The Effectiveness of Audio-Lingual Method by Using Wordup Application to Increase Student's Vocabulary for Eleven Grade of MA Al-Fatah Gondang

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Abstract

This study aims to improve students' vocabulary through the use of audio-lingual method by using WordUp application at MA Al-Fatah Gondang in the eleventh grade. The data were collected using a mixed-method approach, including interviews and tests. This study uses an intact-group comparison design where the researcher divides the eleventh grade into two groups, namely the experimental group and the control group. In its application, the experimental group uses the audio-lingual method by using WordUp application while the control group uses other methods and is carried out in one cycle, namely pre-test, treatment, post-test. The results of the study show that the use of the audio-lingual method by using WordUp application can improve students' vocabulary because this method successfully motivates students to continue learning vocabulary. The audio feature makes students aware that their pronunciation is still lacking and the example sentences in each word help students' motivation and confidence to continue learning vocabulary. The students' vocabulary has increased, as shown by test scores from pre-test to post-test. Therefore, the audio-lingual method by using WordUp application are considered effective in improving students' vocabulary and fostering motivation to learn English.

Keywords: *audio-lingual method, WordUp application, Students' Vocabulary*

Introduction

Most of the research results are published in English, therefore mastery of English is very important not only as a tool for social communication but also to improve knowledge (Sri, 2022). The students with good English communication skills will gain many benefits from it, in addition to their increased knowledge, their social communication skills, economics, cultural understanding, and their daily lives will also develop. Therefore, for a student, regardless of the field they are studying or interested in, it would be better for them to learn English.

Various challenges faced by students in achieving English learning goals are problems that must be considered to be studied and solutions found. Educational institutions and English teachers are required to continue to consider existing challenges and determine the right actions to solve them (Endang, 2022). Efforts that can be made by teachers are by choosing and adjusting learning

methods to suit student conditions and learning goals to be achieved, besides it is important for teachers to continue to maintain student motivation and interest in continuing to learn English.

According to Heriyanto and Muhid (2021) stated that we live in an industrial world that is starting to touch the virtual world with several systems like today. As a teacher, we must be smart and wise in choosing learning methods, by considering the different needs in each era (Natan Lie Ericko, Teaching English vocabulary using the audio-lingual method (A classroom action research conducted in class 3A SD Shalom Semarang in the academic year 2022/2023), 2023). Things that must be considered in determining the learning method are considering learning objectives, student learning styles, learning content or media, and class characteristics (HUMANITIES, 2023).

The researcher used the audio-lingual method by using WordUp application to increase students' vocabulary. The audio-lingual method is used to improve students' vocabulary skills through repetition, imitation, drilling, memorization, and practice techniques. Combined with the WordUp application as a learning media where there are audio features, vocabulary meanings and examples in sentences that have been adjusted to context.

The purpose of implementing this method is to improve students' vocabulary in an interesting way. This method is applied in class eleven of MA Al-Fatah Gondang. This study aims to offer insights and recommendations for teachers to help improve and develop English learning experiences in the classroom.

Literary Review

The Important of Learning English Vocabulary

English is an important language to learn inn today's era of globalization. By mastering English language skills, it will be easier for us in various fields such as education, health, economics, and so on. To be able to master English, one way we can do is by increasing our vocabulary knowledge. By mastering vocabulary, it will be easier for us to communicate, especially communicating using English. According o Nurfitri and Sunubi stated that the main key to being able to

communicate is vocabulary, a basic requirement for us to communicate ideas, emotions, and desires is by mastering and learning vocabulary. Another thing that needs to be considered is understanding words in the right context (Natan Lie Ericko, Teaching English vocabulary using the audio-lingual method (A classroom action research conducted in class 3A SD Shalom Semarang in the academic year 2022/2023), 2023).

For students, vocabulary has a very important impact on their learning activities, especially in learning English where inn English there are four skills that must be learned, namely listening, reading, writing, and speaking. The lack of vocabulary in students will affect their ability to understand the material or information delivered by the teacher.

In essence, it is important for students to master vocabulary in English. By mastering vocabulary will make it easier for students to improve their skills, namely listening, reading, writing, and speaking in English so that it will help students understand the information or material being studied.

