

Teaching English vocabulary using the audio-lingual method (A classroom action research conducted in class 3A SD Shalom Semarang in the academic year 2022/ 2023)

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Abstract

The audio-lingual teaching method is defined as a method that emphasizes on repetition of words to help the students to understand the use of the target language communicatively. This research aims to measure the students' accomplishment in increasing their English vocabulary after using the audio-lingual method and to find its benefits in improving vocabulary mastery for students. In finishing this research, the method used is class action research by applying mixed methods. The population of this research was students in 3A Generous of SD Shalom Semarang, which consisted of 25 students. The writers used the theory of Larsen-Freeman in this research. The instrument of the study was multiple-choice tests of 15 items and short essay tests of 5 items. The post-test Score (84,6%) is higher than the pre-test (75,8%). It means that using the audio-lingual method in teaching English vocabulary has enough effect on third-grade students' accomplishments.

Keywords: Audio-Lingual Method, Mixed Methods, Speaking, Vocabulary

1. Introduction

Competence is an unconscious knowledge that a person knows. Ardianto (2021) stated people are not born with the competency to understand everything that happens in the world immediately. One of the competencies that humans need to understand is language. Language is a system of conventional spoken, manual (signed), or written symbols using which human beings express themselves as members of a social group and participants in its culture. On the other hand, language also means communication. Without language, we cannot understand what other people say and think. Gultom & Kurniadi (2019) stated language is essential for everyone worldwide. With a language, people can communicate with many people.

In this modern era, some schools in our country move to be designed based international schools where English is used as the obligatory study to be mastered by all teachers and students. Language as a tool for communication takes a vital role in our daily activities. Without communication, we will be left behind. English is used as an instrument of the instructional teaching-learning process in every subject. Communication in a foreign language is abridged to get more information about knowledge and culture.

Since English has become an essential language for communication, as we know, many aspects of life use English. Therefore, it is crucial to master English for better communication. In Primary school, English is one of the extracurricular subjects that must be learned. To

support the mastery of English skills, the students should learn vocabulary as fundamental elements of language.

Starting in 2022, English has been officially adopted as a foreign language which is implemented in Indonesia's new curriculum, "*Kurikulum Merdeka*", at elementary school up to the university level. Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi (2022, p. 2) stated Merdeka curriculum is diverse learning. The Merdeka Curriculum focuses on important content so students have enough time to explore concepts and strengthen competence. It means that all Indonesian students start learning English at elementary school. There are four critical skills that students have to be good in English. They are listening, reading, speaking, and writing. In this study, the writers focus on teaching vocabulary in English, considering that studying a language is connected with studying vocabulary. It is not possible to understand English without mastering vocabulary at first. It can be approved that vocabulary is essential in learning English and other languages.

A method is one of the crucial elements in the teaching process that must consider the condition around students. Nevertheless, we are entering an era with different trends every time, leading to other ways to live. Heriyanto & Muhid (2021) stated that nowadays, we are living in an industrial world that is starting to touch the virtual world with several systems. With the different needs in every era, teachers need to be intelligent and wise in choosing methods during learning.

The correct method used by the teacher can motivate the students to study. Having motivation has a positive effect on students in improving their skills. Therefore, teachers must consider the technique and methods used to increase English vocabulary. The teacher can use many ways to motivate students, for example, Grammar-Translation, Reading method, Audio-lingual, Affective Humanistic method, Comprehension method, and Communicative methods. One of them is Audio-Lingual Method. Diane Larsen -Freeman (1992) says, "The Audio-Lingual method is the method which focuses on repeating some words to memorize". The writers use this method to increase the English vocabulary of the students in class 3A SD *Shalom Semarang*.

The audio-lingual teaching method is defined as a method that emphasizes on repetition of words to help the students to understand the use of the target language communicatively. The repetition drills aim to break down the troublesome sentences into smaller parts. Drilling is a crucial feature of audio-lingual approaches to language teaching, emphasizing repeating structural patterns through oral practice. It means that the audio-lingual method prioritizes the repetition of words in the learning process so students can correct every wrong word repeatedly until it becomes perfect.

