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Effectiveness of Grammar-Translation and Audio-Lingual Method in Learning English in Indonesian Universities

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ABSTRACT

Background. The Grammar-Translation Method (GT) and Audio-Lingual Method (ALM) are two main approaches to English language learning that have long been used in Indonesian university settings. GT emphasizes understanding grammatical structures and classical texts, while ALM focuses on repeated practice and the use of audio as a source of language input.

Purpose. This study aims to evaluate the effectiveness of Grammar-Translation and Audio-Lingual Methods in English language learning in Indonesian universities, taking into account the views and experiences of lecturers and students.

Method. Data were collected through an online survey asking respondents' opinions regarding the effectiveness of GT and ALM in English language learning. The survey included structured questions about respondents' perceptions of these learning methods.

Results. Data analysis showed polarized opinions among respondents regarding the effectiveness of GT and ALM. Most respondents saw GT as effective in understanding language structures and classical texts, while ALM was considered effective in improving speaking and listening skills through repeated practice and audio.

Conclusion. As a result of this study, it can be concluded that GT and ALM have their own advantages and disadvantages in English language learning in Indonesian universities. Therefore, a holistic and integrated approach that combines elements of both methods can be the most effective approach in preparing students for effective English communication in various contexts.

KEYWORDS

Audio-Lingual Method, English language learning, Grammar-Translation Method

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INTRODUCTION

Learning English at universities in Indonesia has become the main focus in pursuing global competency standards. In this context, learning methods become a key aspect that influences the effectiveness of language learning.



Two commonly used methods are Grammar-Translation (GT) and Audio-Lingual Method (ALM) (Bhattacharya, 2023; Klippel, 2021). GT emphasizes understanding grammatical rules and translation, while ALM emphasizes repetition and comprehension through audio aspects. However, the question that arises is: which one is more effective in improving English language skills in university environments in Indonesia?.

In the Indonesian university environment, many students face challenges in mastering English comprehensively. Especially, the difference in effectiveness between GT and ALM methods is a relevant debate (Chand, 2023). Some lecturers and students may tend to choose one method without a deep understanding of its impact on learning outcomes. Lack of an approach that suits the needs of learners can hinder the process of learning English optimally (Akramy, 2022).

To overcome this challenge, it is necessary to carry out systematic research to evaluate the effectiveness of these two learning methods in the context of universities in Indonesia. By understanding the strengths and weaknesses of each method, we can develop a more targeted and effective approach to improving students' English language skills (Anchunda, 2022). Through systematic research, we aim to gain insight into the comparative effectiveness of Grammar-Translation and Audio-Lingual Methods in university settings in Indonesia. This understanding will allow us to adapt language learning approaches to students' specific needs, thereby increasing their proficiency in English (Coffey, 2019).

This research is important because the results can provide valuable insights for educational practitioners, lecturers, and students to improve English language learning strategies in university environments. By understanding which methods are more suitable for specific learning contexts, the quality of English language learning can be improved and students can be prepared for success in an increasingly connected global environment.

Through this research, it is proposed to identify the elements that make GT and ALM effective or ineffective in English language learning at Indonesian universities. Apart from that, this research can also provide a basis for proposing innovations in more integrated and adaptive learning approaches. Through this research, it is proposed to identify the elements that make GT and ALM effective or ineffective in English language learning at Indonesian universities (Wen, 2021). Apart from that, this research can also be a basis for proposing innovations in more integrated and adaptive learning approaches, according to the needs of students in Indonesia. Thus, it is hoped that the results of this research can lead to the development of learning strategies that are more effective and relevant to the context of the higher education environment in Indonesia (Lee, 2020).

Research by Chen (Barona-Oñate, 2020) in China investigated the use of GT and ALM in English language learning for adult students, showing that the combination of the two can provide better results in strengthening speaking, listening, and writing skills. (Piantaggini, 2020) researched the use of GT and ALM in Pakistan and found that ALM is preferred by lecturers and students because of its more interactive and practical approach, while GT remains important for deepening understanding of language structures. Recent research by (Obitube, 2020) in Taiwan highlights the importance of cultural context in the choice of learning methods, emphasizing that the effectiveness of GT and ALM may vary depending on the specific preferences and needs of students in the university environment.

