

# **The Effect Of Using Audio Lingual Method In The Listening Comprehension Of Grade Ten Students Of SMA Swasta Kampus Nommensen Pematang Siantar**

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## **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan penggunaan metode audio lingual dalam pemahaman mendengarkan siswa kelas sepuluh SMA Swasta Nommensen Kampus Pematang Siantar. Selain itu, tujuan dari penelitian ini adalah untuk membuat para guru mempertimbangkan metode yang tepat yang dapat diterapkan oleh mereka di kelas untuk mengajar siswa tentang pemahaman mendengarkan. Oleh karena itu, guru harus memperhatikan metode yang tepat yang dapat digunakan untuk mencapai indikator pemahaman mendengarkan secara maksimal. Tujuan lain dari penelitian ini adalah untuk membantu siswa dalam memahami materi pemahaman mendengarkan dengan menggunakan Metode Audio Lingual dan untuk menghibur mereka dengan berbagai cara mengajar dalam proses pembelajaran dengan memberikan mereka musik atau hiburan pendidikan lainnya untuk meningkatkan motivasi mereka dalam belajar dan membuat mereka tertarik mendengarkan materi untuk mencapai kebiasaan baik dari proses pembelajaran di kelas yang merupakan tujuan utama Metode Audio-Lingual. Penelitian ini merupakan penelitian kuantitatif dengan bentuk desain eksperimen. Penelitian ini melibatkan dua variabel; terdapat variabel bebas yaitu Metode Audio Lingual (X) dan variabel terikat yaitu pemahaman menyimak siswa (Y). Dalam penelitian ini peneliti menggunakan teknik purposive sampling untuk memilih sampel, dan memutuskan kelas X-3 sebagai Kelas Eksperimen dan X2 sebagai Kelas Kontrol menjadi sampel penelitian ini dimana jumlah siswa dalam kelas tersebut adalah 30 siswa. Peneliti juga menggunakan instrumen penelitian yang terbagi menjadi dua instrumen yaitu cetak biru instrumen dan kalibrasi instrumen. Peneliti menggunakan Tes, observasi, dan dokumentasi sebagai metode pengumpulan data. Setelah menghitung rata-rata dan simpangan baku kedua kelas, peneliti menggunakan rumus uji-t, hasilnya uji-t harus lebih tinggi dari t-tabel dengan taraf signifikansi 5% ( $2,265 > 1,680$ ). Berdasarkan temuan penelitian, peneliti menyimpulkan bahwa hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Jadi, dapat disimpulkan bahwa penggunaan metode audio lingual berpengaruh terhadap pemahaman mendengarkan siswa kelas sepuluh.

**Kata kunci:** audio lingual; mendengarkan; pemahaman mendengarkan

## **Abstract**

*The aim of this research is to find out whether there is a significant effect of using the audio-lingual method on the listening comprehension of tenth grade students at Nommensen Private High School, Pematang Siantar Campus. In addition, the aim of this research is to make teachers consider appropriate methods that they can implement in the classroom to teach students about listening comprehension. Therefore, teachers must pay attention to the appropriate methods that can be used to achieve maximum listening comprehension indicators. Another aim of this research is to help students understand listening comprehension material using the Audio Lingual Method and to entertain them with various ways of teaching in the learning process by providing them with music or other educational entertainment to increase their motivation in learning and creating. they are interested in listening to the material to achieve good habits from the learning process in the classroom which is the main goal of the Audio-Lingual Method. This research is quantitative research with the form of an experimental design. This research involves two variables; there is an independent variable, namely the Audio Lingual Method (X) and a dependent variable, namely students' listening comprehension (Y). In this*

*research, the researcher used a purposive sampling technique to select the sample, and decided class X-3 as the Experiment Class and X2 as the Control Class to be the sample for this research where the number of students in the class was 30 students. Researchers also use research instruments which are divided into two instruments, namely instrument blueprints and instrument calibration. Researchers use tests, observation, and documentation as data collection methods. After calculating the average and standard deviation of the two classes, the researcher uses the t-test formula, the results of the t-test must be higher than the t-table with a significance level of 5% ( $2.265 > 1.680$ ). Based on the research findings, the researcher concluded that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. So, it can be concluded that the use of the audio lingual method influences the listening comprehension of tenth grade students.*

**Keywords:** Audio Lingual; Listening; Listening Comprehension

## INTRODUCTION

Language is a mode of communication intended to convey messages or ideas to audience. The listener or another individual can comprehend what the speaker intends to convey through the language utilized (Antoniak, Mimno, & Levy, 2019). Humans need to learn language to convey their intension or opinion to others in a community. One of the most commonly used languages in the world and being an international language is English. Learning English is very important because when we learn English, as we travel from country to country, we will be able to easily adapt and speak to anyone. In fact, extending our affiliation to the world certainly is our key asset. English is also the main business language and it has become almost a requirement for people to speak English if they want to join a global workforce (SUMARDI & NUGRAHANI, 2021).

