



Article History:

Submitted:

10-02-2025

Accepted:

15-02-2025

Published:

15-02-2025

IMPROVING STUDENTS' ENGLISH PRONUNCIATION SKILL THROUGH AUDIO-LINGUAL METHOD

Yani Octafia

Universitas Pamulang

Email: dosen01153@unpam.ac.id

URL: <https://jeell.upjb.ac.id/index.php/files/article/view/40>

DOI: <https://doi.org/10.32682/jeell.v1201/40>

Abstract

This research aims to find and analyze the difficulties in English pronunciation on students of English department. In improving the variety of English teaching methods, especially learning methods that can encourage students to improve their ability to pronounce every word in English fluently in order to create effective communication situations. The writer used the descriptive qualitative method. The participant of this research was second semester students of English Department of Universitas Pamulang in the Academic Year 2024/2025. There were 10 respondents chosen randomly. The data of this research were taken from written test through pre test and post test about identifying phonemic consonants and symbols in English Words by giving test. The writer used 40 tests to analyze by students. Moreover, the writer only focused on analyzing the statement sentences The Audio-Lingual (AL) approach is a method of learning English that focuses on developing speaking and listening skills. The techniques used in the audio-lingual approach are: Focus on pronunciation, use of audio, and drills and exercises.

Keywords: *Pronunciation, Audio-Lingual*

To cite this article: Octavia, Y. (2025). Improving Students' English pronunciation skill through Audio Lingual Method. *JEELL: Journal of English Education, Linguistics and Literature*, 12(1), 135 - 144. <https://doi.org/10.32682/jeell.v1201/40>

Introduction

English is a language used for communication in the world, English language skills are not only seen in the aspects of reading and writing but also listening skills, listening skills influence recognition and pronunciation skills in English spelling. Pronunciation courses are aimed at improving speaking skills. This research aims to determine the English pronunciation abilities of students majoring in English Literature, Pamulang University.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2025 by author(s).

As we know, good English language skills have a big influence on other English language skills students majoring in English literature need a variety of English learning methods that can increase their activeness in communicating in English both orally and in writing, students' self-confidence in speaking skills using English still needs to be grown and developed. In this research, Audio-Lingual Method (ALM) is used to analyze how the students understand phonetic symbols. In the process of learning Speaking English in class, teachers use the ALM method because this method is very easy and light in terms of language use and also contains elements of drilling and mimicry so that students can easily speak English imitating native speakers (Richard, 2003).

Teachers or lecturers have an important role in making the classroom learning atmosphere effective and enjoyable because the teacher is the one who gives instructions to students on various questions in any lesson. Learning is often considered as the meaning of the term "instructional" is the process of student interaction with teachers and learning resources in a learning environment (Brown, 1994). Teachers usually deliver material by having conversations, remembering, and playing with facial expressions, which are one of the main techniques used in the Audio-Lingual Method (Yani, 2016).

There are several definitions and perspectives on Audio-Lingual Method by various experts. The audiolingual method trains students in the use of grammatical sentence patterns. It also, unlike direct methods, opts for a strong theoretical basis in linguistics (Tampubolon, Sidabutar, & Sianturi, 2018). Audio-lingual is a method that emphasizes listening. Nunan (2001:23) listening is a six-stages process, consisting of hearing, attending, understanding, remembering, evaluating, and responding. Perdhani (2012) stated that audiolingulism is a linguistics, or structure based, approach to language teaching. It means that In the AL approach, language structures are presented systematically and structured, with the aim of helping students understand and master the language structures.

Drill is a learning technique used to strengthen and improve students' ability to master a skill or concept, especially in language learning. Drill is a systematic and repetitive exercise to strengthen students' abilities as stated by Chakrabarty (2016), they require drill, drill, and more drill, and enough vocabulary to make such drill possible. According to Brooks dalam Mukalel (2005, 78) stated that audio-lingual is a term to stand for the method of teaching a foreign language with a view to developing in the learners the aural-oral abilities to communicate through the language. The output that will be achieved from the activity this is to impart skills English for second semester students because this question is related to the pronunciation

course. Based on existing theory, the ALM (Audio-Lingual Method) method has eleven types of techniques including backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill, use of minimal pairs, complete the dialogue, and grammar game (Freeman, 1986). To reach the outside The ALM (Audio-Lingual Method) is used to teach, given questions in the form of pre-test and post-test questions by providing phonemic symbols to measure students' consonant and phonetic symbol abilities.