The researcher asked several questions from the title above, namely: Are there significant differences in learning outcomes between the GT and ALM methods in Indonesian universities?. What are the perceptions of lecturers and students regarding the effectiveness of the two learning methods?. What are the factors that influence the success of GT implementation and ALM in the context of English language learning in Indonesia?. What innovations can be proposed to improve

the effectiveness of English language learning at Indonesian universities based on the findings of this research?.

This research aims to investigate the effectiveness of Grammar-Translation (GT) and Audio-Lingual Method (ALM) in English language learning in Indonesian university environments and identify innovations that can improve the quality of English language learning. It is hoped that this research can provide a deeper understanding of the advantages and disadvantages of each method, as well as provide a basis for developing more effective learning strategies at the tertiary level. Through a better understanding of student preferences and needs, it is hoped that this research can make a significant contribution to the improvement and development of relevant and adaptive English language curricula in the Indonesian higher education environment.

RESEARCH METHODOLOGY

This study uses quantitative and qualitative approaches to evaluate the effectiveness of Grammar-Translation (GT) and Audio-Lingual Method (ALM) in English language learning at three universities in Indonesia, namely Mahmud Yunus University Batusangkar, Imam Bonjol University Padang, and Sheikh Jamil Jambek University Bukit Tinggi. The respondents consist of 30 students from each university, randomly selected based on certain inclusion criteria.

Data will be collected through English proficiency tests, classroom observations, and questionnaires on students' perceptions of the two learning methods. The English proficiency test will cover aspects of all four skills: listening, reading, writing, and speaking. Classroom observations will be conducted to gain an in-depth understanding of the lecturers' application of GT and ALM (Sardana, 2023).

Furthermore, a questionnaire will be distributed to students to assess their perceptions of the effectiveness of the two learning methods in improving English language proficiency. Questions in the questionnaire will revolve around students' satisfaction level, preference for a particular method, and comparison between GT and ALM in terms of language skills mastered (Rost, 2021).

The data will be analysed statistically to measure the significant difference between the English proficiency test results of the two groups of students who attended GT and ALM. In addition, qualitative data from classroom observations and questionnaires will be analysed thematically to identify common patterns and emerging findings (Poppleton, 2020). Finally, the research results will be presented in the form of a report that includes a comprehensive analysis of the effectiveness of GT and ALM in an Indonesian university context, as well as recommendations for the development of more effective and adaptive learning strategies (Pilcher, 2023).

RESULT AND DISCUSSION

This study examines the effectiveness of the Grammar-Translation Method and the Audio-Lingual Method in English language learning in Indonesian universities. The respondents were 50 students from various universities. The results highlight the comparison between the two methods, evaluating their advantages and disadvantages in the context of English language learning in Indonesia. An in-depth discussion is presented to provide a deeper insight into the use of both methods in improving students' English proficiency in a university setting. The results of the survey are presented below:

Respondents' Opinions on The Effectiveness of the Grammar-Translation (Gt) Method in Learning English at The University Of Indonesia

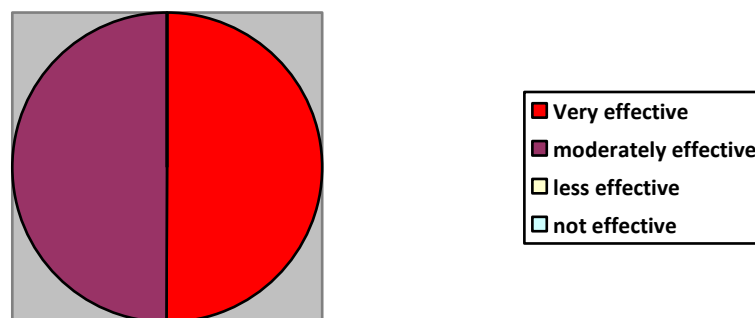


Figure 1. Effectiveness of The Grammar-Translation (GT) Method

Based on the data obtained, it appears that there is a polarisation of opinion regarding the effectiveness of the Grammar-Translation (GT) Method in learning English in Indonesian universities. As many as 50% of the respondents consider the method to be highly effective, while the other 50% consider it to be moderately effective. The view that GT is highly effective may be based on the belief that this approach provides a solid understanding of the grammatical structure of English and enables students to understand classic or academic texts in English. On the other hand, the view that GT is only moderately effective may refer to its limitations in developing deeper speaking and listening skills, which are important aspects in daily communication activities.

