The Effect of Audiolingual Method on Vocabulary Ability of the Fifth Grade Students of SDN 009 Tenggarong Seberang

Yunita Sinaga¹, Kartika Puspandari²

¹, ²Universitas Kutai Kartanegara, Jl. Gunung Kombeng No 27, Melayu, Kec. Tenggarong, Kab. Kutai Kartanegara, Kalimantan Timur
yunitasinaga88@gmail.com

Abstract
Audio-lingual method is one of the teaching methods in teaching vocabulary. The fact indicated that teaching vocabulary by using audio-lingual method gave better results than without using audio-lingual method at the fifth grade students of SDN 009 Tenggarong Seberang. The purpose of the study was intended to find out whether using audio-lingual method increase vocabulary ability of the fifth grade students of SDN 009 Tenggarong Seberang. In addition, the hypothesis of this study was: “Using audio-lingual method increases vocabulary ability of the fifth grade students of SDN 009 Tenggarong Seberang.” This study used experimental design. The population of the research was the fifth grade students of SDN 009 Tenggarong Seberang with the total number of the students was 47 students, and the sample taken was 30 students. The instrument of this study was a written test in the forms of multiple choices. The data of the study were scores on vocabulary. To analyze the data and to carry out the hypothesis testing, the researcher used t-test formula. It was proved by the value of t-computed which was greater than the value of t-table. From the result of computation by using t-test, it was found that the value of t-computed was 3.129, whereas the value of t-table at p=0.05 and degrees of freedom = Na + Nb – 2 = 28 was 2.048. As the result, the value of t-computed was greater than the value of t-table (3.129 > 2.048). Thus, the result of the research was read as “Using audio-lingual method significantly increases vocabulary ability of the fifth grade students of SDN 009 Tenggarong Seberang.”

Keywords: Audiolingual method, vocabulary ability

INTRODUCTION
As a mean of communication, English is used to communicate each other. The development of technology has been increased and people can move anywhere easily. Since in this century, ships, vessels, trains, jet aircrafts have been practical means to bring people from all over the world into face
to face communication situation, the message mover, telephone, telegraph, satellites, televisions and internet are common for all people all over the world to communicate.

The purpose of teaching English at elementary school levels in accordance with the educational unit level curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) is the students are expected to master English skills and components. English skills refer to listening, speaking, reading, and writing, whereas, English components deal with grammar, vocabulary, pronunciation, spelling, and fluency.

English vocabulary is one of the components of English is obviously required by the students to be mastered because by means of mastering vocabulary, the students can comprehend correct expressions for appropriate situations and conditions in which people interact to one another. To master the vocabulary as one of components of English, an appropriate method of teaching is needed and the materials learnt should be stepped gradually because English is a complex language and it is different from the students’ own mother tongue.

The English teacher should apply various kinds of teaching methods which relate to the vision and supported by aids in order to overcome the students’ barrier in learning vocabulary. For these purposes, one of the teaching methods that can be used in presenting vocabulary is audio-lingual method. Audio-lingual method is used in teaching vocabulary in order that students can increase their memory and motivation in learning vocabulary. By using audio-lingual method in teaching vocabulary, the students begin with a dialogue designed to include a particular structural pattern. The exercises and drills that follow are all based on the dialogue. They give students more practice with new vocabulary being studied (Richards and Rodgers in Djunaidi, 1997:42).

Based on the explanation above, the researcher was curious to conduct a research concerning with the effect of audio-lingual method up on the ability on vocabulary and the students who were selected as the population of the research were the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023. The researcher considered that there was no research that had been conducted for exploring vocabulary ability taught by using audio-lingual method, especially the research which was conducted in this area (SDN 009 Tenggarong Seberang) Kutai Kartanegara regency.

In order to give deep understanding about this research, the researcher provides some definition of related topic based on the previous researchers.

