



SCOPE

Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

The Use of Direct Method and Audio-Lingual Method in Improving Students' Speaking Ability

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KEYWORDS

Direct method;
 Audio-Lingual method;
 Speaking;
 Ability.

A B S T R A C T

The quality of a person's oral communication skills is significantly influenced by their speaking ability. Observations of pupils revealed that some spoke English quickly and intelligently, while others spoke it more slowly. It is affected by the teaching strategy that was employed in the classroom. Hence, the researcher conducted research to identify an appropriate strategy for enhancing students' speaking abilities in an attempt to find a solution to this issue. Therefore, the researcher tried to find out the use of the direct method and the audio-lingual method in improving students' speaking ability at SMK Ristek Karawang and SMK Perbankan Indonesia in Karawang City. This research is a qualitative descriptive study and analyzes the data with analytical phases. The researcher conducted the data with the steps: 1. interviewing the English teachers, 2. analyzing the data, 3. interpreting data, and 4. concluding the result. Based on the result of the study all of the respondents have the same opinion about the use of the direct method and the audio-lingual method which is suitable for improving students' speaking ability.

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INTRODUCTION

English is the first foreign language in Indonesia, it is important for human resource development in our country because many people in the world use English for communication. Communication is the transmission of information (a message) between source and receiver, using a signaling system. When people communicate with each other in speech, they are employing a code or language, it is the process of sharing meaning with verbal or non-verbal communication (Ali, 2020). Examples of verbal communication such as face to face, telephone, and non-verbal communication such as gestures, body language, and many more. Therefore, communication is important to get information and to increase knowledge in

the global era, and one of many ways to communicate that people usually do is by speaking.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2000, 2001, 2007). Hence, one of four language skills that should be mastered by students in learning English at school is speaking, because without speech we cannot communicate with one another for sharing information. The teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become 'talking classrooms' (Thornbury, 2005; Harmer, 2001, 2007). Based on the explanation, teaching speaking skill has more extra demanding to the teachers in the class rather than any other language skills. The teachers must motivate the students,

find their interests, and build language habits, not only in speaking lessons but also in daily activities by using the target language for instructing them. Because hearing teachers speak in English, it can make them familiar with the target language.

However, during English lessons in the classroom, the researcher found some students have difficulties speaking English, is due to they feel ashamed of expressing their ideas, and they lack the vocabulary while trying to speak English. These problems are not only found in young learners but also in adult learners.

Some of the factors are the student's fear of being laughed at by their friends when they were making mistakes in speaking, they have less confidence to speak up, and the topic in the classroom is too difficult for them. Thus, the teachers should help the students to overcome these problems by encouraging them to speak in English. For this reason, teachers need to use the teaching method that can encourage or motivate them to take part actively in the classroom.

Based on observation while the research in X grade students at Vocational School in Karawang City, the researcher found some problems in teaching English, especially in speaking. They have difficulties expressing ideas and opinions orally.

Moreover, the students' speaking ability is relatively low. Thus, the researcher assumes that the teachers in the classroom should be more creative to look for other methods which are suitable for improving students' speaking ability, methods that can be used in the classroom such as the Translation Method, Direct Method, Silent Way, Audio-Lingual Method, Total Physical Response and so on. The method for improving speaking ability in the classroom is necessary, for the teachers in helping the students to overcome their difficulties in speaking English. Hence, the researcher assumes by using some methods such as the Direct method and Audio-lingual method can improve their speaking ability. These methods establish classroom activities more effectively in using the target language as class language, reduce students' boredom, can help them to freely interact with their friends, and express their idea naturally in daily activities because they are familiar with that language.

According to Larsen (2000), The Direct Method have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use another language to communicate. It indicates that language teachers have been using the direct technique for an extended period of time. It was resurrected most recently as a technique for learning other languages for communication.

Direct Method is an interesting method that can be used by the teacher to improving students speaking skill. Some researchers assumed that direct method is effective to improve students' speaking ability, and helps students understand how to apply the target language to communicate in the classroom.

After conducting the research, the students' speaking ability before being taught by using direct method is categorized into Good level (Haliwanda, 2019). It demonstrates that there is a notable difference between pupils' speaking abilities before and after receiving direct instruction.

Furthermore Maliah and Eda (2017:58) "Audio-lingual method is good to be used in teaching speaking, especially for the students", The audio-lingual technique is a helpful instrument for teaching speaking since it gives students the chance to fully understand the topic and inspires them to learn more, particularly in speaking English.

The researcher decided to employ the direct approach and the audio-lingual method to help pupils enhance their speaking abilities based on the aforementioned claims as well as several studies and other sources that were identified. Because the oral and auditory methods are so successful in helping students develop their communicative competence.

