



**USING AUDIO LINGUAL METHOD TO HELP
STUDENTS TO LEARN VOCABULARY**

**An Experimental Study to the Seventh Graders of SMP N 7 Magelang in the
Academic Year 2016/2017**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
Yusuf Rafdi Adi Waskita
2201412123
UNNES
UNIVERSITAS NEGERI SEMARANG

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

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KEMENTERIAN RISTEK DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B8-102, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon: 024-8508071
Laman: <http://inggris.unnes.ac.id>, surcl: unnes_english@yahoo.com

Pada hari Selasa tanggal 14 bulan Februari tahun 2017 jam 08:00:00 s.d bertempat di B8 102 t dilaksanakan ujian skripsi mahasiswa dengan :

Nama : YUSUF RAFDI ADI WASKITA
NIM : 2201412123
Judul Skripsi :

Persyaratan administrasi :

1. Bukti Pembayaran SPP : Ada/Tidak
2. KRS : Ada/Tidak
3. Rekapitulasi SKS :SKS (minimal 130 SKS)

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Demikian berita acara pelaksanaan ujian skripsi dibuat untuk dapat digunakan dengan semestinya.

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PANITIA UJIAN

Penguji 1

Dra. Sri Suprapti, M.Pd.
NIP. 195911241986032001

Penguji 2

Arif Suryo Priyatmojo, S.Pd.,
M.Pd.
NIP. 198306102010121002

Penguji 3

SEFUL BAHRI, S.Pd., M.Pd.
NIP. 197411112008121001

Sekretaris Penguji

Galuh Kirana Dwi Areni, S.S.,
M.Pd.
NIP. 197411042006042001

Ketua Penguji

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

APPROVAL

This final project entitled *Using Audio Lingual Method To Help Students To Learn Vocabulary (A Quasi-Experimental Research of the Seventh Grade Students of junior high school)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on _____ 2017.

Board of Examination

1. Chairperson

Prof. Dr. Agus Nuryatin, M.Hum
NIP. 196008031989011001



2. Secretary

Galuh Kirana Dwi Areni, S.S., M.Pd.
NIP. 197411042006042001



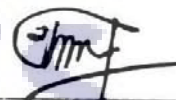
3. First Examiner

Dra. Sri Suprapti, M.Pd.
NIP. 195911241986032001



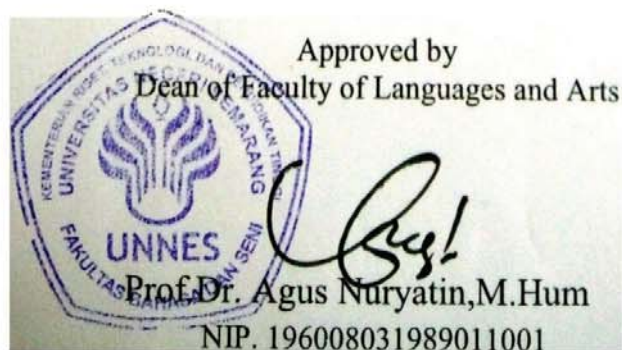
4. Second Examiner/ Second Advisor

Seful Bahri, S.Pd., M.Pd.
NIP. 197411112008121001




5. Third Examiner/ First Advisor

Arif Suryo Priyatmojo, S.Pd., M.Pd.
NIP. 198306102010121002



DECLARATION OF ORIGINALITY

I Yusuf Rafdi Adi Waskita hereby declare that this final project entitled **Using Audiolingual Method to Help Students to Learn Vocabulary** is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.



Semarang, February 2017



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MOTTO AND DEDICATION

Education is the best tool equipped for the good old life.

(Aristoteles)

Great people in any kind of field are not working because they are inspired,

but they become inspired as they prefer to work.

They do not waste time waiting for inspiration.

(Ernest Newman)

Something that has not been done, often seems impossible;

we just believe that we have managed to do well.

(Evelyn Underhill)

To

My beloved parents (Mr. Joko. M. and Mrs. Supriyatimah),

My sister (Mira Satya Kumala)

My beloved relatives

My dearest Girlfriend

My dearest friends (Codot Group), and

My sisters and brothers of English Department 2012

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ABSTRACT

R. A. Waskita, Yusuf. 2016. *Using Audiolingual Method to Help Student to learn Vocabulary* (An Experimental Study of the Seventh Graders of SMP N 7 Magelang in the Academic Year of 2016/2017). Final Project. English Education Department, Faculty of Language and Arts, Semarang State University. First Advisor: Mr. Arif Suryo Priatmojo, M.Pd. Second Advisor: Mr. Seful Bahri, M.Pd.

