

**THE EFFECTIVENESS OF USING COMMUNITY LANGUAGE  
LEARNING (CLL) TO IMPROVE LEARNERS' MASTERY OF  
SPEAKING SKILL**

*(Pre- experimental Research of the Eighth Grade Students' of SMP Negeri 1  
Makale in the Academic Year of 2020/2021)*



**A THESIS**

*Submitted to the faculty of Teacher Training and Education Makassar  
Muhammadiyah University in part Fulfillment of the Requirement for the degree  
of education in English Department*

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**2020**



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26/12/2020	IV	Revise the all Content	St
1/01/2021	IV	See the improvement pronunciation & vocabulary	St
14/01/2021	IV	What are the indicators Mastery of Speaking Skill	St

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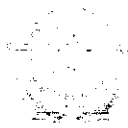
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Day / Date	Chapter	Consultant's Note	Sign
Monday 16/11/2020	III IV V	• Revise Your TENSES • See Your findings • See the Bibliography	
Saturday 21/11/2020		See Your APPendix and Complete Your file.	
Thursday 26/11/2020		Acc	

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# MOTTO

YOUR JOB IS TO DO YOUR BEST

LET ALLAH SWT JUDGE THE RESULTS

BECAUSE ALLAH SWT IS THE BEST JUDGE

*"In the Middle of Difficulty Lies Opportunity."*

**—Albert Einstein**



## ABSTRACT

**Ilmawadda A, 2020. *The Effectiveness of Using Community Language Learning (CLL) To Improve Learners' Mastery of Speaking Skill (Pre- experimental Research of the Eighth Grade Students' of SMP Negeri 1 Makale in the Academic Year of 2020/2021)*. A thesis of English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Hasnawati Latief and Awalia Azis.**

This final project is based on research which attempts to examine the effectiveness of using Community Language Learning (CLL) to Improve Learners' mastery of Speaking Skill. In doing this research, I used tests which concerned in speaking. In this pre-experimental research, the subjects of the research were the eight class students of SMP Negeri 1 Makale in the academic year of 2020/2021. This research used purposive sampling technique of seven classes, and only took one class as the sample. They were students of VIII.E as a sample of experimental group. The experimental group was given different treatments by using CLL method.

There were four meetings for the experimental group. One meeting was for a pre-test, two meetings were for treatments using CLL method and one meeting for a post-test of CLL. The data collected were analyzed, and the statistical analysis of the results showed that the average of a pre-test for the experimental group was 5.4. After the experimental group was given treatments using CLL, the score of the group increased, in which mean of the experimental group using CLL method was 6.9. The improvement of the post-test in the experimental group after receiving treatment using CLL method was 3.5%.

The result of applying t-test based on the difference of two means revealed that obtained value (7.5) was higher than t-table value for  $df = 17$  (1.7396). It means that there was a significant difference in speaking for learn transactional conversation material between the pre-test and post-test of the students who were taught using CLL. Results indicate that in the end, CLL method is an effective method to improve students' ability in speaking. It is suggested to the teachers to apply the method as one of alternative teaching methods in speaking class.

**Key words:** community language learning, speaking skill, transactional conversation, experimental study.

## ABSTRACT

Ilmawadda A, 2020. Efektivitas Penggunaan Community Language Learning (CLL) Untuk Meningkatkan Penguasaan Keterampilan Berbicara Peserta didik (Penelitian Pra Eksperimen Siswa Kelas VIII SMP Negeri 1 Makale Tahun Ajaran 2020/2021). Skripsi Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Hasnawati Latief dan Awalia Azis.

Tugas akhir ini didasarkan pada penelitian yang mencoba menguji keefektifan penggunaan Community Language Learning (CLL) untuk Meningkatkan Penguasaan Keterampilan Berbicara Peserta didik. Dalam melakukan penelitian ini, saya menggunakan tes yang berkaitan dengan berbicara. Dalam penelitian pra eksperimental ini, subjek penelitian adalah siswa kelas VIII SMP Negeri 1 Makale tahun pelajaran 2020/2021. Penelitian ini menggunakan teknik purposive sampling dari tujuh kelas, dan hanya mengambil satu kelas sebagai sampel. Mereka adalah siswa kelas VIII.E sebagai sampel kelompok eksperimen. Kelompok eksperimen diberikan perlakuan yang berbeda dengan menggunakan metode CLL.

Ada empat pertemuan untuk kelompok eksperimen. Satu pertemuan untuk pre-test, dua pertemuan untuk perlakuan menggunakan metode CLL dan satu pertemuan untuk post-test CLL. Data yang terkumpul dianalisis, dan analisis statistik hasil menunjukkan bahwa rata-rata pre-test untuk kelompok eksperimen adalah 5.4. Setelah kelompok eksperimen diberikan perlakuan menggunakan CLL, skor kelompok meningkat, dimana rata-rata kelompok eksperimen dengan metode CLL adalah 6.9. Peningkatan post-test pada kelompok eksperimen setelah mendapat perlakuan menggunakan metode CLL adalah 3.5%.

Hasil penerapan uji-t berdasarkan selisih dua mean diketahui bahwa nilai yang diperoleh (7,5) lebih tinggi dari nilai t tabel untuk  $df = 17$  (1,7396). Artinya, ada perbedaan yang signifikan dalam berbicara untuk materi percakapan transaksional pembelajaran antara pre-test dan post-test siswa yang diajar menggunakan CLL. Hasil penelitian menunjukkan bahwa pada akhirnya metode CLL merupakan metode yang efektif untuk meningkatkan kemampuan berbicara siswa. Disarankan kepada guru untuk menerapkan metode ini sebagai salah satu metode pengajaran alternatif di kelas berbicara.

Kata kunci: pembelajaran bahasa komunitas, keterampilan berbicara, percakapan transaksional, studi eksperimental.

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*In the name of ALLAH, Most Gracious, Most Merciful*

Assalamu Alaikum Warahmatullahi Wabarokatuh.

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The writer received advice and guidance from a number of people from various participations in the process of preparation and completion of this thesis. The writer wants to say the greatest thanks to her parents (Alimuddin and Jumrana), her beloved Sisters (Yulismawati and Elzy fishya) and her beloved brothers (Syafwan rifqi and Muh.Gulsan) who give the best support, prayers, and sacrifices during her life. Her greatest thanks to Dra. Hasnawati Latief M.pd. as her first consultant and Awalia Azis, S.Pd., M.Pd. as her second consultant who has guided her patiently and gave valuable suggestion, encouragement, and correction for the completeness of this paper. The writer realizes that many hands had given their helps and useful suggestion for the completion of this paper. Without the assistance

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3. Umami Khaerati Syam, S.Pd., M.Pd., Head of English Education Department of FKIP UNISMUH Makassar.
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By reciting *Alhamdulillah Robbil Alamin*, the researcher could finish this research successfully.