The aim of this research is for helping the teachers to create good value in students' speaking ability. The main value is to know the use of the direct method and audio-lingual method in improving the student's desire to learn to speak in English and make them familiar with it. Because using the direct method and audio-lingual method the teachers brought them to know how to apply it, make the target language as their habit for communication, and also the teachers can help them to express their English ability freely, and naturally with media which is the teachers used for demonstrating the topic of the class discussion. This study is conducted in SMK Ristek Karawang and SMK Perbankan Indonesia in Karawang city as the location of research. By paying attention to other issues and considerations the researcher intends to raise this issue entitled "The use of the direct method and audio-lingual method in improving students' speaking ability at X grade students of SMK Ristek Karawang and SMK Perbankan Indonesia Karawang in the Academic year 2019-2020".

METHOD

In an attempt to answer the research questions, the researcher used qualitative as the methodology of this study. According to Ary (2010: 29) "Qualitative research collection the data in the form of words and images to answer questions. Those words and images will answer the questions". Hence, the data will be taken to analyze a

phenomenon by focusing on what the respondents experience naturally. Bogdan and Biklen (2007:158) "Qualitative research collects data in a natural setting", In addition, qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. Thus, it can conclude that qualitative research aims to describe the complex pattern of what is being studied in-depth, and in detail so someone who has not experienced can understand.

Therefore, the researcher used the qualitative descriptive in this research. Qualitative descriptive is a comprehensive summarization, the everyday term, of specific events experienced by individuals or groups individuals, by using qualitative descriptive in this research the researcher assumes it can help to collect the data more accurately for understanding the teachers' perception because in using qualitative descriptive the data will be summarized comprehensively regarding the use of the direct method and audio-lingual method in improving students' speaking ability at SMK Ristek Karawang and SMK Perbankan Indonesia.

In qualitative research also there are validity and reliability to measure the data being collected. In qualitative research, validity is the degree to which qualitative data accurately gauge what we are trying to measure. It means that the researcher's data can be said to be valid if the result of the research measurement process is accurate, Fraenkel and Wallen (2006) have stated validity refers to the appropriateness, meaningfulness, and usefulness of the inferences a researcher makes. So, it can conclude that the validity of qualitative research is based on certain whether the results of the research are accurate and meaningful.

In the reliability of qualitative research, Schreiber and Kimbery (2010:85) argue that "Reliability is the consistency or stability of the values, test scores, or weight measurements". It can be said that reliability is the power of data that can describe and explain the consistency, stability, and authenticity of any existing data based on time, place, and situation.

Hence, in qualitative research, there are common terms used to describe validity and reliability. Mills (2019:391) has stated "A qualitative researcher can establish the trustworthiness of their research by addressing the credibility, transferability, dependability, and confirmability of their studies and findings". The participants in this study had more than a year of experience teaching speaking through both direct instruction and audio-lingual instruction. As a result, they were informed about the direct method and audio-lingual method, which are the primary focuses of this study, for enhancing students' speaking abilities.

It refers to a study methodology that produces dependably the same outcomes throughout multiple testing cycles. Put another way, each time the researcher applied the same techniques to the same or similar subjects, the results were consistent. By employing this strategy, the researcher has been accustomed to responding in a consistent manner and has managed all aspects of the testing processes and subjects to minimize measurement error.

The sample of this study is the English teachers who taught in SMK Ristek Karawang and SMK Perbankan Indonesia in Karawang, 30 teachers were interviewed. In this research, the researcher named the participants using initials, for example; DW, ED, and BP. To choose the participants, the researcher used a purposeful sampling technique. In this research, the participants had already experienced teaching speaking using the direct method and audio-lingual method in a vocational school for at least 1 year. Hence, they had known about the direct method and audio-lingual method in improving students' speaking ability which is the main focus of this research.

In this research the researcher used analytical phases for the data analysis technique, analysis phases are closely aligned with empirical phases, and after data are collected the next step is prepared for analysis. In this analysis, all the research, patterns, and relationships in the data are identified, and the research question is answered through the synthesis of numerical or narrative data.

RESULTS AND DISCUSSION

The Data Description

1. How are The Direct method and The Audio-Lingual Method in Improving Students' Speaking Ability?

The first research question is "How are the Direct method and the Audio-lingual method improving students' speaking ability?", this section discusses to answer of the first research question that is how the Direct method and Audio Lingual method in improving students' speaking ability in SMK Perbankan Indonesia and SMK Ristek Karawang. For providing detailed and clear information about how the Direct method and the Audio Lingual method in improving students' speaking ability, the researcher conducted deep observation on 03 February-07 February 2020.

