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FROM DRILL TO SKILL: EXPLORING THE POTENTIAL OF AUDIOLINGUAL DRILL IN SHAPING SPEAKING SKILL

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A B S T R A C T

This study aims to test the effectiveness of the audiolingual drill method in improving the English speaking ability of tenth grade students at MA Al-Izzah As'Adiyah, consist of 2 parallel classes. This study used quantitative research, methods that employ numerical data for clarifying conclusions. This research design allowed you to compare two groups of students, namely, the experimental group that received audio-lingual drill treatment and control group that received the conventional learning method. The primary outcome of this study indicated that although there was no discernible increase in terms of accuracy or grammar, students in the experiment group spoke with greater confidence. The study's findings support the notion that, when it comes to helping students become better communicators, the audio lingual drill method outperforms the traditional learning approach.

1. INTRODUCTION

In the age of globalization, being able to speak English is one of the most crucial language abilities. In line with that, Harmer (2003) implied English is a universal language that everyone speaks and utilizes for communication, making it vital for academic advancement. This particular type of skill is essential for numerous activities in life, including traveling, study overseas, working for an international corporation, or interacting with people from other countries.

However, many Indonesia students have difficulty on mastering this skill. It is expected that students will be skilled in all four areas: speaking, reading, writing, and listening. The success of the teaching and learning process depends on a number of variables, including the media, the institution's environmental state, facilitation, and the English language teaching methodology.

Speaking as one of the skills that should be mastered by students take a fundamental role in English. As a speaker, the idea that lays out in mind cannot be expressed without mastering the ability to speak.

This phenomenon happened at Tolai, one of the smalll village at Parigi Regency. The students at MA Al-Izzah As'Adiyah are difficult to engage in speaking activity. Based on primary observation, lack of vocabulary, low self-esteem, confusion, incorrect word pronunciation, and occasionally a blatant fear of making mistakes during speaking activity can all contribute to this.

Due to this reason, the researchers decided to concentrate in improving speaking ability of the students by using the audiolingual drill method. The audiolingual drill method is one of the formerly widely used techniques for learning English. This approach places a strong emphasis on extensive pronunciation practice and speaking repetition. Freeman (2000) language acquisition using the audiolingual drill method is based on the idea that habits are formed by repetition; the more times something is done, the stronger the habit and the more language is learned. Setiawan (2011) said the audio-lingual approach is a teaching methodology employed in the instruction of foreign languages.

Teaching speaking through the audio-lingual method also referred to as the oral, functional skills, new key, or American method was seen as a scientific way to teach languages. Students must listen to, repeat, and learn a variety of dialogues in addition to short patterns that are drill-based in audio-lingual activities. Through dialogues, students can learn about the structure and use of many patterns in various contexts.

Dialogs typically depict socio-cultural scenarios of a target language, such as greetings, discussions of opinions, likes and dislikes, and conventional safe themes (family, hobbies, etc.), which aid students in learning which response is appropriate in each circumstance. Through the process of repeating and internalizing the entire speech or selected segments, students should prioritize correct pronunciation, intonation, emphasis, and rhythmic usage.

It is still up for dispute, nevertheless, whether the audiolingual drill method is still useful while learning English. The results of earlier research on this method's efficacy have been conflicting. Nevertheless, there are some studies have been conducted that dealing with audiolingual method.

First from Putra, et.,al (2022) entitled "Enhancing EFL Learners' Speaking Skill Through Audio-Lingual Method showed that for EFL learners, ALM helps them improve their speaking abilities. Second, from Saepuloh, et.,al (2021) implied that the ALM has a favourable impact on students' desire to communicate in English. Students are also content to learn because the environment was entertaining based on their paper "Teaching Speaking Skill by Using Audio-Lingual Method with Oral Application"

Consequently, based on the previous research, the researchers want to objectively evaluate how well the audiolingual method especially using drill as a new way in improving students' speaking abilities in English.

The audiolingual drill method is a language learning approach that emphasizes intensive oral training. Sardiyanah (2019) claimed this method is based on the principle that language is learned through habits, so students are invited to imitate sentence patterns and pronunciation repeatedly.

