CHAPTER II
LITERATURE REVIEW

A. Theoretical Description

1. Speaking Skill

According to Made Hendra, speaking is the skill of producing sound, arranging the words of choice in the form of a phrase, clause, or sentence, even until discourse is used to convey the message to the question speaker.[1] Speaking not only about producing sounds, but it also how speaker can speak based on circumstance, diction choice also be a complex concern in speaking.

According to Saepudin, someone was able to talk when it was available to make a sound of language that could be understood by the listener, dominate the language rules, and use vocabulary that was exactly suitable for the thoughts and situations where he spoke to who, when, and what he was talking about.[2]

According to Thornbury, Speaking is an ability in complex language that comes from various abilities. Speaking is not only about smoothness in speaking, naturalness in delivery, or the many vocabularies used in that moment. But speaking is more complex than that; speaking requires special abilities and various types of knowledge. [3] It means that speaking cannot be measured only by smoothness or fluency; there are a lot of points that must be noticed to get good speaking results.

Speaking is a very important ability to connect based on various abilities in speaking. Speaking is connected with oral skills such as listening, pronunciation, grammar, and vocabulary.[4] There are many things that can be learned in speaking that can bridge various language skills in English language control.

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[1] Made Hendra Dwikarmawan Sudipa, *Language and Language Differences : Literature Study* ,(REFERENCES 2020), XX, No. 2, 82

[2] Saepudin, *An Introduction to English Learning and Teaching Methodology (Methodology Learning English: An Initial Introduction)*, (Yogyakarta: Trust Media 2014), 137-138

[3] Scott Thornbury, *How to Teach Speaking*, (United Kingdom: Pearson Education Limited, 2005), 1

[4] Mutia Rahmah, 'The Effectiveness of Using Audio Lingual Method in Teaching Speaking to the Eighth Grade at MTsN Padang Tarab', 2016, 8

Speaking is a way for humans to express thoughts, ideas, or feelings so that other humans can hear them. By expressing what they are thinking, someone will get the attention of their surroundings and can also make the other person understand what he or she means.

According to Agus Setyonegoro "*Speaking is words or sounds spoken from the human mouth accompanied by movements or facial expressions*".[5] Facial expressions and movements given by the body as a reaction to the words it is saying also have their own meaning. Just as bulging eyes can signal that he is angry or a prohibition in the form of a gesture, sparkling eyes can mean that he is happy or in love. Then the movement puts both hands on the hips to mean that the person is angry or challenging someone.

2. **Purpose of Speaking**

There are various reasons why humans talk. In addition to communicating with their surroundings, human speech can also be seen from the purpose of speaking. In order to convey thoughts properly and correctly, the speaker must understand the meaning of everything that is conveyed or communicated to the interlocutor. In addition, this speaker must be able to assess and consider the effect of the conversation or communication that has been done on the other person.[6]

Here are some of the purposes of human speech:[7]
a. Express their ideas, ideas, feelings, thoughts and opinions to the other person.
b. To respond to the interlocutor or the opinion of others.
c. Break the ice or entertain others.
d. Give advice or persuade others.
e. Convey information heard or obtained.
f. Share knowledge with the some people.

According to Saepudin, there are 3 purposes of speaking:[8]
a. To communicate with community members
b. To discuss such as expressing opinions, persuading someone and clarifying something that is not clear.

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[5] Agus Setyonegoro. *The Nature, Reasons and Purposes of Speaking (Basics for Building Students' Speaking Skills)*, (Pena.FKIP Universitas Jambi 2013), 13, 69

[6] Fadilah Jidni, 'Meta-Analisis Pengaruh Metode Show And Tell Terhadap Keterampilan Berbicara Peserta Didik Usia MI/SD', *Institutional Repository UIN Syarif Hidayatullah Jakarta*, 11150183000042, 2020, 9.

[7] Agus Setyonegoro. *The Nature, Reasons, and Purpose of Speaking,* 76

[8] Saepudin. *An Introduction to English Learning and Teaching Methodology,* 137

c. In other conditions, a person uses his language to give instructions, describe something, complain about other people's attitudes, beg, comfort friends, answer teacher questions and much more.

3. The Speaking Component

In the current education system, the teacher will only be a facilitator and control student learning activities in the learning process.[9] Especially in learning speaking, students need extra attention from the teacher so that the speaking components can be mastered properly.

According to Syakur, in general there are five components of speaking, namely: Grammar, Vocabulary, Pronunciation, Comprehension, and Fluency.

a. Grammar

Grammar is an important thing that must be mastered when practicing speaking. Grammar has a function to compose correct sentences in a conversation and to distinguish the forms of arrangement from one form to another. In addition, the use of grammar is also to improve the ability to select language in written and spoken form.

b. Vocabularies

Apart from grammar, vocabulary is also an important component for developing speaking skills. If you know a little vocabulary, then your knowledge will also be limited in exploring listening, speaking, reading, and writing. And vice versa, if students have memorized a lot of vocabulary, the wider and more information they get. If you do not have extensive vocabulary knowledge, you will not be able to communicate well and will have difficulty conveying your ideas. Vocabulary mastery does not only affect speaking, but vocabulary also affects writing skills due to limited vocabulary.

c. Pronunciation

Pronunciation is the way for speakers to produce language that is clear and pleasant to hear when they are speaking. It deals with phonemes, phonemic patterns, intonation, rhythms, and stress. To get good results in speaking, the speaker of the language needs to be able to

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[9] Amris Handra, *Efforts to Improve Students' Learning Outcomes in English Language Teaching Through Audio-Lingual Learning Method (All) in Classes X.1 SMAN 1 Kinali*,(E-jurnal STKIP pesisir selatan, 2018), 03, No. 01, 116-117

understand skills and competences. The teacher must be able to convey pronunciation learning with a more interactive method than other material in class. Pronunciation is a way for students to get clearer pronunciation or language, namely by speaking directly or through direct practice.

d. Fluency

Fluency is the ability to speak quickly and spontaneously, accompanied by speed of speech and intonation or articulation, like a professional speaker. Someone can be said to be a fluent speaker of language if they can use grammatical structures and formulas correctly, quickly, and automatically change speed according to the speed needed. Fluency is considered to be the ability to keep going when speaking spontaneously. In addition, mastering fluency means that speakers do not need much time to think and look for the language items needed to express the message they are going to convey.

e. Accuracy

The last is accuracy, this component is the ability to produce correct sentences using grammar and vocabulary when interacting with other people. This shows that accuracy can be achieved by paying attention to phonology, grammar and discourse in the results of their utterances.

