CHAPTER 1

INTRODUCTION

This section presents the introduction of this research, encompassing the background of the research, the formulation of the problems, operational definitions, aim of this research, and the significance of this research.

1.1. Background of the Study

Vocabulary is one of the most important aspects of learning a language that can connect with other skills such as speaking, listening, writing, and reading. According to Richard and Renandya (2002), vocabulary is a basic component of language ability and serves as the foundation for how effectively learners speak, listen, read, and write. Nella et. al (2020) stated that vocabulary is the most important aspect of mastering language skills, such as speaking, reading, listening, and writing, because vocabulary develops into an essential component that helps speakers convey their ideas when communicating. Furthermore, Terasne and Hafiz (2022) argued that vocabulary is a crucial part of learning English for developing other important language skills such as listening, speaking, reading and writing. It plays an important role in students' comprehension and effective communication with others, whether in L1 or L2.

In the Indonesian context, English is used as a foreign language. Therefore, many difficulties are faced by students in learning English vocabulary, mostly in understanding and remembering vocabulary. They think that English is a difficult subject to learn because they have to understand and remember the new vocabulary they discover with the limited vocabulary they have. Fransiska and Jurianto (2016) claimed that because of their limited vocabulary and lack of understanding or mastery of the language component, many students think that English is a difficult subject to study. The difficulties make understanding the words difficult. Besides that, Nella et al. (2020) perceived that the problems faced by students in general are that they struggle with vocabulary learning and

students' skills do not match educational program targets. Language proficiency has not been accomplished because they lack vocabulary; also, most students struggle with the spelling, pronunciation, grammar, and meaning of vocabulary.

The problems in learning vocabulary were also found in one of the junior high schools in Tasikmalaya in the ninth grade. In a preliminary study at research program MBKM *mandiri* through pre-observation and pre-interview with the English teacher, it was found that students had limited vocabulary. Based on the pre-observation, it was seen when the teacher gave English vocabulary practice from random words, then the teacher asked the students to make sentences with their meanings, and only a few students sitting in the front seats actively answered, and most of the students did not know it. Although students answered, they still had difficulty in constructing sentences correctly, had difficulty pronouncing English vocabulary when the teacher asked them, and had difficulty in explaining the meaning of English vocabulary. Based on the pre-interview with the English teacher, it was found that the students had difficulty writing the sentences because they did not know how to spell and did not know the meaning of the words. Additionally, the students found it difficult to remember the new vocabulary. The pre-test was also carried out, and it was found three problems that students faced, such as not understanding the meaning of English vocabulary, grammar, and spelling words. The results of the pre-test had been proven that students had problems in learning English vocabulary, which showed an average score of 54.19 from the 31 students, obtained scores above the criteria of success or KKM. It means, there were only 3 students who got score above the criteria of success or KKM. The results showed that the lowest score of students was 30, the highest score was 90, and only 3 students succeeded in meeting the criteria of success, or KKM score, out of a total of 31 students. Meanwhile, the score that must be achieved by students to achieve the KKM is at least 78. In addition, the students had not reach the success requirements based on the minimum criteria.

Based on the problems above, the students need an effective method that can help them to enhance their English vocabulary, so that it is easier for them

to learn English vocabulary. One technique that is suitable for enhancing students' vocabulary is through the audio lingual method (ALM). This is because the audio-lingual method has become a relevant and effective approach to improving students' English vocabulary, especially in the current digital era due to its adaptability to digital tools, such as engagement through multimedia. This method utilizes audio material, which can be easily accessed and integrated into digital platforms. With the many digital resources available today, students can use a variety of multimedia tools to strengthen vocabulary learning. Besides that, with this method, we can learn anytime, anywhere. Students can access audio-lingual materials anytime and anywhere, such as recordings, dialogues, and drills, to enhance language learning and encourage independent learning. Mobile apps and online resources allow for flexibility and convenience, accommodating a variety of learning styles and schedules. Additionally, this method emphasizes repetition and practice, which is effective in enhancing vocabulary. In the digital world, software applications and online platforms can provide interactive drills and exercises customized to individual learning needs, which facilitates efficient vocabulary acquisition. Larsen (2010) discovered that the audio-lingual strategy focuses on the repetition of certain words to learn. After listening to the routine and repeating terms heard by the teacher, students will receive experience expanding their vocabulary. The audio-lingual method is characterized as a strategy that focuses on word repetition in order to assist students in communicating the target language (Mart, 2013). According to Siregar (2016), audio-lingual methods improves students' vocabularies, and the teacher's good attitude encouraged the students to study. Moreover, Prasetya (2015) observed that the audio-lingual technique provided successful language input, particularly in vocabulary mastery.

There have been many studies using the audio lingual method in teaching and learning English. The previous study was conducted by Rahman et al. (2021) who investigated the use of audio lingual methods to improve students' speaking skill. As a result, the use of the audio-lingual method in teaching English, particularly speaking, made students more active in speaking class.

This method also improved students' speaking skills in the eighth grade. In addition, Sirait et al. (2024) showed that the audio-lingual method consistently reveals in depth that it has a significant influence on the development of students' listening comprehension. Furthermore, Wullur et al. (2019) investigated the use of the audio-lingual method to improve students' motivation. This research finds the students listen to the dialog from the teacher, and the students' motivation in studying English is improved. Although, most studies focus on the different language skills of the audio lingual method in teaching and learning English. To fill this gap based on the previous studies, this study tried to discover the use of the audio-lingual method (ALM) to enhance students' English vocabulary learning in junior high school.

1.2. Formulation of the Problems

1. How can the audio-lingual method enhance students' English vocabulary?
2. To what extent the audio-lingual method can enhance students' English vocabulary?

2.1. Operational Definitions

The researcher provides two definitions related to this study to avoid misunderstanding about the terms set out in this study:

1.1.1. Vocabulary Learning	:	This refers to the teaching and learning English vocabulary process activities where the teacher demonstrates the vocabulary contained in the dialogue text to students to find out the meaning of the vocabulary as well as repeating words with the aim of helping them enhance or remember vocabulary.
1.1.2. Audio-Lingual Method	:	This method is a learning method used by a teacher to teach junior high school students by repeating the dialogue text

over and over again, then the students memorizing the dialogue text that has been given using mimicry and applying dramatization with the aim of making them remember the new vocabulary for a long period of time.

2.2. Aims of the Research

Based on the research questions above, the aim of this study are to investigated and to know the enhancing students' English vocabulary through the audio-lingual method.

2.3. Significances of the Study

1.1.1. Theoretical Uses

This research can provides the information, to enrich knowledge and add insight into theories about the use of the audio-lingual method in enhancing students' English vocabulary in the context of middle school.

1.1.2. Practical uses

This research provides the students with an overview of the use of the audio-lingual method that students can apply when learning English, especially in learning vocabulary. It is hoped that this can be used as information or insight for readers, especially English teachers, in the context of teaching English by using fun methods, one of which is using dramatization and repetition drills to make it easier for students to understand the material, especially to enhance English vocabulary.

1.1.3. Empirical uses

This research provides knowledge and understanding about the use of the audio-lingual method in enhancing students' English vocabulary, such as implementing the principles of the audio-lingual method in a classroom

setting, collecting data on students' vocabulary learning outcomes, and analyzing the results to inform language teaching practice.