

# Implementing the Audiolingual Method on Students' English Grammar Capability and Learning Habits at Overseas Training Center Bali

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**ABSTRACT :** *The research intends to analyze the influence of the audiolingual method (ALM) on the students' English grammar capability and their learning habits. It used a descriptive qualitative research design, and employed qualitative observation as primary data, supported by pre-test and post-test results. The ALM, which aligns with the behaviorist theory, particularly operant conditioning, demonstrates positive effect. The findings indicate that the capability of students' English grammar is affected through the application of ALM and its techniques, supported with the reinforcement and punishment in operant conditioning applied during the classroom observations. The application of ALM's principles and the operant conditioning form the students' learning habits, and stimulate students' learning, and it is in line with behaviorism. Although a few students experienced a decrease in scores, most of students achieved better scores in the pre-test and post-test, as supporting findings. In general, the ALM effectively influences the students' English grammar capability and their learning habits.*

**KEYWORDS -** *Audiolingual Method, English Grammar Capability, Learning Habits*

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## I. Introduction

Many students communicate in English ungrammatically, and even a few students still get difficulty to construct sentences in English. The phenomenon of English grammar capability is still being a problem, not just for the students, but also for other people who are learning English. Ula et al. explain that the mastery of grammar can help the learners to have a good understanding when talking to other speakers especially native speakers [1].

Forming students' habits in learning and practicing the capability of students' English grammar through appropriate approaches can be a solution to solve the problems of English learning. Audiolingual method (ALM) is one of the approaches in language teaching and learning. Kakunta and Kamanga explain that ALM stresses the listening and speaking skills before the skills of reading and writing [2]. Understanding of words is not the focus, but it is on the acquisition of structures and patterns.

As stated by Brown [3], ALM is inspired by behaviorism principles, and influenced by a behavioral conditioning paradigm. Ideally the ALM give a good impact in affecting the capability of students' grammar in learning a language. For example, the studies by Agustin et al., Avazovna, Lin, Miao, Mulyono et al., Sukarman and Algiovana, Putra et al., and Suhartini have found that the drilling technique and ALM applied in those studies are effective to improve the students' vocabulary and grammar mastery [4], [5], [6], [7], [8], [9], [10], [11].

However, as cited by Mukminatien [12], ALM prioritizes structure and grammar over meaning, and requires memorization of grammar-based dialogues. That situation may decrease the students' motivation during the learning in the class, or in another word, they can get bored easily because of the memorization and repetition practices. Therefore, this current study does not focus on the students' vocabulary mastery, but focus on their grammar capability to avoid boredom. It can be supported with a few techniques employed in the class.

It is clear that the current research is very important to do, and it has its novelty regarding the problem and its analysis. It examines the impact of ALM on students' English grammar capability their learning habits, analyzes the teaching and learning process through classroom observation during the implementation of the approach, and supports the findings with pre-test and post-test data. This current study also addresses different application in the classroom. A few techniques of ALM are used incorporated to make the classroom atmosphere still lively, and the students can be still encouraged and enthusiastic in the classroom activities.

Obviously, the study seeks to analyze the capability of students' English grammar and their learning habits through audiolingual method (ALM), as well as the teaching and learning process. This study aims to help teachers, instructors, and lectures and even researchers in the area of teaching and learning a language, particularly English. It aims to help them in teaching students through appropriate approach to influence the capability of students' English grammar.

## **II. Methods and Theoretical Framework**

### **2.1 Methods**

This study employed a descriptive qualitative research design. Based on Johnson and Christensen [13], qualitative research reckons fundamentally on the qualitative data collection, and it is utilized to describe and understand a phenomenon, and aims to learn more about it. The research was conducted at the college of Overseas Training Center Bali (Klungkung), and it was done in 8 meetings, for collecting the data. The research employed qualitative data (observation) as the main type of data, and it was supported by quantitative data (pre-test and post-test).

In collecting the observation data, the researcher took the role of participant-as-observer who spent extended time with the group as an insider and told members (students) that they were being studied. Regarding the technique, the researcher recorded a few points of the learning activity in the field notes. The researcher did not take detailed notes during the observation, the classroom interactions were recorded in audio format. These recordings were later transcribed and used to reconstruct the field notes to ensure accuracy of the observed behaviors.

