

AN ANALYSIS OF TEACHER STRATEGIES BY USING AUDIO LINGUAL METHOD

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Abstract

The objectives of this study to know the teacher strategies in teaching English by using the audio-lingual method at Junior High School. The focus of this study is the teacher strategies in teaching English by using the audio-lingual method. The method of this study used descriptive qualitative. To gather the data, the writer used three steps in analyzing data. There are observations, interviews, and documentation. The subject of this study was an English teacher as an informant. The object of this study is students in the eighth grade. The result of this research is that teacher strategies by using the audio-lingual method with the skill-oriented approach, the role of audio materials, language patterns, enabled correction, and focused on the use context. In conclusion, the audio-lingual method had a positive impact and was effective in teaching English. This means that students feel happy, more active, more enthusiastic, students can understand the material more easily, so it can improve pronunciation, vocabulary, and speaking skill in learning English.

Keywords : Teacher Strategies, Audio-Lingual Method, Teaching English

A. INTRODUCTION

The learning process is one of the activities at school carried out by students and teachers in the classroom which provides opportunities for students to develop their potential, such as skills, knowledge, attitudes, mindsets and other abilities they have. Teachers in the learning process, previously make a learning plan in advance so that learning can run well or systematically, because the learning plan is to direct students learning activities in achieving basic competencies. The learning atmosphere in the classroom is very important with the role of the teacher to create an active and pleasant learning atmosphere. The teacher must actively involve students. Teachers are given the freedom to manage the classroom in various ways, such as using learning

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methods, learning models, learning strategies, learning techniques, approaches to learning and assessment in lessons that are tailored to the characteristics of students, facilities and infrastructure owned by schools.

According to Borrego (2021), The English language is used everywhere. English is widely used for communication among people worldwide. English is often widely used because it has become an international language for business communication, diplomacy, and technology. This is due to its history of colonization, the global influence of the United States, and the prevalence of international media in English. In addition, many people learn English as a second or foreign language due to its widespread use around the world. Learning English is very important, if people learn English, they acquire knowledge, learn subject matter, acquire skills, form attitudes, develop themselves in a purely linguistic way. Learning that is acquired through the Learning process. That the language learning process has a significant influence on some students who are able to acquire English skills. There are four skills, such as listening, speaking, reading, and writing. Students must master all English skills although active or passive. Students can experience stress because of the many skills that must be mastered in learning English. Teachers have a role to make learning more fun so that students can absorb lessons well. In order for students to be happy with English lessons, teachers must know how strategies in teaching English. Therefore, learning English as a second language is essential, especially for people who work in the world of education.

In teaching English, teachers need to use several strategies, one of the strategies is the audio-lingual method. The audio-lingual method is a language teaching approach that focuses on using audio and repetition to improve students' speaking and listening skills. This method is often used in foreign language teaching. According to Astuti (2021), The purpose of strategies itself is to improve students process skills in obtaining and using information. The teacher approach plays a major part in assisting students in succeeding. Yury Shakina et al. (2022), Strategies are the concepts, processes, or intentional acts that make learning easier, faster, and more engaging. more efficient, more driven by personality, and adaptable in a variety of circumstances.

Muhammad (2021), A strategy is something that every teacher should have to create effective and efficient teaching activities.

SMP Negeri 4 Tanah Grogot also has a vision which is to make a school that gives students who are morally graceful and intellectually superior, and the mission is to increase student achievement and potential, make a person who has good character, instill a spirit of nationality. So, the teacher has a necessary role in determining the success of the learning process in the classroom. The teacher did not only provide subject matter for the students, but the teacher should provide simple teaching material to make students more understanding of the learning process. The teacher role can be recognized from how the teacher implements the roles. To become a professional teacher, a teacher must achieve a good performance. So that, the teacher role as an educator can be achieved optimally.

At SMP Negeri 4 Tanah Grogot, there are obstacles in the teaching process, the students was lack of interest in learning English because English is not the main language used in daily conversation, so in English pronunciation that are not fluent and students with different learning abilities in learning this is a challenge for the teacher in teaching English.