The Implementation of Audio-lingual Method by Using WordUp Application

The audio-lingual teaching method is defined as a method that emphasizes repetition of the words to help the students be able to use the target language communicatively. Solving elusive sentence into a smaller part is a goal of repetition and drilling. The main feature of an audio-lingual method is drilling which the aim is to teach language by emphasizing structural patterns through oral practice (Suwarno Tono, 2023). The main characteristic of the audio-lingual method is drilling which aims to teach language by emphasizing structural patterns through oral practice. The audio-lingual method also uses other techniques such as repetition, imitation, practice, drilling, and memorization. The focus of this method is repetition to train pronunciation and remembering.

The WordUp application is not just a digital dictionary. It contains various interesting features that we can use to deepen the vocabulary we are learning. Gajic and Maenza (2020) mentioned that the WordUp application is an educational application where there are various features that can be used to increase English vocabulary such as various quotes from famous people, videos, and so on. The purpose of the WordUp application is to study through context,

where the application shows the meaning of words that can be used inn everyday life and accompanied by example (Marlon, 2022).

According to Freeman (2000:47-48) the following are steps to apply audio-lingual method:

1. Students listen to models of sentences, materials, or dialogues.
2. Students follow what the teacher says sentence by sentence.
3. Certain words or phrases may be changed in sentences or materials.
4. Key words from the material are used as basic patterns in different ways.
5. Students practice dialogues or materials in front of the class.

In this study, the WordUp application will be used as a learning technique. the following is a teaching procedure using the audio-lingual method by using WordUp application:

1. Students listen to example sentences using the WordUp application.
2. Students imitate how the sentence is pronounced correctly.
3. Change certain words or phrases to suit the words or phrases being studied.
4. Create different basic patterns using keywords from the material.
5. Students practice the material in front of the class or upload it to their social media and collect links to the teacher.

Research Method

This study had used an intact-group comparison design which was a type of pre-experiment design. This study used an intact-group comparison design where there was one group (class) used for the research, the researcher divided the class into two, namely the experimental group and control group (Sugiyono, 2013).

This research was conducted on eleventh grade students of MA AL-FATAH GONDANG. The school was located at JL. Watumalang Km 04 Gondang, Gondang, Kec. Watumalang, Kab. Wonosobo, Central Java 56352. The researcher chose the students of MA AL-FATAH GONDANG as the place of research because there was still a lack of interest from students in learning English. The students need to increase their vocabulary, and the main reason for

choosing this school was because students were allowed to use telephones during the learning process.

In this case, the population chosen by the researcher was the students of eleven grade of MA AL-FATAH GONDANG in the academic year 2024/2025, totaling 18 students. The sample in this study was taken from the entire population consisting of 18 students. However, in its implementation, only 16 students could be used as samples because 2 students from the control group did not follow the learning and did not take the test from start to finish, so they did not have data that could be analyzed. The sample in this study was divided into 2 groups, namely the experimental group consisting 9 students and the control group consisting of 7 students.

The researcher used qualitative and quantitative approach or a mixed-method to collect the data. The qualitative data was obtained from an interview conducted with a teacher and students. In contrast, quantitative data was obtained from the value of pre-test and post-test.

The instruments used in this study include interview sheet for the teacher, interview sheet for the students and pre-test and post-test. The interviews were used to obtain qualitative data that supported the test results. Interviews were conducted in two stages. Interviews before the study were conducted with the teacher to determine the initial conditions of the students, learning habits, and considerations for using certain learning methods, while interviews after the study were conducted with the students from the experimental group to determine their responses to learning using the audiolingual method by using WordUp application. The test given was a learning outcome test in the form of multiple choice. The researcher used multiple choice test with 20 questions. The test aims to measure the increase in students' vocabulary before and after being treated using the audio-lingual method by using WordUp application. The test instrument given to research subject were tested first to measure their level of validity and reliability.

Validity Test

The validity used in this study was content validity. The content validity study was conducted by two experts, namely a supervisor lecturer and English teacher.

