

## USE OF TECHNOLOGY AUDIOLINGUAL KUMON EFL METHOD IN TEACHING VOCABULARU AT THE VII GRADE OF SMPN 5 KISARAN

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### Abstract

*This research aims at describing the technology of teaching Audio Lingual Kumon EFL Method in teaching English at the VII Grade of SMP Negeri 5 Kisaran. The objectives of this research are to describe: (1) the technology's accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. The technology of Audio Lingual Kumon EFL Method in teaching English especially for the first students of SMP Negeri 5 Kisaran , (2) the problems about the teacher and get the solution in teaching English using Audio Lingual Kumon EFL Method in teaching English. The type of this research is descriptive qualitative research. The subject of this research is English teacher and the students for class VII of SMP Negeri 5 Kisaran. The object of this research is teaching-learning process of English by using Audio Lingual Kumon EFL Method. The writer uses descriptive method as method of collecting data in this study by employing observation, interview, and document. The writer gets the data of this research from field note, observation, and interview. The result of the analysis shows that the goals of teaching English by using Audio Lingual Kumon EFL Method are the students more active in the word and sentences repetition drilling. This technique was appropriate to the junior high school because it made the students easier to memorizing new words.*

**Keywords:** Technology Audio Lingual Kumon EFL Method, teaching English, junior high school

### 1. INTRODUCTION

English is an international language used by everyone to communicate with others who come from different countries and it is very important for the development of education. In Indonesia, English is regarded as a foreign language. It is only taught in formal education for technology.

Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. According to David Graddol 'it is the language at the leading edge of

The Audio-Lingual method of teaching had its origins during World War II when it became known as the Army Method. It is also called the Aural oral approach. It is based on the structural view of language and the behaviorist theory of language learning.

The Audiolingual Approach to language teaching has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some

differences. The direct method highlighted the teaching of vocabulary while the audiolingual approach focus on grammar drills.

Audio Lingual Kumon EFL Method is a style of teaching used in teaching foreign language.

By observing students, Kumon constantly evaluates and revises the worksheets of all of the programs to ensure there is nothing hindering students from progressing smoothly. This method uses repetition, replacement, and question answer to drill speaking skill especially

Student's vocabulary. The teacher is easier to control the student's behavior and student's vocabulary. After that, the teacher can know the memorization of the students' vocabulary. As mentioned, lesson in the classroom focuses on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation and to foster a love of reading and learning in every child. Students range from age two to older children, building skills from reading and word recognition to advanced level comprehension with the ability to critique complex passages of text.

Vocabulary, grammatical precision, memorisation skills and the ability to compose

answers are gradually accumulated through different genres of text, familiarising students with both fiction and non-fiction, expanding their knowledge of the world and introducing them to new areas of interest.

In this research, the writer takes SMP Negeri 5 Kisaran as a place to be observed. First, because there are some students who have problem in learning English. So, the writer is very interested in studying the process of teaching English at elementary school. The second reason the writer makes this research is she can get the great knowledge and experience about how to teach English using Audio Lingual kumon EFL Method, especially to teach first students of junior high school.

## 2. RESEACH METHOD

The type of this research is descriptive research. the purposes of this research is describe the implementation of audio lingual kumon EFL method in teaching English by the teacher of the first year of SMP Negeri 5.

The ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure, or grammar was the starting point for the student. Here are some characteristics of the method:

- a. language learning is habit-formation,
- b. mistakes are bad and should be avoided, as they are considered bad habits,
- c. language skills are learned more effectively if they are presented orally first, then in written form,
- d. analogy is a better foundation for language learning than analysis,
- e. the meanings of words can be learned only in a linguistic and cultural context.

The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct

grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

According to Bambang Setiyadi (2006:181) said that the methods for teaching children should maintain the characteristics of children in order that the students can learn the target language optimally. One of the common principles that may be considered to develop or choose methods for children is that learning a foreign language.

The subject of the study is the English teacher and the first year students of SMP Negeri 5 Kisaran. The object of the study is the Implementation of Audio Lingual Kumon EFL Method in Teaching English at the first year of SMP Negeri 5 Kisaran. The Audio Lingual Kumon EFL Method are designed in a way that enables students to progress gradually but steadily from easy to difficult material. For example, explanations and example problems are included with new exercises in the introductory sections, which allow students to advance by self-learning (Kumon 2009:8). Second (foreign) language learners can differ in many ways Skehan (1989:4) states some of the psychological differences of learners include age, intelligence, aptitude, motivation, attitude, personality, and cognitive styles. We will limit ourselves to a discussion of motivation and attitude since the two differences of language learners (Els et al, 1984: 115). The two affective characteristics are often considered non-innate differences, which can be learned by language learners or conditioned by language teachers with conditions that are needed for effective language learning.

The data of this research is the result from the observation of the implementation of Audio Lingual Kumon EFL Method in teaching English and the result of interview also field note. The sources of the data in this research are event, informant, and document.

In this research, the writer uses three kinds of method of collecting data. They are as follows observation, interview, and document analysis. In the analyzing data, the researcher uses qualitative research. To analyze the data, the researcher takes these following procedures: analyzing the result of the implementation of

Audio Lingual Kumon EFL Method in teaching English, analyzing the teacher's problem faced by the teacher when the teacher teaches English using Audio Lingual Kumon EFL Method, and drawing conclusion and based on the data analysis

### 3. RESULTS AND DISCUSSIONS

The results of using the technology audio lingual Kumon EFL method in teaching English to the first students of SMP Negeri 5 Kisaran and the problem faced by the teachers when the teachers teaching English.

