



## THE EFFECT OF AUDIO-LINGUAL REPETITION DRILLING ON EFL LEARNERS' SPEAKING AND LISTENING COMPREHENSION

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**Abstract:** This study aims to examine the effectiveness of Audio-Lingual Repetition Drills (ALRD) in improving EFL students' speaking performance and listening comprehension and to identify the relationship between both skills among vocational high school students in Indonesia. The study focuses on how structured oral repetition helps students improve accuracy, fluency, and understanding in classroom activities. A quantitative survey design was used in this research. The data were collected through a speaking test assessed using an analytic rubric, a listening multiple choice test with twenty items, and a student questionnaire. The data were analyzed using IBM SPSS Statistics 26, including descriptive statistics, Pearson correlation, and regression analysis. The results showed that students achieved good average scores in speaking (79.53) and listening (77.85). A strong positive correlation was found between the two skills ( $r = 0.691$ ,  $p < 0.05$ ), showing that improvement in one skill is related to improvement in the other through repetition drills. These findings are useful for EFL classrooms, especially in vocational schools, teacher training, and curriculum development focusing on oral communication and listening practice.

**Keywords:** Audio-Lingual Method, Repetition Drilling, Speaking Skills, Listening Comprehension, Language Acquisition

## INTRODUCTION

English plays an important role as a global language used in education, business, and international communication. In Indonesia, English is taught as a foreign language (EFL) from junior high school to vocational and senior high school levels. For vocational students, English is not only an academic subject but also a practical skill that supports workplace communication and professional readiness. Therefore, the ability to communicate orally through speaking and listening becomes essential for students who are preparing to enter the job market.

Of the four core language skills, listening and speaking are often considered the most challenging for EFL learners. Many students struggle to understand spoken English because of unfamiliar pronunciation, fast speech, limited vocabulary, and lack of exposure to authentic input (Rost, 2010). Similarly, students frequently experience difficulties in speaking, such as hesitation, inaccurate pronunciation, limited grammatical control, and low confidence (Brown, 2007). These difficulties are commonly observed in Indonesian classrooms where English is rarely used outside school contexts, causing students to have minimal opportunities to practice oral communication.

To address these challenges, teachers need instructional methods that provide intensive oral practice and structured language exposure. One method that emphasizes habit formation and oral drills is the Audio-Lingual Method (ALM). ALM focuses on repetition, imitation, and reinforcement to help learners internalize sentence patterns and pronunciation models (Richards & Rodgers, 2001). Through repetition drills, students repeatedly practice target structures until they become automatic, reducing cognitive load during real communication.

Previous studies have reported positive effects of ALM and repetition drills on speaking and listening development. Sidabutar (2021) found that repetition drills improved students' pronunciation accuracy and speaking fluency. Wiyanah et al. (2020) reported that students became more confident and more accurate in producing spoken English after repeated oral practice. In listening contexts, Karim et al. (2023) showed that repeated exposure to structured listening materials enhanced learners' sound recognition and comprehension accuracy. Novianti and Irawati (2021) also found that repetition-based listening activities supported better understanding of spoken messages.

However, many previous studies tend to examine speaking and listening separately or focus on general ALM implementation without isolating repetition drills as a specific instructional component. Some studies also rely mainly on descriptive analysis without exploring the

relationship between both skills quantitatively. In addition, limited research has been conducted in vocational high school contexts, where students' learning needs are strongly oriented toward practical communication rather than academic language use.

This gap indicates the need for research that specifically investigates how repetition drills influence both speaking and listening simultaneously and examines the relationship between these two skills using empirical statistical analysis. Understanding this relationship is important because listening provides input for language acquisition, while speaking reflects output competence, and both skills support each other in real communication (Richards, 2008).

The scientific novelty of this study lies in isolating repetition drills as a focused instructional technique within the Audio-Lingual Method and examining their simultaneous impact on speaking performance and listening comprehension in a vocational EFL setting. By analyzing both skills together and measuring their correlation, this study contributes empirical evidence to support integrated oral skill development rather than fragmented skill instruction.

Based on this background, the research problem of this study is whether Audio-Lingual Repetition Drills effectively improve students' speaking and listening skills and whether there is a significant relationship between both skills. Therefore, this study aims to examine the effectiveness of ALRD in improving EFL learners' speaking performance and listening comprehension and to identify the relationship between the two skills among vocational high school students in Indonesia.

## **METHODOLOGY**

This study employed a quantitative survey design to examine the effectiveness of Audio-Lingual Repetition Drills (ALRD) in improving students' speaking performance and listening comprehension. This design was selected because it allows the researcher to measure learning outcomes after treatment without administering a pre-test, which minimizes testing effects and classroom disruption (Creswell, 2014). The independent variable was the use of repetition drills, while the dependent variables were students' speaking performance and listening comprehension.