Research Methods

Design

This research is descriptive qualitative. This research approach is a qualitative approach because it is an assessment to the problem of producing descriptive data or in other words In this research, efforts were made to collect descriptive data expressed in the form of reports and descriptions (Suharsimi, A. 2000). According to Creswell (2009, p. 23), qualitative research is a method used to investigate and understand individuals or groups in relation to social or human issues. . In addition, according to the book *Qualitative Research Methodology and Practice* (Gunawan, 2013) that qualitative research is research that does not start from the field based on the natural environment.

Participants

The participants of the study are from the second semester of the English Department at Pamulang University, South Tangerang. There are 10 students would be samples of this research in the class. This research taken in academic year 2024-2025.

Instrument

The instrument used in this research uses test questions or "Test Instrumentation, this test can be called "Objective Test" or "Standard Test". Objective Test is a type of test that uses predetermined questions and has right and wrong answers. This test is used to measure students' abilities or knowledge in a particular field. The objective test instruments used here are: Fill-in-the-Blank and Matching. Participants are given each pre-test question, the pre-test questions contain 2 tables, namely in the form of a word and picture quiz, namely pairing or identifying examples of pictures and phonetic letters.

Data Collection

Before participants are provided with material English, participants are given a test, ie pre-test to measure how much the participant's ability to do or answer English practice questions. The questions are adapted to the discussion material English lessons in pronunciation. After English materials given to participants, given a test. Next, namely the post-test. Post-test carried out after this training has been completed, The aim is to measure ability participants understand and comprehend the English materials. In the first stage, each student is given an explanation of pronunciation, understanding, just a general introduction to the meaning, examples of pronunciation or pronunciation, phonetic symbols for consonants and vowels in English. This stage is explained simply because the target is only to gain participants' understanding before taking the pretest. The second stage, students are given each pre-test question, the pre-test questions contain 2 tables, namely in the form of a word and picture quiz, namely pairing or identifying examples of pictures and phonetic letters. The third stage, students are given an explanation regarding the pronunciation of words related to the pretest. This presentation uses the audio-lingual or drilling method which we know as repetition, students are guided to repeat each letter and example word given. The fourth stage, here is the final stage, after students collect the results of the pretest answers and follow the drilling presentation of the material, then they are given the final stage session. The final stage is giving post test questions, namely questions given after complete phonetic vowel and consonant training.

Data analysis

Data analysis in this research is a qualitative description, Qualitative methods are data analysis methods that focus on collecting and analyzing data that cannot be measured numerically. Qualitative methods can be used to analyze student pronunciation data in terms of pronunciation, intonation and rhythm errors.

Results and Discussion

Results

1. Pretest Results for the Ability to Identify Phonemic Consonants in English Words

In giving this pre-test, participants are immediately given questions before being given training or presentations regarding phonemic consonants. Students fill in according to their ability and reasoning without any explanation regarding the phonemic consonants, in other words according to their knowledge based on what they have learned in the pronunciation lecture. In this pre-test, it consists of questions in the form of phonemic

consonants which are different from ordinary consonants. Participants are given 2 parts of the questions, namely the first part contains 7 questions with 1 example. Participants are asked to fill in the correct English word in each question which contains phonemic consonants. In this question, a table has been prepared as a guide for each phonemic consonant, while in the second part, students have to match or fill in 33 English words into a table where the phonemic consonants are listed. The following is the form of the pretest questions:

Phonemic consonants which are different from normal consonants

D1.4 Here is a list of different activities. In each one, one of the words is written with phonemic symbols. Write it in normal letters. Use the table to help you

EXAMPLE
/wɒtʃɪŋ/ *watching* television

1 ski /dʒæmpɪŋ/ _____
2 /wɒʃɪŋ/ _____ the dishes
3 /ju:zɪŋ/ _____ a computer
4 sun /beɪdɪŋ/ _____
5 /sɪŋɪŋ/ _____ songs
6 /θɪŋkɪŋ/ _____ about something
7 /pleɪɪŋ/ _____ games

phonemic symbol	usual spelling
ʃ	SH
dʒ	G or J
tʃ	CH
ŋ	NG
j	Y or U
θ	TH
ð	TH

Figure 1. Pre -test Phonemic consonants

The following is a chart of the results of the answers from the pretest given to 10 students regarding students' ability to understand phonemic consonants.