Numerous experts have endeavored to establish an appropriate expression for the utilization of English in varied contexts, with Ahulu (1977) labeling it “General English,” McArthur (1987) identifying it as “World Standard (Spoken) English,” and Crystal (1997) referring to it as “Global Language” since it has taken on a significant role. House (1999), Seidlhofer (2001), and Jenkins (2007) have also referenced the concept of “English as a Lingua Franca.” Moreover, experts including Widdowson (1997), Modiano (1999), and Jenkins (2000) have acknowledged English as a universal language. Out of all the terms available, the most frequently employed include “English as a global language”, “English as a lingua franca”, and “English as an international language”.

In this context, it is proper to mention that English merits location of an international reputé as a way to fulfill the desires of humans that stay in diverse areas all over the world by using different languages (Park, 2022). English is a conversation device to unify. Billions of humans round the world use English as first language. In indonesia, English as foreign language taught by schooling segment, starting from kindergarten until university (Zulfikar, Nidawati, Khasinah, & Mayangsari, 2020).

To develop their English communication abilities, learners must attain proficiency in four vital language skills. Beginning to understand language effectively commences with the act of attentive listening. The significance of listening in English education lies in its ability to facilitate learners in effectively reacting to auditory stimuli. According to Helgesen in Nunan (2003), “Listening is active process by people to understand and respond to what they hear” (Aimah, Rukmini, Saleh, & Bharati, 2020).

According to Slamet (2009), the act of listening is regarded as a receptive endeavor that engages both auditory and visual senses in a conversation. Moeliono, as cited by Slamet (2009), defines listening as the act of attentively absorbing spoken or written words. Similarly, Tarigan (2009) describes listening as a meticulous process of fully comprehending spoken language, wherein the listener interprets verbal symbols to gather information, capture the intended message, and grasp the underlying meaning conveyed by the speaker (Sari, 2020).

According to Hamouda (2013), the acquisition of comprehensible input relies on the mastery of listening skill. The process of learning cannot take place without receiving proper input. Hence, it is crucial to emphasize the importance of comprehension in listening. Additionally, Gilakjani and Ahmadi (2011) assert that listening holds a pivotal role in effective communication and is, in fact, the most significant among all English language abilities (Pham, 2022).

According to Gilakjani and Sabouri (2016), listening comprehension is a dynamic process that requires active engagement from the listener in order to construct meaning. This involves the ability to discern sounds, draw upon prior knowledge, utilize grammatical structures, interpret stress and intonation, and interpret various linguistic or non-linguistic cues. Additionally, Nadig (2013) highlights that listening comprehension encompasses a multitude of cognitive processes that involve grasping the nuances of spoken language, including the ability to recognize speech sounds, comprehend the meaning of individual words, and understand the structure and arrangement of sentences (Erkinovna, 2021).

According to these opinions, it could be deduced that listening comprehension is process that is carried out intentionally and calls for interest by listener which will recognize content material and goals conveyed by the speaker. According to Hamouda (2013), EFL learners face serious troubles in listening because school best be aware of grammar, reading and vocabulary. Further, he emphasised that comprehending verbal language is a hard interest for learners. They face quite a few problems after they concentrate to a language (Obidovna, 2022). In order for teachers to support learners in enhancing their ability to comprehend auditory information, they must overcome their own listening challenges and provide effective techniques to address listening difficulties.

In Indonesia, curriculum of 2013 has been administered nationally in first two grades in each stage of high school and primary school in 2014. "The reason of curriculum 2013 as stated is to put together beginners to have ability and competence as citizens who are faithful, efficient, innovative, and able to make a contribution to society, state, and mankind lifestyles." (Permendikbud No. sixty eight, 2013).

