CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Analysis

Analysis is the investigation of an event to determine the circumstances.

The definition of Analysis in General :

The definition of analysis in general is an ability to break or decompose a material or information into smaller components so that it is easier to understand.

Analysis can be interpreted as an effort in observing something in detail by describing the components that form it or compiling a component to be studied in more depth.

Another definition of analysis is a thinking activity to decompose a subject into parts or components so that the characteristics or signs in each part or component can be known, their relationship to each other and their respective functions.

According to the KBBI (Kamus Besar Bahasa Indonesia), there are several definitions of analysis as follows:

a. An investigation into an event (essay, action, etc.) to find out the real situation (causes, sitting of the case, and so on).

b. The decomposition of a subject into its various parts and the study of the parts themselves and the relationships between the parts to obtain a precise understanding and understanding of the meaning of the whole (management field).

c. Chemical investigation by describing something to find out the substance of its parts and so on (chemistry field).

Explanation after the best study.

Problem solving that begins with a conjecture of its truth.

The definition of Analysis from experts :

The definition of analysis according to Komaruddin is a thinking activity to decompose a whole into components so that it can recognize the signs of the components, their relationship to each other and their respective functions in an integrated whole.

According to Harahap, the definition of analysis is an attempt to break or decompose something into various smallest units.

According to Gorys Keraf, analysis is defined as the process of breaking something down into its interrelated parts.

The definition of analysis in accounting according to Syahrul is the activity of evaluating the condition of the items or paragraphs related to accounting and the possible reasons for the differences that arise.

According to Rifka Julianty, analysis is the activity of decomposing a subject into its various parts and examining the parts themselves, as well as the relationships between the parts to gain a proper understanding and comprehension of the meaning of the whole.

According to Mohammad Afdi Nizar, the definition of analysis in accounting is an evaluation of the condition of the accounting-related items and the reasons why a discrepancy might arise.

According to Hanif Al Fata, the meaning of analysis is the initial stage in system development which is a fundamental stage that determines the quality of the information system developed.[1]

According to Dwi Prastowo, analysis is interpreted as the breakdown of a subject of the various parts and the study of the section itself, and the intersection relationship to gain a correct understanding and an understanding of the overall meaning.

According to Wiradi, analysis is an activity that contains specific criteria that classify, break down, and classify by specific criteria and then search for meaning and associations.[2]

From this definition we know that analysis is a process of inquiry on a matter to get to the conclusion of what was analyzed.

2. **Audio Lingual Method**
   a. **Definition of Audio Lingual Method**

   The audio lingual method in its implementation focuses on practice activities, memorizing vocabulary, dialogues, and reading texts. The basis and learning procedure of this method is to create students' communicative competence. Therefore, in learning the audio lingual method, students are required to pronounce repeatedly the words or sentences listened to by the teacher. practice and repetition are carried out continuously while

---

[1] Zakky, "Pengertian Analisis Menurut Para Ahli Dan Secara Umum [Lengkap]," accessed July 15, 2023, https://www.zonareferensi.com/pengertian-analisis-menurut-para-ahli-dan-secara-umum/.

[2] Asnun Muhammad, "Analisis Nilai Pendidikan Karakter Yang Dikembangkan Di Sma Negeri 2 Kendari Kelurahan Rahandouna Kecamatan Poasia Kota Kendari," *Journal of Chemical Information and Modeling* 53, no. 9 (2016): 11.

memorizing words or sentences so that students can memorize the words or sentences.

Memorizing words or sentences so that students can expand their knowledge of language learning. The Audiolingual method does a lot of practice and practice, both in the form of short readings, dialog texts, sermons and so on. short readings, dialog texts, sermons and so on. This method uses listening and speaking exercises.[3]

Audio Lingual Method according to Mei, the Audio Lingual Method is an oral-based approach to instructing students in the use of grammar and sentence patterns. The audio lingual method is a foreign language teaching method that prioritizes listening before reading and writing. The emphasis is not on understanding words, but rather on acquiring structures and patterns in everyday dialog. These patterns are elicited, then repeated and tested until the responses given by the students in the foreign language become good and familiar.

