AUDIO-LINGUAL METHOD BASED ON CONTEXTUAL TEACHING LEARNING TO IMPROVE EXTROVERT AND INTROVERT STUDENTS SPEAKING ACHIEVEMENT

(A Thesis)

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2022

ABSTRACT

AUDIO-LINGUAL METHOD BASED ON CONTEXTUAL TEACHING LEARNING TO IMPROVE EXTROVERT AND INTROVERT STUDENTS SPEAKING ACHIEVEMENT

By
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The aims of this research are 1) to investigate whether there is an improvement in students' speaking achievement after being taught by Audio-Lingual Method based on contextual teaching learning, 2) to investigate the aspects of speaking improve the most after being taught by using Audio-Lingual Method based on Contextual teaching learning, 3) to investigate whether there is a significant difference in speaking achievement between the extrovert and introvert students after being taught by using audio-lingual method based on contextual teaching learning. This population was the English department students of Islamic Institutte of MA-arif NU Metro Lampung. This research applied quantitative research method. The data were collected through test and questionnaire. The data were analyzed using *paired sample test* and *independent sample t-test*. The data were collected in form of recording. The result showed that 1) there was a significant improvement in students' speaking achievement after being taught by using audio-lingual method based on contextual teaching learning. The mean in speaking pre-test is 54.5 while post-test is 69.0, with the value of sig. (2-tailed) is 0.000 and it lower than 0.05. 2) Grammar aspect shows the highest improvement with gain score is 34 compared to other aspects. 3) There was no significant difference of students' speaking achievement between the extrovert and introvert. The value of the sig.(2-tailed) is 0.469 and it is higher than 0.05. It is suggested to use audio-lingual method based on contextual teaching learning because the students are involved in teaching learning process, and it also makes the students easier to understand the material delivered by the teacher.

Key words: Speaking, Audio-lingual Method, Contextual Teaching Learning, Extrovert and Introvert, Audio-lingual Method Based on Contextual Teaching Learning.

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A Thesis

Submitted in a partial fulfilment of
the requirements for S-2 Degree

**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
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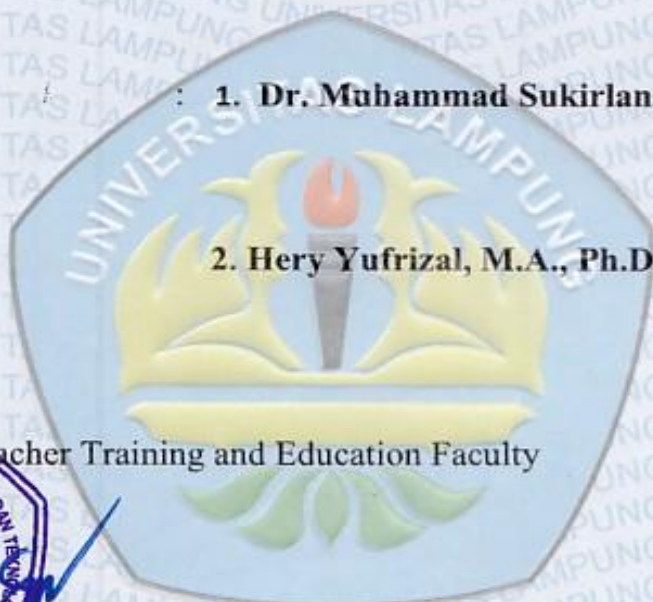NIP. 19600713 198603 2 001

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CURRICULUM VITAE

Eko Permadi Sukarman is the first child of Sukarman, B.A and Dra. Rahma Mangumpaus. He was born in Tumumpa, on January 21, 1989.

He started his pre elementary at TK At-Taufik Manado in 1994, he continued it at SDN 46 Manado in 1995 until 1999 and he moved to Lampung and continued his study at SDN 3 Sumberejo in 1999. After that, he was accepted in SMP Kartikatama Metro and graduated in 2003. He then continued his education at SMA Kartikatama Metro and finished in 2006. In tertiary level, in 2008 he continued his bachelor's degree at Islamic Institue of Ma'arif NU Metro and graduated in 2013.

He has been teaching English since 2013 at some schools in Metro as an English club guider, and in 2017 he began to become the assistance of the lecture of speaking and public speaking class in English department of Islamic Institute of Ma'arif NU Metro, Lampung. In 2020, he registered as a student of the 8th batch of Master of English Education at Lampung University.

DEDICATION

I would proudly dedicate this piece of work to:

- My beloved parents: Bapak Sukarman, B.A and Ibu Dra. Rahma Mangumpaus
- My beloved parents in law: Bapak Masadi and Ibu Karlina
- My beloved wife: Desmiyati
- My beloved children: Muhammad Arfan Khalif Permadi and Aisyah Hafsya Khalisa Permadi
- My brothers and sisters: Dwi Putra Wijaya, M.Sc, Sinta Oktavia Pratiwi, Dedi Setiawan, Maya Karolin, Dicky Zulkarnain, Rosa Yolanda, Yeni Kartika, S.Pd, Ma'amar Khadafi
- My nephews and nieces
- My inspiring and motivating friends: Ibu Sari Indriyani, M.Pd, and Royan Arif Al-Ikhsan, M.Pd., and many others
- My almamater, Lampung University

MOTTO

Man Jadda Wa Jadda

(Whoever is serious, he will achieve his goal)

ACKNOWLEDGEMENT

Praise is only for Allah, the Almighty God, for blessing the researcher with health, determination, and perseverance to finish this thesis. This thesis with respect to "Audio-Lingual Method Based on Contextual teaching Learning to Improve Extrovert and introvert Students Speaking Achievement" is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements Master degree.

Having done this work, the researcher realized that there are many individuals who gave generous suggestion for finishing this thesis; therefore, the researcher would like to express his sincere gratitude and respect to:

1. His beloved parents, Sukarman, B.A and Dra. Rahma Mangumpaus for their endless and meaningful prayer.

2. Prof. Dr. Patuan Raja, M.Pd., as the first advisor and also his academic advisor for his understanding, kindness, advice, motivation, patience and guidance during the process of writing this thesis.

3. Prof. Dr. Flora, M.Pd., as his second advisor who has contributed and given him evaluations, comments, suggestion, and motivation during the completion of the research.

4. Dr. Muhammad Sukirlan, M.A., as the first examiner for his suggestions, encouragement, and contribution during the seminars to the examination.

5. Mr. Hery Yufrizal, M.A., Ph.D., as the second examiner for his valuable suggestion and support.

6. Mrs. Mai Zunati M.Pd., for supporting him in continuing his study and

telling him a lot about her knowledge and experience.

7. Mr. Umar Al-Faruq, M.Pd., for his support.

8. The lecturers and administration staffs of art and language department.

9. His life best partner, Desmiyati for becoming the main supporter who loves, cares, and supports.

10. His best friends and all friends of English Department 2020 for the beautiful moments of which they had been through together, and anyone who cannot bementioned directly.

Finally, the author believes that his writing is still distant from perfection. There might be flaws in this research. Thus, comments, criticism, and suggestions are always acceptable for better research. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 6 September 2022
The Researcher,

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I.   INTRODUCTION

This chapter describes the background of the problem which includes the reasons for conducting the research in improving student's speaking ability by contextual teaching learning on interactive speech. This chapter also describes the formulation of the study, purposes of the study, significant of the study, scope of the study, and definition of terms.

1.1. Background of the Study

In English, there are four main skills that are learned and must be mastered namely; listening, speaking, reading, and writing. Lotherington (2004) argues that the four language skills are commonly considered as speaking, listening, reading, and writing. By mastering the four skills, students will find it easier to understand and use English both spoken and written in terms of communication. Of these four skills, speaking plays an important role in learning English and it is seen as the main thing when students learn English. Koşar and Bedir (2014), explain that learners' speaking ability is an important skill to be improved to make the learners conduct communication directly. According to Rao (2016), speaking skill is the most important skill to acquire foreign or second language learning. This is also in line with Graham (2007) who explains that most learners believe that the important goal in learning English is how to be able to

sustain the flow of conversation orally. According to Al- Eiadeh, et al. (2016), speaking English language skill is one of the important of four language skills to be developed as a means of effective communication.

Speaking is an important language skill in mastering the language, but it is not an easy thing to master it. There are many difficulties faced by students in mastering speaking, such as lack of vocabularies, lack of material to be delivered, lack of confidence in conveying the ideas, and almost all of the students are wrong in pronunciation. One among the many reasons to take into considerations might be the lack of confidence and anxiety about making errors as stated by Trent (2009). In other related studies, Al Nakhalah (2016) said that it is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. Rao (2016) also said that the English language learners of EFL/ESL face many problems in speaking the grammatical sentences in English.