**Teaching Vocabulary to Young Learners**

Teaching at elementary school level requires particular requirements and teaching strategies that should be in line with the students' characteristics. The suggested strategies for the elementary school are: game, singing songs, telling stories, repeating, listening, working in pairs or groups, asking and answering questions (Kasbolah and Anugerahwati, 1993:50). Furthermore, Hildeberand in Rosnawati (2009:12) states that a song, a poem, a finger play, or new pictures can save to quit children and gain their attention. Children may find it difficult to follow purely verbal instruction and
information. Teachers can overcome this by using gesture, intonation, demonstration, action, and facial expression to convey meaning parallel what they are saying. As stated by Halliwell in Rosnawati (2009:12) that intonation, gesture, facial expression, action, and circumstance are to help children tell what unknown word and phrases probably mean. By understanding language message in those ways children start to understand the language. The following are the alternative strategies of teaching vocabulary that can be used for young learners:

**Games**

Kasbollah and Anugrahwati (1993:8) state that games are motivating, since they create contact for their play, and lead to social intellectual involvement. In selecting the kinds of games, the activity should contribute to furthering the linguistic aims of the lesson and it should maintain the interest of all the students who are playing.

In addition, Brown (2001:317) states that game involves: (1) rules which must be followed, (2) competition between individual or team, and (3) determination of a winner. If teams of players are a part of game plans, cooperative learning as well as competition can result. The chief of characteristic of these games is a strong element of competition. He gives suggestion in using games. Some of them are: (1) The teacher should start by deciding whether the game will advance achievement of learner objective, (2) She/he should find ways to adapt games to the capabilities of students and trainees, (3) She/he should determine, in advance, whether to involve all or only part of a class in a game (4) She/he should begin her/his use of games with simple but interesting activities (Brown, 2001:321).

Weed in Rosnawati (2009:18) also mentions number principles of games selection as follows: (1) Decide on the purpose of the games first, (2) Consider the space you have in which to play the games, (3) The number of students will limit your choice of game, (4) Decide whether a game is to be an individual competition or team effort, (5) The age group into which your students fall is another factor to be considered, (6) Think about the activity level you want, (7) Pick the general type of game you want, (8) Decide ahead of time on your time limit, (9) Plan the use of properties, (10) Decide whether you want to give rewards, (11) Buy some game books and refer to them.

**English Songs**

Songs can be very useful in teaching English to children since almost every child singing. Teachers who are aware of this can introduce new centers of interest and new vocabulary through songs. Gasser in Rosnawati (2009:18) states that a song in English as foreign language program is considered fruitful because it can be enjoyable and at the same time educational. Singing together may lead to relaxation while from pedagogical viewpoint it enables the students to learn pronunciation, vocabulary and pattern.

**Listen and Repeat**

Listen and repeat strategies can be executed in learning observe, speaking, and also reading. In this strategy, the teacher says something and students only listening. Then teacher to say any more
and students are asked to repeat what the teacher has said. Listen and repeat activities can be started by asking student to imitate word, phrase and imitate a simple sentence.

**Listen and Do**

In this activity the teacher say an expression or order, the students listen carefully then the students do what the teacher had said. The students give respond with done what the teacher had said.

**Question and Answer**

Question and answer strategy is very familiar strategy in the teaching and learning process. In daily activity, asking is an activity that usually done any time and person who asking wait answer that his or her hope. For the first level, the activity can be done by the teacher ask first and give example for answer. Then student imitate, after that the teacher ask the student to answer. This technique can be applied in speaking. Before answering the question, students have to listen and comprehend the question, in this technique, the certain sentence structure can be introduced, for example interrogative sentence with vocabulary which have been recognized.

For beginner students as kinder garden or first grade elementary school, the activity can add with drawing and coloring activity after they recognize some word, thing, and color, for example rabbit, carrot, orange and green. The picture that is given can be appropriate with what the students like or what the students have. And about color is appropriate with context or in daily life.

**Listen and Identify**

The teacher can train the students two of close voice by interesting way., for example: “minimal pairs " two vowels and two consonants that have the same sound as in the following examples:

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- eat</td>
<td>- it</td>
</tr>
<tr>
<td>- bed</td>
<td>- bad</td>
</tr>
<tr>
<td>- now</td>
<td>- no</td>
</tr>
<tr>
<td>- said</td>
<td>- sad</td>
</tr>
</tbody>
</table>

Teacher say / it /, the students identify one, and if the teacher says / It /, and the students say two. This thing can do several times in order to students be familiar with and can distinguish two of close vowel sounds.

**Modeling and Demonstration**

Modeling is a strategies to give example to student how they do it, learn, and make something. When the teacher wants the students do what the teacher expects so the teacher has to demonstrate or to be a model of something or someone what the teacher means.

