

Students' Responses in Learning Vocabulary through Audio-Lingual Method (ALM) at SMA Negeri 21 Makassar

Tria Ali, Nasmilah, Abidin Pammu

Universitas Hasanuddin, Indonesia

E-mail: triaalitri@gmail.com, imla63@yahoo.com, abidinpammu60@gmail.com

*Correspondence: triaalitri@gmail.com

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ABSTRACT

The audio-lingual method (ALM) is a prominent pedagogical strategy for English language instruction, with a particular emphasis on fostering oral proficiency and enhancing lexical acquisition. The purpose of this study is to determine how the audio-lingual method affects vocabulary development. The researcher employed a quantitative methodology to assess students' proficiency with the audio-lingual Method (AML) in vocabulary learning. In addition, the researcher employed quantitative methods and calculations using by SPSS 16.0 version. The analysis shows that the implementation of the audio linguistic method in vocabulary improvement influenced significantly the students' interest in learning English. The students expressed a desire for both innovative teaching materials and an efficient teaching approach to increase the level of engagement in their English lessons. This study shows that the students expressed a desire for both innovative teaching materials and an efficient teaching approach to increase the level of engagement in their English lessons. With the advent of technology, students' vocabulary acquisition can be facilitated and enhanced.

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Introduction

In Indonesia, English is officially classified as a foreign language, thereby necessitating students to acquire a more extensive vocabulary. A robust vocabulary is crucial for acquiring proficiency in the English language, although Students' significant portions still want additional vocabulary. The students required assistance in identifying and utilizing English terminology. For instance, when the teacher inquired about the definition of common terms, the students are unable to provide precise responses. Furthermore, when students are queried about their perspective on the moral importance of the situation, they required assistance in expressing their opinions effectively. Partly because of their limited vocabulary, they have to use a dictionary to find the meaning of words. However, students often show sluggishness in consulting the dictionary for new words, resulting in a significant slowdown in their progress in acquiring new vocabulary.

In addition, teachers often face challenges in delivering English lessons that priorities vocabulary acquisition.

Methods tend to be related to the roles and behaviors of teachers and students. According to (Brown & Abeywickrama, 2004), a method is a generalized set of specifications for achieving linguistic goals. It is an essential element necessary for enhancing the quality of the educational process, encompassing both official and informal settings. It will enhance the proficiency of both teachers and students. Furthermore, the assessment of teaching methods will allow us to ascertain the efficacy and efficiency of the education's teaching and learning process.

The Audio Lingual Method (ALM) is well recognized as a prominent pedagogical strategy for English language instruction, with a particular emphasis on fostering oral proficiency and enhancing lexical acquisition. This approach highlights the need of attentive listening and frequent repetition in enhancing language ability. In the Audio Lingual Method (ALM) at SMA Negeri 21 Makassar, teachers often use audio recordings of native speakers to expose students to authentic pronunciation and intonation. By listening to these recordings, students can develop their listening skills and learn to mimic the correct pronunciation and rhythm of the language. The method also involves a lot of oral drills and repetition exercises to reinforce language patterns and structures. The use of media, such as movies or videos with subtitles, is another effective component of the Audio Lingual Method (ALM). Watching and listening to authentic language use in these materials can help students expand their vocabulary and reinforce grammar structures. Subtitles can provide additional support by helping students understand the spoken language and make connections between words and their meanings.

Moreover, Students are instructed to react and reiterate unfamiliar language through exercises that concentrate on repetition and pronunciation. The objective of this approach is to facilitate students' acquisition of a comprehensive comprehension of the language and enable them to accurately articulate it. Through frequent and repetitive practice, students are expected to increase their competence and confidence in using new terminology in their everyday lives or in English conversations. (Indrawati, 2011) demonstrates 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. Vocabulary is an integral part of language acquisition and plays a crucial role in communication. It is essential for students to develop a varied and extensive vocabulary in order to express themselves effectively and understand others. It may not be the case that every effective English students have a full command of the language. (Nation & Nation, 2001) suggest vocabulary knowledge is at the center of language proficiency. While vocabulary is a fundamental requirement for the acquisition of the four language skills, it is not the only factor at play. While memorizing vocabulary can be challenging for language students at SMA Negeri 21 Makassar, there are various strategies to make this process more effective with the use of Audio Lingual Method (ALM) For instance, using flashcards, creating mnemonic devices, practicing in context, and recall words more efficiently. It is important to note that language acquisition is a gradual and ongoing process. Students should focus on regularly exposing themselves to language, engaging in meaningful practice, and seeking opportunities for authentic communication. By adopting a balanced approach that incorporates vocabulary acquisition on the Audio Lingual Method (ALM), students can progress towards comprehensive language acquisition.

