



Task-Based Language Teaching based on Audiolingual Method to Promote Students' Speaking Achievement

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ABSTRACT: This present study was an attempt to examine whether a task-based language teaching based on audiolingual method improves students' speaking achievement and to examine which aspect of speaking improves the students' speaking achievement most. This research was conducted to 34 computer and network engineering students of the eleventh grade of SMK Ma'arif Sindang Ayu by using purposive sampling. The data were analysed quantitatively. The result presented the value of sig. (2-tailed) = 0.000 < $\alpha=0.05$. as well as $t\text{-value}=14.606 > t\text{-table}=2.042$. It means that H_0 was rejected and H_a was accepted. It was implied that the implementation of task-based language teaching based on audiolingual method significantly improved students' speaking achievement. Besides, the aspect of speaking which improved the most was fluency in which had the highest gain score among other aspects of speaking.

KEYWORDS: Audiolingual Method, Communication, Fluency, Speaking, Task-Based Language Teaching.

INTRODUCTION

English learners should able to produce the language to communicate each other. Speaking is determined as a productive skill (Bailey, 2005). According to according to Rahimy and Safarpour (2012), speaking promotes communication through sharing meaning which engages the use of verbal and non-verbal symbols contextually. speaking is important because it encourages learners to share their ideas and use the language in their real-world situation.

First language inferences the learners to communicate in target language as Al-Jamal and Al-Jamal (2013) highlights difficulties that expose learners are communication in L1. Then, Gan (2013) believes that students perceive difficulties in relation to linguistic deficiency, oral language process, conversational skills and academic speaking conventions, affective influence and affordance of opportunities to use English. Also, Jaya, Petrus and Pitaloka (2022) claim that the major problem in speaking English are self-confidence and anxiety. Therefore, in reducing students' difficulties in speaking, they need an opportunity to practice and speak up more. Task is utilized to replace communicative activities as the essential unit of communicative approach (Skehan, 2003). In task-based language teaching, the students are given a task in which they involve in having an opportunity to experience the learning process in variety of situation.

Numerous studies have been undertaken with respect to the use of task-based language teaching to promote foreign language learning, e.g in Angola (Albino, 2017), in Iran (Aliakbari and Jamalvandi, 2010), in Indonesia, Gunawan (2016), Afifah and Devana (2020). On the other hand, there are some issues on the implementation of TBLT. At first, a critic says that TBLT is lacks sufficient attention to form (Sheen, 2003). Learners with low proficiency of communication will be struggling to communicate. Also, TBLT's focus on form criticism is raised from the teacher (Saputro *et al.*, 2021).

However, Audiolingual method drills student in the use of grammatical sentence patterns (Freeman, 2000). Some studies are conducted also for the use of Audio-lingual method to teach foreign language in some countries, e.g Ukraine (Bidenko and Bespalova, 2017) Thailand (Kunnu, 2017) Jordan (Abu-Melhim, 2009). All studies indicate that Audio-lingual method gives positive impact in promoting foreign language learning. Lloret (2017) suggests to integrate technology and task-based language teaching. Seedhouse (1999) implies that task-based language teaching focuses more on task and sharing meaning instead of correct form. Besides, in Audio-lingual method, the students are given a chance to learn and familiarize a language pattern. The stimulus-response mode in audiolingual method will be effective to boost students in preparing speaking performance as well as it helps



students to enhance their language fluency. This indicates that task-based language teaching based on audiolingual method in the classroom should be done to promote students' speaking achievement. The research questions would be as follows:

1. Is there any significant improvement of students' speaking achievement after they are taught using a task-based language teaching based on audiolingual method?
2. Which aspect of speaking improves the students' speaking achievement most through a task-based language teaching based on audiolingual method?

LITERATURE REVIEW

1. Speaking

Speaking as an interactive process of constructing meaning, it involves producing and receiving and processing information (Bailey, 2005). Speaking has a variety of meanings: a. to tell, to say, to make known or as by speaking, to declare; to announce. b. To proclaim, to celebrate. c. To use or be able to use (a given language) in speaking (Rayhan, 2014).

Besides, oral communication (or speaking) forms two ways process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (Rayhan, 2014). Therefore, speaking as an oral communication forms an interactive process between the locutor and interlocutor to deliver the information and meaning to get an understanding.

