

## The Influence of the Audio-Lingual Method in Improving the Students' Vocabulary at SMA Negeri 21 Makassar

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### ABSTRACT

*This study aims to find out the influence of the audio-lingual method (AML) in learning student vocabulary. The study uses a quantitative methodology to assess students' proficiency with the audio-lingual method (AML) in vocabulary learning. The audio-lingual Method (AML) arose after the aural-oral approach was devised in 1939 at the first English language Institute at the University of Michigan, United States by Charles Fries. The population of this study is first-grade students of SMA Negeri 21 Makassar 2023. There were five classes consisted 33 students per class. Moreover, The collecting data in this research are vocabulary tests and questionnaires. A vocabulary test is the instrument to find out whether dialogue can improve their vocabulary, while a questionnaire is an instrument for knowing the students' responses. The result of this study is Using the audio-lingual Method (ALM), students' pre-test and post-test scores on their vocabulary tests increased. The quantity of data, where 40% of the data showed that the student's scores improved as a result of using the audio-lingual method (ALM) in their English learning. In particular, with the growing influence of technology, vocabulary learning should be easier to be creative with, as there are many learning models that teachers can be inspired by to make their classes suit students' learning preferences, especially in this era.*

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Audio-Lingual Method (ALM);  
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### 1. Introduction

People use language as a form of communication to share information, ideas, and messages with one another. It is an essential tool that allows us to interact, share knowledge, communicate, and understand each other. Language can be either spoken or written. Spoken language involves the use of voice to speak, hear, and talk to others directly (bin Tahir, 2015; Aswad et al., 2019; Junaid et al., 2023). Meanwhile, written language involves the use of letters, numbers, or other symbols arranged in a specific order to form words, sentences, or text that can be read by others.

Language not only serves as a means of communication but also as a cultural identity, tradition, and perspective for a group of people (Hanafiah et al., 2022; Sukmawaty et al., 2022; Prihandoko et al., 2021). Language use also influences thinking and perception of the world, as each language has a unique way of conveying concepts and ideas.

In Indonesia, English is recognized as a foreign language; therefore, students need more vocabulary. Vocabulary is very important in learning English, but a large number of students still need more vocabulary. Students need help to recognize and use English terms (Rahman & Weda, 2018; Hasnia et al., 2022; Machmoed et al., 2023; Bai, 2018). In the classroom, for example, when the teacher asks students about the meaning of standard terms, they cannot give accurate answers. In addition, when students are asked their opinions on the moral significance of the context, they need help to adequately articulate their thoughts. Their limited vocabulary required them to look up words in a dictionary (Bool & Carter, 1989; Rahman, 2017; Junaid et al., 2023). However, students are often too slow to look up unfamiliar words in the dictionary, resulting in very slow improvement in their vocabulary acquisition. In addition, teachers often find it difficult to teach English that emphasizes vocabulary.

According to Brown (2004, p. 14), a method is a generalized set of specifications for achieving linguistic goals. Methods tend to be related to the roles and behaviors of teachers and students. The teaching method is the method used in the teaching and learning process. It is one of the important factors essential to improving the quality of the teaching and learning process in education, both formal and informal. It will be able to improve the competence of

teachers and students. In addition, we will also know the effectiveness and efficiency of the teaching and learning process in education through teaching methods.

There are many methods for learning English, and the Audio Lingual Method (ALM) is one of them. By using the Audio Lingual Method (ALM), teachers can teach students how to speak English well, and in addition, students can improve their vocabulary. The Audio Lingual Method (ALM) uses listening skills and media very often. By listening to some formal speeches or dialogues and watching movies or such through subtitles, students can improve their vocabulary.

The Audio Lingual Method (ALM), also called the New Key Method, is a teaching method used in foreign language teaching based on the theory of behaviorism. In this behaviorism, humans can be trained through a reinforcement system. Correct use of this method will get positive feedback, while incorrect use will get negative feedback. Like the direct method, the Audio Lingual Method (ALM) suggests that students be taught the language directly without using their mother tongue to explain new words in the target language. This is the reason the researcher wants to use the Audio Lingual Method (ALM) as the main study for improving students' vocabulary.

