

Improving English Vocabulary Mastery through Audio Lingual and Drill Methods for Class VII-I in English Subjects at MTs “Wali Songo” Ngabar Ponorogo

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Abstract

This study was structured with the aim of knowing the effectiveness of the Audio Lingual and Drill learning method in improving vocabulary mastery of the VII-I grade students of MTs "Wali Songo" Ngabar Ponorogo. The subjects of this study were students of class VII-I, totaling 25 female students. This research is an action research classroom and was conducted in two cycles. Each cycle is carried out with the stages of planning, implementing, observing, and reflecting. This research was conducted in the even semester of the 2021/2022 academic year, namely in December. Data were analyzed descriptively and presented in the form of tables and graphs. The results showed an increase in students' vocabulary mastery in English, namely in the first cycle by 64% then in the second cycle, it increased to 80%. It is said that there is an increase of 16%, with the use of the Audio Lingual and Drill method in English subjects can improve the understanding and mastery of words of students in grades VII-I MTs “Wali Songo” Ngabar Ponorogo.

Keywords: Vocabulary mastery, Audio Lingual method, Drill method

A. Introduction

English is a language that has played a significant role in this era of globalization. English has functioned in various aspects of life, including education. That is one of the reasons why English is a subject tested in the National Examination at both junior high school and high school levels. As a foreign language, learning English is a course easy. In this case, students learn to master the four language skills, listening, speaking, reading, and writing. To be able to have these four skills, of course, students also can have abilities that support language, among others, how to pronounce (pronunciation), words (vocabulary), mastery of language (grammar), and proficiency (fluency).¹

In this case, the role of the teacher is significant, because it is not easy to teach English subjects. Various kinds of strategies approach, and appropriate learning techniques are needed so that the material provided from the teacher to students can be absorbed properly and the desired learning objectives can be achieved following the teacher's task as a lesson planner. One of the learning models that can be functioned is Audio Lingual and Model Drill to improve mastery of English vocabulary. With this learning model, understanding and control of English vocabulary will increase because students are required to keep practicing.²

B. Theoretical basis

1. Vocabulary Mastery

Mastery is a form of a word that has undergone an affix from the word power which has a prefix in the form

¹ Sri Handayani. 2016. Jurnal Pentingnya Kemampuan Berbahasa Inggris dalam Menyongsong ASEAN Community 2015. Volume 3 No 1.

² Linse, C.T. 2005. Practical English Language Teaching. Young Learners. New York: McGraw-Hill.

of a pe- and an ending in the form of -an. In the Big Indonesian Dictionary (KBBI) the word "power" is an ability to do something. Mastery is an ability that exists within a person to master and explore something that is studied. Vocabulary by Linse is "Vocabulary is the collection of words that an individual knows".

The statement above can be interpreted that vocabulary being a collection of words that everyone knows. Based on the opinion above, vocabulary mastery is an ability that exists within a person can to master and understand a syllable that is the basis for communication that is known to everyone. These words are to be learned, memorized, understood, and used daily acts. If one day you need the word, you just need to remember the word again. Vocabulary is the basis of a language.³

2. Audio Lingual Method

This method is one of the methods in foreign language teaching that understands listening (listening), speaking (speaking), reading (reading), and writing (writing). This method is based on a behavioral theory (behaviorist theory), namely a theory of behavior change that comes from experience.

This method is also a teaching style used in foreign teaching which recognizes that certain properties of life activities can be carried out through a research system that listens and speaks, reading and writing. Form of teaching and learning activities of this method is a conversation, exercises (drills), and pattern practice. Then

³ H. G. Tarigan. 2015. Pengajaran Kosakata. Bandung: Angkasa Bandung.

can be concluded that this method is repetition and memorization is the dominant activity in this method.⁴

This method is a major step in the language teaching methodology aimed at communicative competence in language learning, but the audio-lingual method does not focus on vocabulary teaching. Students are built to practice spontaneous use of grammar, language forms, and patterns they have never heard before. There are several principles of the audio-lingual method, namely:

