



AUDIO LINGUAL METHOD TO TEACH SPEAKING AND LISTENING SKILLS IN ENGLISH FOR NURSING COURSE

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ABSTRACT

The objective of this study was to create instructional techniques for teaching topics in the English for Nursing: Elementary Course using the Audio Lingual Method (ALM). The focus of the study was on developing speaking and listening skills, and the methodology used was design-based research. The study began by designing instructional materials that incorporated ALM techniques and then identifying the elements to evaluate the activities. After careful consideration, four ALM techniques were selected: repetition drill, chain drill, substitution drill, and backward build-up. These techniques were applied to three out of the eight topics covered in the English for Nursing course, specifically Parts of the Human Body, Names of Departments in the Hospital, and Nurses' Duties in Wards.

Keywords: *Audio Lingual Method, Speaking Skill, Listening Skill, English for Nursing.*

1. INTRODUCTION

The use of English as a universal language is widespread, notably in the field of education (Rao, 2019). Students must be able to communicate in both spoken and written English in order to enroll in higher education. In addition to being necessary for finding a suitable career after graduating, English is essential for usage in the classroom as a learning tool for a variety of learning resources. As a result, fluency in English is essential for assisting students in becoming experts in their respective disciplines.

Garg and Gautam mentioned that students who can communicate in English will be able to comprehend the knowledge and master the skills as well as land a job (Safitri, Sudirman, & Putrawan, 2019). This statement

is related to the English communication skill in high education. Speaking and listening are crucial communication skills to master, despite the importance of all other abilities (Mardhiyah, Jaya, & Uzer, 2023; Zakymedia in Septian & Simaibang, 2023). Speaking and listening skills are necessary for effective communication, according to Johnson (2018) and Gouldsboro in Susanti, Syahri & Syahri (2023). Speaking is the most important aspect of oral communication since it may make other abilities better. Learning while hearing is commonly thought of as a 'passive' skill, however listening actually needs an active process since the listener must distinguish between different sounds, comprehend vocabulary and grammatical patterns, and comprehend the meaning of linguistic input. A

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listener must simultaneously retain the information in order to identify the environment in which the communication is taking place (Serri, Boroujeni, & Hesabi, 2012).

The creation of suitable materials and teaching techniques based on students' needs is vital to reduce hurdles and aid students in mastering English, particularly speaking and listening abilities. Utilizing the ALM (Audio Lingual Method) is one of them. English is taught through a variety of techniques, including ALM. The ALM is a technique of instruction based on the notion that habit building is a key component of language learning. Drilling vocabulary, expressions, sentences, or dialogue for the students to practice is the fundamental component of ALM. Due to dialogue repetition and practice, which allow students opportunities to respond quickly and precisely, it is thought that this strategy helps students become more proficient communicators (Ghofur, S. Degeng, Widiati, & Setyosari, 2017). Consequently, ALM has demonstrated to be a successful technique for enhancing speaking and listening abilities (Ebrahimi & Elahifar, 2021).

The teacher must prepare a few instructional resources for the Audio Lingual Method. Teachers must therefore create relevant resources, methods, and activities. To meet the learning objectives, the instructor must carefully plan and develop each component. This study focuses on using the Audio Lingual Method to teach speaking and listening skills, particularly to students in

higher education, in light of the aforementioned factor.

ALM has been used to teach English in Indonesia, especially speaking and listening skills (Lousa & Suryaman, 2022; Permadi Sukarman & Algiovan, 2022; Safitri et al., 2019; Sidabutar, 2021). These studies examined ALM in elementary, junior high, and senior high schools. ALM in higher education, particularly English for Specific Purposes, is rarely studied.

2. LITERATURE REVIEW

Speaking and Listening Skills

Real-life situations need speaking and listening. Speaking comes after listening. Listening abilities are crucial to early language development (Newton & Nation, 2021). According to Derwing and Munro, proper pronunciation helps regular communication. Listening skills affect pronunciation. These are why teaching speaking and listening skills promotes oral communication (Yavuz & Celik, 2017).