Students must constantly learn new vocabulary since it is an essential component of language instruction. However, vocabulary is a crucial component of communication. It would be impossible for people to converse with one another fluently if they didn't have a wide vocabulary. English as a second language experts are well aware of the significance of vocabulary. Indrawati (2011) demonstrated that employing songs to teach vocabulary through the audio-lingual method can increase students' command of the material, making them more engaged and motivated to learn. However, it was discovered that some of the students only had a restricted vocabulary. They frequently speak in short, basic terms. In actuality, vocabulary and another feature of language are inseparable. However, not every effective English student possesses a comprehensive command of the language. All of the aforementioned qualities are expected of English learners; however this is not always the case. The fundamental prerequisite for acquiring these four abilities is vocabulary mastery. Additionally, one of the most difficult difficulties every learner confronts while learning a new language is memorizing the vocabulary.

The Audio-Lingual Method is one that emphasizes repeating a few words that you want to learn. The Audio Lingual Method encourages students to learn directly from native language speakers without the need for an instructor during the execution of the learning process by providing additional practice, drill, and vocabulary memorization. According to Larsen-Freeman (1986, p. 31) claims that teachers who employ the audio lingual method want their pupils to be able to utilize the target language in conversation, where they are expected to address the language's native speaker. The audio-lingual approach is essentially the development of a direct method that is thought to have flaws, particularly in explaining concepts that are challenging for students to grasp.

The audio-lingual method (AML) emphasizes the importance of teaching speaking and listening before reading and writing when it comes to learning a foreign language. It was more important to learn the forms and patterns of normal everyday discourse than it was to comprehend words. Up until the student's reaction in the foreign language is automatic, the patterns are elicited, practiced, and tested. It also stresses the importance of listening and mimicry in vocabulary learning. As a result, it permits the student to memorize the vocabulary both individually and in groups.

In this study, the researcher uses the audio-lingual method, in which a new language is taught using the researcher's original recorded voice. The outcome in the future determines how successfully the audio-lingual method may be utilized to teach vocabulary. Recent studies are combining the audio-lingual method, which is frequently used to increase students' speaking ability, with the direct method, which is frequently used to teach vocabulary. The researcher's awareness of this pressing issue grows as a result. The researcher hopes to do a study on how the audio-lingual method can help pupils learn more vocabulary.

### **1.1. The Importance of Vocabulary**

The foundation of learning and teaching English as a foreign language is teaching and learning vocabulary (TLV). The connection between linguistic abilities and performance is vocabulary knowledge. Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed. The EFL teachers and students believe that vocabulary is more crucial than grammar since they prefer to read dictionaries to acquire new terms than grammar books to understand the rules (Thornbury, 2002).

In order to produce a decent language by honing the crucial four abilities, vocabulary also aids in separating out other elements such as pragmatics, syntax, and phonetics. To develop our productive skills, speaking and writing, for

instance, we must learn the spoken words that are used in communication through listening to get a sense of the pronunciation. Reading also helps to increase background knowledge by enhancing the use, the spelling, and the understanding of other words, sentences, or passages from the key words, which are referred to as the "Content Words" (Webb & Nation, 2017).

Moreover, vocabulary is regarded as the foundation of language, it is a crucial component. As we previously discussed, the development of the four abilities is correlated with the necessity of learning new vocabulary. As a result, many teachers utilize a variety of instructional strategies to help their students learn a wide range of vocabulary words and become fluent in the language.

There are various language teaching techniques that can be used for teaching vocabulary such as:

a. Audio-Lingual Method

The audio-lingual method is used to develop proper language habits in students; oral imitation, memorization, and vocabulary drill are absolutely prohibited outside of context that is present in monologue or conversation that is free from grammatical errors (Brown, 2001).

b. Grammatical Function

As the students begin to build their vocabulary, they must then organize it into meaningful thoughts and logical sentences in order to use language effectively in conversation. In linguistics, this classification of words into patterns according to their forms is known as the grammatical functions or structures; they must choose the proper patterns that are utilized in these words (Milton & Fitzpatrick, 2017).

c. Translation

Translation that has been utilized historically and is still used today because it is so important for teaching and learning EFL. Cook Guy (2011) claims that "it allows learners to relate new knowledge to existing knowledge," meaning that students pick up new words in L2 based on what they already know in L1 and talk about meaning through comparisons between the two languages. Additionally, students become engaged when using translation (Pirrie, 2017; Muchtar, & Khalik, 2021).

d. Reading Vocabulary

Reading vocabulary is the language that one learns and comprehends while reading. Reading provides a wealth of knowledge and information that can be used to expand one's vocabulary because books utilize common terms in a variety of grammatical structures and contexts. It is based on reading sessions that assist language learners in progressing through the acquisition of new vocabulary and word structure knowledge. Reading has always been a beneficial approach to learning a complex language (Muchtar, 2021).

e. Listening Vocabulary

In essence, vocabulary can be gained using this method, and to develop speaking and listening skills, the teacher should use dictation exercises and ask the students for predictions to develop coordination between audible words and written form to get the correct spelling of terms (Pammu, 2023).

f. Use of Dictionary

The most well-known method for learning new words is by using dictionaries. Because it clarifies the written form, the various meanings, the various uses, and its pronunciation through transcription, the dictionary is the only written book that conveys all of the qualities of a word (Muchtar, 2021).

