

IMPLEMENTATION OF AUDIO LINGUAL METHOD IN TEACHING ENGLISH VOCABULARY AT AKADEMIKA KINDERGARTEN BEKASI

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ABSTRAK

Tujuan dari penelitian ini adalah: 1) Untuk mendeskripsikan implementasi metode audio-lingual dalam pengajaran kosakata bahasa Inggris di TK Akademika Bekasi. 2) Untuk mendeskripsikan evaluasi metode audio-lingual dalam pengajaran kosakata bahasa Inggris di TK Akademika Bekasi. Metode penelitian yang digunakan adalah metode kualitatif. teknik pengumpulan data menggunakan observasi, interview, dan dokumentasi. Subjek penelitian ini adalah guru kelas B dan 14 siswa kelas B. Validitas instrumen penelitian ini adalah triangulasi sumber dan triangulasi teknik. Temuan dari penelitian adalah: 1) implementasi metode audio-lingual dalam pengajaran kosakata bahasa Inggris di TK Akademika Bekasi terdiri dari: a) Tujuan kegiatan belajar dan mengajar bahasa Inggris adalah mengenalkan dan menambah wawasan anak dalam kosakata dan percakapan bahasa Inggris sederhana. b) Prosedur pembelajaran kosakata bahasa Inggris dibagi menjadi 3 kegiatan, yaitu: kegiatan pembuka, kegiatan inti, dan kegiatan penutup. c) Teknik metode audio-lingual yang digunakan adalah *repetition drill*, *question and answer drill*, dan *dialogue memorization* d) Kelebihan dan kekurangan metode audio-lingual, kelebihanannya adalah menghemat waktu dan cukup membantu dalam meningkatkan kemampuan kosakata bahasa Inggris siswa karena siswa sudah bisa mengulang dan menghafal beberapa kosakata dan kekurangannya adalah siswa merasa bosan dan kurang fokus pada pelajaran. 2) Evaluasi metode audio-lingual yang digunakan adalah: a) Review b) Tanya Jawab c) Kuis.

Kata kunci: audio lingual, kosakata, bahasa Inggris

ABSTRACT

The objectives of this research are: 1) To describe the implementation of audio-lingual method in teaching English vocabulary at Akademika Kindergarten Bekasi. 2) To describe the evaluation of audio-lingual method in teaching English vocabulary at Akademika Kindergarten Bekasi. This research method is a qualitative method. Data collection techniques used observation, interview, and documentation. The subjects of this research are class B teachers and 14 class B students. The validity instrument for this research are source triangulation and technical triangulation. The findings of this research are: 1) The implementation of audio-lingual method in teaching English vocabulary consists of; a) The goal of English teaching and learning is that teachers use this method to familiarize and broaden children's knowledge in vocabulary and simple English conversation b) Procedures of teaching English vocabulary categorized in 3 activities; opening activities, core activities, and closing activities. c) Techniques of audio-lingual method used are repetition drill, question and answer drill, and dialogue memorization d) Advantages and disadvantages of audio-lingual method, the advantages are saving time and quite helpful in improving students' English vocabulary skills because students can already repeat and memorize some vocabulary and the disadvantages are that students feel bored and less focused on the lesson. 2) The evaluation of audio-lingual method used are; a) Review b) Questions and Answers c) Quiz.

Keywords: audio lingual, vocabulary, English

INTRODUCTION

English is a communication device to unify. Billions of humans around the

world use English as their language. In 2023, there were around 1.456 billion people worldwide who spoke English as a mother

tongue or as a second language (Statista, 2023). This has positioned English as an international language. Domination of English use in connecting and transferring information around the world brings awareness that mastery of English is important for modern society in this era of globalization (Susfenti, 2021). English proficiency levels in Indonesia, meanwhile, are still in the low category. Based on the English Proficiency Index (EPI) Report for 2023 released by Education First or EF (EF EPI, 2023), Indonesia is currently ranked 79th out of 113 countries with an English proficiency level that is still in the low category with a score of 473, and in 13th position out of 23 other Asian countries. Hence, Indonesia needs to work on improving its English language skills to prepare the younger generation for global challenges. This is because in the era of technology that has become everyday life, many technologies use English as the main language and by having English competence, will increase opportunities for the younger generation to gain knowledge (Solo et al., 2024).