B. METHODOLOGY

The design of this research is descriptive qualitative research. Qualitative research is research that does not use a procedure of statistics analysis or other quantification. Qualitative research is also intended as a type of research in which finding is not obtained through the procedure of statistics or quantitative. Descriptive qualitative is research that effort to say existing problem solving is now based on data, so he also presents the data, analyzes the data, and interprets the data. Descriptive qualitative research is researching that efforts to draw problem-solving without through procedure of statistics or quantitative form. Related to the research objective, this research design is descriptive-qualitative. It is designed to obtain information regarding the current status of phenomena and is directed towards determining the nature of the situation that existed at the time of the study. This research uses qualitative methods, observations, and interviews. According to Yuliati (2022),

qualitative data analysis is organizing accounting for, and explaining data; in short, understanding the data in terms of participant's definitions of the situation, and noting patterns, themes, categories, and regularities. This means that qualitative data is making or describing something into sentences and paragraphs.

C. RESULT AND DISCUSSION

1. Result

Audio Lingual Method. According Erdila (2019), Students must listen to repeat, and learn a variety of conversations in addition to brief patterns that are drill-based in audio-lingual exercises. Dialogues provide pupils the framework and notion of when and how to use different kinds of patterns. Typically, dialogues depict socio-cultural scenarios in the target language, such as greetings, opinion exchanges, likes and dislikes, and common safe phrases, which aid students in learning which response is appropriate in each circumstance. The conversation should be repeated and memorized in its whole or in selected segments, with an emphasis on correct pronunciation, intonation, stress, and rhythmic use. The foundation of the audiolingual approach is psychological and linguistic theory. According to Charge (2021), the audio-lingual method is the mode of language instruction based on the behaviorist approach. The audio-lingual method has some key features, and other new material is presented in the form of dialog, repeated practice, and memorization of sets of phrases.

Teaching Strategies. According to Astuti (2021), teaching strategies is a generalized plan for a lesson which includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies. Teaching strategies are the behavior of the teacher which he or she manifests in the class, the development of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, and increasing the responses by extra activities.

Learning Theory Cognitivism. According to Joske (2020), Cognitive psychology is a branch of general psychology. It includes scientific studies of the symptoms of mental life insofar as they relate to the way humans think in gaining knowledge, processing impressions that enter through the senses, solving problems, digging up memories of expertise, and work procedures needed in everyday life.

Mental life encompasses cognitive, affective, and conative symptoms to some degree, namely psychosomatics that cannot be separated from each other.

Young Learners. Ikawati (2017) stated that young learners first, children are developing conceptually. They develop their way of thinking from the concrete to the abstract thing. Children have no real linguistics, different from adult learners who already have a certain purpose in learning a language, for instance, to have a better job, children rarely have such needs in learning a foreign language.

Teaching English. According Rahmah Muthia (2018), teaching english refers to teaching the English language to students with different first languages. Teaching English can occur either within the state school system or more privately, at a language school or with a tutor. English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject.

Teacher strategies in teaching English in SMP Negeri 4 Tanah Grogot. Based on the results of observations and interviews conducted by researcher, researcher found several problems experienced by English language teaching teacher who teach English language learning in eighth grade because several causes may affect students in English lessons. The researcher interviews an English teacher; this aims to find out the teacher strategies problem in teaching English at 7th grade of SMP Negeri 4 Tanah Grogot.

Observation in Class. Researcher at SMP Negeri 4 Tanah Grogot observed the English learning of teacher strategies to class VII C students from August 8th to September 8th, 2025. The researcher initial action was to asked permission from the school to carry out the research. After receiving approval from the school, the researcher had to receive approval from the English teacher who taught English to 7th grade B students. To begin the investigation of English teacher strategies by audio-lingual method in teaching English at SMP Negeri 4 Tanah Grogot, the researcher and the instructor went directly to the class in the academic year 2025-2026.

Interview.

<p>1. What problems do you face in teaching English?</p>	<p>If there are difficulties, one of them is because of the limitations of foreign languages and also initially before going to junior high school, not all elementary schools have English lessons.</p>
<p>2. What are the student's difficulties in learning English?</p>	<p>If there must be difficulties, the name is also a foreign language, for example in how to speak.</p>
<p>3. What strategies do you use when teaching English?</p>	<p>If I teach English that is in accordance with the material or topic and I also use the audio-lingual method. The main characteristics of the Audio-Lingual Method. The first skill-oriented approach. The second role of audio materials. The third language patterns. The fourth activated correctives. The fifth focused on using context.</p>
<p>4. How do you teach English by the strategies you have prepared?</p>	<p>My way of teaching English is by using the Audio-Lingual Method, I will apply some key strategies that suit this approach. The first drill and repetition, the second audio materials, the third use of dialogue, the fourth positive reinforcement, the fifth context-based approach, the sixth systematic approach, the seventh consistent exposure, the eighth continuous evaluation, the ninth creativity in training.</p>
<p>5. How are the student's English language skills after you implemented the strategy?</p>	<p>Usually listening after listening and then explaining the contents of the voice recording, even if they still don't understand, the mother will explain again after they do understand, because usually after the presentation at the end I will ask again with the material I gave, for example, if they don't</p>