Several studies have shown a positive relationship between the audiolingual drill method and the improvement of speaking skills. Some of the reasons are:

1. **Intensive practice:** This method provides many opportunities for students to practice speaking in the target language, so they can become more familiar with the sounds and structure of the language. Furthermore, drills and exercises help students to memorize vocabulary and grammar patterns. Learners also constantly engaged in oral practice, which helps them improve fluency and confidence when speaking. The drills are carefully designed to give learners-controlled practice in certain language abilities. At the end of the class, the teacher provides learners with quick feedback, allowing them to fix their faults and improve their pronunciation. The strategy focuses on positive reinforcement, which can help learners stay motivated and engaged (Rohmah and Ifadah 2018)

2. **Focus on pronunciation:** The audiolingual drill method prioritizes pronunciation as it is a language instruction style that promotes oral fluency and precision through recurrent exercises and conversations. The objective is to assist learners in acquiring accurate pronunciation and intonation in spoken English to achieve a goal a good speaker. In line with that, Mart (2013) this repetition reinforces accurate pronunciation and intonation patterns by imitating the model speaker as precisely as possible, hence ensuring precision in their pronunciation. Hirayani (2014) also implied that this can be very beneficial for learners who struggle with articulating specific English sounds or intonation patterns. The audiolingual drill method primarily stresses pronunciation due to its highly structured approach that prioritizes oral fluency and correctness. Through the repetitive practice of identical phrases and sentences, learners can cultivate the capacity to achieve accurate pronunciation and intonation in spoken English.

3. **Habit formation:** The audiolingual drill approach is founded on the idea that language learning is essentially a habit-forming process. This strategy emphasizes repetition and drill to help learners establish the correct language habits. Putra, M et al. (2022) implied since the students are asking to repeat, they are reinforcing the correct language forms, without realizing it, this pattern become more likely automatic and

habitual. Besides that, Alemi, Maedeh & Tavakoli (2019) put some statements that Learners gain automaticity in the target language through frequent practice and positive reinforcement. Language becomes more habitual, allowing learners to utilize it more fluently and naturally.

2. METHODOLOGY

This research study used quantitative research, methods that employ numerical data for clarifying conclusions (Arikunto, 2023). Quasi-Experiment is a suitable research design for this research. This design allows you to compare two groups of students, namely the experimental group that received the audiolingual drill treatment and the control group that received the conventional learning method. Creswell (2012) claims that there are two categories of this quantitative study, which are shown as follows:

Table 1. Research Design

Experimental Group	Pre-test	Treatment	Post-test
Control Group	Pre-test	Conventional Method	Post-test

The subject of this research was 10th grade students of MA Al-Izzah As'Adiyah, consist of 2 parallel classes. In choosing sample, simple random sampling is used. The researchers took 10-A and 10-B as their subject of the research.

The primary source of data or student results is the test, which is employed in data collection. Students take a pre-test before treatment to determine their starting abilities, and a post-test is administered following treatment to see whether the students' abilities have improved. Like a speech assignment (dialogue or monologue), an interview, or a role-play.

In applying audiolingual drill method, the researcher focused on oral-aural where the primary focus is on listening and speaking. Mistakes also immediately corrected in order to prevent the incorrect habits. The researchers also gave praise and encouragement to the students.

The first step, the researchers introduced the new language structure or vocabulary item in a straightforward and brief way. After that, demonstrated proper target language pronunciation and intonation and asked the entire class to repeat the target language together. Next, substituted words or phrases in the target language to exercise various alternatives and asked the students to modify the structure of the statement (e.g., from positive to negative). Next, engaged in the practice of asking and answering questions that relate to the target language. As the final steps, asked students to practice dialogues in the target language.

The researchers also created a clear and detailed assessment rubric to measure aspects of speaking skills such as fluency, accuracy, proposed by Heaton (1991) and classified them based on the grading system.

<p style="text-align: center;">**Table 2. Scoring Rubric**</p>

Range	Pronunciation	Fluency	Comprehensibility
81-90	Pronunciation only very slightly influenced by mother tongue. The majority of statements are true.	speaks with a reasonable amount of expressiveness and without exerting too much effort. only for one or two abnormal pauses	Mother tongue has virtually little influence on pronunciation
71-80	Pronunciation is slightly influenced by mother tongue. The majority of statements are true.	Occasionally needs to put forth effort to look up words. With only a few strange pauses, the delivery was otherwise pretty seamless.	Although the speaker's main meaning and aim are quite evident, the listener may provide some additional instructions if necessary.
61-70	Pronunciation still moderately influenced by the mother tongue but no serious phonological error	There aren't too many awkward pauses, despite the effort to find the right words. Delivery was often fairly smooth.	The majority of what the speaker says is simple to understand. Although he is always clearly paying attention, it takes a few interruptions for him to explain something or provide clarification.
51-60	Mother tongue has an impact on pronunciation, although very few significant phonological errors	Must put in a lot of effort most of the time. must frequently look for the intended meaning. delivery that is abrupt and disjointed.	Much of what is stated can be understood by the listener, but he must always ask questions in order to get clarity. unable to comprehend the speaker's lengthier or more complicated sentences.
41-50	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication	Long silences during which he or she looks for the intended message. fragmented and frequently stopping supply. Sometimes comes	Only brief passages, often consisting of sentences and phrases, can be comprehended by someone who is accustomed to listening to the

	close to giving up on trying.	speaker—and only then with some effort.

