



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Diindungi Undang-Undang

**THE INFLUENCE OF AUDIO LINGUAL METHOD ON THE STUDENTS'  
VOCABULARY ACHIEVEMENT AT THE FIRST YEAR STUDENTS  
OF MTsN LEUWIMUNDING**

**A THESIS**

**Submitted to English Education Department of Tarbiyah Faculty of Syekh Nurjati  
State Institute for Islamic Studies**

**In Partial Fulfillment of the Requirements for Islamic Scholar  
Degree in English Education (S.Pd.I)**



**By**

**SRI HARTATI**

**07430423**

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF  
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES**

**CIREBON**

**2012**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## ABSTRACT

### **Sri Hartati: The Influence of Audio Lingual Method on the Students' Vocabulary Achievement at the First Year Students of *MTsN Leuwimunding***

Language as means for communication takes an important role in our daily activities. In this modern era, people are demanded to acquire more than one language. One of the important languages that should be mastered is English. But, students usually difficult to express their ideas in English. There are because of the students are less in mastering vocabulary. So, the teachers have to find out the appropriate method for teaching English vocabulary. That is why the writer takes a research about the influence of audio lingual method to the students' achievement in English vocabulary.

One of the important things in the process of teaching and learning English is vocabulary. Vocabulary is a basic need in communication. It plays an important role in the four language skills. By mastering vocabulary, students will be able to produce many sentences either in spoken or written texts. Knowing a language may mean knowing its vocabulary. The Audio Lingual method is the method which focuses in repetition some words to memorize. In the execution of learning process, Audio Lingual method give more practice, drill, memorize vocabularies, and the students memorize and practice some vocabulary unconsciously.

The objective of the research is to find out the influence of audio lingual method on the students' vocabulary achievement at the first year students of *MTsN Leuwimunding*. The method of the research is quantitative research. The researcher does the research by using the formula of statistic, especially by using the formula of product moment correlation by Pearson. Then to collect the data the researcher use the techniques of observation, interview, test, and questionnaire.

*MTsN Leuwimunding* is the Islamic junior high school which has been giving general and religious instruction and education well-balanced. It has complete enough facilities. The instructional processes were done in the classroom. In this research the writer knew that the students give a good response to the application of audio lingual method, it can be considered as 'positive response'. The average of students' vocabulary achievement after taught by using audio lingual method is 'good', they get a 'high score'. It shows that there is 'significant influence' between the students' response to the application of audio lingual method and the students' vocabulary achievement.

The result of product moment correlation between the application of audio lingual method on the students' vocabulary achievement is 0.67. It means that the null hypothesis is rejected and the research hypothesis received. It is prove by mark of testing hypothesis that the result of  $r_{xy}$  is higher than  $r_{table}$ -product-moment where  $r_{xy}$  is 0.67 and  $r_{table}$  with 5% significant is 0.361 or  $r_{observed} > r_{table}$  (0.67>0.361).



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

## PREFACE

*Bismillahirrahmanirrahim,*

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks belong to God, the Lord of the Universe, because of His permission and blessing, the writer has been finishing this thesis. May invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

This thesis entitled in: **THE INFLUENCE OF AUDIO LINGUAL METHOD ON THE STUDENTS' VOCABULARY ACHIEVEMENT AT THE FIRST YEAR STUDENTS OF MTS N LEUWIMUNDING** is presented to the English Education of *IAIN Syekh Nurjati Cirebon* in Partial Fulfilment of the Requirements for the Degree of Islamic Scholar in English Education (S.Pd.I).

In writing this thesis, there are many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey her sincere and gratitude to the following people:

1. Prof. Dr. H. Maksum Mukhtar, M.A., the Rector of Syekh Nurjati State Institute for Islamic Studies.
2. Dr. Saefudin Zuhri, M.Ag, Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

3. Dr. Hj. Huriyah Saleh, M.Pd, Chairwoman of English Education Department of Tarbiyah Faculty of *IAIN Syekh Nurjati Cirebon* and as the first supervisor.
4. Sumadi S.S., M.Hum, the second supervisor.
5. Drs. H. Damuri, M.Ag., the headmaster of *MTsN Leuwimunding*.
6. Nia Rosmalia, S.Pd., the English Teacher of *MTsN Leuwimunding*.
7. All of the lecturers of English Education who have taught and educated the writer during her study at *IAIN Syekh Nurjati Cirebon*.
8. All of her friends at *IAIN Syekh Nurjati Cirebon* who helped the writer in writing this thesis, being her friends for the last few years and thanks for a wonderful friendship.
9. All of students in the first grade of *MTsN Leuwimunding*, and everyone that cannot be mentioned one by one who has helped the writer in writing this thesis.

