

CHAPTER IV RESEARCH AND FINDING DISCUSSION

A. Overview of Research Objects

1. Overview of MA NU Tamrinut Thullab Undaan Lor Kudus

a. Profile of the school

Name : MA NU Tamrinut Thullab Undaan Lor
Kudus
Address : Jl. Kudus Purwodadi km 8
Village : Undaan Lor
District : Undaan
Regency : Kudus

b. School Organizer

Name : Yayasan Ihya' Ulumuddin
Address : Jl. Kudus Purwodadi km 8 RT 01 RW
04
NSM/NPSN : 131233190033/69788147
Acreditation : B
Number of accreditation : 139/BAP-SM/X/2014
Year Established : 2011
Land Status : Owned

2. State of The Teacher

State of the teacher and staff 2018/2019:

- a. Permanent foundation teachers : 13 people
- b. Non-permanent teacher : 5 people
- c. PNS DPK : -
- d. Administrative staff : 1 person
- e. Guard : 1 person
- f. Quantity : 20 people

3. The Structure Organization of The School 2022/2023

- a. Head of School : Slamet, S.Ag., M.Pd.
- a. Head of Curriculum : Fails Shofa, S.Pd.
- b. Head of Student Affairs : Laila Rosyidah, S.Pd.
- c. Sarpras Devision : Miftahul Hidayat, S.Pd., M.Pd.
- d. Public Relations Devision : Sulhadi, S.PdI
- e. BK : Nidhomun Niam, S.Pd.
- f. Head of Gudep : Adib Khusaini, S.Pd.
- g. Head of TU : Mohamad Nor Yusuf, S.Pd.
- h. TU Staff : Hasanatun, S.Ud., M.Pd.
- i. Treasurer : Eli Ulifah, S.PdI
- j. Homeroom teacher of X 1 : Hasanatun, S.Ud., M.Pd.
- k. Homeroom teacher of X 2 : Zumroatun, S.Pd.

- l. Homeroom teacher of XI IPS : Nuktatz Zuhriyyah, S.Pd.
- m. Homeroom teacher of XII IPS : Luluk Mukhayatun, S.Pd.
- n. Guard : Anan Putra Maulana

4. The vision and mission of MA NU Tamrinut Thullab Undaan Kudus

Vision :

Superior in character advanced in achievement.

Mission :

1. Instilling aqidah morals and Islamic teachings in the style of ahlussunnah wal jamaah.
2. Training students to think logically, critically, and innovatively and be able to master science and technology.
3. Instilling the norms of Pancasila and religion as well as community norms to be used as guidelines in life behavior. accustoming students to act and behave and do good in accordance with the norms of Pancasila and religion so that they can become role models for the surrounding community.

5. School Objectives :

1. Creating an Islamic culture and lifestyle in the school environment.
2. The realization of foreign languages (Arabic and English) as daily communication materials and languages of instruction for a number of subjects appropriate to the school environment.
3. Realization of science laboratory, language laboratory, computer laboratory, library, etc.
4. creating the quality of teaching resources and education personnel through coaching, upgrading, equalization, awards, and others.
5. The establishment of a curriculum that can lead students to achieve excellence in the fields of general science, religious science, and skills.
6. Creating an active, creative, effective learning process that allows students to develop optimally according to their potential.
7. The realization of students and graduates who excel and excel in both academic and non-academic fields.
8. Creating a good counseling and career guidance system that allows students to solve problems well and obtain a suitable career.
9. Realizing students' interests and talents through various extracurricular activities.

10. The realization of good school management.

B. Research Result

The research was conducted at MA NU Tamrinut Thullab Undaan Kudus, located at Kudus Purwodadi street Undaan village on Undaan Kudus. This research focused on the Audio Lingual Method for students learning vocabulary, how the teacher teach using audio lingual method and what are the obstacles and supporting factors to using audio lingual method to learning vocabulary. This study collect data divided into three, the first is observation, the second is interview, and the last is documentation. The researcher do the study collect data with the English teacher namely Mrs Indah and also several students grade 11 at MA NU Tamrinut Thullab Kudus.

1. The Audio Lingual Method Applied at MA NU Tamrinut Thullab Undaan Kudus

a. Application of the Audio Lingual Method by the Teacher in the Classroom

The teacher teaches the students by giving new vocabulary which the students will follow and will be repeated several times so that the students can easily remember the new vocabulary. The material is from book of LKS for grade 11, the teacher choose the vocabulary from report text, and then the teacher write in to whiteboard and start practice the new vocabulary.