Curriculum of 2013 is learner-targeted that is standardized by means of the government to purpose lifestyles skills. To assist the demand of studying method on this curriculum, Abidin (2014) states "there are five steps of learning that should be performed, inclusive of (1) observing scientifically, (2) growing intellectual curiosity via wondering, (3) building crucial wondering, (4) experimenting, and (5) speaking." This curriculum gives learners incorporated substances to actively take part within the system of learning (Altinyelken & Le Mat, 2018).

Each school has learners with unique capabilities, especially listening. Therefore, learning method is needed to allow them to listen and understand the lesson. One of methods used in learning listening is audio lingual model. Audio lingual approach is an effective teaching strategy for second language acquisition, which places emphasis on comprehensive development of listening, speaking, reading and writing skills (L. Gabrielsen, Blikstad-Balas, & Tengberg, 2019). This is mainly derived from principles of behaviorism. In language coaching for non-native speakers, there is a teaching approach that acknowledges capacity of living beings to develop positive attributes through a reward system. This technique prioritizes oral communication over written expression by implementing a reinforcement system that reinforces listening and speaking skills. This approach involves mainly conversational and drill exercises, as well as pattern practices for exercising.

Audio lingual method is a method that has developed all through global warfare. The United States' participation in 2nd World War had extensive effect on teaching English there. To facilitate government with fluent speakers (in Japanese, French, Chinese, German, Malay, Italian), code-room assistants, interpreters, and translators, particular training program was needed.

The American government has tasked universities with the responsibility of expanding their foreign language programs specifically for the benefit of U.S. military. Consequently, the formation of "ASTP Army Specialized Training Program" came to fruition in year 1942. This program involved 55 universities in year 1943. The army method emerged as a response to Grammar translation approach for teaching foreign languages. Although this approach has been utilized for centuries, learners require a significant amount of time to master conversational proficiency in desired foreign language. The audio lingual approach was the primary method of teaching foreign languages in the United States between 1947 and 1967 (Stewart & Ivala, 2017).

With an extra progressive method, the audio lingual method is capable of gaining communicative competence quicker. This idea is based on the behavioristic principle developed by Skinner. It is well known that behaviorists agree that language learning is largely a matter of habituation and dependancy formation. With mindset that the crucial element in mastering process is stimulus and response and reinforcement. Thus, in the world of language learning, the idea has given beginning to an audio lingual method that offers a lot of repetition. They trust that if learning language is executed by means of repetition, then the language competence will be obtained. In audio lingual method, teachers' role may be very dominant because they are the persons who choose the form of stimulus, affords punishment, reward and reinforcement, material, and the way to teach it.

The task of teachers has become easier because of the development of technology. Teachers can get listening material within minutes. They also can easily download listening materials from internet. As a result, the use of audio- visual aids in teaching listening skill has increased significantly (Ningsih, 2020).

In modern language teaching and learning, listening had not receiving enough attention for years. Due to the development of technology these days, listening has gained its active and communicative value. The various listening tools can give the benefit to the teachers, such as help

the teacher to shows tasks in the classroom and to improve students' listening comprehension. Bringing technology into the classroom begins when it is used by the teacher in meaningful and relevant ways to prepare lessons. Technological aids should support the teaching-learning process. Technology should assist the teacher in creating a collaborative learning environment (Fitria, Revita, & Asri, 2019).

In learning and teaching activities, media has an important role. Media can help students in learning listening. Moreover, media can help students to achieve instructional objectives that has been set before. Media also can help the teacher to transmit information and deliver message to students. Students will be active in captivating the materials and motivate them to follow teaching-learning activities by using the media. A good atmosphere should be created by the teacher to engage students' interests. The use of audio visual aids as a media in the classroom can assist the teacher to create a good atmosphere.

While learners start to learn language, they will listen to word in repetition before able to realize and to say it. Listening is inseparable with English learning in school. Thus, listening comprehension is crucial to enhance learners to study English. It assist learners to understand the material and they can apply it in speech and writing skill or in daily activities (CHANTIKA, 2023).

Nowadays, language practice is crucial in language learning because it may assist students to understand English easily. Researcher discovered that learners in SMA Swasta Kampus Nommensen Pematang Siantar are lack in practicing listening skill and have problems to in distinguish how to pronounce words, phrase, or sentence correctly. This research aims to improve their listening comprehension by using the audio lingual method.

Audio lingual learning method can help students to understand the material that has been delivered and to help them to remember it. The audio lingual method is used by making students listen to passages from teacher, then students will be asked several questions (FITRI, 2022).