Awareness of how important it is to master English has an impact on the efforts of the Indonesian people to study and master the language. In modern society, the enthusiasm toward schools that provide English learning is currently very high, as if it has become a new trend and a competition when parents are able to send their children to schools that have an English learning program (Clara et al., 2022). People are also starting introducing English as early as possible to their children. With the strong desire of parents for their children to master English as early as possible, many schools have eventually accommodated English language learning in early childhood. This issue is then followed up by educational institutions, including early childhood education institutions such as kindergartens (Susfenti, 2021). Introducing English subject in kindergarten is an added value for the school.

According to development psychology, the foundation of human personality is greatly influenced by childhood. Maria Montessori in Susfenti

(2021) stated that children aged 2-7 are at a time in a person's life when they are most sensitive to language children should be introduced to all aspects of language before the end of this period. It is essential to introduce good and correct language skills during this sensitive period, as these skills are needed to communicate with their environment. The earlier children learn a foreign language, they will master it faster due to better short-term and long-term memory capabilities. While according to Eka et al. in Fitriana (2022) stated that children learn foreign languages more easily than adults, so childhood is the ideal time to learn foreign languages. In English language teaching, one of the most important things to learn is vocabulary. Language is a means for humans to communicate and interact with each other to convey thoughts, ideas, concepts or feelings (Hidayati, 2022). The words we use in language are vocabulary (Firdausah & Sari, 2022). Hence, it would be great if children could focus more on learning vocabulary that is suitable for them as well as introduce and to teach foreign languages at an early age.

Vocabulary is a major aspect of language learning that learners have to master in order to achieve successful communication practices, mastering and learning vocabulary is an essential requirement as through vocabulary, people can have their ideas, emotions and desires communicated. Vocabulary means the words wealth cultivated by a specific language (Ericko Natan et al., 2023). Everyone can agree on the importance of vocabulary for English and other language learning. Students should keep on learning some new vocabulary since it is an essential component in the study of language. People cannot possibly communicate with each other fluently if they do not have an extensive vocabulary. Experts of English as a second language are very much aware about how important vocabulary is (Ali et al., 2023). Therefore teachers have to give careful consideration to the techniques and methods used in order to improve English vocabulary. There are many methods that can be used to learn English, one of them being the audio-lingual method (ALM).

Audio-lingual method is a method which puts emphasis on words repetition with the aim of helping students to understand the communicative use of the targeted (Ericko Natan et al., 2023). Audio-lingual method gives priority to words repetition in the process of learning for students to correct any incorrect words repetitively until it becomes a perfect word. In audio-lingual method, the teacher plays a bigger role in the students' behavior and vocabulary because the classroom lessons focuses on the accurate imitation of the teacher, giving the teacher a better understanding of the students' vocabulary memorization. The initial idea of audio-lingual method is to imitate and memorize which matches the child's condition for language learning (Suwarno et al., 2023). Linse and Nunan (2005) in Putri & Listyani (2020) also stated that, this method is well suited to teach English vocabulary to early learners. For this reason, audio-lingual method is the correct choice to be used as a learning method to teach English vocabulary in kindergarten. One particular kindergarten that uses the audio-lingual method in English vocabulary teaching is Akademika Kindergarten Bekasi.