4. **Factors that influence speaking**

According to Jeremy Hamer, there are several factors that must be considered so that someone can carry out a conversation well, according to context and easy to understand, namely:[10]

a. In order for the conversation to be successful, participants must know how to manage when to enter the conversation. They must understand when to speak so as not to disturb other participants when they are talking, when they will continue speaking, or give other participants the opportunity to speak.

b. Participants must be able to use discourse markers correctly and correctly. They must know how to enter into a conversation by using the right conjunctions, such as the words anyway, moving on and right, some of these words can be used to start a conversation.

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[10]"Jeremy_harmer_the_practice_of_english_language_teaching_4th_edition_long man_handbooks_for_language_teachers.Pdf," n.d., 30.

c. In addition, in order for the conversation to run smoothly, we must ensure that the person we are talking to is a rule in the game. For example, if a speaker A asks a question, and this speaker A expects an answer from speaker B, this is called a reciprocal relationship.

d. One of the uses of intonation is to show the grammar of what the speaker is saying. In addition, intonation can also show courtesy, this can be seen from the high and low voices that we emit. When speakers use high tones, it shows that we are not in line with what they are saying, when using low tones, speakers show that we are doing things with their approval.

B. Audio Lingual Method
1. History of the Audio-Lingual Method

This lingual audio method first appeared when American soldiers during World War II were taking place. The language they are concerned about is the language of Southeast Asian countries such as Vietnam and Korea. At that time they had not found any scientific foundations or institutions that taught foreign languages which had an important role in the war.[11]

The various languages taught by professionals to train military personnel serving in World War II included German, French, Italian, Chinese, Japanese, Malay and other languages. Not only people or institutions that were specifically requested by the government, but the American government even asked universities at that time to participate in developing foreign languages for American military personnel at that time. After many programs and parties were involved in developing foreign languages for the military, the *Army Specialized Training Program* (ASTP) was finally formed which was founded in 1942. Shortly after this association was founded, namely in early 1943 there were already 55 universities participating.[12]

This method, which is better known as the Army method, developed as a reciprocal form of the *Grammar-Translation* method in learning foreign languages. The *Grammar-Translation* method first existed and has been used for about a thousand years, and also this method takes a very long time for students to be able to speak or understand the foreign language they have

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[11] "SAEPUDIN An Introduction To ALM BOOK.Pdf," n.d., 53.
[12] Kebson Kakunta and Webster Kamanga, "Microteaching: Audio-Lingual Method," *Journal Educational Verkenning* 1, no. 1 (November 19, 2020): 25.

learned. *Audio-Lingual* can be said to be more successful in achieving target speaking skills because this method is more innovative than the previous method.[13]

The methodology of this army method is growing because ASTP is an innovative program that applies more teaching practices and teaching procedures than the theory itself. So leading linguists believe that intensive oral-based teaching methods are more beneficial or influential in learning foreign languages. And finally, many linguists use or are involved in learning English as a foreign language. Because at that time the United States already used English and made it an international power and was respected throughout the world, thousands of foreign students flocked to study in the United States. These factors became the driving factors for the emergence of an American-style approach to English as a second language, which was later named the *Audio-Lingual Method*. From 1947 to 1967, the lingual approach dominated the world of teaching foreign languages in America. With the many innovative methods that have been used, *Audio-Lingual* is one of the methods that can produce basic communication skills quickly.[14]

Then in 1939 the University of Michigan and several other universities such as Georgetown University, American University and Texas University began to conduct foreign language training by applying linguistic structural principles in language teaching. Language is taught by paying attention to speech and basic sentence patterns. The principles used by the University of Michigan and other universities are known as the oral approach, *Aural-Oral Approach*, and Structural Approach. The most widely used name for this method is the *Audio-Lingual Method* proposed by Nelson Brooks. This *Audio-Lingual Method* is supported by structural linguistics pioneered by Bloomfield and strengthened by the psychological theory of behaviorism by Skinner.[15]

The behaviorist explains the notion of behavior through action and reaction, or what we are familiar with as stimulus and response. Different stimuli produce different responses. The relationship between certain stimuli and certain responses is

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[13] Susan Kifuthu,*Background and Characteristics of the Audio-Lingual Method*, (ESLM 587, 2002), 1

[14] Kebson Kakunta and Webster Kamanga, 'Microteaching : Audio-Lingual Method', 1.1 (2020), 25.

[15] Aziz Fachrurozi*, Traditional and Contemporary Foreign Language Learning.* (Jakarta: PT. Raja Grafindo Persada, 2016), 82-83

called habit. In the *Audio-Lingual Method*, which is based on the behavioristic theory used in this study, the teacher has a very big role in its success. This is because it is the teacher who chooses the form of the stimulus that will be given to students, gives punishment and rewards, provides reinforcement and determines the type, and also chooses the material and how to do it.[16]

2. **Understanding Lingual audio**

The *Audio-Lingual Method* is a method that uses a drill technique. Almost the same as the *Direct Method*, the *Audio-Lingual Method* is also a method that uses an oral approach. Even though they have similarities, they are very different. If the *Direct Method* is used to learn vocabulary through mastering the situation or the surrounding environment, or in other words, acquiring vocabulary through the native language, then *Audio-Lingual* places more emphasis on and trains students to pay more attention to grammatical sentence patterns.[17] Apart from paying attention to grammatical sentences, this method also has a fairly strong theoretical basis in terms of linguistics or psychology

According to Stevick by Saepudin the *Audio-Lingual Method* is a performance or reflective behavior, students only respond or respond to what has been conveyed by the teacher, namely imitating the teacher's words, then practicing to make it into one sentence and exercises to change a sentence. be a better sentence. Students are not required to follow the language given by the teacher or text-book, but they are taught to be able to create their own sentences to convey their opinions.[18] Student can practice directly infront of class and teacher can correction students memorizing and practicing process.

The *Audio-Lingual Method* itself is a language learning that uses oral or oral methods based on Skinner's Behaviorism theory. According to B.F. Skinner from the theory of Behaviorism said "*a human being could learn a particular language in a short period, using a system of reinforcement*".[19] Which is now better known as the drill technique. In this behaviorist view of learning a similar stimulus-response-reinforcement pattern occurs with

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[16] Kakunta and Kamanga, "Microteaching," 25–26.