The test data was collected before and after the classroom activities. The results of the tests administered were used as supporting data only. The pre-test was conducted before the the approach of teaching and learning was impenetated, and the post-test was given at the end of the meeting schedule. The kind of the test was grammar test that consisted of 20 items of multiple choice. The questions were about the materials given, namely "Daily Conversation about Present Condition and Activity". The test was edited before they got the post-test, but the topic was still same.

The researcher employed qualitative method to analyze the data. The observation and the test data were both interpreted and described. Regarding the observation data, the researcher elaborated the fundamental features of the phenomena observed during the class, The data was described connected with the theoretical framework used, namely the behaviorism (operant conditioning) with audiolingual method's principles. The test data were analyzed statistically (in simple table form) to support the primary qualitative findings. Additionally, the results of the data analysis were presented both formally (in tables) and informally (in descriptive form).

### **2.2 Behaviorism**

Behaviorism, particularly operant conditioning, serves as a theoretical framework in this study. This study refers to the theory from Skinner [14], supported by explanations from another relevant researcher. There are several key points of the theory adopted and described, as follows.

1. Behavior refers to what is being done by an organism or what is being observed by another organism to be done. It is part of the function of an organism that is engaged in action to interact with the outside world.
2. This theory is well known with the terms of stimulus, response, and reflexes. Stimulus is a given part of behavior may be induced at will or according to certain laws by a modification in part of forces or environment that affects organism, and response is correlated part of the behavior. Reflexes are the demonstration of the relationships in the description of behavior. It is an analytical unit that makes an investigation of behavior possible.

Skinner explains some points in this theory regarding operant conditioning as the part of behaviorist theory, such as reinforcement and conditioning [14]. Reinforcement is a class of reflexes which are conditional upon a certain operation performed upon the organism. The changes in strength effected by reinforcement continue after the reflex has been acquired and after the distinction between innate and acquired has become trivial. The important thing in this aspect is the process of conditioning. The change in strength is called conditioning, and the study of it is not the study of a kind of reflex.

Conditioning is the study of the operation of reinforcement and its effect upon reflex strength. The operation of reinforcement is implied as the presentation of a certain kind of stimulus in a temporal relation with either a stimulus or a response. A reinforcing stimulus is defined as such by its power to produce the resulting change. Some stimuli are found to produce the change, others not, and they are classified as reinforcing and non-reinforcing. A stimulus may possess the power to reinforce when it is first presented that is when it is usually the stimulus of an unconditioned respondent, or it may acquire the power through conditioning.

Based on the theory of B.F. Skinner regarding the operant conditioning, McLeod explains that there are three types of responses or operant that can follow behavior, such as reinforcers that increase the likelihood of the behavior being repeated, punishers which decrease the likelihood of the behavior being repeated, and neutral operants that have no effect on the future likelihood of the behavior [15]. He also explains simply about reinforcement and punishment. The types can be seen below, as follows.

1. Positive reinforcement

In this type, a behavior is reinforced, and followed by rewarding stimulus. It increases the likelihood that the behavior will be repeated. For instance, a student gets the first rank in the class, he or she receives rewards [15].

2. Negative reinforcement

It involves the removal of an unpleasant stimulus. A behavior is followed, which strengthens that behavior. In other words, negative reinforcement increases the likelihood of a behavior since it helps a person or animal escape or prevent discomfort. For example, a student is very active in the class, and he or she does not need to do homework from teacher [15].

3. Positive punishment

It involves adding something unpleasant immediately following a behavior to decrease the likelihood of that behavior happening in the future. It aims to weaken the target behavior by associating it with undesirable consequence. For example, a child receives scolding from his or her parent immediately after hitting his or her sibling to decrease the likelihood of doing that behavior again [15].

4. Negative punishment

It involves removing something rewarding immediately following a behavior to decrease the likelihood of that behavior happening in the future. It aims to weaken the target behavior by taking away something the individual enjoys. For instance, A kid loses his or her video game privileges for not completing his or her chore to decrease the likelihood of the kid neglecting his or her chores in the future [15].

