

The Implementation of the Audio-Lingual Method in Teaching Vocabulary to Tenth-Grade Students MAN in Pekalongan Regency

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ABSTRACT

Background: The implementation of the Audio-Lingual Method is crucial in teaching Arabic vocabulary. Therefore, careful planning, precise implementation, and accurate evaluation are necessary to achieve optimal learning outcomes.

Purpose: To describe the three main steps: Planning, Implementation, and Evaluation, as well as the supporting and inhibiting factors in the application of the audio-lingual method for Year 10 students at MAN Kota Pekalongan.

Method: This research is qualitative, with data sourced from Arabic language teachers, the Deputy Curriculum Head, the Principal, and students. Data collection techniques refer to the theory by Miles and Huberman, which includes data reduction, data display, and conclusion drawing.

Results and Discussion: The findings indicate that the planning stage includes the preparation of teaching administration, lesson plans, and teaching materials. The implementation activities begin with classroom organisation, presentation of learning objectives, and delivery of lesson content. Evaluation is used to assess students' understanding of vocabulary through relevant exercises. Challenges faced in the application of this method include limited facilities, low student interest, and the heavy administrative burden on teachers, which hinders effective teaching.

Conclusions and Implications: The conclusion of this research shows that although the Audio-Lingual Method has great potential in teaching Arabic vocabulary, various challenges need to be addressed to enhance its effectiveness. The implications of this research include the need for adequate support facilities, increased student motivation, and a reduction in the administrative burden for teachers. With these steps, it is hoped that Arabic language teaching can become more effective and engaging for students.

Implementation; Audio-Lingual Method; Teaching Vocabulary

Keywords:

ABSTRAK

Latar Belakang: Implementasi Metode Audio Lingual sangat penting dalam pengajaran kosakata Bahasa Arab. Untuk itu, diperlukan perencanaan yang matang, implementasi yang tepat, dan evaluasi yang akurat guna mencapai hasil pembelajaran optimal

Tujuan: Untuk mendeskripsikan tentang tiga langkah utama: Perencanaan, Implementasi, dan Evaluasi, serta faktor pendukung dan menghambat penerapan metode audio-lingual pada Siswa Kelas Ke-10 di MAN Kota Pekalongan.

Metode: Jenis penelitian ini bersifat kualitatif, dengan sumber data yang diperoleh dari guru bahasa Arab, Wakil Kepala Kurikulum, Kepala Sekolah, dan siswa. Teknik pengumpulan data mengacu pada teori Miles dan Huberman, meliputi pengurangan data, penyajian data, dan penarikan Kesimpulan.

Hasil dan Pembahasan: asil penelitian menunjukkan bahwa tahap perencanaan mencakup persiapan administrasi pengajaran, rencana pelajaran, dan materi ajar. Kegiatan implementasi dimulai dengan pengaturan kelas, presentasi tujuan belajar, dan penyampaian konten pelajaran. Evaluasi digunakan untuk menilai pemahaman siswa terhadap materi kosakata melalui latihan yang relevan. Tantangan yang dihadapi dalam penerapan metode ini, seperti fasilitas yang terbatas dan minat siswa yang rendah, serta beban administratif yang berat pada guru, menghambat efektivitas pengajaran.

Kesimpulan dan Implikasi: Kesimpulan dari penelitian ini menunjukkan bahwa meskipun Metode Audio Lingual memiliki potensi besar dalam pengajaran kosakata Bahasa Arab, berbagai tantangan perlu diatasi untuk meningkatkan efektivitas penerapannya. Implikasi dari penelitian ini mencakup perlunya dukungan fasilitas yang memadai, peningkatan motivasi siswa, serta pengurangan beban administratif bagi guru. Dengan langkah-langkah ini, diharapkan pengajaran bahasa Arab dapat lebih efektif dan menarik bagi siswa.