Each question item was assessed based on the suitability of the material, clarity of language, and relevance to the measurement objectives. The assessment was carried out using a Likert scale of 1-4, with following categories:

Likert Scale Content Validity

score	Category
Not valid	1
Less valid	2
Valid	3
Very valid	4

The expert's assessment was then analyzed using the Aiken's V formula, here is the formula:

$$V = \sum s / [n(C-1)]$$

$$S = R - L_O$$

Description:

V = Aiken index

S = The score given by the rater (assessor) was reduced by the lowest score

R = The score given by the rater

L_O = The lowest assessment score

C = The highest assessment score

n = The number of raters

If the Aiken index was less than 0.4, the validity was said to be low, the Aiken index between 0.4 – 0.8 was said to have moderate validity and if more than 0.8 was said to be high.

Reliability Test

Cohen's kappa was a statistical tool used to assess agreement between two raters when dealing with categorical data. By using Cohen's kappa, the researcher could check whether the agreement between raters was real or just a coincidence. This helps to ensure that the data collected was reliable and trustworthy. The formula for Cohen's Kappa was:

$$k = P_o\text{-}P_e / 1\text{-}P_e$$

Description:

P_o = the observed proportion of agreement between the raters.

P_e = the expected proportion of agreement by chance.

Interpretation of Cohen's Kappa values:

a. (0.81 – 1.00), indicates very high agreement between the raters.
b. (0.61 – 0.80), represents a strong level of agreement between raters.
c. (0.41 – 0.60), suggests a moderate level of agreement.
d. (0.21 -0.40), indicates a fair level of agreement.
e. (0.00 – 0.20), represents a slight level agreement.
f. (<0.00), signifies poor agreement, meaning the observed agreement was less than what would be expected by chance alone.

After the data was obtained, the researcher assessed the vocabulary test that had been given by calculating the correct answers using the following formula. The researcher used Djiwandono (1996:148) formula to calculate the score:

$$S = \frac{R}{N} \times 100$$

Description:

S = Score of a test

R = Number of the correct answer

N = Number of the test items

To determine the criteria for student achievement success, the following assessment reference standards were used as follows:

Table Indicators of Success

Number	Range of Score	Category	The Quality
4	85 – 100	Very High	A

3	70 – 84	High	B
2	60 – 69	Average	C
1	50 – 59	Low	D
0	0 – 49	Very Low	E

To determine the average student score in each cycle, the researcher used the following formula:

$$\text{Mean} = \frac{\sum X}{N} \times 100\%$$

Description:

$\sum X$ = The total Score of the students

N = The number of the students

To measure the effectiveness of the audio-lingual method by using WordUp application, the researcher tested the data used using an independent sample t-test. Before conducting the independent sample t-test, the data must be tested to be normal and homogeneous.

Normality tests were one of the determining quality of good data before entering the statistical data analysis techniques of parametrich (independent t-test). The data normality test in this study used the Shapiro-Wilk test of normality because the data used in this study were < 100 repondents (Reyvan, 2022). This test done by using IBM SPSS Statistic version 25. The Shapiro-Wilk formula was as follows:

$$T_3 = \frac{1}{D}\left[\sum_{i=1}^{k} a_i \left(X_{n-i+1} - X_i\right)\right]^2$$

Description:

D = Based on the formula below = Shapiro Wilk Coefficient test

X n-i+1 = Number n – i + 1 in the data

X_i = The i number in the data

$$D = \sum_{i=1}^{n} \left(X_i - \overline{X}\right)^2$$

Description:

X_i = Number i in the data

X = Average of the data

$$G = b_n + c_n + \ln\left(\frac{T_3 - d_n}{1 - T_3}\right)$$

Description:

G = Identical to the Z value of the normal distribution

T_3 = Based on the formula above bn, cn, dn = Shapiro-Wilk Statistical Conversion Normal Distribution Approach

According to Singgih Santoso (2016:393), the basis for decision making can be donne based on probability (Asymptotic Significant), namely if probability >0.05 then the distribution of the population was normal. If probability <0.05 then the population was not normally distributed (Agustin Putri, 2020).