In this case, a solution or method and approach is needed to improve students 'speaking ability, there have been many previous studies examining how to improve students' speaking ability. Such as what was done by Nita and Syafei (2012), and Roza, et al. (2019). From all of the methods and approaches that have been done by the previous researches, it is believed that it can solve the teachers' problems in improving students' speaking achievement. In this research, the researcher is interesting in the Audio Lingual Method and the Contextual Teaching Learning.

According to Alemi and Tavakoli (2016), audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. The audio lingual method is an approach that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error. According to Larsen-Freeman (2000), the dialogs are learned through imitation, repetition, and drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialog. It is believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking. This method advises that the students are taught a language directly without using the students' native language to explain new words or grammar in the target language (Nita and Syafei, 2012). The researcher believes that Audio Lingual Method can solve the students' problems that have already mentioned before.

Related to Contextual Teaching and Learning, according to Sears (2003), Contextual teaching and learning (CTL) is a concept that helps teachers relates subject matter to real world situations. In this case, students learn from the things that happen in everyday life, it can be at their home, school, or workplace, or it can be said from experiences or things that happen at that time. Contextual teaching and learning consists of seven components that must be conducted as the part of its applications, they are Constructivism, Inquiry, Questioning, Learning Community, Modelling, Reflection, Authentic Assessment.

Based on the explanation above, the researcher investigates Audio-Lingual Method based on Contextual Teaching Learning to improve students' speaking achievement. The researcher chooses Audio-lingual Method based on Contextual Teaching Learning, because the researcher sees that the passivity of the students in the class except in the drilling process and question and answer session in the last of teaching learning process, and also it is still rare to see the Audio Lingual Method used in the context of students' experiences.

By seeing this, the researcher is interested in investigating the Audio-Lingual Method based on Contextual Teaching Learning. This will be focused on the teaching procedures of the Audio Lingual Method and put in the components of Contextual Teaching Learning by creating interactive activities, responding to each other and involving students in the process of building the presentation by dividing the students into groups when preparing the material that will be delivered. The teacher also involves the students in identifying the grammar – that usually only been explained by the teacher – based on the material that have been made by the students from the experiences of the students, and that will be a questioning during the process of grouping not only at the end of the teaching learning process.

Additionally, the researcher also wants to investigate the difference of the students' achievement from the personality of the students. Ghazi, et. al. (2013) stated that students are different in their personal values and they process information in different ways, their personality traits are different and also their

understanding. Hakimi, et. al. (2011) stated that students have distinctive personality characteristics which make them prepared for having different worldviews, and behaving differently in various social and educational settings. In short, personality is one of the important things in learning a language, especially the extrovert and introvert characters.

From all the personality characteristics, the extrovert and introvert personality are investigated related to the students' speaking achievement. According to Offir, et. al. (2007), extroverts are oriented primarily toward the outer world; thus they tend to focus their perception and judgment on people and objects. Introverts are oriented primarily toward the inner world; thus they tend to focus their perception and judgment on concepts and ideas. Suliman (2014) said that personality traits, and in particular extroversion and introversion have a major effect on second language acquisition process.

Based on the explanation above, the researcher believes that by using Audio-Lingual Method based on Contextual Teaching Learning is expected to make it easier for the students to prepare and understand the material or topic to be delivered and to increase the effectiveness in the classroom during speaking lessons by having interaction each other. In this case, the researcher wants to know the students' speaking achievement improvement by using Audio-lingual Method based on Contextual Teaching Learning in teaching learning process and the different of the achievement between the extrovert and introvert students in speaking.

1.2. Limitation of the problem

There are many problems in teaching learning process in the class, but here the researcher focused on the students' English speaking achievement, what aspect of speaking that improves the most, and the researcher also focuses on the difference in speaking achievement between the extrovert and introvert students. Therefore, the researcher limited the problem in the study into the teaching learning procedure of Audio-Lingual Method based on Contextual Teaching Learning to Improve Student's Speaking Achievement at Islamic institute of Ma'arif NU Metro Lampung.

1.3. Formulation of the Research Question

Based on the research background above, this research can be formulated in the following question:

1. Is there any significant improvement in students' speaking achievement after being taught by using Audio-Lingual Method based on Contextual Teaching Learning?

2. What aspect of speaking improves the most after being taught by Audio-Lingual Method based on Contextual Teaching Learning?

3. Is there any significant difference in speaking achievement between the extrovert and introvert students after being taught by Audio-Lingual Method based on Contextual Teaching Learning?

1.4. Objectives of the Research

In relation to the statement of the problem above, the objectives of this research are determined as follow:

1. To investigate whether there is an improvement in students' speaking achievement after being taught by using Audio-Lingual Method based on contextual teaching learning.

2. To investigate the aspects of speaking improve the most after being taught by using Audio-Lingual Method based on Contextual teaching learning.

3. To investigate whether there is a significant difference in speaking achievement between the extrovert and introvert students after being taught by using audio-lingual method based on contextual teaching learning?

1.5. Uses of the Research

In accordance with the objectives, these uses are:

1. Theoretically

This research is expected to clarify or support previous research findings and theory. This research also emphasizes the audio lingual method based on contextual teaching learning to improve students' speaking achievement especially for the extrovert and introvert students. Therefore this research becomes one of references for the future research.

2. Practically
   a. The student

By using Modifying Audio-Lingual Method based on CTL in teaching speaking, it is hoped that the students' speaking ability and activities can be improved.

b. The Teacher

It is useful for the English teachers to improve and focusing their teaching strategy in speaking, so that the students can comprehend the materials and get involved in teaching and learning process, especially in speaking activities.

1.6. Scope of the Research

The scope of this study is focused on the improving of students' speaking achievement looking from the interactive type of speaking in form of transactional/dialogue, what aspect that improves the most from students' English speaking achievement by using Audio-Lingual Method based on CTL, is it pronunciation, grammar, vocabulary, fluency, or comprehension?, based on Brown (2004), and the difference in speaking achievement between the extrovert and introvert students. The data will be taken in speaking class at the second semester of English department in Islamic Institute of Ma'arif NU Metro.

1.7. Definition of Terms

In order to avoid misunderstanding, the following terms are defined as follow:

1. Speaking

Speaking is an activity that carried out verbally by producing sounds that

express thoughts and delivering information or felling directly.

2. Audio-Lingual Method

   Process of teaching and learning that focused on oral activities include both speaking and listening which uses drills and pattern practice in language.

3. Contextual Teaching Learning

   Contextual teaching learning is a learning approach that are based on the moments and experiences that happen in real life and are felt directly around the learners, and help the learners easier in facing the learning process.

4. Audio lingual method based on contextual teaching learning

   Teaching learning process that focuses on oral activities in which there are active and attractive activities both teacher and students in delivering and receiving the material, and make the students easier to understand.

5. Extrovert

   Extrovert is a character who likes interactive conditions, enthusiastic about new things, and love to socialize.

6. Introvert

   Introvert is a character who likes quiet conditions, aloof, reflective of what he does, solitary and stays away from new things.

This chapter has explained the introduction involved Background of the Study, Limitation of the problem, and Formulation of the Research Question, Objectives of the Research, Scope of the Research, Uses of the Research, and Definition of Terms. It will be continued by the literature reviews for the next chapter

II.   LITERATURE REVIEW

This chapter presents the theories related to the research. It covers a number of aspects, such as review of previous research and related literature about definition of speaking, Basic types of speaking, aspect of speaking, teaching speaking, Audio Lingual Method, principle of Audio Lingual Method, patterns drill of Audio Lingual Method, teaching speaking through Audio Lingual Method, contextual teaching learning, Audio Lingual Method based on Contextual Teaching Learning, theoretical assumption, and hypotheses.

2.1. Review of Previous Research

There are many previous studies that have been already done by some researchers about Audio Lingual Method, Contextual Teaching Learning, and the difference of achievement between the extrovert and introvert students. But here, the present researcher only took some of them. First, the study conducted by Ghofur, et. al (2017), finds that the implementation of ALM seems to more effectively develop students' English speaking skills in a relatively short period of time in accordance with the existing time allocation as stipulated in the 2013 curriculum. The second research was conducting by Kunnu (2017) with the result was the participants speak English more fluently and more confidently, they applied what they have learnt both in and outside the class and after the

participants study English with adapted ALM, they are happy and eager to learn English. The last study was conducted by Eripuddin and Kasyulita (2019), the research finding is expected to enrich the theories about teaching method in pronunciation.