2. Task-Based Language Teaching

Tasks are activities where the target language used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis, 1996). Task is defined as any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objective (Carrol, 1993). Estaire and Zanon (1994) claim a task by distinguishing between two main categories of tasks. Communicative tasks, in which learners pay more attention to meaning than form, and empowerment tasks, which focus on linguistic aspects (grammar, vocabulary, pronunciation, function, and discourse).

Ellis, et.al (2020) claimed that task-based language teaching (TBLT) constitutes an approach to language teaching that prioritizes meaning not ignoring form. Therefore, task-based language teaching forms a communicative activity by given the task where the students require to use the language in which they understand the communicative activity they do in the term of meaning but still do not ignore form.

Prabhu (1987: 56) classified the types of tasks into three; 1) Information-gap activity means involving the transfer of specific information from one individual to another, from one form to another, or from one location to another. 2) Reasoning-gap activity, which entails using techniques of inference, deduction, practical reasoning, or a perception of relationships or patterns to derive some new information from provided information. 3) Opinion-gap activity, which involves recognizing and expressing a personal preference, emotion, or attitude in reaction to a certain circumstance.

3. Audiolingual Method

Nunan (2003) clarifies that audiolingual repetition drills are developed to help students become familiar with the sounds and grammatical structures of the target language (the language which learners are aiming to learn). Harmer (2001) claims the stimulus-response-reinforcement model of behaviourist learning resulted to audio-lingual methodology, which sought to establish positive behaviours in language learners through a continual process of such positive reinforcement. Moreover, the Audiolingual method (ALM) to Language teaching is founded on the belief that one can learn a language by forming habits based on the language patterns. (Linse, 2005). Habit is a prominent in learning the language.

Setiyadi (2020) clarifies the types of pattern drills; 1) Repetition drill proposes learners to repeat what the teacher says or tape recorder produces. 2) Substitution drill. 3) Transformation drill. 4) Replacement drill. 6) Response drill needs learners to response somebody's sentence. 7) Cued response. 8) Rejoined drill. 9) Restatement. 10) Completion drill. 11) Expansion drill. 12) Contraction drill. 13) Integration drill. 14) Translation drill.

4. Task-based Language Teaching based on Audiolingual Method

Willis (1996) describes the task cycle in three phases; they are pre-task, task cycle and language focus. In addition, pre-task serves to prepare the students by introducing the topic and the task. The next phase is task cycle where the students perform the task. In language focus phase, this emphasizes specific language features referring to language activities.



In regard to this, the Audiolingual method which encourages learners to be familiarize with the language form or pattern by providing an audio or video and communicative drilling to enhance their fluency, it will be the modification of this study in which audiolingual method will be adopted in pre-task activity. Pre-task as a preparatory work will be the implementation of stimulus-response-reinforcement model.

However, Willis (1996) describes the framework how to implement it. In this study, the procedure of task-based language teaching and audiolingual method will be adopted and modified. Here are the Procedure of task-based language teaching based on audiolingual method:

Table 1. Procedure of Task-Based Language Teaching Based on Audiolingual Method compare to Task-Based Language Teaching

Cycle	Teacher’s Activity		Student’s Activity	
	TBLT	A Modified TBLT Based on ALM	TBLT	A Modified TBLT Based on ALM
Pre-Task	Teacher provides information or vocabulary that will help students with the task	The teacher provides information and plays a video based on the topic to introduce the vocabulary that will help students with the task	Students listen and take note	Students watch the video and take note
		The teacher drills students the language form related to the topic that will be performed in task cycle by giving stimulus		Students involve in drilling section by responding the teacher’s stimulus
Task Cycle	Task	The teacher asks the students to perform a task in pairs	Students ask and answer with friends in pairs	
	Planning	The teacher asks students to prepare reporting on the outcome of the task	Every student prepares to perform the result of the task	
	Report	The teacher asks students to give report in small groups	Every student gives report the result of the task in small group	
Language Focus	Analysis	The teacher provides students with a model of proficient speaker performing the task	Students listen to the models	
		The teacher asks students to study language features in the proficient speaker model	Students study new words	
	Practice	The teacher provides students with activities that practice some of the language features in the proficient speaker model	Students pronounce the new words	

Table 1 shows the procedure of task-based language teaching based on audiolingual method compares to task-based language teaching.