Homogeneity Test

The homogeneity test aims to determine whether the variantion of population data had the same variance. This test functions as a requirement for conducting an independent sample t-test. However, homogeneity was not an absolute requirement, even though the data variance was not the same or not homogeneous, an independent t-test could still be carried out to analyze research data, but decision making refers to the results of equal variance not assumed. This test also done by using IBM SPSS Statistic version 25 to have the homogeneity of the data. According to Joko Widiyanto (2010: 51) the basis or guideline for decision making in the homogeneity test was as follows. If the significance value < 0.05, then it was said that the variance of two or more groups of data populations was not homogeneous. If the significance > 0.05, then it was said that the variance of two or more groups of data populations was homogeneous or the same (Sahid, 2021).

Independent T-test

The purpose of this t-test was to determine the difference in the average of two independent populations or groups. Independent t-test had assumptions or requirements that must be met, namely data must be normally, distributed both

groups of data were independent (free), and the variables connected were numeric and categorical (with only 2 groups). The independent t-test formula was as follows:

$$t_{hit} = \frac{M_1 - M_2}{\sqrt{\frac{SS_1+SS_2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Description:

M_1 = average score of group 1

M_2 = average score of group 2

SS_1 = sum of group 1

SS_2 = sum of group 2

n_1 = number of subjects/samples of group 1

n_2 = number of subjects/samples of group 2

where:

$$M_1 = \frac{\sum X_1}{n_1} \qquad SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$M_2 = \frac{\sum X_2}{n_2} \qquad SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

If $t_{hit} > t_{tab} \rightarrow$ significantly differently (H0 was rejected). If $t_{hit} < t_{tab} \rightarrow$ not significantly different (H0 was accepted). This test too done by using IBM SPSS Statisticcs version 25 to have the independent t-test. The basis for decision making in the independent sample t test was as follows:

1. If the sig. (2-tailed) value > 0.05 then H0 was accepted and Ha was rejected, which means there was no difference in the average learning outcomes of students between the experimental group and the control group.
2. If sig. (2-tailed) < 0.05 then H0 was rejected and Ha was accepted, which means there was a difference in the average learning outcomes of students between the experimental group and the control group.

Finding and Discussion

The Interview with Teacher

Stated based on the results of an interview conducted with informant M as an English teacher at MA Al-Fatah Gondang, namely:

Based on the results of interviews with English teachers of grade eleven, it was found that students' vocabulary mastery was still limited. The teacher explained that students often had difficulty understanding words in context, so that many students had difficulty understanding vocabulary in its true meaning. Students' vocabulary skills were considered "still lacking" because there were quite significant differences between students. The differences occurred because there was indeed a sense of laziness in students to learn English.

The characteristics of the class were described as heterogeneous: although there were some students who were active and enthusiastic in English learning activities, the majority of students tended to be passive and hesitant to participate. The teacher observed that students' vocabulary skills were still at an average level or still lacking and needed improvement, especially in understanding vocabulary that was adjusted to the context. In previous learning activities, the teacher related the material more to students' daily lives, so that their understanding could be in accordance with the real context that was meaningful to them.

The teacher expressed the hope that this research, with the application of the audio-lingual method by using WordUp application, would help overcome these problems. According to the teacher, this new approach was expected to add variety to the learning process and increase student interest. He was optimistic that the use of more interactive methods will make students more active in learning vocabulary, for example by listening to audio dialogues repeatedly and integrating the WordUp application in independent practice. The teacher's hope was that this way students could be more motivated and the vocabulary they learn will be easier to remember and use, so that their English language skills will improve (Malikhah, 2025).

The researcher conducted research from 5 weeks starting from the first week the researcher conducted interviews with teachers to find out the condition

of the students and the learning method used. For 4 weeks, the researcher collected data, starting pre-test, treatment to post-test activities. The data collection process ended with interviews with the students in the experimental group to find out students' responses to application of the audio-lingual method by using WordUp application.