The teacher pronounces the new vocabulary with clear sound and also good pronunciation so that the students can understand the meaning of the vocabulary given by the teacher.¹ In addition, based on the result of interview with English teacher at MA NU Tamrinut Thullab Undaan Kudus, namely Mrs. Indah, said that the application of the audio lingual method has long been used in the teaching and learning process at the school, especially in learning English lessons. Because according to Mrs. Indah, the audio lingual method is one of the methods in teaching English which is very simple does not require a lot of tools, emphasizes more on oral and hearing. This can make students more familiar or recognize new vocabulary in English also the students knowing the clear pronounciations.

¹ Mrs Indah, the observation from the researcher, may 13, 2023, observation 1, transcript.

b. The Students Responses on the Class

Based on observation in class 11 MA NU Tamrinut Thullab Undaan Kudus, it was found that some students participated in learning well, the teacher gave new vocabulary using the audio lingual method and then students imitated the word again, with that students more quickly accepted new vocabulary.² In addition, it was found in the results of interviews with several students grade 11 MA NU Tamrinut Thullab Undaan Kudus that learning vocabulary is important, the results of the interview with Ahmad Aufa said that English is important to be learned by all circles of society, because the use of English is needed in international communication, this of course cannot be separated from mastering new vocabulary where the more vocabulary that is understood, the more fluent English communication will be. Ahmad Aufa also responded quite well to the audio lingual method used by the teacher in teaching vocabulary in English class, because according to Ahmad Aufa the audio lingual method is very suitable to be applied in the process of remembering new vocabulary.³ The result of the interview with Laila said that English is important to apply as a provision in finding a job, according to her mastery of vocabulary is one of the main things in English communication. Laila also added that English is needed in the world of lectures because it can be a means to gain broader insights. According to Laila, the use of audio lingual method is quite good to be applied in vocabulary learning, because the vocabulary mentioned by the teacher can be clearly pronounced, so it is easily understood by students in the classroom.⁴ The results of the interview with Fajar, said that the use of audio lingual method can sharpen students memory, making it easier for students to remember new vocabulary.⁵ The results of the interview with Dinda, said that the audio lingual method is one of the learning methods

² Students of 11 grade, the observation from the researcher, may 13, 2023, observation 1, transcript.

³ Ahmad Aufa, the interview from the researcher, may 20, 2023, interview 1, transcript.

⁴ Laila, the interview from the researcher, may 20, 2023, interview 2, transcript.

⁵ Fajar, the interview from the researcher, may 20, 2023, interview 3, transcript.

for English that can be accepted by students, because the method requires students to repeat words.⁶

- c. Students understanding of the audio lingual method in vocabulary learning.

Based on observations made of grade 11 students of MA NU Tamrinut Thullab Undaan Kudus, some students in grade 11 are quite enthusiastic in participating in classroom learning. This can be proven by how students can follow the learning well in class and also can repeat back again some new vocabulary given by the teacher.⁷ Each student need several repetitions in understanding new vocabulary given by the teacher, as evidenced by interviews with several students at MA NU Tamrinut Thullab Undaan Kudus, the results of an interview with one of the 11 grade students named Ahmad Aufa, according to him, repetition of new vocabulary does not have to be done continuously, but remembering new vocabulary can be done by students paying serious attention to the teacher in class.⁸ In an interview with Laila, she said that remembering new vocabulary requires 5 to 10 repetitions.⁹ The results of the intrview with Fajar found that he believes that students understanding of vocabulary learning is very dependent on the methods used by the teacher in teaching in class, clear delivery from a teacher is very important.¹⁰ The results of the interview with Dinda found that it is necessary to repeat 3 until 4 times the new vocabulary from the teacher so that students can more easily remember new vocabulary, according to her the audio lingual method is easy to understand, but Dinda added that it depends on whether the new vocabulary given by the teacher is difficult or not.¹¹

⁶ Dinda, the interview from the researcher, may 20, 2023, interview 4, transcript.

⁷ Students of 11 grade, the observation from the researcher, may 13, 2023, observation 1, transcript.

⁸ Ahmad Aufa, the interview from the researcher, may 20, 2023, interview 1, transcript.

⁹ Laila, the interview from the researcher, may 20, 2023, interview 2, transcript.

¹⁰ Fajar, the interview from the researcher, may 20, 2023, interview 3, transcript.

¹¹ Dinda, the interview from the researcher, may 20, 2023, interview 4, transcript.