Keywords: Audiolingual, Vocabulary, Junior High School Students

This experimental study which was conducted at SMPN 7 Magelang academic year 2016/2017 dealt with Audiolingual method (ALM) used in teaching vocabulary for grade VII junior high school students. This study aimed to determine the effectiveness of ALM in teaching vocabulary. The background of the research was based on students' lack of vocabulary mastery and teacher's vocabulary teaching method.

Some previous studies I reviewed indicated that ALM could improve vocabulary. Considering the previous studies, I used ALM with the emphasis on teaching vocabulary. I also reviewed some theories about vocabulary and ALM from experts that would be used in this research.

The data was taken by using a test instrument. The test items were teacher-made multiple choice test which had already been tried out to 32 students of VII E to make sure that they were valid and reliable. I used class VII D as the experimental group (EG) taught by ALM and VII C as the control group (CG) taught by Grammar Translation Method (GTM). The results of pre-test proved that both classes were relatively homogeneous.

The results showed that the mean scores of CG pre-test and post-test were 81.9 and 87.0 respectively. While the EG pre-test and post-test scores were 82.0 and 91.8 respectively. The independent sample test (t-test) result showed that the significant difference level was 0.010. It can be said that both of groups were statistically significant.

In conclusion, in this study students who were taught by using ALM had better achievement than students who were taught by GTM. It is suggested that the findings of this study could be applied as an alternative method by the English teachers to have a better students' vocabulary improvement.



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CHAPTER I

INTRODUCTION

Chapter I presents the introduction of the study. It consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, significance, hypothesis, and outline of the report.

1.1 Background of the Study

In Indonesia, English was considered as a foreign language which affect how Indonesian people were lack of using English although it was quite significant for people in the future. Teaching English in Indonesia had improved day by day because the government always try to improve the quality of English teaching by improving the quality of teachers and other components in educational process. Here, we know that learning English is important, learning language is better to be done since early age. We never stop learning language from the babbling of babies to the preschool years. From our early encounters with print and our first attempts at writing through to the secondary textbooks. Then, beyond to the new demands of the adulthood where we still continue to learn and refine the language needed in every new situation in which we find ourselves.

We know that language learning comes from listening. By listening we learn how to speak and how to use it. When we were baby we learned language by listening to our parents, on the early age we learned language by listening to

society, and in the elementary school till college, we learned language by listening to our teacher and reading. Listening is also needed in learning foreign language.

In Indonesia we knew that English was a foreign language, that why students were lack in vocabulary. Vocabulary is important thing in English learning, but many students still had lack in vocabulary. The students lack in receiving and using words in English. In the classroom, for example, when teacher asked the students the meaning of common words, they could not answer the questions correctly. Moreover, if the students were asked about their opinions about moral value of the text, they were unable to express their ideas properly. Their vocabulary were limited, so they had to look the words up in the dictionary. However, the students were often lazy to look the words up in the dictionary, so their vocabulary mastery improvement was very slow. Beside, teachers often feel difficult to teach English focusing on vocabulary.

According to Brown (2004:14), method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with a teacher and students roles and behaviours. Teaching method is a method used in teaching and learning process. It is one of important factors to improve the quality of teaching and learning process in education, both formal and informal education. It will be able to improve the competence of the teachers and students. We will also know the effectiveness and efficiency of teaching learning process in education by teaching method.

There are so many methods in learning English, and ALM is one of them. By using the ALM teacher can teach how to speak English well, beside that,

students can improve their vocabulary. ALM use listening skill and media so often. By listening some speeches or formal dialogs and by watching film or something like that through the subtitles students can improve their vocabulary.

The ALM is also called Army Method, or New Key. It is a method of teaching used in teaching foreign languages. It is based on behaviorist theory, and in this case humans could be trained through a system of reinforcement. A correct use of this method receive positive feedback while incorrect use of this method receive negative feedback. Like the direct method, the ALM advise that students be taught a language directly, without using the students' native language to explain new words in the target language. This is why I as I wants to use ALM as the main study on improving student's vocabulary.

ALM uses media very often, and it is easy to find nowadays. From that point, teachers know that they can use the ALM to improve students skills by using the media provided by the school, in addition, nowadays, the students are often spend their time with their gadget. The Teacher can use it to improve the student's skills easier, because the media are very helpful on this teaching method.

