J U R N A L

iSALTY as a Framework for Combining Three English Language Learning Methods: State-of-the-Art Research

Mozes Kurniawan[1*], Lanny Wijayaningsih[2], Listyani[3] iD

[1,2] Faculty of Teacher Training and Education, Satya Wacana Christian University, Salatiga, Indonesia
[3] Faculty of Language and Art, Satya Wacana Christian University, Salatiga, Indonesia

A B S T R A K

Perkembangan bahasa anak usia dini sangatlah penting, yang membentuk dasar bagi pertumbuhan kognitif, sosial, dan emosional. Otak anak-anak khususnya sangat reseptif terhadap masukan linguistik selama tahun-tahun formatif ini, yang menjadikannya periode yang optimal untuk mengembangkan keterampilan bahasa, khususnya dalam bahasa Inggris. Tren mengintegrasikan pembelajaran bahasa Inggris dalam Pendidikan Anak Usia Dini (PAUD) telah meningkat pesat di Indonesia. Tujuan utama dari penelitian iSALTY adalah mengembangkan dan mengevaluasi kerangka pembelajaran inovatif yang mengintegrasikan tiga metode pembelajaran bahasa Inggris secara harmonis untuk meningkatkan efektivitas proses pembelajaran. Dengan menggunakan pendekatan studi pustaka, penelitian ini memberikan tinjauan komprehensif terhadap penelitian yang ada untuk memajukan pengetahuan dalam pengajaran bahasa Inggris anak usia dini. Penelitian ini menggunakan purposive sampling untuk memilih 45 referensi yang terdiri dari 12 judul tentang Metode Audio Lingual (ALM), 16 judul tentang Total Physical Response (TPR), dan 17 judul tentang Storytelling. Prosedur enam langkah terstruktur diikuti untuk memastikan tinjauan pustaka yang menyeluruh dan sistematis. Penelitian stae of the art ini mengungkapkan bahwa mengintegrasikan ALM, TPR, dan Storytelling berpeluang dalam membentuk cara belajar mengajar yang dinamis dan menarik. Pendekatan holistik ini memanfaatkan pengulangan, kontekstualisasi, dan penguatan fisik, yang secara efektif meningkatkan kemampuan linguistik anak-anak dalam memperkuat kemampuan berbahasa Inggris. Implikasi penelitian iSALTY berpotensi memberikan dampak signifikan dalam konteks pembelajaran bahasa Inggris di berbagai tingkatan pendidikan.

A B S T R A C T

Early childhood language development is critical, forming the basis for cognitive, social, and emotional growth. Children's brains are particularly receptive to linguistic input during these formative years, which makes them an optimal period for developing language skills, particularly in English. The trend of integrating English language learning in Early Childhood Education (PAUD) has increased rapidly in Indonesia. The main objective of the iSALTY research is to develop and evaluate an innovative learning framework that harmoniously integrates three English language learning methods to increase the effectiveness of the learning process. Using a literature study approach, this research provides a comprehensive review of existing research to advance knowledge in early childhood English teaching. This research used purposive sampling to select 45 references consisting of 12 titles about Audio Lingual Method (ALM), 16 titles about Total Physical Response (TPR), and 17 titles about Storytelling. A structured six-step procedure was followed to ensure a thorough and systematic literature review. This stae of the arts research reveals that integrating ALM, TPR, and Storytelling has the opportunity to form a dynamic and interesting way of teaching and learning. This holistic approach utilizes repetition, contextualization, and physical reinforcement, which effectively enhances children's linguistic abilities in strengthening English language skills. The implications of iSALTY research have the potential to have a significant impact in the context of English language learning at various levels of education.

*Corresponding author
E-mail addresses: mozes.kurniawan@uksw.edu (Mozes Kurniawan)

1. INTRODUCTION

Early childhood language development is very important because it lays the foundation for a child's cognitive, social, and emotional growth. The period from birth to six years, often referred to as the "golden age" of development, is characterized by rapid brain growth and unparalleled learning capacity. During these formative years, children's brains are particularly receptive to linguistic stimulation, making it an ideal time to develop language skills. Numerous studies have highlighted that early language proficiency is strongly correlated with academic success, social competence, and emotional well-being later in life. A child's golden period is very important because this period will influence the child's future growth and development. At this time, both parents and teachers must train children's motor movements such as hand, foot and mouth movements. This period is also a time when children's cognitive abilities must be honed and trained. in short, both parents and teachers must help children maximize their golden years (Makarim, 2023; Novitasari et al., 2020). Previous research shows that the quantity and quality of words children speak in childhood significantly influences their vocabulary and language skills when they enter school. Additionally, advances in neuroimaging have shown that early language experiences can shape the neural architecture of the brain, further underscoring the importance of prioritizing language development during this critical period (Hanifah, 2020; Rowe & Snow, 2020).