The study's population consisted of 315 eleventh-grade students from two vocational high schools in Kuningan Regency, West Java: 140 students from the Visual Communication Design (DKV) department at SMKN 1 Luragung and 175 students from the Computer and Networking Engineering (TKJ) department at SMKN 5 Ciawigebang. These specific schools were selected

because English is a compulsory subject in their curriculum, and students regularly engage in oral and aural activities. From this population, a sample of 176 students (78 from DKV and 98 from TKJ) was chosen using purposive sampling. The study examined three variables. The independent variable (X) was ALRD, defined as the structured oral repetition of sentences and patterns to promote automaticity in language use. The dependent variables were speaking comprehension (Y1), measured by fluency, pronunciation, grammar, and vocabulary, and listening comprehension (Y2).

Three instruments were used to collect data: a speaking performance test, a listening comprehension test, and a student perception questionnaire. The speaking test required students to perform short oral tasks based on familiar topics and structured sentence patterns practiced during the treatment. Students were assessed using an analytic rubric covering four components: fluency, pronunciation, grammar, and vocabulary. Each component was scored on a five-point scale. Content validity was ensured through expert judgment by two English teachers who reviewed the rubric and task relevance. Inter-rater reliability was applied by involving two raters, and scoring discrepancies were discussed until agreement was reached.

The listening test consisted of 20 multiple choice items based on short dialogues and monologues. Each item measured students' ability to identify main ideas, specific information, and basic inference. Item difficulty ranged from easy to moderate to avoid ceiling and floor effects. Content validity was established through alignment with the school syllabus and learning objectives. A pilot test was conducted to examine item clarity and discrimination.

The questionnaire was used to collect students' perceptions of the learning activities and their engagement with repetition drills. It consisted of 15 Likert-scale items ranging from strongly disagree to strongly agree. Sample items included "Repetition drills help me pronounce English words more clearly" and "I feel more confident speaking English after practicing repetition drills." The reliability coefficient measured by Cronbach's Alpha was 0.655, indicating moderate internal consistency. Although slightly below the ideal threshold, the instrument was considered acceptable for exploratory classroom research.

Data were analyzed using IBM SPSS Statistics 26. Descriptive statistics were used to calculate mean scores, standard deviations, minimum and maximum values. Pearson product moment correlation analysis was applied to determine the relationship between speaking and

listening performance. Regression analysis was conducted to examine the predictive contribution of listening to speaking performance. Statistical significance was determined at the 0.05 level.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

This section presents the results of the study based on quantitative analysis of students' speaking performance and listening comprehension after the implementation of Audio-Lingual Repetition Drills (ALRD). The findings include descriptive statistics and inferential analysis.

#### **Effect of Audio-Lingual Repetition Drills on Speaking Ability**

The speaking test was assessed using an analytic rubric covering fluency, pronunciation, grammar, and vocabulary. Table 1 presents the descriptive statistics of students' speaking scores.

**Table 1** Descriptive statistics of speaking scores

<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
<b>60</b>	79.53	6.12	68	95

The mean speaking score was 79.53, indicating that students achieved a good level of speaking performance. The standard deviation of 6.12 shows moderate variability among students. Most students were able to demonstrate clearer pronunciation, smoother fluency, and improved sentence accuracy based on the analytic rubric.

#### **Effect of Audio-Lingual Repetition Drills on Listening Comprehension**

The listening test consisted of 20 multiple-choice questions based on short dialogues and monologues. Table 2 summarizes the descriptive statistics of listening scores.

**Table 2** Descriptive statistics of the listening scores

<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Minimum</b>	<b>Maximum</b>
<b>60</b>	77.85	7.05	62	93

The mean listening score was 77.85, categorized as good. The standard deviation of 7.05 indicates moderate score dispersion. Students showed improved ability to recognize spoken vocabulary and understand short dialogues.

### Combined Effect on Speaking and Listening Skills

To examine the relationship between speaking and listening performance, a Pearson correlation analysis was conducted. The result is presented in Table 3.

**Table 3** Correlation between Speaking and Listening Skills

Variables	Correlation (r)	Sig. (p)
Speaking ↔ Listening	0.691	0.000

A strong positive correlation was found between speaking and listening performance ( $r = 0.691, p < 0.05$ ). Table 4 presents the regression analysis.

