

The Effects of Audio-Lingual Method on Children's English Acquisition

Irna

irna.hana23@gmail.com

Universitas Negeri Makassar

Murni Mahmud*

murnimahmud@unm.ac.id

Universitas Negeri Makassar

*corresponding author

Kisman Salija

kismansalija@unm.ac.id

Universitas Negeri Makassar

Abstract

The purpose of this study was to explore the effects of the audio-lingual method on children's English acquisition. This study used a qualitative method with a descriptive qualitative design. The subjects of this research are the children in Bone District who take an English course at the basic level. In this case, the researcher used Aura Lentera Fitrah, which is the English course, as the research setting. Besides, the researcher used purposive sampling to get the sample. To collect the data, this research used interviews as instrument. The result of this research showed that the effects of the audio-lingual method on children's English acquisition were engagement and fun; enhanced memorization and repetition; building teacher-student relationships; and listening and speaking opportunities. This research highlights the importance of the audio-lingual method technique for teaching listening and speaking skills to Indonesian EFL students. This method helps students acquire language through formation habits, adapting English phonemes, and improving pronunciation. It also enhances students' communicative competence and can be applied to non-formal institutions for teaching English as a co-curricular activity in Indonesia's current curriculum system.

Keywords: Audio-lingual method, Children, English acquisition.

INTRODUCTION

The features of a child's speech that are studied can be phonetical, grammatical and semantic. According to Lust (2006) stated that language acquisition by children is not assimilation of words, accumulation of words in memory, and reactivation through speech, but in the development of linguistic abilities with age and exercise. The development of linguistic abilities is an integral part of the child's psychological development, reflecting "deep" processes that can be investigated experimentally. Referring to the statement, the children have the ability to process and adopt the language to speak naturally. However, it should be given a reinforcement, so the language can be developed.

Typically, the children acquire their first language through active participation, environmental exploration, and social interaction. By interacting and communicating with other, they acquire not only linguistic competence, the vocabulary and the rules of the language's grammar, but also communicative competence, and the rules for using the language appropriately.

By the age of four or five, children have typically become proficient communicators in their native language and have integrated into their particular sociocultural group. They are simultaneously acquiring the language and learning how to use it effectively in a diversity of contexts and with different people. It is essential to emphasize that the development of the first language does not end at this moment but persists throughout early infancy and into adolescence (Birner, 2022).

On the other hand, learning a language as a foreign language presents significant obstacles, as children do not experience the same interactively supportive environment as when learning their native tongue. In a foreign language classroom, children require opportunities for active participation and communicative activities that are complex and dynamic, similar to what they experience when learning their native language.

The acquisition of language by children can be aided by interaction and the implementation of a variety of methods, including the audio-lingual method. The audio-lingual is based on behaviorist theory, which posits that certain characteristics of living objects, in this case humans, can be trained using a reinforcement system (Reimann, 2018). The audio-lingual method recommended that students be taught a language without using their native language to elucidate new vocabulary or grammar in the target language.

In applying to language instruction, it is often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-linguicism, there is no explicit grammar instruction: everything is simply memorized in form. (Larsen-Freeman, 2000) said the more frequently something is repeated, the stronger the habit and the greater the learning. Model of sentence that is usually used is some dialogues.

Besides, applying some drills is also needed. It leads the students to produce speech. Repetition of the dialogues and the drills will enable students to respond quickly and accurately in spoken language (Mart, 2013). Referring to the explanation, the children naturally are programmed to develop speech and language. In addition, the use of method is capable of helping the children in developing the language. Thus, by looking at the benefits of the method, several researchers have conducted the research related to the topic.

The first is the research from Bidenko & Bepalova (2017) with titled "Implementing Audio-lingual Method to Teaching Ukrainian as a Foreign Language at the Initial Stage". In their research, they conducted the research by applying such theoretical methods as an analysis of scientific literature, study guides and generalization of best pedagogical experience and also was proved by observation. The result of their research explained that the audio-lingual method serves only for introducing new vocabulary and grammatical structures. It involves multiple listening and repeating speech patterns and promotes audio-oral habit-formation.