Recognizing the golden age of language acquisition provides valuable opportunities to implement targeted interventions and educational strategies. Empirical evidence suggests that engaging children in rich linguistic environments, characterized by frequent verbal interactions, storytelling, and exposure to diverse vocabulary, can significantly improve their language outcomes. For example, previous research found that preschool programs that emphasized language-rich activities produced large improvements in children's language and literacy skills. (Anugerah & Damanik, 2019; Widyatmoko et al., 2020).. Additionally, other research shows that children who participate in high-quality early language programs demonstrated better linguistic competence and better readiness for formal schooling. These findings highlight the potential benefits of early language intervention and support the idea that investing in children's language development during the golden years can produce long-term positive impacts This is important, educators, parents, and creators policies can collectively contribute to cultivating a generation of children equipped with the language skills necessary for academic and life success (Hodgins & Harrison, 2018; Widiyarto, 2020).

Language development in children is an important aspect of their overall growth and well-being, but it is still often overlooked in early childhood education. This period is characterized by rapid neurological development and increased cognitive receptivity, creating unique opportunities to develop linguistic abilities. Research consistently shows that early language proficiency is a strong predictor of future academic success, social competence, and emotional health. However, despite this importance, there remains an urgent need to address gaps in language development, particularly in under-resourced and linguistically diverse communities. Previous research revealed that children who participated in structured language enrichment programs before the age of three demonstrated significantly higher vocabulary and comprehension skills by the time they entered kindergarten. Similarly, other studies have also highlighted the effectiveness of interactive reading sessions in improving phonological awareness and expressive language among toddlers. These findings emphasize that the golden age of language development is not only a critical period for intervention but also a prime opportunity to implement evidence-based practices that can become the foundation for lifelong learning (Alexon. et al., 2019; Irna. et al., 2021).

Regarding English language skills, based on research conducted by the world education institution EF, it is confirmed that English language skills in Indonesia are still in the low category, namely at number 79 out of 113 countries. English is a universal language, almost all countries in the world use English as their daily language, thus learning English is a very basic and important learning for academic and social needs in the future. English learning is the process of teaching and learning a foreign language. English is important in this era of globalization because it is a universal language used in various fields, such as business, technology, science and communication. English learning can be taught from an early age, because at that time children are experiencing rapid development (golden age), a period where children tend to be able to absorb and remember a lot of information so that the learning process can be better.

Regarding children's cognitive development, early childhood is still at the preoperational stage of cognitive development which has high egocentricity. Children do not yet understand abstract things, only understand symbols and still think prelogically. Therefore, English for children requires appropriate and effective methods in the teaching process. The characteristics of early childhood are synonymous with learning while playing, where children learn more easily from direct experience and tend to understand concepts better through physical interaction and exploration. Then children also have a high curiosity, at an early age children also experience a sensitive period, where it is easier for children to learn certain skills,

such as language, motor skills or social skills. By taking advantage of this period, they can maximize their learning.

The trend of incorporating English language learning into Early Childhood Education (PAUD) has experienced a significant increase, especially in Indonesia, where the demand for English language proficiency is becoming increasingly urgent. As globalization continues to impact the world, the ability to communicate in English is not only seen as an academic asset but also as an important life skill that opens doors to opportunities. Parents and educators in Indonesia realize the importance of introducing English from an early age, so as to increase children's cognitive flexibility and linguistic receptivity. The period from birth to six years is widely recognized as the optimal time for language acquisition, as the brain is particularly adept at learning new languages. This trend is increasingly fueled by competitive academics and the desire to prepare children for future educational and career prospects, where English language proficiency is often a prerequisite.

Several recent studies support the growing emphasis on early English language education in Indonesia, highlighting its potential benefits and outlining effective strategies. Research by others found that children who attended a bilingual education program before the age of five showed marked improvements in cognitive abilities and linguistic skills compared to their monolingual peers (Bojanic, 2020; Kara & Aydin, 2020). Another study showed that interactive English learning activities, such as storytelling and language games, significantly improved vocabulary acquisition and pronunciation accuracy among preschool children (Ramadian et al., 2019; Sari, 2019). In addition, a longitudinal study conducted by previous research revealed that exposure to English from an early age not only increases language proficiency but also has a positive impact on overall academic performance and social interactions in subsequent years (Ali et al., 2020; Indah et al., 2020). These findings underscore the important role of early childhood English education and show that integrating English into the PAUD curriculum can provide long-term benefits. As Indonesia strives to face the demands of a global world, developing English language skills from a young age has become a strategic imperative, which is expected to equip future generations with the tools needed to succeed in an interconnected global society.

