

**THE EFFECT OF APPLYING COMMUNITY LANGUAGE LEARNING  
TOWARD STUDCNTS' SPEAKING ACHIEVEMENT**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**RAHMAYANI**  
**NPM. 1002050077**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2015**



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 03 Oktober 2015, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Rahmayani  
NPM : 1002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect Of Applying Community Language Learning Toward Students' Speaking Achievement

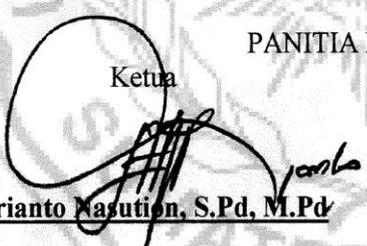
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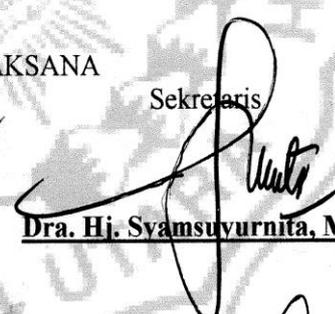
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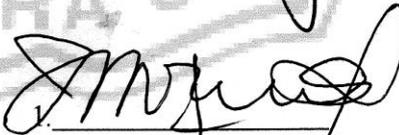
Sekretaris

  
Elfrianto Nasution, S.Pd, M.Pd

  
Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, MA, Ph.D
2. Hj. Dewi Kesuma Nst, SS, M.Hum
3. Dra. T. Winona Emelia, M.Hum

  
1.

  
2.

  
3.



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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Rahmayani  
N.P.M : 1002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Community Language Learning Toward  
Students' Speaking Achievement

sudah layak disidangkan.

Medan, September 2015

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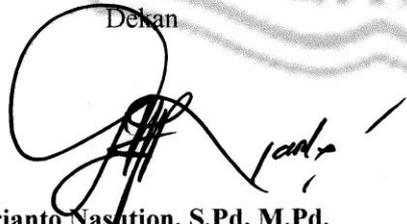
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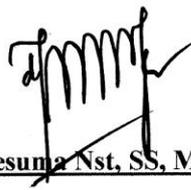
  
**Dra. T. Winona Emelia, M.Hum**

Diketahui oleh:

Dekan

Ketua Program Studi

  
**Elfrianto Nasution, S.Pd, M.Pd.**

  
**Hj. Dewi Kesuma Nst, SS, M.Hum**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Rahmayani  
N.P.M : 1002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Applying Community Language Learning Toward Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/9 '2015	Chapter I	
	Chapter II	
	Chapter III	
	- REFERENCES - ACKNOWLEDGEMENT	
15/9 '2015	ABSTRACT	
	- CHAPTER IV	
	- REFERENCES	
18/9 '2015	Chapter V	
	- CONCLUSION	
	DISCUSSION	

Medan, 18 September 2015

Diketahui oleh:  
Ketua Prodi

(Hj. Dew Kesuma Nst, SS, M.Hum)

Dosen Pembimbing

(Dra. T. Winona Emelia, M.Hum)

## SURAT PERNYATAAN



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Nama Lengkap : Rahmayani  
N.P.M : 1002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Community Language Learning Toward Students' Speaking Achievement

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Hormat saya  
Yang membuat pernyataan,



Rahmayani

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Hj. Dewi Kesuma Nst, SS, M.Hum

## ABSTRACT

**Rahmayani: "The Effect of Applying Community Language Learning toward students' speaking achievement", English Education Program of Faculty of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2015.**

The objectives of this research were to find out the students' achievement in speaking by Community Language Learning Method and the effect of Applying Community Language Learning toward students' speaking achievement. The populations of this study were the tenth grade students' in Senior High School, which consist of two classes (X-1 Class and X-2 Class) at SMA TAMAN SISWA MEDAN, Jalan Singosari No.11 which consisted 58 students and the researcher took all the students as the sample. The samples were divided into two groups, the first group was the experimental group by Community Language Learning method that consisted of 29 students and the second group was control group by Using Conventional Method that consisted of 29 students. Experimental and control class was given pre-test and post-test with the same test. The data were acquired by oral test. The test was design a monologue and practice in front of the class. The finding of this research showed  $t_{hitung} > t_{table}$  or  $10,04 > 1,673$ . So, the null hypothesis has been successfully rejected. As a result, the students' achievement in speaking skill was in level Good and the hypothesis is accepted.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practise online. This is no longer the case. English learners can practise speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

Many students in Indonesia do not like English. They get difficulties, boredom and confusing in learning it, because it is not their mother tongue. English teacher should be able to motivate the learners in learning this foreign language. Harmer (1993: 3) states motivation means a kind of drive that encourages somebody to pursue a course action. It should be done by every English teacher in order that the students are interested to learn this language. English teacher must be able to manage the teaching by using certain method in the teaching—learning process, so that the students will like it without boring and despair.

Community Language Learning (CLL) as one kind of method in language learning, "where the learners become members of a community - their fellow learners and the teacher to learn through interaction with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen

attentively to the knower, to freely provide meanings they wish to express, to repeat target utterance without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counselors to other learners" ( Curan in Richards, et. al., 1986:120)

In Community Language Learning, learners become members of a community - their fellow learners and the teacher - and learn through interacting with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to repeat target utterances without hesitation, to support fellow members of the community, to report deep inner feelings and instructions as well as joy and pleasure, and to become counselors to other learners. CLL learners are typically grouped in a circle of six to twelve learners, with the number of knowledgeable varying from one per group to one per student. CLL has also been used in larger schools classes where special grouping arrangements are necessary, such as organizing learners in temporary pairs in facing parallel lines.

Learner roles are keyed to the five stages of language learning outlined earlier. The view of the learner is an organic one, with each new role growing developmentally out of the one preceding. These role changes are not easily or automatically achieved. They are in fact seen as outcomes of affective crises.