The presentation of the answers is divided into three parts, such as the procedure of the direct method and the audio-lingual method, the media of the direct method and audio-lingual method, and the techniques of the direct method and the audio-lingual method.

- a. The Procedure of Direct Method and Audio Lingual Method in Improving Students' Speaking Ability.

Based on Brown (2000: 21) “direct method is the naturalistic-stimulating the natural way in which children learn first languages-approaches”. Based on this method learning a foreign language should be in the same way by which people learn their mother tongue. The aim of that is for helping the students to familiar with the target language such as their familiarity with their first language, and according to Diller in Larsen (2000: 23) “direct method has one very basic rule: No translation is allowed, the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids”. In the direct method no recourse to the student’s native language and no translation but demonstration, never making a speech but asking questions, and never explaining but acting such as pantomime in front of the class to make the students understand what the material talks about. Thus, it can be concluded that the essential point of the use Direct method is the teachers should give the students direct encouragement of using the target language in the teaching-learning process rather than their mother tongue or L1.

Moreover, in the audio-lingual method based on Brown and Dowling (1998:137) “Audio-Lingual Method is a method which emphasizes on the repetition of the words to help the students to be able to use the target language communicatively”, the purpose of the audio-lingual method such as repetition or drills is to break down the troubles in the sentences into a smaller part, and drilling is the key feature of Audio-Lingual Method approaches to language teaching which emphasized on repeating structural patterns through oral practice, and Larsen has stated (2002: 35) “ Audio-Lingual Method which is the method based on aural-oral approach. It put the accent on the acquisition of oral language skills through oral practice based on repetition and analogy”. According to those explanations, we can conclude the audio-lingual method is the method of foreign language teaching which emphasizes teaching listening and speaking before other skills, the method focuses on repetition or drill to improve students’ speaking ability, and the approaches of this method are repeating structural pattern through oral practice.

In using both methods the researcher expected to encourage the students, to improve their speaking ability, so the students can understand what they learn, express their ideas freely, and correctly in using the target language for communication. However, the researcher has done the observation using the direct method and audio-lingual method in the X grade of SMK Ristek Karawang, and SMK Perbankan Indonesia. The focus of the observation was on 60 minute teaching-learning process in the classroom.

Based on the observation in both classes, to begin the learning process the teachers in the classroom started with reviewing the last topic by asking the students some

questions related to the previous materials, after giving review the teachers started the new topic by introducing the topic using the target language, after that the teachers used both the techniques of the methods and the last is closing. It happened in both of the classes the teachers used the target language and some pictures to deliver the topic of class discussion, in the learning process when the students lacked the vocabulary in speaking English, the teacher helped them by using audio or drilling to enrich their vocabularies. The teachers in the classroom do not explain the grammar deductively but used the real content as media, Larsen-Freeman (2000:47) stated “ the sentence pattern and grammar point include within the dialog”. It means the students can understand the grammar while speaking in English at the last of the lesson, by hearing the audio or the teachers speaking in English they will understand how to pronoun words or sentences in the target language including the rule of grammar itself.

b. The Media of Direct Method and Audio Lingual Method Could Improve Students’ Speaking Ability.

In using the direct method and the audio-lingual method some media can help the students for improving their speaking ability. In this research, after conducting the interview the researcher found all of the respondents mentioned the big roles of the activities in the direct method and the audio-lingual method during the teaching-learning process. Some media such as pictures, realia, and audio (speaker) are conducted in the classroom and facilitated the students in learning to speak. The students have a role to improve their speaking ability by using these methods.

The first respondent is PT, PT said that she conducted some media to help the students in improving their speaking ability. PT said that she used some media such as pictures and audio in delivering the topic of class discussion, the media that the teachers used is suitable to encourage them in learning to speak.

In teaching speaking with the direct method, I used some pictures, and gestures for delivering the topic to the students in the classroom, and for the audio-lingual method, the media such as realia and audio (listening) to encourage them to speak, and talkative in using the target language. (PT)

The Second respondent is MS, Ms has stated that pictures and audio can help the students to enjoy the teaching-learning process without feeling bored in the classroom, and they can improve their speaking ability.

The media such as pictures and audio can help the students in improving their speaking ability, when the teachers used the target language in the classroom they will try to imitate the teachers to speak in English. and the purpose of using

these media for making them familiar with the target language, and brave themselves to speak up. (MS)

Furthermore, the third respondent also discovered some media in improving students' speaking ability, when the teacher speaks in the target language, some media are helped the students to get a better understanding of in-class discussion, for example: The teacher is delivering the topic in front of the class with some pictures, the students who do not understand what the teachers talk about they can look at the picture, and caught up the meaning.

