

## Application of Audiolingual Method in Improving Arabic Vocabulary Mastery of Students of Class VIII B MTs Muhammadiyah Kota Bima

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**Abstrak:** Penelitian ini mengimplementasikan metode Audiolingual untuk meningkatkan penguasaan bahasa Arab siswa kelas VIII B di MTs Muhammadiyah Kota Bima. Metode Penelitian Tindakan Kelas (PTK) digunakan dengan subjek penelitian berjumlah 27 siswa. Data dikumpulkan melalui observasi, tes, dan dokumentasi serta dianalisis secara deskriptif, kualitatif, dan presentase. Hasil penelitian menunjukkan bahwa penggunaan metode Audiolingual, dengan imitasi dan latihan berulang hingga hafal, signifikan meningkatkan penguasaan bahasa Arab siswa. Aktivitas belajar siswa meningkat dari 68,3% pada siklus 1 menjadi 73,3% pada siklus 2, dengan 20 dari 27 siswa mencapai hasil memuaskan. Tingkat kelulusan klasikal meningkat dari 74% pada siklus 1 menjadi 88,8% pada siklus 2.

**Kata Kunci:** Penerapan; Metode Audiolingual; Kosakata; Bahasa Arab.

**Abstract:** This study implements the Audiolingual method to improve the mastery of Arabic language of class VIII B students at MTs Muhammadiyah Kota Bima. Classroom Action Research (PTK) method was used with research subjects totalling 27 students. Data were collected through observation, tests, and documentation and analysed descriptively, qualitatively, and percentage. The results showed that the use of Audiolingual method, with imitation and repeated practice until memorised, significantly improved students' mastery of Arabic. Students' learning activities increased from 68.3% in cycle 1 to 73.3% in cycle 2, with 20 out of 27 students achieving satisfactory results. The classical pass rate increased from 74% in cycle 1 to 88.8% in cycle 2.

**Keywords:** Application; Audiolingual Method; Vocabulary; Arabic Language.

### Introduction

Arabic stands out as a foreign language with a large vocabulary and very varied and flexible word formation, a feature that makes it unique. In the process of learning Arabic, students must acquire adequate and diverse vocabulary in order to understand the content of the material being studied. Its uniqueness, especially in word formation, can be a challenge for learners as it relates to the concept of derivation changes such as singular (mufrod), dual (mutsanna), and plural (plural form).<sup>1</sup>

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<sup>1</sup> Fika Magfira Tungkagi, Ibadurrahman Ali, and Yuslin Kasan, "Problematika Pembelajaran Bahasa Arab Pada Mahasiswa Lulusan Non-Madrasah Di Prodi Pendidikan Bahasa Arab Iain Sultan Amai Gorontalo," *Al-Fakkaar* 3, no. 1 (2022): no. 4, <https://doi.org/10.52166/alf.v3i1.2854>.

Mufradat comprehension is an important aspect of foreign language learning, including Arabic. Adequate skills in Arabic vocabulary can improve one's ability to communicate and write in the language. Mufradat, or vocabulary, is the collection of words that make up a language. Words are the smallest units of language that have freedom in their nature. This distinguishes between words and morphemes. Morphemes are the smallest units of language that cannot be subdivided into parts that have their own stable meaning. Mastery of Arabic mufradat shows one's ability to use these words in communicating and interacting with others using Arabic. Thus, it is important to recognize that speaking and writing skills, as important aspects of language, rely heavily on knowledge and mastery of a broad, productive, and contextually appropriate vocabulary.

Generally, vocabulary improvement is considered as a crucial component in both language learning and the development of language skills that one already has. Therefore, an appropriate method is needed in the process of learning Arabic vocabulary in order to fulfill the need for vocabulary expansion in the context of Arabic language learning.<sup>2</sup>

In learning, method is a key aspect that must be owned by a teacher. Through methods, teachers can implement the learning process effectively. For this reason, various theories on learning methods emerged, such as the qawaid and tarjamah method, the direct method, the audiolingual method, and others.<sup>3</sup>

The audiolingual method emphasizes analysis and description starting from sound structure, word formation, to sentence formation. This approach emphasizes the active interaction of the teacher in providing stimulation to students. The audiolingual method is based on the structural approach in language learning, where continuous repetition will form habits. The same applies in the pronunciation of foreign language words, such as Arabic; when it becomes a habit, students will automatically be able to do it. Therefore, to run the method smoothly, both teachers and students must be serious and committed.