Continued to one of the learning approaches that are expected to create a conducive, active, creative, effective, and fun learning situation is by applying Contextual Teaching and Learning (CTL) learning model. Danis (2017 showed that CTL had advantages in terms of both student achievement and student motivation. Students taught with CTL learning models have higher learning outcomes compared to the expository model of learning in Civics subject matter of human rights. Then, a research conducted by Roza, et al. (2019) explained that Contextual Teaching Learning could improve the students' speaking abilities and also the quality of their learning activities. The research findings show that the CTL method could solve the problems faced by the lecturers in an effort to improve the students' speaking skills which were correlated with the needs and social context around the Islamic context while developing critical thinking skills in analyzing problems and expressing them to the public.

Related to extrovert and introvert students in their speaking achievement, the researcher takes some studies. The first study come from Arniatika (2020), the findings show that in the context of EFL in Indonesia, the students who have different personality traits of extrovert and introvert have no statistically significant difference both in their motivational orientation and their speaking achievement. Second study was conducted by Oktriani, et. al. (2021), there were no significant differences between introvert and extrovert personality in English

conversation class. The last study comes from Ahmar and Sugiyanta (2021), with the result was the speaking ability of extrovert and introvert students at Cambridge School of English is in a good category and there is no difference between students who are extroverts and introverts at Cambridge School of English.

Based on the previous studies above, the researcher modified some of the research, by promoting Audio Lingual Method based on contextual teaching learning to improve students' speaking achievement. Previous studies have had similar conclusions, namely improving students' speaking ability and increasing student learning motivation.

2.2. Speaking

2.2.1. Definition of speaking

According to Bailey and Nunan (2005), speaking consists of producing systematic verbal utterances to convey meaning. Al Nakhalah (2016) simply said that speaking is the delivery of language through the mouth. According to Chaney in Leong and Ahmadi (2017), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Rao (2019) said that speaking skill is the most important skill to acquire foreign or second language learning. Derakhshan, et. al. (2016) adds that speaking is the production skill that is included in two main categories: accuracy and fluency.

According to Darekshan (2016), learning to speak needs a lot of practice; besides, learners should use short dialogue, and questions and answers. Torky (2006), speaking is defined as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language. Students need to master the following competences/skills:

1. Linguistic competence: This includes the following skills:
    a. Using intelligible pronunciation.
    b. Following grammatical rules accurately.
    c. Using relevant, adequate and appropriate range of vocabulary.
2. Discourse competence: This includes the following skills:
    a. Structuring discourse coherently and cohesively.
    b. Managing conversation and interacting effectively to keep the conversation going.
3. Pragmatic competence: This includes the following skill:
    a. Expressing a range of functions effectively and appropriately according to the context and register.
4. Fluency: This means speaking fluently demonstrating a reasonable rate of speech.

From the explanation above, it can be concluded that speaking is an activity that carried out verbally by producing sounds that express thoughts and

delivering information and felling directly. This is an important skill to be mastered; the students need to master some competences in speaking such as, Linguistic competence, Discourse competence, Pragmatic competence, Fluency to help students easier in expressing themselves orally.

2.2.2. Basic Types of Speaking

According to Brown (2004), there are five basic types of speaking, they are:

1. Imitative

   This is just imitating a word, phrase or sentence. What the focus in this types is about the pronunciation. The teacher uses drilling in the teaching learning process, repeated after the teacher.

2. Intensive

   Students' activities that include of some phonological and grammatical aspects. The students' speaking performance that usually places students doing the task for example, reading aloud, dialog completion, translation a simple sentences, etc.

3. Responsive

   Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments, and the like.

4. Interactive

   Almost the same as the responsive, the difference here are the interactive is the length and more complex in interaction such as, more participants, and multiple factors in the conversation. And the interaction has two forms,

transactional and interpersonal exchange.

5. Extensive

The students are asked to perform the monologues such as, summaries, and storytelling and short speeches. The example of the task includes talking experiences; retell the story from novel or movie, etc.

In conclusion, those five basic types of speaking can be implemented in speaking class, they are; Imitative, Intensive, completion, Responsive, Interactive, and Extensive. The teacher can use those basic types in speaking class, as the way of teaching or the process of assessing the students speaking performance. Here, the researcher uses the interactive types of speaking and focuses on the transactional form or dialogue in conducting the treatments and the test, both pre-test and post-test.

2.2.3. Aspect of speaking

According to Heaton (1991), there are 4 aspects of speaking that can be tested in oral communication test, they are: Accuracy (Pronunciation and Grammar), Fluency, and Comprehensibility. Brown (2004) stated that speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation. These aspects of speaking performance included:

1. Grammar

According to Richards and Schmidt (2002), grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. In speaking

understanding each other is enough, but the students also need to understand the arrangement of the correct sentence when producing the orally in speaking.

2. Vocabulary

According to Alizadeh (2016), one can generally define vocabulary as the knowledge of words and word meanings. Without understanding the meaning also we cannot make any speak in real meaning and all of that need words to make a sentence.

3. Comprehension

In speaking, comprehension is important, the student need to understand the way they speak, what they say and for what they speak. It also makes the students know how to make the listener understand about what they want to deliver.

4. Fluency

The definition of fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjection and interactions, Richards & Schmidt (2002). Based on the meaning of fluency, we can take a simple understanding that fluency is the way we deliver our information orally by smooth and clear.

5. Pronunciation

Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds. Incorrect pronunciation can lead to misunderstandings in interpreting words, especially native speakers, so this is very important and has its own place in speaking.

It can be seen that there are five main aspects in speaking, i.e., Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. It means that, the teacher must focus on the development of those aspects in teaching speaking. In this research, the researcher used Brown (2004) statement of the speaking aspects.

2.3. Teaching speaking

According to Davies and Pearse in Leong and Ahmadi (2017), the main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication. Darekshan (2016) said that the primary goal of the present review was to provide readers interesting materials, impressive activities, and procedures to improve their speaking ability. Principal goals of language teaching program are making learners achieve their communicative goals in effective and interactional English speaking situations and making them gain speaking skills, (Kurum, 2016).

Al Nakhalah (2016) said that teaching speaking means helping learners develop their ability to interact successfully in the target language and he continued that the focus of teaching speaking, of course, is to improve the oral production of the students. Inayah and Lisdawati (2017) add that the teaching of speaking in target language should enable the students to use the language orally for many purposes. According to Bahadorfar and Omdivar (2019) teaching speaking is to teach our learners to:

1. produce the English speech sounds and sound patterns.

2. use word and sentence stress, intonation patterns and the rhythm of the second language.

3. select appropriate words and sentences according to the proper social setting audience, situation and subject matter.

4. organize their thoughts in a meaningful and logical sequence.

5. use language as a means of expressing values and judgments.

From the explanation above, it can be concluded that the aim of teaching speaking is to make students communicate well and effective, so the students can use that ability in many purposes. In the process of teaching speaking, the researcher intends to use the Audio Lingual Method based on Contextual Teaching Learning.

2.4. Audio Lingual Method

According to Larsen-Freeman (2000), Audio-Lingual Method drills students in the use of grammatical sentence patterns. She also added that Audio-Lingual Method is used by the teachers who want their students to be able to use the target language in daily speaking communicatively. The audio lingual method is a method that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking (Alemi and Tavakoli, 2016). Alemi and Tavakoli (2016) also stated that audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Mart (2013) stated that Audio Lingual Method

teaches language through dialogues that focus on habit formation of students. Bailey and Nunan (2005), in audio lingual, speaking is taught by having students repeat sentences and recite memorized dialogues from the textbook. Repetition drills-a hallmark of the audio lingual method are designed to familiarize students with the sounds and structural patterns of the language.

2.4.1. The Principles of Audio Lingual Method

According to Richards and Rodgers (1986), there are 4 Principles of ALM, they are;

1. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is verbal behaviour - that is, the automatic production and comprehension of utterances - and can be learned by inducing the students to do likewise.

2. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they see in written form. Audio-oral training is needed to provide the foundation for the development of other language skills.

3. Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discrimination. Explanations of rules are therefore not given until students have practiced a pattern in a variety of contexts and arc thought to have acquired a perception

of the analogies involved. Drills can enable learners to form correct analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.

4. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language.