The researchers used question-and-answer drilling in the form of games to teach vocabulary, and the technique used was Audio-Lingual Method. The researchers used question-and-answer drilling in the form of games to teach language, and the process used was Audio-Lingual Method. The games are chosen to prevent flatness during activity. Arvianti & Wahyuni (2020) stated, "With games, learning is effectively done to avoid students' boredom."

There are many reasons why the writers choose primary students. First, SD Shalom is one of the most prominent private schools in North Semarang. Second, the terms of accessibility and the same research are never conducted in this school.

Realizing that the correct method is vital during the teaching-learning process, the researchers hope, through this research can find to measure the students' accomplishment in increasing their English vocabulary after using the Audio-lingual method and discover the benefits of using the Audio-lingual method in increasing the vocabulary for students.

2. Theoretical Framework

English Vocabulary

Vocabulary is the primary aspect of learning a language that learners should master. It also means a wealth of words processed by a particular language. Nurfitri & Sunubi (2018) stated vocabulary is one of the central problems because to be successful in the implementation of communication, the acquisition and learning of vocabulary is a fundamental requirement and through vocabulary, we can communicate ideas, emotions, and desires. However, people must distinguish between words and vocabulary.

The writers believe that vocabulary is one aspect of language that is important in learning a language because vocabulary carries a meaning which is used in communication. Ika Rahmadani Lubis (2018) stated the definition of vocabulary is clear that in most cases of human life, they use a set of words. The use of words itself is differentiated according to the field, person, class, or profession. It means that the beggar used a set of words to ask for some money from rich people, and the teacher also used a set of words when their students' command. The writers believe that vocabulary is one aspect of language that is important in learning a language because vocabulary carries a meaning which is used in communication.

It is clearly stated that the mastered level of the number of vocabularies determines how qualified a language learner is in terms of educational goals and the ability of each student to accept these vocabularies.

English is one of the subjects that becomes an elective lesson in primary school. English in primary school has become the most essential school subject for those schools. Therefore, starting teachers can find the responsibility of teaching both exciting and challenging. Sabitovich (2020) stated learning a foreign language broadens one's horizons, and people become more educated. So, the teacher has to choose an excellent method to teach English well, especially vocabulary.

The biggest problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be learned. In this case, the teacher's focus obtains incidental learning from speaking, listening, and observing. It is easier to arrange for large amounts of independent listening and speaking than for language amounts of teaching that can effectively deal with only a tiny amount of information about a word at a time. The more complex communication is, the more likely the learners are to misinterpret it.

Audio-Lingual Method

Since the method is vital during teaching-learning, the researchers must Sidabutar (2021) says, "The Audio-Lingual method is the direct method that is also an oral-based approach". An audio-Lingual method of teaching speaking is congruent with learning and talking teaching practices. It is more like the real and able to provide the correct response directly.

The audio-lingual method is a way of teaching that the application is focused on training events, drills, dialogue, memorizing vocabulary, and reading text. As for the practice, students are invited to learn a foreign language without bringing their native language. A basic understanding of English and teaching procedures in this method is too many drawn from the processes before the direct technique. Therefore, the audio-lingual goal was the same as the Direct Method: creating a destination in students' communication skills. As known, pronunciation, composition, and other aspects between foreign languages and other original languages are very different. In addition, in learning English as a foreign language, students have to pronounce or read repeated word-by-word given by teachers to be unaffected by the mother tongue as much as possible.

During method application, the researchers need to understand the vital point. Nita & Syafei (2012) stated that language is taught by applying attention to the words and the repetition drill about sentence patterns. Drills pattern is a primary method class. It is precisely these basic patterns that build task students. Students needing workout exercises and only adequate vocabulary that allows repeated practice might be running smoothly.

During the implementation, the teachers must understand every method's technique to reach the goal. In "Techniques and Principles in Language Teaching" (1986: p.48-49), Larsen Freeman gave a general representation of the techniques associated with the audio-lingual method. One of the techniques is a question-and-answer drill. The drill makes students practice answering questions. The question can be whether the teachers speak the word or the characteristics. The students had to guess what picture they showed on the LCD behind them. The player can cue the students to ask each other. It gives students practice with the question pattern. This kind of learning activity makes students think that this activity is more like a game. The game proceeds with every student listening, paying attention, and responding. The writers can include that in the teaching of English languages. The audio-lingual method emphasizes the occurrence of smooth communication between teachers and students. This method focuses on making expressions and memorizing the new vocabulary similar to what the teachers used to teach the children. The role of grammar is not much. The implementation used dialogues and group work. The writers chose this implementation because the principles can be modified for children.