When faced with a new cognitive task, the learner must solve an affective crisis. With the solution of the five affective crises, one for each CLL stage, the student progresses from a lower to a higher stage of development. (La Forge 1983: 44) Learning is a "whole person" process, and the learner at each stage is involved not just in the accomplishment of cognitive (language learning) tasks but in the solution of affective conflicts and "the respect for the enactment of values" as well (La Forge 1983: 55).

CLL compares language learning to the stages of human growth. In stage 1 the learner is like an infant, completely dependent on the knower for linguistic content.

In learning English there are four skills which are necessary to be mastered by the learners. Those skills are listening, speaking, reading and writing. Referring to the title, the writer limits the explanation to the speaking only. Speaking skill is very important skill that must be mastered by every language learners, because one is called mastering a language when he/she is able to demonstrate the speaking skill. In order to master this skill, a teacher as an educator have to use good method in teaching learning process. In this case, the researcher concerns with the effectiveness of CLL toward students' speaking ability an experimental for the tenth grade students of SMA Taman Siswa. because so far CLL has not been practiced in the field by most English teachers.

## **B. The Identification of the Problem**

1. The students' still had problems with speaking in everyday life and they had difficulties in how to create the sentence.
2. The students get difficulties, boredom, confusion in learning English.
3. Students have difficulty memorizing the pronunciation and meaning of words in English.

## **C. Scope and Limitation**

The scope of the study will be focused in speaking. The Limitation is about the expression of greeting and leave-taking.

## **D. Formulation of the problem**

The problems of this study will be formulated as the following,

1. Is there any significant effect of applying Community Language Learning on students' achievement in speaking?
2. How is the presentage of students' achievement in speaking toward the application of Community Language Learning?

## **E. Objective of the Study**

Based on the research statement, this particular study aimed at finding out:

1. To find out the significant effect of applying Community Language Learning on students' achievement in speaking.

2. To find out the presentage of the students' achievement in speaking toward the application of Comunity Language Learning.

#### **F. Significance of the Study**

The findings of this research will be devided into two categories,

1. **Theoretically**, this study are expected to be useful, as a source to give further information about Community Language Leaming method.
2. **Practically**, this study are expected to be useful for

##### **a. Students,**

1. The result of this study is suggested to apply the Community Language Learning to increase the students competence in English speaking Achievement.
2. The use of CLL in speaking can make the students are more enjoyable in doing their tasks associated with the speaking materials.

##### **b. Teachers,**

to apply Community Language Leaming method in teaching learning process. The solution of this problem will be expected to be useful for teacher's especially English teacher as a contribution for them in improving and enriching their teaching methods as a means of improving the student's speaking Achievement.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Description of Effect**

Effect in this research means as any ability improvement after learning something. Slamento (2010: 15) states that "Improvement in learning is certain proof of success or ability of student in doing their activities which based on their level of class".

The improvement in which achieved by students then are realize in the form of score so that it will be acknowledge the certain position of students in the class because score they have reflect their improvement in the learning process. So that, effect bring about something by a cause. Students' ability will change after being given some new media, it can improve their learning process. The result of effect will change when something is done or happens. This effect will be seen when compared with the teaching speaking using media or no media.

##### **2. Description of Speaking**

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to known definition first. Many experts defme speaking in different ways. Brown (1989: I4) stated that speaking is to express the needs-request, information, service, etc. speaking is working in an interactive mode and giving students opportunity to talk about themselves in personally relevant ways.

The speakers say words to the listener not only to express what in her mind but also to express that he needs whether information service. Most people might spend of their everyday life in communicating with other. Revel (1990:23) defined that communication is ideas, of opinions, of feeling.

Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feeling. Meanwhile, Jone (1989:14) stated that speaking is a form of communication.

We can say that the speaker must consider the person they are talking to as listeners. The activity that the person do primary based on particulars goals. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Jone (1989 :14) said that how you say something can be important as what you say in getting your meaning across. Therefore, speaking process should pay attention to want and how to say as well as to whom appropriately.

In expression one's need—request, information, service, we must consider some points about speaking. Jone (1989: 19) stated that some point should be considered about speaking, they are clarity, variety, audience and tone. Harmer (2003:269) stated that speaking is the ability to speaking fluently presupposes not only knowledge of language features, but also the ability to process information and language "on the spot".

Beside on that statement it can be concluded that one of important aspects in speaking is there is a communication or interacting between the speaker and listener. So it will make the good attraction/understanding about the object of topic. There are three characteristics of speaking, they are (a) clarity, (b) variety, (c) audience and tone.

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

- a. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
- b. Form-oriented input focuses on ways of using the language ; guidance from the teacher or another source on vocabulary, pronunciation, and

grammar (linguistic competence) appropriate things to say in specific contexts (discourse competence): expectations for rate of speech, pause length, turn- talking, and other social aspects of language use (sociolinguistic competence): and explicit instruction in phrases to uses to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form—oriented input. The amount of input that is actually provided in the target language depends on students listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language item recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presents, but they also may draw on any other vocabulary, grammar, and communication

strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety: it is more motivating, and it is also more likely to result in effective language learning.

### **3. The Elements of Speaking**

There are many difficulties that are encountered by the students in speaking if they want to be a good speaker. In order to be a good speaker, they have to master some elements of speaking. Harmer (2002: 269) and Rubiati (2010: 8) defined that there are four elements of speaking that have to be mastered by the students if they want to be a good speaker. They are connected speech, expressive devices, lexis and grammar, and negotiation language.

#### **1. Connected speech**

In connected speech, sounds are modified, omitted, added, or weakened. Effective speakers of English need to be able not only to produce the individual phonemes of English, but also able to use connected speech fluently. By this reason that we should involve our students in activities designed specifically to improve their connected speech.

## 2. Expressive devices

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators. Native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning.

## 3. Lexis and Grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

## 4. Negotiation Language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need ask for clarification when we are listening to someone else talk.

In conclusion, Speaking is not focus on remembering amount of vocabularies and mastering the grammatical structures, but also we have to master all elements of speaking above. If we have mastered those elements, all information that we deliver will be acceptable by all communicants.

## **4. Description of Learning**

As an effort education, learning is an important activity. The success of an education depends on the learning process which is done by the students. In learning process, they will have an exchange of attitude, as a result of their learning process.