Modeling in English young learners class, primarily in elementary school in general it can be of pronunciation drill. For example, for the consonant of /th/, teacher can demonstrate the pronunciation of words three and thank truly and clear, for example: the teacher: Show me your tongue! Ok, now pull it slowly when you say three / Òri/, thank / Òæŋ/.
Audio-lingual Method

Richards and Theodore (2003:82) describe audio-lingual method is a language teaching method built around the coordination of exercises and drills based on the dialogues. In a typical audio-lingual method lesson, students begin with a dialogue designed to include a particular pattern. The exercises and drills that follow are all based on the dialogue. The students are given more practices with vocabularies being studied. Emphasis is on the development of oral language and most of the class time is spent repeating the dialogues or doing drills. In audio-lingual method, the teachers lead the whole class, groups within the class or individual students, providing model to be emulated. Substitution drills and dialogues from the core of teaching techniques in the audio-lingual method. A good deal of attention is paid to correct pronunciation. Errors are corrected immediately to avoid the formation of bad habits.

Furthermore, Brown (2001:23) describes that audio-lingual method addresses a need for people to learn foreign languages rapidly. It is best for beginning level English classes in a foreign language setting. All instructions in the class are given in English. A dialog is presented for memorization. The teacher asks the class to repeat each line of the dialogue. Expansion drills are used for difficult sentences. The teacher starts with the end of the sentence and the class repeats two words. A series of pattern practice drills then follow the introduction of the dialogue.

In further discussion on audio-lingual method, Brown (2001:23) sums the characteristics of audio-lingual method as follows: (a) A new material is presented in dialogue form, (b) There is dependence on mimicry, memorization of set phrases, and over learning, (c) Structures are sequenced by means of contrastive analysis and taught one at a time, (d) Structural patterns are taught by repetitive drills, (e) There is a little grammatical explanation. (f) Vocabulary is learned in context, (g) There is much use tapes, language labs, and visual aids, (h) Great important is attached to pronunciation, (i) Very little use of mother tongue by teachers is permitted, (j) Successful responses are immediately reinforced, (k) There is a great effort to get students to produce error-free utterances, and (l) There is a tendency to manipulate language and disregard content.

In addition, Rivers in Djunaidi (1997:42) argues that audio-lingual method relies heavily on dialogue in English. Sentences are learned based on the context and repeated until they become sentence nature. Repetition is often used with little explanation of grammatical rules. Those who use the audio-lingual method reason that explanation of grammatical rules would prevent the forming of new language habits. Students are discouraged from using the language they know and are told to focus on drills in the new language. The sentence patterns in the dialogues are selected and used to pattern-practice exercises.

In addition, Larsen (1986:133) presents the strategies that can be used in using audio-lingual method as in the following descriptions:
1. Dialog Memorization: Students are given a short dialog to memorize then they must use mimicry and applied role playing to present the dialog.
2. Backward Build Up: Provide students with the sentence fragments found in the materials section. Students repeat each part of the sentence starting at the end of the sentence and expanding backwards through the sentence adding each part in sequence.

3. Transformation Drill: The teacher provides a question which must be transformed into a statement. An extension of this activity is to have the students make a question out of a statement.

4. Complete the Dialog: Have the students fill in the blanks in the dialogs provided. The proper English word must be inserted into the text. This activity is much like a cloze activity.

5. Dictation: Using any piece of literature at the students' reading level, read the piece aloud several times. Have the students write down what they hear. The idea is to write what they heard as literally as possible.

6. Flashcards: Using flashcards with words that are relevant to them brainstorm other words about the word on the card. A new word could be chosen each day.

7. Chain Drill: A chain of conversation forms around the room as the teacher greets or questions a student and that student responds then turns to the next student and greets or asks a question of the second student and the chain continues.

8. The Alphabet Game: The teacher picks a category, such as the supermarket. Then the first student says, "I am going to the supermarket. I need a few apples." (The first student names something beginning with A.) The second student says, "I am going to the supermarket. I need a few apples and I need a few bananas." The game continues in this manner with each consecutive student adding an item beginning with the next letter after repeating the items named before their own.

**Definition of Vocabulary**

The concepts of vocabulary are imperative to state before stepping for further discussion. For each expert of English may have his own definition. The following definitions of vocabulary are surely supposed to have tightly interrelated connections of opinion and support each other.