**Makassar, November 2020**

  
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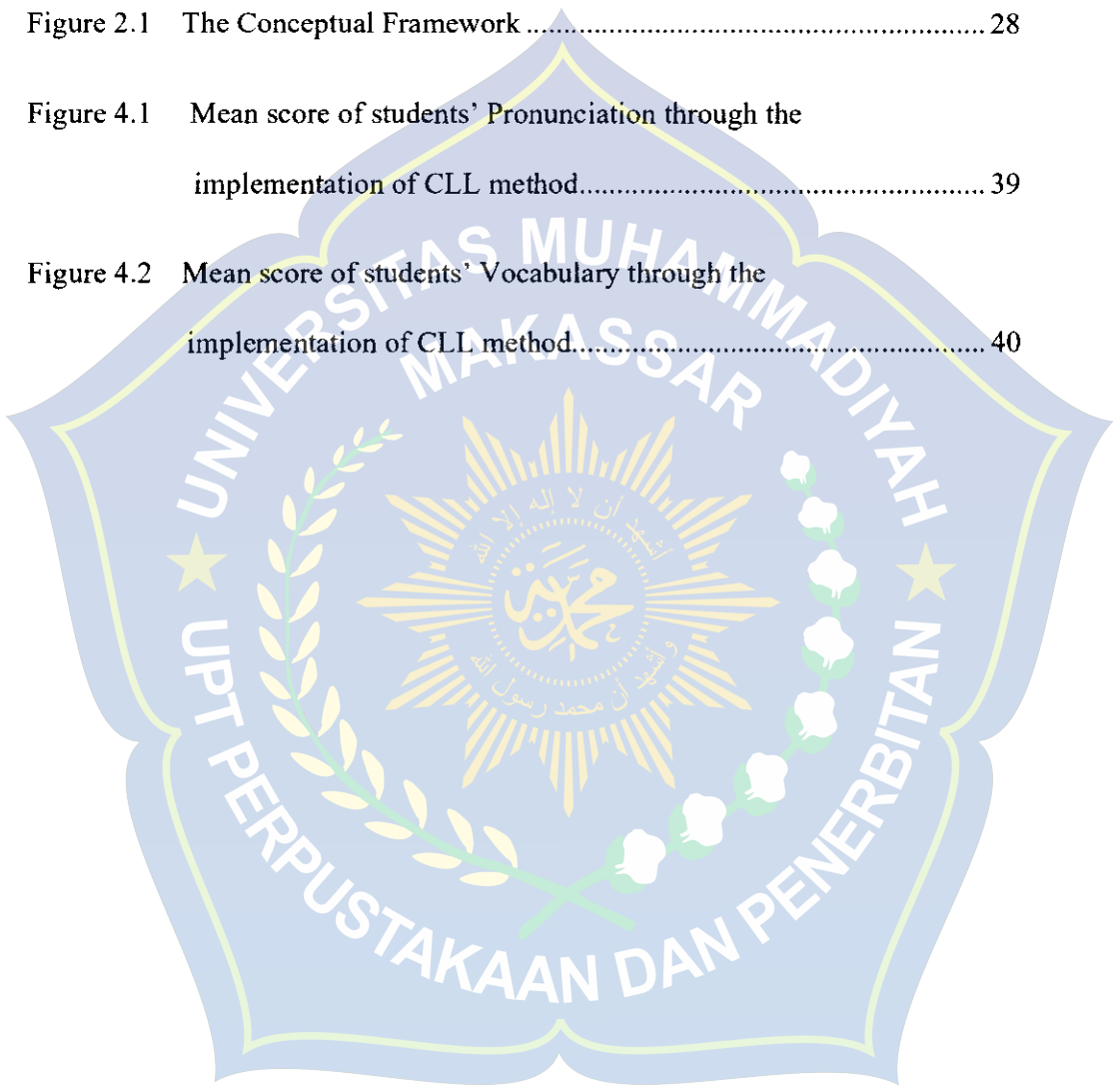
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## CHAPTER I

### INTRODUCTION

#### A. Background

Speaking is the way to bring a message to retell stories, to give information, to express feelings, to give commands, to make jokes, to agree or complain about something from one person to others in order to interact with them. Abdullah (2017) states that Communication will not be running well without speaking because of that the successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas works and their wanted. Thonbury (2005) declares that speaking is a productive skill which involves many components in communicating with individuals and social life.

Therefore, to speak a language, one should know how the language is used in social context because it could involve a wide range of non-verbal symbols, which sometimes contradicts the verbal language. It means that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components by Damayanti (2017).

The selection of language is very important. Language as a medium in communication in the form of conversation and dialogue. According to Pujiyanto



(2016) states that language is a system of arbitrary vocal symbol for communication. It means that language is something needs to express our opinion, emotion, and desire whether in speaking. There are many languages used as a means of communication by people all over the world and in many areas of everyday life. One of them is English which has a role as an international language. It is known as the first foreign language taught in Indonesia, from Kindergarten up to University because it is important for developing the science and the building of the country. Thus, mastering of using speaking was necessary for every individual, in order the maintenance of their socialization was maintained intensively.

Nowdays, ESL/EFL curriculum design has stressed on the importance of teaching communicative strategies and functional use of language. Mastery of speaking skill becomes the goals of teaching and learning language by Arifin (2016). The teacher is challenged to be as creative as possible to provide opportunities for the students to expose and to reinforce the students' speaking skill. However in SMP Negeri 1 Makale teaching and learning speaking in the classroom has some problems. Based on the writer's experience when practice teaching, the writer found that speaking English is still a difficult skill for junior high school. The problem might come from the students and the teacher. There were some problems that the writer found from the students. First, most of the students made many mistakes in speaking English like poor of vocabularies. Second, many students also pronounced words incorrectly when they were speaking. The last problem was the student lack of motivation in speaking class. Then, the problems were faced from the teacher. The teacher seldom taught them by using asking and answering

questions about the text. Then, the teacher often become the center of the class. Those ways were not effective because the students were bored and they needed much time to be able to master English especially in speaking.

Based on the problems above, the researcher is interested to apply the Community Language Learning as a method in learning speaking for eighth grade students and see the effectiveness of this method for students in junior high school. Community Language Learning is one kind of method in language learning where the learners become members of 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 provide meanings they wish to express utterance without hesitation to support fellow members of community, to report deep inner feelings as well as joy and pleasure, and to become to the other learners (Azizah; 2014). In addition, (Nagaraj; 2010) cites that Community Language Learning method encourages teachers to view their students as whole persons, including their intellect, relationships, feelings, desires, etc. In Community Language Learning the student determines what is to be learned and makes the role of the teacher as the facilitator in learning activity.

Community Language Learning method aims to remove anxiety from learning by changing the relationship between the teacher and students. Community Language Learning method can stimulate the students to express their mind in the class. It happens because Community Language Learning concerns with their sight sense and can be seen by them. Students are helped to raise their intrinsic motivation

by which they are expected to learn English for their enjoyment and knowledge themselves (Nagaraj, 2010). Students can successfully do an oral communication not only depend on their competence but also because of the appropriate method that is used by a teacher that makes the students feel comfortable. Based on the elaboration above, the researcher will analysis the effectiveness of using Community Language Learning in improve learners' mastery in speaking skill.

### **B. Research Problem**

Based on the background above, the researcher formulated the research question as follow: "Does Community Language Learning Method effective in improving the students' speaking accuracy at the eight class students of SMP Negeri 1 Makale?"

### **C. Objective of the Research**

The objective of this research is formulated as follow: "To find out whether or not Community Language Learning Method effective in improving the students' speaking accuracy at the eight class students of SMP Negeri 1 Makale."

### **D. Significance of the Research**

There are some advantages that can be taken from this research. The following presents some possible ways.

1. Theoretically, the result of this study will inform others about the result of the influence of Community Language Learning approach on improving learners' speaking skill and can be useful for others who want to conduct research as the same subject.

2. Practically, for the lecture, the result of this study will be useful as informative input for them to improve their ability in choosing appropriate techniques in teaching speaking. For the students, the study is expected to give experience and new challenges as an effort to develop their speaking skills.

#### **E. Scope of The Research**

The Researchers limited this research about the Effectiveness of Community Language Learning Method and the students' speaking ability of eighth grade at SMP Negeri 1 Makale. For mastery of speaking ability limited on accuracy especially in students' pronunciation and students' vocabulary used Transactional Conversation material.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

In the area of teaching speaking, there have been a number of researchers conducting some researches. One of them conducted by Erlystyana (2010) who writes about *"The Backward Drill in Teaching Pronunciation in Transactional Dialogues."* She wanted to prove whether the use of backward drill is effective in improving pronunciation in transactional dialogue or not. She chose backward drill that has purposes to break down the troublesome sentence into smaller parts and through this step the teachers able to give the students troublesome line. Finally, the results of this research prove that backward drill method is good and effective because it is done repeatedly and continuously to improve students' speaking skill.