The words are not enough to measure how much help and contribution which they have given in writing this thesis may God the Almighty guides and gives them all happiness all along their lives.

Finally, the writer realizes that this thesis is still far from being perfect, and of course there are many mistakes whether in the arrangement or in the content. Therefore, it is a great pleasure for her to receive suggestion and criticism from everyone to make her thesis much better.

Cirebon, January, 20<sup>th</sup> 2012

The writer,

## TABLE OF CONTENTS

<b>PREFACE</b> .....	i
<b>TABLE OF CONTENTS</b> .....	iii
<b>CHAPTER I: INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Identification of the Problem .....	6
C. The Limitation of the Problem .....	7
D. The Questions of the Research .....	7
E. The Aims of the Research .....	8
F. The Use of the Research .....	8
<b>CHAPTER II: THEORITICAL FOUNDATION AND RESEARCH</b>	
<b>HYPOTHESIS</b>	
A. Description of Audio-Lingual Method .....	9
B. Description of Vocabulary .....	26
C. The Frame of Thinking .....	44
D. The Research Hypothesis .....	46
<b>CHAPTER III: THE METHODOLOGY OF THE RESEARCH</b>	
A. The Objective of the Research .....	47
B. The Place and Time of the Research .....	47
C. The Method of the Research .....	47
D. The Variables of the Research .....	47
E. The population and Sample .....	49



1. Population .....	49
2. Sample .....	50
F. The Technique of Collecting Data.....	52
G. The technique of Analysis Data .....	56

#### CHAPTER IV: THE RESEARCH FINDING

A. The Objective Condition of <i>MTs N PALIMANAN</i> .....	59
B. The Research Finding .....	69
1. To Answer the First Question of the First Chapter.....	69
2. To Answer the Second Question of the First Chapter.....	79
3. To Answer the Third Question of the First Chapter.....	81

#### CHAPTER V: CONCLUSION

A. Conclusion.....	85
B. Suggestion .....	85

<b>BIBLIOGRAPHY</b> .....	87
---------------------------	----

<b>APPENDIXES</b> .....	89
-------------------------	----



## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Language is one of the most important and useful tools for human being in their life. It is used for communication. Without language, human being can't express their feelings, ideas, and thoughts to other people. Everything that connected with human activities in society there is not activity which is not connected to the language.

There are many definitions of language, some of them are:

- Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby 1995: 662)
- Language is a method of conveying our ideas to the minds of other person. Priesley (in Alwasilah 1993: 9)
- *Bahasa adalah sistem lambang bunyi yang arbitrer, yang dipergunakan oleh para anggota suatu masyarakat untuk bekerja sama, berinteraksi, dan mengidentifikasikan diri* (Kamus Besar Bahasa Indonesia 1996: 77).  
Language is a system of sound symbol which is arbitrary, that used by the member of society to cooperate, interact, and identifying self.
- *Bahasa adalah suatu sistem tanda atau bunyi yang dipergunakan oleh manusia untuk berkomunikasi, mengungkapkan perasaan dan pikiran.* (Ensiklopedi Sastra Indonesia 2004: 108). Language is a system of



symbols or sounds that used by human to communicate, express feelings and thoughts.

- Language is a tool we use to communicate with other people. Lindsay and Knight (2006: 27)
- Bahasa adalah rangkaian kebiasaan yang saling berhubungan. (Language is an interrelated habit). Sumardi (1974: 58)

Based on the definitions above, it can be conclude that the essence of the language is a tool for communication; it means the spoken language is the primary. Such as Fred West in Chaedar Alwasilah (1993: 5) said that “Speech, as a language, is the result of man’s ability to see phenomena symbolically and of the necessity to express his symbol”. Language as a means for communication takes an important role in our daily activities. Human uses language in every activity in their life, wherever we are.

In this modern era, people are demanded to acquire more than one language. One of the important languages that should be mastered is English. There are many countries that use English as their first language and also their official language. In Indonesia, English is one of the foreign languages that become the most important language to be taught. Indonesia as a developing country has realized that English as an international language should be mastered by the Indonesian. Furthermore, English is used as an international language that connects some countries in almost all over the world.