The researcher found that the teacher gave repetition drill, question and answer drill, and dialogue memorization. On the repetition drill, words and sentence repetition is applied. On the question and answer drill, students come forward alternately two by two to ask each other questions. Meanwhile, on the dialogue memorization, teacher dialogues with students. Nevertheless, the disadvantage to this method is some of the students become bored while lessons are going on, because of the repetition technique in delivering the material and the different responses of each student, some are excited and some are not excited and cannot focus on English lessons. Because of this, there are gaps between the actual situation and what is expected in the learning process.

Previous studies have also shown the effectiveness of Audio Lingual method on improving students' vocabulary. In a study by Lie Ericko Natan, Didit Kurniadi, Ahmad Muhid & Eko Heriyanto (2023), it

was mentioned that the post-test score (84.6%) outperformed the pre-test score (75.8%). This means that audio-lingual method application in teaching English vocabulary was quite effective on the achievement of students in class 3A SD Shalom Semarang. This supports previous results from Tria Ali, Abidin Pammu & Nasmila (2023) in which 40% of data showed that students' marks at SMA Negeri 21 Makassar improved after the usage of audio-lingual method into their English lessons. Furthermore, according to research by Tono Suwarno, Nanik Retnowati & Hanna Sundari (2023) by applying audio-lingual method principles can increase students' mastery of vocabulary at Pasundan Cikalongkulon Cianjur High School, and the mean score of students' mastery of vocabulary increased up to 94. So it can be said that the audio-lingual method can make an impact on the development of students' vocabulary. However, the application of the audio-lingual method to kindergarten students is less well known. Therefore, this study is more specific and simply to look at the implementation of audio-lingual method in teaching English vocabulary in kindergarten students.

Based on the above background, several studies recommend the usage of audio-lingual method to develop the mastery of students' vocabulary. However, the application of the audio-lingual method to kindergarten students is less well known. Meanwhile, from the author's observation on English vocabulary teaching using audio-lingual method, there are gaps between the actual situation and what is expected in the learning process. Therefore, it is necessary to conduct research about the implementation of audio-lingual method in English vocabulary learning in kindergarten. Thus, the author focuses on the "Implementation of Audio-Lingual Method in Teaching English Vocabulary at Akademika Bekasi Kindergarten" to bridge the gap.

RESEARCH METHOD

In this research, a qualitative method was used. Qualitative research is research that intended to understand certain

phenomena. This phenomena can be something that the research subject experiences for example motivation, action, perception, behavior, and so on which is described holistically through words that describe the conditions as they are (Fiantika et al., 2022). The subjects of this study were: Class B teacher and 14 students from class B of Akademika Kindergarten Bekasi.

Observation, interview, and documentation techniques were used for data collection in this study. Observation conducted directly into the field and examined the process of learning English vocabulary by implementing the audio-lingual method for class B students at Akademika Kindergarten Bekasi. In this study, observations were made three times. Interview was used to collect data that supports the results of observations. Afterwards, documentation was used to provide evidence needed to describe the situation in the classroom and support any data obtained through the previous techniques.

For analysing the data, researcher used Miles and Huberman's (1992) data analysis model which are data reduction, data display, and drawing conclusions (Hardani et al., 2020). This research uses a triangulation technique to check the validity of the data. The triangulation means a data collection technique that combines different existing data collection techniques and data sources (Hardani et al., 2020). Triangulation used in this study is source and technical triangulation. 1). Source triangulation is obtaining data that is collected from different sources by using the same technique (Hardani et al., 2020). The researcher obtained the source data from the class B teacher and class B students using the same technique which is observation. 2). Technical triangulation is when the researcher uses different techniques of data collection to obtain data that comes from the same source (Hardani et al., 2020). Observations, interview and documentations were used simultaneously for the same data source by the researcher.