Eripuddin & Kasyulita (2019) conducted their research titled "The Effectiveness of Audio-lingual Method on Students' Pronunciation Ability at Third Semester in the University of Pasar Pengaraian". In their research applied quasi experimental with nonequivalent control group design.

Based on their analysis, they found that the students' pronunciation was better taught by Audio-lingual method than taught by conventional technique.

Another researcher is Rashid & Islam (2020) with their titled "Effectiveness of Audio-lingual Method at Secondary Education in Bangladesh". They conducted the research using qualitative analyzes to accomplish the objectives. The participants of the study were the students of class 8 to 10. The academies of the study were from various secondary level Schools at Tongi in Bangladesh. The result of the research showed that based on the questioner, the teacher was interested and recommended the method to adopt in the classroom for learning language. In addition, the students' response showed that they felt the method was suitable for them to learn language. From the research, they meant to create communication competence by giving wide-ranging repetition to the student in the secondary levels school.

From the previous finding, it can be assumed that the researchers highlighted the Audio-lingual method and the English language. Besides, these previous studies applied it to students that use English as a foreign language. In this research, the researcher will conduct the research on children as a learner of English as a foreign language. Moreover, the previous studies above, focused on teaching implementation whereas this research will focus on language acquisition. Thus, the audio-lingual method is one of the methods that perhaps help children to acquire language. Therefore, in this case, the researcher is interested in exploring the effects of audio-lingual methods on children's English acquisition.

METHOD

Research Design

This research used qualitative with descriptive qualitative design. The primary objective of qualitative research is to comprehend, explain, explore, uncover, and clarify the circumstances, emotions, perceptions, attitudes, values, and beliefs of a group of people (Kumar, 2011). He also explained that descriptive study aims to comprehensively explain a phenomenon, and explore or express views about a particular topic. Therefore, in this case, the researcher would use this research design to explore the effects of the audio-lingual method in children's English acquisition.

Research Subject

To get the subject, this research used purposive sampling with inclusive criteria. Purposive sampling, also known as judgment sampling, is the purposeful selection of an informant based on a characteristic the informant has (Tongco, 2007). Therefore, using this technique, the subjects of this study are the children in Bone district who are learning English. In Bone Regency, there are several English language courses that focus on children, one of them is Aura Lentera Fitrah. Thus, the researcher would conduct this research with the subject children who take course in basic level.

Research Instrument

A research instrument is necessary for doing the research. It is needed for obtaining and collecting information that is relevant to the research (Birmingham & Wilkinson, 2003). It helps the researcher to do the research and get the data for finding the result of the research. Therefore, the researcher would use the instrument to collect the data through interview. In this research, the researcher used in-depth interview as an instrument that can support the collection of the data. The

interview process uses a guide containing open questions in the form of semi-structured interviews. According to Kaelan in Ibrahim (2015), semi-structured interviews are still included in the category in-depth interviews which in practice through the use of open-ended questions and allowing flexibility than structured interviews. The researcher would ask the children's opinions regarding their experiences, what they get and what they feel. Besides, the teacher will be also asked in this interview.

Technique of Data Analysis

Data analysis is the act of collecting, classifying, and examining data for patterns and themes in order to comprehend its significance. This research would be conducted by using interactive model of Miles et al. (2014) included data collection; data condensation; display data; drawing conclusions and verifying data.

FINDINGS

In this study, the researcher conducted interviews with children to explore the effects of the audio-lingual method that they got in learning the English process. As follows the children's answers:

Engagement and Fun

The application of techniques from the audio-lingual method to learning has an engaging and fun effect. In this audio-lingual method, the teacher uses pictures to give action or realia to give meaning (Larsen-Freeman, 2000). This makes children interested because they are given examples in the form of pictures or other things to help them understand the material being explained. In addition, children also play fun games that make them move and pay attention to these games. Therefore, from all the meetings in the research conducted, here are some of the children's responses regarding the audio-lingual technique they felt after learning:

Extract 1

“Iya.”
Yes.
“Seru.”
Excited.
“Dikasi contoh, pengertian dan mengulang-ulang.”
Giving example, definition and repetition.