Based on researcher's experience when conducted internship program at SMA Swasta Kampus HKBP Nommensen Pematang Siantar, the learners' listening comprehension in learning English of grade ten is still relatively less. This was because they were less able to relate the material being taught to real situations in everyday life. In addition it was also because the explanation were still monotonous and boring, so that students were less interested in learning English. They become bored because there were no dynamics, innovation, creativity, and they have not been actively involved, so it is difficult for teachers to improve learning qualities (Sudarmaji, Mulyana, & Karsiyah, 2020).

The application of audio lingual method is expected to be able to assist students in understanding the concepts they are learning and help them find links between concepts. This is important for students in studying English (Alpin, 2022). With the application of audio lingual method, it is hoped that it can increase learners' activities and their learning outcomes, especially to listen English. In this case, teacher is no longer the center of learning, but to facilitate and control learners' learning activities. It is hoped that English lessons will become a fun study by using audio lingual method, in order to improve learners' listening abilities (ACHMADI, 2019). Therefore based on these background, with reference to the exportitorial strategy, the researcher conducted a

research with title “The Effect of Using Audio Lingual Method in the Listening Comprehension of Grade Ten Students of SMA Swasta Kampus Nommensen Pematang Siantar.”

## **METHOD**

This chapter delves into approach employed for resolving research issues. Methodology refers to a particular approach or set of systematic procedures utilized for conducting research. In this section, researcher endeavors to elucidate the approach utilized, blueprint for research, demographic and representative sample, tool employed to gather information, methodology for collecting data, and steps taken to scrutinize the data. The research incorporates a quantitative methodology. According to Creswell (2011), “Quantitative research involves examining the correlations between various variables as a means of validating targeted theories and objectives”. Instruments are usually utilized to gauge these variables and obtain numerical data, which can be statistically analyzed using various methods. A quantitative approach endeavors to formulate hypotheses that can be tested and verified through data analysis. It aims to uncover medical justification by identifying regulations that govern not just actions. The final written record follows a particular format that includes an introduction, review of literature and theory, methodology, findings, and discourse (Fogarty et al., 2017).

Furthermore, Cohen et al (2007) stated experimental research seeks to evaluate the impact of a treatment or intervention on a particular result, taking into consideration all other factors that may have the potential to influence that result. When conducting experimental research, the sample will be divided into two distinct units - referred to as experimental and control groups. The table below contains the presented information.

Margono (2004) says “populace is the whole records that is the middle of interest of a researcher inside a predetermined scope and time”. Djarwanto (1994) stated that sample is a subset of a larger group, or population, that will be analyzed for their characteristics. Implying from statement given, it is understood that research pertains to a specific set of students chosen as representatives, and not the entire population. Researcher must identify the population prior to collecting the sample (Lindemann, 2022)

Population is related to facts, if a human affords facts, then the dimensions or populace can be similar to many people. The populace on this research were grade X learners of SMA Swasta HKBP Nommensen Pematang Siantar. There were 4 classes with total of 96 students. Below is table of the population of SMA Swasta HKBP Nommensen Pematang Siantar.

Creswell (2011) says “Sample is a subgroup of the target population that researcher plans to research for the purpose of making generalization about the target population”. Researcher chose X-3 as experimental class and X-2 as control class. Purposive sampling was chosen in selecting the sample of this research because these two classes were allowed by the school to be researched by the researcher were taught by one teacher who became the supervising teacher of the researcher in this research, and they had different lesson times, making it easier for researcher to carry out research in the two different classes (Kissi, Nat, & Armah, 2018).

Researcher used test as instrument of this research. According to Djiwandono (2008), “test is a tool or procedure for measuring the language ability of students.” The tests used as instrument of research were given to the students in the form of listening comprehension question as many as 20 questions in the form of multiple choice questions.

This research involved duo of evaluations. Before implementing audio lingual method, a pre-test was administered to evaluate listening comprehension abilities of learners. The post-test was administered with objective of identifying whether any progress had been made of learners’ listening comprehension after use audio lingual method.

## RESULT AND DISCUSSION

In this section, the researcher shows the research results obtained from conducting research at SMA Swasta HKBP Nommensen Pematang Siantar. After describing the research results, the researcher creates discussion to strengthen the results of this research.

### Data of Pre-test and Post-test Scores

The data of pre-test and post-test scores were determined based on students’ correct answer in answering the comprehension listening test that consists of 20 multiple-choice questions with 4 sections. According to table above, it showed that the lowest score of pre-test of experimental class was 40, while the highest score was 80.