The use of target language, pictures, and audio are helped the students to improve their speaking, ability, while the teacher delivers the topic in the classroom the students can look at the picture, which can help them to get a better understanding of the class discussion. (PD)

All respondents have some opinion that the media of direct method, and audio-lingual method in improving students' speaking ability, it is proven by the teachers in the classroom, they always use the media for delivering the topic of class discussion. Based on the result of interviewing, those media in both methods helped the teachers to overcome the difficulties in teaching speaking, and encourage them to use the target language as their habit.

c. The Technique of Direct Method and Audio Lingual Method Could Improve Students' Speaking Ability.

This point is the result of using the technique in the direct method and audio-lingual method in teaching speaking. The teachers in the classroom mostly give the students treatment based on the technique of those methods, and they can improve their speaking ability by using these techniques. Hence, after following the activities in the classroom, the researcher interviewed the respondents and found some statements, the first respondent is ED, ED stated :

In using direct method techniques, such as reading aloud, getting students to self-correct, and question and answer exercises, the students can practice the new words, and grammatical structures in the target language, and in improving their speaking ability.

For the audio-lingual method such as repetition or drill to break down the troubles in the sentences into a smaller part. In the audio-lingual method also the language teaching emphasized repeating structural patterns through oral practice. (ED)

She argues those techniques of the direct method and the audio-lingual method are suitable to improve students' speaking ability and based on her experience in teaching speaking, the asking question and drilling are helped the students to enrich their vocabularies in speaking English. The second respondent is MS,

The technique of direct method can improve students' speaking ability, for example; while the teacher discards any use of mother tongue and conversation practice, these techniques will improve their speaking ability and enrich their vocabulary.

For teaching speaking in the audio-lingual method, the teachers use drilling word by word, and they move into phrases for long-line practice. (MS)

Ms has stated using the target language as a class language gives the students more benefits. They can increase their vocabulary in speaking English by hearing the teachers or native speakers (from audio) speaking in the target language they will be trying to imitate, and besides that, they also learn how to pronounce the words correctly.

In the direct method the techniques such as reading aloud, question and answer exercises, getting students to self-correct and conversation practice can help the students to improve their speaking ability.

For the audio-lingual method as Dialogs or short conversations between two or more people are often used at the beginning of the new lesson, and then Backward build-up drill is used when a long line of dialog with giving the students trouble, and in repetition drill the students asking for repeating the teacher's model as accurately, and as quickly as possible. Both of these methods are suitable to improve students' speaking ability. (DW)

Moreover, the third respondent has a similar opinion to other respondents. She added that the use of conversation practice can improve their pronunciation in speaking English. Overall, the researcher concluded the use of the techniques in both methods was suitable to help the students in improving their speaking ability and help them to learn how to communicate using the target language with correct grammatical.

2. How is the Direct Method in Improving Students' Speaking Ability?

The second research question is "How is the Direct method improving students' speaking ability?", this part discusses to answer of the second research question is how the Direct method improving students' speaking ability in SMK Perbankan Indonesia and SMK Ristek Karawang in Karawang city? For providing detailed and clear information about how the Direct method in improving students' speaking ability, the researcher conducted deep observation in February 2020. The presentation of the answers is divided into three parts also like the previous steps, such as the procedure of the direct method, the media of the direct method, and the technique of the direct method.

a. The Procedure of the Direct Method in Improving Students' Speaking Ability.

Brown argues (2000: 21) “direct method is the naturalistic-stimulating the natural way in which children learn first languages-approaches”. Based on this method learning a foreign language should be in the same way by which people learn their mother tongue. The aim of this the teachers to help the students to familiar with the target language such as their familiarity with their first language, and Diller in Larsen (2000: 23) has stated “direct method has one very basic rule: No translation is allowed, the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids”. In the direct method no recourse to the student’s native language and no translation but demonstration, never making a speech but asking questions, and never explaining but acting such as pantomime in front of the class for making them understand what the material talks about. Hence, it concluded that the essential point of

using the direct method, the teachers should give the students direct encouragement of using the target language in the teaching-learning process rather than using their first language, and when some students did not understand while teachers delivering the topic, the teachers can help them by using some media or gesture to make the topic more clearly.