2. The Supporting and The Inhibiting Factors using Audio Lingual Method for Students Learning Vocabularies

a. The Supporting Factors

The supporting factors are things that support the use of audio lingual methods in learning new vocabulary for grade 11 at MA NU Tamrinut Thullab Undaan Kudus students that make audio lingual methods effective in the process of learning new vocabulary.

1) Clear pronunciation of new vocabulary by the teacher.

In the observation in class 11 MA NU Tamrinut Thullab Undaan Kudus, the researcher found that the teacher's pronunciation when using the audio lingual method could be heard clearly.¹² In the documentation, it is also known that in using the audio lingual method, a teacher can freely walk to all rooms in the classroom.¹³

2) The use of methods that do not require a lot of tools.

The audio lingual method is a learning method using oral, then after that students listen and also imitate what vocabulary the teacher says, in the observations made by researchers in class 11 MA NU Tamrinut Thullab Kudus it was seen that the teacher used the audio lingual method with great enjoyment, it can be done without many tools, the main thing needed is to use the voice, for students as well, it does not require many tools, students are required to listen to the teacher and then repeat back what vocabulary from the teacher said, the students can focus on hearing sound from the teacher and also memorize new vocabulary.¹⁴

3) Facilitate the learning process for students and teachers.

Based on the results of interviews with the 11th grade English teacher MA NU Tamrinut Thullab Kudus, Mrs. Indah, she said that with the application of English learning using audio lingual methods, students are used to hearing, and also easy to remember new

¹² Mrs Indah, the observation from the researcher, may 17, 2023, observation 2, transcript.

¹³ Mrs Indah, the documentation from the researcher, may 13, 2023, documentation 1, transcript.

¹⁴ Mrs Indah, the observation from the researcher, may 17, 2023, observation 2, transcript.

vocabulary. Mrs. Indah also said that before using the audio lingual method the students had difficulty in pronouncing new vocabulary.¹⁵

b. The Inhibiting Factors

The inhibiting factors are things that prevent students from using the audio lingual method to learn new vocabulary.

In the observations made by researchers, several inhibiting factors were found which resulted in the audio lingual method not being effective for students :

1) Students are crowded in class

This is included in the inhibiting factors of the process of using the audio lingual method because it can disrupt the concentration of other students in classroom. The results of students being busy in class is that the teacher's voice is not heard when explaining the lesson or when pronouncing new vocabulary, whereas the audio lingual method requires a quiet atmosphere so that the teacher's voice can be heard by students clearly.

2) Students sleep in class

This is usually caused by students messy sleeping hours. When students are asleep, they automatically cannot follow the learning delivered by the teacher. So that it disrupts students understanding of the use of audio lingual methods when the teacher explains new vocabulary in class.¹⁶

In the results of interviews conducted by researchers to several grade 11 students, some of the obstacles faced by students in the use of audio lingual methods in English classes include according to Ahmad Aufa, namely he said that the lack of confidence, especially for beginners in learning new vocabulary. He also said that fear is an inhibiting in understanding English language learning that uses audio lingual methods by teachers in class, for example when teachers provide new vocabulary students are afraid to

¹⁵ Mrs Indah, the interview from the researcher, may 25, 2023, interview 5, transcript.

¹⁶The students of grade 11, the observation from the researcher, may 17, 2023, observation 2, transcript.

repeat what the teacher says because they are afraid if the pronunciation is correct.¹⁷

Based on the results of the interview with Lila, she said that the obstacles factors in learning new vocabulary using audio lingual is the pronunciation of difficult vocabulary, that is, students are not used to using pronunciations properly.¹⁸ Based on the results of interviews with Fajar, he thinks that English sentences are difficult to pronounce, at home and also in the environment where he lives is used to using Javanese and Indonesian, so he is not used to pronouncing English sentences.¹⁹ Based on the results of interviews with students named Dinda, it was found that the obstacles factor of using the audio lingual method is from the students themselves, namely laziness. According to Dinda, students are lazy in imitating back the vocabulary given by the teacher, because they find it difficult and do not want to try it first.²⁰

3) Students laugh at each other in class.

In an interview with the English teacher in grade 11 MA NU Tamrinut Thullab Undaan Kudus, Mrs. Indah, she said that one of the inhibiting factors in learning English in the classroom is that students laugh at each other. When the teacher pronounces new vocabulary and then repeats it back to the students, sometimes one of the students in the class laughs at other friends because he thinks that the new vocabulary spoken is unfamiliar to him. This can disrupt students learning focus and also make other friends embarrassed in imitating the new vocabulary given by the teacher.²¹

¹⁷ Ahmaf Aufa, the interview from the researcher, may 20, 2023, interview 1, transcript.