The value of words has evolved over time. The importance placed on learning the English language made it important to pay attention to the connection between vocabulary learning and language acquisition. Initially, linguists did not place much importance on vocabulary when learning a language, but as they looked for ways to improve their English, they began to give it greater consideration. The characteristics include a word's meaning, form, and use. Additionally, vocabulary development is crucial to the growth of the four language abilities. Many tactics and strategies were developed to improve vocabulary learning in EFL classrooms as a result of knowledge of the significance of vocabulary.

## 1.2. The Concept of Audio-Lingual Method (ALM)

The Audio-Lingual Method is a form of classroom language education and study in focusing oral language. As line with Krashen (1982) says that the goal is rather to have the student over-learn a variety of patterns to be used directly in performance. Actually, the audio-lingual Method arose after the aural-oral approach was devised in 1939 at the first English language Institute at the University of Michigan, United States. Charles Fries introduced this by applying structural linguistics to language instruction. As for Charles Fries, acquiring a foreign language should begin with structure. Sentence patterns and grammatical structures are used to identify the structure of a language. Language should be taught systematically and intensive oral drilling of sentence patterns should be a necessity (Mei, 2018; Khansir, 2013).

Language is regarded as a system of structurally related elements for encoding meaning, with phonemes, morphemes, words, structures, and types constituting these elements. According to Richards, & Rodgers (2014), The term structural refers to these characteristics: (a) Elements in a language were thought of as being linearly produced in a rule-governed (structured) way. (b) Language samples could be exhaustively described at any structural level of description (phonetic, phonemic, morphological, etc.). (c) Linguistic levels were thought of as systems within systems – that is, as being pyramidally structured; phonemic systems led to morphemic systems, and these in turn to higher-level systems of phrases, clauses, and sentences. Understanding the elements of language that are formed from phoneme to morpheme to word to phrase and sentence is a prerequisite for learning a new language.

Furthermore, the Audio-lingual method (ALM) approach arose in the United States in the late 1950s based on a theoretical perspective. This method implies that language instruction should emphasize mastering phonological structures and grammar instead of acquiring vocabulary. As line with Sun, et al., (2007) describe the in practice, completeness of a skills learning model and its application, then explain its effectiveness. The primary objectives of the audio-lingual method are therefore aural comprehension, proper pronunciation, recognition of speech symbols as graphic signs on the printed page, and the ability to reproduce these symbols in writing.

Students learn the target language in a context that connects their learning and the real-world learning environment. As a role model, the teacher will encourage and inspire students to try to acquire the target language. Students then replicate the dialogue; they can use the target language naturally and fluently through repetition. In this method, it is anticipated that students will develop a habit of using the target language fluently; consequently, the more frequently they repeat, the simpler it will be for them to remember the target language vocabulary automatically.

The audio-lingual method is essentially a development of the direct approach, which is thought to have limitations, particularly when it comes to expressing concepts that are challenging for students to grasp. This approach is one whose execution focuses on memorization of vocabulary, hearing dialogue, and reading texts where the student is expected to be able to speak like the speaker of the language is focused on learning vocabulary through listening and mimicking. As a result, it enables students to learn new terminology.

The teaching and learning of foreign languages can be facilitated by a variety of methods and approaches, including as the oral ALM approach. ALM can be a dynamic learning strategy since it has historically been used to develop speaking and listening abilities through aural-oral drills for communication and language mastery. The main aspects of teaching a foreign language, such as vocabulary, which is the foundation of language, and communication skills, which are the goal of ALM, must also be taken into account.

