

## **THE EFFECT OF AUDIO LINGUAL METHOD (ALM) IN MANDALORIAN MOVIES ON LISTENING ABILITY IN 11<sup>TH</sup> STUDENT OF SMA 12 BENGKULU UTARA**

Aji Sawitriyansyah, Waslurachim Safitri  
Muhammadiyah University of Bengkulu

E-mail: [dengtadengta009@gmail.com](mailto:dengtadengta009@gmail.com) [washlurachimsafitri@umb.ac.id](mailto:washlurachimsafitri@umb.ac.id)

### **Abstract**

Nowadays, teaching media is developed well in many kinds especially for English listening skill. Listening is the first communication skill human acquired. It is an important process which has vital role in the daily activity. The example of teaching media to be used in listening class is English Movie. The researcher conducted watching English movie activity in the class and he realize that the teaching media is interesting to be used because students are easy to get bored when they have listening activity without visual media. Then, he wants to know the students' perception about the use of this method, The objective of the research was to find out the Effect of Audio Lingual Method (ALM) In Mandalorian Movies On Listening Ability and it was using quantitative experimental research. The population of this research was the students in SMA 12 Bengkulu Utara. It takes 60 students consisted of 30 as experimental and 30 as a control class. The result of t-test value of the post test was greater than t-table value ( $116,0 > 2.042$ ). The hypothesis testing above showed that the listening comprehension scores of the students in experimental group had a significant difference after the use ALM (Audio Lingual Method) in Mandalorian movies, strategy was done in compared to the control's group achievement who did not receive the ALM (Audio Lingual Method) in Mandalorian movies as on the experimental group, it showed Audio Lingual Method (ALM) In Mandalorian Movies On Listening Ability was effective to be used to improved students' ability in listening. By using this strategy, it maybe improves students to learn proper English by using a movie as a learning method so the student can enjoy studying a English by watching a movie.

**Keywords:** Listening Ability, Audio Lingual Method (ALM), Mandalorian Movie

## **INTRODUCTION**

Listening is important for us, without good listening to the conversation, we can understand what the speaker said, listening skill is like other language skills, students need to practice a lot not only in the classroom but also outside the classroom. (Howatt & Dakin, 1974) quote, "without good listening skills, we can't have a successful conversation".

Listening is one of four important aspects in life, it's also a key to learn a language. Also, the first skill that received by person is listening skill (Orilina & Suryani, 2017). Listening is fundamental to speaking. Listening is maintaining what people say. Listening is an exercise. Listening is one of the skills needed by a facilitator. Listening is not just listening to something that "enter the left ear out of the right ear" or vice versa. Listening is listening to understand what other people say with a serious process that cannot be done simply by relying on habits, reflexes and instincts. Listening requires students to be able to understand language input, so listening is a receptive ability (Nurpahmi, 2015)

Based on the preliminary study, most of the students in SMA 12 Bengkulu Utara still felt difficulty to listening sentences in English study, they only understood 10-80% of what the speaker said, some of them only understood 10% of what the speaker said because they don't understand or not interested at all at learning English, and the student that understands 50% above mostly because they like learning English or was get used to it. The researcher found the result that listening skill in SMA 12 Bengkulu Utara still low.

From all states above, it can be concluded that listening skill is an important skill to master. Badri (2023) state that "good speaking come from good listener" and it's important for someone who learns a foreign language. Since listening is the first thing that is taught when someone is about to learn a language it can be improved by the learner and the learner also can be able to add vocabulary mastery.

Here the researcher tries to apply the Mandalorian movie as a teaching media in the classroom. Rost (2002:153) stated, "the use of videos as teaching media in teaching listening comprehension can provide learners with rich-content contexts with the instruction of authentic language, learners can be motivated and their listening ability is possible to be improved". in another mean, not also entertain and make a new way of teaching using Mandalorian movie as teaching media it can create a new way of teaching listening.

There are some previous studies which conducted a study about the genre analysis of Introduction section in reserch article, The first research was conducted to were Nurdevi Bte Abdul "The Use of Audio-Lingual Method In Teaching Listening Comprehension At The Second Year Students Of Smk Yapip Makassar Sungguminasa" here both researcher have similar method by using audio lingual method in listening abilty and the difference is the media that being used to teaching the method. The result of the study also indicates that both high- and low-level students experienced

Another study is by Fitri Rizki Rawanita "Using Animation Movies To Enhance Student's Listening Skill: A Comparative Study Between Using And Not Using English Subtitles" the researche using a same media a movie as teaching

material in listening ability but using different of teaching method that being apply to the students. It also showing the result after applying the method if it any effect or not.