In language learning, especially in learning English, vocabulary plays an important role in communication. Without mastering many vocabularies, it would be impossible for people to communicate to the others fluently. It is proven by some evidence that by knowing only little vocabularies, it will be difficult for people to say and to remember the word, get bad score in English test, feel stressful, and forget many words.

On the other hand, vocabulary is also important in order to support the mastery of four basic skills of language. By mastering vocabulary, people can easily communicate with each other and they can also improve their ability in listening, speaking, reading and writing. When practicing listening, speaking, reading and writing, people will produce vocabularies.

In learning English there are many influence factors among other: psychological factor, the material, the method, the curriculum and the competent of teacher. These are very important to be known. The last factor is considered as the important one. James Cooper (in Wina Sanjaya 2008: 92) declares that “A teacher is person charged with the responsibility of helping others to learn and to behave in new different ways.”

The problem that might be arising is the use of appropriate method to teach vocabulary. We often hear the complaint from the teacher who said that the student seems to be easy to forget their new vocabularies that they have. Children do not understand what sense they should get from a classroom activity, they will not learn.



That why, language learning should be made meaningful so that children would be help to reach the learning objectives aimed. The teachers should have authority to conduct or manage by means of using strategies or method, so that the process teaching and learning will be more effective. Muljanto Sumardi (1974: 12) explain that “*metode adalah rencana menyeluruh yang berhubungan dengan penyajian materi pelajaran secara secara teratur dan tidak saling bertentangan dan didasarkan atas suatu approach. Kalau approach bersifat axiomatic, metode bersifat prosedural*”. (Method is an overall plan which deal for systematic presentations language and do not interfere in each other and based upon selected approach. An approach is axiomatic, a method is procedural.

Many factor that influence learning material presentation. For example, students’ language background and foreign language that learned will result differences of methodology. Students’ age, socio-cultural background, their experience with others foreign language before are the factors that influencing method. But, success or not of language instruction program is frequently assessed from method that used because a method determining content and way of teaching language.

Vocabulary is thought in many different ways in Indonesia. So, it is important to remember that students’ feeling toward the lesson will influence the learning process outcome. That is why the teacher has to find a kind of method that can be used to teach vocabulary in a fun way and effectively.



To solve the problem, we have to find an effective method in teaching improving the students' vocabulary achievement. The Audio Lingual method is the method which focuses in repetition some words to memorize. In the execution of learning process, Audio Lingual method give more practice, drill, memorize vocabularies, and the students inviting to learn directly without teacher of native language.

Richards and Rogers (1986: 47) also say that skill of language taught with the sequence: listening, speaking, reading, and writing. The application of this Method almost same with the application of instruction the first language of children, children master its mother tongue through imitation. That imitation is usually followed by praise or repair. Through those activities children develop their knowledge about structure, its habit pattern of mother tongue. Hence the same thing also can be adapted in second language or foreign language instruction. Through a way of imitation and reinforcement, all students identify the relation of stimulus and response which is habit in has second language or foreign language.

As known, utterance (pronunciation), formation and also other aspect between foreign language and mother tongue is very differing. So that in foreign language study (in this case English) all of students obliged pronounce and read repeatedly word by word that given by teacher so that can might not be imbued with mother tongue. Repetition conducted in process of time will become the habit.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

From the explanation above, the writer would like to discuss, especially in two points. The teacher has very close relationship to the method. She used the selection of the appropriate method will imply to the teaching and learning process it self. Based on above explanation, the writer will research about the influence of audio lingual method to the students' achievement in English vocabulary.

## **B. The Identification of the Problem**

### 1. The Field of the Research

There are some popular methods to teach foreign language like English. However the writer would like to choose method of teaching as the field of the research.

### 2. The Kinds of the Problem

There are many problems that faced by students in learning English. The students are difficult to express their idea in English. For example, they usually confuse to make a writing text in English, sometimes they also have no idea to speak in English, there are because the students are less in mastering vocabulary. They become difficult to express their idea, to communicate in English. Beside it, the teachers have to find selected method which is appropriate with the material. The students need a fun situation in learning English in order to make them motivated in learning.



### 3. The Main Problem

In this research, the researcher only focuses on the main problem about the lack of student ability in vocabulary. Therefore the writer tries to apply the audio lingual method as the problem solving to solve the problem.