Before being given to the research subject, the instrument was first tested by two experts, namely the supervising lecturer and the English teacher. After being tested and obtaining data, the researcher processed the data using the Aiken's v formula as follows:

TABLE

The Results of Validity Content Based on Expert or Rater (Aiken's V)

Question items	Assessors (rater)		S_1	S_2	$\sum s$	n(c-1)	V	Description
	1	2						
1	3,00	3,00	2,00	2,00	4,00	6	0,67	Moderate Validity
2	3,00	3,33	2,00	2,33	4,33	6	0,72	Moderate Validity
3	3,67	3,67	2,67	2,67	5,33	6	0,89	High Validity
4	4,00	3,67	3,00	2,67	5,67	6	0,94	High Validity
5	4,00	4,00	3,00	3,00	6,00	6	1,00	High Validity
6	3,67	3,67	2,67	2,67	5,33	6	0,89	High Validity
7	4,00	3,00	3,00	2,00	5,00	6	0,83	High Validity
8	3,67	3,67	2,67	2,67	5,33	6	0,89	High Validity
9	4,00	4,00	3,00	3,00	6,00	6	1,00	High Validity
10	4,00	3,67	3,00	2,67	5,67	6	0,94	High Validity
11	3,33	3,67	2,33	2,67	5,00	6	0,83	High Validity
12	3,00	3,33	2,00	2,33	4,33	6	0,72	Moderate Validity
13	3,67	3,67	2,67	2,67	5,33	6	0,89	High Validity
14	4,00	4,00	3,00	3,00	6,00	6	1,00	High Validity
15	3,67	4,00	2,67	3,00	5,67	6	0,94	High Validity
16	3,67	3,33	2,67	2,33	5,00	6	0,83	High Validity
17	4,00	4,00	3,00	3,00	6,00	6	1,00	High Validity
18	3,67	4,00	2,67	3,00	5,67	6	0,94	High Validity
19	4,00	3,67	3,00	2,67	5,67	6	0,94	High Validity
20	3,67	3,67	2,67	2,67	5,33	6	0,89	High Validity

Question items	Assessors (rater)		S_1	S_2	$\sum s$	n(c-1)	V	Description
	1	2						
1-20	73,67	73	53,67	53	106,67	120	0,89	High Validity

The data was processed using Microsoft Excel. To determine whether the instrument was valid or not. The researchers decide based on the following criteria:

a. If the Aiken index was less than 0.4 then the validity was said to be low validity.
b. If the Aiken index between 0.4 – 0.8 was said to have moderate validity.
c. If the Aiken index more than 0.8 was said to be high validity.

Based on the results of the content validity test by two experts, it was found that the multiple-choice test instrument consisting of 20 items obtained a validity value of 0.89 or can be categorized as "high validity" because the results were more than 0.8. Therefore, the test instrument could be said to be valid for collecting research data.

This study used the Cohen's Kappa test to test reliability. This was done to check whether the agreement between the raters was real or just a coincidence. The data collected could be relied on or trusted if the research instrument create was reliable. The following were the results of the reliability test using Cohen's Kappa:

TABLE

Content Validity Sheet

Question items	Rater 1			Data	Rater 2			Data
	MS	LS	PS		MS	LS	PS	
1	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	4	3
3	3	4	4	4	4	3	4	4
4	4	4	4	4	4	3	4	4
5	4	4	4	4	4	4	4	4
6	4	3	4	4	3	4	4	4
7	4	4	4	4	3	3	3	3
8	4	4	3	4	3	4	4	4

9	4	4	4	4	4	4	4	4
10	4	4	4	4	3	4	4	4
11	3	4	3	3	3	4	4	4
12	3	3	3	3	3	3	4	3
13	4	3	4	4	4	3	4	4
14	4	4	4	4	4	4	4	4
15	4	3	4	4	4	4	4	4
16	4	3	4	4	3	3	4	3
17	4	4	4	4	4	4	4	4
18	4	3	4	4	4	4	4	4
19	4	4	4	4	3	4	4	4
20	4	3	4	4	4	4	3	4

The data above was the result of an assessment by two experts on 20 multiple-choice test items. The three aspects assessed were the suitability of the material (MS), the suitability of the language (LS), and the suitability of the objectives or purposes (PS). The data above was processed using Microsoft Excel, after finding the mean and deciding on the interval data, the data was then processed using IBM SPSS Statistics version 25 and the data was obtained:

TABLE

Case Processing Summary of Reliability Test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater1 * Rater2	20	100.0%	0	0.0%	20	100.0%

Based on the results above, it could be concluded that the both raters gave scores on 20 multiple-choice test instrument items. Two experts gave assessments on each score as evidenced by the absence of missing cases. This could be seen in the total column which shows that 20 test items were 100% tested.