In interpreting this data, it is important to consider the context of English language learning in Indonesian universities. Factors such as students' educational background, daily communication needs, and learning goals may influence their perceptions of GT effectiveness (Morabit, 2024). For example, students who need to master English for academic purposes may be more likely to see GT as a highly effective method due to its focus on text comprehension and language structure. However, for those who place more emphasis on speaking and interacting in English for daily communication needs, GT may be perceived as less effective.

From a research perspective, these results highlight the importance of further research to evaluate in depth the effectiveness of GT in the context of English language learning in Indonesian universities. A combined approach of quantitative and qualitative research can provide more comprehensive insights into how GT affects various aspects of students' English language skills, including comprehension, speaking, listening and writing. In addition, involving the participation of different groups of students with diverse backgrounds and learning needs can help in making more holistic recommendations for curriculum development and English language teaching strategies in Indonesian university settings (David, 2022).

From a research perspective, it is important for researchers to delve deeper into the factors that influence students' views on the effectiveness of GT. For example, qualitative research could explore students' first-hand experiences with the method, highlighting the challenges they face and the strategies used to overcome obstacles in learning. By doing so, researchers can gain a more comprehensive understanding of the extent to which GT fits the needs and preferences of students in an Indonesian university setting.

In addition, the inputs from this study can be used to design a more holistic and diverse approach to English language learning in Indonesian universities. Based on the results of the study,

policy makers and teachers may consider integrating elements from other methods that may emphasise more on the development of speaking and listening skills, such as the Communicative Language Teaching (CLT) Method, into the English learning curriculum. Thus, English language learning in Indonesian universities can become more dynamic and responsive to students' needs, better preparing them to face communication challenges in today's global context (Lee, 2020).

Supporting theories that can be used as a foundation to complement the results of this study are language learning theories that emphasise the concept of holistic language skills. One relevant theory is the communicative theory of language learning, which emphasises the importance of language use in real communicative contexts (Bommasani dkk., 2023). In this context, learning methods that promote direct interaction between students and teachers, as well as between students and each other, can be considered more effective as they allow students to practice using English in situations similar to everyday use. In addition, constructivist theories in language learning can also be a strong foundation, emphasising the importance of active, collaborative and experiential learning for students in constructing their knowledge of language (Claver, 2020). By strengthening learning approaches based on these theories, Indonesian universities can improve the effectiveness of their English language learning by providing more relevant and meaningful learning experiences for students (McCarty, 2021; Ringblom & Dobrova, 2019).

Respondents' Opinion on The Effectiveness of Audio-Lingual Method (Alm) in English Language Learning at The University Of Indonesia

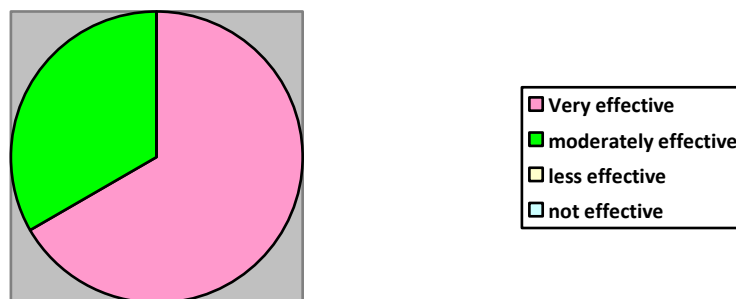


Figure 2. The Effectiveness of The Audio-Lingual Method (ALM)

The data obtained shows that the majority of respondents, 66.7%, believe that the Audio-Lingual Method (ALM) is very effective in learning English in Indonesian universities, while 33.3% consider it to be quite effective. The positive view towards ALM may be based on the belief that the method is effective in developing speaking and listening skills through repetitive practice and the use of audio models as a source of language input. In addition, ALM's focus on mastering language patterns and drills provides a solid foundation for understanding the structure of English, which is considered important in university learning.