Table 3. Grading System

Grade	Score Range	Category	Qualification
5	90-100	Excellent	Successful
4	85-89	Very Good	Successful
3	80-84	Good	Successful
2	75-79	Fair	Successful
1	0-74	Poor	Failed

3. RESULT AND DISCUSION

The type of this research was quantitative. The research proposed at indicating the improvement of speaking skill of tenth-grade students at MA Al-Izzah As'Adiyah. Total sample was 65 students, as 33 experimental class and 32 control class.

In order to gather information about the tenth-grade pupils at MA Al-Izzah As'Adiyah's speaking abilities, the researchers conducted an observation as part of the early approach. Despite having mastered the language, the authors discovered that many students struggle to speak English fluently during the teaching and learning process. Since they hardly ever used English for everyday communication, the majority of them found it very difficult to express their ideas in conversation. The students' limited vocabulary made it difficult for them to communicate. They also have poor pronouncing skills.

Before conducting the research, pre-test will be given to the students in order to measure their prior knowledge and as the standard whether the treatment is successful or not. Pre-test is given to experimental and control group. The result of pre-test can be shown in chart 1 and 2.

Chart 1. Pretest of Experimental

Chart 2. Pretest Score of Control

Based on chart 1, it can be showed that students got different score. There were 4 students got excellent, 5 students got very good, 2 students got good, 9 students got fair and 13 students got poor. This is due to the fact that the majority of students had low speaking and limited vocabulary when the researcher asked each student individually based on the pre-test question. They thus found it difficult to communicate their ideas, although four of them can talk clearly.

The majority of students struggled in their speaking exam. Instead of continuing to answer the questions, they gave up. They spoke incoherently, pausing for extended periods of time, and expressing themselves in a somewhat constrained way. It is possible to infer from the pre-test score that the experimental class's pre-test mean score is 51.33.

While in chart 2, the result of post-test almost same with the score of experimental class. The pre-test of control group was given by the teacher with the intervene from the researchers. The teacher said that the problem of the students in experimental dan control was same. Less of vocabulary, lack of confidence. As the result, the students were difficult to express their idea. The students also had a long and full pause as well. There were 4 students got excellent, 5 students got very good, 2 students got good, 10 students got fair and 11 students got poor. The mean score of the control group was 61.63.

After giving pre-test for both of the group, the researcher gave treatment to the experimental group. There were several steps using audio-lingual drill method that were applied by the researchers. First, material preparation. In this stage, the researchers choose appropriate materials that should be simple and relevant to the student's ability level. After that, creating a simple dialogue that will be used as the basis of the repetition exercise. Providing audio recordings also as the next steps in material preparation. The voice recordings of teachers or native speakers can help students imitate correct pronunciation.

Next, demonstration. The researchers read the dialogue clearly and slowly, paying attention to the intonation and pronunciation. After that, repeat the reading several times so that students can understand sentence patterns and pronunciation.

Third, repetitive exercises. In this stage, the researcher asked students to repeat the dialogue together and then repeat alternately by asking students to repeat the dialogue alternately, either individually or in pairs.

Next, substitution exercises. By replace some words in dialogue with other words that have the same or different meaning or the form from positive into negative. After that, asking the students to create a new sentence using the same sentence pattern.

After giving the treatment to experimental class about Audio-lingual drill method, the researchers gave post-test for both of the group. The result of post-test can be seen in chart 3 and 4.