¹⁸ Laila, the interview from the researcher, may 20, 2023, interview 2, transcript.

¹⁹ Fajar, the interview from the researcher, may 20, 2023, interview 3, transcript.

²⁰ Dinda, the interview from the researcher, may 20, 2023, interview 4, transcript.

²¹ Mrs Indah, the interview from the researcher, may 25, 2023, interview 5, transcript.

C. Discussion

1. The Audio Lingual Method applied at MA NU Tamrinut Thullab Kudus

The Audio Lingual Method has been applied from the beginning in learning English, especially vocabulary at MA NU Tamrinut Thullab Kudus, the application of this method is carried out by English teachers with the hope that students can better understand English vocabulary along with its proper pronunciation. The application of the audio lingual method can also make it easier for students to remember and pronounce new vocabulary.²²

a. Application of audio lingual method by teachers in the classroom.

The application of the audio lingual method in learning English especially vocabulary in class 11 MA NU Tamrinut Thullab Undaan Kudus runs in accordance with the theory in chapter 2, namely a teacher applies the audio lingual method in learning English focusing on memorizing new vocabulary. In addition, the practice carried out by the teacher has met the standards of using the audio lingual method, namely teaching using oral (sound from the teacher) and then listened to by students and then recited by students in class according to the vocabulary given by the teacher.

Based on observations in class 11 MA NU Tamrinut Thullab Undaan Kudus, the learning process shows that the characteristics of using the audio audio lingual method are based on 4 English language skills, namely starting from listening, speaking, reading, and writing. The first is listening, students listen to the vocabulary given by a teacher and then pronounce it back (speaking), and then students can read (reading) the new vocabulary given until they can write it (writing). These characteristics are in accordance with the pattern of using the audio lingual method.

b. The students responses on the class

According to the results of interviews with 4 respondents, namely representatives of students from class 11 MA NU Tamrinut Thullab Undaan Kudus named Ahmad Aufa, Laila, Fajar, Dinda, the four respondents argued that learning English is very important for people's lives, because

²² Mrs Indah, the interview from the researcher, may 25, 2023, interview 5, transcript.

English has a big role in higher education for further provision for finding work. In accordance with the theory in chapter 2 about the definition of learning English, it is explained that English is one of the important international languages to master, English is used in forming international relations, English can also be used to explore information in a wide range, can be used in communication with people from different countries. These things are very helpful in achieving success. In addition, learning English is also inseparable from vocabulary, both are interrelated.²³ Having a lot of vocabulary in English is a basic component that helps students in mastering English. The more vocabulary we have, the easier it is for us to speak English. Vocabulary as an important thing in the English learning process needs to be learned of course with the right method, one of the methods is using the audio lingual method, which focuses on memorizing patterns. In addition, the use of audio lingual methods has made it easier for students to remember new vocabulary, provided that the teacher's delivery must be clearly heard by students and also students in the classroom must focus on paying attention to learning from the teacher.

- c. Students' understanding of the audio lingual method in vocabulary learning.

According to the results of interviews with 4 respondents, namely 11th grade representatives of MA NU Tamrinut Thullab Undaan Kudus named Ahmad Aufa, Laila, Fajar and Dinda, students' understanding of the use of audio lingual methods varies from child to child, this is based on the level of understanding of each child which is different. In general, the audio lingual learning method is a simple method that can be understood quite easily by students, because it is explained directly using the teacher's mouth to then be practiced again by students, namely listening and and continuing to be repeated according to the new vocabulary given by the teacher. In accordance with the theory contained in chapter 2, the success in learning a language is to make it a habit in everyday life, the more often students hear new vocabulary, the easier it is for students to remember the new vocabulary. This is then

²³ Students of grade 11, the interview from the researcher, may 20, 2023, interview 1,2,3,4, transcript.

accepted by students with their respective understanding, as evidenced by the results of interviews with 4 11th grade students of MA NU Tamrinut Thullab Undaan Kudus, they have differences when the process of understanding the vocabulary given by the teacher, some have to repeat words up to several times, some only need a few repetitions to be able to remember the new vocabulary given by the teacher.