An essential component of learning and mastering English is vocabulary, because English learners are still in the introductory stage, vocabulary is occasionally seen as being simple. One of the knowledge domains of a language, vocabulary, has a significant impact on how well language learners pick up new words. Because having a restricted vocabulary in a second language makes it difficult to communicate effectively, vocabulary knowledge is frequently seen as an essential skill for second-language learners. Every day, both within and outside of the classroom, vocabulary's value is highlighted. Successful pupils in the classroom have the most extensive vocabulary. Hatch and Brown go on to define vocabulary as a list of words for a specific language or a list or group of words that particular language speakers may employ. One key strategy in this process is drilling. The ability to communicate in the target language with pronunciation that is similar to that of a native speaker is the ultimate goal of the language learning process.

## 2. Methodology

This research design uses quantitative research. As defined by Gay, et. al., (2012) quantitative research focuses on collecting and interpreting numerical data; it aims to measure the scope, reach, frequency, and other characteristics of events. One Group Pre-test Pro-test Design:

$$O1 \rightarrow X \rightarrow O2$$

(Gay et al, 2012)

Where :

O1: Pre-Test

X : Treatment

O2 : Post-Test

### Figure 1. One Group Pre-test Pro-test Design

The aim of this research is to find out how audio-lingual methods influence vocabulary development. Application of a preliminary approach. The pre-experimental approach includes giving a pre-test at the start of the research, giving treatment, and giving a post-test after the meeting. In this study, researchers used a quantitative methodology to assess students' proficiency with the audio-lingual (AML) method in vocabulary learning. The population of this research is class I students of SMA Negeri 21 Makassar in 2023, totaling five classes consisting of 33 students per class. Researchers only took one class as a sample, totaling 33 students.

The data collected in this research is vocabulary test and questionnaire. A vocabulary test is an instrument to find out whether dialogue can improve their vocabulary, while a questionnaire is an instrument for knowing the students' responses. After collecting the data, the researcher analyzes it with using the pre-experimental method. The researcher selects and classification the dialogue used by the teacher to participants based on their skill and knowledge.

To analyze the data, the researcher used quantitative methods and calculations using by SPSS 16.0 version. The researcher gives the pre-test and then in the second meeting the researcher gives treatment to the students, and in the last meeting, the researcher gives the post-test the result of both tests compared to know there are significant scores before and after the treatment by using audio-lingual method in learning vocabulary.

## 3. Result and Discussion

### 3.1. Findings

While answering each test, students were required to respond to pre-test questions based on their basic skills which is about the use of the Audio-Lingual method in improving vocabulary acquisition of students SMA Negeri 21 Makassar. The application of the preliminary approach was used as the approach to assessing students' proficiency with the audio-lingual method in vocabulary learning. There were 30 students who participated in filling out the pre-test and post-test. In answering each test, the students were asked to answered the pre-test question which based on their basic skill.

After the researcher got the score of the pre-test, the treatment was given with the following procedures, the students were divided into groups and they made dialogues by listening to audio that was given third times, and the researcher analyzed the students' vocabulary after obtaining the pre-test scores, the treatment phase began. Students were divided into groups, and engaged in dialogues by listening to audio played three times.

Through their written text. After the students got the treatment, the researcher taught them about vocabulary through dialogue that was being given. The post-test was given to the all students, and they were instructed them to do the test individually and carefully. Then, the students paper sheets submitted and the students' result treated as the data.

To see further information about the improvement vocabulary acquisition with the used of audio-lingual method, the analysis results of the students' are described on the table below:

**Table 1. Students' Pre-Test & Post-Test Score**

No	Name of the Students	Score	
		Pre-Test	Post-Test
1.	Student 01	82	100
2.	Student 02	78	90
3.	Student 03	76	96
4.	Student 04	82	90
5.	Student 05	80	96
6.	Student 06	76	100
7.	Student 07	82	94
8.	Student 08	76	96
9.	Student 09	82	94
10.	Student 10	78	92
11.	Student 11	80	100
12.	Student 12	78	88
13.	Student 13	76	94
14.	Student 14	76	88
15.	Student 15	60	96
16.	Student 16	80	96
17.	Student 17	80	92
18.	Student 18	78	90
19.	Student 19	68	88
20.	Student 20	62	80
21.	Student 21	70	90
22.	Student 22	88	96
23.	Student 23	62	84
24.	Student 24	76	94
25.	Student 25	88	100
26.	Student 26	90	88
27.	Student 27	74	96
28.	Student 28	76	100
29.	Student 29	84	92
30.	Student 30	70	90
31.	Student 31	68	88
32.	Student 32	62	80
33.	Student 33	88	96

Table 1 above reveals the students' score improvement continuously from the pre-test until the post-test. There was significant improvement of students' vocabulary scores through audio-lingual method (ALM). The students' scores in the pre-test and the post-test were varied. In the pre-test, the lowest score was 60 and the highest score was 90. In the post-test, the lowest score was 80 and the highest score was 100. The correlations of students' scores can be seen in the following table.