Generally, learning is defined as an exchange process of attitude, causing of an interaction among individual with the environments. This kind of interaction is unintentionally.

Sagala (2011:11) stated that learning is a component of education which is related to interaction matter, both of explicit and implicit and a process where an organism changes their attitude as the result of experience. It is also clearly stated by Sanjaya (2010:112) that learning is a process by which an activity originates or changed through training procedures as distinguished from changes by factors not attributable to training.

Ali (1992:22) mentioned that in learning process, there are some important general principles to reach the best technique of learning. They are:

- a. Learning process is complex but organized.
- b. Learning needs motivation to reach the optimal output.
- c. Learning is the process of simple to complex.
- d. Learning involves differentiating process (discriminate) and generalized.

Sardiman in his book "Interaction and Motivation of Teaching Learning" states that essentially, learning is a meaningful process, not only a mechanical and routine thing. It can be called Learning is Meaningful. Meaningful learning is:

- a. Learning has a mean and him.
- b. Basic of learning is something that is explored of finding not as a routine.
- c. The output of learning, always brings a comprehending or understanding and a logical reaction or answer.

- d. The output of learning is not depending on a certain place but in another situation.

It needs to know that motivation is an important thing in learning process; it is like a motorist system in students to reach one goal of learning.

### **5. Description of Language Learning**

Language is structured in accordance to its function in human life. Morley (2000:7) said that language is interpreted as fulfilling a number of different functions; ideational, interpersonal and textual, in that enables people to express different types of meaning. The word "Express" meant by the way how the speaker says/speak to another.

Language is an activity that is done by planning and has a goal where it has some aspects rules. The achievement can be seen by attitudes and characteristics changes. The achievement can also be observed from habits, skills, knowledge, and appreciation. A man who felt a change means he is not in condition before. Yule (2001:162) said that from unknown to be known, unable to be able, misunderstand to understand.

However learning can also be called as process of attitude change, which is felt by someone. Learning is the acquisition of habit, knowledge and attitudes. It involves new way of doing things, and it operates the individual attempt to overcome the obstacles to adjust to new situation.

Although human beings face minimum instinctive skills, they can develop themselves. The development between individual occurs each other and learning process influences it.

Thus, the focus of the change was students themselves or known widely as students centered. Schulman (1993:10) said that when students were center of activities it means that there were two things that a teacher should realize, they were characteristics of students and the background of students in learning English.

## **6. Community Language Learning (CLL)**

This section discusses two aspects of community language learning consisting of concept of CLL and design of CLL. ·

### **6.1. Concept of Community Language Learning**

Since community language learning is the name of a method which is oriented on humanistic approach. One terms to community language learning Method is counseling learning where it is a non-direct therapies approach which is designed to easing the learners in acquiring the target language.

In accordance with the statement above, the writer particularly needs to formulate the example of commrnity language learning takes place in the classroom. A group of learners sit in a circle with the teacher standing outside of the circle, and a students whispers a message in the native language (L1): next, the teacher translates the message of the learners into the foreign language (L2), while, the students repeats the messages in the foreign language into a cassette; students compose further messages in the foreign language with teacher's help; so students reflect about their feelings and wishes. It means that the client-counselor in psychological counseling have relationship between the leamer—knower in community language learning method.

Furthermore, community language learning method represents the use of counseling-learning theory to teach languages.

## **6.2. Design of Community Language Learning**

This design of CLL discusses about activities of teaching learning using CLL technique such as : objective, the syllabus, type learning and teaching activities, learner roles, and teacher roles.

### **6.2.1. Types of Learning and Teaching Activity**

In accordance with types of learning and teaching activity, here community language learning involves learning task and activities take place in learning and teaching process as follows:

1. Translation. Learners from a small circle. A learner whisper a message or meaning he or she want to express, the teacher translates it into the target language, and the learner repeats the teacher's translation.
2. Group work. Learners may engage in various group tasks, such as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to other group. Preparing a story that will be presented to the teacher and the rest of the class.
3. Recording. Students record conversations in the target language.
4. Transcription. Students transcribe utterances and conversation they have recorded for practice and analysis of linguistic forms.
5. Analysis. Students analyze and study transcriptions of target language sentence in order to focus on particular lexical usage or on the application of particular grammar rules.

6. Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups.
7. Listening. Students listen to a monologue by the teacher involving elements they might have elicited or over hear in class interactions.
8. Free conversation. Students engage in free conversation with the teacher or with other learners.

### **6.2.2. Learner Roles**

In community language learning method, here the learners roles as the part of community, their fellow learners and the teacher and learn through interacting each other with the member of the community. Learners are expected to listen attentively what the counselor advised, provide them a chances freely whatever , the meanings they wish to expressed, to repeat target utterance without hesitation, to report deep inner feelings and frustrations and to become counselors to other languages.

Richard, 1986: 121) stated that there are five stages of communicative language learning Method as follows:

1. The learners is like an infant that completely dependent on the counselor for linguistic content. Here the learner repeats utterances made by the teachers in target language and overhears the interchanges between other learners and knower.
2. The child achieves a measure of independence from the parent. In this stages, the learners begins to establish their own self affirmation and

dependence by using simple expressions and phrases they have previously heard.

3. The separate existence stage. In this stage, the learners begin to understand others directly in the target language.
4. A kind of adolescence. In this stage, the learners function independently although his or her knowledge of the foreign language is still rudimentary.
5. The independent stage. This last stage explained the learners refine their understanding of register of the vocabulary as well as grammatically correct language use.

Furthermore, learning is a whole person process and the learner at each stage is involved not only in the accomplishment of cognitive (language learning) but also in the solution of affective conflicts and respect for the enactment of values.

### **6.2.3. Teacher Roles**

In this parts of types of learning and teaching activity, the teachers have significant roles to capture all the learners problem and then to solve it well. The teachers (counselor's role) is to respond calmly and non judgmentally, in a supportive manner and help the client try to understand his or her problems better by applying order and analysis to them.

Concerning with the statement above, Curran (in Richard, at all, 1976: 26) stated that "one of the functions of the counseling response is to relate affect ...

