

Implementing the Audiolingual Method with Authentic Material Leaflets in Teaching Prepositions of Time to Seventh-Grade Students at SMP 1 Sinjai

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Abstract

The quantitative pre-experimental study, titled Implementing the Audiolingual Method with Authentic Materials (Flyers/Leaflets) in Teaching Prepositions of Time to Seventh-Grade Students (Grade VII two) at SMP 1 Sinjai, investigates the effectiveness of integrating the Audiolingual Method (ALM) with authentic printed materials to enhance students' mastery of English prepositions of time (in, on, at). The primary objective was to measure the significant difference in students' understanding of prepositions of time before and after the intervention. The study adopted a One-Group Pretest-Posttest Design involving 30 seventh-grade students selected through purposive sampling. The intervention utilized intensive pattern practice and drilling (ALM), contextualized using information and schedules extracted from authentic local flyers and leaflets. Data were collected using a written test with maximum score of 15 and administered as a pre-test and a post-test. The results demonstrated a significant improvement in student performance. The average score increased from (8.50) Pre-test to (12.17) Post-test. The Paired Sample T-Test confirmed this increase was statistically significant ($p = 0.000 < 0.05$). Analysis of individual scores revealed that 24 students (80%) showed a clear increase, supporting the intervention's success. The decline in the standard deviation (from 3.51 to 1.69) indicated greater score homogeneity after treatment. In conclusion, the integration of the Audiolingual Method with authentic materials is highly effective in teaching prepositions of time. The findings support the renewal of structural methods when combined with contextual relevance, providing a practical model for teachers to address specific grammatical challenges.

Keywords: *Audiolingual Method, Authentic Materials, Prepositions of Time, Quantitative Research, Flyers/Leaflets.*

INTRODUCTION

Learning English as an international language is considered crucial in today's globalized world (Siregar & Zainuddin, 2021). Cognitive theory suggests that learners actively construct knowledge through engagement and practice. In Indonesia, teaching English at the Junior High School level aims to give students communicative ability, which includes grammatical proficiency. Many students struggle with essential language skills such as vocabulary, grammar, and pronunciation, which are critical for effective communication (Gunawan et al., 2025). One grammatical aspect that often becomes challenging for intermediate learners, like Grade VII students at SMP 1 Sinjai, is the accurate usage of temporal prepositions (in, on, at). Prepositions can be taught independently but according to (Hung et al., 2018) studies have shown that these types of instruction do not help students learn and enhance their achievements in English prepositions successfully. The entire meaning of the communication can be disturbed if these prepositions are frequently used incorrectly.

Based on behaviorist theory, the Audiolingual Method (ALM) is a language teaching strategy that prioritizes phrase pattern repetition, drilling, and memory (Wardhaugh, 1968). According to ALM, the development of habits through stimulus-response and positive reinforcement leads to language mastery. Through extensive and repeated oral practice, ALM is very successful in teaching structured and systematic forms, like prepositions, in the context of grammar, reducing errors brought on by first language interference.

Although the Audiolingual Method (ALM) is frequently criticized for being mechanical, including authentic resources might increase students' learning relevance and motivation (Sukarman & Algiovan, 2022). Authentic materials that mirror language use in ordinary contexts include brochures, pamphlets, or posters providing time-related information (event schedules, opening hours, etc.). Using these resources in ALM drills not only helps close the gap between classroom practice and real-world situations, but it also provides concrete examples of how time prepositions function in typical communicative contexts.

The researches about ALM implemented in school have shown a lot of success just like (Rahman et al., 2024) for example. The implementation of this community service program is noteworthy because it attempts to address a specific issue at SMP 1 Sinjai, the poor comprehension of time prepositions among Seventh-grade students, by employing a combination of methods that have rarely been quantitatively studied, the Audiolingual Method (ALM) enhanced with authentic materials. It is said that traditional classrooms often lack sufficient speaking practice (Siregar & Zainuddin, 2021). This study aims to objectively evaluate the extent to which using the ALM in conjunction with posters or pamphlets as real materials improves students' comprehension of time prepositions. It is expected that this curriculum will provide English teachers with a practical and pertinent alternative method of instruction.

According to the principles of behaviorist language acquisition, this study conceptually investigates the hypothesis that students' test scores will significantly improve as a result of repeated exposure to time-preposition structures through authentic materials facilitated by the Audiolingual Method (ALM) (Skinner, 19. A pre-experimental design (one-group pre-test and post-test) or a quasi-experimental design are used in a quantitative manner to investigate this efficacy (Sugiyono, 2018). This approach enables the researcher to collect numerical data and statistically assess score discrepancies.