[17] Terry L. Ballman and Diane Larsen-Freeman, 'Techniques and Principles in Language Teaching', *The Modern Language Journal*, 72.2 (1988), 35.

[18] "SAEPUDIN An Introduction To ALM BOOK.Pdf," 56.

[19] Ehteramsadat Alemi, Maedeh & Tavakoli, 'Audio Lingual Method Maedeh', *3rd International Conference on Applied Research in Language Studies Audio*, September, 2019,2 .

humans as with rats or any other animal that can be conditioned in the same kind of way.

A behaviorist slant is evident when students are asked to repeat sentences correctly and are rewarded for such correctness by the teacher's praise or some other benefit. The more often this occurs, the more the learner is conditioned to produce the language successfully on all future occasions. [20]

Learning already has the meaning of a simple form of activity that is used as a habit. Likewise with learning a new language, students are directed or trained to acquire the language by changing habits in speaking or everyday language. Teacher can use this method this by giving rules. When applying habits to change speaking habits, this aims so that students are disciplined and also obey the rules that have been implemented and the program can run according to the target.[21]

This *Audio-Lingual Method* is very famous in the world of education in particular in learning foreign languages from 1950's to now. This method starts with listening and speaking exercises during a number of meetings. Reading material used lots of discussions about simple conversations about good phrases and known phrases in a broad manner.[22]

Based on the above understanding, it can be concluded that the *Audio-Lingual Method* is a method that must be continuously repeated so that it becomes a habit (*behavior*).

3. **Benefits and Purpose of the Audio-Lingual Method**

In general, this method aims to make students able to use the target language to communicate. To achieve this goal, the developers of this method suggest that students learn the target language through repetition, so that they can use the target language instinctively or in subconscious coordination. In particular, this method aims to: [23]

a. Students can understand foreign language while speaking at normal speed and care about the things that happen around them.

b. Learners are able to speak with acceptable pronunciation and proper grammar.

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[20] Jeremy Harmer, *The Practice of English Language Teaching*, 52

[21] "Bambang S Teaching English as a Foreign Seccond Edition-Final (2).Pdf," n.d., 44.

[22] "SAEPUDIN An Introduction To ALM BOOK.Pdf," 56.

[23] Aziz Fachrurozi, *Traditional and Contemporary Foreign Language Learning*, 87-88

    c. Students do not experience difficulties in understanding the material.

    d. Students are able to write according to good and correct standards.

According to Saepudin, linguists argue that *Audio-Lingual* has several benefits, some of which are: [24]

    a. Students can imitate many words and apply them directly in everyday life rather than the words they write. The more often they practice pronouncing the sentences they learn, the more students can repeat the correct words. In addition, pronunciation exercises carried out by students make it easier and faster for them to learn foreign languages.

    b. By using the *Audio-Lingual Method*, the teacher can immediately correct any mistakes made by students during learning, especially in terms of pronunciation. Absolutely, this is more effective than writing that cannot be corrected directly by the teacher.

4. Principle of Audio-Lingual Method

According to Kakunta, who quoted from Mart, argued that the Principle of *Audio-Lingual Method*, namely: [25][26]

    a. Language is a system of the arbitrary vocal system used for direct communication.

    b. Writing and printing are forms of restatement that can be seen or assessed from the language that has been spoken.

    c. Language can be broken down in three main component parts: the sound system, the structure, and the vocabulary.

    d. The function of a native speaker is to correct the results of the spoken language[27]

    e. One can learn to speak and understand a language only by being exposed to the spoken language and by using the spoken language.

    f. A language can be learned easily inductively rather than deductively

    g. Grammar should not be taught as an end in itself, but only as a means to the end of learning the language

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[24] Kakunta and Kamanga, "Microteaching," 26–27.

[25] "SAEPUDIN An Introduction To ALM BOOK.Pdf," 56.

h. The use of the main language of students in teaching English as a second language should be avoided or used to a minimum

i. Structures that will be used by students must sound natural when dealing with native speakers

j. All structural materials must be presented and practiced in class before students attempt to study it at home.

According to Bambang, the principles of method derived from the aims of learning a foreign language and the aims of a method include several aspects of language learning that will be taught to students. Here are some of the principles of ALM: [28]

a. Language learners are able to comprehend the foreign language when it is spoken at a normal pace and focused on familiar matters.

b. Language learners are able to speak in acceptable pronunciation and grammatical correctness

c. Language learners have no difficulty in re-expressing what has been said into written form.

d. Language learners are able to write with correct writing standards based on topics according to their abilities.

The ultimate goal in the language learning process is that students are able to communicate with pronunciation like a native speaker. Through this method language learners learn structures, sounds or words in contexts. [29]

5. Teaching Techniques Used in the Audio-Lingual Method

The techniques used by the *Audio-Lingual Method* vary, especially when using drill or repetition techniques. Most of the techniques used in the *Audio-Lingual Method* are to make it easier for students to memorize vocabulary because they focus on repeating words so they are easy to remember. As part of the *Audio-Lingual Method*, the drill technique itself is often used in learning English, especially to develop students' speaking skills. Moreover, for the development of speaking skills for students who use English as a second language, this drill technique will be one of the most effective methods. [30]

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[28] Ag. Bambang Setyadi, *Teaching English as Foreign Language,* 45

[29] Ag. Bambang Setyadi, *Teaching English as A Foreign Language (2nd ed)*, 45

[30] Erdila, *The Use of Audio Lingual Method to Improve Students" Speaking Achievement in Vocational School (Classroom Action Research of The Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu in Academic Year 2018/2019)*, 2019, 17

Here are some of the teaching techniques used in the *Audio-Lingual Method*:[31]

a. Repetition Drill

This technique is the easiest technique of language learning. Students must repeat the sentences spoken by the teacher or the media used in learning. This technique is useful for implementing new vocabulary and pronunciation.