In using the direct method the students can improve their speaking ability, the students able to understand what they are learned, and express their ideas freely and correctly in using the target language. However, the researcher has done the observation on the use of the direct method in the first grade of SMK Ristek Karawang, and SMK Perbankan Indonesia. The focus of the observation is on 60 minutes of the teaching-learning process in the classroom. Based on the observation, to begin the teaching-learning process the teachers in the classroom started with reviewing the last topic by asking the students some questions related to the previous materials, after giving review the teachers started the new topic by introducing the topic with the target language, used the technique of the direct method, and the last is closing. It happened in each observation class the teachers used target language, gestures, and some pictures to deliver the topic of class discussion, and the teachers in the classroom do not explain the grammar deductively but used the real content as media. Larsen-Freeman (2000:47) “ the sentence pattern and grammar point include within the dialog”. It means the students can understand the grammar while speaking in English at the last of the lesson, by hearing the teachers speak in English they will understand how to pronoun words or sentences in the target language including the grammar rules.

b. The Media of the Direct Method Could Improve Students’ Speaking Ability.

By using the direct method in teaching speaking there are some media, that can help the students for improving their

speaking ability. In this research, after conducting the interview the researcher found all of the respondents mentioned the benefit of direct method in the teaching-learning process. Some media such as pictures and realia are conducted in the classroom and facilitated the students in learning to speak.

The first respondent is AK, AK said that he conducted some media to help the students in improving speaking ability. The purpose of using the media in delivering the topic of class discussion is to encourage and make fun of the teaching-learning process.

Using the direct method for teaching speaking, is better with pictures or video in PowerPoint, so the students in the classroom can understand what the teachers talk about, and for the advanced students, they will not feel bored while learning English. (AK)

The second respondent is BP, BP argues that pictures and gestures are helped the students to enjoy the learning process, and can improve their speaking ability.

For teaching speaking with the direct method, I used some pictures and gestures for delivering the topic to the students in the classroom, it is a way to encourage them to learn to speak and be talkative in using the target language. (BP)

Furthermore, the third respondent also discovered some media in improving students speaking ability, when the teachers speak in the target language some media helped them to get a better understanding in class discussion, for example: the teachers delivering the topic in front of the class with some pictures, the students who do not understand what the teachers talk about can look at the picture, and understand the topic easily.

The use of pictures in teaching speaking in the classroom can help the students to improve their speaking ability, for example: when the teachers use the target language to deliver the topic, the picture can help the students for understanding what the teachers talk about, and after that, they will try to use the English as class language. (MA)

Based on the result of the interview data, all respondents have the same opinion that media of the direct method can improve their speaking ability, it is proven that the teacher always uses the media in the classroom for delivering the topic, and the researcher concluded, all the media of the direct method are helped the teacher to overcome the difficulties in teaching speaking and encourage the students to learn to speak in English.

c. The Technique of Direct Method Could Improve Students’ Speaking Ability.

This part is the result of using the technique of direct method in teaching speaking. The teachers in the classroom mostly give the students treatment based on the technique of these methods, the technique can increase their speaking

ability in speaking English. After following the activities in the classroom, and interviewing all the respondents the researcher found some statements, as follows: the first respondent is TY,

In using the direct method the students can improve their speaking ability, for example: in a question-answer exercise, the students are asked a question, and their pair will answer in full sentences so that they can practice the new words or sentences in speaking English. (TY)

She argues that the technique of the direct method is suitable to improve students' speaking ability, and based on her experience in teaching speaking asking a question, and question and answer exercises are helping the students to fluently in speaking English. The second respondent is PR,

In the direct method, the use of English as a class language is helped the students in practicing speaking, and how to pronoun words in the target language. (PR)

Based on PR using the target language as a class language give the students more benefit. They can increase their vocabulary in speaking English by hearing the teachers speak in English they will be trying to imitate the teachers, and besides that, they also learn how to pronounce the words or sentences correctly in the target language.

The technique of direct method that I used for teaching speaking is conversation practice, and I used English as a class language, which can help the students to improve their speaking ability. (DD)

Moreover, the third respondent has a similar opinion to other respondents. She added that the use of conversation practice that the teachers give to them, helped the students to improve their speaking ability. Thus, based on the statements above the researcher concluded the use of the technique in the direct method can help the students to improve their speaking ability.

3. How is the Audio-Lingual Method in Improving Students' Speaking Ability?

The third research question is "How is the Audio Lingual method improving students' speaking ability?", this section discusses to answer the third research question that is How the audio-lingual method improving students' speaking ability in SMK Perbankan Indonesia and SMK Ristek Karawang. For providing detailed and clear information about how the audio-lingual method in improving students' speaking ability, the researcher conducted an observation on February 2020. The presentation of the answers is divided into three parts the same as previous steps, such as the procedure of the audio-lingual method, media of the audio-lingual method, and the technique of the audio-lingual method.

a. The Procedure of the Audio Lingual Method Could Improve Students' Speaking Ability.