Audiolingual method (Sam'iyah shafawiyah) is one of the Arabic language teaching methods that emphasizes listening and pronunciation exercises.<sup>4</sup> With this method, students listen to Arabic sentences from recordings or teachers, then imitate repeatedly until they master and fluent. This method is based on the assumption that language is first expressed orally. Therefore, language learning should start with listening and pronouncing the sounds of the language, before introducing reading and writing.<sup>5</sup>

Based on preliminary observations made to one of the Arabic language teachers at MTs Muhammadiyah Kota Bima, he revealed that learning Arabic in class VIII uses the methods of

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<sup>2</sup> Ilham Muchtar, "Peningkatan Penguasaan Mufradat Melalui Pengajian Kitab Pada Mahasiswa Ma'Had Al-Birr Unismuh Makassar," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2018): no. 4, <https://journal.unismuh.ac.id/index.php/al-maraji/article/view/1978>.

<sup>3</sup> Nurul Hanani, "Efektivitas Penggunaan Metode Audiolingual Dalam Pembelajaran Bahasa Arab," *Realita : Jurnal Penelitian Dan Kebudayaan Islam* 14, no. 2 (2022): 246–56, <https://doi.org/10.30762/realita.v14i2.250>.

<sup>4</sup> Sardiyannah, "Pendekatan Dan Metode Audio Lingual (Analisis Metode Sam'iyah Safawiyah)," *Jurnal Kajian Pendidikan Dan Bahasa Arab* Vol. 1, no. No.1 (2019): Hlm. 14-20.

<sup>5</sup> Maspalah Maspalah, "Metode Audiolingual Dalam Pembelajaran Bahasa Arab Untuk Meningkatkan Kemampuan Berbicara," *Jurnal Pendidikan Bahasa Dan Sastra* 15, no. 1 (2015): no. 5, [https://doi.org/10.17509/bs\\_jpbs.v15i1.800](https://doi.org/10.17509/bs_jpbs.v15i1.800).

lecture, question and answer and charades. As for the learning of vocabulary (mufrodat) itself, the teacher adjusts to the students. That is, for vocabulary (mufrodat) is not given special learning or methods in teaching, adjusted to the ability of students in learning.

## Methods

The type of research used in this study is Classroom Action Research (PTK), which aims to improve and improve the quality of learning in the classroom. PTK is a form of research conducted in the classroom. which is generally carried out by the teacher in collaboration with researchers or he himself as a teacher in a dual role conducting individual research in the classroom, at school and or where he teaches with the aim of 'perfecting' or 'improving' the learning process.<sup>6</sup>

## Data Findings and Discussion

The application of the Audiolingual learning method in improving students' mastery of mufrodat in Arabic language subjects was carried out in class VIII B MTs Muhammadiyah Bima City. The research was conducted for 1 month, namely in August 2023. This class action research aims to improve or increase student learning activities and outcomes in class VIII B MTs Muhammadiyah Kota Bima in the 2022/2023 academic year. This research data was obtained from observation sheets of student learning activities and teacher teaching activities as well as sheets of learning outcomes test questions. This research activity was carried out in two cycles where each cycle consisted of four meetings. Each cycle consists of planning, implementation, observation/evaluation and reflection.

The Arabic learning process should be applied in learning that makes students interested and does not make students feel bored and bored either in the classroom or outside the classroom. A teacher must have the ability to determine the right method in learning Arabic. The learning method is a method used by the teacher in carrying out his function and is a tool to achieve learning objectives so that the atmosphere that should be created in the learning process is that students play an active role in learning in order to achieve learning objectives. One of the lessons that can make students active by involving students in learning is by using the Audiolingual method.