There has been a lot of research conducted on the VAK learning style as well as three other teaching methods, namely Storytelling, ALM, and TPR. However, little effort has been made to combine these three methods in teaching English to children. In fact, a combination of these three methods can be very useful and profitable for teaching international languages to young children. Based on the urgency of this matter, this research was carried out with the aim of integrating the three teaching methods, which are also based on the VAK principle. The novelty of this research lies in the development of an integrated learning framework that combines three English language learning methods simultaneously, namely interactive technology-based learning, contextual learning, and collaboration-based learning. The main objective of the iSALTY research is to develop and evaluate an innovative learning framework that harmoniously integrates three English language learning methods to increase the effectiveness of the learning process. The iSALTY framework is designed to combine interactive technology-based learning approaches, contextual learning methods, and collaboration-based learning strategies.

2. METHOD

This research uses a literature study approach, which focuses on a comprehensive review of existing research results to contribute to the latest scientific research in the domain of early childhood English teaching and learning. The methodology involves systematically identifying, selecting, and critically analyzing relevant academic articles, books, and conference papers published within a decade. Databases such as Google Scholar, EBSCO, and several scientific journal websites were used to ensure a broad and inclusive search of relevant literature. Keywords including "early childhood education," "English language teaching," "language acquisition," "storytelling," "Audio Lingual Method," "Total Physical Response," and "child language development" were used to screen related studies. Inclusion criteria were set to include peer-reviewed articles and empirical studies that address teacher and student challenges in early English education. Exclusion criteria included studies that did not focus on early childhood or fell outside the specified publication range. Each selected study must undergo a rigorous evaluation process to assess its methodology, findings, and relevance to the research objectives. Data from these studies were synthesized to identify common themes, gaps in the literature, and emerging trends. This method allows for a differentiated understanding of the various obstacles faced in the field and the strategies proposed to mitigate these challenges. By integrating findings from multiple studies, this literature review aims to provide a comprehensive overview of the current state of research, highlight areas that require further investigation, and offer recommendations for future research directions. This comprehensive approach ensures that this research is grounded in existing knowledge while contributing to the ongoing dialogue in

the academic community regarding effective English language teaching strategies in early childhood education.

This research utilizes a set of literature that focuses on purposive sampling of references related to Audio-Lingual Methods, Total Physical Response, and Storytelling in the context of early childhood English teaching. This research involved an in-depth review of 45 selected references, consisting of 12 references to Audio-Lingual Methods, 16 references to Total Physical Response, and 17 references to Storytelling. The selection of these references was driven by specific keywords related to each teaching method, ensuring that the literature sampled was directly relevant to the research objectives. Each reference is carefully analyzed for methodological rigor, findings, and relevance to the application of this method in early childhood education. This reference synthesis involves categorizing studies based on their main focus, main findings, and methodological approach, thereby allowing for a comprehensive understanding of how each method contributes to language acquisition. The literature review identifies common themes, advantages, and limitations associated with each method, as well as their practical implications in teaching English to young learners. Using a purposive sampling strategy, this research ensures that the selected literature is relevant and of high quality, thereby contributing to a robust analysis of effective language teaching methodology.

