

IMPROVING STUDENT'S LISTENING COMPREHENSION THROUGHT THE AUDIO-LINGUAL METHOD OF TENTH GRADE AT SMA NEGERI 4 PEMATANGSIANTAR

¹Natalia Murni br. Situmorang,²Nita Utami Sinurat,³Elisa S.R. Girsang,⁴Maretta K. Siadari,⁵Julita Lumban Raja,⁶Dominique S. Doloksaribu,⁷Diyan Riyan C. Simbolon,⁸Brooklyn Silalahi,⁹Selviana Napitupulu

Department of English Education, Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia

E-mail: napitupuluselviana@yahoo.com, nitasinurat9@gmail.com

ABSTRACT

This study investigates the effectiveness of the Audio-Lingual Method (ALM) in improving the listening comprehension skills of tenth-grade students at SMA Negeri 4 Pematangsiantar, particularly in understanding procedural texts. Conducted through Classroom Action Research (CAR) over two cycles, this research involved 35 students who initially struggled with listening tasks due to limited vocabulary, rapid speech delivery, and difficulty grasping the entire message. The ALM, emphasizing oral repetition, drills, and pattern practice, was implemented to address these issues. Data collected through observation sheets, listening tests, and field notes were analyzed qualitatively and quantitatively. The findings revealed a significant improvement in students' listening comprehension, with the average score increasing from 65.85% in Cycle 1 to 87% in Cycle 2 and the percentage of students meeting minimum mastery criteria rising from 31.5% to 78.57%. The results suggest that the Audio-Lingual Method effectively enhances listening skills and vocabulary acquisition, making the learning process more engaging and productive. This study supports the use of ALM as a practical approach for English language teaching in similar educational contexts.

Keywords: Audio Lingual Method; Listening Comprehension; Procedural Text; Classroom Action Research; Vocabulary Acquisition

ABSTRAK

Penelitian ini menyelidiki efektivitas Metode Audio-Lingual (ALM) dalam meningkatkan keterampilan pemahaman mendengarkan siswa kelas sepuluh di SMA Negeri 4 Pematangsiantar, khususnya dalam memahami teks prosedural. Dilaksanakan melalui Riset Tindakan Kelas (RTK) selama dua siklus, penelitian melibatkan 35 siswa yang awalnya mengalami kesulitan dalam tugas mendengarkan akibat kosakata yang terbatas, kecepatan bicara yang tinggi, dan kesulitan menangkap keseluruhan pesan. ALM, yang menekankan pengulangan lisan, latihan pola, dan drills, diterapkan untuk mengatasi hambatan tersebut. Data dikumpulkan melalui lembar observasi, tes mendengarkan, dan catatan lapangan, lalu dianalisis secara kualitatif dan kuantitatif. Temuan menunjukkan peningkatan signifikan dalam pemahaman mendengarkan siswa, dengan rata-rata skor meningkat dari 65,85% pada Siklus 1 menjadi 87% pada Siklus 2, dan persentase siswa yang mencapai kriteria ketuntasan minimal meningkat dari 31,5% menjadi 78,57%. Hasil ini menunjukkan bahwa Metode Audio Lingual secara efektif meningkatkan keterampilan mendengarkan dan perolehan kosakata, sehingga proses pembelajaran menjadi lebih menarik dan produktif. Studi ini mendukung penggunaan ALM sebagai pendekatan praktis dalam pengajaran bahasa Inggris di konteks pendidikan serupa.

1. PENDAHULUAN

Background of the research

English is an international language that plays an important role in global communication. In Indonesia, English as a foreign language has been taught at all levels of education, from kindergarten, elementary school, junior high school, and high school to university. English has four basic language skills, namely listening, speaking, reading, and writing. These four aspects are commonly referred to as the four language skills. The most important thing to be able to understand a language is to listen to it well and correctly. Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages. People listen in order to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others, or appreciate a performance. Effective listening includes both literal and critical comprehension of ideas and information transmitted in oral language. In the opinion of Ramadhianti and Somba (2021), listening is a communication skill that is essential for obtaining information or knowledge. Listening is often considered one of the most challenging skills for students. This skill requires the ability to understand spoken language directly, which is especially difficult to understand when students have limited vocabulary. According to Sadiku (2015), listening is a process of hearing with comprehension and appreciation, while hearing is a process to perceive sounds, which is not followed by comprehension and appreciation. This means the students have to pay attention and understand the text given. The students have to

understand the content of the text; they have to listen for general and specific information of the text. General information that involving listening for finding topic and listening for main ideas. While listening for finding specific information that involving listening for finding detailed information of the text (Lestari, 2016; MELANLIOĞLU, 2013)

