

ANALYZING STUDENTS' VOCABULARY BY USING AUDIO LINGUAL METHOD THROUGH FILL-IN-THE-BLANK WORKSHEET SONG

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ABSTRAK

Penelitian ini menggunakan teknik Penelitian tindakan kelas (CAR) tentang efektivitas penggunaan metode audio lingual untuk melatih kemampuan mendengarkan siswa dan menambah kosa kata dengan menggunakan lembar kerja. Subjek penelitian ini adalah siswa kelas delapan SMP Negeri 3 Tabanan pada tahun akademik 2020/2021, yang terdiri dari 20 pria dan 16 wanita. Metode yang digunakan dalam penelitian ini adalah metode penelitian kuantitatif. Data diperoleh dengan menggunakan observasi dan kuisioner. penelitian ini menemukan bahwa hasil post-test disetiap siklus menunjukkan bahwa ada kemajuan yang signifikan dari subjek untuk keterampilan mendengarkan dan menambah kosakata. Penelitian menunjukkan bahwa sebagian besar subjek memberi tanggapan positif tentang penerapan metode audio lingual dengan mendengarkan sebuah lagu melalui. Kesimpulannya, penelitian tindakan kelas ini telah membuktikan bahwa metode audio lingual sangat efektif untuk menambah kosa kata dan melatih kemampuan mendengarkan siswa melalui lembar kerja lagu pada siswa kelas delapan SMP Negeri 3 Tabanan pada tahun akademik 2020/2021. Selain itu subjek juga merespon secara positif untuk menerapkan metode audio lingual.

Kata kunci : Metode Audio Lingual, lagu, kosakata

ABSTRACT

This study is used a Class Action Research (CAR) technique on the effectiveness of using the audio lingual method to train students' listening skills and increase vocabulary by using worksheets. The subjects of this study were eighth grade students of SMP Negeri 3 Tabanan in the 2020/2021 academic year, which consisted of 20 males and 16 females. The method used in this study is a quantitative research method. Data obtained by using observation and questionnaires. This study found that the results of the post-test in each cycle showed that there was a significant progress of the subject for listening skills and adding vocabulary. The study showed that most of the subjects gave positive responses about the application of the audio lingual method by listening to a song. In conclusion, this classroom action research has proven that the audio lingual method is very effective for increasing vocabulary and training students' listening skills through song worksheets for eighth grade students of SMP Negeri 3 Tabanan in academic year 2020/2021. In addition, the subject also responded positively to applying the audio lingual method.

Keyword: Audio Lingual Method (ALM), Song, Vocabulary

1. Pendahuluan

The teaching and learning process of English in the Junior High School, there are four macro skills which are taught to the students, namely: speaking, listening, writing, and reading. Those are the basic skills which are taught to and learnt by students. Listening is one of receptive skills which has a very important role in learning English because listening is the language of modality which is mostly used in every conversation or activity. The teaching and learning process, before students are able to respond to the teacher, they should listen first in order to get the information and the concept. Beside that, listening is also the key in understanding the concept, knowledge, or information which are spoken by speakers. Here the author wants to explain the reasons why the author chose this title to be reviewed, because the author wants to know how focused the students are in listening to a song so that students can know more vocabulary. Beside that, the students' knowledge about vocabulary and grammar

also determined their ability to listen. Vocabulary is the basic element for the students to understand the conversation or text. The lack of vocabulary influenced their comprehension since it was vital. Meanwhile, the knowledge of grammar also affected their understanding. The lack of grammar mastery made them uneasy to differentiate the order of words, phrases, or sentences which they listened. Alfaridi in Shopiya (2013) states that English songs can help teachers to create active, creative and fun learning.

Based on the problem that the author raised here, the author wants to provide a way to solve this problem. The author wants to give a way that the level of success can be said to be quite high because in addition to being easy to apply to everyday life, this method is also calming because it can be done anywhere and anytime. In teaching foreign language learners, there is often a movement of material and activities from general basics because the main practice has some really good techniques and ideas that work well with children. One of the teaching listening techniques is song. In addition, songs are considered appropriate for age-related language learning and are therefore referred to as good practice and a center for early language teaching. How are fill-in-the-blank worksheet songs improve students' vocabulary mastery at eighth grade students of SMP N 3 Tabanan?

To figure out how far students understand vocabulary before using this method, to figure out how far students understand vocabulary after using this method, to identify the level of understanding of students in listening to a song.