This research followed a structured procedure consisting of six main steps to ensure a comprehensive and systematic literature review on Storytelling, Audio Lingual Method (ALM), and Total Physical Response (TPR) in early childhood English teaching. First, the topic is determined, by determining the focus on these three pedagogical methods. Second, journal article investigations were carried out using academic databases such as Google Scholar, EBSCO, and several scientific journal sites, with specific keywords related to each teaching method. Third, literature reference selection involves screening articles based on inclusion criteria such as peer-review status and relevance to early childhood education. Fourth, a synthesis of literature related to the topic was carried out, organizing and integrating findings from 12 references on ALM, 16 on TPR, and 17 on Storytelling. Fifth, qualitative data processing is used to analyze and interpret the data collected, identifying common themes, advantages and challenges associated with each method. Finally, interpretation and presentation of results includes summarizing the synthesized data, drawing conclusions about the efficacy of each method, and presenting the findings in a coherent and accessible manner. This systematic approach ensures a thorough and rigorous examination of the selected teaching methods, providing valuable insights into their application in early childhood English education. A visualization of the six main steps of this research is presented in Figure 1.
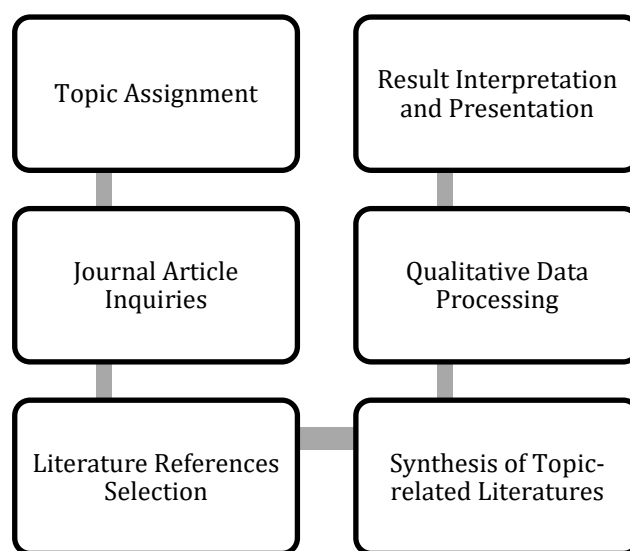

Figure 1. Six Key Steps to This Advanced Research

Data processing for this research involved a detailed and systematic approach to synthesizing information from 45 selected pieces of literature on Storytelling, ALM, and TPR in early childhood English teaching. The process begins with organizing the literature, where the 45 references are categorized based on focus area and relevance to the research objectives. This organization facilitates an efficient and coherent synthesis process, where related ideas and findings from multiple studies are combined to form new, integrative insights. The next step is to identify the main issues and themes presented in the literature, ensuring alignment with the research objectives. This identification process highlights common challenges,

benefits, and pedagogical strategies associated with Storytelling, ALM, and TPR. Next, the formulation stage requires the development of a comprehensive set of ideas that connect the synthesized information to the research topic, setting, and broader scientific issues. These formulated ideas are carefully structured into a cohesive narrative that answers the research questions and objectives. The final step is to present these findings in written form, ensuring clarity, coherence, and academic rigor. This synthetic approach to data processing allows this study to offer a differentiated understanding of how Storytelling, ALM, and TPR can be effectively applied in early childhood English education, and provides a strong foundation for future research in this area. By systematically organizing, synthesizing, identifying and formulating data, this research ensures that the resulting insights are comprehensive and insightful, thereby making a significant contribution to the academic discourse on early childhood language teaching methodology. The data processing design is presented in Figure 2.

Figure 2. Qualitative Data Processing Design

3. RESULT AND DISCUSSION

Result

Audio-Lingual Method (ALM) is a language teaching approach that emphasizes the importance of listening and oral skills over reading and writing. Originating in the mid-20th century, this method relies on repetitive drills and pattern practice, encouraging students to develop language proficiency through habit formation. Implementation of ALM has significantly improved the articulation abilities of deaf students, demonstrating its efficacy in improving phonetic skills through consistent auditory stimulation. The effectiveness of this method in expanding English vocabulary among kindergarten students, highlights the role of repetition and direct reinforcement in language acquisition.

Additionally, integration of ALM with other teaching strategies has shown promising results. Explores the collaborative use of ALM and Total Physical Response (TRP) in learning Chinese vocabulary, resulting in increased retention and engagement among young learners. The incorporation of cognitive learning theory, as discussed by Badi'ah (2021), further enriches ALM by providing a structured but flexible language teaching framework. This combination of methods supports a holistic approach to language learning, meeting the diverse needs of learners and encouraging active participation. Overall, this synthesis of studies underscores the versatility and effectiveness of Audio-Lingual Methods in a variety of educational contexts, and reaffirms their relevance in modern language pedagogy.

The Audio-Lingual Method (ALM) is a leading language teaching approach that emphasizes auditory and oral skills through structured repetition and pattern practice. This method, which originated in the mid-20th century, focuses on the habit-formation learning theory, emphasizing the importance of repeated practice to instill correct language use. One of the core characteristics of ALM is its heavy reliance on mimicry and memorization. Students engage in extensive repetition of phrases and dialogues to achieve automaticity in their language use, thereby reducing the likelihood of errors, highlighting the effectiveness of this method in improving articulation of consonant sounds among deaf students, demonstrating its usefulness in developing precise phonetic skills through auditory input and repetition.