In this study, the researcher uses the audio-lingual method where the new language is taught using the recorded voice of the native speaker. The outcome in the future determines the students' responses in learning vocabulary through audio-lingual method. It is often used to improve students' speaking skills with the direct method. The researcher hopes to study how students' responses to the audio-lingual method can help students learn more vocabulary.

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.

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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 & Abeywickrama, 2004).

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, 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 (Andreu Pirrie, 2018) (Mughtar & 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 (Mughtar & Khalik, 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.

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.

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).

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.

Research Methods

The design of this research used quantitative research. As defined by (Gay et al., 2012) quantitative research focuses on gathering and interpreting numerical data; it aims to measure the scope, range, frequency, and other characteristics of occurrences. One Group Pre-test Pro-test Design:

$$O_1 \longrightarrow X \longrightarrow O_2$$

Where:

O1 : Pre-Test

X : Treatment

O2 : Post-Test

Figure 1 One Group Pre-test Pro-test Design

The goal of the study is to determine how the audio-lingual method affects vocabulary development. The application of the preliminary approach. The pre-experiment approach involves administering the pre-test at the start of the study, carrying out the treatment, and administering the post-test at the conclusion of the meeting. In this study, the researcher employed a quantitative methodology to assess students' proficiency with the audio-lingual method (AML) in vocabulary learning. The population of this study is first-grade students of SMA Negeri 21 Makassar 2023 There were five classes consisting of 33 students per class. The researcher only takes a class as the sample with a total of 33 students.

The data is 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 is significant score before and after the treatment by using audio-lingual method in learning vocabulary

Results and Discussions

In addition, the students' vocabulary improvement through Audio-Lingual Method (ALM) is described more specifically based on each item of the three categories. The description is displayed in the following tables:

a. Audio Lingual Method (ALM)

Table 1 The use of the Audio-Lingual Method (ALM)

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	1	3,0%
2.	Agree	4	16	48,5%
3.	Undecided	3	10	30,3%
4.	Disagree	2	6	18,2%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 2 The use of Audio-Lingual Method (ALM) on Learning

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	6	18,2%
2.	Agree	4	8	24,2%
3.	Undecided	3	11	33,3%
4.	Disagree	2	8	24,2%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 3 The use of Audio-Lingual Method (ALM) on English Learning

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	2	6,1%
2.	Agree	4	23	69,7
3.	Undecided	3	8	6,1%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 4 The use of Audio-Lingual Method (ALM) on Students' Learning

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	6	18,2%
2.	Agree	4	13	39,4%
3.	Undecided	3	10	30,3%
4.	Disagree	2	4	12,1%
5.	Strongly Disagree	1	0	0%
Total			33	100%

The tables above show the five items of the influence of Audio-lingual method on students English learning along with the frequency and percentage. The frequency used of the used Audio-Lingual method were classified in high category. There are 16 respondents (48%) who agree with the statement in table 1, 23 respondents (69,7%) who agree with the statement in table 3, and 13 responds (39,4%) who agree with statement in table 4. These items reveal that the students are mostly found that audio-lingual method influenced their learning activity, especially in English learning. It indicates the students initiate audio-lingual method is one of the methods that easy and caught their interest to be motivated to learn English. As the researcher conducted the preliminary study, which found the students are mainly hard to understand the English language, especially in building vocabulary. Thus, the Audio-Lingual has made significant change of the way the students desire to learn English. Besides that, there are 11 respondents (33,3%) who haven't decided with the statement in table 2. It indicates that, the students reveal they choose not to really depend on Audio-lingual method where they still undecided whether there still another method that they prefer.

The Influence of Audio-Lingual Method to Their Vocabulary Improvement

Table 5 The Use of Audio-Lingual Method on Their Vocabulary Learning

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	6	12,1%
2.	Agree	4	8	24,2%
3.	Undecided	3	14	42,2%
4.	Disagree	2	5	15,2%

No	Statements	Score	Frequency	Percentage
5.	Strongly Disagree	1	2	6,1%
Total			33	100%

Table 6 The Use of Audio Lingual Method (ALM) When Facing Difficulties

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	3	9,1%
2.	Agree	4	9	27,3%
3.	Undecided	3	13	39,4%
4.	Disagree	2	7	21,2%
5.	Strongly Disagree	1	1	3,0%
Total			33	100%

Tables 5 and 6 above show that 14 respondents (42,2%) and 13 respondents (39,4%) were still undecided whether audio-lingual will be their option to use as the method when they face difficulties in understanding the English vocabulary. These items reveal that the students are mostly found that audio-lingual still something new and they need to be more adapted through this method, so they can decide whether the audio-lingual method is help them in ways to discover their lack in understanding the English vocabulary.