All of the previous studies above have similarity to this present research. the previous studies and this present research are similarly conducting research both in terms of method and media teaching are relate to this experimental research, but have one in common that was to test a listening ability to the student.

However, the previous studies above are different from this present research. The different is one not using a movie as teaching media and other one not using a method that being apply to the student.

Also, all this previous study has one common problem and it was student listening ability. They have difficulties to teach listening to students since students are not able to express what are on their minds because their lack of actual language and the student had enough difficulties in understanding listening in learning activities. Most of students admitted that they had difficulties in the listening activities. They rarely listening by watching animation movies because before they usually heard listening by audio only.

Based on the explanation above the researcher used ALM by using a movie as material for the teaching-learning proses in listening, to make students gain more motivated to learn English, it can also make a student have more fun at studying, less stress, and more use to listening in English.

## **RESEARCH METHODOLOGY**

This research is quantitative approach. Arikunto (1990) states that, "Experiment research is a research method used for finding the effects of treatments towards another in a controlled condition" (p.272). In the other hand, there are some essential characteristics of experiment research according to Fraenkel (2006) stated that, "there are comparison of group, manipulation of the independent variable and and randomization" (p.262). In this research, the researcher uses a quasi-experimental design which is used to test whether the Audio-Lingual Method (ALM) is effective as alternative ways of teaching listening. This research consists of two group, they were the experimental group and the control group.

In the implementation of this research, the experimental group consists of the students who is taught by using Audi Lingual Method (ALM) listening strategy. The success of the treatment is determined by comparing the post-test score. The result of the post-test is to know whether there is the effect of using

the Audio-Lingual Method (ALM) on Listening strategy by using the movie Mandalorian as teaching material.

### **Participants**

Here, the researcher took samples from class 11<sup>th</sup> grade IPA1 and IPA2 from SMA 12 Bengkulu Utara that have total 60 students 30 for experimental class and 30 for control class.

## FINDINGS AND DISCUSSION

In this chapter the researcher described the result of this research. The researcher wants to find out the effect of using Audio Lingual Method by using Mandalorian movie in Listening ability on 11th grade student have some change, in other word this method will increase student ability when this method was being apply.

The data collected on 1 until 31 Ocktober 2022. The researcher came to SMAN 12 Bengkulu Utara and choose eleventh grade students as population and sample of the research. The researcher chooses one class as experiment class and one class as control class.

The test was created according to the standard competence and indicator on the syllabus. The item of the test was an adoption from previous research from, Fitri Rizki Rawanita (2018) were made from a line in "Mandalorian movie". Each question is a multiple-choice that has five options, there are (A, B, C, D, and E). the questions were related to the indicators of listening.

### Observation

#### Test and Post Test in Control Class

The data of students' pre-test and post-test score of control class were obtained before and after the researcher giving treatment to the students. The purpose of pre-test was to see the students' ability in listening comprehension while

the purpose of post-test was to see the effect of students who are learn using ALM (Audio Lingual Method) using Mandalorian movies on listening ability. The data can beseen on the table below:

**Table Pre-Test and Post Test in Control Class**

Control Class	Mean score	
	Pre-test	Post-test
	73	75
Improvement	2%	

Table 4.1 show that the mean score of students in pre-test 76 and mean score of students in posttest 75 It means that, still many students difficult to understand whatthey hear so that the students cannot answer the questions of the text. After that, theeffect from pretest to post test in control class only 2%. There is almost no change in students' scores even though they have completed two tests, it means that students'the listening ability have no change.

#### Pre-Test and Post Test in Experimental Class

The data of students' pre-test and post-test score of experimental class were obtained before and after the researcher giving treatment to the students.

The purpose of pre-test was to see the students' ability in Listening comprehension while the purpose of post-test was to see the effect of ALM (Audio Lingual Method) in Mandarin movies on listening ability. The data can be seen on the table below:

**Table Pre Test and Post Test in Experimental Class**

<b>Experimental Class</b>	<b>Mean score</b>	
	<b>Pre-test</b>	<b>Post-test</b>
	71	87
<b>Improvement</b>	<b>15%</b>	

Table show that the mean score of students in pre-test 71. It means that, the student has difficulty to listening to the movie, so the student has difficulty to answering the question that been given. It is can make the students still confuse and must take more time to listen to the movie. After the researcher gave treatment by using ALM (Audio Lingual Method) in Mandarin movies on listening ability the score of the students slightly become better. It showed in posttest which to be 87.