(Interview with C1)

Based on the statement above, it explained that the child enjoyed and was happy with the learning process. This could be seen in his answer “**yes**” because the learning process was “**exciting**”. The answer was based on the technique that the teacher applied, where the child answered that the teacher did “**giving examples, introducing, and repeating**”. Therefore, the child felt fun.

Extract 2

“I am interested.”

“Dapat ka kosa kata baru dan bertambah pengetahuan ku Miss.”

I get new vocabulary and increase my knowledge.

(Interview with C2)

Like the statement before, the child also felt interested in the learning process. It was described by the child's answer **“I am interested”**. The reason was **“Dapat ka kosa kata baru dan bertambah pengetahuan ku Miss”**. Therefore, the process of learning using the technique of the audio-lingual method affected her.

Extract 3

“Iya Miss, bagus.”

Yes, Miss. It's good.

“Banyak baru ku pelajari.”

There a lot of things that I learn.

(Interview with C3)

In the learning process, the child felt happy and enjoyed the material provided. This was based on the answer **“Iya Miss. Bagus”**. The reason was supported by her statement that said **“Banyak baru ku pelajari”**. Thus, the child felt fun.

Extract 4

“Iya, suka Miss.”

Yes. I like it Miss.

“Main game, mendengarkan percakapan, terus melingkari kata-kata yang didengar.”

Playing game, listening conversation, and circling the words that heard.

(Interview with C4)

The child's answer was similar to the other answer. The application technique of audio-lingual method had an effect on the child and made her feel fun. It was based on her answer, **“Iya, suka, Miss.”** The reason was that the children did many activities during the learning process. It could be seen in the child's statement **“Main game, mendengarkan percakapan, terus melingkari kata-kata yang didengar”**. Therefore, the child feels fun and can engage in the learning.

Extract 5

“Iya menarik Miss.”

Yes. That's interested Miss.

“Kalau menarik, boleh Miss tahu apa yang kamu ingat dari dialog tadi?”

If that's interested, may I know what did you remember about the dialog?

“Here, somebody, I didn't know that.”

(Interview with C5)

Based on the statement above, applying the technique of the audio-lingual method made the child interested during the learning process. It could be seen with the child's answer, **“Iya, menarik,**

Miss.” Besides, the statement also proved that the child could mention what he had learned. The child's answer about it was **“Here, somebody, I didn't know that”**.

Extract 6

“Iya menarik --suka Miss.”
Yes, interesting. I like it Miss.
“Game Miss.”

(Interview with C6)

Based on the statement above, the child seemed to enjoy the lesson. This referred to his answer that said, **“Iya menarik --suka Miss.”** Besides that, it was supported by other reasons, namely **“Game Miss.”** who convinced his previous statement because of the games in the lesson he felt happy.

Extract 7

“Seru, Miss.”
Excited, Miss.
“@@ anu Miss mengajak teman untuk menjeguk teman”
Intiviting friend to visit friend.

(Interview with C7)

Referring to this statement, the child felt excited about the lessons learned. This was illustrated by her statement saying **“Seru Miss”** and being able to remember the material she studied, as in his statement **“@@ anu Miss mengajak teman untuk menjeguk teman”**.

Extract 8

“Iya, Miss.”
Yes, Miss.
“Karena tidak menulis @@@”
Because, not writing.

(Interview with C8)

Based on the statement above, the child enjoyed the material being taught during the learning process. This was in accordance with her answer **“Iya miss”** with the reason **“Karena tidak menulis @@@”**. From this statement, the child was happy because at that time learning activities were not focused on writing.

