

CHAPTER 2

LITERATURE REVIEW

This section provides an overview of some theories to support this research. These theories related to the use of the audio-lingual method in teaching and learning English vocabulary.

2.1. Theoretical Framework

2.1.1. Behaviorism Theory

The audio-lingual method is based on the theory that language can be learned through habit formation, which originates from the principles of Skinner's behavioral theory, or learning through stimulus-response and reinforcement. This theory believes that someone is said to have learned if they can show changes in behavior through training or habituation. Skinner (1976) defined that learning as a process of adaptation through simulation and adaptation between fundamental units of cognitive stimulation and someone. Based on psychology, behavior is caused by the combination of both stimulus and response. A person seems to have learned something if they can demonstrate behavioral changes. The importance of learning, based on this concept, is a type of stimulus input and output in the context of the response (Budiman, 2017). Budiman (2017) also explained that the behaviorism learning theory focuses on achieving measurable, observable, analyzable, and objectively testable results. Evaluation and assessment are based on the observation of behavior. In this theory, teachers often provide concise instructions and rely on examples or simulations rather than lengthy lectures (Skinner, 1976).

Budiman (2017) described behaviorism theory as a stimulus-response connection model with a sitting person as an individual passive learning. Specific behavioral responses are studied only through training or

habituation. Budiman (2017) also stated that when provided reward, the emergence of behaviors becomes stronger, and when penalized, it disappears. In teaching and learning, stimulus refers to what the teacher gives, while response is how students react or respond to what the teacher gives (Sarah, 2006). We can observe and measure the things the teacher gives (stimulus) and how students react (response). So, it's important to observe and measure both what the teacher gives and how students respond (Fauziati, 2016). In the Audiolingual Method, the application of behaviorism theory can be understood as follows: (1) the learner is considered the organism; (2) verbal behavior represents the desired behavior; (3) the foreign language material serves as the stimulus; (4) the learners' reactions to the stimulus are seen as the response; and (5) reinforcement involves the external approval and praise from the teacher and fellow students, as well as the personal satisfaction of using the target language (Fauziati, 2016).

Based on the quotation above, it can be concluded that behaviorism theory is a learning process that shows changes in student behavior because of the interaction between stimulus and response. Basically, passive learners can respond to stimuli from their environment. Teachers give more examples to their students, namely in the form of instructions during the teaching and learning process. Besides that, the teacher will immediately correct their students' mistakes.

2.1.2. The Concept of the Audio-Lingual Method (ALM)

During World War II, the audio-lingual method was utilized to teach soldiers considerable fluency for entering the enemy's territory, which was referred to to be the 'army method' (Sharpe, 2018). Larsen (2010) as cited in Suwarno, et al. (2023) discovered that the audio-lingual method is a learning strategy that depends on repeating certain words. Brown (1998) stated that Drilling is a fundamental component of audio-lingual methods for learning a language, which emphasize the repetition of structural patterns by using oral practice. Furthermore, Larsen (2010) as cited in Suwarno, et al. (2023) argued

that the audio-lingual strategy emphasizes on repetition of certain words to learn. Additionally, the audio-lingual method is a learning process that focuses on exercises, discussion, memorizing vocabulary, drills, and text reading (Ericko et al., 2023). Arief and Rohani (2022) claimed that this method is one of the ways in foreign language training which comprehends speaking, listening, reading, and writing. This method was founded on behavioral theory (behaviorist theory), especially a theory of behavior modification based on experience.

Moreover, after hearing the drill and repeating the teacher's phrases, students will gain experience in improving their vocabulary. Siregar (2016) claimed that the audio-lingual method improves students' vocabularies, and the teacher's good attitude encouraged the students to study. Patel and Goyena (2019) mentioned that the teacher has a bigger impact on the behavior and vocabulary of the students. The teacher becomes aware of the students' memory of their vocabulary. It is also important for teachers to pay attention to their students in the classroom when the lesson emphasizes the students' accurate imitation of the teacher. Students are required to provide the right output, but they are also expected to pronounce it correctly (Patel & Goyena, 2019). In addition, the audio-lingual method lesson is also more effective in terms of supplying beneficial English language input. Thus, students in the audio-lingual class understood and remembered the word that was taught to them (Prasetya, 2015).

It can be concluded that the audio-lingual method (ALM) is a strategy for learning foreign languages that uses word repetition techniques and focuses on practicing and memorizing vocabulary, which aims to make students understand and remember the words they are studying. Apart from the ALM method, it can also be balanced with a good teacher attitude, because a teacher's good attitude has an important role in learning output, namely in the form of student behavior and vocabulary learning.