In using the audio-lingual method based on Brown and Dowling (1998:137) "Audio-Lingual Method is a method which emphasizes on the repetition of the words to help the students to be able to use the target language communicatively", the purpose of the audio-lingual method such as repetition or drills is to break down the troubles in the sentences into a smaller part, and drilling is the key feature of Audio-Lingual Method approaches to language teaching which emphasized repeating structural patterns through oral practice, and Larsen has stated (2002: 35) " Audio-Lingual Method which is the method based on aural-oral approach. It put the accent on the acquisition of oral language skills through oral practice based on repetition and analogy". According to those explanations, the researcher concluded the Audio-Lingual method is the method of foreign language teaching which emphasizes teaching listening and speaking before other skills, the method focuses on repetition or drill to improve students speaking ability, and the approach of this method is repeating structural pattern through oral practice.

However, the researcher has done the observation of the audio-lingual method in the first grade of SMK Ristek Karawang, and SMK Perbankan Indonesia. The focus of the observation is on 60 minutes of the teaching-learning process in the classroom. Based on the observation in both classes, to begin the teaching-learning process the teachers begin with reviewing the last topic by asking the students some questions related to the previous materials, after giving review the teachers started the new topic, they used the technique of the audio-lingual method in teaching speaking, and the last is closing. It happened in both of the classes the teachers used target language and drilling in the teaching-learning process. When the students are lacking vocabulary in speaking English, the teachers help them by using audio to enrich their vocabulary. By hearing the audio or the teachers speaking in the target language, they will understand how to pronoun words or sentences in the target language including the rule of grammar in speaking English.

b. The Media of the Audio Lingual Method Could Improve Students' Speaking Ability.

In using the audio-lingual method in teaching speaking there are some media, that can help the students for improving their speaking ability. In this research, after conducting the interview the researcher found all of the respondents mentioned the advantages of the audio-lingual method in teaching speaking. Some media such as audio and game conducted in the classroom and facilitated the students in learning the target language.

The first respondent is AS, AS said that he conducted some media to help the students in improving their speaking ability. AS argues some media in the audio-lingual method such as audio, and games in delivering the topic of class discussion can help the teachers to encourage them in learning the target language.

Using media in the audio-lingual method such as audio and many kinds of games helps the students to increase their score in speaking, by hearing the native speaker speak in English, they will imitate pronouncing words or sentences in the target language. (AS)

The second respondent is TT, TT states in using media such as PowerPoint, and audio is suitable to make the students increase their speaking scores, and help them better understand while the teachers speak English in delivering the topic.

It could be a mini-presentation for describing something in the classroom, using a lot of pictures while delivering the material or using audio for listening to the topic it helps them better understand and improve their speaking ability. (TT)

Furthermore, the third respondent also discovered some media in improving students' speaking ability, when the teachers spoke in the target language some media helped them to get a better understanding of in-class discussion, and the use of some media in the audio-lingual method also facilitated the students for learning pronunciation in speaking English.

The teachers used to speak in the target language and used audio for listening to know the native speaker's pronunciation in English, the purpose that not only to make the topic easier for understanding but also it is suitable for helping them to improve their speaking ability. (IK)

Hence, the researcher concluded the result of the interview all respondents have the same opinion that media of the direct method is suitable to improve students' speaking ability, it is proven by the teachers in using media in the classroom for delivering the topic, and as a result, the media can help the students to overcome their difficulties in speaking English.

c. The Technique of Audio Lingual Method Could Improve Students' Speaking Ability.

By using the technique of the audio-lingual method in teaching speaking, The teachers in the classroom mostly gave the students treatment based on the technique of the method, the technique is increased their speaking ability in speaking English. After following the activities in the classroom, and interviewing the respondent the researcher found some statements, the first respondent is GT, GT has stated as follows:

Using the audio-lingual method's technique, for example; dialog memorization, leads the students to make a conversation between two or more people, so the students are able for practicing English and improving their speaking ability in the classroom. (GT)

He argues that the technique of the audio-lingual method can improve students' speaking ability, and based on his experience in teaching speaking with dialog memorization helps the students to enrich their vocabularies, and fluency in speaking English. The second respondent is DD,

In the audio-lingual method technique such as drilling and games, it helps the students for improving their speaking ability in the target language, students have a better score after getting the treatment with the audio-lingual method. (DD)

DD stated in using the drilling technique can give the students more benefit. They can increase their vocabulary in speaking English by hearing the teachers speak in English they will be trying to imitate the teachers, and besides that, they also learn how to pronounce the words or sentences correctly in using the target language for communicating.