METHODS

This study conducts a quantitative design using experimental design. The design will be one-group pre-test-post-test design. As hatch and Farhardy (1981) says, in one group pre-test – post-test design, there is no control group and the students are administered a pre-test and post-test before and after some treatment for a period of time. The instrument of the research which is used to get the data that will measure the students’ speaking achievement is an oral test. In form of short interview, the students will be given some pictures to choose and will be asked some questions related to the picture.



The research was conducted in Vocational high school (SMK) of Ma'arif Sindang Ayu which was located in Candipuro South Lampung, Lampung Province. The population of the research were all of students of SMK Ma'arif Sindang Ayu. The samples of the research were Computer and network engineering students of the eleventh grade of SMK Ma'arif Sindang Ayu by using purposive sampling. The instrument of this research was in line with the material or syllabus of the school in which the school applies 2013 curriculum.

The test assesses the students' speaking achievement by referring to the aspect of speaking scoring categories which is adapted from Harris P. The speaking scoring aspect consists of pronunciation, grammar, vocabulary, fluency, and comprehension. All the aspects are scaled 1 – 5. So, the total score of all aspects is 25. In achieving the reliability of the pretest and posttest of speaking, inter-rater reliability is used in this study.

The data from pre-test and posttest would be calculated by using repeated measures t-test or paired sample t-test to know whether a task-based language teaching based on audiolingual method had a significant improvement to promote students' speaking achievement. Also, mean of every aspect on both pre-test and posttest was calculated, it was compared to know the gain score.

RESULTS

1. Students' Speaking Achievement in Task-Based Language Teaching Based on Audiolingual Method

Examining the difference of students' speaking achievement in pre-test and post-test, the data firstly were analysed for its normality significance. The data could be seen in table 2.

Table 2. Normality of Speaking Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Speaking	.155	34	.038	.962	34	.274
Posttest Speaking	.139	34	.092	.959	34	.228

a. Lilliefors Significance Correction

Table 2 presents the normality of speaking test both pre-test and post-test. It was found that significant values of pre-test and post-test were 0.274 and 0.228. Since the significant level of pre-test as well as post-test was higher than 0.05, it could be concluded that the data on both pre-test and post-test were normally distributed. Furthermore, due to the data were normally distributed, the data were adequate to be analysed by using repeated measure t-test.

Repeated measure t-test was applied to analysed the different of pre-test and post-test of the students' speaking achievement. Table 3 presents students' speaking difference between pre-test and post-test.

Table 3.

Paired Samples Test

			Paired Differences				t	df	Sig. (2-tailed)	
			Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
						Lower	Upper			
Pair 1	Pretest Speaking	Posttest Speaking	-22.353	8.924	1.530	-25.467	-19.239	-14.606	33	.000

The result of table 3 depicts the value of sig. (2-tailed) = 0.000 < α=0.05. It means that H₀ was rejected and H_a was accepted. Furthermore, t-value= 14.606 > t-table=2.042. It means that H₀ was rejected and H_a was accepted. It could be implied that there was



a significant difference between the students’ speaking achievement before and after the treatment. Afterward, to examine the improvement of the students’ speaking achievement, the pre-test and post-test would be compared.

Table 4.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Speaking	43.29	34	6.206	1.064
	Posttest Speaking	65.65	34	9.963	1.709

Table 4 depicts mean of pre-test was 43.29 and mean of post-test was 65.65. Since mean of the post-test was higher than mean of the pre-test, it means that there was an improvement of students’ speaking achievement. It was implied that the implementation of task-based language teaching based on audiolingual method significantly improves students’ speaking achievement.

2. Students’ Speaking Aspect in Task Based Language Teaching Based on Audiolingual Method

Table 5 draws the gain score of pre-test and posttest score of speaking aspect consisting pronunciation, grammar, vocabulary, fluency and comprehension.

