IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH AUDIOLINGUAL KUMON EFL METHOD OF THE SEVEN GRADE AT SMP NEGERI 5 KISARAN

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Abstract
This paper is aimed to describe the increase in students’ vocabulary and increase in students’ after a given material the through Audiolingual Kumon EFL Method. In this study, the writer conducted classroom action research. The subject was of the study was one class of the study of the grade VII-5 of SMP Negeri 5 Kisaran which consisted of 32 students. The instrument applied in collecting the data was multiple choice test. which consisted of 10 test. Besides multiple choice test, the data was collected by using the qualitative data from The Pre-test, to the post-test in cycle 1 and 2. In learning vocabulary the researcher wantsto identify what happened in the classroom while teaching process run. The result of test in preliminary until the test in cycle two showed that there was the improvement of the number of students who passed the test. Hopefully, this outcome will certainly be useful for both teachers and students in which its audiolingual method of EFL kumon will give the progress for learning English, especially vocabulary mastery.

Key words: Improving, Vocabulary, Mastery, Audiolingual Kumon EFL Method

1. Introduction
English is the world’s most important to be learned in order to improve the quality of the social life. In Indonesia, English has been determined as the first foreign language as stated in the curriculum 2013 (K13)
Curriculum development focuses on determining what knowledge, skills, and values students learn in schools and how teaching and learning in schools or educational system can be planned, measured, and evaluated. Language curriculum development refers to the field of applied linguistics that addresses these issues. It describes an interrelated set of process that focuses on designing, revising, implementing, and evaluating language program.
Teaching vocabulary is one of the basic elements in achieving all four language skills. Vocabulary is very essential for success to comprehend the language well, speak better, or compose a good writing, it is expected that learner have to increase their vocabulary by arround 1000 words a year [9]. Similarly on the competency based curriculum, the students needed to increase their vocabulary 1000-1500 words every year so that in three years student have increased their vocabulary 4000 words [3]
According to me it is committed to accelerating vocabulary through a multifaceted approach that involves five aspects:
1. Discussing words and concepts with all readers
2. Repeating words and concepts
3. Teaching students to be active vocabulary learners with strategic problem-solving skills
4. Teaching students to become metacognitively aware of words and the way word meanings are packaged in English.
5. Developing excitement and enthusiasm for learning words.

Based on the interview from the English teacher on SMP Negeri 5 Kisaran, the problem of the study in the school, the students feel bored to find out the meanings of difficult words in dictionary and then try to memorize the words. Therefore, the students need support to learn vocabulary more easily through Audiolingual Kumon EFL method is one of methods in English teaching learning process. Kumon is an individualized learning method that allows each student to study at a comfortable level, regardless of age or school grade, and advance beyond his or her current school grade level. With the Kumon study independently, or Kumon refers to as “self-learning. In this method, Audiolingual Kumon EFL method trains students in order to attain conversational proficiency in a variety of foreign language and put the emphasis on behaviorism and develop the skill of reading comprehension. A number of Kumon Centres also use audio CDs to help students with pronunciation.

Kumon is dedicated to fully pursuing the potential of each individual student. As the result, the students learn that they can do anything if they try to build self-esteem and develop the ability to take on new challenges for themselves. With the Kumon method was born from parent’s love for his child. It means that the individual approach that enables each student to learn in accordance with his or her academic ability.

Kumon defines self-learning as the ability to complete unfamiliar and challenging tasks independently. The Instructor fosters this ability in students by setting them a goal to complete worksheets that have been carefully designed to allow the learner to move up to higher levels on their own. Through doing exercises by themselves without asking for answers, students feel a sense of accomplishment in their study and gain the ambition to take on new challenges [7].

Audiolingual method uses repetition, replacement, and answer the question to drill speaking skill especially students’ vocabulary (Richard, J. C & Rodger 1986). By Audiolingual Kumon EFL method the teacher is easier to control the students’ behavior and students’ vocabulary the teacher can serve as a model, give the stimuli, listen by CD or critical ear and provide the languagereinforcement to the stimuli presented. It will help the students to get many words and focus the words while they are studying the vocabulary and also will motivate and encourage the students in learning. Teaching English can’t be defined a part from learning. Teaching is guiding and facilitating learning, enabling the learner and setting the condition for learning. Therefore, students should have a strategy in learning especially in learning English to increase their quality in studying English.