1.2 Reasons for Choosing the Topic

In this study, I as I choose the topic “*Using Audio Lingual Method to Help students to Learn Vocabulary*”, with the following reasons:

1. The students' laziness to find out the meanings of words in the dictionary. They refer doing the easy way by asking their teacher the meaning of the difficult words.

2. The students always want to learn vocabulary by doing interesting activities. They are more interested to learn through interesting activities than learn monotonously.
3. Teachers feel that students need to be exposed with English often. Teachers know that they can use the ALM to improve student's skills by using the media provided by the school. Such as LCD projector, computer, and speakers in classroom.
4. Students often spend their time with their gadget nowadays and it makes teacher easier to improve the students skills.

According to the facts and assumption above, one of alternative method for teaching vocabulary should be implemented. It is Audio-lingual. The application of this method in learning process may make better learning process. In this research I as I would try to find out whether ALM influence vocabulary improvement or not.

1.3 Research Questions

The problems of this research can be formulated in the following research questions:

1. Is there any significant difference in vocabulary of the students who are given an ALM and who are not ?
2. How effective is the ALM strategy to improve the vocabulary of the student?

1.4 Purposes of the Study

Based on the statement of the problems above, the objectives of the study are :

1. To find out whether there is a significant differences of vocabulary of the student when they are given ALM.
2. To find out how effective the ALM to teach vocabulary.

1.5 Significances

There are three significances of this study. They are theoretical, practical, further research and development significances.

a. Theoretical Significance

In the theoretical significance, this study is expected to be useful and helpful especially the finding of this research can be used to deepen the existing theory of the use of ALM in teaching English for EFL students. The students and teachers will find a better way to master vocabulary easier which can also increase students interest and motivation in learning new English vocabulary through interesting media.

b. Practical Significance

The ALM can be an alternative for teacher to improve students' vocabulary. The process of the study gives the students a motivation to improve their vocabulary. The process of reseach will give a lot of benefit for students who are rarely given an ALM , and for the teachers which have a lack of time for practicing their skill in audio lingual method.

c. Further Research and Development

The result of the research can be used by others who are interested in doing similar study as one of their references.



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1.6 Hypothesis

Best (1981:7-8) states that “the research or the scientific hypothesis is a formal affirmative statement predictive a single research outcome, a tentative explanation of the relationship between two or more variables”. A hypothesis is a suggested answer of the problem in research.

There are two hypothesis in this study. They are null hypothesis (H_0) and alternate hypothesis (H_1).

- a. H_1 : there is a significant difference of students’ achievement between pre test and posttest, statistically $X_{\text{pretest}} \neq X_{\text{posttest}}$
- b. H_0 : there is no significant difference of students’ achievement between pretest and posttest . Statistically $X_{\text{pretest}} = X_{\text{posttest}}$

1.7 Outline of the Study

This study is divided into five chapters that can be presented as follows : Chapter I gives the introduction that contains the background of the study, reasons for choosing the topic, research questions, purposes of the study, significances of the study, hypotheses, and outline of the study.

Chapter II presents review of related literature that contains previous study, theoretical background (general concept of vocabulary, general concept of ALM, teaching vocabulary), framework of the present study.

Chapter III deals with research method which will discuss object of the study, roles of the researcher, procedures of collecting data, procedures of analysing data, procedures of reporting the results, triangulation.

Chapter IV gives interpretation of the result of the study which will analyzing data, analyze the data by using *t-test*. The last one, Chapter V presents some conclusions, suggestions, appendix, and bibliography.

1.7.1 Definition Of Key Terms

- a) Vocabulary is one of the language components which should be mastered by English learners. (M.Finocchiaro, 1974.)
- b) The ALM, also known as the aural oral, Functional skills, new key or American method of language teaching was considered a “scientific” approach in language teaching (Lado in,1986:61)
- c) ALM is adoption from many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the reading approach. (Brown,1994)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter II will explain some sources that relate to the topic of the study. The information and fact obtained believed that it can make the study more scientific. This chapter consists of three sections. The first section presents the review of the study in the relevant field that had been concluded so far. The second section deals with theories underlying this study. The last section is framework of the Present Study.

2.1 Previous Studies

There are some previous studies related to the field of this study. Here are the descriptions of those studies:

The first study was conducted by Mart (2013) this research was about ALM to achieve speech skill. The Population of the study were the students in Department of Languages, Ishik University, Erbil, Iraq. The study were case study research design. This study aimed to develop communicative competence of students using dialogues and drills of The ALM. The ALM aimed to develop communicative competence of students using dialogues and drills. The use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech. Repetition of the dialogues and the drills will enable students to respond quickly and accurately in spoken language.