The next researcher working into this topic is Arianti (2008) who wrote about *"Improving Students Speaking Ability through Retelling Technique."* She investigated about the effectiveness of retelling technique to improve students' speaking ability. It investigated the retelling activity that retells a story the students have heard or read. It helps them focus on their understanding of what they read and challenges them to communicate what they have learned with others. The result of Arianti shows that retelling technique is effective to improve students' speaking ability. Nugroho (2010) wrote about *"The Use of Communicative Activities in Teaching Speaking to Improve Students Fluency."* He investigated whether the use of communicative activities improves the Speaking fluency or not. According to a

research done by Nugroho, he found the results which show that the implementation of communicative activities improves the speaking fluency. There is significant difference between the result of the pre-test and that of the post-test. The result of the post-test is higher than pre-test. In the other side, Nurhasanah (2017) in her thesis entitled "*The Use of Community Language Learning Method to Increase the Students' Participation in Classroom Conversation*", she asserts that used Community Language Learning method can increase students' participation in classroom conversation.

Based on researches above, the researcher concluded that there was similarity between research above and this study, that discuss about Community Language Learning and students' speaking skill but many researches focused only about the improving speaking skill by another method and the use of Community Language Learning to increase students' participation in classroom, it was different with this study, this had not only focused with the relationship between two variable or improving students' participation but this research is focuses in how effective the Community Language Learning to improve mastery of speaking skill.

## **B. Some Pertinent Ideas**

### **1. Concept of Speaking**

#### **a. Definition of Speaking**

As the key of communication, speaking had many definitions. There were many experts try to define it. Speaking is defined as process of constructing meaning that involve of producing, receiving, and processing information. Speaking is defined as students' ability to produce language to



express themselves orally, coherently, fluently, and given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

Widdowson as cited in Sulastri (2013) states that speaking means of oral communication that gives information that involves two elements, namely the speaker who gives the message and the listener who receives the message. In other words, the communication involves the productive skill of speaking and the receptive skill is listening. Thornbury (2005) states speaking is emphasized that speech production takes place in real time and is therefore essentially linear. Speech is produced utterance by utterance, in response to the word by word and utterance by utterance productions of the person we are talking to (our interlocutors). Brown (2004) defined speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test taker listening skill which necessarily compromises the reliability and validity of productive skill.

There is another definition about speaking from Bailey (2005: 48), "Speaking is a productive aural/oral skill consists of producing systematic verbal utterances to convey meaning." From the definition, it can be said that speaking is a skill of a language that is often used by almost people in the world to communicate in school, even in daily life and the goal of speaking itself is to convey meaning which involves producing, receiving, and processing information that can make both of people understand each other in making

communication other words, it can be said that speaking is an interactive process to deliver information. Without mastering a number of Grammar, words, and our pronunciation, people can't communicate easily with others.

According to Florez, as quoted by Bailey and Nunan (2005), "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information." The main goal of learning speaking is to enable students to communicate with other people by using English language being learned. The communication here means to talk to others orally or in the spoken form. It is necessary to pay attention to some aspects like aim, time, and subject since English structure is quite different from Indonesian one. Bygate as cited in Nunan (1991) suggests that oral interaction can be characterized in terms of routine, which are conventional (and therefore predictable) ways of presenting information which can either focus on information and interactions. In other word they are required to show mastery of the following sub competencies or skills:

- 1) Linguistic competence: This includes the following skills: Using intelligible pronunciation. Following grammatical rules accurately. Using relevant, adequate and appropriate range of vocabulary.
- 2) Discourse competence: This includes the following skills: Structuring discourse coherently and cohesively manage conversation and interacting effectively to keep the conversation going.
- 3) Pragmatic competence included the following skill like expressing a range of functions effectively and appropriately according to the context.

- 4) Fluency: This means speaking fluently demonstrating a reasonable rate of speech. Based on the definition above, the research conclude that speaking is an ability to produce language in oral communication to express the idea or presenting information fluently, utterance by utterance, word by word so that the listener will get the point of the speaker.

#### **b. Components of Speaking**

Every skill has a component to fulfill its needs. Speaking also needs many components because speaking is the most natural way to communicate.

Without speaking, people must stay in almost total isolation from any kind of society. For most people, the ability to speak a language is the similar to understand a language since speaking is the most basic way of human interaction. Brown (2004) states that aspect of speaking can be divided as follow:

##### **1) Accuracy**

Brown (2000) defined accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. In this case, accuracy is divided into three elements. They are pronunciation, vocabulary, and grammar.

##### **a) Pronunciation**

One factor which can help in normal communication, especially intelligibility is having a good pronunciation (Derwing and Munro as cited in Nation and Newton: 2009) Pronunciation teaching deals

with two interrelated skill recognition or understanding the flow of speech and production or fluency in the spoken language (Broughton et al: 1980). Similarly, Harmer as cited in Pertiwi (2014) states that pronunciation is how to say word in which made of sounds, stress and intonation. He also defines pronunciation is an act or result of production the sound of speech including articulation, vowel formation, accent and inflection.

#### b) Vocabulary

In producing the sounds, students need to know vocabulary. Vocabulary, is the basic knowledge to be owned by language learners. There will be a big problem for a language learner if he or she does not have sufficient vocabulary. He or she will not be able to communicate effectively in term of producing and constructing English sentence. Vocabulary is a list of words which know by people before produce the meaning of sentences. Good as cited in Nurhalila (2018) defines vocabulary as content and function words of language which are learned so thoroughly so that becomes part of child's understanding in speaking, reading, and writing. Harmer as cited in Pertiwi (2014) distinguished two types of vocabulary namely active vocabulary and passive vocabulary. According to him, active vocabulary is the words that students have learn and they except to able to use them. Passive vocabulary is the words they can recognize but cannot be produced.

### c) Grammar

Harmer (2007) states that grammar is not just concern with syntax, the word is form and can change their form in order to express different meanings and also the heart of grammatical knowledge. Grammar can be part of knowledge about what and where the word can be placed. Shawn as cited in Sulastris (2013) states grammar is the rules that say how words change to show different meaning and how they are combined into sentences. Grammar is subject matter the organization of words into variable of communication, often representing many layers of structure, such as phrase sentence, and complete utterance (Baddulu in Satriani as cited by Nurhalila: 2018). Based on the statement above, the research concluded that accuracy in producing language is focused on the output of sentence, included of three elements namely pronunciation, grammar, and vocabulary. All of elements will help speaker to express their meaning and create different meaning if it is not appropriate with those elements

### 2) Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy. Syukri (2015) stated that fluency refers to rapid, efficient, accurate word recognition skills that permitted person to construct the meaning of a context. This definition shows the strong correlation between fluency and

comprehension. Therefore, fluency is highly complex relation relate mainly to smoothness of continuity in discourse.

### 3) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. According to Harris (1996: 81-82), Comprehension, refers to the understanding of language including comprehending what the speaker says. For oral communication, it requires someone to respond the speech if someone cannot understand and comprehend someone speech, he or she can't respond what others speaker says automatically.

#### c. Basic types of speaking skill

Students can improve their speaking skills through mastery in these types of speaking below. According to Brown (2004:141), there are five basic types of speaking:

##### 1) Imitative.

It is one of types of speaking performance that is the ability to simply parrot back (Imitate). This category includes the ability to an intonation and focusing on some elements of language form. That is just imitating a word, phrase or sentence. The important thing is focusing on pronunciation. the teacher uses Community Language Learning process.



The reason is by using Community Language Learning, students get opportunity to listen and to orally repeat some words in their conversation. Imitative assessments could be formulated by unit, aiding beginning students in learning basic themed vocabulary. This is an example of speaking material that students can recite with the help of the teacher and possibly perform for the class.

## 2) Intensive.

A second type of speaking performance is intensive and it is the oral language that designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture - cued tasks including simple sequences; translation up to the simple sentence level.

## 3) Responsive.

The third type of speaking for performance is responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt, with perhaps only one or two follow up questions or retorts.

## 4) Interactive.

The length and the complexity of the interaction, which sometimes includes multiple participants is the factor that differentiate between

responsive and interactive speaking. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production uses colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. There are some designing assessment tasks of interactive speaking:

a) Interview.

It refers to the oral conversation in which the administrator and the test takers sit down face to face to do question and answer. It is design to get the quick spoken sample from the student in order to verify the placement into a course.

b) Simulation and Role play.

This technique is very popular in communicative language teaching classes. It is like mini drama in which the test takers act out to perform some characters in story. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they do in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions.

Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

c) Discussion and conversation.