The result of this study is also expected to be useful for the teachers, by knowing the results of this study, it is expected that teachers can choose the correct techniques and learning methods so that it makes it easier for students to understand what the teacher is teaching. And hopefully can help the teachers by the holding of this research. For the student, this research can be used to provide a sense of comfort and fun because through song lyrics students know the correct spelling and pronunciation word writing so that it is expected that students will know more about the new words contained in the song lyrics.

2. Metode

This research including classroom action research and quantitative research method because this research to make it easier for the author to do this research. Classroom Action Research is practical research intended to improve classroom learning. This research is one of the efforts of teachers or practitioners in the form of various activities carried out to improve and or improve the quality of learning in the classroom. CAR can be interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing any effects of the treatment. Quantitative research is a method of research that is descriptive and uses more quantitative analysis. Research aims to find relationships that explain the causes - causes in the facts - measurable social facts, show variable relationships and analyze. This quantitative research is carried out by collecting data and analysis results to obtain information that must be concluded. The paradigm used in quantitative research is a paradigm derived from the view of positivism. And it can also be seen from the purpose of a study itself.

The subject of this research was the eighth grade student of SMP Negeri 3 Tabanan. The researcher obtained the data towards the eighth grade students by using the data collecting technique, especially random sampling. According to Sugiyono (2017:82) started that simple random sampling technique is a technique that simple because the sampling of members of the population 36 done randomly without seeing and noticing the similarities or starata in the population. This class consisted of 36 student including 16 females and 20 male. In learning english in this school, teaching were still dominant in teaching only theorizing. And this makes students feel bored because they only use blackboard media without any changes that can arouse students' interest in asking questions.

This research took place at SMP Negeri 3 Tabanan. SMP Negeri 3 Tabanan is a State Junior High School located in the province of Bali, District of Tabanan Regency with the address Nakula streets number 4 Tabanan.

The Qualifications of the Students, The researchers conducted research in the eight grade student which in had 36 students, with the calculations as follow :

Class	Male	Female	Total	Classroom
VIII C	20	16	36	1

In this research instrument the author used questionnaires as a tool to collect data to be used as research, for the example complete the word on the missing song lyrics by listening carefully to the song played by the teacher, and the root teacher plays two to three times the song.

No.	Research Question	Dimension	Technique	Points/Issues	Findings
1	1. How can fill-in-the-blank worksheet song improve students' vocabulary mastery at eighth grade students of SMP N 3 Tabanan?	Listening skill	Collecting data	Listening skill in complete the song lyrics	

There are several stages in collecting this data first to conduct observasi at SMP Negeri 3 Tabanan to determine the class that will be used as the subject of research and then make a comparison before applying the system used as a reference for research, giving tests and obtaining results from the use of learning systems applied by the author.

3. Hasil dan Pembahasan

The research data was collected from eight grade students at SMP Negeri 3 Tabanan. As mentioned in the previous chapter, this study uses class action research. This study was added to find out the use of audio lingual method in improving students' ability to analyze vocabulary through a song. Subject from the study which consisted of 36 student: 20 males and 16 females in eighth grade student of student of SMP Negeri 3 Tabanan in the academic year 2020/2021. In this study, data was collected from pre-tests, post-tests and quisionere. Pre-test, post-test and quisionere. Pre-tests are given before technical training and given to subjects to find out how understanding students are in using vocabulary. After carrying out the pre-test, a post-test is given at the end of each session. The post test is given after applying the audio-lingual method through the application of a fill-in-the-blank worksheet song to achieve the subject's ability to understand and know vocabulary by listening to a song. On the other hand for, collect additional supporting data researchers provide questionnaires to determine the subject's response to the effectiveness of the application of fill-in-the-blank worksheet in the introduction of new vocabulary to the subject. After successfully conducting two cycles in class action research using fill-in-the-blank worksheet song, the study found class action data from pre-test, post-test cycle I and post test cycle II and questionnaire can be seen from the tabulatuion of data showed this research in the following table.