However, the percentage of respondents who considered ALM to be only moderately effective suggests a certain uncertainty or concern regarding this method. Possibly, this view reflects a concern that ALM may be too focused on repetitive practice without providing sufficient opportunities for students to develop speaking and listening skills independently. It is also possible that some students perceived the ALM approach as lacking flexibility in facilitating personalised and diverse learning according to their individual needs.

From a research perspective, these results suggest the need for further investigation to understand more deeply the factors that influence students' perceptions of the effectiveness of ALMs in the context of English language learning in Indonesian universities (Wen, 2021). Qualitative research involving in-depth interviews with students and teachers can help in identifying the strengths and weaknesses of ALM, as well as teaching strategies that can enhance its effectiveness. In addition, a comparison of ALM with other language learning approaches, such as Communicative Language Teaching (CLT) or Task-Based Learning (TBL), could also provide valuable insights into the relative merits and suitability of such methods to the English language learning context in an Indonesian university setting (Adebileje, 2020; Alrasheedi, 2021).

The researcher's opinion in this context may lead to a broader understanding of the advantages and disadvantages of the Audio-Lingual Method (ALM) in English language learning in Indonesian university settings (Pikhart dkk., 2023). While ALM has been shown to be effective in building understanding of language structures, researchers may also feel the need to acknowledge that this approach may fall short of accommodating the needs of diverse students, especially those who place more emphasis on developing speaking skills and social interaction in English. Thus, researchers may recommend a combined approach that blends elements from ALM with other more communication-orientated approaches, such as CLT or TBL, to provide a more holistic learning experience for students.

The inputs from this study can also help the development of English language teaching curriculum and strategies in Indonesian universities. For example, based on the results of this study, teachers may consider combining the ALM approach with the use of materials and activities that are more orientated towards real communicative situations, such as role plays or collaborative projects (Kurni & K, 2021). In addition, an emphasis on the use of technology to support learning, such as mobile phone apps or online platforms for audio and visual exercises, can also increase student engagement and enhance the effectiveness of ALM in modern English language learning contexts. By implementing these recommendations, Indonesian universities can strengthen their English language learning approaches to meet the increasingly dynamic demands of today's global context.

Supporting theories to complement the researcher's view on the effectiveness of Audio-Lingual Method (ALM) in English language learning at Indonesian universities may include constructivist theory in language learning (Iba & Burgoyne, 2019). This theory emphasises that language learning occurs through active interaction between students and learning materials, as well as with other students. Thus, in the context of ALM, teaching can be enriched by introducing activities that encourage students to actively participate in speaking, listening and practising language structures independently. In addition, constructivist theory also underlines the importance of hands-on experience in building language knowledge, so the use of contextual situations and practical applications in ALM teaching can help students to better internalise language patterns. By basing the teaching approach on constructivist principles, ALM can be more adaptive to students' individual needs and more effective in achieving English language learning goals in Indonesian university settings (Iba & Munakata, 2019).

Significant differences in learning outcomes between GT and ALM methods in an Indonesian university setting

