

Audio-Lingual Method and the English-Speaking Proficiency of Grade 11 Students

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Abstract : Speaking skill is a crucial part of English language teaching and learning. This actually shows the great importance of this skill in English language classes. Through speaking, ideas and thoughts are shared with other people, and a smooth interaction between people takes place. The study examined the levels of speaking proficiency of the control and experimental groups on pronunciation, grammatical accuracy, and fluency. As a quasi-experimental study, it also determined the presence or absence of significant changes in their speaking proficiency levels in terms of pronouncing the words correctly, the accuracy of grammar and fluency of a language given the two methods to the groups of students in the English language, using the traditional and audio-lingual methods. Descriptive and inferential statistics were employed according to the stated specific problems. The study employed a video presentation with prior information about it. In the video, the teacher acts as model one, giving instructions on what is going to be done, and then the students will perform the activity. The students were paired purposively based on their learning capabilities. Observing proper ethics, their performance was audio recorded to help the researcher assess the learner using the modified speaking rubric. The study revealed that those under the traditional method were more fluent than those in the audio-lingual method. With respect to the way in which each method deals with the feelings of the student, the audio-lingual one fails to provide a principle that would relate to this area and follows the assumption that the intrinsic motivation of the students to learn the target language will spring from their interest in the structure of the language. However, the speaking proficiency levels of the students were remarkably reinforced in reading different words through the aid of aural media with their teachers. The study concluded that using an audio-lingual method of teaching is not a stand-alone method but only an aid of the teacher in helping the students improve their speaking proficiency in the English Language. Hence, audio-lingual approach is encouraged to be used in teaching English language, on top of the chalk-talk or traditional method, to improve the speaking proficiency of students.

Keywords : audio-lingual, speaking, grammar, pronunciation, accuracy, fluency, proficiency

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