

## Phonetic Symbols through Audiolingual Method to Improve the Students' Listening Skill

SAMAWIYAH, Zuhrotun; SAIFUDDIN, Muhammad. Phonetic Symbols through Audio lingual Method to Improve the Students' Listening Skill. *Dinamika Ilmu*, Unipdu Jombang, v. 16, n. 1, 2016.

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In “Phonetic Symbols through Audiolingual Method to Improve the Students’ Listening Skill”, we can observe that Samawiyah and Saifuddin are very concerned about English students’ listening skills. The authors believe that using phonetic symbols through the Audiolingual Method helps students better understand input by using repetitions, memorization, and drills through audio media.

The Audiolingual Method drills students in the use of grammatical sentence patterns (LARSEN-FREEMAN, 2000)<sup>1</sup>. So, according to the authors, this method is very direct and a gain of time for teachers because they do not need to spend too much time teaching grammar rules.

This article reports a research in which the authors analyzed the data to discover if the use of phonetic symbols along with the Audiolingual Method can improve students’ listening skills. The participants of this research were the seventh-year students of MTs Plus ‘Ulum Jombang and the instruments were a listening test and observation. In the end of the test, 75% of students needed to have a grade above 75 points for the research to succeed. The methodology used was Classroom Action Research (CAR) because it defines a problem for which the researcher has to try to find a solution.

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<sup>1</sup> LARSEN-FREEMAN, D. **Techniques and principles in language teaching**. 2. ed. Oxford: Oxford University Press, 2000.

As mentioned by the authors, “having some revisions and improved activities enable the teacher to strengthen the students listening ability by using phonetic symbols through the Audiolingual Method” (p. 42). In fact, this article is very interesting, because it shows that the method really helps students improve their oral skills – Samawiyah and Saifuddin affirm this as they mention that Larsen-Freeman (2000) explains that the Audiolingual Method focuses on the repetition of some words to memorize, which allows the students to improve their oral communication.

The authors’ conclusion showed that the use of phonetic symbols through the Audiolingual Method improved students’ listening skills, because 75% of the seventh-year students reached the objective of 75 points. So, they also mention that teachers can use these activities in the English classroom to improve their students’ listening skills.

I see this research as very useful, because it shows that the use of phonetic symbols through the Audiolingual Method can improve students’ listening skills. It states that the use of such method in the English classroom by teachers can help them to evaluate their teaching process and it can be beneficial to their students. Although nowadays this method is not frequently used as a foundation method of a course, it can be used in individual lessons to solve some language problems.