.to cognition. Understanding the language of 'feeling', the counselor replies in the language of cognition"

The teacher's role, teachers operate in supportive roles and providing target language translation and imitation on request of the clients. Later, interaction may be initiated by the students and the teacher monitors learners utterances, providing assistance when requested. So the student become increasingly capable to accept the criticism and the teacher may directly intervene to correct deviants utterances, supply idioms and advice on usage of words as well as fine usage of grammar.

One continuing role of the teacher is particularly notable in community language learning method that is responsible for providing safe environment in which students (clients) can learn and grow. Here, the learners feels secure and free to direct their energies to the tasks of communication and learning rather than to building and maintaining their defensive positions. To support the statement, Curran Richard, (1976: 6) describes the importance of a secure environment as follows:

"As whole persons, we seem to learn best in an atmosphere of personal security, feeling secure, we are freed to approach the learning situation with the attitude of willing openness. Both the learner's and knower's level of security determine the psychological tone of the entire learning experience".

Furthermore, teacher have responsibility for creating and maintaining a secure environment for learning in order that the learners can easier to capture

knowledge and information given by the teacher during the learning and teaching process take place.

#### **6.2.4 CLL in the teaching of Speaking Achievement an Experimental**

There are two factors that support CLL in teaching—learning process, namely the inside (students factor) and outside (the teacher factor).

##### **a. The Students Factor**

###### **1. Size of class**

In Indonesia, has big classes not only from the Elementary School but also until to the University. But as the sample of this studies is Junior High School that have at least fourthly students in number. This sometimes cause a great problem, especially in teaching a foreign language. For instance, when speaking ability an experimental is emphasized, the some of students undergoing the instruction which is given it must need special attention, otherwise the teacher get fail use in teaching and learning process.

The teacher does some steps when she/he wants to teach English, like speaking practice to her/his students. First of all, the class is divided into two groups. The first group gives exercises in dialogue, at the same time, the second group gives English patterns in written form. This second group must pay attention to the patterns which is the first group is communicated.

###### **2. Composition of class**

What the writer means by “composition of class is how the class is made up”. The students may be included of these categories; (1) those who learn a language easily. These students have a natural aptitude towards the language. They have talent for learning a language, (2) those of high intelligence who make efforts in speech but respond well to the intellectual sides of the language, (3) those who have little intuition and must be stimulated by using medias, (4) those who have a tendency of wrote mastery, (5) those who don’t respond to ordinary stimulate and need individual attention.

These levels intelligence are in influential on every subject, particularly foreign language learning. In relation to class composition, Morris (1978: 542) stated that, “in school teaching harmonious progress depends greatly on the composition of class. While this factor is applicable to every subject. It is particularly decisive in foreign language teaching, especially language speaking where speech is major aim.”

### 3. Attitude

The students may have a bad attitude towards the teacher as well as the subjects. The students who is very weak, for instance, in English is very reluctant to learn subject.

The students may feel excited, happy, confident and adequate or he may feel bored, frustrated, angry and inadequate. For instance, when he gets confused in patten drill, he may feel frustrated, after having repeated the same sentence a number of items, he may get bored, but when he can

express his ideas correctly in English with his fellow students, he may feel excited. He may feel angry and inadequate in his mind this way, "English is difficult because it is too difficult for me, I don't like it, I'm tired of learning it"

On the contrary, the students who experienced excitement during a conversation class, for instance, may express his feeling this way. "I enjoy learning English, because it is easy for me...I can communicate with my pen pals in another country in English". Then consequently, the student participates actively in every activity of his English class.

#### 4. Discipline

As defined by Homby (1986: 77) in the learner's dictionary of current English. Discipline is the exercise development and control of the mind and character, intended to produce obedience and orderly behavior.

"Both teacher and class ought to make efforts to create a discipline atmosphere by trying to make his lesson so interesting that the students have no tendency to have any other activities. So the students are under the control of the initial condition for the promotion of good discipline. The most important thing in the teacher should be the ability to promote interest in the subjects. He must be able to create a favorable situation.

#### **b. The Teacher Factor**

The teacher in the language teaching plays a very important role because he is one of the factors that may determine whether or not the teaching of language is successful.

A teacher who will a lot of practical training does not necessary have the ability to deal successfully with the theoretical side of the language. On the contrary, the teacher who has high academic qualifications may not necessarily succeed in the practical things.

Morris (1966: 32) suggested qualifications the teacher should have: (1) general pedagogical training for the purpose of inculcating good working habits, (2) special training in the theory and practice language habits, (3) the possession of a good speaking and reading voice, (4) good hand writing in the script and cursive lettering, (5) ability to sketch.

It is true that linguistic in general is of great help in teaching a foreign language or speaking since it can help the teacher to overcome difficulties a rising from linguistic sides.

A qualified teacher should be able to use any method and materials, adapting them to the need for teaching and learning. For instance, if the teacher sees that the dialogues in the textbook are too long to be memorized by the students he makes alterations concerning of the sentences of the dialogues. And if the dialogues are not in the line with the propose of his teaching he may have dialogues from other source of dialogues compose by himself.

The teacher must also understand the intimate relation the between a language and it's cultural background. Besides, the writer of this proposal thinks that it is necessary for the teacher to know well the cultural

background of the student's native language as well as to make him capable of comparing the two cultures when need.

To prove that the teacher is the most important factor in teaching a foreign language or speaking, the writer would like to quote what Dr. Jan Camel Tan (in Rahman, 2006: 17) asserted in his dissertation stated that;

*To achieve any improvement it is essential to have better teachers. He cannot assume that pupil will learn what their teachers never master. One quality of a good teacher is the ability to teach from any good book or bad or even with no book at all. The teacher on other hand can destroy or distort what even merits a good book may have "*

Regarding to the teacher as one of the main factors determines the success of the teaching of a foreign language, Patteson (Rahman, 2006: 17) stated that: "in decided and my colleges have always been completely with on this, that was most necessary to improve the standard of English every where, was simply better teacher". In addition to the qualifications of a good English teacher mentioned above, a teacher of English must have a good attitude toward his students owing to their attitudes, of course the learning atmosphere will affective. But, in whatever condition, a teacher of English must be able to overcome inferable situations, otherwise his teaching may result in a failure.