Example :

Teacher : I am learning in the midnight

Student: I am learning in the midnight

Teacher : I work in the afternoon

Student : I work in the afternoon

b. Substitution Drill

Students are directed to move one word to another. The word can be a pronoun, number, or word needed to complete the sentence

.Example:

Teacher : I am eating bananas

Teacher : Avocado

Student : I am eating avocado

Teacher : In the market

Student : I am in the market

c. Transformational Drills

This transformation drill technique is one of the most frequently used by language teachers. In this technique, students are asked to change the sentences that have been given by the teacher into different forms, such as positive, negative, interrogative, passive, imperative, or others according to the teacher's initial orders.

Example :

Teacher : She is a new student

Student : Is she a new student?

Teacher : You are my classmate

Student : Are you my classmate?

d. Replacement Drills

Students are taught to change the form of words from nouns to pronouns. So before using this technique, students must first know which form and form the pronoun is in.

Example :

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[31] Ag. Bambang Setyadi, *Teaching English as A Foreign Language (2nd ed)*, 51-54

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Teacher : I like the tea
Student : I like it
Teacher : I see a boat in the harbour
Student : I see it in the harbour

e. Response Drill

This drill model trains students to be able to answer correctly and quickly according to the questions posed by the teacher. Questions can be in the form of "wh" questions or "yes/no" questions.

Example :

Teacher : William is my nephew
Teacher : Who is William?
Student : My nephew

f. Cued Response Drill

In this drill technique students are provided with answers and must put them in sentences before or after the question.

Example :

Teacher : What did the women bring? (a doll)
Student : The women bring a doll
Teacher : Who will pick us? (My uncle)
Student : My uncle will pick us up

g. Rejoinder Drill

This technique is almost the same as the response drill, namely students are given directions on how to answer or respond to the question.

Example :

Teacher : Accompany me to the teacher office (Be polite)
Student : Would you like to accompany me to the teacher's office?
Teacher : Your idea is not good (disagree)
Student : I disagree with your idea

h. Restatement

Students express things that are asked by someone about himself.

Example :

Teacher : Tell her where you go to school
Student : I am studying at Conge Ngembalrejo Street no.
Teacher : Ask her where she lives
Student : Where do you live?

i. Completion Drill

This technique is the same as the complete dialogue technique, in this technique students are asked to complete

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the gaping sentences or dialogues and fill in the correct answers. Here, the teacher can read the answers or write them down, like multiple choice, so students can choose.

Example :

 Teacher : I brought my book and you brought ….

 Student : I bring my book and you bring your book

 Teacher : You must do your own homework

 Student : You must do your own homework

j. Expansion Drills

 Students are trained to make a sentence by adding words or phrases.

Example :

 Teacher : Help my mother

 Student : Every morning I help my mother

 Teacher : Wash the cloth

 Student : Every morning I help my mother wash the cloth

k. Contraction Drills

 Students replace a phrase or clause with one word or phrase that is shorter than the previous sentence.

Example:

 Teacher : I didn't mean to kill the bird

 Student : I didn't mean it

 Teacher : Don't go to that place

 Student : Don't go there

l. Integration Drill

 Students are given two different sentences which are then combined into one complete sentence.

Example :

 Teacher : I know that man. He is a singer group.

 Student : I know the man is a singer group.

 Teacher : Which one do you think is true? The earth goes around the sun or the sun goes around the earth

 Student : I think the earth goes around the sun.

m. Translation drills

 Students are directed to translate sentences from the main language into the target language.

Example:

 Teacher : My hobby is singing

 Student : My hobby is singing.

6. **Application of the Audio-Lingual Method**

The *Audio-Lingual Method* is a learning method that prioritizes the drill method. The emergence of this method is due to the ineffectiveness of the previous method and takes too long in learning.

a. Learning Steps in the *Audio-Lingual Method*

Audio-Lingual has several series or steps that are usually carried out in the learning process. Here are the usual steps: [32]

1) The teacher gives a little summary or content of the conversation or text given to students. The text given by the teacher is in the form of pure or untranslated text, and the teacher gives keywords so that students understand the contents of the dialogue.

2) Students listen carefully to the text read by the teacher several times at normal speed. While demonstrating the text the teacher must use the right gestures and expressions.

3) Students repeat every sentence spoken by the teacher together. Each sentence that is spoken can be repeated many times depending on the short length of the sentence given.

4) Then the teacher makes groups to do repetitions and then gets smaller to one individual.

5) After all steps have done in groups, then students come to the front of the class and practice the dialogue that has been memorized.

As what the author said earlier, the *Audio-Lingual Method* provides the main focus on exercises, drills, memorizing vocabulary, dialogues, and reading texts. In addition, this method also prioritizes the outer forms of language (structures, patterns or rules) rather than the contents of the text, fluency and accuracy in application when interacting and communicating.

The application of the *Audio-Lingual Method* has similarities in teaching first language to children, namely by imitating and repeating it over and over again. When a child does an imitation, there will be corrections and praise that the child gets. Through these activities children can develop their abilities and knowledge about the structure, habitual patterns of their primary language. That's the process for children to

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[32] Ag. Bambang Setyadi, *Teaching English as a Foreign Language (2ⁿᵈ ed)*, 48-49

get their primary language, but this can also be applied to getting a second or foreign language. Through imitation and repetition, students are able to identify reciprocal relationships that will occur in a conversation.

7. Excellence Audio-Lingual Method

Similar to the previous methods that have been used in learning a second language acquisition, *Audio-Lingual Method* also has advantages and disadvantages that cannot be denied from all forms of learning that have been carried out.

The advantages of this method are as follows: [33]

a. The students have good pronunciation and skilled at making sentence patterns that have been trained.

b. Students are able to carry out oral communication well because they often practice listening and speaking.

c. Making the classroom atmosphere more comfort because students are required to respond to every stimulus given by the teacher.

d. The *Audio-Lingual Method* makes students speak fluently in a foreign language they have learned early on which is directly monitored by the teacher, even with a limited amount of material.

e. This method also trains students' memory, and is able to distinguish different sounds and pronunciations at a reasonable speed.

Apart from these advantages, the *Audio-Lingual Method* also has disadvantages. Here are some of them: [34]

a. Students tend to respond simultaneously and mechanistically, often they do not understand what is being said.

b. Repeated stimulus-response repetition techniques will be very tedious and hinder the inference of linguistic rules.

c. Students pay less attention to the words that are spoken, and can only communicate smoothly if the sentences used are the same as those used in class.

d. Students only know one meaning in translation, and cannot understand the meaning according to the context.

e. The teacher plays an active role in the teaching and learning process in class.