The implementation of ALM is characterized by a teacher-centered approach where teachers provide models for students to imitate. The teacher's role is very important in presenting correct linguistic forms and providing immediate correction to prevent the formation of wrong habits. This approach contrasts with more student-centered methods, which emphasize the importance of accurate input from teachers. The structure of this method involves a series of exercises, including repetition, substitution, transformation, and question-and-answer patterns, designed to strengthen grammatical structure and vocabulary. The success of this method in expanding English vocabulary among kindergarten students, underscores the role of continuous reinforcement and practice in language acquisition.

In addition, the theoretical basis of ALM is taken from behaviorist learning theory, especially the work of B.F. Skinner. This behaviorist influence is evident in the method's emphasis on stimulus-response mechanisms and the use of positive reinforcement to shape correct language behavior. The implications of cognitive learning theory, as proposed by J. Piaget, in improving the ALM framework. By incorporating elements of cognitive development, educators can create a more holistic learning experience that balances

memorization with meaningful engagement. Highlight the use of innovative teaching aids, such as finger puppets, to support ALM, showing how creative tools can increase the effectiveness of the method. Overall, this synthesis of research underscores the versatility and power of the Audio-Lingual Method, reaffirming its significance in modern language pedagogy while highlighting potential areas for improvement through integration with other educational theories and practices.

The practical application of the Audio-Lingual Method (ALM) in various educational settings shows its versatility and effectiveness in improving language skills through structured repetition and pattern practice. Schools can utilize ALM to improve the articulation of consonant sounds in deaf students. This approach involves intensive listening practice and imitation practice, which significantly improves students' phonetic abilities. Successful implementation of ALM in teaching English vocabulary to kindergarten students at TK Akademika Bekasi. This method's emphasis on repetition and immediate feedback facilitates retention and use of vocabulary among young learners, demonstrating the efficacy of ALM in early language education.

Additionally, ALM has been effectively combined with other teaching methods to optimize learning outcomes. Collaborative use of ALM and Total Physical Response (TRP) in teaching Chinese vocabulary to kindergarten children, resulting in increased engagement and vocabulary mastery. This combination leverages the strengths of both methods, with ALM providing structured language practice and TRP incorporating physical activity to reinforce learning. Incorporation of cognitive learning theory in the ALM framework for Arabic language teaching. This integration aims to balance memorization with meaningful cognitive engagement, thereby enhancing the overall learning experience

Total Physical Response (TPR) is an innovative language teaching method that integrates physical movement with language learning to improve comprehension and retention. Developed by James Asher in the 1960s, TPR is based on the idea that language acquisition is facilitated when learners physically respond to verbal commands, in line with the way children naturally learn their first language. TPR leverages the direct connection between language and physical action, encouraging a multi-sensory learning experience that engages both body and mind. This method emphasizes the importance of kinesthetic learning, where students actively participate in the learning process through movement, so it is very effective for young learners.

The application of TPR in teaching vocabulary and language skills to young learners has shown significant benefits. TPR effectively aids vocabulary acquisition among young learners by linking words to physical actions, thereby aiding better retention and memory. This method involves the instructor giving commands in the target language, which the student then follows by performing appropriate actions. This hands-on engagement in physical activity creates a fun and engaging learning environment, reducing anxiety and increasing motivation.

The effectiveness of TPR extends beyond vocabulary mastery to other language skills. Reporting positive results in teaching command sentences to Indonesian language learners using TPR. This method's emphasis on following commands facilitates a deeper understanding of sentence structure and grammar.

Integration of TPR with other educational tools and methods further increases its effectiveness. Explored the use of quiet books as an additional TPR tool in teaching English vocabulary to young children. The calm and interactive nature of the book, combined with TPR's physical activities, creates a multidimensional learning experience that significantly increases vocabulary mastery. Likewise, Sinaga and Ginting (2023) used flashcards together with TPR to improve listening skills and vocabulary in early childhood education, showing that the combination of visual aids and physical responses enriches the learning process.

Overall, the practical application of TPR in various educational contexts underscores its versatility and effectiveness. Observed that TPR, when implemented at the Khalifah Purwokerto Kindergarten, significantly improved young learners' English skills by providing a dynamic and interactive learning environment. Emphasize the role of interactive media in complementing TPR, making language learning more accessible and engaging for early childhood students. These findings collectively highlight the potential of TPR in developing holistic language learning experiences that integrate physical, cognitive, and emotional elements, making it a powerful tool in contemporary language education. The ability of this method to adapt to a variety of teaching aids and its ability to engage learners at various levels reaffirms its importance in modern pedagogy.