### **2.2.1 Audiolingual Method as an Approach of the Behaviorist Theory**

Some statements from the experts and researchers prove that audiolingual method (ALM) is an approach of behaviorism, or in other words, the behaviorist theory is the basis of ALM. ALM is inspired by behavioristic

principles, and it is a method of language teaching emerged in the last century of language teaching [3]. He also states that operant conditioning models provides the perfect rationale for the imitation drills and pattern practices, so typical of audiolingual methodology.

ALM is a language teaching method, which places a strong emphasis on pattern drills, oral production, and conditioning through repetition. Supporting by Larsen-Freeman [16], ALM is an oral-based approach, and it drills students in the use of grammatical sentence patterns. Based on Larsen-Freeman [16], there are some principles of ALM, as follows.

1. Through the ALM, students are expected to be able to use the target language communicatively. There are some ways can be done, such as students need to overlearn the target language, to learn and use it automatically without stopping to think. By forming new habits in the target language, the students can achieve the goal of the teaching and learning [16].
2. Teacher controls and directs the language behavior of students. The teacher provides the students with a good model for mimicry, and the students are imitators of the teachers' model [16].
3. In this principle, new vocabulary and structural patterns are presented through dialogs, and the dialogs are learnt via imitation and repetition. Some kinds of drilling technique such as repetition, backward build-up, chain, substitution, transformation, and question-answer can be conducted based upon the patterns available in the dialog. The successful responses of the students are positively reinforced [16].
4. In chain drills or when students take different roles in dialogs, there is student to student interaction, but the interaction is based on the teacher's instruction. Most of the interaction is between the teacher and the students, and it is initiated by the teacher [16].
5. There are no principles of ALM that relate to the students' feelings [16].
6. ALM is affected by descriptive linguists according to the view of language. In the ALM, habitual speech is emphasized, and the culture consists of the daily behavior of the target language speakers [16].
7. In this principle of ALM, vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns. The natural order of skills presentation is adhered to the skills of listening, speaking, reading, and writing, and the oral skills receive most of the attention [16].
8. The target language is used in the classroom, not the students' native language because the habits of the students' native language are thought to interfere with the attempts of the students to master the target language [16].
9. Each question on the test (pre-test or post-test) should focus on one point of the language at a time. For instance, students might be asked to distinguish between words in a minimal pair, or to supply an appropriate verb form in a sentence [16].
10. In the principle of ALM, students' errors are avoided if at all possible through the awareness of the teacher regarding the students' trouble and limitation about what they are taught to say [16].

Some techniques of drilling technique under ALM approach are stated by Larsen-Freeman [16]. A few techniques are explained in this current study.

1. Dialog memorization

Students memorize the dialogue (between two people) through mimicry, and one of the ways of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialog has been memorized, pairs of individual students might perform the dialog for the rest of the class [16].

2. Repetition drill

This drill is frequently used to teach the lines of the dialog. Students are asked to repeat the teacher's model as accurately and as quickly as possible [16].

3. Chain drill

Teacher begins the chain by greeting a particular student, or asking a question. That student responds, then turns to the student sitting next to him or her, and the chain continues until the end [16].

4. Backward build-up (expansion) drill

This drill is used when a long line of a dialog is giving students trouble. Teacher breaks down the line several parts, and the students repeat a part of the sentence. Then following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible [16].

5. Single-slot substitution drill

The main purpose of this drill is to give students practice in finding and filling in the slots of a sentence. Teachers say a line from a dialogue, the teachers say a word phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place [16].

6. Transformation drill

Teacher gives students a certain type of a sentence pattern, such as a positive sentence, and the students are asked to transform the sentence into negative or interrogative forms [16].

### **III. Findings and Discussion**

#### **3.1 Findings**

The results indicate that the audiolingual method (ALM) with a few techniques combined during the classroom activities influence the students' English grammar capability, and their learning habits, including the participation and motivation to study. The findings of the study are divided into two sections. The first is the results of qualitative observation, and the second is the results of pre-test and post-test as supporting findings.

##### **3.1.1 Results of Qualitative Observation**

###### **Meeting 1**

The meeting began with praying and greeting, and the instructor (the researcher) briefed the students about the English only rule and the positive-negative points system applied during the teaching and learning process. The instructor employed three techniques of ALM, namely repetition drill, chain drill, and transformation drill. The instructor directed and controlled the situation of the class, gave corrections and feedback regarding the patterns of structures, pronunciation, intonation, and accuracy. The instructor provided compliments during the drills. The material given in this meeting was "Daily Conversation 1 (Sentences using Present Condition)".