FINDINGS AND DISCUSSIONS

1. Implementation of Audio-Lingual Method in Teaching English vocabulary

The goal of teaching and learning English at Akademika Kindergarten Bekasi

Akademika Kindergarten Bekasi has an extracurricular program to learn English once a week on Fridays, with the aim of familiarizing and broadening the students' knowledge by teaching vocabulary and simple conversation. In addition, English vocabulary is also introduced in daily teaching and learning activities by the use of English songs, dialogues, pray, words of command and greetings. Ali et al. (2023) stated that students should keep on learning some new vocabulary since it is an essential component in the study of language. People cannot possibly communicate with each other fluently if they do not have an extensive vocabulary. Kinds of vocabulary taught at Akademika Kindergarten Bekasi is productive vocabulary and speaking vocabulary. One of the basic skills that naturally uses productive vocabulary is speaking (Dakhi & Fitria, 2019). Judy K. Montgomery (2007) in Tiani (2020) also said that speaking vocabulary is basically all the words a person uses when speaking and this is in accordance with what is taught at Akademika that vocabulary is taught through conversations or dialogues, songs, commands, and greetings.

Procedures of Teaching English Vocabulary Using Audio Lingual Method

From the results of interview and observations, the method used in English teaching and learning activities at Akademika Kindergarten Bekasi is audio-lingual method because it is considered more suitable for children because they only repeat what the teacher says and memorize it. According to Alexander (1978) in Kakunta & Kamanga (2020) stated that there are several steps in audio-lingual method, one of which is known as the mimicry-memorization (mim-mem) technique, which is mimicking what the teacher reads and at the same time memorizing the sentences.

There are three steps in learning English vocabulary with audio-lingual method,

which are opening, core, and closing. The followings are opening learning activities carried out by the teacher:



Figure 1. Students Line Up

1) Students Line up

Before entering the class, students lined up led by one of the students and guided by the teacher to do clapping and singing movements. There were several songs in English that were sung, such as “Watermelon 2x papaya 2x banana 2x banana 2x orange juice2x”, there were also “Roly poly 2x up up up, roly poly 2x down down down, up and down and shake shake shake 2x, roly poly 2x right right right, roly poly 2x left left left, right and left and shake shake shake 2x”, then “Walking walking 2x jump jump jump 2x, running running running 2x, now we stop 2x”, and “Head shoulders knees and toes knees and toes 2x and eyes and ears and mouth and nose, head shoulders knees and toes knees and toes 2x”.

2) Pray

Teacher leads the class to pray before learning in English and the students follow the teacher “O God, give me knowledge and intelligence, so that I can be a useful child for religion, parents, country and nation, thank you God, ameen”.

3) Clapping and Singing

After praying, the teacher starts the lesson by clapping and singing. In the clapping and singing before learning, the teacher also uses some English songs, such as “Good morning 2x to you 2x and to you, good morning 2x to you and to me, good morning my teacher, good morning all my friends, good morning2x to you and to me”, and “One little two little three, little cat cat, four little five little six, little cat cat, seven little eight little nine, little cat cat, ten little meow meow“, then “Anjing dog, kucing cat, kupu-kupu butterfly, ikan fish, bebek duck,

gajah elephant”, also “One and one I love my father, two and two I love my mother too, three and three I love brother sister, one two three I love everybody”.

4) Reciting Pancasila, Sumpah Pemuda and Student Promise.

After clapping and singing, the teacher led the students to recite the Pancasila, Sumpah Pemuda, and the Student Promise.

5) Greeting and Check the attendance list

The teacher greets the students with an English greeting “Good morning children” the students replied “Good morning Mrs” the teacher asked “How are you, today?” the students replied “I’m fine, thank you Mrs, and you?” the teacher said “I’m fine too, thank you” and the teacher began to take attendance one by one.

After the teacher does the opening, the next step is core activities. The followings are core learning activities carried out by the teacher:



Figure 2. The Teacher Explains Materials and Tasks

1) Explaining materials and tasks

Teacher explains the materials and tasks that students would do on that day.

2) Teaching English vocabulary

The teacher teaches English vocabulary according to the week's theme, for example on My Country theme. The vocabulary taught are Country, City, Flag, President, Vice President, National Anthem, National Symbol, Traditional Clothes, and Dance. The teacher guides the students to repeat the vocabulary spoken by the teacher.