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[33] Aziz Fachrurozi, *Traditional and Contemporary Foreign Language Learning,* 93-94

[34] Ag. Bambang Setyadi, *Teaching English as A Foreign Language (2nd ed)*,51-54

    f. Students are afraid to use language that has not been mastered by sentence patterns and has not been given by the teacher in class.

    g. Pattern exercises are manipulative, uncontextual and unrealistic, so that students find it difficult to apply communicative conversational contexts.

C. Meta Analysis
1. Definition of Meta Analysis

According to Rusnawa, meta-analysis is a statistical technique to combine the results of two or more similar studies to obtain a combination of quantitative data. Combining several existing original studies without using formal statistical analysis is known as a literature review (also known as a review article, overview, or state of the art review). If the research uses formal statistical analysis methods, it is called meta-analysis.[35] There are so many type analysis in research, but it is called meta-analysis when data analysis technique using quantitative formula.

Meta-analysis is a systematic synthesis of various kinds of research with relevant topics, and then the data are processed and used to make statistical conclusions. The data is searched and calculated first using a formula related to the research objectives of the meta-analysis carried out and the result is called the *effect size*.[36] Meta-analysis can carried out when the data have similar research type and calculated using meta-analysis formula to get statistical data.

According to Boreinstein, meta-analysis is a statistical technique to combine the results of two or more similar studies in order to obtain a combination of quantitative data. Currently, meta-analysis is the most widely used for clinical trials. This is understandable because clinical trial designs are more standardized and provide the strongest evidence of a causal relationship. However, meta-analysis can also be carried out on various observational studies to come up with conclusions from combining the results of these studies.[37]

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[35] Ruswana Anwar, "Subbagian Fertilitas dan Endokrinologi Reproduksi Bagian Obstetri Dan Ginekologi Fakultas Kedokteran Unpad Bandung 2005," n.d., 2.

[36] Heri Ratnawati et al, *Introduction Meta Analysis*, 6

[37]Michael Boreinstein et al, Introduction to Meta-Analysis, *United Kingdom: John Wiley and Sons*,2009, 9.

Meta-analysis is a specific research method for combining studies whose *effect size* can be measured and a way to summarize, integrate, combine/aggregate and interpret the results of selected studies in a particular field. [38]

According to Helly Prajitno. S. "Meta-analysis is a technique aimed at analyzing the results of research that is processed statistically based on primary data collection." [39]

According to Eunjin Ahn and Hyun Kang "*A meta-analysis is a valid, objective, and scientific method of analyzing and combining different results*".[40] To get more real or accurate results, researchers prefer to use meta-analysis rather than systematic reviews. This meta-analysis cannot be used to simply summarize theoretically presented papers, qualitative research or even policy proposals. Meta-analysis can only be used to analyze quantitative research, namely research that uses quantitative measurement of a variable and presents the results of measurement data using descriptive or inferential statistics to explain the results of the research.

Effect size is a quantitative index used to summarize study results in a meta-analysis. The *effect size* shows the magnitude of the relationship between variables in each study. The selection of the study index for the *effect size* depends on the type of data used in each study. [41]

Judging from the process, meta-analysis is a retrospective observational study, which means that the researcher makes a summary of facts without manipulating data or experiments. *Effect size*, namely the difference in the incidence of effects that occur between the experimental group and the control group in the meta-analysis is a combination of several *effect sizes* found in each study which was examined using certain statistical techniques. The *effect size* included in the meta-analysis research is the *effect size* data from the articles or journals reported in the articles to be combined.[42] The data that can used to carried out

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[38] Heri Ratnawati, et al, *Introduction Meta Analysis,* 6

[39] Helly Prajitno. S, *Application of Meta Analysis In Testing validity Aitem, (*Bulletin Psychology, 1995), Year III, No.2, 22

[40] EunJin Ahn and Hyun Kang, "Introduction to Systematic Review and Meta-Analysis," *Korean Journal of Anesthesiology* 71, no. 2 (April 2, 2018): p.103.

[41] Heri Ratnawati, et al, *Introduction Meta Analysis,* 3

[42] Rusnawa Anwar, *Meta Analysis,* Subsection Fertility and Endocrinology Reproduction Department of Obstetrics and Gynecology, 2

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meta-analysis are the effect size of each Journal, article or thesis to make summary offect of all study.

One meta-analysis can include more than one type of statistical analysis such as t-test, ANOVA, multiple regression, correlation, odds ratio or chi square which must then be converted into an effect size. Effect size is divided into 3, namely based on average (mean), binary data, and correlation. According to Heri there are 3 types of data used in meta-analysis research: [43]

a. Effect size based on average (means)
   1) Unstandardized mean difference

      Calculation of effect size using unstandardized mean difference can be done if all research data obtained is reported on a meaningful scale and analyzed using the same scale, so that meta-analysis can be carried out directly. The advantage of using this formula is that it is intuitively meaningful either inherently (such as a scale for measuring blood pressure) or due to widespread use (such as a national achievement test for students, where all parties concerned are familiar with the scale)

   2) Standardized mean difference

      Standardised mean difference turns all effect sizes into a common matrix so that researchers can insert different result sizes in the same synthesis.

b. Effect size based on binary data
   1) Risk ratio (RR)

      Using Risk Ratio researchers can calculate a risk of occurrence (such as risk of death) in each group.

   2) Odds Ratio (OR)

      Odds ratio is used to measure the probability of an occurrence in every group.

   3) Risk Difference (RD)

      Using the Risk Diference, researchers can calculate the difference between the two risks. (difference between treatment and control groups)

c. Effect size based on correlation data

   When a study reports data as a correlation, the correlation coefficient is used as the effect size. Correlations were transformed using Fisher's z and performed analyzes using this index.

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[43] Heri Ratnawati, et al, *Introduction Meta Analysis*, 3

With this meta-analysis, the researchers begin to test journals or research articles that had different results but on the same topic. It aims to round off or drawn general conclusions about the results of the research that has been done. In addition, by conducting a meta-analysis study, it can be seen that the strengths and weaknesses of each study or research included in the meta-analysis study were carried out. Based on the method used, meta-analysis can be said to be a scientific study involving statistical analysis of existing studies by looking at the similarities and differences in the results of these studies so that stronger results can be concluded.