Kata Kunci

Penerapan; Metode Audio-Lingual; Mengajarkan Kosakata



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INTRODUCTION

Vocabulary is part of the language elements that we need to learn. Because with vocabulary we can speak and interact with everyone clearly and correctly.[1] The ability to master vocabulary is important in language teaching, especially Arabic vocabulary which has a good derivation of meaning.[2], [3] Arabic vocabulary mastered by language learners can give a positive message to someone as a suggestion of communication both orally and in writing with the vocabulary they have.[4], [5] As we know the Arabic vocabulary is called *al-mufradat*.

In the learning process, *mufradat* requires learning methods that support student success in teaching and learning activities.[6], [7] This is a challenge for teachers to improve the quality of education, especially in learning methods. In addition, the ability of a teacher influences the selection of the right learning method to be applied in the learning process in the classroom.[8]–[10][11]

The novelty of this research lies in its focus on the implementation of the Audio-Lingual Method in teaching Arabic vocabulary at the secondary school level, specifically at MAN Pekalongan. While the Audio-Lingual Method has been widely studied in language teaching, there is a gap in the literature on its application in the Arabic language context in Indonesia. This research aims to fill this gap and provide insights into the effectiveness of the method and the factors that support or hinder its implementation in the local context. The significance of this study lies in its potential to contribute to the improvement of Arabic language teaching practices, particularly in the areas of vocabulary acquisition and the selection of appropriate teaching methods.

The gap in methods in Arabic learning is one of the obstacles that creates a gap between expectations and reality in Arabic language learning, especially in listening skills.[12]–[15] Because method is the path that teachers take to deliver lessons to students.[15],[16],[17] There are several ways to improve your listening skills. The application of these learning methods is adjusted to the pedagogical skills chosen by the teacher for language learning and possessed.[19], [20]

The audiolingual method of teaching Arabic is called *Tariqah as-sam'iyah ash-syafawiyah*. [21] The audiolingual method is an Arabic teaching method that prioritizes listening skills (*maharah istima'*) [22], [23] and speaking skills (*maharah kalam*) that students have previously done, namely reading skills (*maharah qira' ah*) and writing skills (*maharah kitabah*). In this case, a student is required to listen to a *mufradat*, then pronounce it properly and repeat it until mastering the mufrod

properly and correctly.

MAN Pekalongan Regency is one of the educational institutions with a madrasah aliyah level in Pekalongan Regency. More precisely located in the Islamic center complex Jl. 113 Capgawen, East Kedungwuni District. This madrasah is one of the MA madrasahs that has implemented an independent curriculum since 2021/2022 for grades X and XI. Meanwhile, class XII uses the revised edition of the 2013 curriculum and is based on KMA 183 of 2019 and KMA 184 of 2019. At this time MAN Pekalongan Regency has experienced good development from academic and non-academic fields. Thus, the head of the madrasah provides guidance and direction to staff and teachers to improve the quality of the main learning in learning methods.

Based on the results of interviews in initial observations, it can be said that the application of *the Audio Lingual Method* to the *mufradat* learning of grade X students of MAN Pekalongan is generally quite good, but there are several problems encountered such as from the interest in student learning motivation, student unfocus in following the learning process and lack of learning infrastructure. Thus, maximization efforts are needed by teachers who teach Arabic subjects so that students can understand the *mufradat* taught.

LITERATURE REVIEW

The Audio-Lingual Method has been widely recognized in the field of language teaching as an effective approach for developing vocabulary and oral communication skills. This method, which is also known as the *as-sam'iyyah ash-syafawiyyah* method in the Arabic language context, is rooted in the principles of behavioral psychology, emphasizing the formation of language habits through repetition and reinforcement. [24]

Previous studies have explored the application of the Audio-Lingual Method in various language learning contexts, including Arabic. A thesis by Arina Rahmatika examined the use of this method in learning maharah kalam (speaking skills) at the MTs Ribatul Muta'allimin Pekalongan in 2019 and found it to be effective in helping students pronounce Arabic vocabulary. [25] Similarly, Saudri Muslihah's thesis investigated the purpose and implementation of the *as-sam'iyyah ash-syafawiyyah* method in storytelling learning at Madrasah Tsanawiyah Mu'allimat Muhammadiyah Yogyakarta. [26]