#### a. **Technology Audio Lingual Kumon EFL Method in Teaching English at the First Student of SMP Negeri 5 Kisaran.**

##### 1) **Focus on Practical Pronunciation**

The audio-lingual approach, based upon language structure, naturally treated the sounds of language as important building blocks for the creation of utterances, that is, meaningful strings of sounds. All spoken languages are pronounced. Individual sounds can be isolated. In any language, there may be from 20 to hundreds of sounds. No matter how many sounds the language you teach employs, you will need to first have a basic understanding of what they are, how they are produced and how they work together to create utterances. Let's look at how to gain that understanding and apply it to teaching. the researcher observed the activities that were done by the teacher during the observation in SMP Negeri 5 Kisaran. The observation was done three times they are on march 25 and April 2, 11, 2018.

##### 2) **Do Structural Drilling Exercises**

As in many disciplines, the repetitive practice of basic constructs develops strength and agility for later improvisational work. In the audio-lingual method, this manifested itself in sentence structure drilling. The use of the word "drill" is kind of an unfortunate leftover from the "Army Method" that gave way to the audio-lingual method. Using that word can make students tremble with fear or yawn with boredom. So though "drilling" is useful and valid, you might want to simply call the activity something like "sentence practice," or even "extended pronunciation practice."

##### 3) **Use Dialogue Practice**

The natural next step in the construction of language, from sound through sentence, is dialogue, the exchange of information between two or more people. Structural

linguists found that many conversational exchanges followed basic structures that can be studied and learned. Everyday dialogues are probably the most familiar leftovers of the original audio-lingual method. Most modern language texts will include dialogue material and exercises, these often being the principle presentation text in a unit, especially in texts aimed at language use rather than language study for examination

The third is the teacher as a counselor. If the students get some problem related to the material in learning process they will ask the teacher. The teacher helped the students to explain the material until the students' understand the material.

The last, as the problem solver in the teaching-learning process, the students ask and answer the teacher question or question in the book. Unconsciously, the students also have solved their problem by practicing the language in pair and In front of the teacher

#### b. **The Problems Faced by the Teacher and the solution in Teaching English Using Audio Lingual Kumon EFL Method.**

##### 1) **Limited time.**

Limited the time was the problem faced by the teacher in the implementing Audio Lingual Kumon EFL Method. The time was only 2 x 35 minutes in a week. It is used to teach all the language skills, namely: writing, speaking, and reading, listening. So, the time was not enough for all the language skills and the teacher get more difficult to give the student's activity in the class. For example: when the teacher gives more exercises in the class, the teacher only continue a halfway, because the time is over. When the teacher gives homework to the students, in the next meeting their homework will be presented in front of the class, but the teacher only asks other students to give response to their work because of the limited time.

##### 2) **Motivation of the students.**

Motivation of the students in learning English is one of the factor that become problem faced by the teacher in the teaching learning using Audio Lingual Kumon EFL Method. Based on the interview with the English teacher, the students sometimes have good mood to study English, but sometime they are bore to study English given by the teacher. It occurred not all the students, but occurred in part of the students who did not work well in the process of teaching English. So, it was little problem by

the teacher in the implementing Audio Lingual Kumon EFL Method in teaching English. So, the teacher should give the motivation and stimulus to the students. By giving motivation and stimulus, it built the student's spirit in the class and rehearsed their skill throwing this method.

### 3) Different capabilities of the students.

Different capabilities of the students become the problem faced by the teacher. Each students has different capability in receiving the material that given by the teacher. In teaching English, the teacher gives the language skills; speaking, reading, writing, and speaking. In yunior high school, the teacher still focuses on meaning, spelling, and pronunciation. Based on the writer observation, the students still get difficulties in memorizing the words, meaning, and spelling new word correctly. It occurred not all the students, but occurred in some part of students. It shows that different students have different capability

In this research, the writer also presents the solution to solve the problem in teaching English using Audio Lingual Kumon EFL Method. They are as follows.

- a) The key of success is being disciplinary in studying, and on time. If the Students are disciplinary in time and studying, it can be easier for the students to understand the material
- b) The teacher gives more motivation to the students. The motivation is important in the student's progress. The English teacher is always motivating the students to study hard before the students began to start the lesson. English is important in communication with

## 4. CONCLUSION

The conclusion of this research study is supported by three findings. The conclusions as follows:

- a. The classroom activity of Audio Lingual Kumon EFL Method. In general, the implementation of Audio Lingual Kumon EFL Method in teaching English at the first students of SMP Negeri 5 Kisaran was not fully appropriate to the principle of classroom technique of Audio Lingual Kumon EFL Method. Based on the finding, the teacher still used native language

especially when explaining the words meaning other. So, that is the way to give motivation the students. Related to the problem that faced by the teacher, as the teacher should make the lesson interesting, so there would not students who did asleep during the lesson. Because a good teacher should draw out the quite ones and controlled the students

- b. The teacher's role of Audio Lingual Kumon EFL Method. The teacher' role are the teacher functions in the fulfillment of teaching-learning activities, teacher gives influence over learning, teacher as a counselor
- c. The Student's roles of Audio Lingual Kumon EFL Method. Student's roles are presented in the learners view as a processor, performer, and problem solver.

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