TEACHING SPEAKING SKILLS BY USING AUDIOLINGUAL METHOD

Abdurasulova Maftuna Ilhom qizi
O`zbekiston davlat jahon tillari universiteti 3-bosqich talabasi

Abstract: We are social creatures and are required to always communicate well,. Therefore, speaking is the most important skill among the other four skills. Especially global speaking skills in English. Speaking skills provide important benefits, not only for speakers but also for listeners, because the ability to combine words into meaningful sentences reflects thoughts, opinions and feelings. Meanwhile, the benefit for the listener is to use the speaker as motivation to continue learning speaking skills for better communication. There are 5 difficulties of speaking skills: 1. ('not being brave to speak', 'not being confident to speak', 2. ('not used to talking in class'), 3. ('being afraid to speaking') , and 4. ('difficult to express words or sentences') which had one cause: being afraid of making errors. In presenting English, especially speaking skills, teachers must be creative in choosing materials, methods and technology that can attract students' attention. Teachers need to manipulate or use a variety of techniques to help the teaching and learning process. Descriptive qualitative research is the type of this research. This research is a descriptive qualitative research that focuses on the audiolingual method and Orai application to teach English speaking skills. It describes the method and technology used by the teacher to teach English speaking skills.

Keywords: speaking, speaking skills, orai application, listeners

INTRODUCTION

In this modern era, some schools in our counry move to be designed based international school where English used as the obligatory study to be mastered by all teachers and students. Language as a tool for communication takes an important role in our daily activities. In developing the studens"ability in mastering English, it cannot be separated from speaking ability. Because it can be important for student communication in English.By speaking well we can understanding communication in English easily.As one of the four language skills, listen occupy important positions and roles in the context of human life,especially in the current era of reform and communicat. In English, there are four skills that should be mastered, they are: listening, speaking, reading , and writing. Among those language skills, speaking is

unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted.

According to Nazara in Guzel, stated that speaking is regarded as an important element in learning a foreign language that is a productive language skill. Maxom states that speaking is the most important skill in English language teaching to be mastered in school.Through speaking,students exprestheir ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who canbe their their facilitators and pairs to practice English. So speaking is ability of people to communicate with other people by using verbal language. To improve students"target language communicatively as it indicates that the focus of this lesson.2The Audio-lingual Method consists of eleven techiques which can be achieved by students.

THEORETICAL FRAMWORKS

Speaking Skills

According to (Cameron, 2001: 40; Brown, 2004: 140) Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed. according to Richard (2008; 19) states that in speaking we tend to begetting something done, exploring ideas, working out some aspects of theworld, or simply being together. The word "speaking" comes from the word speak, which is "speak to express sentences; say; converse." So speaking here is a way of communicating or expressing thoughts, terms that we want to express. That is the simple comprehension of speaking and the root of speaking the word. But in the general way of speaking, there's a lot of conversation in our lives. A day many in the would are speaking out their opinions so that we can listen in, conclude, and also adopt the attitude of what they say. Speaking is a language that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is the productive skill. It was not possible to distinguish it from listening. We generate the text when we speak, and it should be meaningful. In terms of communication, we can find the speaker, the audience, the message and the input. Speech could not be isolated from pronunciation because it helps learners to learn English sounds. Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are: 1) Introducing new language 2) Practice 3) Communicative activity. Speaking skills is the ability to talk at any time and in any situation. If you want to be sociable, try to get in touch with your friends and family, pass your means to others, and try to make a good impression that they enjoy talking to you, you need to know more about speaking skills. Second, you need to strengthen your verbal

capacity. You ought to use public strategies and procedures. You need to know who you're talking to and make them enjoy, so you can meet your goals the way you want them to be. In the ability to speak, we often encounter problems because of the difficulty of speaking. There are 5 difficulties of speaking skills: 1. ('not being brave to speak', 'not being confident to speak', 2. ('not used to talking in class'), 3. ('being afraid to speaking') , and 4. ('difficult to express words or sentences') which had one cause: being afraid of making errors. According to Brown (2003) Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult. 1. Clustering Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering. 2. Redundancy The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language. 3. Reduced forms Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English (see the section below on Teaching Pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them. 4. Performance variables One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, urn, well,you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena. 5. Colloquial language Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms. Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learn~rs practice an intonation contour or try to pinpoint a certain vowel sound. Imitation" of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical

aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues (categories 4 and 5).

4. Transactional (dialogue) Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue) The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue) Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short -speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Audio-lingual Method

The audio-lingual method, like the direct method we have just examined, has a goal very different from that of the grammar translation method. The audio-lingual method was development in the united states during world war II. At the time there was a need for people to learn foreign language rapidly for military purposes. As we have seen, the grammar-translation method did not prepare people to use target language. While communication in the target language was the goal of the direct method, there were at the time exciting new ideas about language and learning emanating from disciplines of descriptive linguistics and behavioral psychology. These ideas led to the development of the audio-lingual method. Same of the principles are similar to these of the direct method, but many are different, having been based upon conception of language and learning from these two disciplines. According to Brown (2001) In all its variations and adaptations, the Army Method came to be known in the 1950s as the Audiolingual Method. The Audiolingual Method (ALM) was firmly grounded in linguistic and psychological theory. Structural linguists of the 1940s and 1950s were engaged in what they claimed was a "scientific descriptive analysis" of various languages; teaching methodologists saw a direct application of such analysis to teaching linguistic patterns (Fries 1945). At the same time, behavioristic psychologists (PLLT, Chapter 4) advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills

and pattern practices of audiolingual methodology. The characteristics of the ALM may be summed up in the following list (adapted from Prator & Celce-Murcia 1979):

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and overlearning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.y
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

CONCLUSION

Speaking skills provide important benefits, not only for speakers but also for listeners, because the ability to combine words into meaningful sentences reflects thoughts, opinions and feelings. In this modern era, some schools in our counry move to be designed based international school where English used as the obligatory study to be mastered by all teachers and students. Language as a tool for communication takes an important role in our daily activities.In school, the student learns how to speak English easier because there are teachers and friends who canbe their their facilitators and pairs to practice English. So speaking is ability of people to communicate with other people by using verbal language. To improve students"target language communicatively as it indicates that the focus of this lesson.2 The Audio-lingual Method consists of eleven techiques which can be achieved by students. The students' speaking ability is relatively motivated by using the Audiolingual method assisted by a supporting application, namely the Orai application, by studying the features of the application shows a positive response and makes the learning process more enjoyable and easier.

REFERENCES

1. Brown, H.D.(2001). Teaching by principles: Audiolingual Method. San Fransisco, California: Addison Wesley Longman Inc.

2. Brown, H.D.(2001). Teaching by principles:Teaching Speaking. San Fransisco, California: Addison Wesley Longman Inc.

3. Creswell, J.W. (2009). Research design: Qualitative, quantitative, and mixed method approaches. Thousand Oaks: Sage Publications, Inc.

4. Hasanah, Uswatun and Dahniar. (2017). Teaching English Pronounciation By Using Audiolingual Method: A Study At SMPN 2 Campalagian In Polman Regency. ETERNAL Journal, 3, 87- 96. From:

5. Helmie, J., & Susilawati, N. (2018). Orai Application To Promote Autonomous Learning To English Learner. International Journal of Emerging Technologies in Learning, 7(2), 110– 117.

6. http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/4111

7. L. Suryani, T. syahrizal. U, El Fauziah. (2019). Using Orai Application in Teaching Pronounciation. INDONESIAN EFL JOURNAL, 2 (5), 93. From: https://journal.uniku.ac.id/index.php/IEFLJ/article/view/1835/1381