TABLE

Crosstabulation of Two Raters

Rater1 * Rater2 Crosstabulation

Count

		Rater2		
		3	4	Total
Rater1	3	3	1	4
	4	2	14	16
Total		5	15	20

The table above showed that experts had an agreement or similarity in their assessment of multiple-choice questions 1,2, and 12, where they gave a score of 3. In addition, experts also had an agreement on multiple-choice questions 3,4,5,6,8,9,10,13,14,15,17,18,19, and 20, where they gave a score of 4. The different assessments were also given by two experts, namely in questions number 7 and 16, which were given a score of 4 by rater 1 while rater 2 gave a score of 3. In addition, there was also a difference in question number 11, which was given a score of 3 by rater 1 while rater 2 gave a score of 4.

TABLE

Symmetric Measures of Reliability Test

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.571	.219	2.582	.010
N of Valid Cases		20			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on the results above, it was known that the Kappa value of 0.571 indicated a moderate agreement between the two experts. In addition, the significance value of 0.010 (<0.05) indicated that the agreement was statistically significant. Therefore, it could be concluded that the test instrument in this study had quite good reliability and was suitable for measuring students' vocabulary skills.

The Results of Students in the Experimental and Control Groups

The pre-test was conducted to measure students' abilities before treatment with the audio-lingual method by using WordUp application. The pre-test was conducted on Monday, April 28, 2025. In addition to the pretest, students also took a posttest after receiving treatment. The posttest questions given were still equivalent to the pretest questions but not the same. The posttest was conducted on Wednesday, May 21, 2025. The following were the students' pretest and posttest scores:

TABLE

The Results of Students in Experimental Group

No.	Nama	Pre-test	Category	Post-test	Category
1.	NFW	95	VERY HIGH	85	HIGH
2.	LAR	40	VERY LOW	70	AVERAGE
3.	BF	60	LOW	75	HIGH
4.	RDA	55	LOW	70	AVERAGE
5.	NF	55	LOW	65	AVERAGE
6.	AAS	65	AVERAGE	65	AVERAGE
7.	EWAP	30	VERY LOW	65	AVERAGE
8.	FKA	55	LOW	55	LOW
9.	J	65	AVERAGE	35	VERY LOW
TOTAL		**520**		**585**	
Maximum Score		**95**		**85**	
Minimum Score		**30**		**35**	
MEAN		**57.78**		**65.00**	

TABLE

The Result of Students in Control Group

No.	Name	Pre-test	Category	Post-test	Category
1.	AN	45	VERY LOW	65	AVERAGE
2.	RIK	60	LOW	65	AVERAGE
3.	EHN	55	LOW	75	HIGH
4.	MN	55	LOW	70	AVERAGE
5.	AKN	30	VERY LOW	40	VERY LOW
6.	DA	70	AVERAGE	70	AVERAGE

7.	N	65	AVERAGE	60	LOW
TOTAL		**380**		**445**	
Maximum Score		**70**		**75**	
Minimum Score		**30**		**40**	
MEAN		**54.29**		**63.57**	

The table above shows the average vocabulary test scores of students in the pre-test and post-test. In the pre-test, the total score obtained by the experimental group students was 520, with a maximum score of 95 and a minimum score of 30, and an average of 57.78 was obtained. While in the control group, the total score obtained was 380, with a maximum score of 70 and a minimum score of 30, and an average of 54.29 was obtained. So, it could be said that the average score of the experimental group was greater than the control group, which is 3.49. in the post-test, students' scores increased and decreased. However, seen from the average score, it could be seen that the increase occurred in both groups. The experimental group obtained an average score increase of 7.22 from an average of 57.78 to 65.00, with a total score of 585 and a maximum score of 85 and a minimum score of 35. While the average control group obtained an average score increase of 9.28 from an average of 54.29 to 63,57, with a total score of 75 and a minimum score of 40.

Based on the post-test results, it could be concluded that both groups experienced an increase, seen from the increasing average score. The average control group experienced a greater increase than the experimental group. However, the average experimental group was still greater than the control group, which was 65.00 from 63.57.