According to Johnson in Setiyadi (2020), the principles of ALM are:

1. Language is a system of arbitrary vocal symbol used for oral communication,

2. Writing and printing are graphic representations of the spoken language,

3. Language can be broken down into three majors components parts: the sound system, the structure, and the vocabulary,

4. The only authority for correctness is actual use of native speakers,

5. One can learn to speak and understand the language only being exposed to be spoken language and by using the spoken language,

6. Language can be learned inductively for more easy than deductively,

7. Grammar should never be taught as an end in itself, but only as a means to the end of learning process,

8. Use of the students' native language in class should be avoided,

9. The structures to which the students are exposed to should always sound natural to native speakers,

10. All structural material should be presented and practiced in class before the students attempt to study at home.

In conclusion, Audio Lingual Method is process of teaching and learning that focused on oral activities include both speaking and listening which uses drills and pattern practice in language, usually in dialogue form. The language that used in teaching learning process should be in the target language and minimize the use of the students' native language, to make English as a habit for the students.

2.4.2. Pattern Drills of Audio Lingual Method

According to Larsen-Freeman (2000), the dialogs are learned through imitation and repetition; drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialog. Setiyadi (2020), there are a number of different types of pattern drills that can be used by the teacher in teaching learning process by using the Audio Lingual Method, they are:

1. Repetition Drills. Language learners merely repeat what the teacher says.

2. Substitution Drills. Language learners are required to replace one word with another.

3. Transformation Drills. Language learners are required to change sentences from negative to positive, from positive to interrogative, etc, depending on the instruction from the teacher.

4. Replacement Drill. Language learners replace a noun with pronoun.

5. Response Drills. Language learners respond to somebody's sentences.

6. Cued Response Drill. Language learners are provided with a cue before or after the question.

7. Rejoinder Drill. In this drill the learners are given instruction of how to respond.

8. Restatement. Language learners rephrase an utterance and address it to somebody else, according to the content of the utterance.

9. Completion Drill. Language learners are told to supply in missing word in a sentence or statement.

10. Expansion Drill. Language learners build up a statement by adding a word or phrase.

11. Contraction Drill. Language learners replace a phrase or clause with a single word or shorter expression.

12. Integrating Drill. Language learners combine two separate statements.

13. Translation Drill. Language learners translate a sentence from their mother tongue to the target language.

Those are some drills that can be implemented in teaching learning process through Audio Lingual Method and the teacher can use one or two or even more drills in that process. In this research the researcher will use three drills from above in each meetings, the drills that plan to be used are, Repetition Drills, Translation Drill and Transformation Drills. The researcher sees that, those three drills are the most needed this teaching learning process to solve the problems that have already mentioned before.

2.4.3. Teaching Speaking Through Audio Lingual Method

Procedure of the Audio-Lingual Method Richards and Rodgers (1986) present from Brooks, lists the following procedures of the Audio-Lingual Method:

1. The modelling of all learning by the teacher.

2. The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned.

3. The early and continued training of the ear and tongue without recourse to graphic symbols.

4. The learning of structure through the practice of patterns of sound, order, and form, rather than by explanation.

5. The gradual substitution of graphic symbols for sounds after sounds is thoroughly known.

6. The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue.

7. The shortening of the time span between a performance and the pronouncement of its rightness or wrongness, without interrupting the response. This enhances the factor of reinforcement in learning.

8. The minimizing of vocabulary until all common structures have been learned.

9. The study of vocabulary is only in context.

10. Sustained practice in the use of the language only in the molecular form of speaker-hearer-situation.

11. Practice in translation only as a literary exercise at an advanced level.

According to Huebener in Setiyadi, (2020), the procedures can be as follows:

1. The language teacher gives a brief summary of the content of the dialogue.

2. The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times.

3. Repetition of each line by the language learners in chorus is the next step.

4. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, than thirds, and then the single rows or smaller groups.

5. Pairs of individual learners now go to the front of the classroom to act out the dialogue.

Those are the original procedures of Audio Lingual Method in teaching process. Here, the researcher will use the procedure of ALM from Heubener based on the components of Contextual Teaching Learning in teaching speaking.

2.5. Contextual teaching and learning

Manangkari (2018) argues that Contextual teaching and learning is a systematic way of teaching. According to Sianipar (2018), Contextual Teaching and Learning (CTL) helps students relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires, as been mentioned by Samanik (2018), Contextual Teaching and Learning (CTL) is a learning concept that can help teachers to link the learning materials with the real world context. Trimastuti and Christinawati (2021) define that Contextual teaching and learning is an

educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances.

All of the statements are in line with Sears (2003). Contextual teaching and learning is defined as a concept that helps teachers and students relate the meaning and real world situations with the subject matter in the right way. Satriani, et. al (2012) stated that contextual approach is a learning philosophy that emphasizes students' interests and experiences. The concept in this method is that the students learn based on things in real life, such as experiences and things related to students' daily lives either at school or at home. According to Mulyadi and Marhamah (2018), Contextual Teaching and Learning approach is the concept that helps teachers relates the material being taught with real world situations, students encourage making connections between knowledge assets with application in daily activities. In line with Sears (2003), it helps teachers relate subject matter to real world situations, which will make it easier for students to prepare what will be presented or delivered.

Contextual teaching and learning consists of seven components that must be conducted as the part of its applications according to:

1. Constructivism

   Constructivism is a theory that emphasizes the way how the students construct their own knowledge. Here, the teacher gives the general understanding about the material that will be discussed in the class and gives a brief summary of the content.

2. Inquiry

   The principle shows how learning is conducted by including the process of discovery that needs critical thinking. When the teacher gives explanation, the students pay an attention to the teacher explanation. The teacher also asks the students to make questions if they found difficulties in understanding the explanation from the teacher.

3. Questioning

   Questioning is an important part of the teaching and learning process. The students ask questions because they want to learn something they don't know. They are eager to find out the solution to their problem. That is why they ask the teacher or others.

4. Learning Community

   Contextual teaching and learning is performed in groups because the aim will be for students to share and debate section among them. The students will also support those who need help.

5. Modelling

   The component of modelling means the teacher gives example to the students if they find difficulties in real way. For example, the English teacher gives the example to pronounce certain words.

6. Reflection

   Reflection is the ways of thinking about what the students have learned and thinking about what they have done in the past, in this case is from the teaching learning process.

7. Authentic assessment

It is important for the teacher to provide assessment in order to determine whether or not the students have mastered the material. The assessment is conducted in an authentic form in order to minimize the students' plagiarism.

From the explanation above, the researcher conclude that Contextual Teaching and Learning Is a learning approach that are based on the moments that happen in real life and are felt directly around the learners, and help the learners easier in preparing their selves to face the learning process. There are seven components must be in teaching learning process based on contextual teaching learning, they are: Constructivism, Inquiry, Questioning, Learning Community, Modelling, Reflection, and Authentic Materials. The researcher will put all the components of Contextual Teaching Learning in Audio Lingual Method in teaching learning process to gain the best and maximum result from the process.

2.6. Audio Lingual Method based on Contextual Teaching Learning

This research intends to use the original procedure of Audio-Lingual Method based on Contextual Teaching Learning in order to assist the application of this technique appropriately and solve students' problem in teaching speaking. The Audio-Lingual Method with the drills and Contextual Teaching Learning used Constructivism, Inquiry, Questioning, Learning Community, Modelling, Reflection, and Authentic Assessment. These are the teaching learning steps in Audio Lingual Method based on Contextual Teaching Learning to teach speaking:

Table 2.1 students class room activities

Activities	Aspect of ALM	Aspect of CTL
1. Teacher delivers the objectives of the study and material to be discussed, asks the students about their previous knowledge related to the materials, and motivates students towards the material that will be discussed.		Constructivism
2. Teacher reads the dialogue and asks the students to pay attention when the teacher read it.		Modelling
3. Teacher asks the students to repeat the words after the teacher read the dialogue and continue practicing with the students in drilling the dialogue.	Repetition Drill	Reflecting
4. Teacher asks students to read the dialogue given by the teacher, look for something difficult (like difficult or unfamiliar vocabulary, miss typing, and grammar use), and make some questions or notes.	Question and answer drill	Inquiry, questioning
5. Teacher answers the questions from the students if there is any question.	Question and answer drill	Questioning
6. Teacher divides the students into some groups and asks the students to make a dialogue based on the topic that has been shared by the teacher.		Leaning Community
7. Teacher asks the students to submit the dialogues that have been made and check them together with the students.	Substitution drill	Authentic assessment, Reflecting, Questioning, Learning community
8. Teacher asks the students to revise the dialogue based on the correction together in the class.		Reflecting
9. Teacher reads the dialogue from the students' group one by one and the students pay attention when the teacher reads and asks the students to repeat after the teacher.	Repetition drill, response drill	Inquiry, Modelling
10. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then the single rows or smaller groups. All of these steps are based on the other students' direction.	Repetition drill, rejoinder drill	Learning Community
11. Teacher gives some sentences in bahasa Indonesia and asks the students in group to translate it in English orally.	Translation drill	Inquiry, Questioning
12. Teacher ask the students to transform the sentence into another form, such as, from positive to negative, negative to interrogative, and so on.	Transformation drill, question and answer drill	Questioning, inquiry
13. Teacher makes the students in pair and asks the students to act out the dialogue.		Learning Community, Authentic Assessment

Based on the steps mentioned above, the searcher believes that it can help the teacher and the students in teaching learning process to become more active and interactive in delivering and receiving the material. It also can make the students easier to understand the material delivered by the teacher.

