

## TEACHING SPEAKING SKILLS BY USING AUDIOLINGUAL METHOD WITH ORAI APPLICATION APPLICATION

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### 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 country 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 students' 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 understand communication in English easily. As one of the four language skills, listening occupy important positions and roles in the context of human life, especially in the current era of reform and communication. 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 express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be 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. The Audio-lingual Method consists of eleven techniques which can be achieved by students.

The Audiolingual method is a method whose implementation focuses on training activities, drill, memorizing vocabulary, dialogue, reading texts. As for in practice students are invited to learn (in this case English directly) without having to bring in a native language. The basic and teaching procedures in this method are also taken from the previous method, namely the Direct Method. In addition, the purpose of Audiolingual is also no different from the Direct Method which is to create communicative competence in students.

The Audiolingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic. The characteristics of the ALM may be summed up in the following list: 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, 6) Vocabulary is strictly limited and learned in context, 7) Great importance is attached to pronunciation, 8) Very little use of the mother tongue, 9) Successful responses are immediately reinforced, 10) There is a great effort to get students to produce error-free utterances, 11) There is a tendency to manipulate language and disregard content.

This method is important for teaching because this method has the characteristics of a lot of oral activities with pronunciation exercises, patterns and virtual conversations. Therefore, the characteristics contained in this method are closely related to problem solving in speaking skills. With the occurrence of dialogue, dependence on mimicry, repetitive structural patterns, limited vocabulary, the occurrence of responses and others that can make it easier for teachers and students in the process of teaching and learning speaking skills. Technology or media is something that transmits messages, can stimulate students' thoughts, feelings, and willingness. So that the learning process can occur in them.

The use of attractive media allows students to learn better and can improve their performance according to the goals to be achieved. By integrating technology into this audiolingual method, the teaching and learning process will be more effective and increase student understanding, support the characteristics of the audiolingual method and help solve problems that occur in speaking skills. One of the technologies that support the application of the audiolingual method in speaking skills is the Orai application, because Orai is an application to help everyone develop speaking skills, giving them the opportunity to practice speaking repeatedly with instant feedback. Orai's potential is integrated into English language learning. Orai can assist teachers in training, assessing, monitoring students in developing their speaking skills. In addition, Orai can be used to practice speaking in various materials. Students can practice independently or collaborate with friends and learn from the input given.

## **THEORETICAL FRAMEWORKS**

### **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 be getting something done, exploring ideas, working out some aspects of the world, 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 world 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, learners 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 developed 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. Some of the principles are similar to those of the direct method, but many are different, having been based upon conceptions 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.
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.

For a number of reasons, the ALM enjoyed many years of popularity, and even to this day, adaptations of the ALM are found in contemporary methodologies. The ALM was firmly rooted in respectable theoretical perspectives of the time. Materials were carefully prepared, tested, and disseminated to educational institutions. "Success" could be overtly experienced by students as they practiced their dialogues in off-hours. But the popularity was not to last forever. Challenged by Wilga Rivers's (1964) eloquent criticism of the misconceptions of the AiM and by its ultimate failure to teach long-term communicative proficiency, ALM's popularity waned. We discovered that language was not really acquired through a process of habit formation and overlearning, that errors were not necessarily to be avoided at all costs, and that structural linguistics did not tell us everything about language that we needed to know. While the ALM was a valiant attempt to reap the fruits of language-teaching methodologies that had preceded it, in the end it still fell short, as all methods do. But we learned something from the very failure of the ALM to do everything it had promised, and we moved forward.

### **Orai Application**

Orai is an application to help everyone develop speaking skills, giving them the opportunity to practice speaking repeatedly with instant feedback. Orai's potential is integrated into English language learning. Orai can assist teachers in training, assessing, monitoring students in developing their speaking skills. In addition, Orai can be used to practice speaking in various materials. Students can practice independently or collaborate with friends and learn from the input given.

Orai is an app to help anyone develop their speaking skills, especially speaking English. In the context of millennial students who rarely leave their smartphones, this application can help them practice speaking and / or become public speakers in better English. The Orai app gives them the opportunity to practice speaking over and over with instant feedback. They will be told whether they are speaking too fast or too slow. Is there too many pauses or the words 'err', 'emm', 'what is it', and so on. In addition, all the flaws are shown in the transcript that we conveyed orally before. Orai also gives students additional information, such as enthusiasm - is it too excited or too monotonous. Another thing that was given was the clarity of their speech and pronunciation as well as a summary of the results of their speech.

Orai provides several features designed to hone students' speaking skills, namely Lessons, Practice, Progress, and Recordings. Each of the main features has interesting content and can be studied repeatedly to hone these speaking skills. In the 'Lessons' feature, those who want to practice speaking can learn and practice their speaking skills on the content provided (Helmie & Susilawati, 2018). Each content consists of three content stages that must be completed before you can learn the next lesson content.

The first content in the Lessons feature is Control Your Pace, which trains students to control their speaking speed. The next content is Fight Your Fillers to train them to reduce unnecessary words, such as 'err', 'emm' and others. Speak with Clarity is advanced content that emphasizes practice to convey speaking ideas clearly, to the point. The next content is Vary Your Energy which trains them to know when to speak energetically and when not. The next content focuses on interview situations where students are trained to respond best to interview situations. Finally, Power of the Pause's content emphasizes the importance of pausing, but at the right time. All of this content can be checked on the progress in the Orai application.

Orai is the best AI public speaking solution out there. Not only can it be used to aid an instructor, it can be used as the instructor. Orai gives phenomenal feedback is fun to use. It is easy to use (Alpha). is a simple, self-directed approach to improving your oratory skills. You can work on your oratory skills whenever you have time, untethered to a classroom at your own convenience. (David Barone, Vice president L&D Comcast).