	understand, I ask if they don't understand or don't understand where until they understand the material I conveyed.
6. When teaching English in 7 th grade C at SMP Negeri 4 Tanah Grogot, do you often give students tasks to practice English that may be quite difficult?	Yes, sometimes I give assignments to train students to progress in understanding English, I give them according to the learning material.
7. Has the strategy you used been effective and successful?	I think it has been effective. Because there is an increase in students.

Based on the table above, we can conclude the teacher strategy in teaching English using by audio-lingual method in 7th grade of SMP Negeri 4 Tanah Grogot. Now, from these questions, we could find out the strategies that the teacher applied by the audio-lingual method. So here, the researcher also found the strategies in the third question, the question is what strategies do you use when teaching English, the answer was found from the English teacher. The English teacher said that she used the audio-lingual method. As for the main characteristics of the Audio-Lingual Method. First, the skill-oriented approach, the audio-lingual method emphasizes the development of speaking and listening skills. Practice is repeated to reinforce language patterns and reduce errors. Second the role of audio materials, the role of audio materials such as voice recordings and dialogues are often used to familiarize listeners with the sounds and intonations of the target language. Third language patterns, this method uses drill and repeated practice to teach sentence patterns and language structures directly, with the expectation that students will internalize them naturally through intensive practice. Fourth enabled correction, corrections are made directly to students' language errors, with the hope that this will form a habit of correct usage. Fifth focused on the use of context, language exercises are always adapted to relevant contexts, such as everyday conversational situations. So, the advantages of the audio-lingual method include a strong focus on speaking and listening skills, as well as the use of reinforcement techniques to strengthen learning.

However, criticisms of this method include limitations in the development of creativity and concept understanding, as well as a lack of emphasis on understanding grammar and theoretical language structures. Based on the interview's fourth question we could find out how teachers prepare strategies by using the audio-lingual method. For the first drill and repetition, the teacher would use different types of drills such as sentence construction drills, word substitution drills, and question-answer drills to help students internalize language patterns naturally. In the second audio material, the teacher would utilize voice recordings to provide clear models of English pronunciation and intonation. Students would be encouraged to actively listen to these recordings and imitate the models. In the third use of dialogs, the teacher composes dialogs that are relevant to everyday situations, for example, dialogs in a shop, at the airport, or in a restaurant. Students would practice understanding, remembering, and mimicking these dialogs to improve their speaking skills.

In the fourth positive reinforcement, the teacher would provide positive reinforcement for correct language use. Immediate corrections would be given for mistakes made by students, and they will be asked to repeat correctly. In the fifth context-based approach, the teacher would ensure that language exercises are related to contexts or situations that are relevant to students so that they could see first-hand what they are learning. In the sixth systematic approach, the teacher would plan learning systematically from simpler to more complex language patterns, ensuring that students build a strong foundation in English. In the seventh, consistent exposure, teachers would ensure students' consistent exposure to English through regular exercises that reinforce the language patterns and vocabulary learned. The Eighth, teacher used continuous evaluation to monitor students' progress in understanding and applying the material using the audio-lingual method. This would help teachers adjust taught according to student's individual needs. The last the audio-lingual method tends to use drills and structured exercises, the teacher would find ways to insert elements of creativity, such as asking students to create new dialogues based on a particular situation or playing the role of a character in a short story, to increase students' vocabulary knowledge.

The last question, the researcher asked whether the strategies you used were effective and successful, the English teacher said that the strategy used was effective and successful. From the answers that the researcher found in the interview, the English teacher said that she uses strategies to teach English this was one way to make students more interested in learning English. We could find that the strategy the teacher used was the audio-lingual method. By using the audio-lingual method, there is effectiveness in learning English.

