa Inggris	28.1%	56.2%	15.6%
8.	Saya merasa penggunaan *drill technique* dapat membantu saya lancar berbicara bahasa Inggris	28.1%	65.6%	6.2%
9.	Semenjak menggunakan metode ALM, saya merasa lebih percaya diri berbicara bahasa Inggris	25%	71.8%	3.1%
10	Manfaat penggunaan metode ALM dalam pembelajaran dapat saya rasakan	34.3%	65.6%	
11	Saya merasa lebih terbantu memahami materi bahasa Inggris setelah guru menggunakan metode ALM	56.2%	43.7%	
12	Saya lebih rajin belajar karena metode ALM membuat saya menyukai pelajaran bahasa Inggris	18.7%	71.8%	9.3%
13	Metode ALM membuat saya tidak takut lagi pada pelajaran bahasa Inggris	21.8%	78.1%	

Based on the table of 4.5 above, it is known that students' perception towards the use of audiolingual method in learning process is high. It is proven with the result

of the questionnaire. The first indicator about students' perception towards teacher's activity in applying audiolingual method on item 1, 2, 3 have percentages of strongly agree are above 50%. It means that I apply the audiolingual method in the learning process successfully. It could be said that all students enjoy learning speaking by using audiolingual method. It was proven by the questionnaire results that indicated all students were active, concentration, and paid attention to the material. They felt enthusiasm in doing the steps of the method and they were motivated to learn speaking. Students also had sufficient facilities in practicing speaking.

The second indicator about students' perception towards the use of audiolingual method in teaching speaking on items 4, 5, 6, have percentages of strongly agree are above 50% and on items 7, 8, 9 have percentages of agree are above 50%. It can be said that students understand the material easier, especially in speaking, after the teacher uses the audiolingual method. Students find learning speaking using the audiolingual method very fun and the use of audiolingual method has a huge influence in receiving English lessons. Students feel more confident in speaking English. The use of drill technique can help students speak English fluently.

The third indicator about the advantages of using audiolingual method on items 10, and 11 have percentages of strongly agree are above 50% and on items 12 and 13 have percentages of agree are above 70%. It can be said that students can feel the advantages of using audiolingual method in learning speaking and audiolingual method helps them understand material easily. Students feel more diligent in learning speaking because audiolingual method makes students less afraid of speaking English.

CONCLUSION AND SUGGESTIONS

CONCLUSION

1. The Implementation of Audiolingual Method in Teaching Speaking

Based on cycle I and cycle II, the teaching and learning process had some unsuccessful actions such as I implemented the method by online learning, and there were some students had poor connection while learning process, some students did not focus on learning process due to noisy conditions from their family at their home. In cycle III, it showed that the teaching and learning process with proven results, it is no wonder that the process has been increasing time by time and the process could be said very fun and active. Students had fun with the technique and material with the topic bargaining expression. Because in the audiolingual method, students needed a lot of practices and it made them to be active learner. They observed the material easily and they were not shy anymore to try bargaining expression.

2. Audiolingual Method Improves Students' Speaking Abilities

Most of students thought that speaking was difficult and complicated because they had to explore their idea and inspiration for speaking constantly. They thought while speaking they have no idea and inspiration to speak up. After I have finished this research for a few weeks, the result indicated that the use of audiolingual method was significantly related for improving students' speaking ability achievement. Students became more aware with their pronunciation after doing pronunciation drilling, and their pronunciation became better. Students also improved their vocabulary knowledge. It made them more confident to speak English.

3. Students' Perception of Audiolingual Method

I found several effectiveness of audiolingual method based on the students' perception. There were: first, students' motivation and attentions toward speaking could be attracted by using this method. Second, the use of audiolingual method also

made students were interested in speaking out their idea. Third, students could have better understanding on using English in real situation since they had proper models of speaking English through audio. Fourth, students also had sufficient facilities in practicing speaking in order to instruct their confidently and fluently speaking.

SUGGESTIONS

After drawing the conclusion, I address some following suggestions for the researchers who were closely related to this research. Those are presented as follows:

1. For English teachers: I suggest that they have to aware of students' desires and needs while designing the material of speaking. They could implement the variation of speaking activities so students are not bored with the learning process and use the communicative ways in teaching and learning process because it can reduce students' boredom and monotonous thing. English teachers also need to deliver the material by using clear voice, not too slowly and not too quickly. The last, they should be patient since this method of audiolingual method employs a lot of time in every technique such as repetition, Inflection, Substitution drill, and Transformation.

2. For students: I suggest that while they learn English especially speaking, they need a lot of practice their speaking and improve their speaking abilities in giving transactional and interpersonal response which can be done in their daily activities

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