Table 1. English Learning Theme

Time	Theme	Vocabulary	ALM Techniques
Pre-Observation March 15, 2024	Sky Objects	Sun, Moon, Cloud, Star, Day, Night, Earth, Planet, Rainbow, Sky	Repetition Drill, Question and Answer Drill, Dialogue Memorization
First Observation April 25, 2024	My Country	Country, City, Flag, President, Vice President, National Anthem, National Symbol, Traditional Clothes, Dance	
Second Observation April 26, 2024			

The teacher displays a picture containing the objects taught in the My Country theme and the teacher says the name of the object first in Indonesian and then in English while pointing at the picture and the students are asked to repeat the vocabulary in English. During learning activities teacher gives command to the student with English, such as, “Sit down on the carpet!”, “Look at the whiteboard”, “Silent please!”.

The last activity is closing. The followings are closing learning activities carried out by the teacher:



Figure 3. Student Recites Verse Before Going Home

1) Pray

Teacher led students to pray before going home in English. Students follow the teacher "O God, protect me from all dangers, so that I reach home safely, ameen".

2) Clapping and Singing before going home

3) Recite verse before going home

One of the students is asked to come forward according to their turn to lead their friends to do the verse before going home, and the other students followed by repeating the verse that their friend recited.

4) Evaluation

Teacher reviews the tasks that had been done that day and the English vocabulary that had been taught with questions and answers with the students, for example, “What have we learned today?”, “How many tasks were given?”, “What are they?”.

5) Goodbye Greeting

Teacher said goodbye to the students using English "Good day students, see you tomorrow" the students replied "Good day, see you Mrs "

6) Quiz

Teacher did a quiz and the students who could answer the questions could go home. For example, the teacher asked “what is the English word for kota?” the student A answered “city”. One by one, class B students went home and the learning activity was finished. Weideman (2017) stated one of the principles of Audio Lingual Method is that speaking should come before writing by listening first, then speaking, reading, and writing and the patterns of language must become a habit of language. This can be seen in the opening, core, and closing activities above where students listen to the teacher or their friends first, and speak through songs, verses, pray, and greetings, then read the task and write on the worksheets.

Techniques of Audio-sLingual Method in Teaching English Vocabulary

There are eleven techniques of audio-lingual method. However, three techniques were applied by the teacher, which are: repetition drill, question and answer drill, and dialogue memorization. Larsen & Freeman (2000) as cited in Novianty & Irawati (2021), stated several techniques of audio-lingual method, repetition drill, question and answer drill, and dialogue memorization is one of them. In Addition, Bagheri et al. (2019) also stated that dialogue is an important feature of audio

-lingual method. Dialogue gives students the opportunity to memorize, imitate, as well as practice English.

1) Repetition Drill



Figure 4. The Teacher Teaches Vocabulary

Repetition drill are the Audio Lingual Method technique that is most often applied in learning English activities at Akademika Kindergarten Bekasi. This technique is done in the opening, in the core of learning activities and during closing. During the opening, the teacher applies this technique when clapping and singing songs during students line up and at the beginning of the lesson where the teacher and students sing English songs with repetitive lyrics. And also during prayer before learning, the teacher says the prayer in English first and students repeat the English prayer said by the teacher.