The Audio Lingual Method is a method introduced in the 1940s in the United States of America (USA). Proponents of the Audio Lingual Method believe that learning is essentially a process of mental and physical behavioral change that occurs in living organisms through experience. This principle is influenced by many psychological theories also known as behaviorism. Formal experience can be gained in formal schools and the goal of learning is habit. Learning is the formation of habit patterns. Learning a new language means acquiring a new set of habits.

The speaking habits can be formed through adherence to rules. Therefore, successful language learners are those who eventually become spontaneous in communication, and the rules have been forgotten. According to Tehrani this Audio Lingual Method is a method whose application focuses on practicing, drilling, memorizing vocabulary, dialogue, reading texts. In practice, students are invited to learn (in this case English directly) without having to bring their mother tongue. Many of the basics and teaching procedures in this method are also taken from existing

---

[3] Nahdiyatul Ummah, "Penerapan Metode Audiolingual , Al-Thariqah Al-Saam'iyyah Al -Syafawiyyah , Maharah Kalam," *OSF Peprints*, 2019, 3–4.

methods, namely the direct method. In addition, the purpose of Audiolingual is also no different from the Direct Method, which is to create communicative competence in students. As is well known, pronunciation, structure and other aspects between a foreign language and a native language are very different. Therefore, in learning a foreign language (in this case English) students are required to pronounce and or read repeatedly word by word given by the teacher so as not to be affected by their mother tongue as much as possible. Over time, these repetitions will become a habit. Likewise, in terms of pronunciation of foreign language words (English), if this has become a habit, then automatically and reflexively students will be able to do it. So that in its implementation, so that the effort can run smoothly, it takes seriousness from both teachers and students.[4]

According to Maliah, Widodo, and Aziz, The Audio Lingual method is one of the teaching methods used in foreign language teaching. According to Richards and Rodgers the Audio Lingual Method is a second or foreign language teaching method that emphasizes teaching speaking and listening before reading and writing. That is why mother tongue is not encouraged in Audio Lingual Method classes. This method is based on the theory of behaviorism which is used to train humans through a reinforcement system. This method is closely related to the theory of behaviorism, and thus makes practice, repetition, and habit formation the main elements in teaching.[5]

According to Iskandarwassid the audio-lingual method is a method that prioritizes repetition. method that prioritizes repetition. This method is done for time efficiency in language learning. This type of approach is used based on the principles of behavioristic theory. In 1958, the audio-lingual method developed rapidly thanks to the support of the National Defense Agency's way of learning. In Japan,

---

[4] Kebson Kakunta and Webster Kamanga, "Microteaching: Audio-Lingual Method," *Journal Educational Verkenning* 1, no. 1 (2020): 26, https://doi.org/10.48173/jev.v1i1.27.

[5] Eda Maaliah, Yulius Harry Widodo, and Muhyiddin Aziz Politeknik Negeri Madiun, "USING AUDIO-LINGUAL METHOD TO IMPROVE THE STUDENTS' SPEAKING SKILL (A Classroom Action Research at the Fifth Grade of Madigondo Elementary School in the Academic Year of 2015/2016)," *Jurnal Bahasa Inggris Terapan* 3 (2017): 46–47.

8

too, this method In Japan, this method became widespread in all schools in the late 1970s. This approach adapts much of the adapted the direct approach and as a response to the lack of speaking instruction in the reading approach. The teacher conveys new material by doing kaiwa (conversation), memorization (memorization), and memorization (memorization). kaiwa (conversation), memorization, and mimicry became one of the main techniques in this method. become one of the main techniques in this approach.[6]

The importance of applying the right learning method also affects students' understanding of the learning material presented. As Allah SWT says in QS. An-Nahl verse 125.