The result of pre-test and post-test was 15%. The data showed that used ALM (Audio Lingual Method) in Mandarin movies on listening ability become better.

### Pre-Test and Post Test

The Researcher had used t-test analysis on the level of significant  $\alpha = 5\%$  the degree of freedom  $(df) = N_1 + N_2 - 2$  where  $N =$  the number of students' (30 students) and then, the value of t-table was 58. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

<b>Variable</b>	<b>t-test</b>	<b>t-table</b>	<b>Comparison</b>	<b>Classification</b>
Post Test	116,0	2,042	t-test > t-table	Significant

Table showed that t-test value of posttest was greater than t-table value  $(116,0 > 2.042)$ . It meant that there was significance difference between the students' without ALM (Audio Lingual Method) using Mandarin movies on listening ability at SMAN 12 Bengkulu for eleventh grade students. It was show that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

From the analysis above, the writer concludes, there is a significant difference between the pre-test and post-test of the students' listening ability after giving treatment for teaching their ability through ALM (Audio Lingual Method) using Mandarin movies.

## DISCUSSION

In this part, I will discuss the result of this research about the the effect of ALM (Audio Lingual Method) using Mandalorian movies on listening ability. Freeman (2000: 37) states the Audio-lingual Method drills students in the use of grammatical sentence pattern. It indicates that the focus of this lesson is to improve students' target language communicatively. It helps students to know the word and can use it at daily communication because they get used to hear the audio. In this research, the researcher focused on the eleventh-grade students from SMAN 12 Bengkulu Utara as population and sample of the research

The first purpose of this study was the effectiveness of the use ALM (Audio Lingual Method) in Mandalorian movies on listening ability. Referring to the comparison between pre-test and post-test means of the experimental group that could be seen on the (appendix 1), there was an effect on the student score where the pre-test score was 71 and the post test score was 87. The improvement which was 15%. The data showed that used ALM (Audio Lingual Method) in Mandalorian movies on listening ability was effective to students' comprehension in the aspect of listening and remembering the world that they hear.

The finding also comparing to some previous studies related to this research. Nurdevi Bte Abdul (2016) "The Use Of Audio-Lingual Method In Teaching Listening Comprehension At The Second Year Students Of Smk Yapip Makassar Sungguminasa" The data 1 indicates students' mean score is 214 and it improves in data 2 to be 226. By calculating those scores, it shows the improvement from cycle 1 to cycle 2. It means that applying audio lingual in teaching could improve students' listening comprehension. (Abdul, 2013)he research above and finding research both showing improvement after applying the audio lingual method to the student listening ability.

There also Another study is by Fitri Rizki Rawanita (2018)"Using Animation Movies To Enhance Student's Listening Skill : A Comparative Study Between Using And Not Using English Subtitles" The result have significant difference between pre-test and post-test. After the writer give the treatment to experiment class, it can be seen that there is significant improvement from pre-test to post-test in T-test result. The experimental class get higher score in first meeting (76.71), second meeting (65.62), third meeting (75.96), fourth meeting (84.37), fifth meeting (94.21). this showing that after using a movie as media teaching there any improvement that happen even in second meeting have a low point compare to previous, but after all event di different is only one meeting, the result say the same that after applying the method student listening skill have improve.

## **CONCLUTION AND SUGESTION**

### **CONCLUSION**

Based on the result of the research and discussion in the previous chapter, it can be concluded about the effectiveness of ALM (Audio Lingual Method) using Mandalorian movies on listening ability at SMAN 12 Bengkulu Utara. It found that ALM (Audio Lingual Method) using Mandalorian movies on listening ability was good method to make the student to get used to hear a foreign language, It was show that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted, by using the method the student can more easy to learn English by using movie as media to learn.

## **SUGGESTION**

In the relation to the conclusion above the researcher point out some suggestion as following:

1. The ALM (Audio Lingual Method) using Mandalorian movies on listening ability can be implemented by the lecture in teaching listening because it was an alternative to improve the student ability in listening,
2. For the student this technic gave effect which can be improve their listening ability. Because the result in experimental class was higher than control class after the researcher treated student by using ALM (Audio Lingual Method) using Mandalorian movies,
3. It suggests this finding can be used as a reference by another researcher.

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