Johnson (2018) suggests using precise language, answering questions swiftly, using familiar phrases, and being concise and to the point to improve oral communication (EOC). Students must also use proper grammar to avoid misunderstandings. Higher-education students must talk fluently and appropriately. Grammatical mastery shows communication and language function. To communicate, pupils must learn grammar (Suhartini, 2022).

Mastering English speaking and listening abilities for communication is

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difficult since one must master pronunciation, grammar, vocabulary, fluency, and comprehension (Ahmadi in Safitri et al., 2019). Some components are difficult for non-native English speakers, especially Indonesians. English is learnt after acquiring Indonesian (Iman, 2020), however the similarities and contrasts in linguistic structure make it hard for students to understand. Indonesian and English have different single and plural patterns, and Indonesian does not have morphological tense. Indonesian students, including college students, struggle with English for those reasons.

Audio Lingual Method

ALM helps students learn English pronunciation and structure/grammar without noticing by improving their speaking and listening skills (Bobosher Kizi, 2022; Suhartini, 2022). Since ALM promotes English habit formation, the instructor as facilitator reduces language errors. The teacher guides and controls student behavior in the target language (Bushra in Abdul, 2016). Students learn the target language through listening, pronouncing, and repeating teacher-provided expressions and terminology. ALM tools and media need teachers to give detailed instructions for exercises, audio, and phrase patterns that students must drill (Djauhar, 2021).

Larsen-Freeman (Bobosher Kizi, 2022) lists Audio Lingual Method techniques as backward build-up, repetition drill, chain drill, single-slot substitution drill, multi-slot substitution drill, transformation drill, question and answer drill, minimal pairs, complete dialogue, and grammar game. All strategies can be used to meet classroom learning goals.

Larsen-Freeman's reverse build-up (expansion drill) involves the teacher breaking a line into many pieces and having pupils repeat the last phrase of the sentence. They then follow the teacher's prompt and add each part to the sequence. The repetition exercise asks pupils to properly replicate the teacher's model, while the chain drill asks students one by one. To begin, the teacher asks a pupil. The next student answers and asks questions. It continues. ALM backward build-up reinforces structure and pronunciation. It helps pupils focus on structure and pronunciation from the start. This method also boosts pupil sentence-building confidence. The backward build-up drill helps pupils learn linguistic structures automatically. Drilling helps pupils speak more naturally. This strategy improves listening skills since students must listen to the teacher to detect missing pieces and reply. They will improve both speaking and listening.

Meanwhile, there are two types of substitution drills named single-slot substitution drills and multi-slot substitution drills. The teacher says a cue (of word or phrase). The students then repeat the line given by the teacher and substitute the cue. The multi-slot substitution is similar to the single-slot but the difference is that in the multi-slot substitution drill, there are multiple cues the students need to substitute (Sidabutar, 2021).

In the transformation drill, the teacher gives a line and asks the students to transform this line into another pattern (a statement into a question, a direct speech into reported speech, etc.) while in the question and answer drill, the students are asked to practice by answering the

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teacher's questions very quickly. In the use of minimal pairs, there are pairs of words that sound identical except for a single sound. The students are asked to practice pronouncing each word and differentiating the words while in complete the dialogue, the teacher first erases selected words from the dialogue and then asks the students to complete the dialogue by filling in the blanks with the missing words. The last type of ALM is a grammar game where there are various games designed to get the students to practice a grammar point within a context.

Teaching Activities and Instructional Techniques

Teaching is creating and managing a setting where people must overcome hurdles to learn. Teachers cannot influence class size, student characteristics, physical amenities, etc. Teaching methods and strategies can be altered by the teacher. Since education is scientific, adaptation, improvement, and development are permissible (Rajagopalan, 2019).

