



IMPROVING INDONESIAN LEARNING OUTCOMES USING THE AUDIOLINGUA METHOD IN ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Learning outcomes can be interpreted as learning consequences in the form of information, mastery, or skills, and attitudes acquired by students during academic lessons and expressed in numbers. The purpose of this study was to find out how the Application of Fun Learning Methods in Improving Student Learning Outcomes in Class IV Indonesian Language at Wameo 2 Public Elementary School. This research was conducted through the process of planning, implementing, observing and evaluating. The subjects in this study were 15 grade 3 students of School Students Country 2 Wameo The results of this study indicate that the pre-cycle has not shown learning outcomes, after using the Audiolingua method in Cycle I and Cycle II there is an increase in Indonesian learning outcomes using the Audiolingua method.

Keywords: *Learning Methods, Audiolingual, Language*

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, and the skills needed by themselves, society, nation and state which are manifested in various educational activities both formal, informal and non-formal (Pratiwi, 2017). Formal education activities consist of basic education, secondary education, and higher education (Setiawati, 2016).

Lifelong learning is very important for the welfare of families, communities, as well as the nation and state. As a result, one can measure the success of a country and a country by looking at how good its education system (Tarigan, 2017). Based on Law Number 20 of 2003, the purpose of education is to educate the life of the nation and develop a complete Indonesian human being, namely human beings who believe in and fear God Almighty, have noble character, possess knowledge and skills, have a good physique. and spiritual health, having

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a strong and independent personality, and having a sense of national pride (Ariyani & Kristin, 2021). To find curriculum frameworks, education systems, and teaching strategies that are successful and efficient, education is always updated (Adittia, 2017). One way is to improve teaching standards, including how well students understand subject matter and how they learn (Susanti, 2016).

Learning outcomes are a mental process that leads to mastery of knowledge, skills, and attitudes with process skills and is carried out in order to lead to progressive and adaptive behavior (Asriningsih et al., 2021). Therefore, learning outcomes can be defined as the consequences of learning in the form of information, mastery, or skills, and attitudes that students acquire during an academic class and are expressed in the form of numbers (Amalia et al., 2021). All aspects that support education can change and be revised, which affects how well education works. These components include students, educators, resources, and learning models (Yasminah & Sahono, 2021). All of these components work together to help achieve educational goals. Education is very important for the intellectual life of the nation and is needed to improve the standard of living of the country as a whole. Education is basically an attempt to civilize or humanize humans (Armidi, 2022).

Learning Indonesian is a field of study that introduces us to concepts related to people's lives and their environment (Ovartadara et al., 2022). Indonesian language learning has scientific disciplines that generally have a role in increasing commitment and awareness of human values (Kristin, 2016). For the nation's future educators who can be relied upon to face challenges, such as those in society and as a nation and state, elementary schools function as institutions that teach and offer basic scientific research materials (Afandi, 2015). Placement of elementary school students in several fields of study, all of which require student mastery, is carried out in this regard. IPS is one of the disciplines related to this (Chaerunisa & Latief, 2021).

Based on the results of observations made, it shows that in Class IV at *School Students Country 2 Wameo*, when learning occurs, students are less enthusiastic about participating in social studies learning, student participation is less active in social studies learning, students pay less attention to the information conveyed by the teacher, students often make noise during social studies learning took place, students did not try to complete the exercises or assignments given by the teacher, and there was a lack of student deliberation. Only 6 out of 15 students or 40% had good learning outcomes, while 9 students or 60% did not have good learning outcomes. The average level of student learning completeness determined by the Minimum Completeness Criteria is 70%.

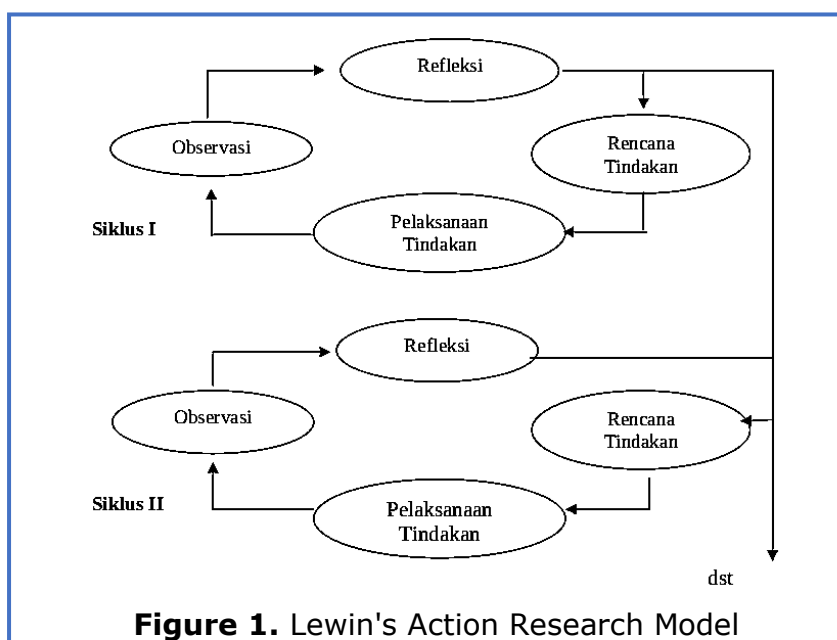
The problems that have been described require innovative learning strategies to improve student learning outcomes at the cognitive, emotional, and psychomotor levels. It is recommended to study in small groups in these circumstances to improve understanding and student learning outcomes (Adhari et al., 2022). Learning that is in accordance with the previous problem is by using the audiolingual method so that students are able to teach something to other students (Rohani et al., 2021). Peer teaching provides opportunities for students to learn something well at the same time and students become resource persons for other students. By reading from various sources and asking or