Discussion is probably the most commonly used activity in the oral skills class. Here, the students allowed to express their real opinions. According to Harmer (2001) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like'

arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d) Games.

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

- 5) Extensive. It includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Based on the explanation above, the researcher used the basic types of speaking which is appropriate with this topic, those are imitative and interactive. Researcher prefer to use imitative because the method that use in his topic is Community Language Learning. Community Language Learning itself is a method that uses an imitative way in producing sound. Researcher also use interactive in this research because it has the same characteristic with the topic which discusses the way in improving speaking skill especially transactional conversation. The characteristic is that both of them will need interaction and the interaction itself can take in the form of transactional language, which has the purpose of exchanging specific information.

#### **d. The characteristics of Effective Teaching in Speaking**

The following characteristics of a spoken language are adapted for several sources (Richards in Amiqah, 2014), they are, Clustering, Redundancy, Performance variable, Colloquial language, stress, rhythm, intonation, and Interaction:

- 1) Clustering; Fluent speech is phrase, not word by word. Students can organize their output both cognitively and physically in group through clustering.
- 2) Redundancy; The speaker in conversation has an opportunity to make meaning clearly through redundancy of language so the listener can understand what they talk about. Students can capitalize on this gesture of spoken language.
- 3) Performance Variable; One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations when you speak with another people, pauses, backtrackings and corrections.
- 4) Colloquial Language; Make sure students are reasonably, acquainted the words, idioms and phrases of colloquial language and those they get practice in producing these forms.
- 5) Rate of delivery; Another salient characteristic of fluency and accuracy in speaking is rate of delivery on of your task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency which is one of the components of speaking.

- 6) Stress, Rhythm and Intonation; This is the most important characteristics of English pronunciations. he stresses timed rhythm of spoken English and its intonation patterns convey important message.
- 7) Interaction; As note in this previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

## **2. General concept of Community Language Learning**

### **a. Definition of Community Language Learning**

Community Language Learning method is a method which concerns with counseling technique where the teacher has a role as a counselor who helps the students in every activity of learning process if they face some difficulties to speak in English. According to Richards (1986:113) Community Language Learning is the name of a method developed by Charles A. Curan which is designed for monolingual conversation classes where the teacher-counselor will be able to speak the learners' L1. The intention is that it will integrate translation so that the students will disassociate language learning with risk taking. It is a method that is based on English for communication and learner-focus. Although each course is unique and student-dictated, there are certain criteria that should be applied to all Community Language Learning classrooms, namely a focus on accuracy and comprehension in the early stages.

This methodology is not same with the usual methods by which languages are taught. It is an approach that concerns with counseling techniques. It means that the learner is not thought of as a student but as a client.



The native instructors of the language are not considered teachers but as a language counselor. According to Curan (1972), as quoted by Brown (2001:25), "learners in the classroom are regarded not as a "class" but a "group" that need certain therapy and counseling." So, there are no big gap between a teacher and students which usually build a comfortable atmosphere. The group will be the supportive community for the students to communicate in the target language.

In addition, Freeman (2000:128-129) states that, the teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situation likely to promote communication. Above all, students are communicators." The teacher, meanwhile, has role to provide a safe environment in which clients can learn and grow, and operate the class activities, without conventional materials, depending on student topic to shape and motivate the class. Whereas, a textbook is not considered a necessary component; materials may be developed by the teacher as the course develops.

In relation to above explanation, the researcher can conclude that Community Language Learning is a method which is very appropriate in teaching English for improving speaking ability. In working the method, the teacher will ask the students to arrange their seats into a circle because Community Language Learning itself is a method that concerns with a group work. In this method, students are asked to act certain characters in the certain situations within the materials which are not merely from textbook. The group will be the supportive community to encourage the students to be brave to



Speak; and the teacher can hold a role as a counselor who guides and helps them express what they want to say by giving them the target language translation in chunks. They, in the group are also given evaluation and suggestion to each other which will build a conducive environment in the community.

#### **b. Characteristic of Community Language Learning**

1. Students typically have a conversation using their native language.
2. The teacher helps them express what they want to say by giving them the target language translation.
3. These words are recorded, and when they are replayed, it sounds like a fairly fluid conversation.
4. Later, a transcript is made of the conversation, and native language equivalents are written beneath the target language words.
5. The transcription of the conversation becomes a 'text' with which students work.
6. Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated.
7. During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.

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

This design of Community Language Learning discusses about activities of teaching learning using CLL technique such as: type learning and

teaching activities, learner roles and teacher roles.

### 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 task and activities take place in learning and teaching process as follows:

- a) Translation. Learners form a small circle. A learners' 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.
- b) 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 others group. Preparing a story that will be presented to the teacher and the rest of the class.
- c) Transcription. Students transcribe utterances and conversation they have recorded for practice and analysis of linguistic forms.
- d) 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.
- e) Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups.

- f) Free conversation. Students engage in free conversation with the teacher or with other learners.

## 2) Learner Roles

In Community Language Learning, 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 chance 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. Meanwhile, Laforge (in Richard, 1986: 121) stated that there are five stages of Community Language Learning as follows:

- a) The learners are 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. In this stage, the learners begin to establish their own self affirmation and dependence by using simple expressions and phrases they have previously heard.
- b) The separate existence stages. In this stage, the learners begin to understand others directly in the target language so there is no misunderstanding or the students understand what they talk about. In this stage, the learners function independently although his or her knowledge of the foreign language is still rudimentary.

- c) 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.

### 3) Teacher Roles

In this part 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) are 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. The student become increasingly capable to accept the criticism and the teacher may directly intervene to

correct deviant 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 that is responsible for providing safe environment in which students (clients) can learn and grow. Here, the learners feel secure and free to direct their energies to the tasks of communication and learning rather than to building and maintaining their defensive positions. 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 learner scan capture knowledge and information given by the teacher during the learning and teaching process take place.

#### **d. Procedures of Community Language Learning**

According to Richards and Rodgers (1986:113), the procedures of Community Language Learning are divided into four:

- 1) First, a group of learners make their seats become a circle with the teacher standing outside the circle.
- 2) A student express a message in the native language and the teacher translated it into the foreign language in a warm, accepting tone, in a simple language in phrases of five or six words.
- 3) The student turn to the group and presents his ideas in the foreign language. He has the counselors' aid if he mispronounces.

- 4) Record the students' talk into a cassette after they are more fluent in expressing their idea in the foreign language.

Although Community Language Learning primarily means as a 'whole' approach to teaching, the researcher had found it equally useful for an occasional lesson, especially with teenagers. It enables me to refocus on the learner while my students immediately react positively to work in a community. They take exceptionally well to peer-correction and by working together they overcome their fear of speaking. The researchers have found quieter students are able to offer corrections to their peers and gladly contribute to the recording stage of the lesson. It is a teaching method which is very useful for teachers to make the situation of learning activity becomes more interesting.

### **3. Transactional Conversation Material**

#### **a. Definition of Transactional Conversation Material**

Transactional conversation is an oral activity which has a function to exchange specific information. Richards (2008:24) states that: Talk as a transaction means a situation where the focus is on what is said or done. The central focus of it is a message and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other." The conversations we have in that situation are relatively predictable. We know what to expect. Some of us call such conversations "transactional" because they are essentially about exchanging information and forth of ideas and reactions.



Transactional conversations can run fruitful if the participants can exchange ideas freely without rocking their boats. The term of transactional conversation can be defined as conversations which is used for marketing, invitation, ordering and so on. From the definitions above, I can conclude that transactional conversation is a necessary part in daily communication. We can help students to solve the problem in doing communication with others through learning transactional conversation.

#### **b. Role of Transactional Conversation in Language Teaching**

Spoken language teachers must focus on one aspect that is more needed in class. Brown and Yule (2008:29) states that, "talk as transaction is more easily planned since current communicative material are rich a resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information." It means that teacher in teaching spoken language should focus on teaching longer transactional turns. It is more easily to introduce a transactional conversation to the students at first, because the transactional conversation is the simplest material that easy understanding for the students and also more needed by them for practicing how to use talk for sharing and obtaining information. Teacher must use an awareness-raising approach in teaching interactional language.