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَا لْمَوْ عِظَةِ الْحَسَنَةِ وَجَا دِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَ بَّكَ هُوَ اَعْلَمُ بِمَنْ ظَلَّ عَنْ سَبِيْلِهِ وَ هُوَ اَ عْلَمُ بِا لْمُهْتَدِيْنَ

" Invite 'all' to the way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord 'alone' knows best who has strayed from His Way and who is 'rightly' guided."[7]

The Quranic verse above shows that Allah SWT provides guidance to His Messenger on how to invite people to the way of Allah. Which means that in teaching or inviting something should be done using the right method according to the theme of the learning provided. Likewise, a teacher is very important in choosing the right learning method in teaching students so that the learning delivered can be accepted by students.

b. **The Importance of The Audio Ligual Method**

The audio-lingual method, like other approaches, has made a good contribution to the field of education.

in the field of education. Despite the various objections raised against this method, it also has some

---

[6] Damai Yani, "Metode Audio-Lingual Dalam Pembelajaran Kaiwa," Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa 10, no. 1 (2016): 12, https://doi.org/10.24036/ld.v10i1.6325.

[7] Al-Quran Surah An-Nahl : 125 cited at may 21 2023

advantages that are worth analyzing and taking into account for the purpose of this study.

1) The Audio-lingual method is based on a real psychological approach: Behaviorism. If a method is related to a serious and reliable psychological approach with the basics of pedagogy, then it is a good method. All these characteristics have made the audio lingual method an adequate and honest tool with the aim to teach through a certain type of proven process.

2) Mother tongue is not used to teach a foreign language In the same way that we learn our mother tongue, teachers should try to remember that students are in an environment where they are dealing with a new language and listening to it during class time. That way, students will have no choice but to use the foreign language and this will make them feel more comfortable when saying something in English.

3) Should not use translation to teach vocabulary The Audio-lingual method states that we should not use translation as an activity to teach vocabulary; we should invent and use new ways to explain unknown words. We can use realia, flashcards, gestures, mimicry, synonyms and antonyms to explain the definition or meaning of the word. Then, encourage students to understand the meaning in context or use a dictionary.

4) Students are encouraged to use foreign languages and speak Since the mother tongue cannot be used, students have to use foreign languages to express whatever ideas they have. If a teacher is diligent about it, they can make students not feel afraid or embarrassed when using some words or even complete phrases to express some ideas or opinions that English has. Moreover, it requires the teacher to be an expert in the language so as to teach it properly.

5) Through teacher modeling, students learn pronunciation, intonation and stress. As the teacher models word stress, students learn the correct sounds of different terms. Here the teacher should use repetition, chorus, and a series of words to practice new vocabulary. Articulation should be taken into account when such pronunciation activities are used in the

10

classroom as Spanish speakers do not have multiple sounds.

6) Teaching grammar patterns.

This methodology centers on teaching structures and patterns. This would be a good thing because many times we know people who speak English but they don't write well. We cannot deny that speaking in a foreign language is the end result of a foreign language course, but writing is also communication. And if students don't internalize grammar, they can't make their thoughts or opinions understandable to the receiver of the message. Students must create the correct mental patterns. It is a positive thing to let students express their ideas in an incomplete way, but teachers should also correct students when they are at a higher level, such as their final year in high school, so that they can express themselves in a real conversation without the teacher's interpretation.

7) Teacher creativity can be used to provide positive reinforcement As said earlier, the Audio-lingual Method is based on the theory of operant behaviorism where reinforcement plays a very important role in the teaching and learning process. According to this theory, teachers can create a reward system for their own students. We are not suggesting that teachers give rewards to some students and punishments to others. The idea is to motivate students to do their best and plan some interesting activities that the whole class can enjoy. For example, a movie screening at the end of the unit, some sort of festival, a small party, pet day, valentines day, etc. These are just ideas that teachers can use to reinforce their students' efforts. Ultimately, we know that these activities are positive reinforcement from an operant behaviorism point of view, but in different ways. This will depend on the creativity and commitment of the teacher.[8]

c. **Characteristics of The Audio Lingual Method**

Throughout the history of language teaching, a number of different teaching approaches and methodologies

---

[8] Melisa Novianti, "THE IMPORTANCE OF THE AUDIO LINGUAL METHOD IN TEACHING LISTENING ISSN 2745-9071" 4, no. 2 (n.d.).