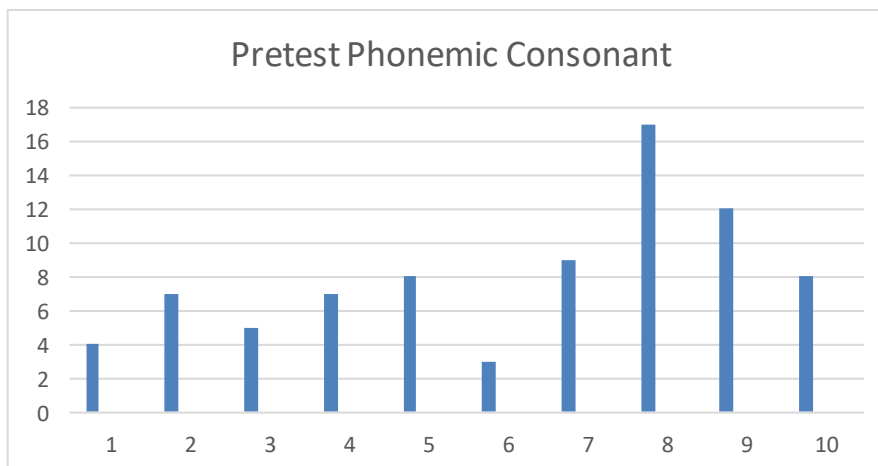


Figure 2. Total's Result of correct answer on Pre test (number of participants)

From the total pre-test questions, namely 40 questions from 2 parts, participant number 8 achieved a total of 17 correct answers, while the other participants below that had the lowest number of correct answers, namely participant number 6 who was only able to answer 3 questions.

2. Post-test results for the ability to identify phonemic consonants in English words

In giving this post test, students are given questions after being given an explanation or presentation regarding phonemic consonants. The explanations given are examples of sounds for consonants and vowels as well as examples of English words for each phonemic consonant. The post test questions use the same questions as the pre test questions. The following is a chart of the results of the answers from the post test given to 10 students regarding the participants' ability to understand phonemic consonants.

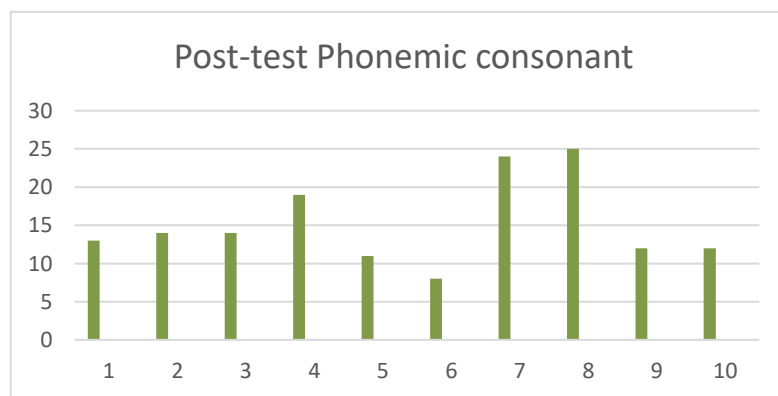
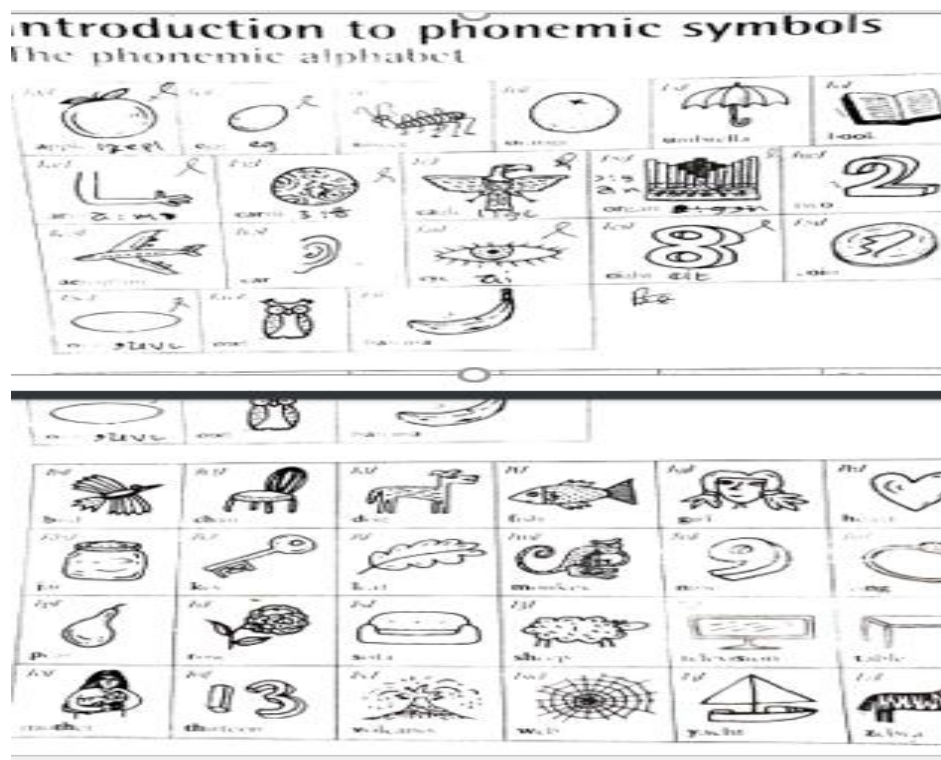