In this pre-cycle, the researcher made an initial reflection. In this initial reflection, the researcher made observations about the condition and situation of the subject in terms of listening and mastering vocabulary, understanding or knowing their problems in mastering vocabulary. Next, the researcher gave a pre-test to find the real problem and measure the subject's initial score in mastering vocabulary. In this study, the researcher gave the subject the task of writing the lyrics of their favorite song by listening without looking at the previous song lyrics from social media. from the pre test, the researcher can see the level of vocabulary

mastery of the subject. The total pre-test score was 2235 (see table 4.1). Mean score of pre-test subjects is formulated as follows:

$$M = \Sigma x/N = 2235/36 = 62,08$$

Furthermore, the results of the pretest above show that the object's ability to master vocabulary for eighth graders is categorized as low, especially in listening to foreign language songs (English). Among 36 subjects who did the pre-test, only one subject passed the minimum score (73) and this result shows that these subjects need to improve students' ability to master vocabulary by using songs as a medium of learning. So the researcher started to do cycle I. The researcher started the lesson by giving a little picture to the students about today's lesson, starting with explaining about vocabulary and songs.

The researcher directed the students to choose a favorite song that they liked then gave them time to listen to the song and then assigned them to write the lyrics of the song based on the words they heard. After they have finished doing the task, they will then be collected to get an assessment from the researcher. Before ending today's lesson, the researcher checked whether the students had problems with what they did today and reviewed it. The researcher said thank you then gave a little motivation and ended the class. The post test in the first cycle was attended by 36 students. The total score obtained by the subject was 2391 (see table 4.1). The average value of the post test will be analyzed as follows:

$$M = \Sigma x/N = 2392/36 = 66,41$$

The analysis of the pre-test and post-test in the first cycle above shows a change from the results of the average value of the subject from pre-cycle to post-test. It means that the use of the audio lingual method through songs is quite effective and increases the subject's vocabulary by listening to songs. However, this indicator has not been achieved in the cycle I. In the post test, there were 5 subjects who got the minimum score. that way the researchers returned to do research in the next cycle, namely cycle II, for a better improvement.

The design of this research is classroom action research. This study is intended to determine the effectiveness of the Audio Lingual Method in studying vocabulary mastery through songs from eighth grade students of SMP Negeri 3 Tabanan. There are two cycles that support this research. The cycle consists of 1 session in each cycle. The process of the cycle begins with a pre-cycle, then the next cycle consists of cycle I and cycle II. To determine the students' ability in mastering vocabulary, the researcher gave a pre-test. Pre-test is given before applying the method given by the researcher.

In the process, the researcher gave the task to the subjects to write their favorite song only by listening to the song. Many of the subjects had difficulty writing down what they heard. It can be seen from the value obtained that many get a value below the standard. That's why the researcher continued to cycle I. In the cycle I, the researcher applied the audio lingual method to find out how effective it was in mastering vocabulary. There is an improvement after the implementation of this method. There is a change in the value obtained by students, the value for understanding vocabulary and it can be seen from the average value of the pre-test and post-test in cycle I. In the first cycle the students were still confused and had difficulty writing down the words they heard when listening to the lagu. Thus, the researcher continued this research into cycle II. In the cycle II, with the same method as the cycle which is also used for teaching. The test results in cycle II showed that the subject's ability to understand vocabulary by listening to the song was much better. Some students are more active and enjoy the learning process in the classroom. Where it is known that during a pandemic like this, students are more often given material and assignments that are alternately given by the teacher. By giving learning by using the song, it makes students more entertained in following the lesson. Proven by the increasing ability of students in understanding vocabulary as much as 75.89% making the application of this method very effective to be applied to help students in understanding and knowing more vocabulary.

4. Simpulan

Based on the findings from classroom action learning, it can be concluded that the application of the audio lingual method songs trough vocabulary was very effectively applied in the eighth grade of SMP Negeri 3 Tabanan in the 2020/2021 academic year. There are two cycles that support the application of this method. The main data in this study were collected through the provision of pre-test and post-test in each cycle and some additional data obtained from the provision of questionnaires.

Data obtained from pre-test, cycle 1 (post-test), cycle 2 (post-test) were collected and the average result was 62.08 , 66.41, and 75.89 each. It means that the application of the audio lingual method by using songs as its application to understand more vocabulary is very effectively used. Besides that the subject also got a change in value from the pre-test to the last post-test there are 12 subjects out of 31 subjects who achieved the minimum score. The results showed that the students succeeded in improving the ability to understand vocabulary. In addition, for the post-test in cycle II, there were 27 subjects who passed the minimum score.

So, when the researcher gave the last post-test as an indicator that supports this research, the researcher gave a questionnaire to find out how the subject's response has been when learning English, it can be concluded that the obstacle during learning English is the mastery of the vocabulary they hear. See is often difficult to pronounce and by applying this method it is very helpful for subjects in learning English. In other words, English lessons that have been confusing students so far can be easy and fun if they are done using methods like the ones currently applied by researchers.

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