Practical implementation of TPR has demonstrated its versatility and effectiveness in a variety of educational contexts. Applied TPR to teach command sentences to Indonesian language learners, and found that physical actions associated with verbal commands significantly improved comprehension and retention. Reported that TPR effectively helps teach English vocabulary to young learners by linking words to actions, improving their ability to remember and use new vocabulary. Observed that TPR improved English language skills and classroom engagement in PAUD Anak Bangsa III Semarang, demonstrating its

ability to create an interactive and dynamic learning environment. TPR to teach English vocabulary to young children, showing that combining tactile tools with physical response activities can further enrich the learning process. These findings collectively underscore the potential of TPR to foster holistic and engaging language learning experiences, making it a valuable method in contemporary language education.

Storytelling is a powerful pedagogical tool that is increasingly used in teaching English to young learners because of its engaging and immersive nature. Storytelling involves narrating stories to convey information, foster imagination, and facilitate learning. Telling stories can attract students' attention, making it easier for them to absorb and remember language structures and vocabulary. This method exploits humans' natural inclination towards stories, providing context and meaning to new language input, thereby improving comprehension and memory retention. Additionally, storytelling stimulates the cognitive and emotional aspects of learning, making the educational experience more holistic and impactful.

One of the main characteristics of storytelling is its ability to create a rich linguistic environment. Storytelling introduces students to a variety of vocabulary, grammatical structures, and linguistic expressions in a contextual way. This method allows learners to see how language is used in different scenarios, helping them understand and apply language rules more effectively. Additionally, storytelling fosters listening skills and encourages active participation because students often anticipate and react to the ongoing narrative. The interactive nature of storytelling, where students can predict outcomes, ask questions, or retell parts of the story, increases their engagement and strengthens their language acquisition process.

Discussion

The application of storytelling in the classroom involves various strategies and techniques to maximize its educational benefits. One effective approach is to integrate storytelling with other teaching methods and materials. (Suwarti et al., 2023; Ulya & Ichsan, 2018). The combination of singing and storytelling in vocabulary acquisition, found that the rhythmic and melodic elements of songs, combined with narrative context, strengthened vocabulary learning. This multimodal approach caters to auditory learners and improves memory retention. Additionally, the use of visual aids such as flash cards or storybooks can provide contextual support and help students associate words with pictures, further strengthening their understanding.

Digital storytelling has emerged as a powerful tool in the modern classroom, offering new ways to engage students. Previous research outlines how digital storytelling can attract children's interest and motivation in learning English by using multimedia elements such as images, audio and video(Chamorro & Janke, 2019; Izzah & Mutiarani, 2023; Ratna & Muthmainnah, 2020). Teachers can use digital platforms to create interactive stories that students can access both inside and outside class, thereby encouraging continuous learning. Additionally, interactive storytelling sessions, where students can control the development of the story or choose different outcomes, can increase engagement and decision-making skills. This approach not only makes learning more fun but also encourages independent learning and exploration .

Storytelling is a multifaceted teaching method that significantly enhances language learning through its engaging and contextual approach. By integrating traditional storytelling with modern digital and multimedia tools, educators can create rich, interactive, and stimulating learning environments. The use of storytelling not only improves language skills but also fosters creativity, critical thinking, and motivation among young students. Effective implementation of storytelling involves a combination of visual, auditory and interactive elements, ensuring that the learning process is dynamic and caters to a variety of learning styles. As various studies show, storytelling remains a powerful and versatile tool in early childhood language education, encouraging deeper and more meaningful learning experiences.

Audio-Lingual Method (ALM), Total Physical Response (TPR), and Storytelling are three different but complementary language teaching approaches. Integrating these methods can create a dynamic and effective learning environment that addresses a variety of learning styles and needs. The Audio-Lingual Method focuses on repetition and practice to develop accurate language habits, emphasizing listening and speaking skills through structured patterns (Abbas et al., 2020; Ghaziabad, 2020; Mangkuwibawa et al., 2019). TPR involves physical movement to reinforce language learning, engaging the learner's kinesthetic and auditory senses. Storytelling, on the other hand, uses narrative to provide contextualized language input, fostering imagination and retention. Combining these methods can capitalize on their advantages, creating a holistic approach that improves language acquisition through multiple modalities (Kurniawan, 2019; Kurniawan et al., 2019).