On the core learning activities, the teacher guides the students to repeat the vocabulary spoken by the teacher based on the theme of that week, such as on the My Country theme. The teacher displays a picture containing the objects taught in the My Country theme and the teacher says the name of the object first in Indonesian and then in English while pointing at the picture and the students are asked to repeat the vocabulary in English. For example, the teacher points to a picture of a map of Indonesia and says "Negara in English is Country" or points at the Indonesia flag picture and says "Bendera in English is Flag". Then, the teacher says "Negara (in Indonesia)" and the students immediately followed by saying "Country (in English)", "Kota (in Indonesia)" and students followed by saying "City (in English)", "Bendera (in Indonesia)" and students followed by saying "Flag (in English)", this is done up to two or

three repetitions. The teacher then teaches other English vocabulary taught on the My Country theme. After teaching words repetition, the teacher continues to teach sentence repetition, for example on the Sky Objects theme, the teacher says "This is the star", "This is the sun", "This is the cloud", "This is the moon", "This is the sky", "This is the earth", "This is a planet", "This is a rainbow". Then students repeat the sentence spoken by the teacher up to two repetitions.

At the closing, the teacher uses the repetition technique when praying before going home, the teacher says the prayer in English and the students repeat it. At the learning evaluation during the review, the teacher repeats the words repetition technique done during the core learning activity.

2) Question and Answer Drill

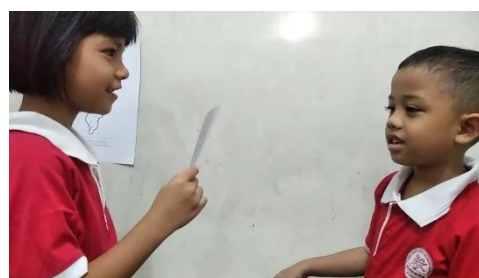


Figure 5. Students Ask Each Other Questions

On the question and answer drill. Teacher asked the students to alternately come forward two by two. One student is asked to hold a picture and the teacher asks the student to ask other students what the name of the object in the picture is, then the other student answers the name of the object shown by his friend.

For example:

(Sky Objects Theme)

Student A : What is this?

Student B : It's the Sun

Student A : Is the sun during the day or at night?

Student B : During the day

(My Country Theme)

Student C : What is this?

Student D : It's Indonesia

Student C : What is the capital city of Indonesia?

Student D : Jakarta

3) Dialogue Memorization



Figure 6. The Teacher Dialogues With Students

The teacher uses dialog memorization to start the lesson and also during the goodbye greetings. For example :

(Opening Activities)

Teacher : Good morning children, how are you today?

Students : I'm fine, thank you Mrs And you?

Teacher : I'm fine too, thank you.

(Core Activities)

Teacher : Class B, Are you ready?

Students : Yes I am ready, hu ha hu ha

(Closing Activities)

Teacher : Good day students, see you tomorrow

Students : Good day, see you Mrs.

Advantages and Disadvantages of Audio-Lingual Method

From the results of interview, the advantages of the implementation of audio-lingual method is that can saving time because the activities only repeat and memorize what is said by the teacher and although there must be a lot of improvement for the use of the method technique, but it has been enough to improve students' English language skills because students can already repeat and memorize some vocabulary and simple commands in English. Researcher found during observations, during the evaluation after the learning activity, at the time of review, questions and answers and quiz many students were able to answer questions from the teacher. According to Kakunta & Kamanga (2020) one of the advantages of audio -lingual is that practicing in such a positive ways, can help students improve their speaking ability.

Meanwhile, the disadvantages and obstacles in teaching English with Audio Lingual Method are in the differences in student responses, there are some students who feel bored because of the repetitive exercises and cannot focus during the lesson but other students remain enthusiastic in following the classroom learning activities. In Addition, obstacles can also occur in the classroom due to the use of media that has not been much and creative. One of the disadvantages of the Audio Lingual method is that students who are not creative because students are mostly asked to imitate the teacher's voice (Maaliah et al., 2017). Another disadvantage is stated by Kakunta & Kamanga (2020) that students may complain about boredom due to the constant use of drill patterns.

2. The Evaluation of Audio-Lingual Method in Teaching English Vocabulary

By the end of learning process there needs to be an evaluation of students, learning evaluation is essential because by learning evaluation we can find out the effectiveness or weaknesses of a learning model that has been implemented by the teacher. There are three ways of evaluation carried out by the teacher in English learning activities, namely material review, questions and answers, and quiz.