For the audio-lingual method such as Dialogs or short conversations between two or more people, I usually use to begin the new lesson, then a Backward build-up drill for a long line of dialog, and a repetition drill to make the students asked in repeating the teacher's model as accurately and as quickly as possible. All these techniques are suitable to improve students' speaking abilities. (DW)

Moreover, the third respondent has a similar opinion to other respondents. She added that the use of conversation practice, drilling, and repetition practice can help the students to improve their speaking ability. Hence, based on the statements above the researcher concluded the use of the technique in the audio-lingual method suitable to improve students' speaking ability.

Data Interpretation

According to all of the respondents, the researcher concluded that all of them have the same opinions about the use of the direct method and the audio-lingual method in improving students' speaking ability. The teachers in the classroom have conducted some procedures, media, and techniques in using both methods in the teaching-learning process, for example in the direct method they use the target language as class language, Brown argues (2000: 21) "direct method is the naturalistic-stimulating the natural way in which children learn first languages-approaches". Based on this method learning the foreign language should be in the same way by which people learn their mother tongue. The aim of this is to help the students to familiar with the target language such as familiar as their first language, and for the audio-lingual method Larsen has

stated (2002 : 35) “ The Audio-Lingual Method which is the method based on aural-oral approach. It put the accent on the acquisition of oral language skills through oral practice based on repetition and analogy”. According to this explanation, the Audio-Lingual method is the method of foreign language teaching which emphasizes teaching listening and speaking before other skills, the method focuses on repetition or drill to improve students speaking ability and the approaches of this method in repeating structural pattern through oral practice. Hence, between these methods suitable for completing each other to improve students’ speaking ability, and overcome their difficulties in learning a foreign language.

Moreover, the researcher conducted a pretest and posttest to the students, for knowing the result after the students get the treatment by using the direct method and the audio-lingual method. In conducting the pretest, the teacher gives the students oral test such as an interview for knowing their speaking ability, the topic of interviewing is about “Introduction”. The teachers mentioned their names one by one for the oral test, and the teachers recorded their voices in the interviewing section for knowing their speaking ability before and after the treatment. The data which have been gained in the pretest will be explained in details below:

Table 1. The Students’ Score of The Pretest

No	Na me	Accu Racy	Flue ncy	Com preh ensi biliy	Y	Sco re
1	ARS	2	3	5	10	55
2	DR	4	5	5	14	78
3	RA	3	5	3	11	61
4	SB	4	5	4	13	72
5	NAN	3	6	5	14	78
6	SA	4	5	4	13	72
7	WPA	4	5	3	12	66
8	AM	3	4	4	11	61
9	AW	4	3	5	12	66
10	AR	5	6	5	16	88
11	AP	4	5	3	12	66
12	CW	3	3	3	9	50
13	DA	3	5	4	12	66
14	DF	5	5	5	15	83
15	DAI	2	3	4	9	50
16	DS	5	4	4	13	72
17	DZ	3	4	3	10	55
18	DB	2	4	5	11	61
19	FDL	3	5	4	12	66
20	FF	4	5	4	13	72
21	FM	3	6	3	12	66
22	HH	2	4	4	10	55

23	HN	2	5	4	11	61
24	JT	2	5	5	12	66
25	KK	3	5	6	14	78
26	LH	5	6	5	16	88
27	MAF	3	3	3	9	50
28	MAA	5	5	4	14	78
29	MDE	2	3	5	10	55
30	MJ	4	5	4	13	72
31	MMM	2	5	5	12	66
32	MS	3	6	4	13	72
33	MTL	2	4	4	10	55
34	NS	5	5	5	15	83
35	NR	4	5	4	13	72
36	RM	3	4	4	11	61
37	RR	2	5	3	10	55
38	SR	3	5	5	13	72
39	SA	5	5	5	15	83
40	SAF	3	6	3	12	66
41	TM	2	5	3	10	55
42	TH	3	5	4	12	66
43	AFR	3	5	5	13	72
44	AJW	2	6	4	12	66
45	AA	5	5	4	14	78
46	AK	3	6	4	13	72
47	APS	2	5	3	10	55
48	BA	5	5	4	14	78
49	BJ	3	5	4	12	66
50	DN	5	5	4	14	78
	Total	166	239	206	611	3378
	Ave	3.32	4.78	4.12	12.22	67.56
	rage					

The mean of pretest is calculated below:

$$M = \frac{\sum x}{N} = \frac{3378}{50} = 67.56$$

Based on the pretest data, the result of the pretest showed that the student’s ability in acquiring the oral test was still poor. It is proved by the average score is **67.56**. Most of the students have bad scores and it is less than KKM (*Kreteria Ketuntasan Minimal*) 75.00, only a few students have good scores. Hence, the teachers have to give the students treatment by using the direct method and audio-lingual method in improving students’ speaking ability. Further information for students’ average scores on the pretest:

Accuracy = 3.32

Fluency = 4.78

Comprehensibility = 4.12

By knowing the pretest result of the student's scores, the researcher planned to conduct the classroom observation. First, the researcher asked for permission from the headmaster, and English teachers for joined in this research as a participant, after that the researcher prepared the field note for observation.