The link between ALM, TPR, and Storytelling lies in their shared emphasis on active participation and contextual learning. ALM repetition and practice can be seamlessly incorporated into storytelling by using repetitive language structures in the narrative. For example, key phrases and sentences from a story

can be trained through ALM techniques, thereby reinforcing language patterns in meaningful contexts. TPR can further enhance this by associating these phrases with specific actions or gestures, making the language more memorable and engaging. Storytelling provides a narrative framework, giving learners a compelling reason to practice the language and a context for understanding its use. This synergy ensures that learners not only repeat and remember language structures but also understand and apply them effectively.

Practically, the integration of these methods into a storytelling framework can be structured based on thematic units. For example, a story about a trip to the zoo can be used to teach animal names, actions, and descriptive language (Paramitasari, 2017; Shao et al., 2016; Widuri et al., 2018). The narrative provides a natural context for introducing vocabulary and grammar. The ALM technique can be applied by drilling key sentences such as "The lion is roaring", "The elephant is walking", and "The monkey is climbing". These sentences can be repeated and practiced through choral responses, substitution drills, and transformation drills. TPR can then be used to act out these sentences, with students imitating the actions of the animals. This physical engagement not only strengthens understanding but also makes the learning experience enjoyable and memorable (Sulistyawati et al., 2017; Suwarno et al., 2020; Yang et al., 2019).

Additionally, storytelling can be designed to include interactive elements that require students to use language actively. For example, after listening to a story, students can participate in a role play where they act out different characters or retell the story using their own words. ALM techniques can be used here to ensure accuracy and fluency, with the teacher providing immediate feedback and corrections. TPR can be integrated by having students perform specific actions related to the story, such as "jump like a frog" or "fly like a bird," reinforcing language through movement. The combination of repetition, physical activity, and narrative context creates a rich, multisensory learning environment that caters to a variety of learning styles and improves language retention.

In a practical classroom environment, the integration of ALM, TPR, and Storytelling can be implemented through a structured learning plan that combines elements of each method. Learning can generally start with a storytelling session where the teacher tells a story, using clear language and gestures to engage students. Key vocabulary and phrases are highlighted throughout the story. After telling the story, ALM techniques can be applied to practice these key phrases, using repetition and pattern practice to ensure students internalize the structure of the language. For example, if the story involves daily routines, sentences such as "He woke up," "He brushed his teeth," and "They went to school" can be practiced through choral repetition and substitution exercises.

After the drilling session, TPR activities can be introduced to reinforce language through physical actions. Students can be asked to perform actions described in the story, such as "standing," "sitting," "jumping," and "running." This not only helps strengthen vocabulary but also keeps students active and engaged. Lessons can end with interactive activities where students use language creatively (ALM, TPR & Storytelling). For example, they can participate in role-playing based on the story or retell the story in their own words, incorporating rehearsed phrases and actions. This integrated approach ensures that students practice listening, speaking, and understanding in a cohesive and engaging way. The Syntax of the Integrated Method is presented in Figure 3.
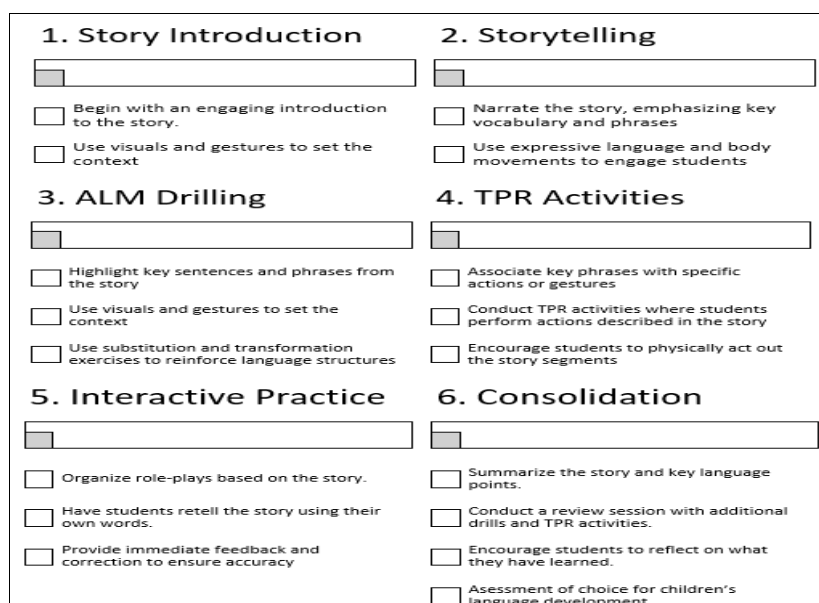