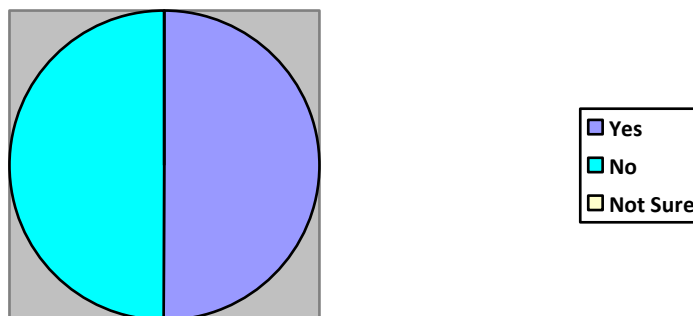


Figure 3. Effectiveness of The Grammar-Translation (GT) Method

The data obtained shows that respondents' opinions are evenly divided on whether there is a significant difference in learning outcomes between the Grammar-Translation (GT) and Audio-Lingual Method (ALM) at Indonesian universities. Half of the respondents believe that there is a significant difference, while the other half disagree with the statement. The view that there is a significant difference may refer to the difference in learning approach and teaching focus between GT and ALM. GT tends to focus on text comprehension and grammatical structures of English, while ALM emphasises more on audio-visual exercises and repetition of language patterns. Therefore, these differences in learning methods may result in different outcomes in English language learning.

However, there is also a view that there is no significant difference between GT and ALM in learning outcomes in Indonesian university settings. This view may be based on the understanding that both methods have the same ultimate goal, which is to help students understand and use English well. Although the learning approaches and teaching techniques are different, the effectiveness of both may be influenced by other factors such as teaching quality, student motivation, and the match of the method with individual needs and learning styles. In this case, differences in learning methods may not always result in significant differences in learning outcomes, especially if those other factors are ignored.

From a research perspective, these results demonstrate the complexity of understanding the influence of learning methods on English language learning outcomes in Indonesian university settings. Therefore, further research is needed to evaluate in more depth the effectiveness of GT and ALM, as well as to understand how certain factors affect learning outcomes in different contexts. The use of mixed methods or combined approaches may also be an interesting research subject, combining elements from GT and ALM to optimise English language learning in Indonesian universities.

Research views on these results may vary depending on the research perspective and approach. Some researchers may believe that the significant differences between GT and ALM in learning outcomes highlight the need for more appropriate curriculum and teaching adjustments in Indonesian universities. Meanwhile, other views may be more inclined to emphasise the ultimate similarity of the learning outcomes produced by the two methods, highlighting the importance in identifying other factors that also play an important role in English language learning.

From a research standpoint, it is important to look at learning outcomes from a more holistic and comprehensive perspective. While there are differences of opinion regarding the effectiveness of each method, the main focus should be on improving overall English language learning in Indonesian university settings. Therefore, researchers can recommend a more flexible and responsive approach, which allows for the integration of elements from various learning methods, as well as customisation to students' needs and characteristics. Thus, Indonesian universities can develop more dynamic and relevant curricula and teaching strategies, which take into account the diversity in students' learning styles and learning objectives.

A relevant underpinning theory to support the researcher's view is competency-orientated learning theory (Yang, 2019). This theory emphasises the importance of developing various language skills, including comprehension, speaking, listening and writing, as an integral part of effective language learning. With this approach, the difference between Grammar-Translation Method (GT) and Audio-Lingual Method (ALM) can be seen as different tools in strengthening students' language competence (Wood, 2019). GT can help in understanding the language structure and context of written texts, while ALM can provide rich practice in oral language use and listening. By adopting a competency-oriented approach, Indonesian universities can ensure that students not only master one particular aspect of English, but are also able to apply their skills in a variety of different communicative situations, according to real-world needs (Weiner, 2020).

Respondents' perceptions as lecturers/students on the effectiveness of the two learning methods

No	Answer
1	ALM is effective with a small number of students AND GT can be used with a large number of students
2	Both attract students' attention
3	GT makes students lazy and ALM makes students focused
4	GT is less interesting and ALM is more attention-grabbing
5	Good and interesting
6	Both require eye and ear sense focus

Table 1. Effectiveness of Both Learning Methods

From the table provided, we can see the variation in perceptions between lecturers and students towards the effectiveness of Audio-Lingual Method (ALM) and Grammar-Translation Method (GT) in English language learning. Some respondents believe that ALM is more effective when used with small groups of students, while GT is suitable for larger classes. This shows that class size can influence the choice of learning method. Meanwhile, some respondents stated that both methods equally attract students' attention, while others felt that GT makes students lazy and ALM helps maintain their focus. This suggests a difference in perception of the psychological impact of the two methods on students' motivation and engagement in learning.