- a. Language is sound, not text.
- b. Language is what native speakers say.
- c. Every language is different.
- d. Learning a second language is essentially a mechanistic habit-building process.
- e. Learning language skills is more effective if aspects of the target language are learned by knowing the sounds before they are written.
- f. Learning language skills begins with the process: listening, speaking, reading, and writing

3. Drill Method

In her book, Nana Sudjana states that the Drill method is an activity of doing the same thing, repeatedly in earnest to strengthen an association or perfect a skill so that it becomes permanent.⁵

⁴ Thursan Hakim. 2002. *Mengatasi Kegagalan Berbicara Bahasa Inggris*. Jakarta: Puspa Swara.

⁵ Nana Sudjana. 2010. *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru.

C. Research methods

This research is an action research classroom, where this research is carried out by the teacher in the classroom where he teaches, in order to improve the learning process and praxis. Classroom Action Research was first initiated by Kurt Lewin in 1946, then developed by several researchers, namely Stephen Kemmis Robin Mc Taggart, John Elliot, and others. Classroom Action Research in its main objective is the teacher's actions to solve problems and improve learning that occurs in the classroom. This research was carried out at MTs "Wali Songo" Ngabar Ponorogo in English subjects. The subjects of this study were students of class VII-I, totaling 25 female students.

In collecting data in this study with two steps namely, observations made to observe student activities during teaching and learning activities. The second is a written test by being given several questions, in order to determine and measure the skills, knowledge, intelligence, and abilities of students. The test is given after the action is completed and is carried out at the end of each cycle.

Research procedure

This research was conducted using classroom action research (CAR). The Classroom Action Research (CAR) model can be said to be sustainable research, although this is not always the case.⁶ If the teacher is not satisfied with the learning outcomes, and he wants to change the learning with a new model, the teacher tries the learning.⁷ Trying new learning not only once but repeatedly, so repetition here is

⁶ Maisarah. 2020. PTK dan Manfaatnya Bagi Guru. Bandung: Media Sains Indonesia.

⁷ Tim Pengembangan Ilmu Pendidikan. 2007. Ilmu dan Aplikasi Pendidikan. PT Imperial Bhakti Utama.

called a cycle.⁸ This research was conducted in two cycles, each cycle was carried out with the stages of planning, implementing, observing, and reflecting. As in the model below:

Classroom Action Research Flow

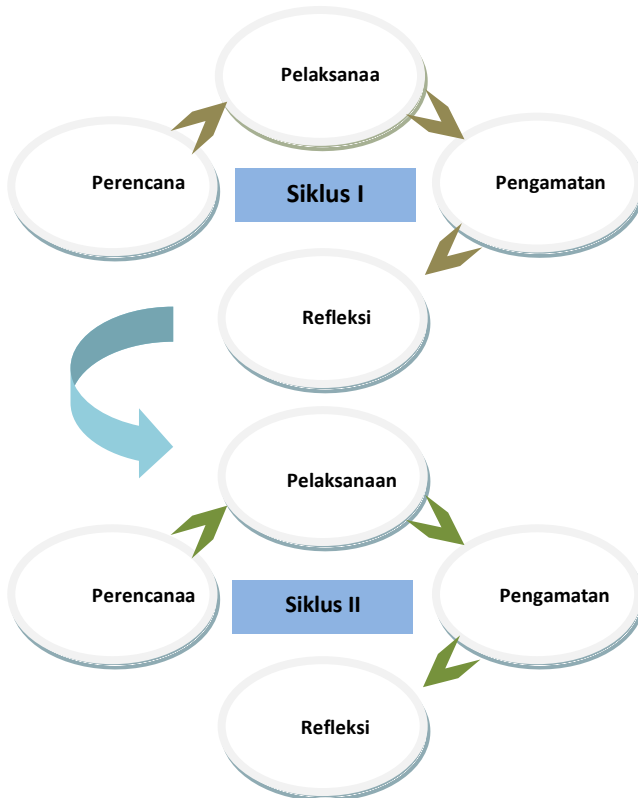


Figure 1.1 Research Flow According to Kemmis and Mc Taggart

⁸ Zainal Aqib & Chotibuddin. 2018. Teori dan Aplikasi Penelitian Tindakan Kelas (PTK). Yogyakarta: Deepublish.