During the repetition drill, the students imitated and repeated the utterances from the audio while reading the material displayed on the screen. The instructor noticed a few students were quiet during the repetition drill, and noticed them taking notes, therefore the instructor gave them admonition. They finally repeated the utterances in unison.

During the chain drill, many students had difficulty in asking and answering the questions given. They made grammatical errors and wrong pronunciation. They paused and hesitated when getting immediate correction, but some students were able to answer the questions properly. Although the instructor implemented the English only rule, a few students were observed speaking another language, and consequently earned minus points.

Many students smiled and raised their hands during the transformation drill. The students participated actively when receiving positive points. Even though they frequently made mistakes, they remained trying to transform the sentences.

###### **Meeting 2**

The instructor (the researcher) provided a short review about the previous material, and informed the students about the current material, namely "Daily Conversation 2 (Sentences using Present Activity)", different from the previous meeting. The instructor reminded them especially about the rule of English only. The instructor still employed same three techniques of ALM, namely repetition drill, chain drill, and transformation drill. The instructor still directed and controlled the situation of the class, and gave corrections and feedback regarding the patterns of structures, pronunciation, intonation, and accuracy. Compliments were still provided.

In this meeting, the students also imitated and repeated the utterances from the audio while reading the material displayed on the screen during the repetition drill. Compared to the previous meeting, no students were observed being quiet or taking notes. They repeated the utterances simultaneously. They still constantly received corrections after repeating the sentences and dialogs uttered.

When having the chain drill in this meeting, the students were given time to prepare. Most students performed well and confidently, but a few students still had difficulty in asking and answering questions. They made grammatical errors and wrong pronunciation, and then got immediate corrections. They were also encouraged to practice regularly. However, the students could participate in the drill better than the drill in the previous meeting. No students earned negative points regarding the English only rule.

During the transformation drill, the students still participate actively. Many students smiled and raised their hands in having the drill. They were given positive points when they could answer the questions correctly. In this meeting, only one student was observed speaking another language. Two students were absent due to illness, but they remained getting negative points and video assignment.

### Meeting 3

The instructor (the researcher) still provided a short review about the previous material, and informed the students about the current material, namely "Daily Conversation 3 (Sentences using W/H Questions and Present Condition and Activity)", incorporated with a topic using W/H questions. The instructor did not remind them of the rules in the class. Compared to the previous meetings, the instructor employed repetition drill, and two new techniques, namely dialog memorization and question-answer drill. The instructor still directed and controlled the situation of the class, and gave corrections and feedback regarding the patterns of structures, pronunciation, intonation, and accuracy. Praise was still provided by the instructor.

During this repetition drill, the students still imitated and repeated the utterances from the audio while reading the material displayed on the screen. They practiced repeating some questions using W/H questions with the answers in affirmative sentences in more realistic conditions and activities. A few students did not focus on imitating and repeating the sentences, so they received admonition. The situation returned to normal, and they performed well. Different from the previous meeting, the students were divided into two groups in repeating the dialogs uttered.

In the dialog memorization drill, the instructor chose partners for the students to practice with, and gave them time to prepare dialogs they wanted to perform. The students were encouraged to try the practice with more positive points, three points for the first five groups, and then a few students raised their hands. During the drill, some students performed the practice well, but a few students experienced difficulty in asking and answering questions, and many corrections were given. Few students were observed talking in another language while preparing.

During the drill of question-answer, the students are asked to answer the questions given correctly. They could earn positive points when the answers were complete and in good structures. They were asked to answer the questions given without reading book to practice their capability. The students participated the drill actively and enthusiastically. In this meeting, three students were absent due to illness and schedule from campus to make passport.

### Meeting 4

The instructor (the researcher) still provided a short review about the previous material, and informed the students about the current material, namely "Daily Conversation 4 (Sentences using W/H Questions and Present Condition and Activity)", similar to the previous meeting but included additional kinds of W/H questions. The instructor did not remind them of the rules in the class. The instructor still employed the same techniques, namely repetition drill, dialog memorization, and question-answer drill. The instructor still directed and controlled the situation of the class, and gave corrections and feedback regarding the patterns of structures, pronunciation, intonation, and accuracy. Compliments were still given by the instructor.