responding to partner questions about what they have read, students can actively explore and find their own knowledge using the audiolingual method (Sulfemi & Mayasari, 2019). Additionally, it can help students develop the habit of asking questions, which will help them absorb information more thoroughly as they actively seek knowledge on their own rather than relying solely on the teacher to explain it to them (Syahrul, 2017). When studying rote material that is easily obtained independently, the audiolingual learning method works very well.

The use of the audiolingual learning method is expected that students will more easily understand social studies learning, if they can discuss these problems with their friends, so that optimal learning results are achieved (Attamimi et al., 2021). By studying in small groups, students can more clearly ask questions about things they have not understood to their friends without them. Thus, students develop attitudes and behaviors of positive interdependence. This condition can encourage (motivate) students to study, work, and be responsible for achieving goals. By using the audiolingual method, it is hoped that students will more easily understand learning Indonesian, if they can discuss these problems with their friends, so that optimal learning results are achieved (Yulinda, 2017). By studying in small groups, students can more clearly ask about things they have not understood to their friends without them.

2. Metode Penelitian

The subjects of this study were 16 students in Class IV *School Students Country 2 Wameo*, consisting of 8 male students and 8 female students. The classroom action research method is a form of research that is reflective in nature by taking certain actions, to improve and or enhance classroom learning practices in a more professional manner (Supandi, 2018). This action, which forms a learning cycle, is similar to the action research process used in schools. Action research, and the original concept was changed to an action research design. There are four types of action research that have been developed: preparation, action, observation, and reflection (Sulfemi, 2019). The rigging interaction of these four elements is seen as a cycle (Yanto, 2017).



This research was conducted in two cycles, with each cycle ending if there was an increase in Indonesian learning outcomes based on predetermined success criteria (Rando, 2017). The implementation of this research lasted for two cycles.

3. Results and Discussion

The results of classroom action research through the pair storytelling model in class IV of Wameo 2 Public Elementary School were obtained from data on the results of notes and tests carried out in two cycles and in each cycle there were two meetings of the results of the notes consisting of observations and notes on field results obtained from sheets observation of teacher skills and activities in telling stories and determining students' main ideas. While the test results are in the form of student learning outcomes obtained from evaluation tests at each meeting.

3.1 Results

Pracycle

The pracycle results that have been obtained show that students' understanding of Indonesian language learning is still a lot of students who do not understand, therefore many students score below the KKM of less than 75%.

Tabel 1. Gain on Pracycle

Student initials	Mark	Information	
		Complete	Not Completed
JW	40		✓
ZA	80	✓	
IKAD	70		✓
IGY	75	✓	
AB	60		✓
FAW	70		✓
MHA	45		✓
PW	40		✓
GH	40		✓
NN	55		✓
NA	70		✓
MB	85	✓	
WR	70		✓
FK	45		✓
NAA	75	✓	
SM	50		✓
Amount	970	4	12
Average	60,62		
Finish studying	25%		
Not finished studying	75%		

Based on Table 1 of the pracycle results, it is known that the completeness score of students' daily test scores in Indonesian language learning is still not optimal, where most students have not reached the minimum completeness criteria (KKM) that have been implemented by the school (≥ 75), as many as 12 students or 75 % of students have not reached KKM while students who have achieved learning mastery (KKM) are only 4 people or 25% of students. That is the data at the beginning of the Indonesian language learning outcomes for fourth grade students at Wameo 2 Public Elementary School before the implementation of learning using the paired storytelling model, it can be seen that there are still many students who get low scores.

Cycle I

Observation of student activities in learning Indonesian with the audiolingual method in cycle 1 consisted of 23 aspects of observation, a score of 56 was obtained with a percentage obtained by 61% so that the success of student activities based on observation was included in the good category but not optimal because student activities had not reached the level of success, namely 75 %.