Furthermore, a journal article by Muhammad Rifian Panigoro in the 'A jamiy: Journal of Arabic Language and Literature highlighted the potential of the *as-sam'iyyah ash-syafawiyyah* method in increasing students' *mufradat* (vocabulary) treasury. [27] Additionally, a study by Chilma Muthia in the Arabic Qishmul journal explored the development of audiolingual methods in maharah istima' (listening skills) at MTs Wahid Hasyim Malang, indicating that this method can improve students' cognitive abilities, such as their proficiency in seeing, remembering, and thinking in listening skills. [28]

These previous studies provide a strong foundation for the current research on the implementation of the Audio-Lingual Method in teaching Arabic vocabulary to tenth-grade students at MAN Pekalongan. The researcher aims to explore the planning, implementation, and evaluation of the Audio-Lingual method in this specific context, as well as the supporting and inhibiting factors that influence its effectiveness. This study seeks to contribute to the existing literature by offering insights into the practical application of the Audio-Lingual method in teaching Arabic vocabulary at the secondary school level in Indonesia.

The ability to master vocabulary is a crucial aspect of language learning, especially in the context of Arabic, which has a rich derivation of meaning. Arabic vocabulary mastered by language learners can positively impact their ability to communicate effectively, both orally and in writing [4], [5]. However, the selection of appropriate teaching methods remains a challenge for educators, as it directly influences the success of teaching and learning activities. [29]

In the case of MAN Pekalongan, the researcher intends to investigate the implementation of the Audio-Lingual Method in teaching *mufradat* (vocabulary) to tenth-grade students. This research aims to fill the gap in the literature regarding the application of the Audio-Lingual Method in the Arabic language context in Indonesia and provide insights into its effectiveness and the factors that support or hinder its implementation in the local setting. The significance of this study lies in its potential to contribute to the improvement of Arabic language teaching practices, particularly in the areas of vocabulary acquisition and the selection of appropriate teaching methods.

METHOD

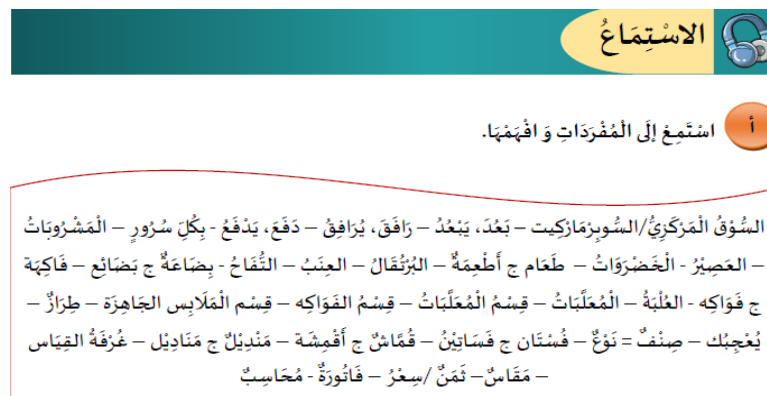
The research method used by researchers is qualitative research [30], [31] with a type of field research approach [32], [33]. Data sources obtained by researchers include 2 data sources, namely primary data sources and secondary data sources. Primary data sources are data sources obtained directly from the first source, namely Arabic teachers and grade X students of MAN Pekalongan Regency. Secondary data sources are data sources obtained indirectly on the subject of research, such as; Literature books related to the object of research journals, scientific papers, and so on. [36]

In this research method, researchers go directly to the research site to obtain information and data in the form of observation, interviews, and documentation. According to Miles and Huberman. There are steps in data collection techniques to expose data information so that they know how the Application of the Audio-Lingual Method to *mufradat* learning for grade X MAN students in Pekalongan Regency.

First, data and information obtained in the operation during the learning process in class are collected. *Second*, researchers reduce data by sorting and selecting research results to be used as a basis for observation and interviews. After reducing the data, researchers obtain relevant data so that they can be used in the application of audiolingual methods to *mufradat* learning adjusted to the research objectives. *Third*, the data are classified correctly, and conclusions are drawn according to the data information obtained.