Teaching involves planning, organization, strategy selection, and management. Steps assist teachers prepare the classroom.

3. METHODS

Build-based research develops instructional strategies and activities for teaching materials using requirements analysis. Nursing course in elementary Indonesian in English. Due to the lengthy design process for all materials, this study only develops Audio Lingual Method speaking and listening

instructional methodologies. It is based on the observation that English for Nursing: Elementary students still have communication difficulties. The curriculum and course grid for English for Nursing: Elementary were used to select subjects for this study using the Audio Lingual Method. The researcher then produced lessons using the Audio Lingual Method for the themes chosen based on speaking and listening skills. The educational activities' learning evaluation method was also chosen by the researcher.

4. RESULTS AND DISCUSSION

Selecting Learning Units to Apply Audio Lingual Method based on English for Nursing Elementary Syllabus. There are 8 units in English for Elementary as follows:

Table 1. Units of English for Nursing Elementary

No	Topics	Objectives
1.	Human Body Parts	Students are able to make communication about external parts of the body by mentioning and pronouncing the names of human body parts correctly.
2.	Health Problems	Students are able to express health problems in English correctly.
3.	Hospital Department	Students are able to describe and explain the names of hospital departments and their functions.
4.	Giving Direction	Students are able to give directions inside the hospitals.
5.	Profession in Health and Responsibility	Students are able to describe the names of medical staff in the hospital and explain their job description.
6.	Nurses' Duty in Wards	Students are able to describe and explain the duty of nurses in the hospitals
7.	Bad	Students are able to describe

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	Habits in Health	and explain the kinds of habits which are bad for body health.
8.	Giving Suggestions	Students are able to give suggestions for some bad habits and health problems.

As seen in Table. 2, the English for Nursing Elementary has eight topics focusing on learning from the basic to the complex pertaining to the nursing field. Topic of 'Parts of the human body' is the first topic to learn. The students are expected to be able to mention and pronounce the names of human body parts in English correctly before continuing to learn the other topics. It is expected that in the other topics, there will be

no errors in pronouncing parts of the human body because the students will always use human body parts vocabulary in the next topics.

From the eight topics above, this study only emphasizes three topics named parts of the body, hospital department, and nurses' duties inwards, and four ALM techniques that are repetition drill, chain drill, substitution drill, and backward build-up.

Designing Instructional Techniques of Audio Lingual Method & Determining Learning Evaluation. In the following are the instructional techniques of the first topic (Human Body Parts)

Table 2. Instructional Techniques of ALM in the topic of Parts of the Human Body

Lesson Title/Topic	Human body parts
Objectives	Students are able to make communication about external parts of the body by mentioning and pronouncing the names of human body parts correctly.
Vocabularies	Names of Parts of the Body of Lower limb, upper limb, Head, Trunk, medical terminology of human body parts: inguinal region, umbilicus, thorax, patella, etc.
Possible ALM techniques applied	<p>Repetition drill</p> <ul style="list-style-type: none"> ▪ The teacher says a body part and asks the students to repeat the word. ▪ The drilling will be repeated several times to ensure the students can accurately pronounce the word. <p>Example: Teacher/Audio: Thigh Students: Thigh Teacher/Audio: Thigh Students: Thigh Teacher/Audio: Thigh Students: Thigh</p> <p>The body parts using repetition drills are those which are mostly wrong-pronounced such as thigh, stomach, breast, chest, and fingers. This repetition drill can be extended to other body parts such as the stomach, chest, vagina, etc.</p> <hr/> <p>Chain drill:</p> <ul style="list-style-type: none"> ▪ The teacher says a sentence about the body part and asks the next student to repeat the sentence and add another sentence about the same topic. The drilling continues with the next student. <p>Example: Teacher: We have two ears.</p>

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Student A: We have two ears. We use two ears to listen to something.

Student B: We have two ears. We use two ears to listen to something. We can wear earrings on our ears.