The second study was conducted by Prayoga (2006). The study was about Teaching Listening Skill Using Audio Lingual Method. This study concerned to

find the effectiveness of ALM as an alternative method in improving the students listening skill at the first grade students. The population of this research was 20 students from Asrama Bengkel Bahasa Course. He used experimental research design. He stated that The ALM is also important for the students to support their ability in increasing students listening ability. In this case the teacher must be creative in teaching procedures. The teachers have to improve their knowledge of teaching listening as simple as possible, so the students will not get bored when study with this method.

The third study was conducted by Hosain (2013). The study was about The Effect of Methodology on Learning Vocabulary and Communication Skills on Young Learners: A Comparison between Audiolingual Method and Natural Approach. The objectives of this study was comparing the result of vocabulary learning between *ALM* and natural approach. The participants in this study were 40 female Iranian young learners aged between 7 to 9, in grades 1, 2, and 3 of elementary school and beginners' in learning English. They were chosen randomly from two elementary schools in Isfahan where English was taught as an extra-program subject. The research were t-test analysis. He stated that the difference between teaching vocabulary through two methods of *Audiolingual* and Natural approach, as the observation of two groups. It was that in *ALM*, repetition of the new words is the key element in learning vocabulary but in Natural approach, the teacher is the input provider (in this case vocabulary) and the learners are not forced to use the new language until they feel ready.

The fourth study was conducted by Perdhani (2012). The study was about The ALM In Language Teaching. Objectives of this study included training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on the printed page, and ability to reproduce these symbols in writing. The population of this study was students in international junior high school. The research design in this research was experimental study. She stated that although we are forced to be atomistic during some of the stages of our teaching, these stages need to be related to others where students attempt to arrive at the end-product. In this context, drills can succeed. However, if drills become ends in themselves, students may never find out what it really is to communicate in another language. *Audiolingualism* holds that language learning is like other forms of learning. Since language is a formal, rule governed system; it can be formally organized to maximize teaching and learning efficiency. *Audiolingualism* thus stresses the mechanistic aspects of language use.

Then the next study conducted by Tambunan and Gintings (2011). The study was about The Effect Of Communicative And Audio Lingual Method On Student's Conversational Achievement. The objective of this study was to discover the significant effect of student's conversation when the students' were taught by using Direct Communicative and Audio Lingual Method. The subjects of the study were one hundred and twenty students of State Senior High School Rantau Selatan, Labuhan Batu. The methods of data analysis applied were quantitative and qualitative. In analysing the data, the students' were given three

conversation assessments. The mean of the student's score for the first communicative assessment as assessment I was 40.40, the second conversation assessment II was 47.75, and the third reading assessment as assessment III was 62.75. The total percentage of the student's who passed the passing grade significantly, in the assessment I was 35 % and in the assessment II 65 %. They stated that the student's communicative skill after getting ALM increased from the first cycle to the second cycle. It mean that there was a significant improvement on student's communication skill.

The last study was conducted by Nam (2010). The study was about Linking Research and Practice: Effective Strategies for Teaching Vocabulary in the ESL Classroom. The objectives in this study was doing research and practice to find an effectives strategy in teaching vocabulary. He did an analysis trough some strategies and books in teaching L2. In his study, he stated that the various vocabulary-teaching strategies developed in this study need to be variably applied to ESL students according to their proficiency levels. The result was pictures and audio-lingual equivalent and controlled fill-in tasks are more appropriate at the beginning and intermediate levels, less controlled tasks such as compositions and retellings may be more suitable for the advanced level.

Considering the previous studies, I use similar *ALM* to be used in teaching vocabulary. There was still an area of study that has not been explored that would be the focus on this research. It is about *The use of Using Audio Lingual Method to Help students to Learn Vocabulary*. I wanted to find out if ALM would make the students easier to learn about new vocabulary because of this *Audiolingual*

drilling method. I would like to make difference than the research before. I would use experimental research. The second difference was on the subject of the research. This study was conducted in SMP N 7 Magelang with the seventh grade students as the subjects. The last difference was on the type of media.

2.2 Theoretical Background

This section presents the background of theory that used in this research. This section consist of theory about vocabulary and ALM which were the main focus on this research.