### **6.2.5 Relevant of the Study**

In this part, the writer states the relevant research which possible to add the readers view on the effect of using Community Language Learning Method (CLL) towards speaking ability an experimental. In the following statements,

actually the writer does not find out yet the same study therefore, there are several studies that have relevance on this study as follows:

First, the study was done by Ahmad Munir (2005). In his study was "communication strategies toward students' speaking ability an experimental for the fourth semester. In the research, he wanted to find the effect communication strategies in speaking ability an experimental. For the purpose, he took all of the fourth semester (103 students) as the population. So he had taken 39 students as the sample of study. He has used the experimental research for his design research. From the research, he found good result. It means that using the series pictures in speaking ability has the better result. The data obtained from the experimental group rather active and attained good mark than other group. His study has the same aim with the writer, that is to find out the effect of Community Language Learning (CLL) technique in teaching speaking and using pictures.

The second study was done by Rahman (2006). It was the effectiveness of Community Language Learning (CLL) through group work. He had taken 235 students as the population and only 20 students as the sample of the study. The result he is found the effectiveness of community language learning method through group work in teaching speaking of second year students of Senior High School SMA Taman Siswa in academic year 2013-2014. He correlated of the two variables. He has used the experimental research for his design research. From the research, he found out the good result too. It means using group work technique, has the better result. The data obtained is the experimental group.

## **B. Conceptual Framework**

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Speaking English is a process of getting ability of speaking by the process of learning and teaching. Learning can be defined as a component of education which is related to interaction matter, both of explicit and implicit and a process where an organism changes their attitude as the result of experience. Learning will bring an exchange which concern to the new skill and effort, or as a static output of an experience. In teaching speaking, it must be communicative because speaking is a part of communication process. Communicative teaching is a process of delivering a knowledge to the language learner by using communication approach, which aimed the learner to be more active in using target language as communication tool. This research will be conducted by the descriptive design. So, the students' speaking ability will be described. The speaking test will be based on the design. Community language learning design is a medium of testing the speaking competence by the media of design. It is interpersonal responsive, rather than the more production of language which is used design as the media of the communication.

## **C. Hypothesis**

There hypothesis of this research will drawn as follow :

Ha : there is significant effect of applying community language learning toward students' speaking achievement.

**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location**

This study was conducted at the tenth grade students in SMA Taman siswa at Jl. Singosari No.11 Medan and academic year 2014/2015. This school was chosen because The students of the school had difficulties in speaking ability when I practice PPL in there.

**B. Population and Sample**

**1. Population**

The population of this research was taken from the tenth grade students of SMA Taman Siswa Medan Jalan Singosari of 2014/2015 academic year which consisted of two classes, they are XI, X2, so the total of the population are 58 students.

**Table 3.1**  
**Population of research**

<b>NO</b>	<b>Classes</b>	<b>Population</b>
1	X-1	29
2	X-2	29
Total		58

## 2. Sample

Arikunto (1987) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it can be taken between 10-15% or 20-25% or more that it.

The sample was taken all from the population, named total sampling tehniqe. The sample is listed in the following table.

**Table 3.2**  
**The population and sample of the study**

<b>Classes</b>	<b>Population</b>	<b>Sample</b>
X <sup>1</sup>	29 students	29 students
X <sup>2</sup>	29 students	29 students

## C. Research Design

This research was conducted in experimental designed. The sample was devided into two groups, namely experimental group was taught by Community Language Learning Method and control group was taught by using convensional technique.

**Table 3.3**  
**Pre-test and post-test control design**

<b>Group</b>	<b>Pre Test</b>	<b>Treatment</b>	<b>Post Test</b>
Experimental	√	CCL Method	√
Control	√	Conventional Technique	√

Pre-test and Post-test was given to experimental and control group, then the experimental was taught by using CLL method in speaking, while the control group was taught by using conventional technique. Then each group, experimental and control was given treatment.

#### **D. Instrument of Research**

The instrument of the reasearch is a oral test. In this study, the students are particularly discussion about conversation, and then practice it in front of class. It had function to allow the examiner explores Students Speaking Achievement.

The specific criterion Lambardo ( 1984 : 34 ) were describe as follow:

**Table 3.4**  
**For component to Evaluate Speaking Achievement**

#### **1. Pronunciations**

<b>Level</b>	<b>Explanation</b>
19-25	Very good : Understandable
13-18	Good
7-12	Fair : error of basic pronunciations
1-6	Unsatisfactory : hard to understand because of sounds,accent, pitch, diiculties and incomprehensible

## 2. Vocabulary

Level	Explanation
19-25	Very good : Understandable
13-18	Good: sometimes use in appropriate terms about language
7-12	Fair : frequent uses wrong word speech limited to simple vocabulary
1-6	Unsatisfactory : very limited vocabulary and make the comprehension quite difficult

## 3. Fluency

Level	Explanation
19-25	Very good : Understandable
13-18	Good: speech is generally natural
7-12	Fair : some define stumbling but manage to rephrase continue
1-6	Unsatisfactory : speed of speech and length of utterance are far below normal, long pauses, utterances left unfinished.

## 4. accuracy

Level	Explanation
19-25	Very good : noticeable errors
13-18	Good: Good : occasional grammatical errors do not obscure meaning
7-12	Fair : error of the basic structure, meaning occasionally obscure by grammatical errors.
1-6	Unsatisfactory : usage definitely unsatisfactory, frequently needs to rephrase constructions or restrict him self to basic structure.