According to [1] said that “teaching methods are the application of theoretical findings and developed from theories an then put practice”. In teaching English the teacher provides the students with encourage them to participate in the learning process. In here, the writer wants to give a solution especially in increasing the students’ vocabulary mastery, so that the students were able to understand in English well. The Audiolingual Kumon offers a challenge that was motivate the students to try to remember the words or sentences and easy for students through picture, CD and video in learning English at www.kumon.com.

According to [5] the use of visuals aids has proven its effectiveness in vocabulary, it gives much opportunity for students to practice and repeat the sentences pattern and vocabulary. Besides, the Audiolingual Kumon EFL Method is a kind of media that makes the teaching learning process more attractive than before. The students will feel fun, relaxed and enjoyable, and they will memorize the vocabulary in different way, that is by rewriting them.

2. Research Methodology

This research was a Classroom Action Research. Contended that action research referred to classroom investigation initiated by researchers, perhaps teachers, who looked critically at their own practice with the purpose of understanding and improving their teaching, and the quality of education. (Wallace2002:16). Action research involved the collection and analysis of data related to aspect of professional practice. It was a loop process, in the sense that the process could be repeated (reframing the problem, collection fresh data, rethinking the analysis, etc). Until found satisfied solution. There are four steps to conduct Classroom Action Research [8].

1. Plan, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems encountered.
2. Action, at this step, we think and consider what action was done, how method will be applied, and what material was provided.
3. Observation is some activities that consist of gathering data to identify the result of action. Collecting can be considered from several factors: students’ and teachers’ interaction.

4. Reflection is activity to verify the fairness of data and interpret the data for doing some improvement and revision in other to enhance the successful of teaching.

The population of this research was will be taken from the grade VII students of SMP Negeri 5 Kisaran. There are five parallel classes. In class VII-1, 2, 3 there are 35 students, in VII-4 there are 33 students, and VII-5 there are 32 students. The total number of students is 170. In here, the researcher took the class of VII-E because the students still lack of Vocabulary. we can seen the tabel in the bellow it

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII-1</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>VII-2</td>
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</tr>
<tr>
<td>3</td>
<td>VII-3</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>VII-4</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>VII-5</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>170</td>
</tr>
</tbody>
</table>

This research was conducted in eight meeting in the classroom and got the knowledge about in the vocabulary but showed the different level in the class. the data was collected by using qualitative data. There are two test of vocabulary given to the students. the tests was pre-test and post-test. Vocabulary test consists of 10 multiple choice items based on the classification about noun, adjective, phrase and sentences. The test was made by the writer and it was mixes from resources such as; book exercises, internet, etc.

The test was conducted by the writer in order to see the students’ vocabulary mastery of the subject they have learnt. The material talked about synonym, antonym and translate the meaning of sentences after that they try to practice in the classroom with their friends.

3. Results And Discussions

The pre-test is conducted for student who has not studied, or rather before the students get learning by the audiolingual method. This is done to determine the extent of their level of English understanding, especially vocabulary mastery. The pre-test is a multiple choice, a short description, and a match that is entirely composed of eight sessions. The first session is give the test about vocabulary and use the Indonesian to translate into good English. This session amounted to 10 multiple choice questions. The second session is a multiple choice which requires students to search for the opposite word from the original word. In this session 10 questions. The third session is a multiple choice and ask to students will be able to choose the right answer for this question by listening. The instructions from the CD and give the description about the appropriate answer. This session also 10 questions.

The fourth session use the CD. Of the ten questions, four questions about the nouns, phrases, and the complete sentences or try to make right sentences. The fifth session about translate the word from Indonesian into English with correct. In this session, we will examine the student's ability in his vocabulary, we find that the difficult to answer it. We will continue again this program for the fifth session. The sixth session is talking about translation, it means that the program will explore the language. And memorize the word with clear and easy because the students can able to answer with the picture in the book. There are ten ten questions in English and require to translate them into Indonesian.