RESULT AND DISCUSSION

1. **Planning Stage:** Before the learning process, planning is required. The planning prepared such as learning administration with the aim of the learning process can run optimally and more efficiently. The form of learning administration is in the form of teaching modules, teaching materials, learning materials, learning media, and even learning methods. The *mufradat* learning material in chapter 4 of the even semester with the title *الْحَيَاتُ الْيَوْمِيَّة* which has the meaning of "daily life".



Picture 1. *Mufradat* Learning Material

2. **Stages of Implementation:** There are 3 core activities in the Application of the Lingual Method to student *mufradat* learning as follows:

a. Opening Activities

In this activity, the teacher pays attention to the condition of students and conducts attendance, ice-breaking, and pre-tests. After the activity was carried out, the teacher then conveyed the objectives of *mufradat* learning and how the application of the Audio-lingual method to *mufradat* learning for class X MAN students of Pekalongan Regency.

b. Core Activities

In this core activity, the teacher gave a presentation of material about الْحَيَاتُ الْيَوْمِيَّةُ using the Application of Audio Lingual Method to learning *mufradat* الْحَيَاتُ الْيَوْمِيَّةُ, following the implementation of this activity:

- 1) The teacher recites the *mufradats* repeatedly by paying attention to the makharijul of the letters *mufradat*. With the intention that students can listen well and imitate the *mufradat* stimulus pronounced by the teacher properly and correctly.
- 2) After students can grasp the stimulus given by the teacher, students can replicate it again and again.
- 3) Then after students can understand the *mufradat* which is a response stimulus, the teacher teaches the meaning of the translation of the *mufradat*.

c. Finally, students recite the *mufradat* along with the translation of the *mufradat*. Example:

الْأُسْتَاذُ: الْحَيَاتُ الْيَوْمِيَّةُ

التِّلْمِيذُ: الْحَيَاتُ الْيَوْمِيَّةُ

d. End/Closing Activities

At this stage, the teacher gives the opportunity to students to ask questions about the learning material that has been taught. If students are able to understand, the teacher provides practice questions (*tadribat*) about *mufradat* as evaluation material. The example questions are as follows:

اخترين القوسين صحيح أو الخطاء ثم ترجم إلى اللغة الاندونيسية!

١. طَعَامٌ / طَأْمٌ / طَأْمٌ

٢. الْمَشْرُوبَاتُ / الْمَزْرُوبَاتُ / الْمَصْرُوبَاتُ

٣. تِرَازٌ / طِرَازٌ

٤. فَاكِهَةٌ / فَاقِهَةٌ

٥. مَقَاسٌ / مَقَاصٌ / مَقَاثٌ

٦. الْأَلْبَةُ / الْعَلْبَةُ

٧. فُمَّاتٌ / فُمَّاشٌ / فُمَّازٌ

٨. سِنْفٌ / ثِنْفٌ / صِنْفٌ

٩. سِعْرٌ / صِعْرٌ / ثِعْرٌ

١٠. السُّوقُ / الصُّوقُ / الثُّوقُ

In the example question above, students are expected to be able to do and choose the correct and correct answers among the wrong answers. Students answer choosing the right *mufradat* by circling or underlining the right *mufradat* and according to what the Arabic teacher said then students write translations of the *mufradats* above.

3. **Evaluation Stage:** The teacher provides *tadribat* (question exercises), besides that, the teacher uses Arabic games such as "whispering chains" as material for maximizing the application of the Audio-lingual method to *mufradat* learning for grade X MAN students in Pekalongan Regency. This whispering chain game is suitable to prioritize maharah istima' and maharah kalam students at the Madrasah Aliyah level. Here are the steps of the whispering chain game:
 - a. The teacher divided the students into 5 groups consisting of 2 groups of men and 3 groups of women.
 - b. To make it easier for teachers to divide 2 rounds, first groups of 1 and 2 men to play.
 - c. After being divided into 5 groups, the teacher ordered each group to line up in a vertical line.
 - d. The line leader was allowed to understand and memorize the *mufradat* given by the teacher for 2 minutes to understand it.
 - e. After 2 minutes, the game starts, and the leader of the line must notify the friend behind him by whispering for 1 minute.
 - f. the student at the end of the line must say the *mufradat* that he has heard properly and correctly.
 - g. The group that answers the fastest and correctly is the winner.
 - h. The same goes for girls' play groups.
 - i. Finally, if between the two groups of men and women, there is a winner, then proceed to the final round according to the rules of the game that have been explained.