Continue the drills with other parts of the body and their functions.

Multi-Slot Substitution Drill:

- The teacher provides different multi-slot prompts, and the students substitute the correct body parts in the sentence and perform the action accordingly

Example:

Teacher: Touch your _____ with your _____.

Student 1: Touch your nose with your finger.

Teacher: Good. Now, touch your _____ with your _____.

Student 2: Touch your ear with your hand.

Teacher: Excellent. Now, touch your _____ with your _____.

Student 3: Touch your knee with your palm.

Teacher: Well done. Touch your _____ with your _____.

Student 4: Touch your shoulder with your elbow.

Continue the drill

Backward build-up

- The teacher breaks down the long line into several parts.
- The teacher begins with the part at the end of the sentence.
- The teacher asks the students to repeat a part of the sentence.
- The students expand what they repeated part by part until they are able to repeat the entire line.

Example:

Teacher: I will say a sentence, and you will repeat it. Let's start with a full sentence:

Teacher: The tongue helps us chew and swallow.

Students: The tongue helps us chew and swallow.

Teacher: Let's break it down. Repeat after me:

Teacher: chew and swallow.

Students: chew and swallow.

Teacher: helps us chew and swallow.

Students: helps us chew and swallow.

Teacher: The tongue helps us chew and swallow.

Students: The tongue helps us chew and swallow.

Teacher: Great! Now, let's move on to the next sentence:

Continue the drill with additional sentences and gradually introduce more complex functions of body parts. Remember to provide feedback and correction as necessary during the drill.

To reduce pronunciation errors when pronouncing human body parts, the repetition drill in the topic "Human body parts" shown in Table 2 is intended. Some terms, such as thigh (pronounced as /tg/ instead of /a/), chest (pronounced as /cs/ instead of /test/), fingers (pronounced as /fnj/ instead of /f(r)/), and

others, are frequently mispronounced by nursing students. This ALM strategy works well to help people develop proper English word pronunciation habits.

It intends to stress the use of simple words on the functions of human body parts in relation to the usage of chain drill in the

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"Human body part" theme. The simple present tense is used in this section to emphasize grammar with the use of simple verbs and modals. 'Human Body Parts' multi-slot replacement drills are used to teach and reinforce language structure, particularly the use of the simple present tense. By substituting alternative pieces within a certain structure, it also helps pupils improve their accuracy and fluency, particularly when pronouncing some terms of human body parts. This exercise enables students to think on their feet, fosters quick thinking and language output, and helps them learn language patterns and structure

through repetition. Multi-slot substitution can aid students in improving their capacity for precise and spontaneous language production. While this is going on, the backward build-up strategy in this subject helps students practice and reinforce their understanding of the activities of various bodily parts in an organized way as well as helps them focus and pay attention to the sentence as part of their listening skill.

The following are the learning activities of the second topic (Hospital Departments)

Table 3. Instructional Techniques of ALM in the topic of Hospital Departments

Lesson	Hospital Departments
Title/Topic	
Objectives	Students are able to describe and explain the names of hospital departments and their functions
Vocabularies	Names of Departments in the hospital and descriptions: emergency room, birth center, radiology, intensive care unit
Possible ALM techniques applied	<p>Repetition drill</p> <ul style="list-style-type: none"> ▪ The teacher says the names of departments in the hospital and asks the students to repeat the word. ▪ The drilling will be repeated several times to ensure the students can accurately pronounce the names. <p>Example: Teacher: Students, let's practice the names of hospital departments. Repeat after me: Teacher: Admission. Students: Admission. Teacher: Radiology. Students: Radiology. Teacher: ENT department. Students: ENT department. Teacher: Emergency room. Students: Emergency room.</p> <hr/> <p>Chain drill</p> <ul style="list-style-type: none"> ▪ The teacher says a sentence about the hospital department and asks the next student to repeat the sentence and add another sentence about the same topic. <p>Example: Teacher: "Casualty is another name for the emergency department" Student A: "Casualty is another name for the emergency department. In Casualty, the nurses and doctors treat patients in emergency conditions" Student B: "Casualty is another name for the emergency department. In Casualty, the nurses and doctors treat patients in emergency condition and the medical staff is working together"</p>