The problems which occurred in this study, the students have difficulties speaking English. Thus, the researcher assumes that it is obliged to treat them by using the direct method and the audio-lingual method in improving students' speaking ability and overcoming their difficulties in using the target language.

After giving the treatments, the researcher conducted the posttest in February 2020, the goal of this is for knowing the improvement in students' speaking ability during the processing of the treatment. It indicated significant progress after being given the treatment by using the direct method and the audio-lingual method. It showed the students' scores as follows:

Table 2 The Students' Score of The Posttest

No	Na me	Acc u racy	Flu e ncy	Com preh ensi bility	Y	Sco Re
1	ARS	5	4	5	14	78
2	DR	4	6	5	15	83
3	RA	4	5	5	14	78
4	SB	5	6	5	16	88
5	NAN	5	6	6	17	94
6	SA	5	5	4	14	78
7	WPA	5	5	5	15	83
8	AM	5	5	4	14	78
9	AW	5	5	5	15	83
10	AR	6	6	5	17	94
11	AP	5	6	5	16	88
12	CW	5	6	4	15	83
13	DA	4	5	5	14	78
14	DF	5	6	5	16	88
15	DAI	4	5	5	14	78
16	DS	5	5	5	15	83
17	DZ	5	6	5	16	88
18	DB	4	6	5	15	83
19	FDL	4	5	5	14	78
20	FF	5	6	4	15	83
21	FM	5	6	6	17	94
22	HH	4	6	6	16	88
23	HN	4	5	6	15	83
24	JT	5	6	5	16	88
25	KK	4	6	5	15	83
26	LH	6	6	6	18	100
27	MAF	5	5	4	14	78

28	MAA	6	6	4	16	88
29	MDE	5	5	4	14	78
30	MJ	5	6	5	16	88
31	MMM	5	6	6	17	94
32	MS	5	6	5	16	88
33	MTL	6	5	5	16	88
34	NS	6	6	5	17	94
35	NR	5	5	5	15	83
36	RM	4	5	5	14	78
37	RR	5	6	5	16	88
38	SR	6	6	5	17	94
39	SA	5	5	5	15	83
40	SAF	5	6	5	16	88
41	TM	5	5	5	15	83
42	TH	5	5	6	16	88
43	AFR	5	6	6	17	94
44	AJW	4	6	4	14	78
45	AA	5	6	6	17	94
56	AK	5	6	4	15	83
47	APS	4	6	4	14	78
48	BA	5	5	5	15	83
49	BJ	5	6	5	16	88
50	DN	5	6	6	17	94
Total		244	279	250	773	4276
Ave		4.88	5.58	5.00	15.46	85.52
rage						

The mean of posttest can be calculated below:

$$M = \frac{\sum x}{N} = \frac{4278}{50} = 85.52$$

Based on the result of the post-test, the mean showed that the students' scores increased (**85.52**) than the pretest (**67.56**). The researcher conducted the posttest to identify the use of the direct method and the audio-lingual method in improving students' speaking ability. In addition, it is for knowing the final progress of the students in their speaking ability after getting the treatment by using both methods, further information for the students' average scores in the posttest:

Accuracy = 4.88

Fluency = 5.58

Comprehensibility = 5.00

Based on the whole result of the research about the use of the direct method and audio-lingual method in improving students' speaking ability. The researcher found based on her observation the direct method and audio-lingual method are suitable for improving students' speaking ability, the use of these methods can encourage the students to increase their scores in learning English, and also help the students to express their ideas freely, correctly in using

the target language. Furthermore, the result of the test that has been taken as data in this study is increased, the average score for the pretest is **67.56** which is a low standard of school criteria. It indicated the progress of the students' speaking ability, with the final average score for the post-test being **85.52**, it has been shown by the students can improve their speaking ability by using the direct method and audio-lingual method in learning a foreign language.

CONCLUSION

The researcher found a result of the observation, all the teachers in the classroom conducted the principles, media, and techniques such as using drilling, using the target language as class language, audio, and dialog memorization in this method to help the students improve their speaking ability. Hence, after the students got the treatment in using this method, their speaking score is increased, and they can gain accuracy, fluency, and comprehensibility in using the target language.

According to teachers' perception, the direct method and audio-lingual method had a positive impact on the quality of learning a foreign language and it is appropriate for students. In addition, learning activities, students' active participation in the process, knowledge, abilities, and behavior all point to this as a learning achievement.

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