The next session, will continue about synonyms. The students must be able to choose the right answer on the paper and draw a line to match it. we will use to express the ideas as the develop of learning English to improve students’ vocabulary mastery especially for class VII-5, at SMP Negeri 5 Kisaran.

The test was still relevant with the topic which has been discussed of each cycle in the classroom. The vocabulary test was carried out in two cycles. the KKM as the level of SMP Negeri 5 Kisaran is 60. The pre-test and post test with the formula of Criterion Referenced Evaluation [2] presented below:

\[ X = \frac{\text{True Score Variance}}{100\%} \]

Number of questions

The finding of the research was found that the pre-test before use the Audio lingual Kumon EFL Method.
From the data we can see the post-test in the cycle I and got the result with the formula:

\[ X = \frac{\text{Total score of students} \times 100\%}{\text{Number of students}} \]

From the results are still varied and uneven results. The increase that occurred from the pre-test to the post-test of the cycle I is equal to 27.77%. For that reason, the observation will be continued the post-test in cycle II.

<table>
<thead>
<tr>
<th>NO</th>
<th>True score</th>
<th>%</th>
<th>NO</th>
<th>True score</th>
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<tr>
<td>1</td>
<td>69</td>
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<td>74</td>
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<td>16</td>
<td>69</td>
<td>86,25</td>
<td>30</td>
<td>75</td>
<td>93,75</td>
</tr>
</tbody>
</table>

From the results of the data, we can see the observation and evaluation in the cycle II the post-test above, it appears that the lowest score is 67 and the highest is 78.

From the data we can see the post-test in the cycle II and got the result with the formula:

\[ X = \frac{\text{Total score of students} \times 100\%}{\text{Number of students}} \]

After we can be observed that the significant amount of score from before used the audio-lingual Kumon Method and after used the method in learning English Vocabulary at SMP Negeri 5 Kisaran. From the figure 1 we can see the deferent level of the percentage in learning English Vocabulary by Audio lingual Kumon Method. We can seen the grafic of pre-test, post-test in cycle I and the post-test in cycle 2 in the bellow it.
4. Conclusion

From the Figure, we can see the result of students on the Pre-test is 50.6%, the average result of the students in the post-test of the cycle I is 78.46% and the average result of the students on the post-test of cycle II is 91.03%. Thus it can be said that the average result of the students from the pre-test to the post-test in the first cycle was increased about 27.86% and from the average student result in the post-test of cycle 1, until the end of cycle II test increased 12.57%. From the whole, it can be seen the improvement that happened from the average result of the students on the preliminary test until the average result of the students in the post-test of cycle II that is 40.43%. When viewed from the Criteria Ability of students, the results of the average student score on the pre-test into the category is very poor, the results of the average student score on the post-test in the first cycle is good category, and the results of the SMP Negeri 5 Kisaran students score with the average on the Post-test in cycle II has increased and it is excellent category.

Based on the result of the data analysis and findings of this research which was conducted at class VII-5 of SMP Negeri 5 Kisaran, several conclusions can be drawn as follows:

First, the students are given stimulus in the target language: the students show behavior in response of this stimulus in target language.

Second, the students feel self-esteem and develop the ability to take on new challenges for themselves. The students’ vocabulary mastery having high motivation taught by Audiolingual Kumon EFL method.

Third, the use of Audiolingual Kumon EFL method teaching steps in teaching vocabulary could improve the students’ vocabularies.

Finally, teaching vocabulary through Audiolingual Kumon EFL method not only to increase the students ability in vocabularies, but also their motivation as they have positive response toward the teaching learning process.

Recommendation

1. We always thank Direktorat Riset dan Pengabdian Masyarakat, Direktorat Jenderal Penguatan Riset dan Pengembangan, Kementerian Riset, Teknologi, dan Pendidikan Tinggi.

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5. References