Student C:” Casualty is another name for the emergency department. In Casualty, the nurses and doctors treat patients in emergency conditions and the medical staff is working together. The Casualty department should operate 24 hours”

Teacher: “Dental clinic is the department where the dentist works”

Student A:” Dental clinic is the department where the dentist works. In the dental clinic, the dentist provides healthcare for decayed teeth”

Student B:” Dental clinic is the department where the dentist works. In the dental clinic, the dentist provides healthcare for decayed teeth and helps with mouth treatment”

Student C:” Dental clinic is the department where the dentist works. In the dental clinic, the dentist provides healthcare for decayed teeth, helps with mouth treatment, and specializes in removing decayed teeth”

Multi-slot substitution drill

- The teacher provides different multi-slot prompts, and the students substitute the correct departments in the sentence and perform the action accordingly

Example:

Teacher: Let's practice the names of different departments in a hospital. Repeat after me:

Teacher: The [_____] is where the nurses and doctors treat patients in emergency conditions.

Students: The [emergency department] is where the nurses and doctors treat patients in emergency conditions.

Teacher: Women receive pregnancy treatment in the [_____].

Students: Women receive pregnancy treatment in the O&G department.

Teacher: The [_____] is responsible for diagnosing and treating diseases related to the skin.

Students: The [dermatology department] is responsible for diagnosing and treating diseases related to the skin.

Teacher: In the [_____] the dentist provides healthcare for decayed teeth.

Students: In the [dental clinic] the dentist provides healthcare for decayed teeth.

Teacher: Great job! Now, let's continue with the next set of department names.

Continue the drill by substituting different department names and having the students repeat after the teacher. The teacher can add more complex department names or include specialized departments based on the needs and levels of the students. The teacher also needs to provide feedback and correction as necessary during the drill.

Backward build-up

- The teacher breaks down the long line into several parts.
- The teacher begins with the part at the end of the sentence.
- The teacher asks the students to repeat a part of the sentence.
- The students expand what they repeated part by part until they are able to repeat the entire line.

Example:

Teacher: I will say a sentence about the names of departments in the hospital, and you will repeat it. Let's start with a full sentence:

Teacher: Women receive pregnancy treatment in the O&G department.

Students: Women receive pregnancy treatment in the O&G department.

Teacher: Now let's break it down. Repeat after me:

Teacher: in the O&G department.

Students: in the O&G department.

Teacher: pregnancy treatment in the O&G department.

Students: pregnancy treatment in the O&G department.

Teacher: Women receive pregnancy treatment in the O&G department.
 Students: Women receive pregnancy treatment in the O&G department.

Teacher: Great! Now, let's move on to the next sentence:

Teacher: In Casualty, the nurses and doctors treat patients in emergency conditions.

Students: In Casualty, the nurses and doctors treat patients in emergency conditions.

Teacher: Now let's break it down. Repeat after me:

Teacher: in emergency conditions.

Students: in emergency conditions.

Teacher: treat patients in emergency conditions.

Students: treat patients in emergency conditions.

Teacher: In Casualty, the nurses and doctors treat patients in emergency conditions.

Students: In Casualty, the nurses and doctors treat patients in emergency conditions.

Continue the drill with additional sentences and gradually increase the complexity of the department names.

In Table.3, the use of repetition drills in the topic "Hospital Departments" is to correct the students' pronunciation of /g/ and /y/. The students tend to pronounce radiology (/radiologi/ instead of /,reɪdi'ɒlədʒi/), emergency (/emɜːnsi/ instead of //i'mɜːdʒənsi/), gynecology (/gɪnekologi/ instead of /,ɡaɪnə'kɒlədʒi/), and psychology (/psɪkologi/ instead of /sar'kɒlədʒi/).