11

have been tried and tested with some being more popular and effective than others. English language teaching methods have evolved at a rapid pace, especially in the past years. According to academic research, there is no one best method for all people in all contexts, and no teaching method is inherently superior to others. The audio-lingual technique is one of them. This teaching technique was originally called the Army Method, and was the first to be based on linguistic theory and behavioral psychology."[1] It is important to understand the different methods and techniques so that you can navigate the market, make smart choices, and increase your enjoyment of language learning. Each teaching method is based on a particular vision for understanding language or the learning process, often using specific techniques and materials used in a particular order.

Each method has a different priority of focus. It is thought that the way to acquire sentence patterns of the target language is through conditioning which helps students to respond correctly to stimuli through shaping and reinforcement.

language is through conditioning which helps students to respond correctly to stimuli through shaping and reinforcement. Thus, the audio lingual method refers to a method that emphasizes serial practice to master the target language by memorizing and repeating, and avoiding errors[9]

According to Hinkel, The teaching goal is a balanced mastery of the four language skills.

1) The order of presentation is listening and speaking, then reading and writing.
2) Foreign language model sentences are given in the form of conversations that must be memorized.
3) Mastery of sentence patterns is done by using pattern exercises. Exercises or drills follow the sequence: stimulus > response > reinforcement.
4) Vocabulary is strictly defined or expressed, not as individual word or independent words that stand alone.
5) Teaching the sound system in a systematic (structured) way so that it can be used or practiced by students,

---

[9] Alona Solodchuk, "Alona Solodchuk Candidate of Pedagogical Science Pavlo Tychyna Uman State Pedagogical University (Uman, Ukraine)," n.d.

using demonstration, imitation, comparison, contrast, and so on.

d. The Technique for Using The Audio Lingual Method

According to Kartikasari & Salam, Drilling is a technique that consists of repeating spoken patterns and structures. In approaches based on the Behaviourist view of learning, such as Audiolingualism, drill is considered a key element in the learning process. In this approach, drills are used to encourage the formation of positive habits and focus mainly on the presentation and practice of grammatical structures. As with the Repetition Drill, this drill is the simplest drill used in learning language patterns. This drill is used at the beginning of a language class. The language learner simply repeats what the teacher says or what the tape recorder produces. Example: (1) Teacher: I study in class (2) Student: I study in class (3) Teacher: I study in the afternoon (4) Student: I study in the afternoon.

3. Students

The definition of student in the Indonesian Dictionary is a person / child who is being (learning, going to school). According to Prof. Dr. Shafique Ali Khan the definition of students are people who come to an institution to obtain or study some type of education. some type of education. Meanwhile, according to Sardiman, the definition of students is people who come to school to obtain or learn several types of education. At this time students experience various changes, both physical and psychological.

In addition, it also changes cognitively and begins to be able to think abstractly like adults. In this period, adolescents also begin to emotionally detach themselves from their parents in order to carry out their social roles.

parents in order to carry out their new social role as adults. This periodglobally lasts between the ages of 12-22 years[10]

Student : a person who is studying at a school or college.[11] Students are the people that have the assignment of learning to acquire knowledge in order to apply in future life.

---

[10] Mardiana, Nugraha Ugi, and Setiawan Iwan Budi, "Motivasi Siswa Mengikuti Mata Pelajaran Pendidikan Jasmani Di SMP 13 Tanjung Jabung Timur," *Jurnal Score* 2, no. 1 (2022): 34.

[11] Oxford dictionary cited on may 21 2023

13

4. **The Definition of English Language Learning**
   a. **The definition**

   English language learning is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in the classroom to achieve certain goals. In learning, there are several goals to be achieved. According to Duffy and Roehler, as cited in Akhiruddin, learning is an effort that deliberately involves and uses the teacher's professional knowledge to achieve curriculum goals. Therefore, if one of the components cannot interact, the learning process will face many obstacles in achieving learning objectives.