### **E. Technique of Data Collection**

In collection the data, some steps was applied as follows;

1. Giving pre-test to both of the groups
2. Giving treatment
  - a. Experimental group : using Community Language Learning method as media
  - b. Control group : using conventional technique.
3. Giving post-test with the similar test to both of the groups
4. Scoring the students' test

### **F. Technique of Analyzing Data**

After collect the data hom the test, the researcher was given score ranging from 0-100. The data will calculated by using t-test. The following techniques are implemented to analyze the data:

1. Listing their score in two tables, first for the experimental class and second for control class score.
2. Calculating the total score post-test in experimental and control groups.
3. Measuring the mean
4. Meaning the standart deviation
5. Testing the normality and homogeneity
6. Calculating the correlation of both variable by using pearson product
7. Testing the hypothesis by using T-test by Sugiyono (2010)

### 7. Testing the hypothesis by using T-test by Sugiyono (2010)

To find out, the researcher use t-test with formulated as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left( \frac{s_1}{\sqrt{n_1}} \right) \left( \frac{s_2}{\sqrt{n_2}} \right)}}$$

**Where :**

$t$  : Score

$\bar{X}_1$  : A Average sample 1 (the old working system)

$\bar{X}_2$  : Average sample 2 (the new working system) A

$s_1$  : Standard deviation of sample 1 (the old working system)

$s_2$  : Standard deviation of sample 2 (the new working system)

$s_1^2$  : Sample variance 1

$s_2^2$  : Sample variance 2

$r$  : Correlation of data between the two groups

$n_1$ : The number of members of sample 1

$n_2$  : The number of members of sample 2

## CHAPTER IV

### DATA ANALYSIS

#### A. Data Collection

The data was taken from students' speaking test. The students' score was taken from their grammar, vocabulary, pronunciation, comprehension and fluency. In this case, the researcher gained the learners' score after applying the post test to the experimental and control group. The result of pre test and post test from the both group can be seen in the following table :

**Table 4.1**  
**Result of Pre test and Post Test of the Experimental Group**

No	Initial name	Pre test	Post test
1	ASA	71	90
2	AP	68	77
3	AS	80	83
4	AS	50	64
5	DR	63	68
6	DC	62	76
7	DL	60	74
8	DP	50	62
9	DS	56	65
10	DS	70	90
11	EPR	67	71
12	ES	61	72
13	EC	70	73
14	FW	73	76
15	FA	57	76
16	IS	60	83
17	MRA	60	88
18	MF	63	72
19	MA	67	78
20	MR	60	74
21	MTA	55	73
22	RM	58	66
23	RA	66	68

24	SDP	50	60
25	SA	64	75
26	TA	74	80
27	TA	76	77
28	WR	60	62
29	ZA	62	66
	Total	1832	2139

**Table 4.2**  
**Result of pre test and post test of the control group**

No	Initial name	Pre test	Post test
1	AP	72	74
2	AK	57	65
3	AF	73	82
4	AS	81	84
5	ARS	76	81
6	AM	64	69
7	CM	50	67
8	DM	66	68
9	DNS	50	60
10	GF	50	60
11	HS	61	65
12	IM	58	68
13	JS	58	62
14	JT	60	64
15	LH	66	68
16	MFR	71	73
17	MK	72	75
18	MRF	77	79
19	MF	57	63
20	MGS	50	64
21	NA	61	67
22	NMS	66	67
23	NA	50	63
24	NR	60	65
25	PS	60	65
26	RS	60	62
27	RM	64	72
28	RR	74	82
29	RO	55	71
	Total	1819	2005

## B. Data Analysis

### 1. Test of normality

#### a. test of normality X variable

The research was used liliefors test are :

- Collecting the data from minimum to maximum
- Write score to be Z1, Z2, Z3 . . . . . By using formula:

$$Z1 = \frac{X - \bar{X}}{S}$$

$$= \frac{2139 - 73.75}{8.09}$$

$$= 255.28$$

- Table Zi was looked from the standard normal density
- $F(Zi) = \frac{fk}{n} = \frac{1}{29} = 0.0455$  and  $\{ F(Zi) - S(Zi) \} = 0.0455 - 0.03448276$

**Table 4.3**  
**Test of normality for X variable**

No	Xi	F	F kum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	60	1	1	-1.6996292	0.0455	0.03448276	0.01101724
2	62	1	2	-1.4524104	0.0735	0.06896552	0.00453448
3	62	1	3	-1.4524104	0.0735	0.10344828	-0.02994828
4	64	1	4	-1.2051916	0.1151	0.13793103	-0.02283103
5	65	1	5	-1.0815822	0.1401	0.17241379	-0.03231379
6	66	1	6	-0.9579728	0.1711	0.20689655	-0.03579655
7	66	1	7	-0.9579728	0.1711	0.24137931	-0.07027931
8	68	1	8	-0.710754	0.2388	0.27586207	-0.03706207
9	68	1	9	-0.710754	0.2388	0.31034483	-0.07154483

10	71	1	10	-0.3399258	0.3707	0.34482759	0.02587241
11	72	1	11	-0.2163164	0.4168	0.37931034	0.03748966
12	72	1	12	-0.2163164	0.4168	0.4137931	0.00300690
13	73	1	13	-0.0927071	0.4841	0.44827586	0.03582414
14	73	1	14	-0.0927071	0.4841	0.48275862	0.00134138
15	74	1	15	0.03090235	0.512	0.51724138	-0.00524138
16	74	1	16	0.03090235	0.512	0.55172414	-0.03972414
17	75	1	17	0.15451174	0.5596	0.5862069	-0.02660690
18	76	1	18	0.27812114	0.6064	0.62068966	-0.01428966
19	76	1	19	0.27812114	0.6064	0.65517241	-0.04877241
20	76	1	20	0.27812114	0.6064	0.68965517	-0.08325517
21	77	1	21	0.40173053	0.6064	0.72413793	-0.1177379
22	77	1	22	0.40173053	0.6064	0.75862069	-0.1522207
23	78	1	23	0.52533993	0.6085	0.779310345	-0.1708103
24	80	1	24	0.77255871	0.7794	0.82758621	-0.0481862
25	83	1	25	1.1433869	0.8729	0.86206897	0.01083103
26	83	1	26	1.1433869	0.8729	0.89655172	-0.0236517
27	88	1	27	1.76143387	0.9808	0.93103448	0.04976552
28	90	1	28	2.00865266	0.9772	0.96551724	0.01168276
29	90	1	29	2.00865266	0.9772	1	-0.0228

Which :

*Average* : 73.75

*S* : 8.09

$L_{abs}$  : 0.49

$L_{table}$  : 0.161

From the table above  $L_{abs}$  : 0.49 and test of Liliforts with  $\alpha = 0.05$  and  $n = 22$ , are  $L_{table}$  : 0.161. So the test of Normality was found that  $L_{abs} < L_{table}$  ( $0.049 < 0.161$ ) = The data is normally.