2. **Purpose and Benefits of Meta Analysis**

Based on the level of validity of a study described earlier, it is understandable that meta-analysis was carried out in an effort to obtain a study result that has higher empirical and statistical validity compared to only looking at the results of one study.

The purpose of meta-analysis is generally the same as the type of research that has been done, namely: [44]

a. To get an estimate of the *effect size*, namely the strength of the relationship or the magnitude of the difference between the variables in several existing studies.

b. Make inferences from data in the form of a sample to a population, either by testing the hypothesis (*p value*) or estimation (*confidence interval*)

c. Controlling potential confounding variables so as not to interfere with the statistical meaning of relationships or differences.

By using meta-analysis, a combination of research that has been done before and has different results will be able to draw conclusions and get stronger results. This is because meta-analysis uses statistical analysis in processing data sources.

According to Richvan, there are some of the benefits of using meta-analysis in research:[45]

a. The study results from the meta-analysis can be generalized

b. Differences from the results of previous studies can be confirmed and which research has more precise and accurate results.

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[44] Rusnawa Anwar, *Meta Analysis.* Subsection Fertility and Endocrinology Reproduction Department of Obstetrics and Gynecology, 3

[45] Richvan Dana Nindrea, *Practical Steps for Meta Analysis Studies,* Yogyakarta: Goshen publishing. 2016. 12

c. If there is a bias from previous research, it will be seen and can be explained scientifically or based on existing theories.

d. The study results obtained will be more accurate and stronger because of the large amount of data or studies included in the analysis.

From some of the benefits and objectives that have been written above, it can be seen that the goals and benefits of meta-analysis research are not much different from other studies. However, there are several things that make this meta-analysis more special compared to other research methods and the results obtained are more accurate than other studies.

3. **Statistical Models of Meta Analysis**

Meta-analysis is one of the many data processing methods use in various research methods using statistical analysis. Therefore, meta-analysis itself has many statistical research models to get results and also a more specific explanation of the research that has been done.[46]   According to Sutton, there are two categories of statistical models in meta-analysis, namely statistical models which only include effects studies, and statistical models, which receive additional information and analysis.[47]

According to Brockwell and Gordon, statistical models only include effect studies divided into two types, namely the *Fixed Effects Model* and the *Random Effects Model*.[48] The final steps of analysis data are summary effect that researcer get in this research. Based on data, it shown that researcher use *Random Effect Model* to carried out the summary effect size of meta-analysis.

Fixed Effect and *Random Effect* models are the two main approaches for estimating mean effects.[49] To make the mean effect aggregate of many studies, researchers can use one of two statistical models to get the mean effect or summary effect. *Fixed Effect Model* can apply if the data from studies come from the same population and the same variables and assume that all factors that can influence the *effect size* are the same.

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[46] Manapiah Nadhiroh. *Meta-Analysis Study of Problem Based Learning (PBL) Learning Models*, (Skripsi UIN Syarif Hidayatullah, 2019), 22

[47] Richvan Dana Nindrea. *Practical Steps for Meta Analysis Studies,* 13

[48] Richvan Dana Nindrea. *Practical Steps for Meta Analysis Studies*, 14

[49] Julia H. Littell, Jacqueline Corcoran, and Vijayan K. Pillai, *Systematic Reviews and Meta-Analysis*, Pocket Guides to Social Work Research Methods (Oxford ; New York: Oxford University Press, 2008), 106.

The *Random Effect Model* has different assumptions than the *Fixed Effect Model*, which assumes that the true effect of the study might vary across samples and studies.[50] *Random Effect* have many aspects to be concerned about because the effect might be larger or smaller, it depends on the variable in that study. So, compared with *Fixed Effect Model*, the *Random Effect* takes more sources of variation into account.

The statistical model, with additional calculations and information, is carried out by assessing the quality effects of the model. The quality effects model is a statistical calculation to make adjustments to the diversity between studies that are processed in a meta-analysis by considering the variance and quality of these studies. In its calculations, empirical evidence or methodological facts can be used, not just the results of the numbers in statistical calculations alone.[51]

The choice between these models is that researchers can start with *Fixed Effect Model* and then move to *Random Effect Models* if there is statistical evidence of heterogeneity.[52] If the researcher has specified the kind of study, population, interventions, comparisons, and outcomes of interest, they can use *Fixed Effect Model*. *Fixed Effect* is used when the study confirms having one population or homogeneity, and *Random Effect* is used if the study varies in terms of its samples and produces heterogeneity.

4. **Steps in Meta Analysis**

Before conducting a meta-analysis study and data processing stages, researchers must know the various factors that can influence the results of the study. The researcher must determine the steps that must be taken to determine the studies that will be included in the analysis, such as determining the purpose of the study used, the scope of the journal and the data base that will be included in the study, how to carry out the analysis, and what statistical calculations are used.[53]

Meta-analysis can be said to be a separate study. Subjects in meta-analysis research are the results of research that will be included in the meta-analysis. The systematic review process includes several stages that are aligned with the primary research. It consists of problem formulation, sampling data collection, data

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[50] Littell, Corcoran, and Pillai, 107.

[51] Richvan Dana Nindrea, *Practical Steps for Meta Analysis Studies*. 15

[52] Littell, Corcoran, and Pillai, *Systematic Reviews and Meta-Analysis*, 107–8.

[53] Richvan Dana Nindrea, *Practical Steps for Meta Analysis Studies*, 16

analysis, interpretation, and result presentation. The following is the process of meta-analysis: [54]

Table 2.1. Meta-analysis Step

Stages of systematic review	Explanation
Topic formulation	Central questions, hypotheses, objectives
Over all study design	Protocol development, specify problems/ conditions, populations, setting, interventions, and outcomes of interest, specify study inclusion and exclusion criteria.
Sampling	Develop a sampling plan, sampling unit is the study, consider universe of all potentially relevant studies.
Data collection	Data are derived (extracted) from studies onto standardized forms
Data analysis	Descriptive data (examine study qualities, samples, and intervention characteristics, compute effect sizes, pool effect sizes and assess heterogeneity (meta-analysis), cumulative meta-analysis, subgroup and moderator analysis, sensitivity analysis, analysis of publication and small sample bias, meta regression,
Reporting	Description of result in narrative, tables, and graphs; interpretation and discussion; implications for policy, practice, and further research.