   English is one of the most important international languages to master or learn. English is used to develop relationships in international forums and strengthen relations between nations. English is also used to gain knowledge from various branches of science. People use English to communicate with people in different countries. English can connect you with people all over the world. On the other hand, learning English can help you succeed. It can increase your chances of getting a job easily. Using English to communicate can also help people to know, understand, and respect each other, especially those who have different backgrounds such as language, culture, lifestyle, etc.

   In Indonesia, English is only learned at school but not used in everyday life. English is a tool to communicate orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology and culture. The ability to communicate in the full sense is the ability to discourse, namely the ability to understand and / or produce oral and / or written texts that are realized in four language skills, namely listening, speaking, reading and writing.

   These four skills are used to respond to or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates can communicate and discourse in English at a certain literacy level. English can also be referred to as a second language because it is a foreign language that entered Indonesia to be studied in schools and other institutions. To be precise, the new era and current globalization require many people to master English as an international language. Therefore, in

Indonesia, English is included as one of the subjects in the school curriculum. The latest curriculum (Curriculum 2013) has provided four hours per week for English subjects from junior high to senior high school level.

According to Panggabean, The Indonesian government included English as the first foreign language used in Indonesia. In Indonesia, English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school. Thus, English is the first foreign language officially taught as a compulsory subject to students in junior secondary school in Indonesia.

Learning English is developing the ability to speak English contextually and acceptably according to the context and conditions and daily situations of students. Learning English is essential or important for today's generation to adapt to global communication (international), find literature, using media, and work in the present and future. This is to produce a form of learning English that is more in touch with the language needs of students.

b. **The Importance of Learning English.**

learning English is important so it provides motivation to keep learning and never give up. We already know that English is the language of international communication. Knowing that English is a language for international communication will increase the opportunities in everything by learning English, from education, career, entertainment, to relationships with others.

1) Education

By learning English, you can increase your chances of continuing your education abroad. Most scholarships offered require a minimum score of 6 or 6.5 on IELTS or other English proficiency tests. You can also have access to more reputable papers and resources that are mostly written in English.

2) Career

Improving your education will of course increase your opportunities for career development. English is also the language of business, so if you plan to enter the global workforce, learning English will definitely be beneficial. In addition, English can also open up more future opportunities in everyone's career journey.

15

3) Entertainment

The best music, books, and movies in the world are published and produced in English, so it's important to learn English.

4) Relationship with others

Someone who learns English will have the opportunity to expand their friendships with foreigners. This will give you the confidence to strike up conversations with others around the world, for example when traveling abroad.[12]

According to Nishanthi, English today is used for many things. especially in the fields of education, business, politics, and technology. The importance of learning English is very useful and should not be ignored, this is because English is widely used by most countries in the world. English not only acts as a communication tool but also makes it easier to interact in a new environment. From this we can conclude that learning English is very important for us in adapting to the development of the existing language, especially in communicating. English has been playing the main part in several sectors including medicine, engineering, education, etc.

In Indonesia, the use of English is not the national language used, but when talking about the international field, English is an option that can be used in speaking. English in Indonesia, has been widely applied in many places, including in schools. Starting from education, business, politics, technology, public services and others. Which is often applied to advertisements and on signs in public places. We will find many curriculums in the science, and engineering education fields written in English. This shows the use of English in Indonesia has developed rapidly and has been used for daily needs, especially in schools. According to Utami & Nurjati, many schools have required the use of English in the school environment, this can make it easier for students to use English so that it is easier to

---

[12] Debora Putri Noventin Siburian, "Why Learning English Is Important and How to Improve Your English Quickly (4 Tips)," Kementrian Keuangan Republik Indonesia, accessed July 16, 2023, https://www.djkn.kemenkeu.go.id/kpknl-serang/baca-artikel/14903/Why-Learning-English-is-Important-and-How-to-Improve-Your-English-Quickly-4-Tips.html.

apply it in everyday life. Students have no experience using English in their daily life and they are not expected to be able to speak in English in the future workplace.