2.7. Extrovert and Introvert Personality

In teaching learning process, there are many factors can affect the way and the result of the process to the students, such as learning style, different cultural and educational background, different in personality characters, and etc. Ozbay, et. al (2017) state that Personality is one of the most important factors that have an influence on foreign language learning and extroversion and introversion are the two out of four pairs of personality types which have a prior importance in language learning studies. There are some types of personality, but here the researcher will bring the personality of extrovert and introvert, and will be explained as follow;

2.7.1. Extrovert Personality

The first personality that we discuss is the extrovert. According to Richards and Schmidt (2002), extrovert is a person whose conscious interests and energies are more often directed outwards towards other people and their own inner experience, and Suliman (2014) also added that extrovert means a person who is more concerned with what is happening around him than in his own emotions and thoughts.

Related to the characteristic of the extrovert students, there are some strategies according to some experts for the extrovert personality. Wakamoto (2000) stated that extroversion significantly correlated with functional practice strategies and social-affective strategies. Functional practice strategies are contrasted with formal practice strategies where the focus is on the language form, grammatical accuracy, or accuracy of pronunciation, it is in line with Ehrman and Oxford's (1990) said that extroverts prefer social strategies, like cooperation with others or asking for clarification, and functional practice strategies like seeking practice opportunities outside class.

Related to the teaching language, Suliman (2014) said that extroverted students easily communicate in the second language even though they might not produce accurate output. These characteristics influence their ways of learning in the second language so it is believed that extraverts are more successful in communication. It is in line with Wakamoto (2000) simply said that extroverts are on the inside track for learning English for communication.

Eysenck and Eysenck in Dewaele and Furnham (1999, p. 513) presented the following clear description of the behaviour of a highly extraverted person:

The typical of extrovert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by him. He/she craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer, and generally likes change; he is carefree, easy-going, optimistic, and likes "to laugh and be merry." He prefers to keep moving and

doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person.

Eysenck (1973) in Shehni (2020) stated that there are seven aspects of personality which are based on extrovert dimension. They are activity, sociability, risk-taking, impulsiveness, expressiveness, practicality, and irresponsibility, each of them will be elaborated below:

a. Activity

The person who has high activity tends to be active and energetic likes to do physical activities. He gets up early, does the activities quickly and different kinds of tasks.

b. Sociability

A person having high extroversion usually has high sociability. He has many friends easily, likes to go to a party, likes to do social activity, likes to meet new friends, and feels happy in friendly situation.

c. Risk Taking

Human being having high risk-taking value likes to live in dangerous situation and seek jobs that ignore the risk. He does the jobs without paying attention on his own safety.

d. Impulsiveness

The person who has this value likes to do something spontaneously without thinking firstly and make a quick decision.

e. Expressiveness

People having high expressiveness tend to their feeling freely. They usually like to show emotions such as sad, angry, afraid, and pleasant. They show that they have high extroversion.

f. Practicality

People who have high value on this aspect dislike doing formal duty. He is dynamic and irresponsible in doing activities that relate to social dimension.

Based on the explanation above, it can be stated that Introvert is a personality who likes quiet conditions, aloof, reflective of what he does, solitary and stays away from new things, or simply say that introvert is talk less and does alone.

2.7.2. Introvert Personality

Introvert is a person who tends to avoid social contact with others and is often preoccupied with his or her inner feelings, thoughts and experiences, (Richards and Schmidt, 2002). According to Suliman (2014), introvert person tends to be exerts talk less and reflect more before acting, like to be quiet, like to work independently or with one or two other people. They tend to be more passive rather than actively social and Suliman (2014) add that introvert: It means a person who is more concerned with his own emotions and feelings than in issues outside himself. In other words, it means being too shy to join social activities. According to Ehrman and Oxford's (1990), introverts prefer learning alone best, avoiding social contact and surprise, and thus their strategies clearly contrast with

those of extroverts.

Eysenck and Eysenck in Dewaele & Furnham (1999, p. 513) presented the following clear description of the behaviour of a highly introverted person:

The typical introvert is a quiet retiring sort of person, introspective, fond of books rather than people; he/she is reserved and distant except to intimate friends. He tends to plan ahead, "looks before he leaps," and distrusts the impulse of the moment. He does not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places great value on ethical standards.

Eysenck, 1973 in Shehni (2020) stated there are seven aspects of personality that are based on the introvert dimension. They are inactivity, unsociability, carefulness, control, inhibition, reflectiveness, and responsibility; the explanations are to be as follow:

a. Inactivity

It relates to the physical activities. Person having this value does the task slowly. They are also tired and easy to sleep.

b. Unsociability

People having unsociability tend to have a few close friends and like doing independent activities such as reading. They sometimes feel stressed in interacting with others.

c. Carefulness

It is usual that person who has this value does the activities carefully. They avoid from dangerous things and do something this familiar and safe.

d. Controlled

The person plans and arranges the program before doing something. They plan their bright future and thinks before acting.

e. Inhibition

People do not like to express their feeling freely. They are not easy to feel angry and calm.

f. Reflectiveness

The person likes to make abstracts and interpretation, discusses, and answers the philosophical question.

g. Responsibility

People who have this character will be believed by others easily. They do duties well and always fulfill inner conviction.

Based on the explanation above, we can say that extrovert is a personality who likes interactive conditions, enthusiastic about new things, and love to socialize or simply say that extrovert is do and talk more with people around, on the other side Introvert is a personality who likes quiet conditions, aloof, reflective of what he does, solitary and stays away from new things, or simply say that introvert is talk less and do alone. These two types personality will be investigated in this research related to the achievement of the research.

2.8. Extroversion and Audio-lingual Method Based on Contextual Teaching Learning

According to Eysenck (1967) as cited in Eaves and Eysenck (1975) extraversion is a unitary factor in behaviour is thus vindicated by prediction from a psychological theory as much as by a correlation between primary factors. Extraversion (which we can say Introversion-Extraversion) also is an extremely important concept in trait psychology (Watson and Clark, 1997), many researchers have already talked about these personality type. Extraversion is seen by many psychologists as a major personality dimension that is very important in formulating a description of human behaviour and particularly of individual differences (Saklofske et.al, 2012).

Jung in Walker (2020) said that the idea of extraversion with the conceptualization of extraversion and introversion as two separate types of people. Jung identified extroverts as having a focus on the outer world, directing an outward flow of personal energy to the social environment. In contrast, he identified introverts as having a focus on the inner mental world, directing an inward flow of personal energy focused on internal factors. Based on the explanation above, those personalities will affect the result of the teaching learning process. Just like Jung, Lee and Karsten (2011) said that extraverts performed better than did introverts under high or usual conditions when a large number of idea stimuli are presented. Based on that statement, extrovert has more advantages in speaking than the introvert one. Because speaking needs to be performed.

Thus, in this research, the researcher used audio lingual method based on contextual teaching learning to investigate the result of speaking achievement from those two different types of personality. The researcher believes that Audio-lingual method based on contextual teaching learning can improve both personalities' students speaking achievement. From the procedure in teaching learning process of ALM based on CTL that used the principal of audio-lingual method and the component of contextual teaching learning. It is believed that it can make the students easier to understand the material that delivered by the teacher and the students will be more active and attractive. So, it can cover not only the extrovert but also the introvert.

2.9. Procedure of Teaching

This research uses the original procedure of Audio-Lingual Method based Contextual Teaching Learning, in order to assist the application of this technique appropriately and solve students' problem in learning speaking. These are the teaching learning steps in Audio Lingual Method based on Contextual Teaching Learning to teach speaking, the steps are:

1. Teacher delivers the objectives of the study and material to be discussed, asks the students about their previous knowledge related to the materials, and motivates students towards the material that will be discussed

2. Teacher reads the dialogue and asks the students pay attention when the teacher reads it.

3. Teacher asks the students to repeat the words after the teacher read the dialogue and continue practicing with the students in drilling the dialogue.