The chain drill on the topic of "Hospital Departments" is meant to help students not only learn how to explain the roles of each department but also to help them remember the roles that were previously mentioned by other students. To make it

simple to discuss the functions in the chain drill, the teacher might practice the repetition drill, backward build-up, followed by a multi-slot substitution drill, before presenting the chain drill. The backward build-up technique is used in this topic to help students practice and reinforce their understanding of the various departments in a hospital and their roles, and multi-slot substitution drills are used to help students become adept at repeatedly filling in the blank cues.

The following are the learning activities of the third topic (Nurses' Duty in Wards)

Table 4. Instructional Techniques of ALM in the topic of Nurses' Duty in Wards

Lesson Title/Topic	Nurses' Duty in Wards
Objectives	Students are able to describe and explain the duty of nurses in the hospitals
Vocabularies	Nurse's Duty: checking vital signs, assisting patients, diagnosing, administering medicine, teaching client, etc.
Possible ALM techniques applied	<p>Repetition drill</p> <ul style="list-style-type: none"> ▪ The teacher says sentences about nurses' duties and asks the students to repeat the word. ▪ The drilling will be repeated several times to ensure the students can accurately pronounce the word by word in the sentences. <p>Example: Teacher: Repeat after me. Nurses provide patient care.</p>

Students: Nurses provide patient care.
 Teacher: Nurses administer medication and monitor vital signs.
 Students: Nurses administer medication and monitor vital signs.
 Teacher: Nurses help patients with daily activities like bathing, washing, and eating.
 Students: Nurses help patients with daily activities like bathing, washing, and eating.
 Teacher: Good job! Let's continue. Nurses teach patients and their families about crutch walking cane walking.
 Students: Nurses teach patients and their families about crutch walking and cane walking.
 Teacher: Nurses document patient information and maintain records.
 Students: Nurses document patient information and maintain records.
 Teacher: Excellent. Let's continue.

The drill continues with the teacher providing different nurse duties, and the students repeating and practicing the phrases.

Chain drill

- The teacher starts with a nurse's duties, and then the next person will repeat the previous duty and add a new one.

Example:

Teacher: Nurses check vital signs.

Student 1: Nurses check vital signs, and make diagnoses.

Student 2: Nurses check vital signs, make diagnoses, and promote hygiene.

Student 3: Nurses check vital signs, make diagnoses, promote hygiene, and assist with elimination.

Teacher: Excellent! Let's continue:

The other students continue the chain by adding the other duties of the nurses.

Multi-slot substitution drill

- The teacher provides different multi-slot prompts, and the students substitute the correct nurses' duties in the sentence and perform the action accordingly

Example:

Teacher: I'll provide a sentence with multi-slots to fill in, and you'll substitute the appropriate words. Let's begin:

Teacher: A nurse's duty in the hospital is to [_____] vital signs and [_____] diagnosis.

Student 1: A nurse's duty in the hospital is to [check] vital signs and [make] diagnosis.

Teacher: Excellent! Let's continue:

Teacher: Nurses also [_____] patient information, and [_____] records.

Student 2: Nurses also [document] patient information, and [maintain] records.

Teacher: Good job! Let's continue:

Teacher: Nurses help patients with daily activities like [_____] , [_____] , and [_____] .

Student 3: Nurses help patients with daily activities like [bathing], [washing], and [eating].

Teacher: Great job! Let's continue:

Teacher: Nurses also [_____] patients' medical histories, [_____] patient education, [_____] wound dressings, and [_____] patient progress.

Student 4: Nurses also [document] patients' medical histories, [provide] patient education, [change wound dressings], and [assess] patient progress.

Trainer: Great job everyone!

The drilling can be given in short sentences depending on the students' ability.