Research Techniques and Instruments

Data collection techniques were carried out using observation. The instruments used to carry out the research are (1) action observation documents in the form of notes to students in learning English during the learning process, analytical action documents at the end of each cycle. (2) another source of information is the collaborator (teacher) who observes during the implementation of the action. (3) test sheets in the form of questions that are used to see the mastery of the concepts of learning material about the human digestive system that has taught.⁹

Data Analysis

The data obtained were analyzed and described according to the existing problems in a research report. The interactive learning design and individual assignments were validated by the teacher. Data from observations of student learning activities were analyzed using simple descriptive analysis by calculating the percentage increase in student motivation in teaching and learning activities in the classroom.¹⁰

D. Results and Discussion

Initial Condition Description

Teaching and learning activities for English subjects in grades VII-I are carried out twice a week, namely Saturday and Sunday. Before the action of the Audio Lingual and Drill method was carried out, the teaching and learning process for English subjects was still focused on the teacher

⁹ Alfi Parnawi. 2020. *Penelitian Tindakan Kelas*. Yogyakarta: Deepublish.

¹⁰ Suharsimi Arikunto, Suhardjono, Supardi. 2015. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.

and less focused on the students. As a result, teaching and learning activities are more emphasized on teaching than learning.

This condition makes the activities of class VII-I students tend to learn and are monotonous. Characterized by students who pay less attention to the teacher, few are active in asking and answering questions, many students still have difficulty pronouncing and writing English words. This is because the teacher does not provide listening, speaking, and writing habits to students. This causes the average value of English learning outcomes to be below, namely 53.32 as shown in the table below.

Table 1 Value of Student Learning Outcomes Initial Condition

| No | Name | Value | Description |
|----|-----------------------------|-------|---------------|
| 1 | Ayudia Ledy Valentine | 42 | Not Completed |
| 2 | Azka Zulfa Aliya | 85 | Complete |
| 3 | Dara Edina Widigya | 70 | Complete |
| 4 | Dera Nur Azizah Hibatullah | 40 | Not Completed |
| 5 | Kharissa Belicya Arba | 65 | Complete |
| 6 | Lathifatul Khairiah | 40 | Not Completed |
| 7 | Maulida Ayu Fitriana | 45 | Not Completed |
| 8 | Nada Noviana | 40 | Not Completed |
| 9 | Nadilla Putri Eka Maharani | 40 | Not Completed |
| 10 | Nadine Aurora Almira Sakti | 57 | Not Completed |
| 11 | Najwa Aprilia Mardhatilla | 42 | Not Completed |
| 12 | Najwa Mazaya Kamil | 40 | Not Completed |
| 13 | Najwa Zahida Azakia | 42 | Not Completed |
| 14 | Najwa Zunie Tama Syareefa | 55 | Not Completed |
| 15 | Navella Ifra Ni'ami | 45 | Not Completed |
| 16 | Nesya Zilfana Aulia Puspito | 75 | Complete |
| 17 | Niswatul Azkiyah Humairah | 47 | Not Completed |
| 18 | Puan Keyla Manik | 57 | Not Completed |

| | | | |
|----|-------------------------|----|---------------|
| 19 | Rahma Haritsa Putri | 85 | Complete |
| 20 | Reva Ernes Erly Hesyana | 65 | Complete |
| 21 | Sania Fikrotuzzakiya | 75 | Complete |
| 22 | Selfia Wahyu Anastasya | 40 | Not Completed |
| 23 | Syafa Lingga Cahyadi | 65 | Complete |
| 24 | Thalita Rayhana Zurya A | 47 | Not Completed |
| 25 | Wafa Fathinatu Husna | 47 | Not Completed |

Table 2 Learning Outcome Data Initial Conditions

| No | Criteria | Value Range | Amount | Presen tation | Aver age |
|----|---------------------|-------------|--------|---------------|----------|
| 1 | Has not Reached KKM | 40-59 | 17 | 68 % | 53,32 |
| 2 | Already Reached KKM | 60-100 | 8 | 32 % | |

The highest and lowest values of learning outcomes in the initial conditions can also be described in the table below.