Systematically the same as other studies, in meta-analysis research a detailed research proposal or research design is needed. These proposals include: [55]

a. Introduction
  1) Background, contains a clear statement why it is necessary to carry out a meta-analysis for the theme.
  2) Problem statement or problem formulation
  3) The hypothesis to be tested
  4) Purpose and benefits of research.

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[54] "SAEPUDIN An Introduction To ALM BOOK.Pdf," 16.

[55] Richvan Dana Nindrea, *Practical Steps for Meta Analysis Studies*, 18

b. Methodology
1) Selection criteria (inclusion and exclusion) for journal articles to be examined in the meta-analysis.
2) Methods for finding and tracing research and who will carry out the literature search.
3) Clear criteria for research on the quality of research articles that include aspects of design, implementation, and analysis
4) Classification and codification of research units to be combined
5) Quantitative abstraction of the results of each study
6) Plan to use appropriate statistical models for aggregating results
7) Results interpretation plan
8) Results reporting plan.

Based on these steps, there is no universal standard for conducting meta-analysis. The main consideration for including a study in a meta-analysis is the relevance of the study to the purpose of the meta-analysis. The selection of studies is also highly considered because the type of study will determine which statistical method to use.

5. **Strengths and Weaknesses of Meta Analysis**

As is the case with research methods in general, meta-analysis also has some advantages and disadvantages.

According to Heri et al, also explained the advantages of meta-analysis. Here are some of them: [56]

a. The meta-analysis procedure uses steps that are useful in the process of summarizing research findings.
b. Meta-analysis is a study that is carried out in a way that is more sophisticated and easier than conventional review procedures, which tend to rely on qualitative summaries or "*vote counting*".
c. Meta-analysis is able to find hidden impacts and relationships in other approaches to obtain more accurate results for summarizing research.
d. Meta-analysis provides a more organized way of dealing with the amount of information gathered in the research being studied.

In addition to the advantages above, meta-analysis also has several disadvantages that cannot be ruled out. It is considered

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[56] Heri Ratnawati et al, *Introduction Meta Analysis* , 7

that, because of the accuracy of the results of the meta-analysis, the completion of this research requires quite a long time compared to conventional qualitative research. This is due to the large amount of data that must be completed by researchers and the many aspects considered to meet journal standards. [57] In addition, in working on the *effect size* itself, special skills and knowledge are needed to select and enter data so that errors do not occur in statistical analysis.

Besides that, there is a bias that often occurs due to publication and sampling in journals. Bias in sampling is caused by the non-uniformity of each study or different themes. Meanwhile, publication bias occurs because the difference in the data used is not significant. Significant data is usually data that has been published and verified in a journal, and insignificant data is usually data that has not been published or has not received a journal eligibility standard.

In addition to the problem of sample and publication bias, usually the studies used in meta-analysis are not comparable, often known as the apple and orange analogy. This analogy has meaning in a meta-analysis study, there are different studies but have the same analysis. And finally, in addition to these four deficiencies, in meta-analysis errors often occur in the use of methodology, which results in errors in interpreting the research results. Errors in methodology are very influential in drawing conclusions from this meta-analysis research. To avoid or minimize the possibility of errors in drawing conclusions, it would be better for researchers to use data and statistics from *effect sizes*, sample sizes, moderator variables, or other data that have been listed in previous studies. [58]

D. Theoretical Framework

A meta-analysis study was conducted to find out how much influence the *Audio-Lingual Method* (ALM) model had on learning English speaking from previous research. By conducting a meta-analysis study, it is necessary to have an effect size produced to see how the results of the *Audio-Lingual Method* learning as a whole can have a positive or negative impact. And interpreted based on education level, region, as well as the application of methods in learning English to improve speaking skills from various aspects,
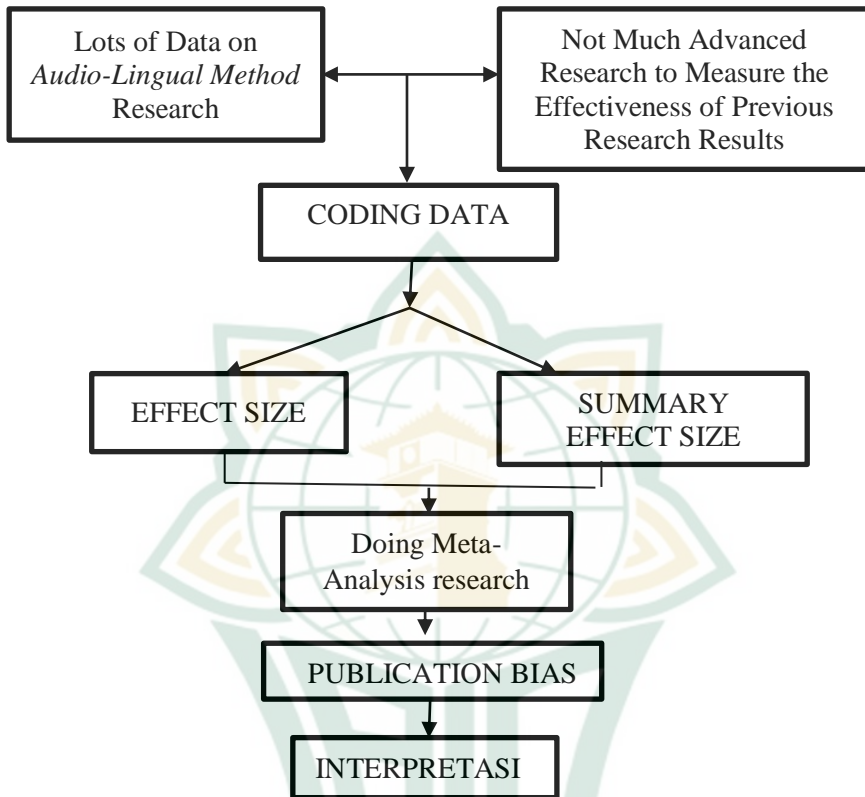
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[57] Heri Ratnawati et al, *Introduction Meta Analysis*, 7-8
[58] Heri Ratnawati et al, *Introduction Meta Analysis*, 7

namely grammar, pronunciation, fluency, vocabulary, accuracy. The theoritical framework diagram can be seen in the following figure:

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┌─────────────────────────┐          ┌─────────────────────────────┐
│  Lots of Data on        │◄────────►│  Not Much Advanced          │
│  Audio-Lingual Method    │          │  Research to Measure the    │
│  Research                │          │  Effectiveness of Previous  │
│                         │          │  Research Results           │
└─────────────────────────┘          └─────────────────────────────┘
                    │
                    ▼
          ┌─────────────────────┐
          │   CODING DATA       │
          └─────────────────────┘
                    │
           ┌────────┴────────┐
           ▼                 ▼
   ┌───────────────┐   ┌───────────────┐
   │ EFFECT SIZE   │   │  SUMMARY      │
   │               │   │  EFFECT SIZE  │
   └───────────────┘   └───────────────┘
                │
                ▼
        ┌─────────────────────┐
        │  Doing Meta-        │
        │  Analysis research  │
        └─────────────────────┘
                │
                ▼
        ┌─────────────────────┐
        │  PUBLICATION BIAS   │
        └─────────────────────┘
                │
                ▼
        ┌─────────────────────┐
        │   INTERPRETASI      │
        └─────────────────────┘
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E. Review of Previous Study

To obtain sample data for this meta-analytic research, the authors have searched articles on websites and categorized (*coding*) articles that can be reviewed with meta-analytic research. eighteen article publications were found regarding the effect of *Audio-Lingual Method* on students' speaking skills. The articles that have been included in the inclusion criteria are articles related to *Audio-Lingual Method* learning and speaking skill improvement. The eighteen articles with nineteen effect sizes come from eight journal articles and ten articles from theses.

The following are some previous articles related to the title of this study:

Table 2.2. Research of Thesis, Journal and Articles

No	Author (year)	Title	Source	School	X Experiment X Control	Nation
1.	Eko Permadi Sukarman & Nyanuar Algovian (2022)	The Use of Audio-Lingual Method in Improving Speaking Accuracy of Indonesian EFL Learners	Thesis/ Dissertation	Senior High School	Exp: 57,2 Cont: 36,1	Indonesia
2.	Menuk Tugiyatun (2021)	Improving English Pronunciation Competence Using Imitation Technique in *mmmenglish.com* website	Journal	Junior High School	Exp: 78,07 Cont: 55,4	Indonesia
3.	Rabika Rahawi (2020)	The Effect of Applying Single Slot Substitution Drill Technique Through Flash Card On Students' Grammar	Thesis/ Dissertation	Junior High School	Exp: 77,93 Cont: 76,58	Indonesia
4.	Kurniasari (2019)	The Effectiveness of Drilling Technique in Enhancing Students Pronunciatio	Thesis/ Dissertation	Senior High School	Exp: 68,47 Cont: 61,05	Indonesia

		n Proficiency				
5.	Pujiana (2019)	The Effectiveness of Multiple-Slot Substitution in Teaching Simple Present Tense at MTs Y.P. K.H. Syamsuddin Durisawo Ponorogo	Thesis/ Dissertation	Junior High School	Exp: 77,88 Cont: 62,12	Indonesia
6.	Yunita Amalia (2019)	The Effectiveness of Using Drilling Technique on Students' Mastery of Expression In Speaking Class at First Grade of MTs Al-Huda Bandung.	Thesis/ Dissertation	Junior High School	Exp: 11,34 Cont: 8,94	Indonesia
7.	Dhion Meitreya Vidhiasi & Yoana Gita Padnya Lengari (2018)	The Implementation of Audio-Lingual Method In Teaching Grammar	Journal	College	Exp: 61,78 Cont: 38,63	Indonesia
8.	Nur Fauzia & Yuri Lolita	The Use of Drill, Vocabulous (Vocabulary	Journal	Junior High School	Exp: 18,33 Cont: 12,68	Indonesia

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	(2018)	Various) and Computer Assisted Language Learning (CALL) in Learning Vocabulary				
9.	Anifatur Rofiqi (2018)	The Effectiveness of Using Communicative Drilling On The Eleventh Grade Students' Pronunciation Achievement at MAN 3 Tulungagung	Journal	Senior High School	Exp: 74,31 Cont: 57,76	Indonesia
10.	Nurhilaliyah (2017)	The Effectiveness of Using Substitution Drill Technique in Teaching Simple Past Tense	Thesis/ Dissertation	Junior High School	Exp: 78,25 Cont: 72,9	Indonesia
11.	Dani Hermanto (2016)	The Effectiveness of Chain Drill Technique in Developing Students' Speaking Fluency	Journal	Junior High School	Exp: 75,2 Cont: 69,47	Indonesia

12.	Tamuna Khetaguri & Mustafa Albay (2016)	The Use of Drills in the Development of Speaking Skills	Journal	College	Exp A: 72,48 Cont A: 65,14 Exp B: 72,69 Cont B: 68,74	USA
13.	Dwi Arti (2014)	The Effectiveness of Using Transformation Drills to Improve Students' Simple Present Tense Mastery at The Tenth Grade Students of SMK Muhammadiyah Purworejo in The Academic Year 2013/2014	Thesis/ Dissertation	Senior High School	Exp: 72,59 Cont: 66,82	Indonesia
14.	Nafisah Yunanda Safitri, Sudirman & Gede Eka Putrawan (2019)	The Implementation of Audio-Lingual Method In Teaching Speaking to The Second Grade Students of SMPN 1 Gadingrejo Pringsewu	Thesis/ dissertation	Junior High School	Exp: 72,88 Cont: 57,38	Indonesia

15	Wa Ode Shyerlin Soni (2018)	The Effect of Chain Drill Technique On Students Speaking Achievement at SMPN 3 Raha	Thesis/ Dissertation	Junior High School	Exp: 2,81 Cont: 1,65	Indonesia
16.	Agung Pranoto Kadiatmaja (2022)	Teaching Past Principle Through Drilling Technique	Journal	College	Exp: 79,92 Cont: 63,92	Indonesia
17.	M Haris Juswanda Mochtar (2021)	The Effect of Using Chain Drill Technique Toward Students Speaking Ability	Journal	Juniorr high school	Exp: 72,08 Cont: 58,75	Indonesia
18.	Ria Fransiska (2016)	The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMPN 2 Tanggulrejo	Thesis/ Dissertation	Junior High School	Exp: 70,22 Cont: 65,75	Indonesia

F. Research Hypothesis

The hypothesis of this study is that the Audio-Lingual learning method has an influence on the development of students' speaking abilities.

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