Documentation. The way teachers used by audio-lingual method in teaching English at SMP Negeri 4 Tanah Grogot could be seen from the results of observations and interviews conducted by researchers. Interviews were conducted with an English teacher who teaches English at SMP Negeri 4 Tanah Grogot. Before conducting the interview, the researcher had prepared questions that would be asked of the English teacher. Interviews in this study used techniques that had been prepared in the previous chapter. In this interview, the researcher found several questions answered by the English teacher. For example, in the first question, what problems do you face in teaching English? from this question the teacher had an answer if there are difficulties, one of them was because of the limitations of foreign languages and also initially before going to junior high school, not all elementary schools have English lessons. So here the researcher also made observations to strengthen the results of the interview data that had been completed. The researcher then made observations in the class taught by the English teacher teaching English there found that when the teacher taught English, each student was not focused on learning, some were busy chatting side by side with their friends and some were busy chatting with their friends focus on listening at the same time. The teacher is clear, so when the teacher asks some can answer and some are just silent and cannot answer, yes, as the English teacher said during the interview, some students are easy to understand because, in every elementary school, some have never learned English, who may not accept English subjects, indeed the child himself is less independent at home. Here the researcher takes the results of the data for observation using the method by taking a picture when the English teacher teaching in the classroom. The results of the documentation at the time of the

interview, the researcher also took pictures which was done in the room of the English teacher in question.

2. Discussion

In this part, we will discuss the teacher strategies by using the audio-lingual method. The research findings are presented based on the data obtained through interviews so that it could be known in general how teachers apply the audio-lingual method in learning English. The results showed that there were 7 statement items answered by a teacher. Based on the first interview, there are difficulties in teaching English because of the students' limited proficiency in English, and not all children who enter junior high school at the time of elementary school have English lessons. The second was the difficulty of students in English because English was a foreign language in this interview students' difficulties are in speaking skills in English. The third teacher teaches English according to the material and topic of learning by applied the audio-lingual method. The fourth was how teachers teach English using the audio-lingual method. In applied this audio-lingual method, there are several stages first practice and repetition, second audio material, the third use of dialog, fourth positive reinforcement, fifth context-based approach, sixth systematic approach, seventh consistent exposure, eighth continuous evaluation, ninth creativity in practice. The fifth is that after listening, the teacher then explains the contents of the voice recording, even if they still don't understand, the teacher will explain again after they don't understand, because usually after the lesson ends, the teacher will ask again about the material learned. The sixth teacher gives assignments to train students. This aims to evaluate students' understanding of learning English with the audio-lingual method. The seventh teacher stated that the audio-lingual method was effective because there was an increase in students. The conclusion is that the audio-lingual method is an effectiveness in learning English, especially focused on adding vocabulary for speaking skills in English.

D. CONCLUSION

Based on the result, the researcher would make a conclusion by showing the result of the observation and interview with the teacher.

The type of teacher strategies when teaching English is by using the audio-lingual method.

Based on this research, the teacher can apply the audio-lingual method in teaching English. The use of sound recordings teacher can use sound recordings to introduce and practice correct pronunciation and intonation in the language being studied. These recordings could be of dialogs, conversations, or reading texts. Modelling, teachers serve as good modelers of the proper pronunciation of words. They could demonstrate how correct pronunciation is done and correct students' mistakes appropriately. Repetitive practice, this method emphasizes repeated practice to reinforce language patterns. Teachers could provide many opportunities for students to practice orally through dialog, role-play, or conversation. Active engagement, teachers promote students' active engagement in speaking and listening activities. This could be done through role-playing, simulating real-life situations, or paired activities. Positive Feedback: Teachers provide supportive positive feedback when students successfully use language well. This helps build students' confidence and motivation. Started studied in a structured way and paying attention to student needs helps create a positive and productive environment in the classroom.

Based on teacher interviews, most of the audio-lingual methods have a positive impact on students used by English teacher in teaching English, they feel happy, more active, more enthusiastic about learning English, they are easier to understand the material, they could improve pronunciation, vocabulary, speaking, find new ideas, express opinions and could practice it in everyday life. Based on the interview, it could be seen that the teacher strategy of using audio-lingual method is effective in teaching English. Teacher feels that success in learning gives teachers a sense of personal achievement. Seeing students understand the material and achieve learning objectives could give teachers deep satisfaction. So the learning process in line with Deep Learning principles such as Mindful, Meaningful and Joyful.

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