Based on the explanation above, the researcher can conclude that transactional dialogue has a necessary role in education. Transactional conversation itself is very useful for people in the world in doing

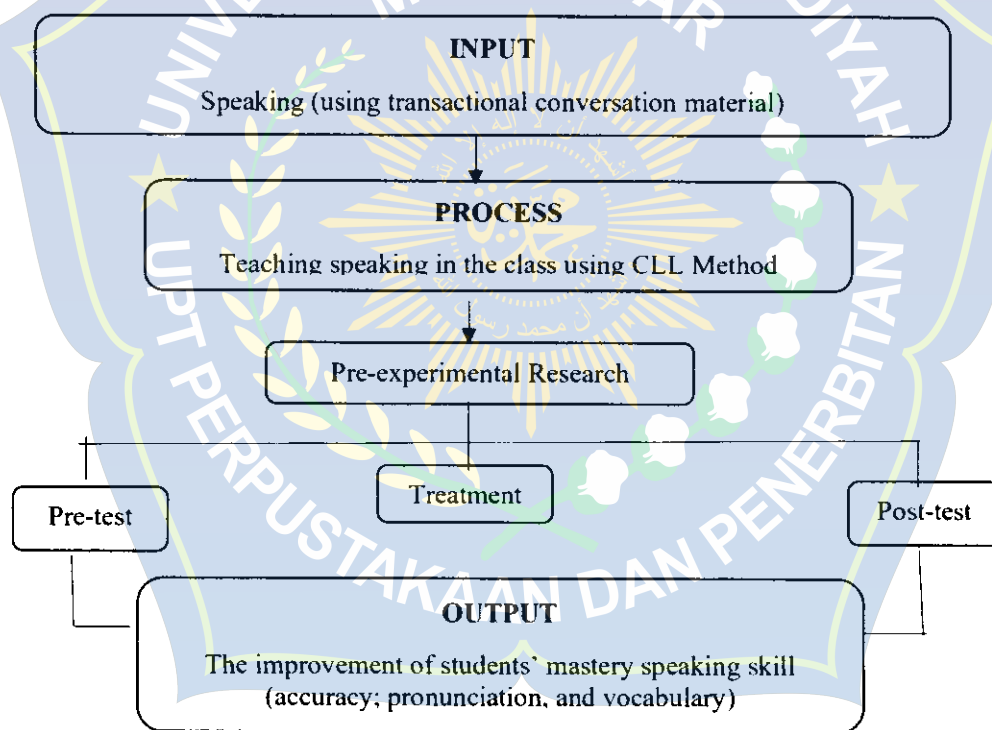


communication to each other. According to many facts which show that transactional conversation is important, researcher prefer to choose it as one of materials that should be given to the students because there are many students who face some difficulties in doing conversation transactional dialogue

### C. Conceptual Framework

The conceptual framework underlying this research would be given in the following figure:

**Figure 2.1. The Conceptual Framework**



The conceptual framework shows that speaking is students' problem. Speaking was Researches through Pre-experimental research. In this research, the process of pre-test (do before treatment as the starting point), treatment (teaching and learning activity), and post-test (do after treatment). Pre-test refers to measure

students' level of accuracy in speaking skill before using Community Language Learning Method and Post-test refers to the result of students' accuracy in speaking skill after using Community Language Learning Method.

#### **D. Hypothesis**

Based on the previous literature that has been explained, the researcher used null hypothesis and alternative hypothesis:

1. Null hypothesis ( $H_0$ ) there is no significant difference between the result of pre-test and post-test of students' speaking ability by using Community Language Learning Method.
2. Alternative hypothesis ( $H_1$ ) there is significant difference between the result of pre-test and pos-test of students' speaking ability by using Community Language Learning Method, and it means this method is effective for improve students' speaking skill.

## CHAPTER III

### METHODOLOGY

#### A. Research Design

In this study, the researcher applied pre-experimental research as this study design. From kinds of pre-experimental research design which is called one group pre and post-tests design. In this research design, there is only one group that is used in experimental research. Therefore, the researcher used one class as the experimental group in collecting the data. In this case, the researcher decided to choose VIII.E class for the experimental group. The research design can be seen in this table:

**Table 3.1. Research Design**

Pre-Test	Treatment (CLL method)	Post-Test (CLL method)
O1	X	O2

This study intended to investigated the effectiveness of using Community Language Learning Method on students' speaking skill of eighth grade students of SMP Negeri 1 Makale. The aim of this study is to find out differences between students' speaking skill before and after being taught by using Community Language Learning Method. In this study, the procedures of one group pretest-posttest design are:

1. Administered a pre-test measured speaking skill of the eight grade students' of SMP Negeri 1 Makale.

2. Applied the experimental treatment X to the subjects (eighth grade students' of SMP Negeri 1 Makale).
3. Administered a post-test measured speaking skill of the eighth grade of SMP Negeri 1 Makale.

Differences attributed to application of the experimental treatment determine by compared the pre-test and post- test score. The researcher wanted know the effectiveness of using Community Language Learning Method in teaching speaking to the students by experimental research.

#### **B. Variable**

1. The independent variable was the used of Community Language Learning method in improving speaking skill. The indicator of independent variable was transcript students' conversation.
2. The dependent variable that researcher used in this study was learners' mastery of speaking skill. The indicator of dependent variable was element of accuracy, consist of vocabulary and pronunciation.

#### **C. Population and Sample**

##### **1. Population**

The population of this research was the eight class students of SMP Negeri 1 Makale in the academic year of 2020/2021. There are five classes. They are VIII.A, VIII.B, VIII.C, VIII.D, VIIE, VIIF and VIIG. Each class consisted of 18 or more students. It means that the total amount of the population was 126 students.

## 2. Sample

The researcher used purposive sampling technique of seven classes, and this research only took one class as the sample. It was conducted at the second grade in VIII.E class consist of 20 students. The researcher chose this class after conducting an interview with the English teacher at SMPN 1 Makale, on the recommendation of the teacher who stated that this class could actually be improved but was hampered by a lack of confidence when they spoke English. Therefore, the researcher agreed to choose class VIII.E as a sample in the experimental group.

### D. Research Instrument

Instrument was an equipment for collected data and the role of it was very significant for gathered the data accurately. The researcher only used English speaking test as the research instrument. The test consisted of pre-test and a post-test.

### E. Techniques of Data Collection

In this research, the researcher used Pre-test before treatment and last is Post-test. The researcher collected the data by giving a test for students. In collecting data, the researcher used the following procedures:

#### 1. Pre-test

A pre-test is the starting point before conducting treatment. It was used to access the student's speaking skill before the treatment, before performing pre-test, the researcher explained the purpose of the pre-test to the students, then, the model of pre-test was researcher showed the example

of transactional conversation that have been choose by the researcher, but before that the researcher gave instruction for the students about the pre-test. The researcher used a live conversation as a method for oral communication in the pre-test. In this section, the researcher gives some topics about transactional conversation such as asking for someone's opinion, refusing for help, asking permission, giving permission and ordering something. This test is intended at knowing the basic ability or competence and baseline score of students related to speaking skill.

## **2. Treatment**

Before having post-test, the students must through treatment. Treatment it means the researcher applied the method that researcher chose for this research, and the method that researcher used in this research was Community Language Learning Method. This method helped the students to the passion for learning English. At this stage, the researcher decided the students into five groups and asked the students to arrange their seats become a circle in order to make the learning activities become easier. The researcher as the teacher in the classroom only has a role as a counselor for students. In other words, researcher facilitated students' ability to express their ideas in the target language. And the researcher removed herself from the circle, there by encouraged the students to interacted with one another.

In this treatment the researcher gave the topic or material which is delivered to the students. Firstly, the researcher gave the example about how to do a good conversation. The researcher or teachers began to speak in a

native language or *bahasa Indonesia* and then teacher translated it in English. after students understood with the explanation, the teacher asked the students to do the conversation. But firstly, the students spoke in a native language after that teacher help them by translated it into English, in words they imitate what they have heard. The researcher used students' transcript of their conversation for reviewed the results of the students' conversation. The last, the students and the teacher will discuss the transcript together until the students understand with the material clearly. Researcher used 2 meetings for treatment, which were held on the 31st of October and the 3rd in November.