Learning Preferences

Table 7 The Use of Audio Lingual Method (ALM) on Understanding of the Material

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	5	15,2%
2.	Agree	4	9	27,3%
3.	Undecided	3	13	39,4%
4.	Disagree	2	2	6,1%
5.	Strongly Disagree	1	4	12,1%
Total			33	100%

Table 8 The Use of Audio Lingual Method (ALM) on Students' Motivation

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	8	24,2%
2.	Agree	4	12	36,4%
3.	Undecided	3	12	36,4%
4.	Disagree	2	1	3,0%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 9 The Use of Audio Lingual Method (ALM) On Students' Learning Preference

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	3	9,1
2.	Agree	4	20	60,6
3.	Undecided	3	8	24,2
4.	Disagree	2	2	6,1
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 10 The Students' Learning Preference in Learning Vocabulary

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	2	6,1%
2.	Agree	4	14	42,4%
3.	Undecided	3	13	39,4%
4.	Disagree	2	4	12,1%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 11 The Students' Learning Preference towards the Audio-Lingual Method (ALM)

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	6	18,2%
2.	Agree	4	13	39,4%
3.	Undecided	3	9	27,3%
4.	Disagree	2	4	12,1%
5.	Strongly Disagree	1	1	3,0%
Total			33	100%

Table 12 The Students' Learning Preference towards Learning Strategy

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	8	24,2%
2.	Agree	4	17	51,5%
3.	Undecided	3	8	24,2%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 13 The Students' Learning Preference towards Individual Learning

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	5	15,2%
2.	Agree	4	19	57,6%
3.	Undecided	3	8	24,2%
4.	Disagree	2	1	3,0%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 14 The Students' Learning Preference towards Teachers' Role

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	10	30,3%
2.	Agree	4	14	42,4%
3.	Undecided	3	8	24,2%
4.	Disagree	2	1	3,0%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 15 The Students' Learning Preference towards Distraction

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	9	27,3%
2.	Agree	4	11	33,3%
3.	Undecided	3	12	36,4%
4.	Disagree	2	1	3,0%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 16 The Students' Learning Preference towards English Learning Material

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	10	30,3%
2.	Agree	4	14	42,4%
3.	Undecided	3	8	24,2%
4.	Disagree	2	1	3,0%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 17 The Students' Learning Preference towards Getting Ideas

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	3	9,1%
2.	Agree	4	11	33,3%
3.	Undecided	3	10	30,3%
4.	Disagree	2	1	3,0%
5.	Strongly Disagree	1	8	24,2%
Total			33	100%

Table 18 The Students' Learning Preference towards Learning English by Using Dictionary

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	12	36,4%
2.	Agree	4	12	36,4%
3.	Undecided	3	9	27,3%
4.	Disagree	2	0	0%
5.	Strongly Disagree	1	0	0%
Total			33	100%

Table 19 The Students' Learning Preference towards Learning English by Using Visual Additional Material

No	Statements	Score	Frequency	Percentage
1.	Strongly agree	5	4	12,1%
2.	Agree	4	9	27,3%
3.	Undecided	3	12	36,4%
4.	Disagree	2	8	24,2%
5.	Strongly Disagree	1	0	0%
Total			33	100%

From the 13 items above, researchers found students' individual learning preferences. In table 7, it is revealed that 13 respondents (39.4%) were doubtful about students' statements using the Audio-Lingual method to understand the material.

Table 8, found the highest figure with the results of 12 respondents (36.4%) who agreed with the statement that when using the Audio-Lingual Method (ALM) they always try to correct their mistakes. Another statement shows that students understand English more quickly using the Audio Lingual Method, agreeing with 20 respondents (60.6%), which can be seen in table 9.

In addition, students are willing to use the Audio-Lingual method as their learning strategy with the results of 14 respondents (42.4%) agreeing with the items in table 10 and 13 respondents (39.4%) agreeing with the items in table 11. Students will have difficulty following the learning if the learning is not accompanied by strategies. This was revealed by 17 respondents (51.5%) who agreed with the statement in table 12.