### C. The Limitation of the Problem

There are some popular method and approaches to teach foreign language like English. However, to make a clear the problem of the research, the writer has decided to limit the topic only talking about the influence of audio-lingual method to the students' achievement in vocabulary.

However the writer only limits the vocabulary study of preposition, because preposition commonly uses to consort the other part of speech in the sentences. In this case are single word preposition of time, place, direction and position.

### D. The Questions of the Research

From the field of the problem above, we can limit the problem in this research, there are:

1. How is the students' response to the application of audio lingual method in learning vocabulary?
2. How is the students' achievement in learning vocabulary?



3. Is there any significant influence of the audio lingual method on the students' achievement in vocabulary?

#### **E. The Aims of the Research**

Based on the questions of the research above, the writer has tried to arrange the aim of the research as follows:

1. To find out the students' response to the application of audio lingual method in learning vocabulary
2. To find out the students' achievement in learning vocabulary
3. To find out the significant influence of the audio lingual method on the students' achievement in vocabulary

#### **F. The Use of the Research**

This research hoped to be able to increase the developing of language learning, especially in increasing the students' vocabulary. It also hoped to be able for the teacher to find out the appropriate method for teaching English vocabulary. And the result of the research can be made as input for the pertinent school to search the response of the students to the application of audio lingual method in learning vocabulary.



## BIBLIOGRAPHY

- Alkin, C. Marvin. 1992. *Encyclopedia of Educational Research: Sixth Edition*. USA: MacMillan Library reference.
- Alwasilah, A. Chaedar. 1993. *Linguistik Suatu Pengantar*. Bandung: Angkasa.
- AR, Syamsudin and Vismaia Damaianti. 2006. *Metode Penelitian Pendidikan Bahasa*. Bandung: PT. Remaja Rosdakarya.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Djojuroto, Kinayati & M.L.A. Sumaryati. 2004. *Prinsip-prinsip Dasar Penelitian Bahasa dan Sastra*. Bandung: Nuansa.
- Frank, Marcella. 1990. *Modern English: A practical reference guide*. New Jersey: Prentice-Hall Inc.
- Franklin, B. Harry & Herbert G. Meikle & Jeris E. Strain. 1990. *Vocabulary in Context*. USA: The University of Michigan Press.
- Fromkin, Victoria A. 1999. *An Introduction to Language*. Australia: Harcourt.
- Hadfield, Jill and Charles Hadfield. 2006. *Introduction to teaching English*. New York: Oxford University Press.
- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of current English*. New York: Oxford University Press.
- Larsen-Freeman, Diane. 2000. *Techniques and Principles in language Teaching*. New York: Cambridge University Press.
- Lindsay, Cora and Paul Knight. 2006. *Learning and Teaching English: A course for teachers*. New York: Cambridge University Press.
- McCallum, George P. 1983. *Idiom Drills: for students of English as a second language*. New York: Harper & Row Publisher.
- McCarthy, Michael and Felicity O'Dell. 2001. *English Vocabulary in Use: upper-intermediate with Answer*. Jakarta: Erlangga.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

- Mulyaningsih, Safitri. 2005. *A comparative Study Between the Students' Vocabulary Achievement through Games and Pictures at the First Year Students of SMPN 6 CIREBON*. Research paper at IAIN Syekh Nurjati Cirebon: Unpublished.
- Murphy, Raymond. 1998. *English Grammar in Use*. New York: Cambridge University Press.
- Redman, Stuart. 2001. *English Vocabulary in Use: Pre-intermediate & intermediate*. Jakarta: Erlangga.
- Richard, Jack and Theodore Rodgers. 1986. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Rose, Collin and Malcolm Nichol. 2002. *Accelerated Learning for the 21<sup>st</sup> century*. Bandung: Nuansa.
- Sugiyono. 2009. *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Sumardi, Muljanto. 1974. *Pengajaran Bahasa Asing: Sebuah tinjauan dari segi metodologi*. Jakarta: Bulan Bintang.
- Supranto, J. 2008. *Statistik: Teori dan Aplikasi Edisi Ketujuh*. Jakarta: Penerbit Erlangga.
- Tarigan, Guntur. 1988. *Pengajaran Pemerolehan Bahasa*. Bandung: Angkasa.
- Walters, Morgan L. 1996. *The Holt Intermediate Dictionary of American English*. USA: Holt, Rinehart and Winston, INC.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.