### 3. Post-test

After did the treatment, the researcher gave the post-test to the students. Post-test was conducted at the end of the experiment. The aims were to found the experiment affected the participants or not. The post-test measured student's speaking ability related to the students' pronunciation and students' vocabulary. It is administered after the experiment done. The researcher used a live conversation for oral communication in the post-test. The researcher directed talked to the students about transactional conversation material, such as giving instruction, refusing an invitation, asking permission, giving permission and ordering something. The researcher gave the participants with specific topics to made the conversation. There was five expression with a different topic, and the teacher asked to the students just choose one topic to be discussed.



## F. Techniques of Data Analysis

The researcher analyzed the data from pre-test and post-test score. To analyze the achievement, the researcher used the following formulas:

### 1. Scoring and classifying the students' skill the following criteria:

The researcher should be corrected the students' speaking based on the analogies scale of speaking especially in accuracy skill (Pronunciation and Vocabulary).

**Table 3.2. scoring of the student's result**

Classifications	Score	Pronunciation	Vocabulary
Excellent	5	Pronunciation is excellent, and good effort at accent.	Excellent control of language features; a wide range of well chose vocabulary.
Good	4	Pronunciation is good, and easy to understand.	Using the vocabulary words and phrases such as native speaker.
Average	3	There is a problem of pronunciation that makes the listener must concentrate fully and there are misunderstanding.	Sometimes uses inappropriate vocabulary.
Poor	2	It is difficult to understand because of pronunciation problems. often asked to repeat.	Weak language control, basic vocabulary choice with some words clearly lacking.
Very poor	1	A serious pronunciation problems' that cannot be understand.	Weak language control, vocabulary that is used does not match the task so it's difficult to understand.

Where: 1 = 10 to 29 is classified as very poor

2 = 30 to 49 is classified as poor

3 = 50 to 69 is classified as average

4 = 70 to 89 is classified as good

5 = 90 to 100 is classified as excellent

Scoring the students answer:

$$\text{Score} = \frac{\text{Total students' score}}{\text{Maximum score}} \times 100 \quad (\text{Depdiknas 2006})$$

**2. Calculation the mean score of the students' answers by using formula:**

Where:  $X$  = Mean score

$$X = \frac{\sum X}{N}$$

$\sum X$  = The raw of all score

$N$  = The number of subjects (Gay, L.R.,:2006)

**3. To find out the improvement of percentage used the following formula;**

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:  $P$  = Percentage (improvement)

$X_2$  = Average score of the post-test

$X_1$  = Average score of the pre-test (Gay, 2006)

**4. Finding out the standard deviation of learners' pre-test and post-test.**

Where:  $D$  = Standart deviation

$$\sum X = \text{The sum of all score} \quad D = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1} = \frac{\sum D}{N - 1}$$

$(\sum X)$  = The square of the sum

(Gay, 1981)

**5. Calculation the value of t-test to indicate the significance between post-test and pre-test.**

T-test was used to investigate whether there was a significant difference on students' score before and after giving treatment. In this case the researcher used the formula as follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:  $t$  = Test of significance

$\sum D$  = The sum of total score of difference

$\sum D^2$  = The square of the sum score for difference (Gay, 2006)

### G. Testing Hypothesis

After got the students' significance score (value of  $t$ ) it was compare with the value of  $t$ -table. When it was found that the value of  $t$ -test was equal or greater than the value of  $t$ -table, it means that Null Hypothesis ( $H_0$ ) will reject and Alternative Hypothesis ( $H_1$ ) will accept, because there was significance difference between pre-test and post-test and after tough speaking by using Community Language Learning Method. The criteria for the hypothesis testing as follow:

**Table 3.3. Hypothesis Testing**

Comparison	Hypothesis	
	$H_0$	$H_1$
$t\text{-test} < t\text{-table}$	Accepted	Rejected
$t\text{-test} > t\text{-table}$	Rejected	Accepted

To find out the Effectiveness of Community Language Learning Method to build students' speaking skill in term of accuracy especially pronunciation and vocabulary of the eight class in SMP Negeri 1 Makale.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

1. **The students' achievement of speaking skill in term of pronunciation through the implementation of Community Language Learning (CLL) Method.**

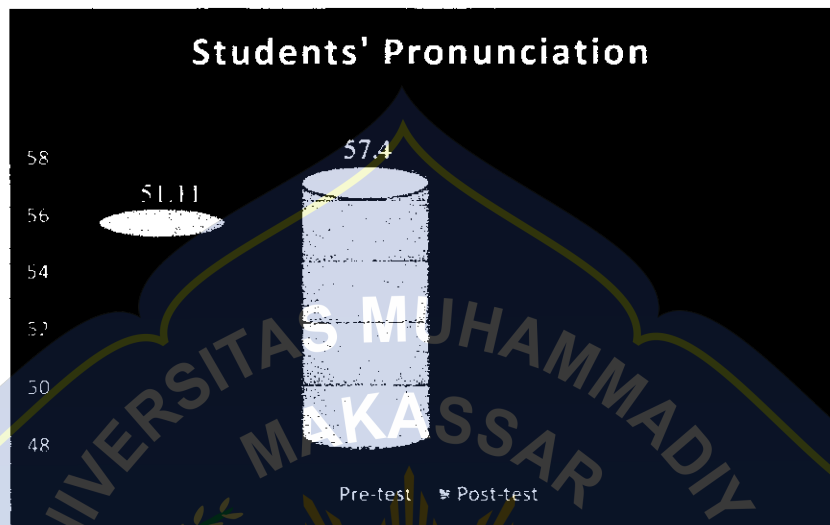
The achievement of the students' speaking ability in pronunciation can be seen through the mean score of indicators in pre-test and post-test. The achievement of the students' speaking ability in pronunciation can be seen as follow the data. The data will be shown in table and chart as follows:

**Table 4.1: The mean scores of the students' speaking skill in term of pronunciation**

Indicator	Mean Score		The Improvement (%)
	Pre-test	Post-test	
Pronunciation	51.11	57.4	12 %

The table 4.1 shows that the students' ability in speaking as the result calculating of students' pre-test and post-test after taught by applied Community Language Learning Method. The table indicates that the mean score of the students in pre-test was (51.11) the mean score of Post-test was (57.4). because students learning in a group where they were to correct each other to pronoun in a right way, it was improved students of VIII.E class at SMP Negeri 1 Makale until 12%. The following chart would show the improvement of the students clearer:

**Figure 4.1: The mean score of the students' pronunciation through the implementation of CLL Method.**



The chart above shows that there was improvement of students' speaking skills in term of pronunciation from the pre-test with the mean score was 51.11 to the post test with the mean score was 57.4, so the improvement from pre-test to the post-test was 6.29. The improvement was 12%. It proves that there is significant improvement for students' speaking skills in term of pronunciation using Community Language Learning at the eighth class of SMP Negeri 1 Makale.

**2. The students' achievement of speaking skill in term of vocabulary through the implementation of Community Language Learning (CLL) Method.**

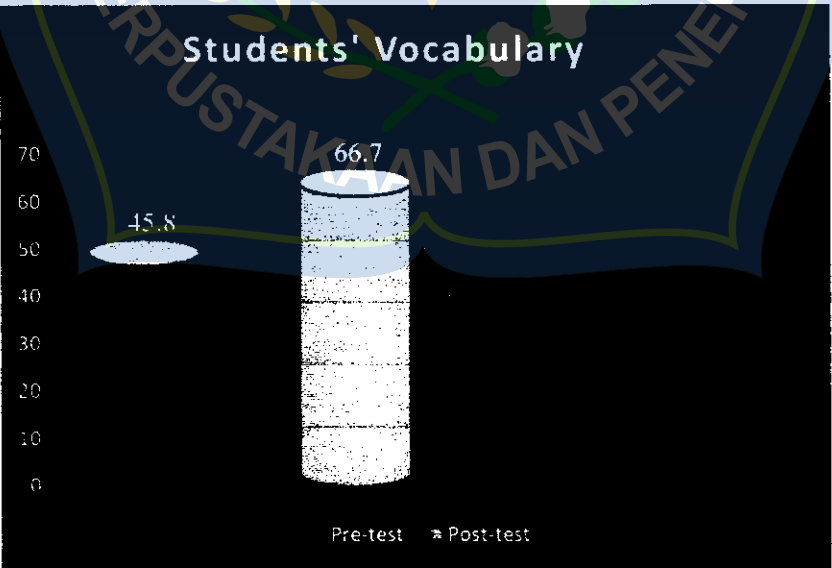
The students' achievement in vocabulary could be shown by calculating the mean score of the pre-test and post-test. Then it was compared to find the improvement. The table 4.2 below would present mean score of pre-test and post-test of the vocabulary.