Extract 9

“Iye Miss, seru.”
Yes, Miss, it's fun.
“Hmm... karena bagus, bisa dipakai nanti teleponan ki sama teman ta.”
Hmm... because it's good, it can be used to call our friend.

(Interview with C9)

Based on the statement above, the learning activities that he had learned were interesting where the child answered **“Iye, Miss. Seru”** and was supported by the reason that said **“Hmm... karena bagus, bisa dipakai nanti teleponan ki sama teman ta”**. So, from this statement, the child was happy because he could use the material later on to his friends.

Overall, referring to the result of the interview above, the children gave positive responses, showing that they were interested in and enjoyed the learning process. Referring to Dörnyei, (2001), he said that children generally respond positively to learning experiences that are engaging, interactive, and enjoyable. If the audio-lingual method incorporates activities, games, or materials that captivate children's attention and make learning fun, they may have a more positive attitude towards the method. In the audio-lingual method, there are several techniques, one of which is playing games. Besides, in learning, the teacher used media that attracts the attention of children.

Enhanced Memorization and Repetition

As children excel at rote learning, the audio-lingual method's emphasis on memorization and repetition can correlate with their learning styles. This method can help children internalize the patterns and structures of the English language (Brown, 2007). In this technique, children do repetition with the teacher's direction, and if they mispronounced, the teacher would immediately correct them and give the correct pronunciation. Besides, the repetition and drills technique in the audio-lingual method made them remember the material being studied. Therefore, from this technique, some children responses to the effects they feel as follows:

Extract 10

“It’s very good. Hmm... Bagaimana kamu bisa tahu semua itu, emang apa yang dilakukan gurunya?”

It’s very good. Hmm... How do you know all of them, what did the teacher do to you?

“Dikasi contoh, pengertian dan diulang-ulang”

Given example, definition and repetition.

(Interview with C1)

Based on the statement above, the child gave an answer that said **“Dikasi contoh, pengertian dan diulang-ulang.”** The statement was based on the technique that the teacher used during the learning process. Thus, the child could remember and mention some of the vocabularies he had learned.

Extract 11

“Bisa ka pahami i karena Ms. Nisa menjelaskannya dengan contoh jadi kami bisa tahu artinya”

I can understand it because Ms. Nisa explain the word with example so we can know what the meaning is.

“(Sambil memperagakan) misalnya toh Miss, ini tas ku simpan didepan ku. berarti the bag is in front of me.”

(Demonstrating) for example anyway Miss, this is my bag kept in front of me. means the bag is in front of me.

“Iyaa miss, selalu na ulang jadi bisa ki ingat i.”

Yes, she always repeats the words, so we can remember it.

(Interview with C2)

Referring to the statement above, the repetition technique used helped the child remember the material being studied. This could be seen from the child's statement, namely ***"Iya Miss, selalu na ulang jadi bisa ki ingat i."*** In addition, he was also able to explain the activities he was doing. As in the answer ***"(Sambil memperagakan) misalnya toh Miss, ini tas ku, ku simpan didepan ku, berarti the bag is in front of me."*** Therefore, from the statement, the application of repetition techniques has an effect on the child's ability to remember and be able to explain the material he has learned.

Extract 12

"Iyaa Miss."

Yes, Miss.

"Iya miss, karena sering diulang-ulang."

Yes miss, because it was often repeated.

(Interview with C4)

The statement above was similar to the statement of his friend, where the child felt that repetition helped him memorize and know the material he was learning. This could be seen from his statement, namely, ***"Iya Miss, karena sering diulang-ulang."*** From this statement, the use of the repetition technique of the audio-lingual method has an effect on their memorization.

Extract 13

"Oh, iyaa Miss, na pisah-pisah i dan na suruh mi ki sebut i berulang-ulang."

Oh, yess Miss. She divided (line of the dialogue) and she asked us to repeat it.

"Bagus Miss, bisa membantu mengingat terus na perbaiki langsung pengucapan ta kalau salah sebut ki."