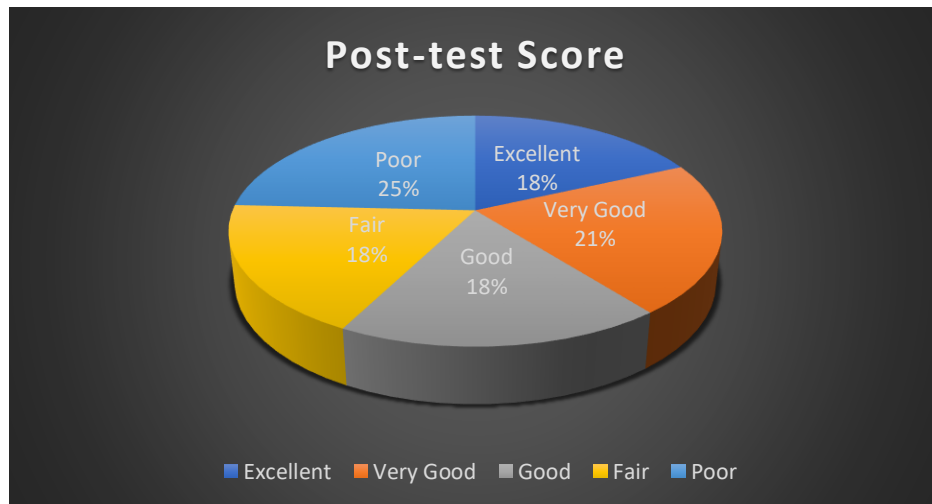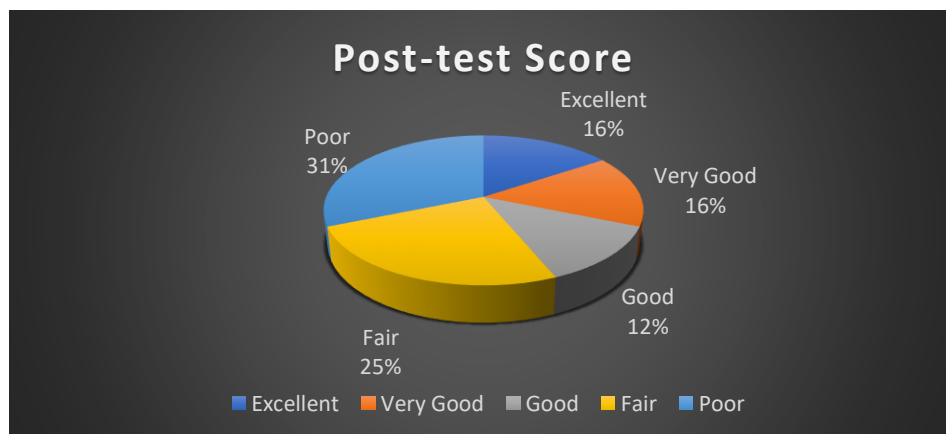**Chart 3. Posttest of Experimental**

Chart 4. Post-test of Control

The post-test was given to the experimental group using the same protocol. The pre- and post-test results for the experimental group showed a significant difference. Although there were a few awkward pauses and odd fragments, the students were able to convey the main idea and a reasonable breadth of expression.

Based on the chart 3, There were 6 students got excellent, 7 students got very good, 6 students got good, 6 students got fair and 8 students got poor. The mean score of the experimental group was 78.03.

While, based on the chart 4, There were 5 students got excellent, 5 students got very good, 4 students got good, 8 students got fair and 10 students got poor. The mean score of the control group was 61.63. The calculation indicates that the means score of control class also increase from 51.5 in the pre-test and 61.63 in the post test, but it is not significantly changed like experimental class.

Thus, it can be concluded that the audiolingual drill is an effective tool for strengthening speaking skills, but it should not be utilized primarily. The researcher observed that the students' fluency was inadequate; yet, the students shown a willingness to speak English. As in the previous research, Putra, et., al (2022) also stated that in audiolingual method, both teachers and students contribute to skill development. Teachers can assist students develop both fluency and accuracy in their speaking skills by integrating audiolingual drills with other approaches and applying them effectively. In other words, to enhance both confidence and accuracy, it is crucial to integrate audiolingual drills with other language teaching methodologies that concentrate communicative practice, meaning-centered learning, and exposure to actual language.

4. CONCLUSION

This study aims to test the effectiveness of the audiolingual drill method in improving the English speaking ability of MA Al-Izzah As'Adiyah. The results showed that there was a significant difference in test results between the experimental group and the control group in terms of speaking ability.

The primary outcome of this study indicated that although there was no discernible increase in terms of accuracy or grammar, students in the experimental group spoke with greater confidence. Some of the factors that may affect the outcomes of this study are the short duration of the investigation, small sample size and differences in student characteristics between the two groups.

The study's findings support the notion that, when it comes to helping students become better communicators, the audiolingual drill method outperforms the traditional learning approach. This study suggests that in order to evaluate the efficacy of the audiolingual drill approach, longer-term and more intricate designs should be used in future investigations. More research should examine the effectiveness of combining the audiolingual drill method with other teaching strategies or concentrate on a particular area of speaking proficiency.

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