**Table 4.2: The mean scores the students’ speaking skill in term of Vocabulary.**

Indicator	Mean Score		The Improvement (%)
	Pre-test	Post-test	
Vocabulary	45.8	66.7	45 %

The presented data in table 4.2 shows that the students’ ability in speaking as the result calculating of students’ pre-test and post-test after taught by applied Community Language Learning Method. The mean score of the students in Pre-test was (45.8) the mean score of Post-test was (66.7). Therefore, the used of Community Language Learning Method can improve the students’ vocabulary until 45 %. The following chart would show the improvement of the students clearer:

**Figure 4.2: The mean score of the students' vocabulary through the implementation of Community Language Learning Method.**



The chart above shows that there was improvement of students' speaking skills in term of vocabulary from the pre-test with the mean score is 45.8 to the post test with the mean score 66.7, so the improvement from pre-test to the post-test was 20.9. The improvement was 45%. It proves that there is significant improvement for students' speaking skills in term of vocabulary using Community Language Learning at the eighth class of SMP Negeri 1 Makale

The Implementation of Community language Learning Method in improves the students' speaking ability deal with accuracy focused on Pronunciation, and vocabulary could be seen clearly in the following table:

**Table 4.3: Table of mean score of pre-test and post-test in speaking ability.**

No	Indicator	Mean Score		The Improvement (%)
		Pre-test	Post-test	
1	Pronunciation	51.11	57.4	12%
2	Vocabulary	45.83	66.7	45%
	$\sum X$	96.94	124.1	57%
	$\bar{X}$	5.4	6.9	3,5%

Table 4.3 shows that the score of pronunciation was improved (12 %) from the mean score 51.11 in pre-test to be 57.4. The score of Pre-test have criteria poor, average and good, in post-test have criteria poor, average and good level in pronunciation (look page 62). The score of vocabulary was also improved (45%) from the mean score 45.83 on pre-test to be 66.7 on post-test. The score of Pre-test have criteria poor, average and good, in Post-test have average and good criteria level in vocabulary (look page 63).



In implementation of Community Language Learning (CLL) Method in the class, the data are collected through the test and show that the students' speaking ability in terms of Accuracy to get improvement. Based on these results, it could be concluded that the implementation of Community Language Learning (CLL) Method can improve the students' speaking ability (57%) in two times treatment. After calculating the score, the researcher found that the students speaking ability was improved (37 %) from the mean score 5.4 on pre- test to be 6.9 on post-test.

### **3. The significant student's speaking skills in term of pronunciation and vocabulary student's speaking skill.**

The significance of the students' speaking skills in term of pronunciation and vocabulary to know the level of significance of the pre-test and post-test. The researcher used t-test analysis in the level of significance  $p (0.05)$  with the degree of freedom  $(df) = N-1$ , where N number of subject (18) students then the value of t-table is 1.7396. In to know whether or not the mean score was different from two test (pre-test and post-test), the researcher used the t-table. The following table shows the result of the t-test calculation:

**Table 4.4 The t-test of students" achievement**

Variable	t-test	t-table
Speaking skill	7.5	1.7396

Table 4.3 indicates that the value of the t-test was higher than the value of the t-table. It indicates that there was a significant difference between the result of the students' pre-test and post-test. To find out the

degree of freedom (df), the researcher used the following formula: ( $Df = N - 1$  (N = Number of students),  $Df = 18 - 1 = 17$ ).

For the level of significance ( $p$ ) 0.05 and df 17, the value of the t-test 7.5 was higher than t-table 1.7396. It means that  $H_0$  was rejected and  $H_1$  was accepted. So the researcher concludes there was a significant differences between the result of the students' pre-test and post-test achievement after using CLL Method.

## **B. Discussion**

In this session, the researcher explains about "How is the improvement of the students' speaking ability in accuracy focused on pronunciation and vocabulary through the implementation of Community Language Learning Method at the Eight grade students of SMP Negeri 1 Makale?"

The data that had been collected through the tests, both in pre-test and post-test described that there was the improvement of the students which was indicated by the improving of mean score. Besides that, the improvement also had been ensured by calculating the percentage improvement of the students' achievement. Moreover, the significance of the students' achievement also had been found by calculating the t-test and comparing with the t-table value.

### **1. The improvement of students' speaking skill in term of pronunciation.**

The improvement of the students' pronunciation had been presented in findings. Percentage improvement of the students is 12 %. It was indicated from the improving of mean score from 51.11 in pre-test which was classified as poor, average and good to 57.4 in post-test which was classified as poor,

average and good. students are able to improve their pronunciation in speaking because it is supported by group members and directions from the teacher. they are able to correct their pronunciation to be correct and can be understood. The improvement of pronunciation is low but had change from the poor level to good level or poor level to average level.

Based on the pre-test result, there was 8 (44.5%) got poor score, 8 (44.5%) got average score, 2(11%) got good score and no one (0%) got very poor and excellent score. In their post-test, the data shows that there was 6 (33.3%) got poor score, 4 (22.2 %) got average score, 8 (44.5 %) are categorized as good, and no one (0%) got very poor, and excellent score. Students got poor score because some students got nervous when talking in front of their teacher and their friends, so they sometimes repeat their words or phrases that are difficult to understand, and students got average score also because students feel comfortable discussing with other students in a group. Sometimes they speak without noticing their pronunciation, so that they often got misunderstanding. While students got good score because Community Language Learning is a method where students as a client and teachers as a counsellor who guided them to get a good pronunciation. It indicates that after give treatment by using CLL Method the student had better achievement.

Based on the data that are shown above, it could be concluded that implementation of Community Language Learning Method can increase the students' speaking ability especially on students' pronunciation at the eight class students of SMP Negeri 1 Makale.

## 2. The improvement of students' speaking skill in term of vocabulary.

The improvement of the students' vocabulary had been presented in findings. Percentage improvement of the students is 45 %. It was indicated from the improving of mean score from 45.83 in pre-test which was classified as poor and average to 66.7 in post-test which was classified as average and good. students are able to improve their pronunciation in speaking because it is supported by group members and directions from the teacher. Therefore, they are able to correct their pronunciation to be correct and can be understood. The improvement of pronunciation is high enough.

Based on the pre-test result, there was 10 (55.6%) got poor score, 6 (33.3%) got average score, 2 (11%) got good score and no one (0%) got very poor, and excellent score. In their post-test, the data shows that there are 6 (33.3%) got average score, 12 (66.7%) are categorized as good, and none of them (0%) was classified into very poor, poor and excellent. Some students got poor score because student have a poor vocabulary so they difficult to have a good conversation (to speak English), and students got average score it because with the help of teacher as counsellor and used of dictionaries students were able to translate their sentence with found some of new vocabulary from teacher and their dictionary, while students got good score it because their have a good spirit and high of curiosity from their friends and their teacher. It indicates that after give treatment by using CLL Method the student had better achievement.

Based on the data that are shown above, it could be concluded that implementation of CLL Method can increase the students' speaking ability especially on students' vocabulary at the eight class of SMP Negeri 1 Makale.

### **3. The significant student's speaking skills in term of pronunciation and vocabulary**

Through the result of pre-test and post-test, the result of t-test value of the level of the significant  $5\% = 0.05$ , degree of the freedom (df) =17 indicated that t-table value was 1.7396 and t-test value was 7.5. Therefore, it can be concluded that statistically hypothesis of  $H_1$ , was accepted and the statistically hypothesis of  $H_0$  was rejected. It means that the using of Community Language Learning Method in teaching speaking skill can improve the students speaking skill.