Furthermore, there were also different views on the attractiveness of the learning methods. Some respondents find ALM more appealing, while others feel the opposite for GT. This highlights the importance of tailoring learning methods to students' preferences and learning styles to maintain their engagement in learning. Finally, some respondents stated that both methods require the focus of the senses of the eyes and ears, emphasising the importance of using visual and audio stimuli in English language learning.

From this analysis, it can be concluded that perceptions of the effectiveness of ALM and GT in English language learning vary widely among lecturers and students. Factors such as class size, the attractiveness of the methods, and their psychological impact play an important role in their judgement of the two methods. Therefore, in order to achieve optimal learning outcomes, it is important for lecturers to consider students' characteristics and preferences as well as classroom conditions when choosing the most suitable learning method. In addition, the development of adequate teaching skills and a deep understanding of students' needs can help in designing effective and engaging learning strategies for all parties involved.

Researchers' inputs could see this difference in perception as an opportunity to further explore teaching strategies that can integrate elements of both learning methods. For example, using a combination of GT and ALM in one learning session could provide a double benefit, with GT assisting in understanding language structures while ALM improves speaking and listening skills. In addition, it is also important to take a closer look at the factors that influence students' perceptions of these two methods, including psychological aspects such as motivation and learning satisfaction. By better understanding students' preferences and needs, English language teaching in Indonesian university settings can become more effective and meaningful.

In terms of theory, support for the combined approach of GT and ALM can be found in a learning theory referred to as "integrative learning theory" (Brenner, 2022). This theory emphasises the importance of combining different learning methods and approaches to achieve more holistic and effective outcomes. By using elements from GT and ALM together, English language teaching can provide a comprehensive learning experience, allowing students to gain an in-depth understanding of language structures while improving their practical communication skills. By applying the principles of integrative learning theory, Indonesian universities can create a more dynamic and adaptive learning environment for their students (Rosli, 2023).

What factors influence the successful implementation of GT and ALM in the context of English language learning in Indonesia

No	Answer
1	College Facilities
2	Increasingly attractive GT and ALM models
3	Lecturers' knowledge and learning methods
4	Knowledge and the way lecturers teach
5	Apps and audio playing
6	Materials that are relevant to the environment

Table 2. Factors That Influence the Successful Implementation of GT And ALM

From the table, there are several factors that influence the successful implementation of Grammar-Translation Method (GT) and Audio-Lingual Method (ALM) in English language learning in Indonesia. Firstly, facilities in higher education play an important role in supporting the implementation of both methods. Adequate facilities, such as language laboratories, well-stocked libraries, and comfortable classrooms, can enhance learning effectiveness by providing a conducive environment for language learning. Secondly, the increasingly attractive GT and ALM models can be a decisive factor. By integrating technology, visuals and engaging audio, these learning models can enrich students' learning experience and increase their engagement in learning.

Thirdly, lecturers' knowledge and learning methods have a great impact on the successful implementation of GT and ALM. Lecturers who are skilled and knowledgeable about both methods can provide effective guidance to students, adapt learning materials according to students' needs, and use teaching strategies that suit the characteristics of their classes. Fourth, the relevance of learning materials to the environment and students' needs is also very important. Materials related to daily life, local culture, and professional needs will be more easily understood and applied by students, enhancing their learning success.

Finally, the use of apps and audio playback can be a significant supporting factor in learning English with the ALM method. Interactive apps and audiovisual materials can provide variety in learning, attract students' interest and improve their understanding of English. By utilising these technologies effectively, ALM teaching can become more dynamic and engaging for students. By considering these factors holistically, the implementation of GT and ALM in the context of English language learning in Indonesia can be improved to achieve more optimal learning outcomes.