The activities of the Audiolingual method are that the teacher mentions the mufrodat 3-4 times then each student from each group listens and follows it repeatedly properly and correctly until it is completely memorized, then the teacher calls 1 or 2 students to come forward to repeat the mufrodat that has just been memorized without looking at the book, the point is to find out where the memory and mastery of students in memorizing mufrodat through the Audiolingual method, then proceed with giving additional mufrodat to all students to memorize. In its purpose, this method is able to increase the mastery of the expected mufrodat. To determine the achievement of learning activities, students were observed on aspects of learning activities which included student readiness, learning process, student enthusiasm in participating in learning

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<sup>6</sup> Arikunto, Suharsimi, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), 17.

activities and closing. Obviously, students' activeness in learning can be seen from the active listening and following the learning process, responding to questions and answering questions given by the teacher.

The activities carried out by students during learning with the Audiolingual method are imitating and memorizing mufrodat delivered by the teacher then memorizing mufrodat properly and correctly.

Based on the results of the study, the use of the Audiolingual method in learning Arabic in class VIII B MTs Muhammadiyah Kota Bima can be said to have improved students' mastery of mufrodat from the cycle. Similar to the results of research from Repi Mei Suryani et al, that research using the Audiolingual method can improve Arabic speaking skills.<sup>7</sup> From the statement of Repi Mei Suryani et al and the results of my research, it can be concluded that the use of the Audiolingual method can improve student learning outcomes, especially in the mastery of Mufrodat.

All of this is inseparable from the teacher's efforts in improving the learning process during teaching. One of them is that the teacher continues to motivate and guide to be more active in learning. From this, the results of student learning activities in cycle I reached an average of 68.3% and increased at the second meeting by an average of 73.3% in the good category. And obtained student learning outcomes from 27 students there were 20 people who were complete the remaining 7 people were not complete with an average score of 71.2. Classically, only 74% were completed in cycle I so that the results of the reflection required the research to be continued in cycle II by making improvements to the method techniques delivered by the researcher.

In cycle II, student learning activities showed an increase from the previous siklus, namely at the first meeting of 76.6%, and at the second meeting it increased with an average value of 80% in the Good category. Although it is in the same category, it has increased the percentage value. In cycle II, the achievement of better learning outcomes with an average value of 80.7%, as evidenced by the classical completeness value of 88.8% in cycle II. This increase in student learning outcomes occurred because each student was directly and actively involved in learning, thus the material learned would be quickly understood and remembered and they were able to memorize mufrodat properly and correctly. Active learning is a process of teaching and learning activities in which students are intellectually and emotionally involved, so students really play a role and actively participate in carrying out learning activities so that teaching objectives can be achieved properly.<sup>8</sup>

At the end of the study or in cycle II, there were still 3 students who were not yet complete. These two students will continue to be given guidance by their teachers in a strict and scheduled manner so that they can catch up and improve their learning outcomes. Based on the results of discussions with the subject teacher, it was found that the absorption factor of the material was still low compared to other students and caused the students to be incomplete. According to the

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<sup>7</sup> Suryani, Amir, dan Balgis, "Efektivitas Metode Audiolingual Dalam Peningkatan Maharah Al-Kalam Bahasa Arab," 1.

<sup>8</sup> Nana Sudjana, *Dasar-Dasar Proses Mengajar*, (Bandung: Remaja Rosdakarya, 2005), 20.

class teacher, this happens not only in Arabic lessons, but almost in all subjects. Furthermore, students who still have not achieved the desired learning achievement will be handled specifically by the class teacher by giving attention to these students so that they are actively involved in learning so that later they get the maximum completeness value. Other positive achievements in the research continue to be maintained and improved by MTs Muhammadiyah Kota Bima. Through this research, teachers feel helped and have a new reference to improve students' mastery of Arabic mufrodad. Of course, this Audiolingual method will be sought to be applied in Arabic language learning.

## Conclusion

Based on the previous analysis and discussion, it can be concluded that the application of Audiolingual method is effective in improving the mastery of Arabic mufrodad for students of class VIII B at MTs Muhammadiyah Kota Bima. The use of Audiolingual method in learning Arabic mufrodad resulted in a significant increase in the average score of students' learning outcomes. In cycle I, the average score reached 73.3%, increasing to 80% in cycle II. The learning completeness rate also increased from 74% in cycle I to 88.8% in cycle II. Out of 27 students, 24 students successfully reached the level of learning completeness.

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