Table 5. Gain Score of Pre-test and Posttest

No.	Aspect of Speaking	Mean of Pre-test	Mean of Posttest	Gain Score
1	Pronunciation	2.24	3.12	0.88
2	Grammar	2.26	3.04	0.78
3	Vocabulary	2.15	3.62	1.47
4	Fluency	2.09	3.87	1.78
5	Comprehension	2.07	2.78	0.71
Maximum				1.78

The table demonstrates the gain score from mean of pre-test and post-test from every aspect of speaking. It shows the gain scores were 0.88, 0.78, 1.47, 1.78, 0.71 from pronunciation, grammar, vocabulary, fluency and comprehension respectively.

Furthermore, the gain score of pronunciation was higher rather than grammar and comprehension. Yet, pronunciation was lower than vocabulary and fluency. Also, fluency was higher instead of vocabulary and pronunciation. Therefore, fluency was the highest score among other aspects of speaking. It implied that which aspect of speaking improved the students’ speaking achievement most through a task-based language teaching based on audiolingual method was fluency.

DISCUSSION

1. Students’ Speaking Achievement in Task-Based Language Teaching Based on Audiolingual Method

The finding of the research supports the previous studies of Gunawan (2016), Albino (2017), Afifah and Devana (2020). It proves students were really active to involve in pair and small group work in the implementation of task-based language teaching based on audiolingual method. They did not feel any anxious to speak with their peer or in front of other people. The use of task-based language teaching based on audiolingual method was really helpful for the students in preparing the task. They had an opportunity to be familiarized with the form and some vocabularies that they can use during the task. Hence, in performing the task, they could speak fluently. It really helps students to speak more and reduce their mother tongue. This could be the best way to enhance their speaking achievement. Furthermore, the result supports the prior study of Aliakbari and Jamalvandi (2010), drilling technique as part of audiolingual method was meaningful for students to enhance students’ oral ability. Also, by Saputro, *et al.*



(2021), It proves that the students were actively engaged in using the target language during task performance as well as they were motivated to speak English.

Consequently, result of the study reports the implementation of task-based language teaching based on audiolingual method significantly improved students' speaking achievement.

2. Students' Speaking Aspect in Task Based Language Teaching Based on Audiolingual Method

Related to the result, comparing gain score from pre-test and posttest of every aspect, it resulted fluency improved most after the implementation of task-based language teaching based on audiolingual method. The finding was totally in line with of the previous studies by Albino (2017) and Aliakbari and Jamalvandi (2010), It shows that the students were actively interact each other in practicing their speaking in developing their interactional language. Also, it resulted more speed of speech production. Also, audiolingual method helped the students to be familiarized with the English form that they can use during task performance. It influenced their speaking fluency.

The finding also confirms with the previous studies of Afifah and Devana (2020), Gunawan (2016). As well as the present study, the students could produce more English utterances after they were taught by using task-based language teaching based on audiolingual method. However, the implementation of task-based language teaching based on audiolingual method could enrich their vocabulary as well as they could practice and use the vocabularies when they performed the task. In collaborative work, they could get new vocabularies from their fellow not only theoretically but practically. The vocabulary enrichment encourages the students to speak more fluently.

Likewise, the most improved aspect of speaking between the students' speaking achievement before and after the treatment was in term of fluency. The implementation of audiolingual method as part of task-based language teaching in present study influenced students' speaking achievement. The drilling technique as one of principle of audiolingual method which was repetition and response drill used in this study improved students' speaking achievement. The implementation of audiolingual method strengthened and improved the students' fluency especially on students' speaking achievement with lower proficiency that always used mother tongue in their learning process.

CONCLUSION

According to the obtained results, the value of sig. (2-tailed) = 0.000 < α =0.05. as well as t-value= 14.606 > t-table=2.042, it implies that task-based language teaching based on audiolingual method significantly improved students' speaking achievement. With respect to the findings of this research, in collaborative work students could reduce their anxiety to speak English. The implementation of task-base language teaching based on audiolingual method improved students' speaking fluency. The implementation of audiolingual method in task-based language teaching experienced and practiced students to improve their fluency through drilling. The drilling technique in task-based language teaching based on audiolingual method showed positive result which more improved students' speaking fluency.

SUGGESTIONS

Further researchers could implement task-based language teaching with other methods as well as audiolingual method could be implemented with other methods. Also, further researchers could implement task-based language teaching which more focus on gender and learning style.

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