It's good, Miss; it can help me remember, and she directly corrected us if we mispronounced.

(Interview with C5)

The use of techniques in audio-lingual has an effect on the child's memorization which referred to the answer ***"Oh iyaa Miss, na pisah-pisah i dan na suruh mi ki sebut i berulang-ulang."*** Based on this statement, the child felt helped by the technique given and clarified with the effect she felt as in his statement ***"Bagus Miss, bisa membantu mengingat terus na perbaiki langsung pengucapan ta kalau salah sebut ki"***. So that this statement provided reinforcement in remembering for the child.

Extract 14

"Karena Miss tadi na contohkan ki dulu pengucapannya terus sering diulang-ulang."

Because the teacher did modeling of the pronunciation before and continued doing repetition.

(Interview with C7)

Based on the interview conducted, the child gave the answer, ***“Karena Miss, tadi na contohkan ki dulu pengucapannya terus sering diulang-ulang.”*** Referring to the statement, the child felt it helped in memorizing the material provided.

Extract 15

“Iya ada, na ulang-ulang apa na bilang.”

Yes, there was. She often repeated what she said.

“Di tambahkan “Not” Miss, kalau mau ki bilang (dia tidak baik-baik saja).”

Added "not" if you want to say "she is not good"

(Interview with C8)

Based on the statement above, the child could understand what the teacher taught because of the technique that the teacher used. It was based on the child's answer ***“Iya ada, na ulang-ulang apa na bilang”***. Besides, another statement from the child was ***“Di tambahkan “Not” Miss, kalau mau ki bilang (dia tidak baik-baik saja),”*** which explained that by using the technique, the child could make sentences with another pattern. Therefore, the technique of the audio-lingual method affected the child, helping him internalize the patterns of the English language.

The application of repetition techniques in the audio-lingual method affected children's ability to memorize and understand the content of the material that they learned. Referring to the results of the interview above, described that children could understand the material and help memorizing.

Teacher-student relationship

The relationship between the teacher and students plays a crucial role in shaping children's feelings towards any teaching method. In the learning process, there was interaction between the children and the teacher. Usually, the interaction that occurred was when children discovered new vocabulary. The following were the children's responses to this point:

Extract 16

“Tanya miss, kadang juga menebak. Pernah tadi Ms. Nisa bilang – apa itu Miss kalau “maju kedepan”?”

Asking the teacher, sometimes I also guess it like Ms. Nisa has done, she said --how to say "maju kedepan" Miss?

“Iya itu miss, ndak ku tau artinya, tapi Miss na minta ki maju jadi ku bilang artinya maju kedepan@@”

Yes, that's it. I don't know the meaning, But Miss wants me to go forward, so I think that's the meaning.

(Interview with C3)

The effect that the child felt in the application of techniques in audio-lingual was to make children active and involved in the learning process by simply asking something that they already knew. This referred to the child's response from the results of the interviews conducted, namely, ***“Tanya miss, kadang juga menebak...”*** From this statement, it could be seen that the child actively asked questions and tried to understand the material being taught.

Extract 17

“Tanya Miss”
Asking the teacher.

(Interview with C4)

Based on the statement above, the child preferred to ask his teacher something if they found or heard some vocabulary or sentences that were not familiar to them. This refers to his statement *“Tanya, Miss.”* So, from this statement, indirectly, the child became active and built a good relationship with his teacher.

Extract 18

“Ku tanya Miss”
I asked Miss.

(Interview with C5)

Based on the results of the interviews conducted, the child gave the response *“Ku tanya Miss”*, if she got the new vocabulary. She did this because, besides knowing the meaning, he also wanted to know the pronunciation. Therefore, referring to the statement, showed his activeness and the way she built relationships with her teacher.

Extract 19

“Bertanya sama guru dan menebak Miss.”
Asking to the teacher and guessing Miss.