According to Brown (2001), listening is the major component in language learning and teaching because learners in the classroom listen more than speak. Listening is one of the language skills that play an important role in teaching English, especially for junior high school student. The basic reason is that it is impossible student to speak without listening first. Listening is an important skill that students can acquire before speaking, reading, and writing. Listening skills, as one of the abilities that must be achieved during learning, where listeners are required to understand, interpret, and evaluate what they hear. The ability to listen actively can improve interpersonal relationships by minimizing conflict, strengthening cooperation, and developing understanding.

Listening is one of the language components that is very difficult for students to learn. We can see the scores obtained by students are still low, far from our expectations when compared to other language components such as reading and writing. Communication will run better if the listener can respond to what the speaker is saying. However, many students 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.

Furthermore, Lynch & Mendelshon, (2002) state that listening is a complex process which is difficult most of all by its impermanence, but also by the use of pitch, loudness, tempo, and rhythm in speech to convey the information and meaning of an utterance and by the need for immediate assimilation, processing and response.

According to Hamouda (2013), listening comprehension means “the understanding of what the listener has heard and their ability to re-explain the text with the correct meaning. The complexity of listening comprehension stems from several interconnected factors. First, listening requires the ability to understand spoken language instantaneously, without the luxury of time for reflection or re-examination that written texts afford. Second, learners must possess sufficient vocabulary knowledge to recognize and comprehend lexical items within the stream of speech. Third, they must be able to process phonological variations, including different accents, speech rates, and pronunciation patterns. Finally, learners must navigate cultural and contextual nuances that influence meaning interpretation.

2. LANDASAN TEORI

Definition of Listening

listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages. listening is a rather mechanical process in which listeners (Vandergrift & Goh, 2012, p. 18). construct meaning by based on individual sound, language intonation of the target language and building meaning from phonemes to words to larger units of meaning It means that listening can be a complex skill in

some ways that it is not the way to listen but it is to understand and comprehend the meaning through signals. Looking at this, some students may feel that they encounter some difficulties in listening. sometimes people often have difficulty in listening to what they hear, such as often guessing the wrong words or sentences they hear. That is why with the ability to listen we can learn or train listening skills. With listening skills we can also respond to what we hear or we are able to express what we hear.

3. METODOLOGI

Research methodology is a systematic and planned approach that includes theoretical principles, scientific processes, and practical techniques used to investigate a problem or phenomenon. It involves steps such as problem identification, hypothesis formulation, data collection and analysis, and reflection on findings. According to Paltridge and Starfield (2007), as cited in Napitupulu and Manalu (2017), research methodology refers to the theoretical paradigm or framework adopted by a researcher, including the justification of approaches and the instruments or materials used in conducting the research. This methodology emphasizes participation, contextual inquiry, data collection, and evidence-based decision making (Burns, 2010).

Definition of Procedure Text

Anderson in Afandi (2020) states that the procedural text was a place where the text gives us interactions to do something. so that the procedure text helps readers understand a process or procedure better. By following clear steps, readers can

reduce errors and increase efficiency. so that they can follow the existing steps properly. And also the procedure text can help improve safety by providing clear instructions on how to do something safely. However, it is much better when readers follow the correct procedure, so that readers can increase productivity and achieve better results. According to Ameliah (2019) Procedure text was a text designed to describe how something was accomplished through a sequence of actions or steps. Thus this text also provides clear and structured guidance on how to perform a particular task or activity. Thus, readers can understand and carry out a process or procedure correctly and effectively. such as clear steps, logical sequences, simple language, and focus on action. Clear steps allow readers to understand what to do, while logical sequences ensure that readers can follow the procedure easily. Simple language makes procedural text easy to understand, even for readers who do not have a strong background in a particular field.