Backward build-up

- The teacher breaks down the long line into several parts.
 - The teacher begins with the part at the end of the sentence.
 - The teacher asks the students to repeat a part of the sentence.
-

- The students expand what they repeated part by part until they are able to repeat the entire line.

Example:

Teacher: I will say a sentence, and you will repeat it. Let's start with a full sentence:

Teacher: Nurses check vital signs.

Students: Nurses check vital signs.

Teacher: Now let's break it down. Repeat after me:

Teacher: vital signs.

Students: vital signs.

Teacher: check vital signs.

Students: check vital signs.

Teacher: Nurses check vital signs.

Students: Nurses check vital signs.

Teacher: Now let's add the missing word:

Teacher: Nurses check [_____] signs.

Students: Nurses check vital signs.

Teacher: Now let's add the missing word:

Teacher: Nurses check vital [_____].

Students: Nurses check vital signs.

Teacher: Great! Now, let's move on to the next sentence:

Teacher: Nurses document patient information.

Students: Nurses document patient information.

Teacher: Let's break it down. Repeat after me:

Teacher: patient information.

Students: patient information.

Teacher: document patient information.

Students: document patient information.

Teacher: Nurses document patient information.

Students: Nurses document patient information.

Continue the drill with additional sentences and gradually introduce more complex duties and responsibilities of nurses in a hospital setting.

The activities for the unit on "Nurses Duty in Wards" can begin with repetition drills to instill in the pupils the habit of mentioning each duty of the nurses in the hospital. Through this exercise, they will gain a deeper grasp of how to employ simple verbs like "provide," "check," "monitor," "administer," etc. Following the repeat drill, the instructor might practice backward building up with a focus on the use of lengthy phrases to describe

the duties of the nurses. It could be challenging for the kids to list multiple responsibilities at once. Backward build-up exercises can therefore make it simpler for children to memorize. Following that, the instructor will do a multi-slot substitution practice or a chain drill. These exercises aim to raise speaking and listening abilities.

Evaluation of Instructional Techniques of Audio Lingual Method

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Some elements to evaluate instructional techniques using Audio Lingual Method in this study are based on (Chastain in

Baranovskaya & Shaforostova, 2017) and (Branch, 2006) as follows.

Table 5. Instructional Techniques of ALM Evaluation

What to evaluate	<ol style="list-style-type: none"> 1. How do the students react to the activities? 2. What is the student's motivation during the activities? 3. How do the students prepare before and during the activities? 4. How is the student's participation during the activities? 5. How good is the students' perseverance in joining the activities? 6. How is the student's achievement during the activities? 7. What is to be improved from the activities? 8. What are the students' feedback about the activities? 9. Are there follow-up activities to extend the learning?
What to consider by the teacher	<ol style="list-style-type: none"> 1. Closely related to the purpose of evaluation 2. Appropriate with the teaching approach used 3. Suitable to the student's prior background and experience 4. Assessing the content and cognitive skills 5. Appropriate with the decision consequences to be made using the information and results.

According to Table 5, when evaluating the Audio Lingual Method used in the classroom, it is important to consider both the teacher's perception of how well the ALM is helping the students' speaking and listening abilities as well as the perspectives of the students who are actually using the method. If the students improve their speaking and listening abilities, this evaluation will help the teacher decide whether to use the ALM method for the remaining units or topics. A questionnaire can be sent out for objective answers, in addition to just watching and evaluating.

5. CONCLUSION

As part of design-based research, one stage in creating the resources for English for Nursing: Elementary is designing instructional approaches for teaching speaking and listening abilities. The exercises using ALM

methodologies for those skills give a general idea of how ALM will be used in higher education, particularly for nursing students. The application of instructional techniques using repetition drill, chain drill, substitutions drill, and backward build up as part of the Audio Lingual Method to improve the students' speaking and listening skills will be thoroughly described for teachers who are teaching in higher education, particularly in ESP.

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