In this repetition drill, the students still imitated and repeated the utterances from the audio while reading the material displayed on the screen. They still practiced repeating some questions using W/H questions with the answers in affirmative sentences in more realistic conditions and activities. They were asked to speak up since a few students were observed being quiet. The students were divided into two groups in repeating the dialogs uttered. In general, they participated in this drill simultaneously and more confidently in this meeting. A student was observed speaking another language.

During the dialog memorization drill, the students were still encouraged to try the practice with more positive points. In this meeting, they participated in the practice more confidently as many students raised their hands for the practice. They were still stimulated with the positive points system, and they performed the dialogs better than in the previous meeting. However, few students were still observed speaking another language.

The students are still encouraged to answer the questions given correctly in this question-answer drill. When the answers were complete and in good structures, they also received positive points. The students participated in the drill actively and enthusiastically. The instructor noticed that some of them were really encouraged to try answering the questions given. All students were present in this meeting, therefore no negative points were given due to their presence.

#### Summary of the Qualitative Observation Findings

In total, five drilling techniques of the audiolingual method (ALM) were employed. The techniques consisted of repetition drill, chain drill, transformation drill, dialog memorization drill, and question-answer drill. Among these drills, repetition drill was the only one technique used consistently from the first to the last meeting, in which the students were encouraged in imitating and repeating the provided utterances.

During the drills, the instructor consistently directed and controlled the classroom activities, provided corrections and feedback regarding the structural patterns, pronunciation, intonation, and accuracy. The instructor remained providing compliments. In addition, the English only rule and the positive-negative points system were applied consistently in the teaching and learning process. Constantly, the students participated in the drills actively and enthusiastically.

Some changes occurred during the teaching and learning process. Although the topic of the materials remained similar, the contents were different from the first to the last meeting. In having the drills, the students performed more confidently, especially when they participated in the transformation drill and question-answer drill. During the repetition drill, all of the students eventually repeated the provided utterances in unison and more confidently.

They gradually made fewer minor mistakes from the first to the last meeting. In the second meeting of the chain drill, they performed better. A similar pattern occurred with the dialog memorization drill in the third and the last meeting, which they performed better, compared to the previous meeting. They also showed better participation since all students were present in the last meeting.

Although the instructor implemented the English only rule, a few students were observed speaking another language, and consequently earned negative points. They also still had difficulty in having the drills, especially related to their accuracy and pronunciation. A few students were observed being quiet and unfocused momentarily during the repetition drill. Additionally, the students still received corrections during the drills, as they remained making mistakes.

In general, the students participated in the drills actively, and they performed more confidently. The drills encouraged their motivation to study, as they were also stimulated with positive points. The positive point system really helped the teaching and learning process. Although they did errors and received corrections, they still tried to perform and answer the given questions. In addition, no many students were absent and observed being speaking another language. The observation during the teaching and learning process showed that the drills and the system improved their confidence and English learning habits.

#### 3.1.2 Results of Pre-Test and Post-Test

According to the pre-test results, many students earned scores below 50. However, in the post-test the students achieved better scores, mostly they earned more than 50. Detailed information of the pre-test and post-test results can be seen below, as follows.

Table 1. Pre-Test and Post-Test Results

<b>Data of Grammar Test (Multiple Choice)</b>			
<b>No</b>	<b>Name</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	ST1	60	65
2	ST2	40	35
3	ST3	70	50
4	ST4	45	55
5	ST5	50	35
6	ST6	20	55
7	ST7	45	50
8	ST8	25	60
9	ST9	25	50
10	ST10	50	65
11	ST11	35	55
12	ST12	35	70
13	ST13	45	90
14	ST14	25	40
15	ST15	45	45
16	ST16	55	55
17	ST17	35	40
18	ST18	30	60
19	ST19	55	65
20	ST20	50	65
21	ST21	40	60
22	ST22	35	60
23	ST23	35	35
24	ST24	40	60
25	ST25	30	25
26	ST26	65	60
<b>Average</b>		<b>41.73</b>	<b>54.04</b>

The table 1 shows that the average of the pre-test results is 41.74, lower than the post-test results, with an average of 54.04. Therefore, the gain of the average is 12.31, showing the students achieved better scores in the post-test on average. The highest score of the pre-test is 70, and the lowest is 20, and the range is 50. Meanwhile, in the post-test, the highest is 90, and 25 is the lowest score, so the range is 65.