2.1.3. The Techniques of the Audio-Lingual Method

According to Larsen (2000) as cited in Suwarno, Retnowati, and Sundari, (2023) there are eleven often used or typical techniques related to the audio-lingual method. Which are as follows:

- 1) Dialogue memorization: Students engage in mimicking and role-playing to memorize a dialogue.
- 2) Backward Build-up (Expansion Drill): The teacher divides a sentence into segments, with students repeating each segment starting from the end of the sentence and progressively adding the preceding parts.
- 3) Repetition drill: Students follow and repeat the teacher's model quickly and accurately.
- 4) Chain drill: Students take turns asking and answering questions in a circular chain around the classroom.
- 5) Single-slot Substitution drill: The teacher provides a cue word or phrase, which students must correctly substitute into a line from the dialogue when repeating it.
- 6) Multiple-slot Substitution drill: Similar to the single-slot drill, students must substitute multiple cues into the line.
- 7) Transformation drill: The teacher presents a sentence that students must convert into a different form, such as turning a question into a statement or an active sentence into a negative statement.
- 8) Question and Answer drill: Students practice responding to or asking questions in a rapid manner.
- 9) Use of Minimal Pairs: The teacher selects a pair of words that are phonetically similar except for one sound, challenging students to pronounce and differentiate between them.

- 10) Complete the dialogue: Certain words are removed from a line in the dialogue, and students must identify and insert the missing words.
- 11) Grammar games: Various games are utilized to reinforce grammar concepts within a contextual framework, incorporating frequent repetition.

In summary, there are eleven techniques in the audio-lingual method that prioritize repetition of words and dialogue by means of students imitating and role-playing. The teacher also has an important role in directing this method, namely as a model that students will imitate.

In this research, the researcher only used some techniques from the audio-lingual methods, including dialogue memorization, backward build-up (expansion drill), repetition drill, transformation drill, and complete dialogue. The researcher only used some parts of this audio-lingual method technique because the researcher equated the technique of this method with the procedures that were already mentioned. Apart from that, using this method requires quite a long time, so the researcher uses some techniques so that learning using this method is more effective.

2.1.4. The Procedures of the Audio-Lingual Method

According to Richards (1998) there are four procedures of the audio-lingual method, as follows:

- 1) The students listen to a model dialogue, either delivered by the teacher or played on tape, that encompasses the essential structures emphasized in the lesson. They repeat each line individually and together as a group. The teacher corrects any mistakes in pronunciation, intonation, and overall fluency, providing direct and immediate correction for any errors in

pronunciation or grammar right away. The memorization of the dialogue occurs gradually, line by line, with the possibility of breaking down a line into multiple phrases if necessary. During this phase, the dialogue is read aloud in chorus, with one half saying one speaker's part and the other half responding. Importantly, students refrain from consulting their books throughout this entire process.

- 2) The teacher adapted the dialogue to make it more relevant or engaging for the students. After that, the students act out or perform the modified dialogue with the mimicry-memorization or dramatization technique.
- 3) The teacher selects specific structures from the dialogue and uses them for different practice exercises. The students practice together and individually. Some grammar explanations may be given, but they are kept short.
- 4) Students can use their textbook for additional activities related to the dialogue, such as reading, writing, or vocabulary exercises.

In summary, the purpose of the audio-lingual method is to enhance and train students' abilities by providing lots of practice in repeating and memorizing dialogues. Students are trained to have good habits by imitating and responding to what the teacher says. The practice by imitating what they heard from the audio or the teacher.

2.1.5. Teaching Vocabulary through the Audio-Lingual Method

The audio-lingual method is a teaching approach that emphasizes training events, drills, dialogue, vocabulary memorization, and text reading. It encourages students to learn a foreign language without relying on their native language. This method is derived from previous teaching processes, particularly the direct technique, and requires a basic understanding of

English and teaching procedures. The goal of the audio-lingual method is the same as the Direct Method: to enhance students' communication skills. It is well-known that pronunciation, composition, and other aspects of foreign languages differ significantly from native language, students are encouraged to pronounce or read words given by teachers repeatedly, in order to minimize the influence of their mother tongue (Nathan, et.al. 2023).