Currently, English is very necessary because of the importance of understanding English which is useful in everyday life, especially in the fields of education, business and technology. If learning using effective methods can make students master several skills ranging from the ability to write, speak, listen, and read. this kind of skill is very much needed in the world of work. Therefore, this shows how important the use of English is nowadays.

5. Vocabulary

Vocabulary is considered an important aspect of language use and is a core element in learning and mastering a language as Rubin and Thompson say that "one cannot speak, understand, read, or write a foreign language without knowing many words, so vocabulary learning is central to foreign language acquisition". Moreover, in all linguistic skills, vocabulary takes its role in developing students' language proficiency as Taylor says that "vocabulary permeates everything a language learner or language teacher does in the English classroom, whatever the language skill or point being practiced". In other words, it is commonplace to state that understanding any language would be difficult without knowing words, whether in spoken or written form.[13]

Undoubtedly, EFL learners with more vocabulary will not experience difficult obstacles in building their linguistic abilities as Smith says that students with large and rich vocabularies are thought to improve their language abilities as well as their thinking abilities. Therefore, vocabulary is a basic part that should be given much attention in learning and teaching as suggested by Meara since language students accept that they experience significant difficulties in vocabulary even after improving from the initial phase of L2 learning to the advanced level. Moreover, findings from Macaro's survey show that L2 instructors consider vocabulary as a subject that needs to be investigated to improve teaching and learning in the classroom.[14]

---

[13] Aizan Yaacob et al., "Vocabulary Learning Strategies Through Secondary Students at Saudi School in Malaysia," *SAGE Open* 9, no. 1 (January 1, 2019): 2158244019835935, https://doi.org/10.1177/2158244019835935.

[14] Yaacob et al.

17

Vocabulary has an essential role in mastering foreign languages, especially English. Vocabulary can be defined as a collection of words that are understood by someone.

In a broader understanding, "vocabulary is not only limited to the meaning of words but also includes how the vocabulary in a language is organized: how people use and store words and how they learn words and the relationships between words, phrases, word categories and phrases.[15]

Vocabulary is the basic component to help the students in mastering language. They will learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to develop their vocabulary.

Developing a good vocabulary will help them to improve their ability in learning vocabulary. Many of the vocabulary in English textbook have to be learned. Without it no one can speak or understand the language. It means that people cannot write a word or make a sentence well, when they do not master it.

There are some advantages when students can master the English vocabulary. According to Diana Bonet here some advantages:

a. Students will be better improving their reading, writing, speaking and listening vocabulary.
b. Students will think more clearly. Thoughts are limited by vocabulary.
c. Students will experience personal growth and greater confidence.
d. Students will understand other people idea and explanation easily.
e. Students will gain important survival tools for the new millennium.
f. Students friend will think they are getting very smart.[16]

---

[15]Yuliza Yuliza, Sumianto Sumianto, and Muhammad Syahrul Rizal, "Meningkatkan Aktivitas Belajar Siswa Dengan Menggunakan Metode Peta Konsep (Concept Mapping) Pada Mata Pelajaran IPA Kelas V Sekolah Dasar," *Science and Education Journal (SICEDU)* 1, no. 1 (2022): 173, https://doi.org/10.31004/sicedu.v1i1.11.

[16] N U R MUJAHIDAH, "Improving the Vocabulary Achievement By Using Story System" (2020), https://digilibadmin.unismuh.ac.id/upload/10889-Full_Text.pdf.