Frequency and Percentage

In this stage, the researcher had categorized the scores obtained by students in various tests as a whole. The following was the data of students' skills.

TABLE

The Students' Category Score

No.	Group	Total		Very High (85-100)		High (70-84)		Average (60-69)		Low (50-59)		Very Low (0-49)	
		N	%	N	%	N	%	N	%	N	%	N	%
1.	Pre-test	16	100%	1	6%	3	19%	4	25%	4	25%	4	25%
2.	Post-test	16	100%	0	0%	3	19%	9	56%	2	13%	2	13%

The table above shows the percentage of students who have passed the minimum mastery criteria set by the school for English subjects. The minimum mastery criteria that must be obtained by students was 70 points. Through the able above, we could also see the difference in the number of students who passed the minimum mastery criteria from the pretest to the posttest. In the pretest, there were 4 students who passed the minimum mastery criteria, 1 student was in the very high category, which was 6%, and 3 students were in the high category, which was 19%. In the posttest, there were 3 students who passed the minimum mastery criteria, which was 19%. However, there was an increase in students who occupied the average criteria with 70 points, which was 56%, and there was a reduction in students who occupied the low and very low criteria, which was from 25% to 13%.

Normality Test

Before the data was tested using independent t-tests, the data was tested using Shapiro Wilk to determine whether the data was normally distributed or not. The data used for the normality test were pretest and posttest data from the experimental group and control group. The following were the results of the Shapiro Wilk normality test using IBM Statistic version 25.

TABLE

Case Processing Summary Normality Test

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Class	N	Percent	N	Percent	N	Percent
The Result of The Vocabulary Test	Experimental Class Pretest	9	100.0%	0	0.0%	9	100.0%
	Experimental Class Posttest	9	100.0%	0	0.0%	9	100.0%
	Control Class Pretest	7	100.0%	0	0.0%	7	100.0%
	Control Class Posttest	7	100.0%	0	0.0%	7	100.0%

Based on the results above, it was known that the experimental class consists of 9 students while the control class consists of 7 students. The total research subjects were 16 students, all of whom participated in the pretest and posttest activities. This can be seen by looking at the total percentage of those who reached 100%.

TABLE

The Result of Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
The Result of The Vocabulary Test	Experimental Class Pretest	.233	9	.171	.915	9	.353
	Experimental Class Posttest	.278	9	.044	.902	9	.262
	Control Class Pretest	.259	7	.172	.924	7	.499
	Control Class Posttest	.264	7	.150	.830	7	.081

a. Lilliefors Significance Correction

The researcher used the Shapiro Wilk normality test to determine whether the data was normally distributed or not because the number of samples in this study was <100. Based on the results above it was known that:

a. The pretest experimental class got the sig. 0.353. Because the sig. value 0.353 > 0.05 then it could be said that the data was normally distributed.
b. The posttest experimental class got the sig. 0.265. Because the sig. value 0.265 > 0.05 then it could be said that the data was normally distributed.
c. The pretest control class got the sig. 0.499. Because the sig. value 0.499 > 0.05 then it could be said that the data was normally distributed.
d. The posttest control class got the sig. 0.081. Because the sig. value 0.081 > 0.05 the it could be said that the data was normally distributed.

So, it could be concluded that all the data above was normally distributed and can be continued to the independent t-test.

Homogeneity test

After the normally test, the next step was the homogeneity test. The homogeneity test was carried out to determine whether the variation of some data from the population had the same variance or not. The data used were the posttest results from the experimental group and the control group. To calculate the Levene homogeneity test, the researcher used IBM Statistics version 25 as follows:

TABLE

Homogeneity of Variances Test Results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
The Result of The Vocabulary Test	Based on Mean	.059	1	14	.812
	Based on Median	.131	1	14	.723
	Based on Median and with adjusted df	.131	1	13.616	.723
	Based on trimmed mean	.099	1	14	.758

Based on the results above, it was known that the sig. Based on Mean value for the variable the results of the vocabulary test was 0.812. Because the sig. value 0.812 > 0.05, it could be concluded that the variance of the data the result of the vocabulary test on students in the experimental group and the control group was homogeneous.