2. **The Supporting and The Inhibiting Factors using Audio Lingual Method for Students Learning New_vocabularies.**

In using a method, which here is the audio lingual method used in vocabulary learning for 11th grade students of MA NU Tamrinut Thullab Undaan Kudus, researchers found that there are inhibiting factors and supporting factors in the use of audio lingual methods by teachers in the classroom for English language learning, especially in learning new vocabulary.

a. **The Supporting Factors**

The supporting factors are factors that support the use of audio lingual methods, including:

1) **Clear pronunciation of new vocabulary by the teacher**

The clear pronunciation of new vocabulary by the teacher is included in the supporting factors of the use of audio lingual method, because the use of audio lingual method focuses on sound and also hearing, the teacher pronounce the new vocabulary and then the students repeat the new vocabulary from the teacher the clearer the teacher's voice in pronouncing new vocabulary, the easier it will be for students to understand the new vocabulary conveyed by the teacher, can be listened to well by students to then be recited and remembered to add new vocabulary.

2) **The use of methods that do not require many tools**

The use of audio lingual methods can be done easily without requiring many tools, because the use of audio lingual methods focuses more on sound from the teacher (oral) and also hearing. This makes it easier for teachers and students to carry out learning. In accordance with the pattern of using the audio lingual method, which is a simple method that is easy to use for teachers in teaching English, especially vocabulary learning. The teacher can improve the audio lingual method without many tools, for the

example, the teacher can using games, or sing, with the new vocabulary after that the students can hearing the new vocabulary from the teacher and then repeat after the teacher and also memorize the new vocabulary, so the students can enjoy to learning english especially in learning new vocabulary.

b. The Inhibiting Factors

These are factors that hinder the use of audio lingual methods in vocabulary learning.

Among others :

1) Students are crowded in class

The audio lingual method is a method using oral and listened to by students, in this case the classroom atmosphere has a big role in the successful use of the audio lingual method. Busy students in the classroom are included in the factors that hinder the use of audio lingual methods. When the teacher speaks and students join in talking, the focus on hearing the teacher's voice is disrupted, for that as much as possible the teacher can condition the students to focus on paying attention to the teacher when teaching using the audio lingual method, in order to create a calm and comfortable classroom atmosphere.

2) Students sleep in class

According to the results of observations, it was found that some students slept in class while learning was taking place, this became an inhibiting factor in the use of audio lingual methods, because when the teacher gave new vocabulary, students who fell asleep did not have the enthusiasm to participate in repeating the new vocabulary given by the teacher. Whereas the use of the audio lingual method must be done with high focus, namely students really pay attention to the vocabulary given by the teacher so that the students can then repeat it back. In the problem of students sleeping in class which is an obstacle in the use of audio lingual methods, this can be overcome by students keeping their sleeping hours so as not to be sleepy during class hours and also to have enthusiasm and focus in following the lessons conveyed by the teacher.

3) Students laugh at each other in class

According to the results of interviews by the author to the English teacher MA NU Tamrinut Thullab Undaan Kudus found that there are still some students who laugh at each other in class during English learning hours. Some students laugh when the teacher gives new vocabulary in English, because students think that the vocabulary spoken by the teacher is not used to hearing or foreign to students. This is an inhibiting factor in the application of the audio lingual method. Because the use of audio lingual methods requires some repetition of vocabulary from students, if students laugh at each other during class time it will disrupt the focus during learning. This can be overcome with a warning from the teacher that English must begin to be familiarized in everyday life so that it is not foreign to students.

In addition, several inhibiting were found in the use of audio lingual methods known from the results of interviews with several 11th grade students of MA NU Tamrinut Thullab Undaan Kudus, including according to Ahmad Aufa, saying that the inhibiting factor in the use of audio lingual methods in English classes is the lack of student confidence, students have fear when repeating vocabulary given by the teacher, students are afraid and shy that the new vocabulary spoken is not correct. Students should not be afraid to try, because the key to learning English is the courage to keep trying even though they cannot.

According to Laila, the inhibiting factor of using audio lingual method in vocabulary learning is the pronunciation of difficult vocabulary, students also find it difficult to pronounce the new vocabulary. In this case, the role of the teacher is very important when practicing the audio lingual method, namely the teacher is expected to be able to pronounce new vocabulary clearly and also good pronunciation, so that students can capture these difficult new vocabulary and then can be listened to and then recited and remembered. According to

Fajar, it is almost the same as Laila, namely according to him English vocabulary is a difficult vocabulary to pronounce, because he is not used to using English in the home environment. According to Dinda, the inhibiting factor in using the audio lingual method in vocabulary learning is laziness. This is an inhibiting factor because learning to use new vocabulary requires patience and also requires that students are diligent to keep trying to repeat the vocabulary given by the teacher.