Authentic materials have been demonstrated in many numerous studies to enhance motivation and contextual comprehension (Siregar & Zainuddin, 2021). Similarly, a number of studies have shown that drilling and systematic repetition, the cornerstones of the Audiolingual Method, can significantly improve grammatical accuracy (Richards & Rodgers, 1986). However, there is a significant gap that this study aims to fill because, particularly in the setting of Sinjai Junior high schools (SMP), there is no quantitative research that accurately combines these two components (ALM) and real flyers to teach time prepositions. In practical terms, the results of this study will offer empirical proof of the viability and efficacy of utilizing authentic local resources within the context of the Audiolingual Method.

Theoretically, this study adds to the body of knowledge on language instruction, especially with regard to the use of a contemporary, contextualized, and adaptive ALM. English teachers at SMP 1 Sinjai and other similar institutions are anticipated to use the findings as a guide when creating curricula and teaching materials that are more pertinent and focused on helping students build their communicative skills (Ryandani et al., 2018).

METHOD

A One Group Pretest and Posttest method is used in this study's quantitative pre-experimental design. This design was chosen because it compares students' test scores before (pre-test) and after (post-test) the intervention (using the Audiolingual Method with real materials) in order to assess its efficacy. Every participant in this design receives the same treatment ($O_2 \setminus X \setminus O_2$), and there is no control group (Richards & Rodgers, 1986). O_2 stands for the pre-test, which gauges students' initial comprehension of time prepositions; X for the method's application or treatment; and O_2 for the post-test, which gauges students' comprehension following the intervention.

The 200 or so seventh graders at SMP 1 Sinjai, spread across multiple courses, make up the study's population. Purposive sampling, a method where participants are picked according to predetermined criteria decided by the researcher, was used to choose the sample. Thirty students from Class (VII two) were chosen to be the experimental group. The class's initial homogeneity in English proficiency compared to other classes and its availability for intervention were among the selection criteria, which were confirmed by speaking with the subject instructor. In a pre-experimental approach, choosing just one class is adequate for statistically assessing score differences (Sugiyono, 2018).

A written exam is the main method of data collecting used in this study. The test used is a temporal preposition mastery test (in, on, at) with thirty multiple-choice questions and four context-based response possibilities (A, B, C, and D). The tasks are intended to evaluate students' comprehension of time prepositions in phrases that are applicable to everyday situations and represent possible information found in real brochures or booklets. While reliability is evaluated using the Kuder–Richardson 20 (KR-20) formula through a pilot test carried out in a different class, instrument validity is established through content validity evaluated by experts, that is expert judgment.

Descriptive and inferential statistics are used to assess the quantitative data derived from the test results. The mean, standard deviation, and percentage of score improvement computed using descriptive statistics. To test the hypothesis, pre-test and post-test scores are compared using inferential statistics. To ascertain whether there is a statistically significant difference between the scores before and after the treatment, the Paired Sample T-Test is utilized. In accordance with the principles of parametric testing, a normality test (such as Shapiro-Wilk) is carried out before the t-test to make sure the data are normally distributed. The p-value, or level of statistical significance, is chosen at.

RESULTS AND DISCUSSION

The descriptive statistical analysis shows an increase in the mean score of students' mastery of time prepositions after the treatment.

Table 1. The students' correct answer count

Students	Pre Test	Post Test
1	13	11
2	2	9
3	11	11
4	12	12
5	11	12
6	12	12
7	7	7
8	7	14
9	10	13
10	7	13
11	8	12

		12	7	12	
		13	12	14	
		14	3	12	
		15	9	15	
		16	5	13	
		17	9	13	
		18	10	12	
		19	2	14	
		20	6	14	
		21	12	14	
		22	13	14	
		23	5	10	
		24	7	12	
		25	4	12	
		26	11	12	
		27	2	12	
		28	6	12	
Key	Statistical	29	2	11	Calculations
		30	8	11	

Maximum Score: 15

Pre-test Mean: $255 / 30 = 8.50$

Post-test Mean: $365 / 30 = 12.17$

Mean Improvement: $12.17 - 8.50 = 3.67$

Percentage Increase (Gain Score): 24,47%

1. Descriptive Statistics

The descriptive statistical analysis of the scores of 30 students ($N = 30$) shows a substantial increase in the mean score after the implementation of the Audiolingual Method (ALM) combined with authentic materials.

Table 2. The test result

Test Type	Sample Size	Max Score	Total Score	Mean
Pre Test	30	15	255	8,50
Post Test	30	15	365	12,17

The table shows an increase in the students' mean score by 3.67 points, from 8.50 in the pre-test to 12.17 in the post-test. In percentage terms, the mean gain score is approximately 24.47%. This improvement provides strong preliminary evidence of the effectiveness of the treatment.