Figure 7. The Teacher Gives Quiz

1) Review

After the lesson, the teacher will review the vocabulary that has been discussed. At this stage the teacher asks all of the students in the class to pronounce the vocabulary they have learned out loud. If all students can say all the vocabulary that has been learned, it means that all students have

understood and remembered the lesson taught by the teacher.

2) Questions and Answers

The teacher evaluates through questions and answers with students, for example the teacher asks students “What have we learned today?”, “How many assignments were given? “What are they?”. If almost all students can answer the teacher's questions, then they have understood and listened to what the teacher explained.

3) Quiz

The teacher conducts a quiz at the end of the learning activity and students who could answer the questions could go home. For example, the teacher asked “what is kota in English?”, student A answered “city”. The teacher then asked again about other vocabulary learned in the theme of my country. At this stage it can be seen who the students that understand and focus on the lesson and who do not understand and do not focus on the English lesson given.

It can be concluded that the evaluation of the audio-lingual method in teaching English vocabulary at Akademika Kindergarten Bekasi uses three evaluation methods, namely material review, questions and answers, and quiz. Exercises are also carried out by filling out worksheets to measure how far the understanding of the students to the material that was taught. In addition, the measure of student success lies in student responses, if students can memorize and repeat what the teacher teaches them, and then when given questions students can answer it, then learning activities can be said to be successful.

This is in line with the linguistic objectives of the Audio Lingual Method according to Novianty & Irawati (2021) that language learners are capable to understand a foreign language by speaking it at a normal speed and related to familiar objects, language learners have acceptable pronunciation and grammar, and language learners do not experience difficulties in comprehending written materials.

CONCLUSION AND SUGGESTIONS

Conclusion

From the research findings, it can be concluded that implementation of audio-lingual method in teaching English vocabulary at Akademika Kindergarten Bekasi consisted of; a) The goal of teaching and learning English is that teachers use this method to familiarize and broaden children's knowledge in vocabulary and simple English conversation b) Procedures of teaching English vocabulary categorized in 3 activities; opening activities, core activities and closing activities. In the opening there are activities of students lining up, praying, clapping and singing, reciting pancasila, sumpah pemuda and student promise, greetings and checking the attendance list. In the core activities, there are explanations of materials and tasks, and teaching English vocabulary. In closing, there are pray, clapping and singing before going home, recite verse before going home, evaluation, goodbye greeting, and quiz c) Techniques of Audio Lingual Method used are repetition drill, question and answer drill, and dialogue memorization d) Advantages and disadvantages of audio-lingual method, the advantages are saving time and quite helpful in improving students' English skills because students can already repeat and memorize some vocabulary and the disadvantages that students feel bored and less focused on the lesson. All these that activities carried out when teaching English vocabulary support the implementation of audio-lingual method at Akademika Kindergarten Bekasi.

The evaluation of the audio-lingual method in teaching English vocabulary at Akademika Kindergarten Bekasi uses three evaluation methods, namely material review, questions and answer, and quiz. Exercises are also carried out by filling out worksheets to measure how far the understanding of the students to the material that was taught. In addition, the measure of student success lies in student responses, if students can memorize and repeat what the teacher teaches them, and then when given questions students can answer it, then learning activities can be said to be successful.

Suggestions

The researcher would like to provide some suggestions for teachers to use more diverse teaching techniques and also use more varied and creative learning media and facilities so that lessons in the classroom can be more fun and students will not feel bored. In addition, teachers are advised to be able to understand students' circumstances so that the correct techniques can be applied.

For other researcher, this research focuses on the teacher's implementation of Audio Lingual Method in English vocabulary learning in the classroom. Thus, other researchers are recommended to conduct more in-depth research with different focus, techniques, research design, settings or objects. It is hoped that this study can become a reference material to be used by other researchers about Audio Lingual Method.

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