According to Danish (2017), Orai is targeting young professionals, high school students, and college students. It could certainly help immigrants speak more confidently, but it is really targeted at anyone who wants to improve their public speaking skills. Roughly 75 percent of Americans don't like speaking in public, "We want you to become a better speaker".

The power of Orai is 1) accessible anywhere and at any time with an internet connection, 2) they are easy to use, and 3) their transcripts are clear and helpful. As for the weakness of the Orai is 1) this application has very limited ability, can only develop speaking skills and 2) orai is a paid application. So if in a context of education, and students or teachers do not have a budget, could only use free trials.

## **METHODS**

### **Research Design**

In this study, researchers used qualitative research. Qualitative research is research that produces descriptive data in the form of written or spoken words of the subject and its observable behavior. With this Qualitative research, researchers focus on teaching and learning to speak using the audio-lingual method. This study, researchers did not focus on student achievement in class but focuses on how it is implemented. In short, used to know how Audio-Lingual Method (ALM) teaching and learning process in teaching speaking. Qualitative research has a natural setting as its direct source data and researchers are key instruments. This type of qualitative research used in this study is focused description. Description is a study where the researcher collects data based on categorical data that has been prepared to collect data with a focus on the description research, researchers sort out the data needed by category.

### **Site and Participant**

This study was performed at a private high school in Cianjur. This institution chosen because of its position near to the researcher's site, so that it is easily accessible. In addition, one class in Grade 2 high school, consisting of fifteen students participating in this study.

### **Data Collection**

In this study, there are several steps taken with the intention of obtaining data from the beginning to the end of the teaching and learning process. Therefore, in this study the researchers conducted observations, interviews and questionnaires as

this research data collection technique. The steps are as follows:

a. Observation

Observation is appropriate to use in research related to learning interactions, student behavior, and group interactions because through observation the researcher learns about the behavior and meaning inherent in these behaviors. The aspect that was observed was the activity of students in the class which consisted of their activeness and attention in learning. The teaching and learning process uses a prepared observation sheet. Another aspect that is observed is the teacher. Researchers observe teaching activities by teachers in the classroom. The way the teacher explains the material is recorded using an observation sheet. In this study, researchers observed activities in the teaching and learning process in the classroom using Audio-lingual method accompanied by supporting media, namely Orai application.

b. Interview

An interview is a meeting of two people to exchange information and ideas for questions and responses, resulting in communication and joint construction of meaning about a particular topic. Interviewing gives researchers the intention to gain a deeper understanding of how participants interpret a situation or phenomenon that can be obtained through observation. Interviews are used to collect data from teachers. The teacher will be asked his opinion about the learning process including the problems that exist in using the Audio-Lingual Method and Orai Application in teaching speaking skills.

c. Document Analysis

Document analysis is also used in this research. Document analysis is meant for provides an explanation of the preparations made by the teacher in strategies and utilization of learning technology in the classroom and to help with order the author knows whether or not these teachings. The purpose of the learning process is achieved according to the teacher's plan in using strategy and technology. Document which is analyzed in this study is the lesson plan of the teacher who has been asked before observation. In analyzing the data, it used steps proposed by Creswell (2008) which were: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper.

### **Data Analysis**

In analyzing the data, researchers used descriptive methods. Describe the teacher's strategy in improving students' speaking skills.

## **RESULT & DISCUSSIONS**

### **1. The Use of Audio-lingual method and Orai Application in Teaching Speaking Skills.**

The results of observations show that 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. This can be proven by the Orai application

which is a type of application that can help every student to practice speaking in every situation, students can be more interactive and active in class and help teachers to more easily apply the Audio-lingual method.

The integration of technology is done to support the application of the audiolingual method, where like the audiolingual method itself, there are structural patterns that use repeated practice (pattern drills) that can be linked in an important function of Orai's technology, namely the existence of practical features where you want to practice repeatedly recording himself when speaking and input direct input from the technology itself. The weakness of this technology is that it can only develop speaking skills and paid applications. However, that does not prevent teachers or students from using this application because the teacher's goal is to focus on speaking skills and be able to use free trials first.

Orai's technology is only used as a complementary medium of the audiolingual method without eliminating the important role of the teacher in speaking skills using the audiolingual method because this method applies where there is dialogue, mimicry dependence, repetition, application of pronunciation and direct support for good responses. Therefore in addition to the use of technology, the role of teachers is very important in the learning process using the audiolingual method in the development of speaking skills.

## **2. Analysis of Students' Perception on Audio-lingual Method and Orai Application**

The results showed all students feel interested in using the ORAI application which aims to improve their speaking skills. With the ORAI application as a supporting technology, the learning process becomes fun and easier. They are happy because they can practice anywhere and anytime and can find out mistakes that must be corrected from their speaking skills. Besides that, one of the students admitted that he was interested in using this application. Alfian said "Orai is a really good app for improving speaking skills in English in your daily life. The way to use this app is quite easy, you only need to press start button, answer all the questions base on what you need for and start to record anything you want to say and in a secs it will give you an assessments. There are several assessment features such as pace, pitch control, clarity, filler, etc... which are obtained when we finished recording, it doesn't take long time to find out what is lacking in speaking skills in our self-evaluation process. Honestly speking, its gonna be something great you need in English learning process for your daily life for sure. So, i highly recommend this app for anyone who is pursuing English'.

## **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.

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the existence of practical features where you want to practice repeatedly recording himself when speaking and input direct input from the technology itself.

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