## b. test of normality Y variable

The research was used liliefors test are :

- Collecting the data from minimum to maximum
- Write score to be Z1, Z2, Z3 . . . . . By using formula:

$$Z1 = \frac{Y - \bar{Y}}{S}$$

$$= \frac{2005 - 69.13}{6.96}$$

$$= 278.14$$

- Table Zi was looked from the standard normal density
- $F(Zi) = \frac{fk}{n} = \frac{1}{42} = 0.0238$  and  $\{ F(Zi) - S(Zi) \} = 0.0038 - 0.0238$

**Table 4.4**  
**Test of normality for Y variable**

No	Xi	F	F kum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	60	1	1	-1.3117816	0.0951	0.03448276	0.06061724
2	60	1	2	-1.3117816	0.0951	0.06896552	0.02613448
3	62	1	3	-1.0244253	0.052	0.10344828	-0.05144828
4	62	1	4	-1.0244253	0.052	0.13793103	-0.08593103
5	63	1	5	-0.8807471	0.1084	0.17241379	-0.06401379
6	63	1	6	-0.8807471	0.1084	0.20689655	-0.09849655
7	64	1	7	-0.737069	0.2327	0.24137931	-0.00867931
8	64	1	8	-0.737069	0.2327	0.27586207	-0.04316207
9	65	1	9	-0.5933908	0.2776	0.31034483	-0.03274483
10	65	1	10	-0.5933908	0.2776	0.34482759	-0.06722759
11	65	1	11	-0.5933908	0.2776	0.37931034	-0.10171034
12	65	1	12	-0.5933908	0.2776	0.4137931	-0.1361931
13	67	1	13	-0.3060345	0.3281	0.44827586	-0.12017586
14	67	1	14	-0.3060345	0.3281	0.48275862	-0.15465862

15	67	1	15	-0.3060345	0.3281	0.51724138	-0.18914138
16	68	1	16	-0.1623563	0.4384	0.55172414	-0.11332414
17	68	1	17	-0.1623563	0.4384	0.5862069	-0.1478069
18	68	1	18	-0.1623563	0.4384	0.62068966	-0.18228966
19	69	1	19	-0.0186782	0.498	0.65517241	-0.15717241
20	71	1	20	0.26867816	0.5987	0.68965517	-0.09095517
21	72	1	21	0.41235632	0.6591	0.72413793	-0.06503793
22	73	1	22	0.55603448	0.7088	0.75862069	-0.04982069
23	74	1	23	0.69971264	0.7549	0.779310345	-0.024410345
24	75	1	24	0.84339081	0.7995	0.82758621	-0.02808621
25	79	1	25	1.41810345	0.9207	0.86206897	0.05863103
26	81	1	26	1.70545977	0.9554	0.89655172	0.05884828
27	82	1	27	1.84913793	0.9671	0.93103448	0.03606552
28	82	1	28	1.84913793	0.9671	0.96551724	0.00158276
29	84	1	29	2.13649425	0.9834	1	-0.0166

Which :

*Average* : 69.13

*S* : 6.96

*L<sub>abs</sub>* : 0.0606

*L<sub>table</sub>* : 0.161

From the table above *L<sub>abs</sub>* : 184 and test of Liliforts with  $\alpha = 0.05$  and  $n = 29$ . are *L<sub>table</sub>* : 0.161. So the test of Normality was found that *L<sub>abs</sub>* :  $0.49 < L_{table}$  ( $0.0606 < 0.161$ ) = The data is normally.

## 2. test of homogeneity

Data of x variable and y variable

- X variable

$$\bar{X} = 73.75 \quad S_1^2 = 65.44 \quad n = 29$$

- Y variable

$$\bar{X} = 69.13 \quad S_2^2 = 48.44 \quad n = 29$$

$$F = \frac{\text{max variable}}{\text{min variable}}$$

$$F = \frac{65.44}{48.44}$$

$$F = 1.351$$

So,  $F_{table}$  with  $\alpha = 0.05$  and  $n = 1.96$ . The test of homogeneity was found that  $L_{abs} < L_{table}$  ( $1.35 < 1.96$ ) = The data is homogeny.

### 3. The calculating of the t-observed

Before calculated t-observed, researcher was found determining coefficient r. To get t-observed because test of Normality and Homogeneity was finished, so the next is testing hypothesis.

No	x	y	$X_i(x - \bar{x})$	$Y_i(y - \bar{y})$	$X_i^2$	$Y_i^2$	$X_i Y_i$
1	90	74	16.25	4.48	264.0625	23.7169	6262.74391
2	77	65	3.25	-4.13	10.5625	17.0569	180.163506
3	83	82	9.25	12.87	85.5625	165.6369	14172.3073
4	64	84	-9.75	14.87	95.0625	221.1169	21019.9253
5	68	81	-5.75	11.87	33.0625	140.8969	4658.40376
6	76	69	2.25	-0.13	5.0625	0.0169	0.08555625
7	74	67	0.25	-2.13	0.0625	4.5369	0.28355625
8	62	68	-11.75	-1.13	138.0625	1.2769	176.292006
9	65	60	-8.75	-9.13	76.5625	83.3569	6382.01266
10	90	60	16.25	-9.13	264.0625	83.3569	22011.4314
11	71	65	-2.75	-4.13	7.5625	17.0569	128.992806
12	72	68	-1.75	-1.13	3.0625	1.2769	3.91050625
13	73	62	-0.75	-7.13	0.5625	50.8369	28.5957563