Definition of Audio Lingual Method

According to Mei (2018) Audio Lingual Method is an oral based approach to drills students in the use of grammatical, sentence patterns. Audio-lingual Method is a method for foreign language teaching which points out the teaching of listening and speaking before reading and writing. with oral-based This method focuses on students' oral abilities, namely listening and speaking. By focusing on oral abilities, the Audio Lingual Method can help students improve their ability to communicate orally in a foreign language. This method can also help students understand

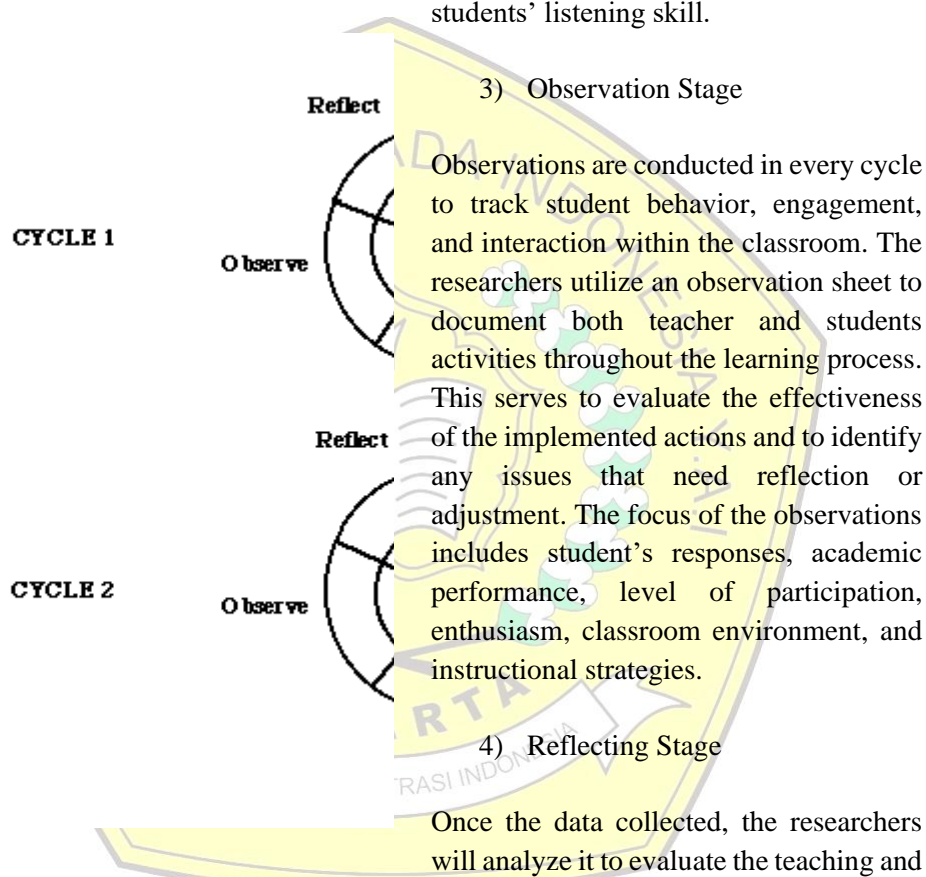
sentence structures and grammar patterns better, so that they can use a foreign language more effectively and accurately. In this method, students are trained to use the right grammar and sentence patterns in an oral context. They are given the opportunity to practice speaking and listening in the target language through various activities, such as dialogues, drills, and role-plays.

Research Design

Research design refers to the overall strategy for conducting a research study. According to Cormack (1996), the research design represents the major methodological thrust of the study, being the distinctive and specific approach, which is best suited to answer the research questions. The purpose of the research design, as stated by Burns and Grove (2001), is to achieve greater control of the study and to improve the validity of the study by examining the research problem.