In teaching vocabulary through the audio-lingual method, it focuses on repeating several words to memorize, because this method only focuses on repetition. Students experience an increase in vocabulary after listening to exercises, repeating some words the teacher hears, and using dramatized dialogue as a game to encourage students. The use of audio-lingual methods in vocabulary teaching dramatically affects student achievement. The findings of this research are supported by previous research from Larossa et.al (2020), which found that repetition exercises are used to familiarize students quickly with certain structural formula expressions. Thus, to know that audio-lingual influences students' ability to understand vocabulary, namely by using a pre-test and post-test.

2.1.6. Definition of Vocabulary

According to Hatch and Brown (1995), vocabulary means a list or set of words for a certain language, as well as a list or collection of terms that individual language speakers may employ. Nation (1994) said that vocabulary is not an end in itself. Having a lot of vocabulary facilitates the performance of listening, speaking, reading, and writing abilities. Richard and Renandya (2002) argued that vocabulary is an important part of language skills because it serves as the foundation for how students listen, speak, read, and write. Moreover, Cameron (2001) defined vocabulary as one of the fundamental categories in language, and is extremely important for learners while learning a language. In addition, Neuman and Dwyer (2009) suggested that vocabulary is usually described as words that people must know in order to interact properly: words for communicating and

writing (productive vocabulary) and words for listening and reading (receptive vocabulary).

In conclusion, vocabulary is one of the most important aspects and foundations in language learning, because vocabulary will make it easier for someone to learn other skills such as listening, speaking, reading, and writing. The more vocabulary we know, the better we can understand the meaning of each word, because vocabulary has several different meanings. In addition, through vocabulary, someone can also interact well in terms of communicating and listening.

2.1.7. The Aspects of Vocabulary

According to Cameron (2001), there are four aspects of vocabulary, which are as follows:

- 1) **Meaning** : Learn the meaning of vocabulary and how it relates to material concepts and other vocabulary. Therefore, to find this meaning, we can use a dictionary, contextual guesswork, and guided discovery.
- 2) **Spelling** : Students need to understand the letters and words that create a single word, which is known as spelling. Spelling is an action in spelling a word or forming a word that is not in sequence correctly from one letter.
- 3) **Pronunciation** : pronunciation in the way a person pronounces words when using a language. Pronunciation is one of the factors that has a significant impact on vocabulary when listening and paying attention to the vocabulary in the foreign language that we hear when communicating. In pronunciation, there is a stress pattern for each word, as well as the sounds at the beginning and the end of the word. Therefore, in studying pronunciation, it is necessary for students to know how to pronounce sounds not only correctly but also in the correct place.

- 4) Grammar : language structure to compose and organize a sentence correctly and perfectly.

In summary, in learning vocabulary, there are four aspects to master, meaning, spelling, pronunciation, and grammar. These aspects are important for students to learn, both in unfamiliar words, such as how to pronounce new words, the meaning of vocabulary, the structure of the language being studied, and how to write correctly in the language they are studying.

2.1.8. Vocabulary Learning

According to Wilkins (1972) as cited in Mahdi (2018), vocabulary learning is a fundamental component of language learning because, without grammar, little to no information can be delivered, but without vocabulary, nothing can be conveyed at all. Tozcu and Coady (2004) emphasize the significance of vocabulary acquisition in both second language and foreign language learning, as well as its crucial role in academic achievement, reading comprehension, and overall language proficiency. They argue that vocabulary learning is closely intertwined with these language skills. Additionally, Huebner (1965) claims that vocabulary acquisition is dependent on the formation of specific habits. Given that this process involves linking symbols with their meanings, it becomes evident that enriching the understanding of a word is just as important as frequent repetition in vocabulary learning. Nation (2001) stated that there are two different ways of learning vocabulary, namely intentional and incidental. Intentional vocabulary learning is defined as any behavior that attempts to commit vocabulary information to memory (Robinson, 2001). There is an example of intentional vocabulary learning, according to Yamamoto (2014) demonstrated the benefit of explicit word lists, memory of vocabulary, and repetition. On the otherside, incidental vocabulary learning refers to the acquisition of words that occurs naturally during a task focused on

understanding meaning, without learners being informed about a forthcoming vocabulary assessment (Webb, 2019). Furthermore, the example of incidental vocabulary learning is related to acquiring words through context, such as listening or reading.

Moreover, Hemmati and Asmawi (2015) examined the effectiveness of reading using incidental vocabulary learning, the conclusion is that in developing vocabulary, reading strategy is an effective approach. Intentional and incidental vocabulary learning both have an important role in vocabulary mastery; however, incidental learning has been reduced to the point that it happens exclusively in the context of intentional learning (Choo, Lin, & Pandian, 2012). In addition, vocabulary learning is possible in two environments: technology-based and traditional. The first refers to the use of new technologies for vocabulary learning, such as television, computers, personal digital assistants, and mobile devices, while the second refers to traditional techniques such as word cards, dictionaries, and word lists (Mahdi, 2018).