The results show that 18 of 26 students improved their scores, and 3 students experienced unchanged scores from the pre-test to the post-test. Whereas, 5 students showed a decrease in their scores. Clearly, based on the average, their scores improved from 41.74 in the pre-test to 54.04 in the post-test.

### 3.2 Discussion

The findings are analyzed and interpreted through the behaviorist theory of operant conditioning and ALM's principles. The results of the qualitative observation and the tests indicate that the audiolingual method (ALM) approach affects the students' English grammar capability and their learning habits. Compared to the previous studies, this current research analyzes and discusses the data in more detailed using the theory and the principles applied in this study.



### **Students' Habits Formation**

The change of the students' behaviors and their responses from the first to the last meeting indicates that it is in line with the behaviorist theory. As stated by Skinner [14], behavior is something which is observed by organism. In another word, behavior is observed or learnt by students or other people, and it forms habits. During the teaching and learning process, the students were encouraged to imitate and repeat the given utterances, and they were asked to follow the rules applied in the classroom.

The behaviorism is well known with the terms of stimulus and response. The rules and the frequent behaviors followed by the students during the teaching and learning process influenced their English learning habits. The rules helped to stimulate their behaviors of emitting responses. Then, their frequent behaviors formed their habits in learning English. The students performed better from the first to the last meeting, and they gradually made minor mistakes. They also performed more confidently in having the drills.

Employing the principles of the audiolingual method (ALM) was also really helpful to form the students' habits of learning English. They were encouraged to use English only during the teaching and learning process. It is in line with the principle of the ALM, which emphasizes the use of the target language rather than the students' native language, as stated by Larsen-Freeman [16]. No many students were observed speaking another language in the classroom. It can be interpreted that this principle can influence the students' habits formation in using English.

The instructor directed and controlled the language behavior of students. Related to the principle of ALM as stated by Larsen-Freeman [16], by forming new habits in the target language, the students could achieve the goal of the teaching and learning. The corrections given during the drills trained the students' habit of English conversation by focusing on their accuracy of grammar and pronunciation. The interaction between student to student was based on the instructor's instruction as explained by the principle of the ALM.

Their habit of repeating the provided utterances became better and more confident from the first to the last meeting. They gradually made minor mistakes especially regarding their pronunciation and structural patterns use. It reflects the principle of the ALM, which forms their English habits. As stated by Brown [3], the ALM is a language teaching method that places an extremely strong emphasis on oral production, pattern drills, and conditioning through repetition.

### **Reinforcement during the Teaching and Learning Process**

In line with the operant conditioning as the part of the behaviorist theory, the students emitted responses, and the responses were maintained or learnt by reinforcement. The reinforcement in the operant conditioning also forms the students' habits in learning English. It aligns with the stimulus-response terms of behaviorism. The system of positive-negative points reinforced them in English learning habits, and it functioned as stimulus. It stimulated the students to emit responses, and encouraged them to study in the classroom.

During the teaching and learning process, two kinds of reinforcement in operant conditioning were employed to stimulate the learning habits. The first was positive reinforcement, and the second was positive punishment. In the positive reinforcement, the students were provided positive point system and compliments. Then, in the positive punishment, they were given negative point system. The given stimulus really helped the teaching and learning process remained lively.

The researcher noticed that the students were positively reinforced to study. It was in line with the principles of positive reinforcement and positive punishment. The students received positive points when they were active and able to answer the questions properly, and it functioned as positive reinforcement. It stimulated them to be more active and motivated. The classroom's atmosphere was lively and fun due to the application of this reinforcement. It indicates that the positive reinforcement is really helpful applied in the classroom.

The given praise stimulated the students to be more motivated in forming their learning habits. It also functioned as positive reinforcement. They can be more confident when they received compliments. Whereas, the students earned negative points when they were absent and observed speaking another language, functioning as

positive punishment. Only few students were ever absent and observed talking in another language. It indicates that the positive punishment helps to stimulate their participation and English habit.