This study applies Classroom Action Research (CAR) as the research design. According to Kemmis and McTaggart (1988), Garpersz and Uktolseja (2020) state that Classroom Action Research (CAR) is reflective research by taking certain actions aimed at improving learning practices in the classroom professionally and has an essential role in scientific research because it determines the quality of research results. The purpose of CAR is to solve problems found in the classroom and improve the quality of teaching and learning. The research follows the model proposed by Kemmis and McTaggart (1988) which involves four stages: planning, acting, observing, and reflecting. This cyclical

process was applied over two cycles to improve students' listening comprehension and vocabulary acquisition using the Audio-Lingual Method (ALM). Improvement the problem in this research is brought about by the series of cycle. The figure is bellow:



1) Planing Stage

During this stage, the researchers identified the existing problem and designed a lesson plan to cover students' difficulties in listening skill. The researchers the develop a lesson plans, teaching scenario, choosing suitable media, devising appropriate students

wroksheet, preparing observation sheet, and determining the assessment rubric.

2) Acting Stage

In this pase, the researchers carried out the lesson plan in classroom which had been devised out beforehand. In this research, the researchers use audio-lingual method in the learning process to improve students' listening skill.

3) Observation Stage

Observations are conducted in every cycle to track student behavior, engagement, and interaction within the classroom. The researchers utilize an observation sheet to document both teacher and students activities throughout the learning process. This serves to evaluate the effectiveness of the implemented actions and to identify any issues that need reflection or adjustment. The focus of the observations includes student's responses, academic performance, level of participation, enthusiasm, classroom environment, and instructional strategies.

4) Reflecting Stage

Once the data collected, the researchers will analyze it to evaluate the teaching and learning process. Reflection will then be carried out by reviewing the observation result to determine whether the use of the Audio-lingual method in improving students' listening skill has led to improvement or not. If the initial plan is found to be ineffective; based on students' learning outcome, the researchers will revise the plan (Re-planning) to address students' difficulties and strive for better result in the next cycle.

subject of research

The subject of this research is the **tenth-grade students of class X-MIPA 1** at SMA Negeri 4 Pematangsiantar in the academic year 2025/2026, consisting of 35 students. According to Arikunto (2010), a research subject is the participant from whom the data are obtained. The students were selected based on their low performance in listening comprehension, especially in understanding procedural texts.

Object of Research

The object of this research is the **use of the Audio-Lingual Method (ALM)** in improving students' listening comprehension. As stated by Richards and Rodgers (2001), ALM focuses on repetitive drills and pattern practices aimed at forming habits in language learning, particularly useful for improving listening and speaking skills.

4. HASIL DAN PEMBAHASAN

In reality, developing listening skills is still a challenge in English language education, especially for non-native English speakers. However, there is a glimmer of hope found in this study - a method that effectively addresses this challenge: the audio-lingual method. Through extensive research conducted by Amelia (2012), Anggraenia (2017), and Abduh (2016), it has been proven that the audio-lingual method significantly improves students' listening skills, in addition to their speaking abilities (Souzane & Soumia, 2019). The findings of this study are further supported by

previous studies as mentioned above, which revealed substantial improvements in the performance of students taught using the audio-lingual method compared to those taught using conventional teaching approaches. After analyzing the results of cycle 1 and cycle 2, the researchers concluded that there was an increase in the score of students' listening skills. There was an increase from cycle 1 to cycle 2. The average score of students in cycle 1 can be seen in table 4.1.1 with an average score of 65.85% and the average score in cycle 2 can be seen in table 4.1.2 with an average score of 87%. This means that students can achieve the target of this study which is 78.57.

In this case, SMA Negeri 4 Pematangsiantar students have decreased in listening skills. Therefore, researchers must be more creative to make students more active in the learning process, especially in listening. The reason the researchers chose this method is because the audio lingual method is one of the methods of teaching foreign languages and teaching second languages that emphasizes teaching listening first before writing. Therefore, applying the audio lingual method provides several advantages for students. First, audio lingual is the most widely used method to overcome students' problems in pronunciation because this method has several exercises related to oral practice. Second, the use of audio lingual method can be used to increase students' vocabulary. So, teachers can focus or control the teaching and learning process of students by applying audio-lingual methods sequentially, to make students better in English especially in terms of pronunciation and vocabulary.