Feedback from researchers may reflect the importance of engaging lecturers in ongoing training on the application of Grammar-Translation Method (GT) and Audio-Lingual Method (ALM) in English language learning. Lecturers need to continuously develop their knowledge about these two methods as well as effective teaching strategies to integrate them into the curriculum. In addition, researchers can also recommend the development of relevant and interesting learning materials for students, which incorporate elements of local culture and students' practical needs in learning English. By taking into account feedback from lecturers and students, curriculum development and teaching methods can become more responsive to diverse learning needs.

In terms of theory, constructivist theory can be a major proponent in supporting the successful implementation of GT and ALM in English language learning in Indonesia. This theory emphasises the importance of active, collaborative and experiential learning for students in constructing their knowledge of language. By applying constructivist principles, lecturers can design learning experiences that allow students to be actively involved in the learning process, both through practising language use in practical contexts (ALM) and understanding language structures through classic texts (GT). Thus, a learning approach based on constructivist theory can strengthen the successful implementation of both methods in English language learning in Indonesia (Takahashi, 2020).

What innovations can be proposed to improve the effectiveness of English language learning in Indonesian universities

No	Answer
1	Make the vocabulary that is often wrong in GT
2	Create per theme audio and GT
3	Create GT e-books that are often used and those that are wrongly interpreted.
4	GT technology innovation by being able to read pictures
5	The audio used is related to the student's environment
6	Create one technology that can combine these two learning methods

Table 1. Innovations That Can be Proposed to Improve Learning Effectiveness

From the table above, several innovations can be proposed to improve the effectiveness of English language learning in Indonesian universities. One of the proposed innovations is to reorganise frequently misused vocabulary in the Grammar-Translation (GT) Method. This can help

students improve their understanding of words that are often misunderstood or used, thus improving their ability to communicate in English more precisely. Furthermore, the creation of theme-based audio and GT materials is an innovation that can enrich students' learning experience. By presenting learning materials based on a particular theme, students can be more engaged in learning and gain a deeper understanding of the context in which English is used in different situations.

In addition, the creation of frequently used as well as frequently misinterpreted GT e-books can be a positive step in increasing the availability of quality learning materials. By providing easily accessible and high-quality learning resources, students can more easily acquire information and deepen their understanding of English structures. Another interesting innovation is the development of GT technology that is capable of reading images. This can assist students in understanding the context of English usage in real-world situations, such as in reading instructions or information presented in visual form. By utilising this technology, English learning can become more interesting and relevant for students.

The researchers can provide additional inputs related to the proposed innovations to improve the effectiveness of English language learning in Indonesian universities. One of them is the importance of actively involving students in the development and implementation of these innovations. By listening to students' feedback on their needs and preferences in English language learning, the developers of the innovations can ensure that the solutions offered are truly relevant and effective in improving students' English language comprehension and skills. In addition, researchers can also suggest the need for continuous evaluation of the implementation of these innovations to ensure that they really have the desired positive impact on learning.

From a theoretical perspective, approaches that support innovation in English language learning can be found in constructivist theory. This theory emphasises the importance of active learning, where students act as the main constructors of their own knowledge. By applying constructivist principles in the development of English learning innovations, we can provide students with opportunities to engage directly in the learning process, building their own understanding of English through practical and interactive experiences. As such, these innovations can be more effective in improving students' English proficiency and preparing them to face communication challenges in an increasingly complex global context (Tervonen, 2021).

CONCLUSION

In the context of English language learning in Indonesian universities, there are significant differences of opinion regarding the effectiveness of the Grammar-Translation Method (GT) and the Audio-Lingual Method (ALM). While GT is considered effective by half of the respondents due to its focus on understanding grammatical structures and classical texts, ALM is also considered highly effective by most respondents as it can improve speaking and listening skills through repeated practice and the use of audio as a source of language input. However, this difference of opinion also reflects the complexity of understanding the impact of learning methods on English language learning outcomes. Therefore, further research and the development of educational innovations involving the active participation of lecturers and students are needed to improve the effectiveness of English language learning in Indonesian universities. By applying the principles of relevant learning theories, such as constructivism, and integrating various learning methods that suit students' needs and preferences, English language learning in Indonesia can become more dynamic, responsive and effective, preparing students to face communication challenges in an increasingly complex global context.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

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