The examples of problems in the whispering chain game are:

خَدِجَةُ تُرَافِقُ أُخْتَهَا إِلَى السُّوقِ الْمُرْكَزِيِّ بِكُلِّ سَرُورٍ لِتَشْتَرِيَ فَمَا شَاءَ لِتَكُونَ الْمَلَابِسُ الْجَاهِزَةُ بِطِرَازٍ
وَمَقَاسٍ تَامِّينٍ.

"Khadijah menemani adiknya ke pasar pusat dengan penuh kegembiraan untuk membeli kain agar pakaian jadi dengan model dan ukuran yang sempurna."

In addition to the whispering chain game, there are other efforts such as the use of Aleef Indonesia media. This Aleef Indonesia media contains exercises on *mufradat* learning questions related to a particular chapter both in the form of questions, multiple choice, right and wrong questions, explanations, and *maharah istima'* questions.

The discussion activities are to find answers to difficult questions to do. For example, when there are practice questions related to *mufradat* that have just been taught students find it difficult to know the *mufradat* and its translation. Like the following *mufradat*:

مُحَاسِبٌ

In *mufradat* means "Accountant". In its Application, student are still compused, مُحَاسِبٌ about translating the *mufradat* above only having one translation or more than one translation. After a discussion that *mufradat* مُحَاسِبٌ means accountant, financial bookkeeper, and treasurer. These efforts can provide knowledge to students about newly known *mufradat*.

Based on the three main activities of the Application of the Audio-Lingual Method to *mufradat* learning for grade X MAN students of Pekalongan Regency in its application, the advantages and disadvantages of applying the audiolingual method can be known as follows:

The advantages of applying the Audio-lingual method to student *mufradat* learning include, *first*, students are more precise in pronouncing *mufradat* which is used as a stimulus by Arabic teachers. *Second*, students can distinguish the sound of letters in *mufradat* heard by students. *Third*, the classroom becomes alive because students always actively respond to the stimulus that has been taught. *Fourth*, students can know the translation or meaning of the *mufradat* that has been used as a response stimulus.

As for the disadvantages of the application of the Audio-Lingual Method to *mufradat* learning such as student activity is pseudo-activeness meaning that students only actively respond to teacher stimuli, students experience difficulties in *mufradat* that have not been taught before, and there is boredom and sleepiness in students because students always respond continuously to the stimulus given by the teacher.

CONCLUSION AND IMPLICATIONS

The application of the Audio-lingual Method in learning *mufradat* for class X MAN students of Pekalongan Regency in general learning can be said to be quite good. In its application, teachers carry out 3 main activities consisting of planning as evidence of self-preparation in teaching and learning activities. In an implementation, teachers deliver *mufradat* material by learning planning that has been designed in learning administration and apply audiolingual methods to find out the condition of students through stimulus responses. Evaluation, at this stage, the teacher provides patterns of practice questions (*tadribat*) related to the *mufradat* taught and the teacher provides efforts to maximize *mufradat* learning so that the teacher knows the advantages and disadvantages of using the method, among the advantages of this method is that students are better able to pronounce the appropriate letter sounds and can distinguish other *mufradat* sounds. The drawback is that students cannot necessarily know other *mufradat* that have not been taught so learning seems more monotonous, besides that teachers also find it difficult to develop the implementation of other methods or media because of the heavy administrative burden that must be met by them.

This research provides insights into the practical application of the Audio-Lingual Method in teaching Arabic vocabulary at the secondary school level in Indonesia. The findings obtained can contribute to the improvement of Arabic language teaching practices, particularly in vocabulary acquisition and the selection of appropriate teaching methods. The results of this research can serve as a reference for Arabic language educators to optimize the implementation of the Audio-Lingual Method and combine it with other suitable teaching methods or media, in order to enhance the effectiveness and enthusiasm of students in learning Arabic vocabulary.

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