B. Theoretical Framework

Teaching learning using audio lingual method must be clear, the teacher can make the method is easy to understand for students. The teacher applying the audio lingual method with enthusiastic. It is important to make the situation on the class fun so the students can enjoy, feel comfortable in teaching and learning process, also can memorize the new vocabulary from teacher that can be modal in english mastery.
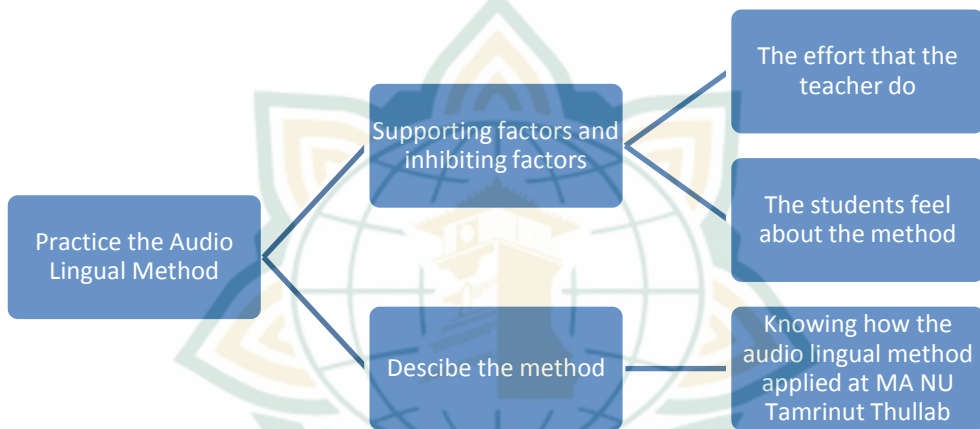
Gambar 2.1

Inhibiting Factors	Supporting Factors
The factors that makes the students difficult in remembering the new vocabulary.	Factors that contribute to the success of the use of Audio Lingual Method.

After finding the supporting and the inhibiting factors for students in accepting new vocabulary, the teacher can find the solution from the inhibiting from memorize the new vocabulary.

C. Review of Previous Study

Based on research finding of Vinsya Naila Zulfa the result showed that audio lingual method more effective than direct method to learning english especially to memorizing new vocabulary. The treatment was conducted from 1 September 2019 until 5 October 2019. The students were not worried also not nervous because the treatments interesting for students. From the research said that the Audio Lingual Method got a better score. Audio Lingual method also could improve each aspect of students vocabulary ability

19

including listening, speaking, comprehension, fluency, and pronunciation. So from their research showed that Audio Lingual Method is an appropriate method in teaching vocabulary.[17]

Research finding of Yusuf Aldi Adi Waskita about the title Using Audio Lingual Method to Help Students to Learn Vocabulary showed that Audio Lingual Method can stimulates students to remember vocabulary easier by drilling method. The Audio Lingual Method help students to pronounce words correctly also helps students develope their vocabulary mastery. Using the Audio Lingual Method students learn more comfortable, enjoying the learning, enthusiastically because the students interested in this teaching method. The conclution from their research is Audio Lingual Method helps them to have better achievement of memorizing vocabulary. So the usimg Audio Lingual Method more helpful than without using Audio Lingual Method.[18]

From the both of the research that is research finding of Vinsya Naila Zulfa and research finding of Yusuf Aldi Waskita the researcher find the similarity and differences betwecn each previous study with this research. The similarity are the theme from the research is about the audio lingual method for students learning english especially learning vocabulary and the research finding, the audio lingual is method that can help the teaching learning in english especially new vocabulary, because the audio lingual method is focus on practice and memorize.

The differences between each previous study with this research are the method of the research. On research of Vinsya Naila Zulfa and research from Yusuf Rafdi Aldi Waskita using the quantitative method and this research using qualitative method approach, and the object is different.

---

[17] Vinsya Naila Zulfa, "Applying Audio-Lingual Method and Direct Method in Teaching Vocabulary of Common Nouns for Young Learners" (2020), http://eprints.walisongo.ac.id/12815/.

[18] Yusuf Rafdi Adi Waskita, "USING AUDIO LINGUAL METHOD TO HELP STUDENTS TO LEARN VOCABULARY An Experimental Study to the Seventh Graders of SMP N 7 Magelang in the Academic Year 2016/2017," 2017.