

THE IMPLEMENTATION OF AUDIO-LINGUAL METHOD IN TEACHING PRONUNCIATION: A CASE STUDY AT MAN 2 KOTA PEKANBARU

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ABSTRACT

This research discussed about teaching and learning English by using Audio-Lingual Method. Therefore, this research aimed to know the implementation of applying audio-lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru. This research used a qualitative case study as the research design. The data collected from two English teachers at MAN 2 Kota Pekanbaru who used Audio-Lingual method. The data of this study took from the interview and the results show that both of teachers have positive responses toward the implementation of Audio Lingual Method. The researcher concluded that the Audio-Lingual Method is well implemented and does have positive impact towards students' pronunciation.

KEYWORDS: Implementation, audio-lingual, pronunciation

1 INTRODUCTION

Levis (2010) said that the importance of pronunciation in speech intelligibility cannot be overlooked because some elements significantly affecting it. Yet, pronunciation is not easy to master since English is a foreign language in Indonesia. There are some differences in pronouncing alphabet both in English and in Bahasa Indonesia. To teach pronunciation effectively, the appropriate method must be used to help students in learning the proper intonation and sounds. The audio-lingual method helps students become fluent in their pronunciation by utilizing a listening and repetition-based strategy. According to C. Mart (2013), audio-lingual method asserts the right pronunciation by repetition of the words and helps the students to master the target language correctly by using dialogues and pattern drills that student needs to repeat to form habits in learners that will allow them to develop quickly and train their automatic responses. Nunan (2000) has opinion that the audio-lingual method has probably had a greater impact on second and foreign language teaching than any other method.

Based on the preliminary study the researcher conducted on March 2024, the researcher found that indeed the English teachers used the Audio-lingual Method. The teachers used Audio-lingual Method when there is a reading section in the learning material. The teachers implement the Audio-lingual method by instruct the students to follow what the teachers said. Then the teachers will read the material out loud with the

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right pronunciation whether divide it per sentence or in few words. But even so, some students find it is hard to pronounce the right pronunciation after two times repetition. The error in pronunciation occurs with so many reason including hearing and making foreign sounds. So the researcher will conduct a study with the title “The Implementation of Audio-Lingual Method in Teaching Pronunciation: A Case Study at Man 2 Kota Pekanbaru”.

2 METHODOLOGY

In this study, the researcher used qualitative research. This research is aimed to know the implementation of applying audio-lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru. In this research, it showed the implementation of audio-lingual method in learning pronunciation through case study. The researcher chose the method because case studies examine complex phenomena in the natural setting to increase understanding of them. The researcher described the process in applying audio-lingual method in teaching pronunciation. Students need to follow what the teacher pronounces. The important thing is the teacher must recognize students' problem in the class.

For the purpose of this study, it used interview as a method for collecting data from teachers. Sugiyono (2014) claims that interviews are direct (face-to-face) or indirect dialogues that are conducted for a specified purpose (telephone, social media). The researcher asked the teachers to answer the question through conversation from researcher to get the specific data. This method is used because it allows the researcher to validate the participants' responses. The researcher used it because it can give more information through naturally by the teachers.

3 FINDINGS AND DISCUSSION

3.1. Findings

The researchers used semi-structured interview to find more in-depth information from the two of English teachers in MAN 2 Kota Pekanbaru as the participants. The researcher interviewed two English teachers who teach students by using Audio-Lingual Method at different time with the same concept. The data gathered were divided into four aspects, specifically reason, procedures, problems, and effectiveness:

1. Reasons in applying Audio-Lingual Method

Based on the participant response, it is said that Audio-Lingual Method is very good and helpful to be used in learning pronunciation. By making the students engage during the learning process, the respondent take this as a reason why must use Audio-Lingual Method in teaching pronunciation.

2. Procedures in applying Audio-Lingual Method

Based on the response, the participant indeed implement the Audio-Lingual Method in teaching pronunciation by asking the students to repeat what and how the participants pronounce for more than once as the teacher in the class. This shows the implementation of repetition drill in the procedures of Audio-Lingual Method used by the participant. Which the students must engage in a process of repetition.

3. Problems in applying Audio-Lingual Method

The response explained that large quantity of the students in the class quite an obstacle in teaching pronunciation using Audio-Lingual Method. According to Chastain (1969) the method's effectiveness may be influenced by student ability factors. These studies collectively underscore the potential of the Audio-Lingual method, while also acknowledging the need for adaptation and consideration of individual differences.

4. Effectiveness of Audio-Lingual Method

Based on the response given, the participants can see that the Audio-Lingual Method is quite effective in improving students' pronunciation. Therefore the participant suggests to improve the students' pronunciation using this method.

3.2. Discussion

The researchers focused on the implementation of Audio-Lingual Method in teaching pronunciation at MAN 2 Kota Pekanbaru. The researcher divided the data into four aspects, specifically reasons, procedures, problems and effectiveness. There are good responses regarding the implementation of the Audio-Lingual Method in teaching pronunciation. Furthermore, this research also investigates why the teacher used this method, what kind of obstacles and problems teacher faced during using this method, how to solve those problems, and how effective this method if used in teaching pronunciation.

So, the researcher started the interview by asking the participants reasons in using the Audio-Lingual Method. Based on the result, the response show similar reasons why the participants use Audio-Lingual Method in teaching pronunciation. Both participants decided to use the Audio-Lingual Method in teaching pronunciation because this method is good and helpful in improving students' pronunciation by making the students engage towards the material taught by the teachers so the students are able to more understand about the pronunciation learned during the class.

Then, the researcher continue the interview by asking the participants about their procedure in using Audio-Lingual Method. Harmer (2001) suggests that successful pronunciation teaching involves listening and observing how English is spoken, whether through audio or video tapes or by teachers. So to teach students how to produce correct sounds, teachers should provide more examples and demonstrations rather than simply asking them to produce more sounds. The teacher can serve as a model to demonstrate sound production, which students can then emulate.

Based on the result of the interview, it shows that the Audio-Lingual Method well implemented in teaching pronunciation at MAN 2 Kota Pekanbaru. Both participant show good response and making a point that there is repetition drill happened in teaching pronunciation by asking the students to repeat what and how the participants pronounce for more than once. C. Mart (2013) mentioned that audio-lingual method asserts the right pronunciation by repetition of the words and helps the students to master the target language correctly by using dialogues and pattern drills that student needs to repeat to form habits in learners that will allow them to develop quickly and train their automatic responses.

4 CONCLUSION

Based on the result of the data through interviews with two English teachers at MAN 2 Kota Pekanbaru, it can be concluded that the Audio-Lingual Method is well implemented and does have positive impact towards students' pronunciation. The participants believe that the implementation of this method is effective to improve students' pronunciation. Both the participants even suggest to use this method due to its effectiveness. The Audio-Lingual method is also quite simple and easy in its implementation. Even though it is basic but the Audio-Lingual Method helped the teachers to teach pronunciation effectively.

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