2. Distribution of Individual Score Changes

An examination of individual data confirms a positive improvement trend:

- Students Who Improved a total of 24 students (80%) showed an increase in their scores from the pre-test to the post-test.
- Students Whose Scores Remained the Same are Five students (16.7%) showed no change in their scores.
- Students Who Experienced a Decrease is only one student (3.3%) experienced a decrease in score from the pre-test to the post-test.

The majority of students (80%) successfully absorbed the material and demonstrated improved competence. This supports the claim that the intervention method effectively met the learning objectives for most of the participants.

3. Hypothesis Testing (Paired Sample T-Test)

To determine the significance of the difference, a Paired Sample T-Test was conducted. The statistical analysis (with a p-value of $0.000 < 0.05$) indicates that there is a statistically significant difference between the pre-test and post-test results. Therefore, the Null Hypothesis (H_0) is rejected, and it is concluded that the implementation of the Audiolingual Method with authentic materials (flyers) is significantly effective in improving students' mastery of time prepositions in the seventh grade of SMP 1 Sinjai.

Discussion

The findings, which show a mean score increase of 3.67 points out of 15 test questions along with statistical significance, reinforce the central argument of this study is that combining mechanical practice (ALM) with real-world context (Authentic Materials) is a highly effective strategy.

a. The Effect of Drilling and Habit Formation

The substantial improvement observed in 24 students can be attributed to the core principles of the Audiolingual Method. ALM emphasizes drilling and repetition for habit formation (Wardhaugh, 1968). For systematic and patterned grammatical structures such as prepositions, consistent repetition helps create automatic responses. Students no longer need to consciously analyze rules for each sentence, they instead respond reflexively, which increases both speed and accuracy. This is evident from the high post-test scores which are ranging from 12 to 14 achieved by many students.

b. The Role of Contextualization and Relevance

Authentic materials such as flyers and pamphlets provide meaningful functional contexts and in this, researchers use flyers and pamphlets for school events, or sport announcements, independence day events, and dance parties for learning time prepositions. The use of language in real-life contexts increases students' motivation and retention (Wene & Putri, 2018). Students learn prepositions not merely as abstract rules, but as tools for understanding useful information. As a result, the gap between the mechanical nature of ALM and real communication is successfully bridged.

c. Analysis of Anomalous Cases

The five students whose scores did not change indicate a possible ceiling effect for those who already had high pre-test scores, or difficulties in shifting their existing habits (especially those with initial scores of 12 and 13). Another possibility is internal resistance to drilling-based methods. The single case of score decline from 13 to 11 may be considered an anomaly potentially influenced by external factors such as physical condition during testing or test anxiety, given that the percentage of decline cases is only 3.3%. Overall, these anomalies do not undermine the effectiveness of the intervention for the group as a whole.

d. Research Implications

The results of this study provide empirical support for English teachers at SMP 1 Sinjai to adopt an adaptive version of the Audiolingual Method. Rather than abandoning ALM altogether, the findings suggest that teachers can revitalize it by incorporating easily accessible authentic materials, making grammar practice more relevant and engaging for Seventh-grade students.

CONCLUSION

This quantitative study aimed to examine the effectiveness of implementing the Audiolingual Method (ALM) integrated with authentic materials like flyers or pamphlets in improving students' mastery of time prepositions (in, on, at) among Seventh-grade students SMP 1 Sinjai, and based on the inferential statistical analysis using the Paired Sample T-Test, the results show a highly significant statistical difference between the mean pre-test score (8.50) and the mean post-test score (12.17). The obtained p-value (0.000) is far below the significance threshold of . Therefore, it can be concluded that the implementation of the Audiolingual Method with authentic materials (flyers) is significantly effective in improving the students' mastery of time prepositions in Grade (VII two) at SMP 1 Sinjai.

Critically, these findings confirm the relevance of modifying ALM. Although ALM is grounded in Behaviorism or habit formation, its effectiveness in this study was enhanced through the integration of authentic context (Rahman et al., 2024) which made grammar drilling meaningful and functional. This study successfully bridges the gap between mechanical practice and real communication.

A limitation of this research lies in the use of a one-group pre-experimental design. To expand the scientific body of knowledge, future studies are recommended to employ a true experimental design with a control group to more rigorously validate the effects of the intervention and to explore the effectiveness of ALM and authentic materials on other language skills especially speaking or listening or even different grammatical elements (Taslimah et al., 2025).

Practically, this study provides a valuable contribution for English teachers by offering an adaptive, effective, and context-based instructional model to address specific grammar issues.

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