Figure 3. Unified Method Syntax (ALM, TPR & Storytelling)

By integrating ALM, TPR, and Storytelling, educators can create a comprehensive and dynamic language learning environment. This approach not only improves linguistic skills but also fosters creativity, critical thinking, and active participation, thereby making the learning process effective and enjoyable. In the end, the integration of three innovative English language learning methods, a combination of ALM and TPR in a storytelling framework contains three characteristics of learning methods that can accommodate the diversity of children's learning patterns and increase opportunities for learning English in Early Childhood Education which tends to be better. The integration of Storytelling, Audio Lingual and Total Physical Response methods was introduced by researchers using the acronym iSALTY. iSALTY is generally an acronym for three innovative English language learning methods so that it is easy to understand by those who want to adapt the synthesis framework of these methods. Another thing that underlies iSALTY is the philosophy of the word 'SALT' which in biblical literature, especially Matthew 5:13, shows the statement that underlies the spirit of developing this innovative synthesis of English language learning methods, namely "*You are the salt of the earth. But if the salt is no longer salty, how can it be salted again? It was no longer good for him*Being salt that has a good influence on the surrounding environment motivated the research team to develop a synthesis of this learning method so that it can be used as a reference by PAUD teachers, English teachers, child education practitioners and academics as well as parents so that this synthesis of learning methods will be a good thing in optimizing English language learning in the field of Early Childhood Education.

The implications of this research have the potential to have a significant impact in the context of English language learning at various levels of education. By integrating interactive technology-based learning, context-based learning, and collaboration-based learning, iSALTY can become a hybrid learning model that is more effective and adaptive to the needs of diverse students. The practical implication of this research is the provision of a learning framework that can be used by educators to create learning experiences that are more interesting, participatory and based on real needs. In addition, the results of this research can encourage the development of technology-based language learning platforms and applications that are more interactive and personalized. Theoretically, the iSALTY research enriches the literature regarding combining learning methods and provides guidance for further research in the development of hybrid learning frameworks. Policy implications may also emerge, especially in efforts by governments and educational institutions to adopt more inclusive and effective technology-based learning methods in English language learning. In this way, iSALTY is expected to be able to facilitate the transformation of English language learning to be more innovative, relevant and ready to face the challenges of the digital era.

Although the iSALTY research offers an innovative learning framework, there are several limitations that need to be noted. One of the main limitations is the dependence on technological infrastructure. Implementing interactive technology-based learning requires adequate access to hardware, software and a stable internet connection, which may be difficult to fulfill in areas with limited technological facilities. In addition, the process of combining three learning methods simultaneously requires significant time and effort from educators in terms of planning, management and evaluation of learning. Another limitation is the need for additional training for educators so that they can take full advantage of the potential of interactive technology and collaborative learning methods. To overcome these limitations, this research recommends developing technology infrastructure support policies that are more evenly distributed in various regions, especially in remote areas. In addition, training and professional development programs are needed for teachers to improve technological literacy and iSALTY-based learning management skills. Another recommendation is the development of practical learning guides or modules that can make it easier for teachers to integrate these three methods into the curriculum. Further research is also recommended to explore the effectiveness of iSALTY in the context of fully online learning and mobile learning. By overcoming these limitations, it is hoped that the implementation of iSALTY can run more optimally and provide wider benefits in English language learning.

4. CONCLUSION

The integration of Audio-Lingual Methods (ALM), Total Physical Response (TPR), and Storytelling creates a powerful and diverse language teaching approach that leverages the strengths of each method to enhance language acquisition. ALM's focus on repetition and practice ensures that students internalize language patterns through structured practice, encouraging accuracy and fluency. TPR's emphasis on physical movement engages kinesthetic learners and reinforces language learning through action, making vocabulary and structures easier to remember. Storytelling provides a rich contextual framework that captures students' imaginations and provides a meaningful context for language use. Combined, these methods offer a comprehensive approach that addresses a variety of learning styles, encouraging active participation and deeper retention. In practice, this integrated approach involves using stories to introduce language in an engaging way, followed by ALM exercises to reinforce

key phrases and structures, and TPR activities to reinforce learning through physical engagement. This synthesis not only makes language learning more effective but also more enjoyable, motivating students to actively participate and apply their skills. The result is a dynamic and engaging classroom environment where students can develop their linguistic abilities holistically, taking advantage of the repetition, contextualization, and physical reinforcement provided through the integration of ALM, TPR, and Storytelling.

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