Table 3 The Highest and Lowest Values of Initial Conditions

| No | Description | Value |
|----|-------------------|-------|
| 1 | The highest score | 85 |
| 2 | Lowest Value | 40 |
| 3 | Total Value | 1333 |
| 4 | Average value | 53,32 |

Cycle I

Action Implementation and Results

Cycle 1 will be held on December 11, 2021. Teaching and learning activities took the material "Kitchen Sets". The time allocation for English subjects in grades VII-I is three

hours of lessons every week which are divided into two meetings. In apperception, the teacher and students hold questions and answers about the vocabulary that has been given before. The goal is to recall the vocabulary that has been given. Then the teacher writes on the blackboard the new title to be discussed, namely "Kitchen Sets" after writing on the board the teacher pronounces the vocabulary correctly three times and the teacher asks students to recite the new vocabulary five times every vocabulary. After the title is written, the teacher writes down some new vocabulary related to kitchen utensils, there are approximately 20 new vocabulary words and their meanings.

In this case, the Audio Lingual and Drill methods are carried out by the teacher, namely, the teacher pronounces the vocabulary correctly and is listened to by the students, as well as carrying out the drill method, the drill method is carried out repeatedly until students memorize the pronunciation and writing, the teacher allows students to copy in the book. each, then the teacher gives 10 minutes to memorize. After 10 minutes, the teacher erases the vocabulary on the blackboard and instructs to close the notebook.

In this activity, the teacher will make observations about student activity during the learning process, namely by asking questions to students to change vocabulary from Indonesian to English. To practice students' abilities in writing English vocabulary, students are allowed to work on practice questions. Guidance is always given to all students. Great attention is especially directed to students whose abilities are low. Learning Outcomes at the end of the first cycle, namely the final test of the first cycle. Students of class VII-I MTs "Wali Songo" Ngabar Ponorogo for the 2021/2022 academic year, totaling 25, all of them took the

final test of the first cycle. The complete list of final test scores for the first cycle can be seen in the table below.

Table 4 Value of Cycle 1 Test Results

| No | Description | Value |
|----|-------------------|-------|
| 1 | The highest score | 90 |
| 2 | Lowest Value | 45 |
| 3 | Total Value | 1579 |
| 4 | Average value | 63,16 |

After being assessed at the end of the first cycle, the highest score was 90, the lowest score was 45, and the average value was obtained. The percentage of students who meet the KKM (64%) is 16 students from 25 students. The performance indicator for the first cycle is, however, from the final test of the first cycle, the average value is 63.16. Thus, it means that the first cycle performance indicators have not been achieved.

This shows that the level of deepening of the subject matter on the research subject has not been achieved. The last action is the reflection which is an activity to review the class actions that have been carried out and the learning outcomes obtained by students at the end of the first cycle. If we look and compare the value of the initial condition with the value at the end of the first cycle, there has been an increase.

The average value in the initial conditions is only 52.32, while the average value in the first cycle has reached 63.16. The increase in student learning outcomes is because the teacher has used a new method, namely Audio Lingual and Drill in which learning activities. Its strengths include students being able to be active in learning because they

have to concentrate on listening and memorizing vocabulary. While the weakness is that students are less than optimal in mastering vocabulary because some words sound difficult for students to pronounce and write and boring for students who are already smart because this method is dominant in repeating words/sentences.

Cycle II

Action Implementation and Results

Cycle II was held on Sunday, December 12, 2021. The last meeting was used to carry out the final test of the second cycle. Starting the meeting in the second cycle, the teacher asked questions about the previous vocabulary. The goal is for students to recall the vocabulary they have learned. In the second cycle, the method will be slightly varied with Body Language, where the teacher demonstrates vocabulary and students guess in English so that it is not boring and can strengthen students' memory, and the repetition of vocabulary will also be increased to 5 times.