(Interview with C7)

In this statement, the child would ask the teacher when he found or did not know something. In addition, the child will also guess the word by looking at the teacher's example or action. This was based on his statement *“Bertanya sama guru dan menebak Miss”*. Thus, in this case, the learning process in the class looks alive with the child-teacher interaction.

Extract 20

“Tanya Miss dan menebak. Tapi ku tanya lagi Miss sapa tau salah ka.”
Asking the teacher and guessing. But I ask the teacher again to correct it maybe I'm wrong.

(Interview with C9)

Referring to the results of the interview, the child gave the response *“Tanya Miss dan menebak. Tapi ku tanya lagi Miss sapa tau salah ka”* if she got vocabulary she didn't know. In addition, she would also try to guess the meaning of the words she got. However, in the end she still asked her teacher to confirm it. From this asking activity could create a good relationship between the teacher and children.

On the whole, in the application of techniques in the audio-lingual method, the use of the target language is characteristic of the method. Therefore, in the learning process, the children get used to listening to the target language, and this was done to separate the children's mother tongue and the target language so they could acquire the target language. Thus, when children hear or acquire new vocabulary, they are active in digesting it, either by guessing, asking the teacher for help, or looking for it in the dictionary independently. Besides, referring to the explanation in the extracts above, children prefer to ask their teacher, so that from these activities a relationship can

be built between the two of them. In addition, according to Dörnyei (2001), a supportive and encouraging teacher who creates a positive and nurturing classroom environment can enhance children's attitudes.

Listening and speaking opportunities

The audio-lingual method provides ample opportunities for children to practice listening and speaking skills through dialogues, drills, and oral exercises. Besides, regular exposure to audio materials and dialogues helps children become accustomed to the sounds and rhythm of the target language. As follows are some of the children's responses to the learning activities they learned:

Extract 21

“Main game, mendengarkan percakapan, terus dikasi ki Miss kertas terus dilingkari kata-kata yang didengar.”

Playing game, listening conversation, then Miss gives us a paper to circle the words that we heard
“Berdialog Miss, itu dialog dari itu film.”

Doing dialog Miss, it's from the film

(Interview with C4)

Based on the statement above, the child gave answers about what she had done in studying. As for what was done, namely, given a conversation through a scene of the film and asked to listen and circle the word she heard, this was by her statement, which said, *“Main game, mendengarkan percakapan, terus dikasi ki Miss kertas terus dilingkari kata-kata yang didengar.”* In addition, the child had a dialogue with her friend using the dialogue from the film. As she said, *“Berdialog, Miss, itu dialog dari itu film.”* Thus, audio-lingual techniques provided an opportunity for the child to get used to listening and speaking.

Extract 22

“Percakapan dari film.”

Conversation from the movie.

“Menonton film Nemo, dan melingkari kata yang didengar terus diartikan.”

Watching Nemo movie and circling the words that heard and translating them.

“Oh, iyaa Miss, na pisah-pisah i dan na suruh mi ki sebut i berulang-ulang.”

Oh yes, Miss. She divided it and asked them to repeat it many times.

(Interview with C5)

Referring to the statement above, the child did several things during the learning process. The child said *“Menonton film Nemo, dan melingkari kata yang didengar terus diartikan.”* From this statement, in the learning that was carried out, the child was asked to watch and focus on listening to what each character said in the film to be circled on the paper that the teacher had provided containing the appropriate words in the video. Apart from that, the child also had a

conversation like in the movie scene. This was based on his statement that said "***Percakapan dari film.***" Furthermore, seeing that the dialogue texts of the film were rather long, the child was given a backward build-up drills technique to be able to pronounce each of the dialogue lines. This could be seen from his statement which said "***Oh iyaa Miss, na pisah-pisah i dan na suruh mi ki sebut i berulang-ulang.***" Thus, from some of these statements, the effect the technique of the audio-lingual method provided opportunities for the child to practice listening and speaking directly to the media in the form of video conversations in English.

Extract 23

"Menonton video percakapan, praktek, terus menghapal."

Watching conversation video, practicing and memorizing.