In addition, based on the data of student activity results in cycle 2 in table 4.1.1 shows that, there is an increase in student activity during the teaching and learning process. The target of this

study in listening skills is 75% and the researchers have achieved the target with the highest score of 100 and an average of 87. This means that almost 80% of students are complete in English especially in Listening comprehension by applying the audio-lingual method. So that by using audio-lingual method can help students feel more enjoyment in the learning process. The research findings show that the Audio-Lingual Method is an effective approach to improve students' listening skills, especially in the context of procedural texts, and also contributes to vocabulary development. Based on the findings of this study, the researcher also asserts that the integration of the audio-lingual method presents itself as an enhanced instrument for students to not only understand the information conveyed but also effectively engrave it indelibly in their memory. By engaging students in an engaging auditory immersion, where they attentively engage with - passages followed by thoughtful questions, the method consistently reveals a deep understanding of the subject matter (Zean, 2020). The method's emphasis on oral practice, repetition, and rehearsal helps students improve their pronunciation and automatic responses to verbal cues, making the learning process more engaging and effective.-

5. KESIMPULAN

Conclusion

This research aimed to improve the listening skills of tenth-grade students at SMA Negeri 4 Pematangsiantar in understanding procedural texts through the Audio-Lingual Method (ALM). The study, conducted using a Classroom Action Research (CAR) design across two cycles, demonstrated a significant improvement in students' listening comprehension and vocabulary

acquisition. In Cycle 1, the average student score was 65.85%, with only 31.5% of students (11 out of 35) achieving the minimum passing criteria (KKM). This indicated that a majority of students were struggling with the material.

Following the implementation of the Audio-Lingual Method and revisions in Cycle 2, there was a substantial increase in student performance. The average student score rose to 87%, and the percentage of students who passed the KKM dramatically increased to 78.57% (30 out of 35 students). This represents an improvement of 21.15% in the mean score and 47.07% in the percentage of students meeting the KKM.

The findings indicate that the Audio-Lingual Method is an effective approach for enhancing students' listening skills, particularly in the context of procedural texts, and also contributes to vocabulary development. The method's emphasis on oral practice, repetition, and drills helped students improve their pronunciation and automatic responses to spoken cues, making the learning process more engaging and effective.

Suggestion

Based on the preliminary observations, there are several problems in listening comprehension which are identified as follows:

- a. The students got difficulty the whole message from the speaker.
- b. The Students got difficulty listening because the speaker is too fast in delivering the message.

- c. The Students got difficulty listening because student have limited vocabulary

For Teachers

Teachers should provide more listening practice using the Audio-Lingual Method, especially for students who struggle to understand English spoken texts. Teachers can use repetition, drills, and short dialogues to help students become more familiar with English sounds and sentence patterns. It's also important to give clear instructions, use simple language, and check students' understanding often. Teachers can also give extra support to students who still find listening difficult.

For the School

The school should support the use of varied and modern teaching methods like the Audio-Lingual Method to improve students' learning outcomes. This can be done by providing teachers with training on how to use this method effectively, and by giving access to good audio-visual tools and materials that help students learn English in a fun and effective way.

DAFTAR PUSTAKA

- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi)*. Jakarta: Rineka Cipta.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Depdiknas. (2008). *Panduan Pembelajaran Bahasa Inggris SMP*. Jakarta: Departemen Pendidikan Nasional.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications (10th ed.)*. Boston: Pearson.
- Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Harlow: Pearson Education Limited.
- Hornby, A. S. (2015). *Oxford Advanced Learner's Dictionary (9th ed.)*. Oxford: Oxford University Press.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill Education.
- Susanto, A. (2010). *Pengembangan Pembelajaran Bahasa Indonesia di SD*. Jakarta: Kencana Prenada Media Group.
- Wulandari, L. (2015). *Improving Students' Listening Skill Through Dictation Technique*. Skripsi tidak diterbitkan. Universitas Negeri Yogyakarta.