2.2.1 Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills. Finocciaro explains that” the students’ vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary”. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabulary can be spoken and also written. (M.Finocchiaro : 1974)

Another opinion by Marianne Celce - Murcia Elite Olshtain, “There are two kinds of vocabulary: they are function words and content words”.

1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- a) Words that refers to a person, a place or a thing that we might call them nouns.
- b) Words that express an action, an event or a state are called verbs
- c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

(Marianne Celce-Murcia Elite Olshtain ; 2000).

Thornbury (2002:13) stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

2.2.2 Types of Vocabulary

Finocchiaro (1974 : 73) explained that the students vocabulary can be divided into two kinds, namely “active vocabulary and passive vocabulary”. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabulary can be spoken and also written.

Nation (1994) stated that according to the basis of frequency, vocabulary can be divided into two parts: they are high frequency vocabulary and low frequency vocabulary. High frequency vocabulary consists of words that are used very often in normal language. High frequency vocabulary consist of 2000 words , which are about 87% of the running words in formal written text and more than 95 % of the words in informal spoken text. Low frequency vocabulary covers only small proportion of the running words of continuous text.

Vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in

their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2001) stated that there are four kinds of vocabulary in the text:

1. High frequency words. These words are almost 80% of the running words in the text;
2. Academic words. Typically, these words make up about 9% of the running words in the text;
3. Technical words. These words make up about 5% of the running words in the text;
4. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

Thornbury (2002:3) also stated that there are several kinds of general words classes. Generally, word does not usually have a single meaning. Various meaning that we find in a word can be classified into their types. The English vocabulary can be divided into four groups, namely ; noun, adjective, verb and adverb. Each of these groups of vocabulary will be discussed in the following sections.

a) Noun

Noun is a word that names a person, place, or thing (Altenberg & Vago, 2010:3). According to Seaton & Mew (2007:8) , nouns are divided into

common nouns and proper nouns. Nouns come in the varieties; concrete noun, proper noun, common noun, collective noun, abstract noun, singular noun, plural noun, countable noun and uncountable noun.

- Common nouns : name anything of a class, a person, place or thing (e.g. girl, city, food, book, cat, blackboard, pen, pencil, bed, etc.)
- Proper nouns : name specific person, place or thing (e.g. Joe, India, Robert, Indonesia, etc).
- Compound nouns : two or more nouns that function as a single unit (e.g. individual words : basket ball, book shop, book store, mini market, etc).
- Collective nouns : name groups of people or things (e.g. audience, family, team, crowd, etc)
- Abstract nouns are anything that cannot be touched, seen, smelled, or perceived by the sense (e.g. happiness, beauty, delicious, sweet, sadness, difficult, easy, etc).
- Concrete noun is anything that we can see, touch, smell or perceive the sense (e.g. pen , pencil, book, bag, flower, animal, etc).
- Countable noun is anything that can be counted (e.g. boy, cat, cow, blackboard, apple, girl, etc)
- Uncountable noun is anything that cannot count (e.g. water, milk, tea, sugar, sand, salt, air, etc).

b) Adjective

Seaton & Mew (2007:52) stated that adjective is a describing word. An adjective usually appears before the noun it describes. Moreover, Sargeant

(2007:32) stated that something several adjectives are used to describe a single noun or pronoun. They are the colour, commentator of language and the words that give your writing and speech flavor or tell us something about noun (e.g. white, beautiful, clever, etc). When we use two or more adjectives, the usual order is: size, quality, color, origin, substance. For example: A small green plastic box. In that sentence the word small refers to the size, the word green refers to the color, and the word plastic refers to the substance.

c) Verb

Altenberg & Vago (2010:23) defined verbs as words that usually express an action. Verbs are words that name an action or describe a state of being. Verbs are seriously important, because there is no way to have a sentence without them. In addition, Colman (2005:13) said that verbs are doing, being, and having words. There are several kinds of verb, such as:

- Transitive verb is a verb that needs on object (e.g. I make statue, she reads a book, she rides a car)
- Intransitive verb is a verb that does not need on object (e.g. cries, slips, swims, dance, sing, etc).
- Auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state of being (e.g. is, am, are, do, does).

d) Adverb

Adverb is a word that describe verbs, adjectives, or other adverbs. According to Seaton & Mew (2007:127), they defined adverb is a word that describe a verb. There are five kinds of adverbs:

- Adverb of manner. It answers the “how”(e.g. well, hard, happily, quickly, beautiful, etc).
- Adverb of place and direction. This adverb answers the question “where” (e.g. outside, left, inside, near, right, etc).
- Adverb of time. This adverb answers the question “when” (e.g. now, yet, soon, still, already, etc).
- Adverb of frequency. This adverb answers the question “how often” (e.g. twice, often, never, usually, seldom, ever, etc).
- Adverb of degree. This adverb answers the question “to what degree” and denote “how much” with respect to adjective or adverb (e.g. almost, quit, too, rather, etc).