4. Teacher asks students to read the dialogue given by the teacher, look for something difficult (like difficult or unfamiliar vocabulary, miss typing, and grammar use), and make some questions or notes.

5. Teacher answers the questions from the students if there is any question.

6. Teacher divides the students into some groups and asks the students to make a dialogue based on the topic that has been shared by the teacher.

7. Teacher asks the students to submit the dialogues that have been made and check them together with the students.

8. Teacher asks the students to revise the dialogue based on the correction together in the class.

9. Teacher reads the dialogue from the students' group one by one and the students pay attention when the teacher reads and asks the students to repeat after the teacher.

10. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then the single rows or smaller groups.

11. Teacher makes the students in pair and asks the students to act out the dialogue. But, to make it more efficient, the teacher asks all the students to record their dialogue practice in video recorder in one time, so there will be no waiting students in performing the dialogue.

Based on the steps mention above, the searcher believes that it can help the teacher and the students in teaching learning process to become more active and

interactive. It also can make the students easier to understand the material delivered by the teacher.

2.10. Advantages and Disadvantages of Audio-Lingual Method Based on Contextual Teaching Learning

As a teaching method used in teaching foreign language, the Audio-lingual Method based on Contextual Teaching Learning certainly has its own advantages and disadvantages. According to experts, there are some advantages from Audio lingual method. Khaldarchayeva (2021) stated that practically this method of language learning is extremely accessible. Because, students or independent learners can just open the app store and will find language learning programs based on the audio-lingual method.

Mei (2018) said that there are a great many advantages of Audio-lingual method, they are:

1. The method is able to train learners' English thought, Since the Audio-lingual Method require teachers try to just use English to teach.

2. Sentence pattern practice are more easily mastered and applied by learners.

3. Audio-lingual Method primary focus of foreign language teaching is listening and speaking.

4. The Audio-lingual Method is able to make a positive influence on correct habit formation

All the advantages of the audio-lingual method described above are certainly owned by the audio-lingual method based on contextual teaching learning. With the addition of several advantages that the audio-lingual method does not have, such as;

1. Students are further involved in the teaching and learning process. Not only memorizing and repeating, but students are also asked to make dialogues. The students also being an example to other students in practice.

2. In the teaching and learning process, it does not only focus on linguistic elements, but also on other factors, such as environment, social, and real things that happen around students.

3. Students think more critically in learning because there is a learning community when students compose a dialogue.

4. Questioning does not only occur between teachers and students, but also between students and students.

When we are talking about the advantages, we also have the disadvantages from this method. Base on the explanation from some researcher, there are some disadvantages of audio-lingual method. Alemi and Tavakoli (2016) said that in teaching use ALM, the Vocabulary is strictly limited and learned in the context, he also add that there is little or no grammatical explanation. The grammar is taught by inductive analogy rather than by deductive explanation.

Khaldarchayeva (2021) said that the audio-lingual method does have its limits, a limited set of words and phrases that are comfortable to memorize through the auditory canal. Using of one type of memory in learning a foreign

language, which may result the impossibility of using the written language of the target language. According to Mei (2018), the Audio-lingual Method mainly trains students' listening and speaking competence, and it doesn't focus on the training of reading and writing.

Audi-lingual method based on contextual teaching learning has some disadvantages as a teaching method. Those needs more attentions from the teacher in using this method, the disadvantages of audio-lingual method based on contextual teaching learning are;

1. Audio-lingual Method based on contextual teaching learning trains students' speaking and listening skill with only a little writing in it, and it doesn't focus on the training of reading.

2. Time consuming, because of the long procedure of audio-lingual method based on contextual teaching learning, it take more time in teaching learning process to finish all the teaching steps.

3. Need more attentions from the teacher in discussion/learning community process. Some students rely more on their peers who are considered capable of completing the given task.

Those are some advantages and disadvantages from audio-lingual method based on contextual teaching learning.

2.11. Theoretical Assumption

In many previous researches, it can be seen that Audio-lingual method and contextual teaching learning have been used to improve students' English

competence.   Audio-lingual method and contextual teaching learning can ease the teacher and the students in the process of teaching and learning. The students can easily understand the material delivered by the teacher.

Many studies stated the advantages of using audio lingual method and contextual teaching learning in teaching learning process. However, there was still rear on the combination of audio lingual method and contextual teaching learning. By adding the components of contextual teaching learning to the procedure of original audio lingual method, it is believe that audio lingual method based on contextual teaching learning is effective in improving students' speaking achievement.

In this research, the researcher used Audio Lingual Method based on contextual teaching learning. This method can be applied as teaching procedures to improve the speaking achievement. It also can be one of the methods for the teachers to maintain their class in language teaching learning.

Audio-lingual method based on Contextual teaching learning has a good construction in making language learning become easy to acquire and easier to understand the material. The researcher has also developed a clear and detail lesson plan to teach speaking by using Audio lingual Method based on contextual teaching learning in the classroom especially for the students of speaking class. There are some aspects of speaking: vocabulary, grammar, pronunciation, comprehension and fluency. The data were taken by speaking students' performance of dialogue. Grammar aspect enhance the most compare to other aspects of speaking, it is because of the principle of the ALM that need to use the

target language, and from the components of CTL that use modelling and reflection to make the students easy to understand the use of grammar in the dialogue.

Audio-lingual method based on contextual teaching learning is effective in improving students' speaking achievement, especially for the introvert students. The introvert students shows better improvement in speaking achievement compare to the extrovert one, because of the procedure in ALM based on CTL and by the teacher guidance in teaching learning process.

2.12. Hypotheses

Setiyadi (2018) said that hypothesis is a statement about the distribution of a variable or the relationship between the two variables studied. There are three hypotheses presented based on the research questions formulated in this study. The hypotheses in this research are:

1. There is a significant improvement in students' speaking achievement after being thought by using Audio Lingual Method based on Contextual Teaching Learning.
2. There is no significant difference in speaking achievement between extrovert and introvert students after being thought by using audio-lingual method based on contextual teaching learning.

Audio Lingual Method base on Contextual Teaching Learning will bring students easier to understand the material and more confident in performing the

speaking. The repetition and memorizing will increase the students' understanding.

This chapter has explained the Literature Review. The following chapter will go into the methods of this research.

III. METHODS

This chapter presents the method used in this study. The research design, the population and sample, the procedure, the data collecting technique, instruments, and the data analysis techniques are explained below.

3.1. Design

This is a quantitative research which aims are to measure the improvement of students' speaking achievement through Audio Lingual Method based on Contextual teaching and Learning. The Questioner of personality used to see the personality of the students both extrovert and introvert. This study employs a one group pre-test and post-test design, which design;

T1 X T2

Note:

T1   : Pre-test

X   : Treatment

T2   : Post-test

The pre-test was conducted before treatment to know students' speaking achievement. Then, the treatment applied the Audio Lingual Method based on Contextual Teaching Learning in teaching speaking class. The last, the post-test

was held to know the improvement of students' speaking achievement after doing the treatment. To answer the first and the second research question, the researcher used the quantitative data which are obtained from the result of students' speaking achievement. To answer the third research question, the questionnaire was used to find the students' personality type, whether they are extrovert or introvert. The researcher investigated the difference in speaking achievement of the extrovert and introvert students. The current status of phenomenon in this study is Audio Lingual Method based on Contextual Teaching Learning to improve students' speaking achievement and to see the difference in speaking achievement between the extrovert and the introvert students of semester two in English Department at Islamic Institute of Ma'arif NU Metro Lampung.

3.2. Population and Sample

In this research, the populations are the semester two students of English Department in Islamic Institute of Ma'arif NU Metro Lampung. 12 students from class A were taken as the sample, and this class has one meeting in a week of speaking subject. The numbers of the students in that class were only 12 because those were only students in that semester and the researcher just want to investigate the improvement of speaking after the treatments. The researcher took semester two students because the students have already met the speaking subject in previous semester. The researcher also found that the students still got difficulty and unconfident in speaking English.

3.3. Data Collecting Technique

There are two variables in this research namely independent variable (X) and dependent variable (Y). Audio Lingual Method based on Contextual Teaching and Learning is considered as the independent variable (X), and speaking ability is considered as the dependent variable (Y).