Moreover, there was only one student who gained 40, four students gained 50, three students gained 55, five students gained 60, two students gained 65, six students gained 75, and two students gained 80. It means that eight out of twenty three students or 35% of students were able to comprehend what they have listened.

Hence, the total of students’ pre-test scores of experimental class was 1445, and the mean score of experimental pre-test was 62,82.

### Post-test of Experimental Class

The post test was given after the treatment of audio lingual method in order to measure any improvement of students’ listening comprehension. The scores can be seen in table below.

**Table 1. Post-Test Scores (Experimental).**

| No. | Student’s Initial | Correct Answer | Score |
|-----|-------------------|----------------|-------|
| 1   | B O G             | 13             | 65    |
| 2   | B A P             | 15             | 75    |
| 3   | C O S             | 12             | 60    |
| 4   | D A S             | 15             | 75    |
| 5   | D A T S           | 15             | 75    |
| 6   | E                 | 11             | 55    |

|                |           |                   |    |
|----------------|-----------|-------------------|----|
| 7              | E V       | 15                | 75 |
| 8              | F D P     | 17                | 85 |
| 9              | G H S     | 18                | 90 |
| 10             | G M       | 15                | 75 |
| 11             | I O S     | 16                | 80 |
| 12             | J M D     | 14                | 70 |
| 13             | J I S     | 15                | 75 |
| 14             | M L C T   | 17                | 85 |
| 15             | O T S L T | 18                | 90 |
| 16             | P S G     | 15                | 75 |
| 17             | R V L T   | 15                | 75 |
| 18             | Re S      | 16                | 80 |
| 19             | Ri S      | 16                | 80 |
| 20             | S N S     | 17                | 85 |
| 21             | T F S     | 15                | 75 |
| 22             | Y L M     | 18                | 90 |
| 23             | Y H S     | 12                | 60 |
| <b>Na = 23</b> |           | <b>Σa2 = 1750</b> |    |

According to table above, it showed that the lowest score of post-test of experimental class was 60, while the highest score was 90. Moreover, there was only one student who gained 55, two students gained 60, one student gained 65, one students gained 70, nine students gained 75, three students gained 80, three students gained 85, and three students gained 90. It means that nineteen out of twenty three students or 83% of students were able to comprehend what they have listened.

Hence, the total of students' post-test scores of experimental class was 1750, and the mean score of experimental post-test was 76,08. Based on the calculation above, the mean score difference between the experimental group, which was taught using audio lingual method, and the control group, which was taught using conventional method was 3,92. This indicated a substantial distinction in the listening comprehension of the two groups. The t-test calculation yielded a value of 2,265, with a degree of freedom of 44. Comparing the t-test value (2,265) to the t-table value (1,680) at a significance level of 0.05 for two-tailed, it is evident that the t-test value exceeds the t-table value. Consequently, the researcher concludes that audio lingual method has significant effect on enhancing students' listening comprehension.

## Testing Hypothesis

The process of testing the hypothesis serves as an avenue to uncover the solution pertaining to the research problem, specifically focusing on the effect of utilizing audio lingual method on students' listening comprehension.

Hence, to find the answer, researcher lists the hypotheses as follows:

1.  $H_a$  : There is a significant effect of using Audio Lingual method on listening comprehension of grade ten of SMA Swasta Kampus Nommensen Pematang Siantar.
2.  $H_0$  : There is no significant effect of using Audio Lingual method on listening comprehension of grade ten of SMA Swasta Kampus Nommensen Pematang Siantar.

The findings of this research demonstrated the inherent significance of the t-test value, with degree of freedom of 44 and significance level of 0.05. Notably, the value for the t-test was determined to be 2,265. Therefore :

$$t\text{-test} > t\text{-table } 2.265 > 1.680$$

Based on analysis of the hypothesis testing, the researcher draws a compelling conclusion that the t-test value exceeds the t-table value ( $2.265 > 1.680$ ). Consequently, the alternate hypothesis ( $H_a$ ) is accepted while the null hypothesis ( $H_0$ ) is rejected.

## Findings

As mentioned above, if the t-test is higher than the t-table, it means that  $H_a$  is acceptable. Therefore, researcher stated that using audio lingual method has a significant effect on students' listening comprehension. Some results obtained in this research are presented below.