From the statement above we know that vocabulary are used actively by a person in speaking writing reading or listening to someone. If the learners lack of vocabulary, they will also have a limited capability to understand in other skills of English and they cannot communicate with others clearly in English language. When they have a large number of vocabulary, the students can speak fluently and accurately. They can also read and write the text effectively.

2.2.3 Method of Teaching Vocabulary

We have to learn vocabulary whenever we come to a contact with a new language and try to use it. However, studying language cause some problems because many students consider learning vocabulary is a boring activity, the teacher should keep finding out ways to make learning

vocabulary easier and more pleasant. For that reason, the teacher should use appropriate method and media.

Wright (2006:94) stated that extending the learners' vocabulary is important, right from the earliest stage, and learning vocabulary must be based on attaching meaning to the word rather than just remembering the form of the word. The method used by the teachers should enable to facilitate practical experience for learners in requiring the four language skills.

Chambers & Gregory (2006:40) stated that teaching is an integrated and complex that involves strategy, mechanism, method, invitation, stimuli and several ways arranged by a teacher to help students in learning process and become a better learner, in order to achieve the learning objective. Many students who fail to get ideas from passage because they do not understand the meaning of unfamiliar words that appear in that section.

According to Hiebert & Kamil (2005:12) to have an impact to children's comprehension, vocabulary teaching should be rich, intensive and full of interesting information. The teacher is demanded to make the learning process more innovative which can help the student study optimum both autodidactic or in the classroom. The teacher is expected to apply kind of various teaching method, effective and selective based on the standard competence.

Concerning with the method of teaching vocabulary, Gains and Redman as quoted by Uberman (1998), explained the following types of presentation methods:

1. Visual methods

Visual methods are very effective. Gerlach and Elly (1980:2667) agreed with the idea by saying, "when the facts and the concepts are concrete, specific, and structured, visual examples, and cues are more effective in eliciting verbal responses than a word and other symbols"

2. Verbal explanation

To know the meaning of new vocabulary in a context, students can use verbal explanation such as context clues. Ying (2001) said that the type of context can help the reader infer the meaning of new word, are: morphology, reference words, cohesion, synonym, antonym, definition, etc.

3. Use of dictionary

Students can use dictionary to find out meanings of unfamiliar words. There are some kinds of dictionaries, monolingual dictionaries, thesauri and the like. Another methods also defined by Ngaraj, stated that the methods the teacher can use for classroom are:

1. Object

Object in the classroom or those brought from outside can be used to teach vocabulary.

2. Pictures

In the initial stages, pictures can be used to teach vocabulary orally. Later, the learner can be asked to fill the correct word with the picture.

3. Text

Texts are often used for the teacher in teaching vocabulary.

4. Context

Vocabulary teaching becomes meaningful when it is done in context. A word gets its meaning from the context.

5. Vocabulary game

There was useful for vocabulary expansion. Allen (1983) mentioned some methods of vocabulary teaching that can be prepared and chosen as follows:

a) Demonstration

The method, which belongs to demonstration, is gesture and action performing. The teacher can use real objects and command. Teacher may demonstrate the material using of real objects available in the classroom such as door, windows, clock, desk, etc. when use a command method, teacher may ask students to do something such as touching the pen, pointing the picture and so on.

b) Visual aids

Visual means something visible. Teacher may use visual aids in the teaching of vocabulary to enable students to observe and identify the

objects vividly. Beside that, visualization may interest the students in their learning vocabulary.

c) Verbal Explanation

Verbal explanation can be carried out through definition and translation. Allen (1983) stated that teacher can use explanation in the students' own language, definitions in simple English, and using vocabulary that students have already known to show the meaning. For instance, the word 'umbrella' can be introduced by explaining what it looks like and when the people usually use it.

d) Word List

When using word list method, teacher should pay attention to vocabulary selection. The words taught should relate and appropriate to the students need and relate to their level.