Questionnaire items asking about English language learning have become more accessible. Students choose to study on their own, practice directly and continuously. There were 19 respondents (57.6%) who agreed with the statement in table 13. Therefore, students also point out interesting methods that teachers can use to practice their comprehension in English. The Audio-Lingual method can be used as another option to increase teaching effectiveness, so that students do not feel bored while learning. This data is proven by 14 respondents (42.4%) in table 14 and 11 respondents (33.3%) who agree with the statement given in table 15.

Talking about creativity and how to attract students' attention to the English material provided in class. Most students are interested in the material because of the creativity of the teachers. This was supported by 14 respondents (42.4%) who agreed with the statement in table 16. Apart from that, multi-tasking also considers getting students' ideas and opinions about learning English and increasing their vocabulary. There were 11 respondents (33.3%) who agreed with table 17. Another additional learning guide is a dictionary, students are still unsure whether this helps increase their vocabulary. The data shows that 12 respondents (36.4%) are still unsure about the statement in table 18. Furthermore, when talking about learning with visualization, for example several pictures. Students feel that learning vocabulary through pictures is more effective. The data shows that there are 9 respondents (27.3%) who agree with the statement in table 19.

Discussion

The students' responses are significantly essential to enrich the data of the study and to find whether the audio lingual method can influence the students' vocabulary enrichment, especially in English education.

Regarding the implementation of audio lingual method. The analysis shows that the implementation of audio lingual method in vocabulary improvement influenced significantly the students' interest in learning English. In this research, the interest of the students was considered as output, if the students have a good response in applying the audio-lingual method in learning and teaching vocabulary it can increase their interest in learning activity. Thus, the results are in line with (Wullur et al., 2020) and (Sidabutar, 2021) whose found that students are more interest to learn English with the used of audio-lingual method.

A side from that, regarding the influence of audio lingual method towards the students' vocabulary improvement. This research also found several input of the audio-lingual method that impact the students' vocabulary improvement. For instance, the students mostly agree that they are quicker to understand the English vocabulary when

they were given the way to use the method of audio-lingual. They tend to fully understand the words when the method was used, so its result has showed the improvement. To strengthen the data, the pre-test and post-test proved the significant changes before and after treatment. Thus, it can be said that students are motivated to learn English effectively by using the audio-lingual method.

The results are in line with (Wullur et al., 2020), which found that the learning will be eventually affect the students' interest in enrich their vocabulary of English language. Furthermore, the effectiveness of the Audio-lingual method in formulating the students' teaching improvement by making it as the direct method for teaching students' vocabulary has proved that it also makes the same input of this research. The result of this research can be taken into account as the latest research from (Sari & Sinurat, 2022) that found Audio-lingual is can be used as a direct method.

Regarding the students learning preference, according to (Vasilyev et al., 2018) explained several factors that affect the language learning strategy: vocabulary mastery, the language learning environment, students' attitudes and beliefs, and learning motivation. Therefore, this research also tries to inquiring the individual students learning preferences, which are differ to one to each other. For instance, this research found the numbers of the students are mostly agree that learning English vocabulary should be creative. The creativity is an important things that teacher need to pay attention to make the class more effective. The use of the additional material like dictionary, have make the students unwillingness to learn English Vocabulary. Thus, the use of Audio-Lingual in making the class more creative and less boring is affect the students' learning preferences. Technology contributed in this era also needed to be discussed, because students are more advanced in learning with technology influence. Therefore, the audio-lingual methods, which one of the technology learning, take the students' interest in learning language. It also supported the findings of (HAERUL, 2021) research which points out that Audio-lingual method is used to enhance students' engagement and interest in learning. Therefore, the applying of Audio-lingual method, the researcher had opinion that use of appropriate method in teaching learning process made students interest in learning activities and it encourages the students to pay more attention to information that is to be learned. The final result, it improved the students' achievement in their learning activity, especially in teaching vocabulary.

Conclusion

Students have different learning preferences. In general, the results of this study showed that there were individual differences among 30 students. This study shows that the students expressed a desire for both innovative teaching materials and an efficient teaching approach in order to increase the level of engagement in their English lessons. With the advent of technology, students' vocabulary acquisition can be facilitated and enhanced. The availability of different learning models allows teachers to cater to students' individual learning preferences, thereby encouraging creativity in vocabulary learning. Thus, it can be concluded that learning evolves over time and influences students' choices in their comprehension, especially in the expansion of their vocabulary. The technology used also needs to be adapted to learners' needs in order to provide an effective learning environment, as learners' learning preferences are constantly evolving.

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