14	76	64	2.25	-5.13	5.0625	26.3169	133.229306
15	76	68	2.25	-1.13	5.0625	1.2769	6.46430625
16	83	73	9.25	3.87	85.5625	14.9769	1281.46101
17	88	75	14.25	5.87	203.0625	34.4569	6996.90426
18	72	79	-1.75	9.87	3.0625	97.4169	298.339256
19	78	63	4.25	-6.13	18.0625	37.5769	678.732756
20	74	64	0.25	-5.13	0.0625	26.3169	1.64480625
21	73	67	-0.75	-2.13	0.5625	4.5369	2.55200625
22	66	67	-7.75	-2.13	60.0625	4.5369	272.497556
23	68	63	-5.75	-6.13	33.0625	37.5769	1242.38626
24	60	65	-13.75	-4.13	189.0625	17.0569	3224.82016
25	75	65	1.25	-4.13	1.5625	17.0569	26.6514062
26	80	62	6.25	-7.13	39.0625	50.8369	1985.81641
27	77	72	3.25	2.87	10.5625	8.2369	87.0022563
28	62	82	-11.75	12.87	138.0625	165.6369	22868.2445
29	66	71	-7.75	1.87	60.0625	3.4969	210.032556
Total	2139	2005	0.25	0.23	1835.3125	1357.4501	114341.927

$$\begin{aligned}
 r_{xy} &= \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{58(114341.9 - (0.25)(0.23))}{\sqrt{58(1835.31 - (0.25)^2) \{58(1357.45 - (0.23)^2)\}}} \\
 &= \frac{66311.01 - 0.0575}{\sqrt{(106447.98 - 0.0625)(78732.1 - 0.0529)}} \\
 &= \frac{66310.95}{\sqrt{(106447.91)(78732.04)}} \\
 &= \frac{66310.95}{68610} \\
 &= 0.96
 \end{aligned}$$

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}} \\
&= \frac{73.75 - 69.13}{\sqrt{\frac{65.44}{29} + \frac{48.44}{29} - 2 \times 0.96 \left(\frac{8.09}{\sqrt{29}}\right) \left(\frac{6.96}{\sqrt{29}}\right)}} \\
&= \frac{4.62}{\sqrt{3.92 - (1.92)(1.93)}} \\
&= \frac{4.62}{\sqrt{3.92 - 3.70}} \\
&= \frac{4.62}{\sqrt{0.22}} \\
&= \frac{4.62}{0.46} \\
&= 10.04
\end{aligned}$$

Based on the calculating of t-observed, it was found that t-observed was 10.04 and based on the level of significant of 0.05 with the degree of freedom 56 ( $N_2 + N_y - 2$ ) =  $29 + 29 - 2 = 56$ , t-table was 1.673.

Which :

$$H_a = t_{observed} > t_{table} = 10.04 > 1.673.$$

$$\begin{aligned}
\text{Significant} &= r^2 \times 100\% \\
&= 0.96^2 \times 100\% \\
&= 0.92 \times 100\% \\
&= 92\%
\end{aligned}$$

It means :

The effect of applying Community Language Learning Method the students' speaking achievement that 92 %.

### C. The Testing Of Hypothesis

The formula of t-obs and t-table of t-critical were applied to test the hypothesis. Based on the calculation t-obs, it was found that t-obs was 10,04 and t-table 1,673 it means that t-table at the level of significant of 0,05 with the degree of freedom (df)56.

Based on this, it is conducted that alternative hypothesis ( $H_a$ ) is accepted. It means that there is significant effect of Community Language Learning Method on students' Achievement in speaking.

### D. The Speaking Achievement

**Table 4.6**  
Result of students' Achievement in experimental group

No	Initial name	Post test	Level
1	ASA	90	Very Good
2	AP	77	Good
3	AS	83	Very Good
4	AS	64	Fair
5	DR	68	Fair
6	DC	76	Good
7	DL	74	Good
8	DP	62	Fair
9	DS	65	Fair
10	DS	90	Very Good
11	EPR	71	Good
12	ES	72	Good
13	EC	73	Good
14	FE	76	Good

15	FA	76	Good
16	IS	83	Very Good
17	MRA	88	Very Good
18	MF	72	Good
19	MA	78	Good
20	MR	74	Good
21	MTA	79	Good
22	RM	66	Fair
23	RA	82	Very Good
24	SDP	80	Very Good
25	SA	75	Good
26	TA	80	Very Good
27	TA	77	Good
28	WR	62	Fair
29	ZA	66	Fair

Table 4.6 shows that in the experimental group, the lowest score for post test was 62 and the highest score was 90. In this case, the students' score in speaking calculated based on scoring oral test, they are grammar, vocabulary, pronunciation, comprehension, and fluency. So the students' achievement in Applying Community Language Learning Method was in level Good.

### **E. Reach Finding**

After adapting the data into t-obs formula it was obtained that t-observed was value 10,04 the distribution of t-observed was used as based of accounting t-critic, in certain degree of freedom (df), in this research the df was 56 ( $N_x + N_y - 2$ ). T-observed is higher than t-critical value (10,04 > 1.673), so the null hypothesis has been successfully rejected. as a result, the students' achievement in speaking skill was in level Good and the hypothesis is accepted.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis and the discussion, there are conclusion can be described as follows :

1. Based on this research ( $H_a$ ) is accepted. It means that there is significant effect of Community Language Learning Method on students' Achievement in speaking.
2. The presentage of the students' in speaking achievement was in level Good
3. Based on the calculating  $t$ - obs, it was found that,  $t$ -obs was 10,04 and  $t$ -table 1,673, it means that  $t$ —table it at the level of significant 0,05 with the degree of freedom (dt)56.

#### B. Suggestions

Based on the conclusion above, the writer puts forward the following suggestions:

1. The English teacher should pay much attention to the appropriate technique and media that will be applied in presenting the speaking material.
2. The English speaking teacher should develop the ability of the students in speaking by giving the students more chance to practice English and to speak their opinion freely, so that their ability will be improved. Its

suggested that the English teacher should use CLL as the teaching method especially for teaching speaking.

3. The head master should motivate and support the teacher of English to apply this method in teaching speaking at their each school.
4. Finally, the researcher hopes other researcher to be more motivated in conducting further investigation to find the main factors which can effect the positive instructional activity.

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