(Interview with C7)

From the interview activities conducted, the child gave a statement, namely, "***Menonton video percakapan, praktek, terus menghapal***". Based on this statement, the child gave an overview of the activities she did while studying. The statement explained that the child was watching a movie scene in the form of a conversation between the two characters. Besides that, the child also practices the dialogue with his friends. Then, the child also memorized the dialogue given. Referring to this explanation, the implementation of the technique of the audio-lingual method provides an opportunity for the child to practice his speaking, build his memory by memorizing, and build his listening skills by watching videos.

Extract 24

"Praktek, dan menghapal itu ji Miss"

Practicing and memorizing, just that Miss.

"Seru Miss, kayak main peran ki. Disitu di dialog sementara menelpon jadi waktu praktek pake HP ki juga."

It's interesting, like role-playing. In the dialog, it shows telephoning, so when practicing, we also used HP.

(Interview with C8)

Based on the statement above, the things the child did were practice and memorize. This was in accordance with the child's statement "***Praktek, dan menghapal itu ji, Miss.***" From this statement, it was explained that the application of audio-lingual techniques provided opportunities for the child to practice speaking and reinforced the child's skills in memorizing.

Extract 25

"Praktek Miss."

Practicing Miss.

"eee na kasi liatkan ki video percakapan, terus di ulang-ulang."

Eee giving video of conversation and repeated.

(Interview with C9)

Referring to the statement above, the child mentioned the activity he was doing during the lesson. The child's answer was "*Praktek Miss.*" From this statement, the child practiced the material he had studied. Apart from that, the child also made a statement in the form of "*eee na kasi liatkan ki video percakapan, terus di ulang-ulang.*" This statement provided another description of the activities the child did during the learning process. Therefore, from the statement, audio-lingual techniques affect building active learning activities by practicing. This, of course, can influence the development of his speaking ability and memory.

Overall, the techniques in the audio-lingual method provided opportunities for children to listen and speak by providing dialogue which they then practice. Therefore, it has an impact on children's habits to model communication activities using the target language.

In addition to the interview analysis data from the children described above, the researcher also conducted interviews with the teacher to obtain information about her opinions on the techniques of the audio-lingual method. The following information was obtained:

According to the interview, she argued that the teaching-learning process required more effort to teach children. Besides, other efforts included preparing materials, techniques, and media to be used during learning. She thought that the important thing that needed to be emphasized in learning English was applying the English area to create children's habits of communicating by using English.

Therefore, in the implementation of learning, teachers used certain techniques. The teacher mentioned that these techniques include using English to introduce material, listening, repeating, and providing media such as pictures, videos, playing games, and role-playing. From this explanation, the teacher believes that this technique can make children interact in class and help them understand learning. Besides, according to the teacher, the techniques that influence the learning process are repetition, dialogue, and role-playing or practice. The teacher also confirmed that she used audio-lingual techniques in her class. Furthermore, the teacher also said that the things she faced in using the technique of the audio-lingual method were that she had to make more effort, like interpreting with action what she said or giving them an example to make them understand when she used English.

Furthermore, according to the teacher, the main thing in teaching English to children was pronunciation and vocabulary enrichment so that it could be used in communication. Apart from that, according to the teacher, memorizing activities was also very much needed so that children's memory developed and strengthened. The teacher also added that the first thing she did to make her students understand the meaning was to give examples of how it was pronounced and asked them to repeat it. If they had difficulty, they could ask the teacher.

DISCUSSIONS

The effects of the techniques in the audio-lingual method gives a variety of responses based on the interview questions given. From the results of these interviews, the children felt happy and enjoyed the learning process. One of them was by C2 who gave the statement "I'm interested". This statement was based on the reason that said "I get new vocabulary and increase my knowledge." This statement explained that children generally respond positively to learning

experiences that are engaging, interactive, and enjoyable (Dörnyei, 2001). This is also in line with Bloom in Konishi et al. (2014) theory which describes that children tend to learn words for things that they think are interesting or prominent. So that through interesting activities children can acquire language.