Carter (1999:642) defines that vocabulary is the content and function words of a language which learned so through that they become a part child understanding, speaking and later reading, and writing. In further discussion He adds that vocabulary is a word having meaning when heard or seen even though not produced by the individual himself to communicate with others. Another definition of vocabulary is given by Hornby (2001:959). He states that vocabulary is a total number of words which (rules for combining them) make up language. Vocabulary is (range of words) known to, or used by, a person in tradition, profession, etc. Furthermore, Burton (2000:99) states that vocabulary is a range of words of a language of particular class and profession. This statement emphasizes that vocabulary is not only words we use in real situation which we find ourselves in variety of our life, but also words that arise from particular circumstances of life and work.
Based on the definitions of vocabulary presented above, it can be concluded that vocabulary is a total number of words or a range of words in the forms of content and function words of a language in particular class known to or used by a person in tradition, profession, etc. Vocabulary also means words which have meanings when heard or seen even though it is not produced by the individual himself in communication with others. Vocabulary is not only words we use in real situation which we find ourselves in variety of our life, but also words that arise from particular circumstances of life and work.

**Definition of Ability**

This study is also concerned with the term “ability” that is, the ability in comprehending and using vocabulary that should be possessed by the students under investigation. With regard to the term ability, the researcher presents some definition concerning the term.

According to Guralnik (1992:771), ability means the quality of being suitable for receptive to a specified treatment, a natural or acquired skill or talent. Ability is the quality of being able to do something, especially the physical, mental, financial or legal power to do thing. Furthermore, Morris (2008:20) gives illustration the meaning of ability as follows: (1) power of capacity to do or act physically, mentally, morally, or financially, etc; (2) Competence in activity or occupation because of skill, capacity, or other qualification, and (3) The quality of being able to do something. In addition, Hornby (2001:1) defines that ability is skill, power, or capability to do something.

Based on the quotations above, the researcher can draw a conclusion that ability refers to the quality of responding command, expert of skill, or knowledge that is possessed by someone. The ability also covers possession on consummate skill and full command of a subject of the study. With regard to vocabulary, the ability refers to the scores obtained by the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023 from the number of vocabulary to be tested under the study.

**METHOD**

The design of this research was an experimental study. The purpose of an experimental study was to see the cause and effect between variables investigated. It is relevant to Gay (1987:260) who states that the experimental study is a method of research that can truly test hypothesis concerning cause and effect relationship. In other words, experimental study is a research aims at seeing the cause and effect relationship between an independent variable and dependent variable. The independent variable of this study was audio-lingual method and the dependent variable is vocabulary ability. The subject of this study was the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023. The data were collected from a written test in the form of multiple choices. Then, the data were analyzed by using t-test formula to verify the hypothesis of the study.

The population of this study was the whole fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023. There were two classes of the fifth grade students with the
total number of the students was 47. As an experimental research, this research had similar characteristics as what Best (1981:14) suggested. As a result, the size of the sample selected was 15 for each group from whole population. So, the sample members of this research were 15 x 2 = 30. For each class, it was randomly taken 15 students. The researcher used simple random sampling technique to select the sample. Simple random sampling is sampling technique to give the similar chance to each member of to be member of sample (Sugiyono, 2006:91).

The instrument which was used to collect the data was the researcher-made test on vocabulary. The materials of the test were taken from the English textbook entitles Growth with English written by Mukarto (2013) and published by Erlangga which was used at the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023. The type of the test which was used to collect the data was in the form of multiple choices test in which the students were asked to choose one of the alternative answers provided in each item of the test. The total number of test items was 35 items dealing with vocabulary relating to the topics of: profession, pets, and public places. Concerning how to score the test, the researcher gives 2.86 points for each correct answer. The formula which was used to compute the raw scores is drawn by Sudijono (2007:307) as follows:

\[ S = R \times W_t, \]

Where:
- \( S \) = score
- \( R \) = right answer
- \( W_t \) = weight

Treatments were carried out to vocabulary by using audio-lingual method to group A as an experimental group and teaching vocabulary without using audio-lingual method for group B as a controlled group.