#### **Drilling Techniques Effectivity**

The techniques of the audiolingual method (ALM) used in this meeting were employed in line with the concept of operant conditioning on positive reinforcement and positive punishment. In employing the techniques, the teaching and learning process reflected the principles of the ALM. The students repeated the given utterances to reinforce their habits of forming structures in English., and the instructor controlled their language behaviors. They were also encouraged to use English only.

The drilling techniques employed during the teaching and learning process affected the students' learning habits, and influenced their motivation to study. Their English capability was also influenced better. The general improvement in scores (see table 1) indicates that the drilling techniques contributed effectively in their capability of English grammar. In average, they gained better scores from the pre-test (41.73) to the post test (54.04) also due to the application of the principles of the ALM.

The pre-test and the post-test were used to examine the effectivity of the drilling techniques applied during the meetings. Many students showed increasing scores, and they performed better in the drills from the first to the last meeting. The improving scores could be caused by the frequent drills and their learning habits. It made them remember the structural patterns, and train their pronunciation. The findings support the ALM's principles that the students can achieve the goal of the teaching and learning by forming new habits in the target language.

#### **Score Decline**

During the classroom observations, a few students did not follow the teaching and learning process well. They were observed losing focus and quiet for a period of time. They were also observed speaking another language. Those things might cause the students' capability decrease. As stated by Larsen-Freeman [16], students can achieve the goal of the teaching and learning by forming new habits in the target language. Therefore, if the students did not stay focused and not consistent to use English, it could affect their habits and capability.

The decline in scores from the pre-test to the post-test was experienced by 5 students only from total of 26 students. The researcher did not observe those 5 students accurately whether they were not focused or not persistent using English during the meetings. If they show those behaviors, they would get decreasing scores. However, if they did not display the behaviors of speaking another language, not focused, or quiet, the results could be caused by different factors, like their understandings and other factors during the test.

Although few students experienced a decline in scores, the operant conditioning of reinforcement and punishment remained employed during the meetings, and successfully stimulated their habits of emitting responses. In addition, few students were ever absent, or in another word, they did not follow the class and the materials. However, they were given positive punishment in operant conditioning, namely negative points and video assignment. It reinforced them to keep practicing, and most of them did not get decreasing scores of the test.

#### **Generalization of Findings**

Overall, the analysis indicates that the audiolingual method (ALM) with its drilling techniques significantly influence the students' capability and the formation of their learning habits in English. The ALM applied in this study aligns with the behaviorist theory, particularly operant conditioning. The students' positive responses during the meetings show that they were stimulated through the reinforcement and punishment in operant conditioning, which formed their learning behaviors.

Their English grammar capability also improved using the implementation of the ALM. It was examined through the test results. A few students experienced a decrease in scores, but many students achieved better scores. In general, the findings suggest that both the students' English grammar capability and their learning habits can be influenced and improved through the ALM as an approach of the behaviorist theory. Operant conditioning as

the element of behaviorism effectively supported the teaching and learning process through the application of the ALM.

#### IV. Conclusion

The study aims to analyze the impact of the audiolingual method (ALM) on the students' English grammar capability and their learning habits, along with the process of teaching and learning. It finds that the ALM approach with its techniques significantly influence the students' learning habits, and generally improve their capability of English grammar. The research also identifies that the reinforcement and punishment in operant conditioning supports the application of the ALM during the process of teaching and learning.

The findings reflect the principles of the ALM, and aligns with the behaviorist theory, particularly operant conditioning. The behaviorism is the basis theory of the ALM, and operant conditioning is the element of the behaviorist theory. The results show the students' behaviors and responses are stimulated through the reinforcement and punishment, which help the ALM. The application of the ALM evidently forms the students' learning habits during the teaching and learning process.

The study is limited on several things. The research investigates one class only in finding the effectivity of the ALM, and no detailed observation is taken regarding the students who get decreasing scores. Therefore, the study suggests the next researchers to take detailed notes in doing the classroom observations. It is recommended that the next researchers can investigate more than one class in terms of English grammar capability through the ALM. It recommends the teachers or other stakeholders to employ the ALM approach with different techniques and system regarding the reinforcement and punishment.

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