Table 2. Data on Student Learning Outcomes Cycle I

Student initials	Mark	Information	
		Complete	Not Completed
JW	50		✓
ZA	90	✓	
IKAD	75	✓	
IGY	85	✓	
AB	70		✓
FAW	75	✓	
MHA	70		✓
PW	65		✓
GH	65		✓
NN	65		✓
NA	70		✓
MB	85	✓	
WR	75	✓	
FK	45		✓
NAA	75	✓	
SM	50		✓
Amount	975	7	9
Average	61		
Finish studying	31,25%		
Not finished studying	68,75%		

The data on student results is clearly visible in the actions of cycle I, this has not met the success criteria, so by looking at these results the researcher continues the second research.

Cycle II

In the action research cycle II, the implementation is the same as the action research in cycle I, it's just that with the action research cycle II, researchers conduct research by correcting the deficiencies that exist in cycle I. Observation of student activities in learning Indonesian through the audiolingual model in cycle II obtained a score of 81 and a percentage value of 88% with the success of student activities being in the very good category. The results of learning Indonesian using the audiolingual method in class IV students in class action research cycle II can be seen in the following table:

Table 3. Data on Student Learning Outcomes Cycle II

Student initials	Mark	Information	
		Complete	Not Completed
JW	65		✓
ZA	95	✓	
IKAD	90	✓	
IGY	90	✓	
AB	85	✓	
FAW	85	✓	
MHA	100	✓	
PW	100	✓	
GH	65		✓
NN	80	✓	
NA	85	✓	
MB	100	✓	
WR	95	✓	
FK	80	✓	
NAA	100	✓	
SM	90	✓	
Amount	1.385	14	2
Average	86		
Finish studying	87,5 %		
Not finished studying	12,5%		

Data on learning outcomes in cycle II after the pair storytelling model was applied, it was found that the total number reached 1,385 so that the average value achieved was 86 with the number of students who achieved KKM as many as 14 students (87.5%), while those who had not KKM were 2 students (12.5%).

Based on research conducted by researchers in cycles I and II, it can be seen that class IV learning outcomes have increased. The existence of an increase in the results of learning Indonesian in class IV shows that learning using the audiolingual method has succeeded in increasing the learning outcomes of class IV students. Thus the research was stopped in the action cycle II because it had reached the completeness criterion of 75%.

3.2 Discussion

The results of observations and interviews obtained information that teachers experienced problems regarding students' difficulties in understanding Indonesian language learning material. This is caused by the lack of active and thorough student involvement in the learning process.

Based on the results of the interview, it was found that the problem experienced by the teacher in the learning process was the lack of students' memory of the learning material that had been taught. Based on these observations and interviews, the teacher and researcher agreed to teach Indonesian language learning using the audiolingual method to help overcome the problems experienced by the class IV teacher at Wameo 2 Public Elementary School. As for knowing that Indonesian learning outcomes can increase, the researcher includes the value of pre-cycle activities which shows that, the results of learning Indonesian are still lacking because many students score below the KKM of less than 75, by looking at these results the researcher will continue to apply the audiolingual method. In learning Indonesian, it can minimize student scores that are less than the standards applied.

There is a table of comparison of pracycle Indonesian learning outcomes, cycle I and cycle II, namely:

Table 4. Comparison of Pracycle Indonesian Language Learning Outcomes, Cycle I and Cycle II

Completeness	Pracycle		Cycle I		Cycle II	
	Frequency	%	Frequency	%	Frequency	%
complete	4	25	5	31,25	14	87,5
Not Completed	12	75	11	68,75	2	12,5
Amount	16	100	16	100	16	100

Based on these data, researchers obtained scores from the average learning outcomes of Indonesian and classical mastery which increased and the results of the pre-cycle, cycle I and cycle II. The average value of the pre-cycle without using the Pair Storytelling model is 60.62% with a total of 16 students, 4 students complete with 25% classical completeness. In cycle I, the average student score was 61 from the specified KKM, which was 75. The number of students who completed it was 5 people, 31.25%, while in cycle II, the Indonesian language learning results increased where there were 14 who fulfilled the KKM with an average score obtained was 86. and classical completeness 87.5% with the set classical completeness indicator is 75%.

4. Conclusion

Based on the results of the research on the implementation of the actions that have been carried out, it can be concluded that by using the audiolingual method in Class IV of Wameo 2 Public Elementary School. This can be seen from the completeness of the Indonesian language learning outcomes obtained by class IV students in cycle II. The results showed that the results of learning Indonesian from cycle I to cycle II experienced a very good increase in student learning outcomes, student activities and teacher activities. In cycle I, the average student score was 61, increasing to 86. In cycle II, 5 students or 31.25% completed the classical completeness cycle I, and in cycle II increased

to 14 students who completed or 87.5%. Likewise, the analysis of teacher and student activity data has increased, namely in cycle I the data from the analysis of teacher activities increased by 72% to 93%, in cycle II, while the analysis of the results of student activities in cycle I was 61%, increased to 88% in cycle II.

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