Figure 3. Total's Result of correct answer on Post test (number of participants)

From the total Post-Test questions, namely 40 questions from 2 parts, there was an increase in the ability of all students in answering these questions, and the highest number of correct answers was still obtained by participant number 8 who succeeded in getting 25 correct answers, and the lowest number of correct answers remained the same, namely by participant number 6 who was only able to answer 8 questions.

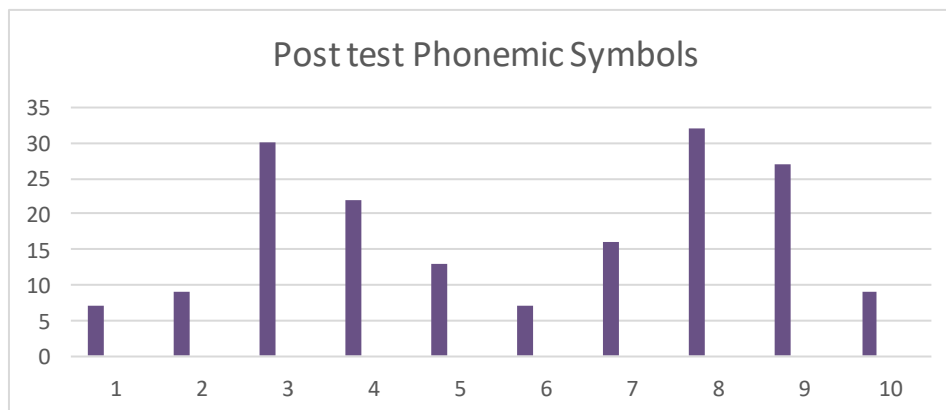
3. Post-test results for the ability to identify phonemic symbols in English words

After completing the Post-Test stage on phonemic consonants, students are given training on introduction to phonemic symbols. In this question, they are given a collection of 19 pictures for vowel questions and 24 pictures for consonant questions, so the total questions are 43 questions/picture. The following questions are in the form of Phonemic Symbols:



Picture 4. Post-Test Phonemic Symbols

The following is a graph of the results of the answers from the post-test given to 10 participants regarding the participants' ability to understand phonemic symbols:



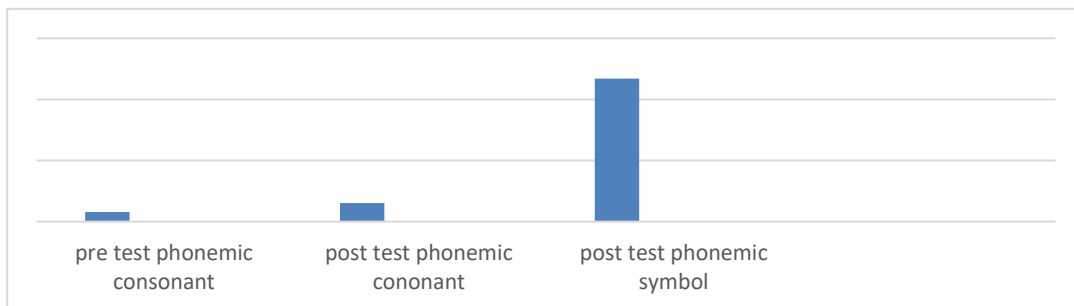
Picture 5. Total's Result of correct answer on Post test Phonemic Symbols(number of participants)

From the total Post-Test questions, namely 40 questions from 2 parts, there was an increase in the ability of all students in answering these questions, and the highest number of correct answers was still obtained by participant number 8 who succeeded in getting 32 correct answers, and the

lowest number of correct answers remained the same, namely by participant number 6 who was only able to answer 7 questions.

4. Results of all abilities to identify phonemic consonants and symbols in English words

The following is a graph of the results of 10 participants' ability to understand in answering pretest and posttest questions on phonemic consonants and phonemic symbols.