**Table 2. Correlations**

Pre Test	Pearson Correlation	1	,525**
	Sig. (2-tailed)		,002
	N	33	33
Post Test	Pearson Correlation	,525**	1
	Sig. (2-tailed)	,002	
	N	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The pre-test and post-test results are correlated, meaning that from the output results, it is known that the sig significance value for the pre-test and post-test relationship is 0.002. This means the value is smaller than 0.05. The person correlation value is 0.525, meaning the correlation level between the pre-test and post-test is in the medium category. The direction of the relationship from the results of 0.525 means positive. It can be concluded that the pre-test and post-test have a moderate relationship.

We can see that the significant value with the R table is that the correlation value is 0.525. The result of the R table is 0.2826. While the N table is 33. 0.525 is smaller than 0.2826 or in other words, the person correlation value is 0.525 which is greater than the R table value. Therefore, based on the decision in the correlation test. The person correlation value is greater than the R table, so there the scores were obtained. is a relationship between the pre-test and post-test.

The mean score of students' vocabulary in pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because Audio Lingual Method provided fun, interesting, and enjoyable ways in learning English vocabulary so that students were active and had high vocabulary in verb and noun. The score were got after assessing the students' vocabulary test after the treatment was given. Mean score were significantly improve from 5.36 in pre-test to 7.78 in post-test. It was proven that the Audio-Lingual Method was effectively improving students' vocabulary mastery with the improvement 44%.

### 3.2. Discussion

Furthermore, Sidabutar (2021) found that the audio-lingual method had a positive effect on students' speaking achievement. Notably, some students experienced improvements in speaking skills during treatment. From this research, the researcher arrived at several findings regarding the influence of the audio-lingual audio method in increasing students' vocabulary. From the results of the data analysis, it is known that most of the 30 students of SMA Negeri 21 Makassar pre-test and post-test scores showed an increase of 30% after being treated with the audio-lingual method.

Likewise, Kiyamiddinovna (2023) found the benefits of using the Audio-Lingual Method in increasing students' vocabulary significantly showed improvement and made classes more effective. In addition, Sidabutar (2021) found that the audio-lingual method influenced students' speaking achievement. However, some students also experienced an increase in their speaking skills when they received treatment with the audio-lingual method. This happens because the method not only has an impact on students' vocabulary but also communication.

Thus, it can be said that the audio-lingual method can influence all the improvements shown by students' vocabulary development, especially in terms of English noun skills. To see the further influence of the audio-lingual method, this research also revealed that among students' vocabulary improvement, a significant increase occurred when the treatment was carried out directly and continuously over several meetings.

Student scores are differentiated based on different levels, this is similar to what Haerul (2021) did that students who were taught using the audio-lingual method experienced an increase from a very poor level to a very good level.

This research mostly found that students were actually not at a bad level of English before being given treatment, but after being given treatment, all students were at a very good level. This is proven by several students who obtained perfect scores on the post-test.

The increase in students' vocabulary shows that students' vocabulary in terms of nouns has developed. This is supported by the low average score of students on the pre-test. In this case, the researchers found that students had difficulty classifying words in terms of nouns. By applying the Audio-Lingual Method students are able to label and classify words from nouns with the average score of these nouns on the post-test and post-test. 30% increase.

The development of students' vocabulary is also shown by comparing the t-test values and the t-table (Vocabulary Mastery). This means that students' vocabulary mastery experienced significant development after students were treated using the Audio Lingual Method in vocabulary learning. Thus, this method can help students to find out their background knowledge before learning.

#### **4. Conclusion**

The result of the analysis suggests an essential basis for considering the Audio-Lingual method in enhancing students' vocabulary improvement in learning the English language. This study has provided information regarding the influence and students' response to the use of the Audio-lingual method in learning vocabulary. During the treatment of the Audio-lingual method, the students' pre-test and post-test scores on their vocabulary test are improving. It was supported by the numbers of the data where 40% of the data revealed the students' scores were improving because of the use of the Audio-lingual method towards their English learning, as it becomes more interesting when the learning activities are surrounded by technological advances. They tend to be more motivated with the material given because the visuals and the audio were helping them to effectively learn the English vocabulary.

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