Based on the quote above, it can be concluded that learning vocabulary is the most basic thing for learning a language, by mastering this vocabulary, students will gain an understanding of the language they are studying. There are two types of vocabulary learning: intentional and incidental. Intentional vocabulary learning is vocabulary learning on purpose, namely learning vocabulary that has been designed based on the wishes of the teacher or student, while incidental vocabulary learning is learning vocabulary accidentally, meaning this is a side thing where learning is obtained when watching films, reading books, etc.

2.1.9. The Procedure of Teaching Vocabulary

Thornbury (2002) explained that there are two procedures to teach vocabulary as follows:

- 1) The source of the vocabulary comes first, followed by the vocabulary. A teacher can pick up or point to an object and then

state its name. As an example, suppose a teacher holds a book and says, "This is a book." Students are instructed to pronounce or repeat the term multiple times until they can say it correctly. Students can also immediately point to something concrete. Thornbury (2002) shows that showing meaning first provides a need for the form, opening up the proper mental 'files' to make the presentation more remembered.

- 2) The vocabulary comes first, followed by the referent of the word. It is concerned with the mode of presentation, whether it be through translation, real items, pictures, movements or gestures, definition, or conditions. An example of the sense procedure: a teacher repeats the word and asks the students to repeat it a few times. The word is written on the whiteboard by the instructor, and the students are asked to spell it. When students have correctly spelled it, the teacher will show them the physical item. It is employed in the production of the proper form of the word, both written and spoken.

In summary, In teaching vocabulary, there are two procedures: first, the teacher can use sources or objects that illustrate the meaning of the vocabulary, then mention the vocabulary. Second, the teacher mentions the vocabulary first, then follows it with a reference to the word. For example, the teacher can give examples by presenting pictures, movements, signs, etc. that can provide an idea of the meaning of the vocabulary that has been mentioned previously.

2.1.10. Assessment of Vocabulary

Assessment of vocabulary is another crucial decision that language instructors must make. It is essential from the beginning to determine the specific words you anticipate students to identify. According to Coombe (2011), there are kind of vocabulary tests, as follows:

- 1) Discrete vocabulary test

In this test, understanding is tested explicitly, which in this discrete comprehension test includes common formats such as matching and multiple-choice questions.

a. Multiple-choice question

This test is a basic structure in multiple-choice questions and stem choices, which includes the key to the correct answer, the wrong answer or distractor, and the students have to choose the best answer. According to Coombe, Folse, and Hubley (2007), multiple-choice questions are a common format commonly used in language tests. These questions are widely used in assessing student learning at the level of understanding and remembering.

Matching formats

b. Matching Formats

In this format, matching questions typically present two columns of information given to students. The students are only to find a match in the two columns provided. The items in the right column are called options, while the items in the left column are called premises. In this format, there is an advantage in that there are more distractions for students to choose from.

In this study, researchers used multiple-choice questions and a matching format because this format is simple and will make it easier for students to answer vocabulary questions.

2.2. Study of the Relevant Research

Several studies have explored the use of the audio-lingual method in the teaching and learning process. The previous studies were conducted by Rahman et al. (2021) who investigated the use of audio lingual method to improve students' speaking skills. 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.

Moreover, Nathan et al. (2023) investigated teaching English vocabulary using the audio-lingual method. The purpose of this study is to assess students' achievement in enhancing their English vocabulary after utilizing the audio-lingual approach and to discover its benefits in promoting vocabulary mastery for students. This study shows that it improves students' English vocabulary and boosts students' interest. In addition, Sari and Sinurat (2022) observed the use of the audio-lingual method to improve students' vocabulary mastery. The aim of this research is to determine how much students' understanding of vocabulary improves after learning by using the audio-lingual method. The results of this research showed that the use of the audio-lingual method can help improve students' vocabulary mastery. Besides that, this teaching method also helps students in middle school improve their vocabulary mastery abilities.

There have been many studies using the audio lingual method in teaching and learning English. However, they focuses on the use of the audio-lingual method based on different language skills and also uses different research methods. To fill this gap, this study tried to discover the use of the audio lingual method (ALM) to enhance students' English vocabulary learning in junior high school. So, the aim of this research is to investigate how the audio lingual method can enhance students' English vocabulary learning, especially for junior high school students by using classroom action research.