## DISCUSSION

### Effect of Audio-Lingual Repetition Drills on Speaking Ability

The findings indicate that students achieved good speaking performance after participating in repetition drills. The improvement in fluency and pronunciation shows that consistent oral practice helped students become more familiar with common sentence patterns and sound structures. By repeatedly hearing and producing the same expressions, students gradually stored these patterns in their memory, allowing them to retrieve and use them more quickly during speaking activities. This process reduced the cognitive effort needed to construct sentences and helped students respond more naturally in communication. Richards and Rodgers (2001) explain that repetition supports habit formation, which leads to more automatic language production. In this study, students were exposed to repeated pronunciation models and controlled drills that helped minimize errors in articulation and sentence delivery. As a result, students demonstrated smoother speech flow and clearer pronunciation. These results are in line with Sidabutar (2021), who found that repetition drills improved pronunciation accuracy, and Wiyanah et al. (2020), who reported that regular oral practice increased speaking fluency and classroom participation.

In addition to technical improvement, repetition drills also influenced students' affective factors. Familiarity with sentence patterns reduced anxiety and hesitation because students felt more prepared and less afraid of making mistakes. Brown (2007) states that frequent speaking practice builds learners' confidence and encourages risk taking in language use. This condition was reflected in students' willingness to participate more actively during oral practice sessions.

Therefore, repetition drills functioned not only as mechanical exercises but also as a supportive strategy that strengthened students' confidence and speaking readiness.

### **Effect of Audio-Lingual Repetition Drills on Listening Comprehension**

The results also demonstrate that students achieved good listening performance after engaging in repetition-based activities. Repeated exposure to spoken input allowed learners to recognize familiar sounds, vocabulary, and sentence structures more easily. When students listen to similar language patterns several times, they become more sensitive to pronunciation features such as stress, intonation, and word boundaries, which are often challenging for EFL learners.

Rost (2010) states that listening ability develops effectively when learners receive consistent and meaningful auditory input. In this study, repetition drills provided controlled listening practice that enabled students to focus on sound recognition and meaning without being overwhelmed by complex input. This gradual exposure helped students improve their ability to identify key information and understand short spoken messages.

These findings support Karim et al. (2023), who found that repetition-based listening activities enhanced learners' sound discrimination and comprehension accuracy. Similarly, Novianti and Irawati (2021) reported that repeated listening practice increased students' confidence and processing speed in understanding spoken English. The consistency of these results indicates that repetition drills can serve as an effective strategy to strengthen learners' listening foundations, particularly in environments where exposure to English outside the classroom is limited.

### **Combined Effect on Speaking and Listening Skills**

The strong positive correlation between speaking and listening performance confirms that both skills develop in an interconnected manner. Learners who demonstrate better listening ability tend to produce more accurate and fluent spoken language because they have stronger exposure to correct pronunciation models, vocabulary usage, and sentence structures. Listening provides essential linguistic input, which becomes the foundation for spoken output.

Richards (2008) argues that receptive and productive skills should be developed together because improvement in one skill supports progress in the other. In the context of this study, repeated listening input strengthened students' awareness of sound patterns, which was reflected in improved pronunciation and fluency during speaking tasks. At the same time, frequent speaking

practice encouraged students to pay closer attention to auditory input, reinforcing their listening sensitivity.

This finding aligns with Evode and Gabriel (2024), who emphasized that repetition based instruction promotes balanced development of listening and speaking skills. For vocational students, this integrated improvement is particularly valuable because effective communication in professional settings requires both accurate understanding and clear expression. The results suggest that repetition drills provide a practical instructional approach that connects listening input and speaking output in a meaningful learning cycle.

## **CONCLUSION**

This study aimed to examine the effectiveness of Audio-Lingual Repetition Drills in improving students' speaking performance and listening comprehension and to identify the relationship between both skills in a vocational high school context. Based on the findings, the research objectives were successfully achieved. The results indicate that repetition drills contributed positively to students' oral skill development, particularly in fluency, pronunciation, and listening accuracy. The strong correlation between speaking and listening performance shows that both skills improved simultaneously and supported each other during the learning process.

The implementation of repetition drills helped students become more familiar with language patterns and sound models, which reduced hesitation and increased confidence when using English. This approach was especially suitable for vocational students who require practical communication skills for academic activities and future workplace demands. Through structured and consistent practice, students were able to process spoken input more effectively and produce spoken output more accurately.

Despite these positive outcomes, this study has several limitations. The research involved a single group with survey, which limited the ability to measure learning improvement more precisely. The sample size was relatively small and confined to one school, so the findings may not fully represent other educational contexts. In addition, the reliability of the questionnaire was moderate, indicating that future research should refine measurement instruments for more accurate results.

For future research, it is recommended to apply experimental designs with control groups, larger samples, and longer treatment durations to examine long-term effects. Further studies may

also explore combining repetition drills with communicative activities to maintain student motivation. For teachers, repetition drills can be applied as an effective classroom strategy to strengthen students' speaking and listening skills when implemented creatively and systematically.

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