1. The lowest score of pre-test of experimental class was 40 and the highest score of pre-test of experimental was 80.
2. The lowest score of post-test of experimental class was 60 and the highest score of post-test of experimental was 90.
3. The lowest score of pre-test of control class was 35 and the highest score of pre-test of control was 80.
4. The lowest score of post-test of control class was 55 and the highest score of post-test of control class was 85.
5. Pre-test mean score of experimental ( $M_{a1}$ ) was 62,82.
6. Post-test mean score of experimental ( $M_{a2}$ ) was 76,08.
7. Pre-test mean score of control ( $M_{b1}$ ) was 61,9.
8. Post-test mean score of control ( $M_{b2}$ ) was 70.
9. Variable mean of experimental ( $M_a$ ) was 13,26.
10. Variable mean of control ( $M_b$ ) was 9,34.
11. Total standard deviation of experimental ( $da_2$ ) was 1780,44.
12. Total standard deviation of control ( $db_2$ ) was 1515,35
13. The t-table value was 1.680 and the t-test value was 2.265 at significance level of 0.05 of two-tailed test.

## Discussion

Listening comprehension is an essential foundation that students must acquire in order to truly excel in their English language journey. As expressed by Gilakjani and Sabouri (2016), listening comprehension encompasses a captivating interplay, wherein the listener becomes active participant in not merely perceiving sound, but also in comprehending the intricate nuances of meaning, structure, intonation, and emphasis.

In actuality, the development of listening skills remains a challenge in English education, particularly for non-native English speakers. However, there is a glimmer of hope discovered in this research - a method that effectively addresses these challenges: the audio lingual method. Through the extensive research conducted by Amelia (2012), Anggraenia (2017), and Abduh (2016), it has been proven that the audio lingual method significantly enhances students' listening skills, alongside their speaking abilities (Souzane & Soumia, 2019). The findings of this research were further supported the previous research as mentioned above, which revealed a substantial increase in the performance of students who were taught using the audio lingual method in comparison to those who were taught using the conventional teaching approach. The t-test result of 2.265 was obtained from this research. When compared to the t-table value of 1.680 at a significant level of 0.05 or 5%, with a degree of freedom of 44, it becomes evident that the t-test value surpasses the t-test value. Consequently, it is undeniable that the audio lingual method has significant effect on the development of students' listening comprehension, particularly for grade X students at SMA Swasta HKBP Nommensen Pematang Siantar (Muslimah, 2018).

Based on the findings of this research, researcher asserted that the incorporation of the audio lingual method presented itself as a refined instrument for students to not only grasp the conveyed information, but also indelibly engrave it in their recollection with effectiveness. Through immersing students in a captivating auditory immersion, wherein they attentively engage with passages followed by discerning inquiries, this method consistently unveils a profound comprehension of the subject matter (Zean, 2020).

Based on data analysis, by implementing audio lingual method, students were granted the invaluable opportunity to engage in meaningful repetition, thereby deepening their understanding of English language. Through the recitation of English utterances, students were not only develop their linguistic skills but also cultivated heightened sense of concentration, guided by the supportive presence of the teacher as a facilitator. Despite facing some challenges, researcher encountered limited time constraints when conducting this research. However, the researcher worked within this timeframe to ensure the research was executed proficiently and adhered to the designed lesson plan. Furthermore, the efforts were reinforced by the positive findings derived from this research, which showcased the audio lingual method's efficiency in enhancing the listening comprehension of grade ten students at SMA Swasta Kampus HKBP Nommensen Pematang Siantar.

## CONCLUSION

After conducting quasi-experimental research entitled “The Effect of Using Audio Lingual Method In The Listening Comprehension of Grade Ten Students of SMA Swasta Kampus Nommensen Pematang Siantar”, several compelling conclusions can be drawn, including : Based on research findings, the t-test result of 2.265 was obtained from this research. When compared to the t-table value of 1.680 at a significant level of 0.05 or 5%, with a degree of freedom of 44, it becomes evident that the t-test value surpasses the t-test value. Hence, the alternate hypothesis (Ha) is accepted while the null hypothesis (H0) is rejected. Audio lingual method is a refined method to help students to not only grasp the conveyed information, but also indelibly engrave it in their recollection with effectiveness. Through immersing students in a captivating auditory immersion, wherein they attentively engage with passages followed by discerning inquiries, this method consistently unveils profound The audio lingual method has significant effect on the development of students' listening comprehension, particularly for grade X students at SMA Swasta HKBP Nommensen Pematang Siantar.

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