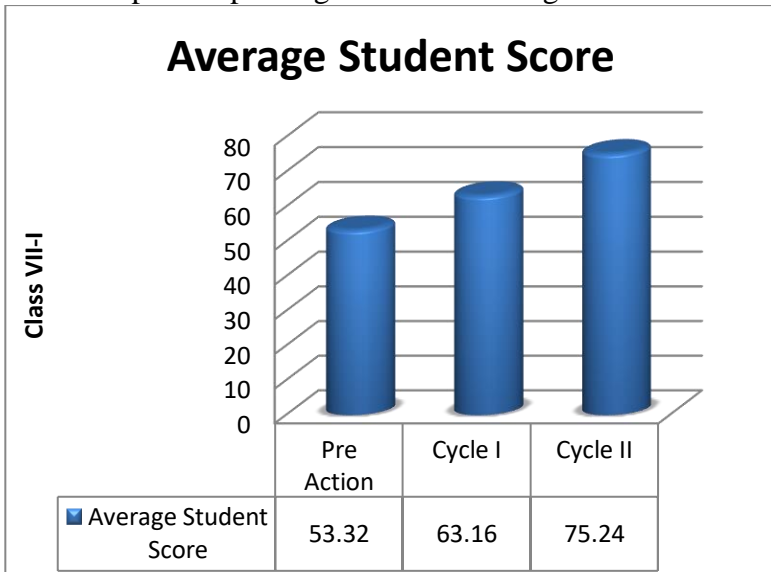
The results of the study will be held. The second cycle final test was also attended by 25 students of class VII-I MTs "Wali Songo" Ngabar Ponorogo for the 2021/2022 school year, totaling 25, all of whom took the final test of the second cycle. The complete list of final test scores for the second cycle can be seen in the table below:

Table 5 Value of Cycle II Test Results

| No | Description | Value |
|----|-------------------|-------|
| 1 | The highest score | 95 |
| 2 | Lowest Value | 50 |
| 3 | Total Value | 1.881 |
| 4 | Average value | 75,24 |

After being assessed at the end of the second cycle, the highest score was 95, the lowest score was 50, and the average value was 75.24. The percentage of students who meet the KKM is (80%) 20 students from 25 students. Thus, it means that the performance indicators for the second cycle have been achieved, although there are indeed five students who are still below the KKM (60), this can be overcome by the teacher with private learning. That shows that the level of deepening of the subject matter on the research subject has been achieved. We can see from the graph below that efforts to improve English learning outcomes in grades VII-I with the results of the students' average scores are as follows:

Graph 1 Improving Student Learning Outcomes



Improvements in English learning about improving vocabulary mastery using the Audio Lingual and Drill method have been successful. The results achieved in this

learning improvement through Classroom Action Research (CAR) activities resulted in satisfactory learning achievements. Learning achievement and student activity during the learning process has increased in each cycle. There was an increase in student achievement both from pre-action to cycle I and then to cycle II. The average value at the end of the first cycle which reached 63.16 increased to 75.24.

E. Conclusion

By knowing that the trigger for the low activity and learning achievement there are factors such as the method used by the teacher is still monotonous, causing the teacher to have difficulty in learning English material. The application of the Audio Lingual and Drill method is an effort to be able to solve problems that exist in schools. Proof of achieving learning objectives for class VII-I students of MTs "Wali Songo" Ngabar Ponorogo using the Audio Lingual and Drill method can be seen from the data that has been presented, average score, and the number of students who complete each cycle.

F. Suggestion

Based on reflections or conclusions from the description of learning English using the Audio Lingual and Drill method, to improve students' abilities and understanding in mastering English vocabulary and making learning more meaningful and enjoyable for students in learning, it is recommended that fellow teachers apply it. As a teacher, you should continue to innovate, choose the right learning strategy, develop learning models so that the educational goals that have been outlined can be achieved.

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