Picture 6. Correct answer results on pre-test and post-test questions Phonemic consonants and phonemic symbols

From the graph above, it is clear that the level of understanding for English phonemic pronunciation training obtained by participants has the highest score on the phonemic symbol post-test.

Discussion

According to Chakrabarty (2016) stated previous, the method is used in this research is using *drill technique*. Drill is a systematic and repetitive exercise to strengthen students' abilities and they require drill, drill, and more drill, and enough vocabulary to make such drill possible. Based on the results of the pre-test, there were only 3 students who were able to achieve scores above the average, but after being given a post-test after going through a series of Audio-Lingual Methods, there was a significant increase in understanding of phonetic symbols.

After using the Audio-Lingual Method in pronunciation lessons, several changes in abilities that can occur in students are: (1)Improved pronunciation skills: Students can improve their pronunciation skills, including intonation, stress, and rhythm; (2)increase phonetic awareness: Students can better understand and recognize English sounds and can differentiate between similar sounds; (3) Improve listening skills: Students can improve their listening skills, not only that, students also understand the test question instructions given; (4)Increased ability to understand context: after using the Audio-Lingual Method, students can improve their ability to

understand the pronunciation context of almost all phonetic symbols and consonants.

The findings of this study indicate that the Audio-Lingual Method (ALM) is effective in improving students' English pronunciation skills. This aligns with previous research, such as that conducted by Richards and Rodgers (2014), who highlighted that ALM's repetitive drills and structured reinforcement help students internalize correct pronunciation patterns. The emphasis on listening and speaking in a controlled environment ensures that students receive immediate feedback, which is crucial for pronunciation development.

Additionally, the results of this study corroborate the findings of Celce-Murcia et al. (2010), who argued that pronunciation improvement is best achieved through intensive auditory input and structured oral practice. The use of mimicry and repetition in ALM, as observed in this study, reinforces correct articulation, thereby minimizing phonetic errors. Furthermore, the findings resonate with Morley (1991), who emphasized the role of systematic pronunciation practice in achieving intelligibility and fluency in spoken English.

Conclusion

From the results of the entire series of explanations in this research, it can be concluded that learning pronunciation requires drill practice, repetition of words through training and the encouragement of teachers or lecturers to influence students' fluency in pronunciation, both through understanding phonetic symbols and vowels. The Audio-Lingual Method can improve students' pronunciation skills in speaking English. Using the Audio-Lingual Method can correct students' pronunciation errors in terms of intonation, stress and rhythm. The Audio-Lingual Method can increase students' confidence in speaking English.

In addition, researchers recommend that the ALM (Audio-Lingual Method) method not only suitable to be applied in the Speaking English learning process only, will but this method also makes a lot of contributions to the development of science others such as in learning English vocabulary, English Pronunciation, Listening, Dictation and other subjects. Please be aware of that concept. The ALM (Audio-Lingual Method) method is oral approach and drilling (pattern practice)

References

- Brown, H. D. (1994). *Principles of Language Learning And Teaching*. Englewood Cliffs: Prentice Hall Regents
- Chakrabarty, Amal Kumar. (2016). *Second Language through Audio Lingual Methode and Conventional Approach at Upper Primary Level of Birbhum District: An Experimental*

- Study International Journal In Management and Social Science (Impact Factor-5.276).
Vol. 04 Issue-06, June
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*(3rd ed.). Sage Publications.
- Freeman, Diane Larsen. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Gunawan, I. (2013). *Metode Penelitian Kualitatif dan Praktik*. In I. Gunawan, *Metode Penelitian Kualitatif dan Praktik*. hal. 88. Jakarta: PT Bumi Aksara.
- Mucal, Joseph C. (2007). *Approach To English Language Teaching*. New Delhi: Discovery Publish
- Nunan, D. (2001). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP
- Perdhani, Widya Caterine. (2012). *The Audio-Lingual Method in Language Teaching*. Journal of Education of English as Foreign Language. Vol. 1, No. 1 . Diakses pada 20 Januari 2017 dari <http://www.educafl.uib.ac.id>
- Richards, Jack C and Theodore S. Rodgers. (2003). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Suharsimi, A. (2000) *Manajemen Penelitian*. Jakarta: PT. Rineka Cipta. 2000
- Tampubolon, S., Sidabutar, U., & Sianturi, S. (2018). *The Effect Of English Laboratory Use in Speaking Ability*.
- Yani, D. (2016). *Metode Audio-Lingual Dalam Pembelajaran Kaiwa*. *Lingua Didaktika*, 12. DOI :<https://doi.org/10.24036/ld.v10i1.6325>