The data of this research were in form of students' speaking score of performing dialogue dealing with the speaking aspects proposed by Brown (2004) namely; pronunciation, fluency, vocabulary, grammar, and comprehensibility. Because of that, the assessment used in this research is an authentic assessment. Before doing the treatment, the researcher collected and analysed the speaking data of the students' pre-test and conducted the questionnaire of the students' personality, and the last there was a post-test after the treatments. In collecting the data, the researcher used the following steps:

1. Questionnaire

   The questionnaire was given before pre-test in experimental class. The questionnaire was about personality of extrovert and introvert. The questionnaire consists of 28 questions to see their personality. The researcher adopted the questionnaire from Adriani (2015) in Novitasari (2018). The questionnaire was in Bahasa Indonesia to minimize the misinterpretation by the students. The questionnaire was given to know whether the students are extrovert or introvert in personality, in order to answer the third research question of the research.

2. Pre-test

   The purpose of the pre test was to measure the students' speaking achievement before the treatment. The teacher gave 40 minutes to the students to prepare themselves before they present the dialogue about the topics given by the teacher. There were two topics about idul fitri and idul adha, and each pair of the students chooses one for their performance. Here, the teacher explained what the students had to do, what kind of speaking performance they had to present, and what aspect was scored by the teacher. The result of the test was used to answer all research questions in this research.

3. Treatments

   The treatment was done after conducting the pre-test. There were three meetings in conducting the treatments, as based on the lesson plan made by the researcher in this research. Here, in the treatment, the researcher applied the Audio Lingual Method based on Contextual Teaching and Learning.

4. Post-tests

   This test was delivered to the students after the treatments. It was used to measure their achievement of performing the dialogue about the topic that has been prepared by the teacher. The same as in the pre-test, the students choose one topic that has not been chosen yet before. This test was conducted in order to see whether there is an improvement of students' speaking achievement after they are taught through Audio Lingual Method Based on contextual Teaching Learning. The result of the students' speaking

achievement was investigated and described in this paper in order to answer the first, the second, and the third research questions.

3.4. Procedures

The researcher implemented the research procedures as followed:

1. Determining population and sample

    The population of this research was the students of English program in Islamic Institute of Ma'arif NU Metro Lampung. The samples of this research were 12 students from the class A of semester two.

2. Selecting the material

    The material selected in this research was based on the curriculum of English Department in Islamic Institute of Ma'arif NU Metro Lampung, and it was related to the context of students' real life. Then, the material was applied using Audio Lingual Method based on Contextual Teaching and Learning.

3. Administering the questionnaire

    The questionnaire was administered before implementing the pre-test, in order to see the students' personality character. Teacher gave instruction to the students in simple to answer the questions, so the students had an understanding of it. The questionnaire was held in order to know the students' personality whether they are extrovert or introvert.

4. Administering the pre-test

    The pretest was administered before implementing the treatment, and the teacher gave instruction to the students and simple example about the pre-test, so the students had an understanding of it. The pre-test was held to know their

achievement in speaking before the treatment.

5. Conducting treatments

    The treatments were applied in 3 times meeting at class. Each meeting consists of 75 minutes. The teaching learning process run based on the lesson plan that the researcher made based on the procedure of Audio Lingual Method based on Contextual Teaching Learning.

6. Conducting the post-test

    After the treatment was conducted, there was a speaking post-test. The students performed a dialogue based on the topics that given by the teacher.

7. Analyzing the data

    The results of the test were analyzed by comparing the score of pre-test and post-test. There were two raters in this research to avoid the subjectivity of the test results. The first rater was the researcher himself, and the second rater was the lecturer of speaking in Islamic Institute of Ma'arif NU Metro Lampung.

3.5. Research Instrument

Speaking test is the performance assessment that was used as the instrument of this research and the questioner about the personality of the students. According to Brown (2004), test is a method measuring someone's knowledge, ability or performance in a given domain. To investigate the improving of students' speaking achievement, the researcher used speaking test as the instrument. The speaking achievement was in terms of students performing the dialogue. At first, the pre-test was administered to the students to measure their

initial achievement in speaking and then the last after treatment, there was a post test. In scoring the students' speaking achievement, the oral proficiency scoring categories by Brown (2004) was used.

The second instrument that was used in this research is Questionnaire. According to Setiyadi (2018), one of the measuring tools that are often used in teaching and learning foreign languages is a questionnaire because this tool can be used in quantitative research and qualitative research. Questioner was used to measure the result of the students' personality and the questionnaire was administered before doing the pre-test. The questionnaire was in Bahasa Indonesia in order to avoid misinterpretation of the students about the questionnaire. The questionnaire was in close-ended questions with four option using Likert scale started with very agree to very disagree.

3.6. Validity and Reliability of the Instrument

Validity and reliability of the test and the questionnaire must be considered to fulfil good criteria of the test and questionnaire. They are as follows:

3.6.1. Validity of the Test

Gronlund in Brown (2004) said that Validity is the extent to which inferences made from the assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. There are some types of validity in determining the validity assessment result.

1. Content Validity

   Brow (2004) stated that you can usually identify content Related Evidence observationally if you can clearly define the achievement that you are measuring. In this research, the researcher has identified the syllabus/RPS. Moreover, the researcher has prepared the tasks before attending the class. The materials used in this research were also discussed with the in charge lecturer before being applied to the students. The researcher tried to compose the material based on the teaching objective which is written in the RPS of the second semester of speaking subject in English department at Islamic Institute of Ma'arif NU Metro Lampung.

2. Construct Validity

   Brown (2004) stated that a construct is any theory, hypothesis, or models that attempts to explain phenomena in our universe or perception. In this research the researcher attempted the students' result of speaking achievement by using Brown's theory of oral production test. There are five aspects that were scored in this research, fluency, pronunciation, grammar, vocabulary, and comprehension in the test scoring categories for speaking by (Brown, 2004)

3.6.2. Reliability of the Test

Brown (2004) stated that a reliable test is consistent and dependable. Setiyadi (2018) stated that reliability is the consistency of a measuring instrument, or the extent to which the instrument can measure the same subject at different times but shows relatively the same results. Setiyadi (2018) also add that

reliability is described statistically using correlation calculations by looking for a coefficient between 0 and 1, if the coefficient is close to 1 then the reliability is high. The researcher examined the coefficient value between two ratters by seeing the standard of reliability proposed by Setiyadi (2018)

1. A very low reliability has range from 0.000 to 0.200.

2. A low reliability has a range from 0.200 to 0.400.

3. An average reliability has a range from 0.400 to 0.600.

4. A high reliability has a range from 0.600 to 0.800.

5. A very high reliability has a range from 0.800 to 1.00.

Based on the explanation above, it can be assumed that the students' speaking ability test is reliable if the values accomplish the range of 0.60-0.79 (a high reliability). To see the result of the coefficient, the researcher use Rank – order Correlation with the formula:

$$r = 1 - \frac{6\Sigma d^2}{n(n^2 - 1)}$$

Notes:

r = the reliability of the test

n = the number of students

d = the difference of rank correlation

$1 - 6$ = the constant number

Furthermore, the reliability of each test for this research is:

1. Result of Reliability of the pre-test

$$r = 1 - \frac{6\Sigma d^2}{n(n^2 - 1)}$$

$$r = 1 - \frac{6(3)}{12(12^2 - 1)}$$

$$r = 1 - \frac{18}{1716}$$

$$r = 0.9895105$$

2. Result of Reliability of the post-test

$$r = 1 - \frac{6\Sigma d^2}{n(n^2 - 1)}$$

$$r = 1 - \frac{6(8,95)}{12(12^2 - 1)}$$

$$r = 1 - \frac{53,7}{1716}$$

$$r = 0.9687063$$

From all the reliability test above, it can be summarized that all the results shows each of the speaking test has a very high reliability. It means that all of the tests have a good consistency of assessment results.

3.6.3. Validity of The Questionnaire

The questionnaire consisted of 28 items of students' personality to know whether they are extrovert or introvert, the questionnaire was adopted from (Adriani, 2015) in Novitasari (2018). The following table draws the specification of the questionnaire.