Treatments for the experimental group were given three times. The treatments were given in term of teaching vocabulary by using audio-lingual method. The kinds of vocabulary were relating to the topics of animals, profession, shopping, public places, and pets. Those kinds of vocabulary are adopted from the English text book used at the fifth grade of SDN 009 Tenggarong Seberang in academic year 2022/2023. The steps of treatments to teach vocabulary by using audio-lingual method were as follows: (1) The researcher opened the class and introduced news vocabulary relating to the topics of pets, food and drinks, public places, and profession. (2) The researcher gave some dialogues which contained some vocabularies that were being discussed. The researcher asked the students to read the dialogues and then discussed them with the students. (3) The researcher used repetition drill to make the students more understand about vocabulary. In repetition drill, the researcher asked the students to repeat what the researcher said. (4) The expansion of drilling model that is inflection is carried out by the aids of pictures or real things. (5) To see whether the students understand the meanings of new vocabularies, the students are asked one by one to do the exercises concerning the
vocabulary that has just learnt. (6) The same steps and procedures are carried out to teach new vocabulary relating to the topics of food and drinks, public places and professions.

Treatments for the controlled group were given three times. The treatments were given in term of teaching vocabulary without using audio-lingual method. The kinds of vocabularies taught were the same with experimental group.

To analyze the data for answering the research question of: “Does using audio-lingual method increase vocabulary ability of the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023?” the t-test formula was used.

RESULTS AND DISCUSSION

This study used an experimental design which aimed at seeing the different ability on vocabulary of the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023 by using audio-lingual method of two groups of students. The design used t-test formula for independent sample to analyze the data. With regard to the design, the findings were presented to describe the results of analysis on the operation of the t-test formula and the hypothesis testing, thus this study did not use descriptive statistics as the main data analysis such as rate percentage, median, or mode of vocabulary mastery.

Furthermore, to know the effect of using audio-lingual method up on vocabulary ability of the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023, the researcher used t-test formula. The scores of experimental group were labeled as Xa and scores of controlled group were labeled as Xb.

It was found that the value of ∑Xa was 1072.3 with Ma (mean score of group A) was 71.49, and the value of ∑Xb was 915.2 with Mb (mean score of group B) was 61.01. While the value of ∑xa2 was 943.17, and the value of ∑xb2 was 1417.79, the total number of Na and Nb was 30 members.

After the students’ mean score on vocabulary who were taught by using audio-lingual method which was symbolized by Ma and the students’ mean score on vocabulary test who were taught without using audio-lingual method which was symbolized by Mb were computed by using t-test formula, it was found that the value of t-computed was 3.129. By implementing t-table at the level of significance 5% (p=0.05) and degrees of freedom (df)= Na + Nb -2 = 15 + 15 – 2 = 28, it was found that the value of t-table was 2.048.

As the result, the value of t-computed was greater than the value of t-table (3.129 > 2.048). It meant that the alternative hypothesis (Ha) was accepted. Thus, the result of the research was read as: “Using audio-lingual method significantly increases vocabulary ability of the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023.”

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The fact was supported by other findings, particularly on the value of mean scores. It was found that the value of mean score of students taught by using audio-lingual method was 71.49, meanwhile the value of mean score of students taught without using audio-lingual method was 61.01. It was obviously indicated that there were 10.48 points higher the value of vocabulary ability by using audio-lingual method than the values of vocabulary ability without using audio-lingual method. Referring to the research findings, it can be stated that using audio-lingual method in teaching vocabulary could increase the students’ vocabulary ability. Teaching vocabulary by using audio-lingual method was one of advantage strategies to increase the students’ ability on vocabulary of the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023.”

CONCLUSION

Based on the research findings and data analysis, the researcher came to the conclusion that teaching vocabulary by using audio-lingual method significantly increased vocabulary ability of the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023. It was proved by the value of t-computed which was greater than the value of t-table (3.129 > 2.048). It meant that the alternative hypothesis (Ha) was accepted. Thus, the result of the research was read as “Using audio-lingual method significantly increases vocabulary ability of the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023.” The result of hypothesis testing was supported by the difference of mean scores obtained by group A was 71.49, and the mean score of group B was 61.01. The mean score of group A was higher than the group B with the value of difference was 10.48. This evidence proved that teaching vocabulary by using audio-lingual method gave better results than teaching vocabulary without audio lingual method to the fifth grade students of SDN 009 Tenggarong Seberang in academic year 2022/2023.

REFERENCE