Many kinds of methods can be used in teaching vocabulary. Furthermore, it is very difficult to determine which one is the best way; however, the teacher should be able to make the students more interested by selecting the most appropriate way and media to improve students' vocabulary ability.

2.2.4 The General Concepts of Audio-lingual Method

Using contrastive The ALM, also known as the aural oral, Functional skills, new key or American method of language teaching was considered a "scientific" approach in language teaching. (Lado in Omaggio, CA, 1986:61)

According to Bushra Noori ([www. yementimes. Com / article. shtml?p= education](http://www.yementimes.com/article.shtml?p=education)) the last four decades of the 20th century witnessed a phenomenal increase in global communication. Many people, across the world, showed an intense and abiding interest in modern languages. Dissatisfaction with the traditional methods, their validity, and adequacy, especially with their treatment of spoken language led to the birth of the ALM which is based on the aural-oral approach. It put accent on the acquisition of oral language skills through oral practice based on repetition and analogy. He added that the Audio-lingual theory is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral procedures and behaviorist psychology. In this theory language is seen as having its own unique system. The system comprises several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns. Language learning is viewed as the acquisition of a practical set of communication skills. It entails language and learning the rules by which these elements are combined from phoneme to morpheme to word or phrase to sentence. Language is primarily spoken and only secondarily written.

Therefore, it is assumed that speech has priority in language teaching. This theory is an interpretation of language learning in terms of stimuli and response, operant conditioning and reinforcement with emphasis on successful error-free learning. Furthermore, Brown

(1994:57) explains that the ALM was widely used in the United States and other countries in the 1950's and 1960's. It is still used in some programs today. This method is based on the principles of behaviour psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the reading approach. This new method incorporated many of the features of the earlier Direct Method, but the disciplines added the concepts of teaching "linguistics patterns" in combination with "habit forming". He also explains that this method was one of the first to have its roots "firmly grounded in linguistics and psychological theory" (Brown,1994:57), which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day.

According to Brown (1994:57) another factor that accounted for the method's popularity was the "quick success" it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and "over-learning" of language patterns and forms, students and teachers were often able to see immediate results. Just as the Direct Method that preceded it, the overall goal of the ALM was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to "over

learn” the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistics patterns of the language into the minds of the learners in a way that made responses automatic and “habitual”. To this end it was held that the language “habits” of the first language would constantly interfere, and the only to overcome those problem was to facilitate the learning of a new set of “habits” appropriate linguistically to the language being studied. (http://www.englishraven.com/method_audioling_html)

2.3 Framework of the Present Study

In teaching and learning activity, there are a lot of factors that could give an improvement on students vocabulary mastery. One of them is using *ALM*. *ALM* is an effective teaching method because it can help students to memorize words better in order to improve their vocabulary. *ALM* can facilitate students to develop their mastery in vocabulary. Students who learn with *ALM* could better apply vocabulary properly.

The theoretical framework of this study can be illustrated in a following figure:

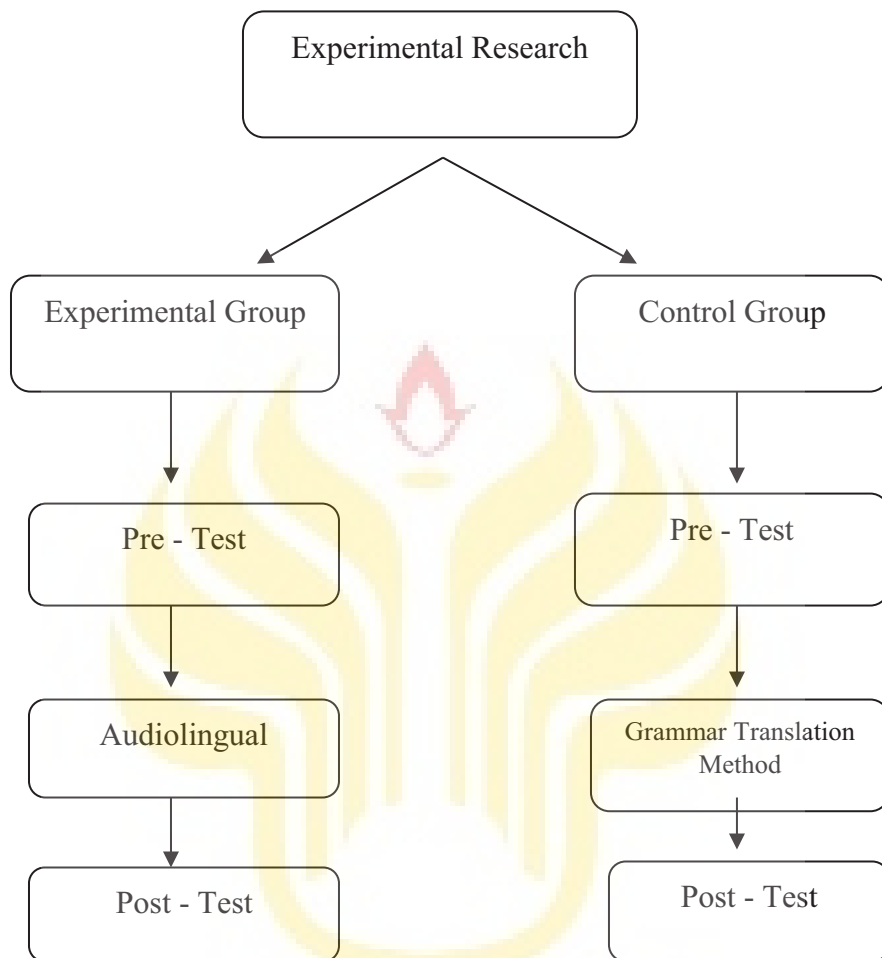


Figure 1.0

After finding the result of pre-test and post-test, I makes computation of the mean of the gain score in both groups. The means of gain the score are compared in order to know whether or not there is significant difference between taught by using *Audiolingual* and conventionally. Moreover, the result of the post-test will be analysed by using t-test formula. *ALM* can be applied to teach vocabulary because students can be better learn with drilling.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the discussion of research findings and discussion in the previous chapters.

5.1 Conclusion

According to the result of research findings and discussion in the previous chapter, I come to a conclusion about this study.

The conclusions in this study states that ALM is effective to teach vocabulary in SMP Negeri 7 Magelang. Audiolingual stimulates students to remember vocabulary easier by its drilling method. It can be proved from the data that showed the control and experimental group relatively had equal level score before getting treatment. It can help the students to remember vocabulary easier and help them to pronounce words correctly. It also helps students develop their vocabulary mastery. Students learn more actively and enthusiastically because they are more interested in this teaching method. Students often remember more information about the words.

To answer the objective of the study, the result showed that the mean score of post-test was higher than pre-test. In addition, I also calculated the data by the independent sample test it showed that the result of significant difference level (2

tailed) 0.010. Since sig value is lower than $\alpha = 0.05$ ($p_{value} < 0.05$) it can be concluded that there is significant difference from both of groups, control and experimental groups in post-test. From the result of post-test of experimental group taught by ALM, the mean score was 91,75 while the result of post-test of control group taught by conventional method (Grammar Translation Method) given by the teacher, the mean of the score was 87,03.

ALM helps them to have better achievement of vocabulary testing. In conclusion, there was a significant difference between control and experimental groups. Students who were taught by using ALM had better achievement than students who were taught without ALM.

5.2 Suggestions

After drawing some conclusions, I would like to propose some suggestions related to the teaching vocabulary at SMP N 7 Magelang, which hopefully will be useful for the teachers, the students and the next researchers.

Theoretically, ALM will help students, especially the seventh graders of SMP N 7 Magelang to motivate themselves in learn and enriching their vocabulary. For English teachers, they should find an interesting method in teaching vocabulary because it can motivate the students and lessen boredom during the learning process. For next researchers, theoretically, they are expected to use the result of this research as their reference to conduct research in the same topic.

Practically, the ALM can be an alternative for teacher to improve students' vocabulary. The process of the study gives the students a motivation to improve their vocabulary and for the teachers which have a lack of time for practicing their skill in audio lingual method. The teachers should use drilling method to help students improve their vocabulary mastery and they should apply or develop this method in order to guide the students in achieving the better vocabulary mastery. For the further researchers, based on this research they can use this ALM or other interesting activities to be applied in teaching and learning process.

Pedagogically, this research would be useful for education field. It has shown that ALM is effective for teaching vocabulary at the seventh graders of SMP N 7 Magelang in the academic year of 2016/2017. Students are expected to be able to gain new knowledge and new words easily in a fun way. For the teachers, they should find strategies about the method of teaching English in a particular skill, so that the students will not face difficulties in learning English. For the next researchers, they are expected to do further research regarding ALM as a media and vocabulary teaching to be able to provide answers to teaching problems and to expand the knowledge about teaching English, particularly teaching vocabulary.

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