Table 3.1
Specification of personality Questionnaire after Validation

No	Aspects	Indicators	No. Item	Total item
1	Activity	Extrovert: Active and fast in moving	11	1
		Introvert: Inactive physically or slow in moving	12	1
2	Sociability	Extrovert: Easy going and like social activities	13	1
		Introvert: Not easy in socializing and like to be alone	14	1
3	Expressiveness	Extrovert: Show the emotion up andopen-ended in such anger, frightened, love and hatred	1, 15	2
		Introvert: Be capable in managing and controlling themselves to share opinions and feelings	2,16	2
4	Risk taking	Extrovert: Like challenge and risked activities	3,17	2
		Introvert: Like saves activities without any risks	4,18	2
5	Reflectiveness	Extrovert: Prefer doing something to thinking something	5,19	2
		Introvert: Have theoretical thought and tend to be interested in ideas	6,20	2
6	Responsibility	Extrovert: Less responsible and less capable in holding the promise	7,21	2
		Introvert: Responsible and can hold the promise	8,22	2
7	Impulsiveness	Extrovert: Act first, think later; decide any decisions in hurry; not standfast	9,23	2
		Introvert: Consider many matters carefully; standfast	10,24	2
TOTAL			24	24

3.6.4. Reliability of The Questionnaire

Cronbach Alpha is used to measure the internal consistency of the items of questionnaire by using the SPSS version 25, Furthermore, the reliability of each test for this research is:

Table 3.2 Reliability Statistics

Cronbach's Alpha	N of Items
0.686	25

From the original 28 question items of questionnaire, 3 items have been omitted, namely question no. 11, 25, and 27 and the remaining 25 question items to get reliable results that is equal to 0.686 or high.

3.7. Data Analysis

3.7.1. Speaking Test

The data in this research used quantitative analysis. Mean while to get speaking score, the researcher uses the oral proficiency scoring categories by Brown (2004). To measure the ability of the students speaking on fifth components observed, the data was tabulated by referring to the score system as follow:

Table 3.3
The Test Scoring Categories for Speaking

Aspect of Speaking	Rating Scale
Fluency	1 to 5
Pronunciation	1 to 5
Grammar	1 to 5

Vocabulary	1 to 5
Comprehension	1 to 5

Table 3.3 shows that there are five aspect of speaking being scored with the rating from 1 to 5 by the description can be seen in the appendix. In analyzing the data collected through the pre-test and post-test, the researcher used paired sample T-Test of the SPSS statistic version 25 to answer the first research question. The second research question used independent sample test by SPSS statistic version 25. The score from each rater were added and timed by 4 and after that all the score from both raters will be added and divided by 2 to get the achievement score from pre-test and post-test. The score of speaking achievement dealing with the five aspects can be computed as follows:

Fluency …………………………………………….5

Pronunciation ………………………………………...5

Grammar ………………………………………………..5

Vocabulary ……………………………………………...5

Comprehension ……………………………………5

Total score   25 x 4 = 100

For the aspect of speaking, the students' score dealing with the aspect of speaking can be seen in the table below:

Table 3.4

The data of score of the speaking aspect

No	Students' Name	Fluency	Pronunciation	Grammar	Vocabulary	Comprehension	Total

The data of score of the Pre test and the post test can be shown in the table below:

Table 3.5

The data of score of the Pre test and the post test

No	Students' Name	Pre-Test		Average	Post-Test		Average
		Rater 1	Rater 2		Rater 1	Rater 2	

3.7.2. The Questionnaire

The questionnaire was used to see the personality of the students. There were 28 items of the questionnaire, which each item score 1 point to show that the student was extrovert or introvert. The score of questionnaire was dealing with personality of the students can be computed as follows:

Table 3.6

The data of students' personality score

No	Students' name	Personality questionnaire score	
		Extrovert	Introvert

3.8 Hypotheses Testing

Social Sciences (SPSS) statistic version 25 is used to examine these research hypotheses. The hypotheses were analyzed at the significance level of 0.05. If it shows that the p-value is lower than the 0.05, meaning that there is a statistical significant difference of students' speaking ability between pre-test and post-test. According to Setiyadi (2018) the hypothesis in a study is a statement about the distribution of a variable or the relationship between the two variables studied; there are two kinds of hypotheses in the study, namely the null hypothesis (H_0) and the alternative hypothesis (H_1). If the p-value is lower than 0.05, the null hypothesis will be rejected and if the p-value is higher than 0.05, the null hypothesis will be accepted.

3.8.1   Hypothesis Testing on RQ1

The researcher used paired sample test in order to find out in order whether there is an improvement in students' speaking achievement after being taught by using audio-lingual method based on contextual teaching learning. Then the hypothesis of the first research question was drawn as follow:

H_0= There is no significant improvement of students' speaking achievement after being thought by Audio Lingual Method based on Contextual Teaching Learning.

H_1= There is a significant improvement of students' speaking achievement after being thought by Audio Lingual Method based on Contextual Teaching Learning.

With the criteria of accepting the hypothesis as followed:

1. H_0 is accepted if sig. (p) value is higher than the sig. Level (H_0 = sig. >0.05).

2. H_1 is accepted if sig. (p) value is lower than the sig. Level (H_0 = sig. <0.05).

3.8.2 Hypothesis Testing on RQ2

To answer the second research question with respect to which aspect of speaking (fluency, pronunciation, grammar, vocabulary, and comprehension) improves the most after being taught by using audio-lingual method based on contextual teaching learning, the data were taken to know which aspect from all five aspects improves the most, by comparing the mean among all five aspects. Although there are no hypothesis testing criteria, it still has hypothesis: Grammar aspect improves the most among all aspects of speaking after being thought by using audio-lingual method based on contextual teaching learning.

3.8.3 Hypothesis Testing RQ3

Then, the researcher also used independent sample test for the group statistic in order to find out whether there is a difference in speaking achievement between the extrovert and introvert students after being taught by Audio-Lingual

Method based on Contextual Teaching Learning. Then the hypothesis of the first research question was drawn as follow:

H_0= There is no difference in speaking achievement between the extrovert and introvert students after being thought by using audio-lingual method based o contextual teaching learning.

H_1= There is a difference in speaking achievement between the extrovert and introvert students after being thought by using audio-lingual method based o contextual teaching learning.

With the criteria of accepting the hypothesis as followed:

1. H_0 is accepted if sig. (p) value is higher than the sig. Level (H_0 = sig. >0.05).
2. H_1 is accepted if sig. (p) value is lower than the sig. Level (H_0 = sig. <0.05).

In this chapter, it has been describe the Methods including the Design, population and Sample, data collecting technique, procedures, instruments, validity and reliability of the instrument, data analysis, and hypothesis testing. Those are the points of this study which have been elaborate in this chapter.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and suggestions for English teachers who want to try to use Audio Lingual Method Based on contextual Teaching Learning in improvement students' speaking achievement.

5.1. Conclusion

There are three objectives of this research, the first is to investigate whether there is a significant improvement in students' speaking achievement after being taught by audio lingual method based on contextual teaching learning, the second objective is to investigate which aspect of speaking improves the most after being taught by using the method, and the last objective is to investigate whether there is a different in speaking achievement between the extrovert and introvert students. From this research which has been conducted, it can be concluded:

1. The audio lingual method is an appropriate method to improve students' speaking achievement, especially students at the lower middle level. By combining with the components of contextual teaching learning, it makes this method better and makes it easier for the students to understand the material delivered by the teacher. It also increases student participation at every stage of learning process especially speaking.

2. There are some drills in audio-lingual method influence the improvement of some aspects in speaking, such as, repetition drill for the pronunciation, transformation and translation drills for the structure and grammar, and so on. By choosing the correct drills and combining each other, it can influence the improvement of some specific aspects of speaking. The combination of transformation and translation drill is believed improve the grammar aspect of speaking. Especially when we add the repetition drill there, it makes the students practice it continuously. Here, the researcher used all those drill in improving students speaking achievement.

3. Students' personality influence the outcome of the students' achievement, especially for the extrovert and introvert. But, by choosing the right method, it can determine the same result between the two personalities. Then, the use of audio lingual method based on contextual teaching learning is perfect to be used for both extrovert and introvert students. Moreover, in audio lingual method and contextual teaching learning, there are learning community and the students who work together. So, all students can work together and share the same knowledge to help each other in teaching learning process.

5.2. Suggestions

After doing this research, the researcher found some things that need to be considered. For the further research, it is suggested that:

1. The treatments should be done in the exact time, because the audio lingual is done with repetition and using the target language, so it takes a little more time. The use of techniques/drills from the audio lingual method

should be in accordance with the learning targets to be achieved.

2. The number of further research subjects should be more than this research, and should be chosen randomly.

Additionally, there are also some suggestions for the teacher who wants to apply audio lingual method based on contextual teaching learning:

1. The teacher should pay more attention to the students in learning community session, because in this session most of the students are more relaxed and rely more on other friends who are smarter in discussions or doing task.

2. The teacher should decide and prepare the suitable materials for the teaching learning process. It is needed to make the material firm and well presented to avoid the students' confusion.

3. Audio lingual method based on contextual teaching learning is a very appropriate method for the students in low middle level of proficiency.

Finally, those statements above represent the conclusion of this study during the research. Moreover, the suggestion above can be considered to conduct a better further research to audio lingual method.

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