3. Research Method

The writers used Classroom Action Research (CAR) to conduct this research. The researchers conducted classroom action research to understand and study the phenomenon that occurred in the teaching-learning process and purposely tried to offer solutions for the problem, especially in teaching vocabulary. Mettetal (2012) states, "Classroom Action Research is systematic, yet less formal, research conducted by practitioners to inform their action. The goal of CAR is to improve your teaching in the classroom."

The research participants were 3A Generous students of SD Shalom Semarang. The academic year 2022/2023. They consisted of 25 students. This study used material from PT. Erlangga's book "Grow with English." This research applied observation and measurement techniques to collect the data. The measurement technique was intended to see students' scores in learning vocabulary. The tool of measurement was a test of vocabulary. The test was given in the acting stage.

There were two vocabulary tests in this research. They were pre-test and post-test. The vocabulary tests are used to assess students' vocabulary. The vocabulary test consists of 20 questions with 15 optional answers and 5 write the correct answer. The topic used is time for the first cycle and the food and beverage for the second cycle.

This research consists of two cycles. In conducting action research, there are four steps: planning, action, observation, and reflection.

In data analysis, the writers used qualitative and quantitative methods/Mixed methods in the data analysis. The qualitative data were obtained from interviews, and the writers' notes before and after the students learned in an audio-lingual way. In contrast, quantitative data was obtained from the value of the first test and final test scores. Quantitative data were analyzed to get the result of an increase in students' vocabulary by comparing the results of the pre-test with the results of the post-test. The average value obtained from the students' tests compared with the value average on the final examination. The average value of the vocabulary students showed an understanding level after studying using the audio-lingual method. The higher post-

test results from the pre-test also mean that a student is declared increased vocabulary or learning outcomes using the audio-lingual method at SD Shalom Semarang.

To evaluate students increasing vocabulary, the writers give 20 items of written tests. It was answered within 40 minutes. The test was scored using a score rank from 0-100 by counting the correct answer and applying the following formula. The writers use Djwandono (1996:148) formula to calculate the Score:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of a test

R = Number of the correct answer

N = Number of test items

To establish criteria of success for students' achievement, specific criteria referring to reference standard assessment used are as follows.

Table 1. Indicators of Success

Number	Range of Score	Category	The Quality
4	85 – 100	Very High	A
3	70 – 84	High	B
2	60 – 69	Average	C
1	50 – 59	Low	D
0	0 – 49	Very Low	E

The writers applied the formula to understand the mean of the student's Score for each cycle, as follows:

$$Mean = \frac{\sum X}{N} \times 100\%$$

Where:

$\sum X$ = The total Score of the students

N = The number of the students

4. Result and Discussion

The first test was given to every student who had not yet learned or, instead, before students got the application of the audio-lingual method. It was done to determine their understanding of the English language, especially in terms of vocabulary.

The test was given in the form of multiple choice and essay. Two subjects, such as the name of days, times, and clock, were tested. All questions are twenty, the multiple-choice questions are fifteen, and the essays are five. The test consists of two parts, the first is a pre-test, and the second is a post-test.

The class results obtained in preliminary tests showed various values. For more details, the following will be delivered the pre-test result from 25 students.

From the data that has been collected, it calculated the average value of students at the end of the test would use the formula:

$$Mean = \frac{\sum X}{N} \times 100\%$$
$$Mean = \frac{1895}{25} \times 100\%$$

Mean = 75,8 %

The writers used the class action research method as part of mixed methods consisting of two cycles. Every cycle consists of planning, action, observation, and reflection. The following will explain the sections of the first cycle and second cycles.

The first cycle happened after the first observations of the tests performed, consisting of planning, action, observation, and reflection. The students' results that can be seen at the end of the trial showed different scores on the first test and second tests. There was a significant increase. Therefore, the result displays a list of the post-test/ final test scores of 25 students.

The class results obtained in post-tests showed different values. For more details, the following will be delivered the impact of the post-test on 25 students.