Independent T-test (Post-Test) and Hypothesis

After the data was tested normal and homogeneous, the next step was to conduct an independent t-test. This test was used to compare the posttest averages of two groups (experimental group and control group). The purpose of this test was to determine whether there was a significant difference between the averages of the two groups.

TABLE

Group Statistics of Independent T-test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
The Result of The Vocabulary Test	Experimental Class	9	65.0000	13.91941	4.63980
	Control Class	7	63.5714	11.44344	4.32521

The results of the experimental group vocabulary test which was followed by 9 students obtained a mean of 65.00 and the results of the control group vocabulary test which was followed by 7 students obtained a mean 0f 63.57 where there was a difference between the two groups, namely 1.43.

The Interview with Students

This is based on the results of interviews conducted with informants NFW, LAR, BF, RDA, NF, AAS, EWAP, FKA, J who are students from the eleventh grade experimental group at MA Al-Fatah Gondang, namely informants:

After the application of the audio-lingual method by using WordUp application to the experimental group, interviews were conducted with students to find out their responses. Based on the interview results, the majority of students stated that they felt that learning was more enjoyable and easier to understand. The audio feature in the WordUp application was considered very helpful for them in memorizing, pronouncing, and understanding various vocabulary meaning, especially because each word was presented with synonyms and examples of its use in sentences.

Several students expressed that they found it easier to access the meaning of words, understand various meanings, and felt helped in writing and speaking assignments. However, not all students felt this way. A small number of students found it difficult to use the application because the display was entirely in English, as well as internet network disruptions that hampered the learning process. These obstacles were important input for the improvement process going forward.

In terms of motivation, most students felt more enthusiastic about learning English, especially because they realized the importance of correct pronunciation. Some students also stated that they were more confident because they understood

vocabulary structures better. Regarding the effectiveness of the method, almost all students stated that this method was effective in improving their English vocabulary, and if given the opportunity, they were willing to study the material using this method again.

As a suggestion, students hope that this application or learning can be more structured, for example by providing a list of vocabulary at the beginning and giving special time to memorize it in the next meeting. They also suggested that there be a guide to using the application so that students who were not used to it do not feel confused (NFW, 2025).

TABLE

The Results of Independent Samples T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The Result of The Vocabulary Test	Equal variances assumed	.059	.812	.219	14	.829	1.42857	6.50932	-12.53253	15.38967
	Equal variances not assumed			.225	13.925	.825	1.42857	6.34313	-12.18298	15.04013

Based on the results of the independent t-test above, it was known that the 2-tailed significance value was 0.829. Because 0.829 > 0.05 then it could be concluded that there was a change, although not significant, in the application of the audio-lingual method by using WordUp application to increase students' vocabulary.

Conclusion

This study shows that the audio-lingual method by using WordUp application can improve the vocabulary of students in MA AL-FATAH GONDANG. Based on the results of the study and data analysis, the researcher draws the following conclusions:

The implementation of the audio-lingual method by using WordUp application to increase students' vocabulary

1. This study uses a nonequivalent control group design to show that learning English using the audio-lingual method by using WordUp application can improve students' vocabulary.
2. The average student learning outcomes increase by 25%. Most students get better results on posttest. 3 students are in the high category, which is 19% and 9 students are in the average category, which is 56%.
3. The increase in students' vocabulary learning outcomes can be seen from the average pre-test score of the experimental group from 57.78 to 65.00, an increase of 7.22.

The Effectiveness of the implementation of the audio-lingual method by using WordUp application to increase students' vocabulary

1. Based on the average results of the pretest and posttest of the experimental group, it can be said that the application of the audio-lingual method by using the WordUp application is effective in improving students' vocabulary. However, seen from the results of the independent t-test where the sig. 2 tailed result is 0.829 > 0.05, it can be said that the application of the audio-lingual method by using the WordUp application has an effect on increasing students' vocabulary buat not significantly.
2. This method can be uses as an alternative for teachers to improve students' vocabulary skills, because with a new digital-based method it can help students understand the material in an interesting way and create an interactive classroom atmosphere in the learning process.
3. The classroom atmosphere becomes more interesting, student interact with each other and create a pleasant learning environment.

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