

**THE EFFECT OF THE AUDIO-LINGUAL LEARNING METHOD ON
INCREASING STUDENT PRONUNCIATION
(At The Eighth Grade Of Mtss Al-Mukhtariyah Bangun Raya)**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh keresahan peneliti terhadap metode dan media pengajaran yang kurang tepat dalam penerapan bahan ajar, karakteristik siswa, serta kurangnya partisipasi siswa selama proses pembelajaran. Penelitian ini bertujuan untuk: (1) meningkatkan kemampuan dan minat siswa dalam belajar pengucapan secara lebih aktif dan mandiri dengan menggunakan metode audio-lingual (2) mengetahui sikap siswa terhadap penggunaan metode audio-lingual untuk belajar pengucapan (3) mengetahui pengaruh yang signifikan pengajaran bahasa Inggris antara yang diajarkan dengan menggunakan Metode Audio Lingual dengan yang diajarkan tanpa menggunakan Metode Audio. Penelitian ini menggunakan pendekatan kuantitatif, dengan jenis penelitian quasi eksperimen dengan rancangan pretest posttest. Instrumen pengumpulan data yang digunakan adalah tes unjuk kerja, wawancara, dokumentasi dan lembar observasi. Instrumen tes unjuk kerja berupa pretest dan posttest untuk mengukur kemampuan pengucapan. Analisis data dalam penelitian ini menggunakan teknik analisis data statistik deskriptif dengan uji normalitas dan uji homogenitas, serta pengujian hipotesis menggunakan uji T. Berdasarkan hasil penelitian yang dilakukan oleh peneliti, dapat disimpulkan bahwa berdasarkan hasil perhitungan diperoleh rata-rata skor pre-test sebesar 48,86 dan setelah dilakukan perlakuan diperoleh rata-rata skor post-test sebesar 80,09. Maka dapat disimpulkan terdapat hasil signifikan sebesar 31,23. Metode pembelajaran audio lingual berpengaruh signifikan terhadap peningkatan pronunciation siswa. Hasil pengujian hipotesis menggunakan uji t menunjukkan nilai T sebesar 8,42 jika dibandingkan dengan T tabel pada taraf signifikansi 5% atau 0,05 dengan derajat kebebasan (dk) = 42 yaitu sebesar 1,68. Berdasarkan data tersebut, Thitung lebih besar dari T tabel atau ($8,42 > 1,68$), sehingga H_a diterima dan H_o ditolak. Maka dapat disimpulkan bahwa terdapat pengaruh yang signifikan Metode Pembelajaran Audio Lingual terhadap peningkatan pronunciation siswa.

Kata Kunci: Metode Audio-Lingual, Kemampuan Pengucapan.

ABSTRACT

This research was motivated by researchers' anxiety about teaching methods and media that were not properly applied to teaching materials, student characteristics, and lack of student participation during the learning process. This research aims to: (1) increase students' ability and interest in learning pronunciation more actively and independently using the audio-lingual method (2) find out students' attitudes towards using the audio-lingual method to learn pronunciation (3) to determine the significant influence of language teaching English between those taught using the Audio Lingual Method and those taught without using the Audio Method. This research uses a quantitative approach, with a quasi-experimental type of research with a pretest posttest design. The data collection instruments used were performance tests, interviews, documentation and observation sheets. The performance test instrument is in the form of a pretest and posttest to measure pronunciation ability. Data analysis in this research uses descriptive statistical data analysis techniques with normality tests and homogeneity tests, and hypothesis testing using the T test. Based on the results of the research conducted by the researcher, it can be concluded that based on the calculation results, the average pre-test score was 48.86 and after treatment the post-test average was 80.09. So it can be concluded that there is a significant result of 31.23. The audio lingual learning method has a significant effect on improving students' pronunciation. The results of hypothesis testing using the t test show a T value of 8.42 when compared with T table at a significance level of 5% or 0.05 with degrees of freedom (dk) = 42 which is 1.68. Based on these data, Tcount is greater than Ttable or ($8.42 > 1.68$), so H_a is accepted and H_o is rejected. So it can be concluded that

there is a significant influence of the Audio Lingual Learning Method on improving student pronunciation.

Keywords: Audio-Lingual Method, Pronunciation Ability.

INTRODUCTION

Education is one of the most important things in a person's life. In English "education" means education. Meanwhile, in Latin it means educatum which comes from the words "E" and "Duco", E means development from outside to inside or development from few to many, while Duco means developing. From here, education can also be called an effort to develop one's abilities.

According to Kihajar Dewantara, education is a guide to children's growth and development. This means that education is an effort to guide the natural potentials that exist in every child so that they are able to grow and develop as humans and as members of society who can achieve safety and happiness in their lives.

The Audio-Lingual Learning method is a fun way of learning languages that makes it easier for students to understand the language (Muhammad Fahrus Ali).

The Audio-Lingual method in teaching pronunciation is more aligned with the learning and practice of teaching speaking. This is more like real and able to provide the correct response directly.

Pronunciation is a technique or procedure for pronouncing English vocabulary, one of the more complicated points compared to grammar and vocabulary, pronunciation is very important in speaking because if the pronunciation is wrong it can hinder communication. According to (Botley, 2017) English pronunciation is important because there are many sounds and words in English that are difficult to pronounce correctly.

METHOD

This research uses a pre-experimental quantitative research design. The subjects of the research were 44 eighth-grade students of the MTS Al Mukhtariyah, Bangun Raya village school location, Barumon subdistrict, Padang Lawas district, North Sumatera. The research was conducted in February and March 2024.

RESULT AND DISCUSSION

Based on the results of research carried out by researchers, it can be concluded that based on the calculation results it shows value. The pre-test average was 48.86 and after being treated the post-test average was 80.09. So it can be concluded that there is a significant result of 31.23. Audio lingual learning method significant effect on improving the pronunciation of class Eighth Mtss AL-MUKHTARIYAH students. The results of hypothesis testing using the t test show that the T value is 8.42 when compared with T table at a significance level of 5% or 0.05 with degrees of freedom (dk) = 42 is 1.68. Based on this data, T count is greater than T table or (8.42 > 1.68) then H_a is accepted and H_o is rejected. So it can be concluded that there is a significant influence of Audio Lingual Learning Method for Improving the Pronunciation of Class Eighth Students of Mtss AL-MUKHTARIYAH.

CONCLUSION

1. For schools it is hoped as an illustration to encourage English teachers to solve students' pronunciation ability problems.
2. Students are expected to be a supporter to solve their problems in pronunciation skills.
3. Teachers are expected to have the responsibility to improve the quality of students' pronunciation abilities.

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