From the data that has been collected in cycle 2, it calculated the average value of students at the end of the test would use the formula:

$$\begin{aligned} \text{Mean} &= \frac{\sum X}{N} \times 100\% \\ \text{Mean} &= \frac{2115}{25} \times 100\% \\ \text{Mean} &= 84,6 \% \end{aligned}$$

The overall results obtained allow authors to present pre-test and post-test results. The results are presented in a table to see the differences more clearly.

Table 2. The Difference Scores Between Pre-Test and Post-Test

No	Student's name	Score in the Pre-Test	Score in the Post-Test
1	Adriell Gio Kristian	90	80
2	Aldi Dwi Saputra	75	95
3	Aurellia Larissa V.S.	80	100
4	Devan Tri K.	75	85
5	Dhian Ariani O.A.	40	65
6	Hany Ginarumi	75	90
7	Jessica Joely Josaga	95	100
8	Jessica Tirza Riyanto	95	100
9	Joline Angelina P.	90	80
10	Joseph Aquilla T.	85	100
11	Kevin Emmanuel	85	95
12	Latasma Fihaa A.	75	75
13	Max Jovan E.G.	90	65
14	Muhammad Rizki R.	60	75
15	Nabila Violina	65	95
16	Nasya Fitria Arilisti	85	100
17	Samuel Wisely I. C.	55	95
18	Sayid Aruslani Al K.	55	60

19	Silviana Arselia Putri	50	70
20	Valerie Gabriela S.	90	100
21	Vanezia Grace K.	85	90
22	Wayan Aditya P.	60	65
23	Winda Ayu Lestari	85	90
24	Yuwa Bakti Guna	60	45
25	Zefanya Gracia	95	100
Total number of student's Score		1895	2115

The data obtained above were the average result of all existing students.

The average result of the students in the Pre-test is equal: $\frac{1895}{25} \times 100\% = 75,8\%$

The average result of the students in the Post-test is equal: $\frac{2115}{25} \times 100\% = 84,6\%$

The writers found students who got the audio-lingual method accomplished the higher Score. It supports Sidabutar (2021) finding that audio-lingual ways help students increase their English skills in speaking and other aspects. It can be seen from the result of scores of the pre-test and post-test, in which the Score of the post-test is 84,6% is higher than the pre-test's 75,8%.

The audio-lingual method focuses on the repetition of some words to memorize. Students experienced an increase in vocabulary after listening to the drill, repeating some words heard by the teachers and using slides as games to excite students. Using the audio-lingual method in teaching vocabulary dramatically affects the students' accomplishment. This finding supports the previous result from Larossa, Qamariah, Rosdiana (2020) that repetition drills are used for familiarizing students quickly with a specific structure formulaic expression. The test by using pre-test and post-test were held to make sure that audio-lingual affected students' ability to understand the vocabulary.

The writers found possibilities that may be resulting an increase in students' vocabulary as follows that supported the arguments by Uche Okonkwo (2012):

- a. There were games with rewards/points in each lesson to make students feel excited about the class.
- b. The teachers gave motivation in the class.
- c. There was a repetition moment in every material with the goal of students remembering vocabulary better.
- d. Some slides were able to facilitate students in understanding English vocabulary.

5. Conclusion

Based on the analysis of the audio-lingual method applied at *SD Shalom*, the writers could finally give some conclusions and suggestions during the teaching-learning process in 3A generous class. The authors researched to find the efficiency of the audio-lingual method using students' accomplishments as the primary data. Since the same research was never conducted in *SD Shalom Semarang* and *SD Shalom Semarang* is the private primary school in North Semarang that has the most students, the authors steadily did the research. The accomplishment before and after using the audio-lingual method in 3A Generous is raised to 8.8 %. The results of the Pre-test implemented is 75,8%, and the Post-test performed is 84.6%. The writers can assume that the pre-test results classified into a high category and the post-test results increased and organized into a very high category. The benefits of using the Audio-

lingual method in improving the students' vocabulary are; games with rewards/points in each lesson made students feel excited about the class; the teachers motivated the course; the teachers correct when students make mistakes and encourage students to improve; students remembered vocabulary better because of repetition and the existence of repetition moment; innovative and creative media facilitated students' understanding of English vocabulary; the excitement increased due to the class being held in a different scenario.

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