In addition, the techniques of the audio-lingual method have an effect on children's enhanced memorization and repetition. According to Brown, children often excel at rote learning. Therefore, this method can help children understand the pattern and structure of English. Based on the interviews, there were six children (C1, C2, C4, C5, C7, and C8) who gave the same response where they could remember the material being taught. One of the children, C8, said, "Add "not" if you want to say (she is not good)." Referring to the statement, the child explained the pattern of English she had acquired during the learning process. This is also supported by previous research by Bidenko & Bepalova (2017), which stated that the audio-lingual method serves to introduce new vocabulary and grammatical structures. According to Konishi et al. (2014), principles of language development, giving different examples can help children develop meaning and be useful in their language development.

Another effect of the application of the audio-lingual method is the discovery of teacher-student relationships. According to Dörnyei (2001), the relationship between teacher and student plays an important role in shaping a child's feelings towards any teaching method. In this research, children showed their activeness by asking questions when they found or heard new vocabulary. Based on the collected interview data, there were five children (C3, C4, C5, C7, and C9) who responded that they would ask their teacher when they found new words. As on C5, who said, "I ask Miss." Through this activity, the teacher will provide answers. So, these interactions can have a positive influence on children. The interaction can promote children's language acquisition (Konishi et al., 2014).

The audio-lingual method also shapes children's listening and speaking habits by providing learning that focuses on hearing and speaking skills through dialogues, drills, and oral exercises. In this study, children were given video conversations without translation, which were then practiced according to the dialogue in the conversation. Based on the results of the interviews, there were five children (C4, C5, C7, C8, and C9) who responded that in the learning process, they practiced using dialogue in the videos they watched. According to Richards & Rodgers (2010) stated that regular exposure to audio materials and dialogues helps children become accustomed to the sounds and rhythm of the target language. One of the children, C5, said, "Watching the Nemo movie and circling the words that he heard and translating them." In the principles of language development, referring to Shintani in Konishi, listening and doing tasks appear to be effective in promoting the vocabulary and grammar knowledge of beginning ESL/EFL children.

Besides, according to the teacher, the techniques of audio-lingual method that influence the learning process are repetition, dialogue, and role-playing or practice. The application of repetition techniques could help children with their pronunciation. This was supported by Eripuddin & Kasyulita (2019), stated that children's pronunciation was better taught by the audio-lingual method. In addition, the teacher also thought that this method was suitable for teaching English because it focuses on listening and speaking to create communication competence. It was supported by Rashid & Islam (2020) asserted that the audio-lingual method is recommended to be adopted in classrooms for learning languages.

CONCLUSION

The effects of the audio-lingual method on children's English acquisition are engagement and fun; enhanced memorization and repetition; building teacher-student relationships; and listening and speaking opportunities. Through interesting activities, children can acquire language. The reason is that the children generally respond positively to learning experiences that are engaging, interactive, and enjoyable. Besides, memorization and repetition affect children's habit formation. The more often something is repeated, the stronger the habit and the greater the learning. In addition, a positive teacher-student relationship can promote children's language acquisition through interaction between both. The audio-lingual method provided the children with listening and speaking opportunities that can help them become accustomed to the target language they learn.

By completing this research, the researcher found that there is one most important implication of this research: the audio-lingual method technique is highly recommended for teachers to apply in the process of teaching listening and speaking skills. This method is suitable for Indonesian students as EFL learners because it helps students acquire language through formation habits. This helps students adapt English phonemes so that they can improve their pronunciation in speaking skills because they are used to hearing the actual pronunciation of words and understanding English lessons through the application of techniques to the Audio-lingual method. Thus, learning English as a foreign language in Indonesia can help students achieve communicative competence. In addition, the audio-lingual method can also be an excellent method to be applied to non-formal institutions in teaching English as a co-curricular activity in the current curriculum system in Indonesia.

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