The implementation of Community Language starts from the beginning until the end after knowing the result of score students in speaking test. The main research is how the students can speak well and concern in pronunciation, and vocabulary. At the based method of Community Language Learning, the researcher as successful communicator and create powerful teaching tool to make the students interested and be motivated in speaking.

The researcher creates enjoyable between researcher and students because they had a room of interaction and negotiation. The problem is how to get idea, how to practice with their own language, how to memorizing, and how to get Self Confidence in speaking. To make it effectively, the students need to know and found the potential areas where they may increase their

speaking skills. Then the researcher provided Community Language Learning Method as the method to help the students in their process of speaking, showing the problem and solution of the students' speaking. Community Language Learning method was interested and beneficial for the students who studied English as foreign language because can improve the students' speaking skills. It's caused by the involvement of the students during the process. It also made English became joyful subject to be learnt.

From the discussion above, it could be concluded that the eight class students of SMP Negeri 1 Makale in academic year of 2020/2021 have good skills in speaking after being taught through Community Language Learning Method (CLL) especially in pronunciation and vocabulary.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The results of the research show that using Community Language Learning method is effective to improve students' speaking accuracy in terms of pronunciation and vocabulary for transactional conversation material. The result of the research showed that the pre-test score of students in pronunciation before receiving treatment using Community Language Learning method was 51.11. The scores of the post-test for the experimental group after receiving treatment using Community Language Learning method was 57.4. the significance different scores from the pre-test to the post-test of the experimental group using Community Language Learning were 6.29. whereas in the term of vocabulary before receiving treatment using Community Language Learning method was 45.83. the scores of the post-test for the experimental group after receiving treatment using Community Language Learning method was 66.7. the significance different scores from the pre-test to the post-test of the experimental group using Community Language Learning were 20.9. from this calculation, it can be seen that the gaining level of speaking accuracy in terms of Pronunciation and Vocabulary of the experimental group after receiving treatment using Community Language Learning activity is higher than the experimental group before receiving treatment using Community Language Learning method. The other results can be drawn by looking at the test of significance. As the computation explained in the previous chapter showed that the t-test value was 7.5 and the  $t_{table}$  was



1.7396 ( $7.5 > 1.7396$ ), so it was higher than  $t_{table}$ . Based on the result, hypothesis shows that  $H_0$  rejected and  $H_1$  is accepted. It means that there was significant difference in speaking accuracy between the pre-test and post-test of the students who were taught using Community Language Learning (CLL).

## B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggests as follows:

1. For the English teacher, the teachers should be creative in teaching English especially speaking, because to master English it needs more technique or method in improving it. It is suggested to the English teachers to use Community Language Learning method as the alternative in the teaching and learning process to improve the students' English skill especially in improving students' pronunciation and students' vocabulary. Students' should be more active in the classroom with a good situation where teacher was made to make it easier for students to interact and to do more often practice in terms of their speaking skills.
2. For students, being aware that speaking is an important skill in English communication, the students should try to speak individually or in group because it can stimulate to speak up more and to get natural communication.
3. This method can be used as an additional method or further research with different discussion for the next researcher. Because the researcher found that this method is very fun for improving students' speaking skill.

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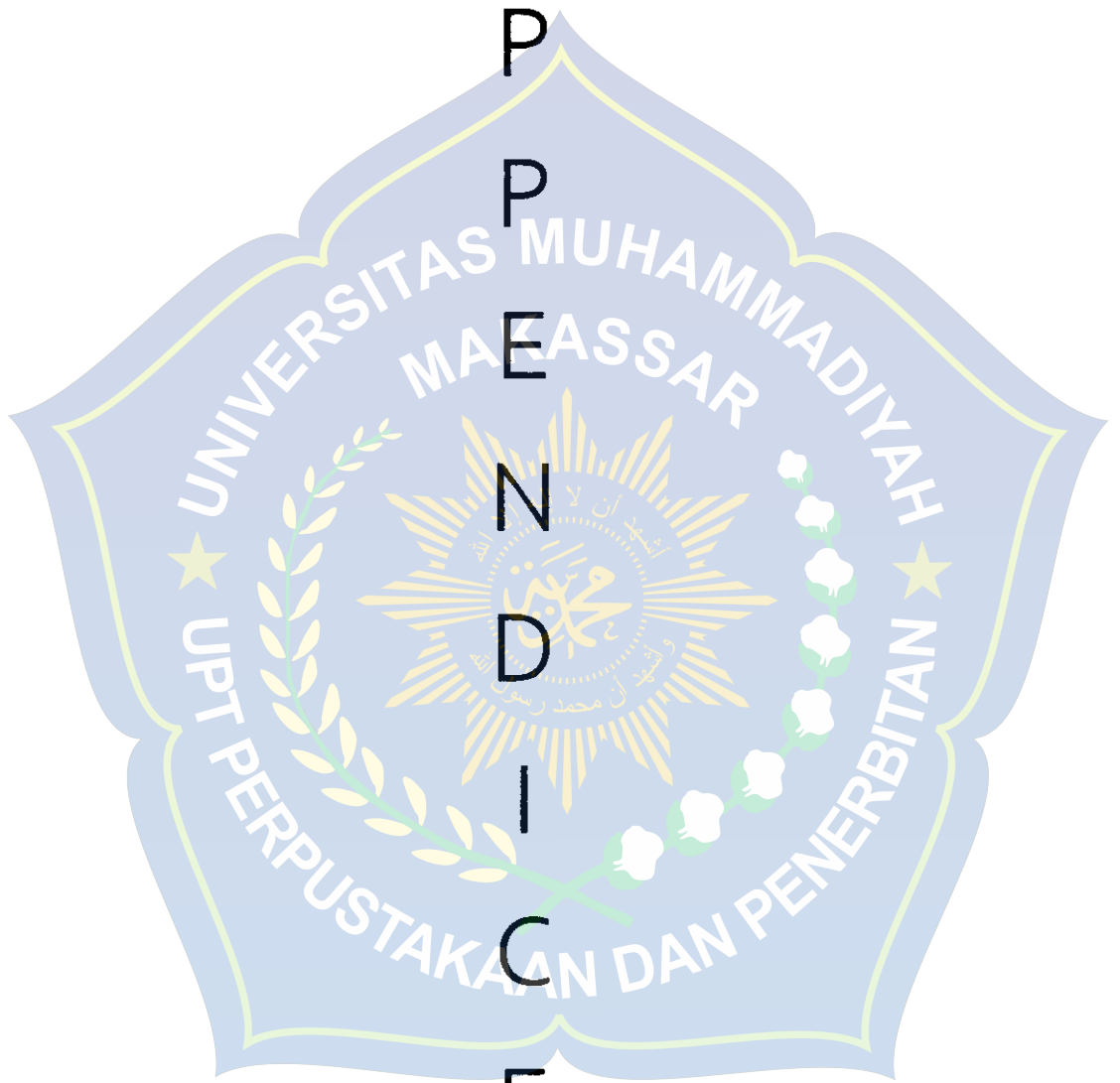
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# APPENDIX 1

## The Attendance list of students at VIII.E class of SMP 1 MAKALE

No.	Sample		Meetings			
			1	2	3	4
			Pre-test	Treatment	Treatment	Post-test
1	S-1	AGIT AVRILYO	✓	✓	✓	✓
2	S-2	ANDERSON RAHMAT RANTEALLO	—	—	—	—
3	S-3	BETZI JANUAR BOROALLO	✓	✓	✓	✓
4	S-4	DAVIRA CRISTI DARIUS	✓	✓	✓	✓
5	S-5	EDWAR BARA'TAU PALUNGAN	—	—	—	—
6	S-6	ENJELY TANDIRERUNG	✓	✓	✓	✓
7	S-7	FEBRIANI WINDI PALUTTU	✓	✓	✓	✓
8	S-8	FRANLI DESTRI RANTEALLO	✓	✓	✓	✓
9	S-9	GABRIELLA NAYLA ATIMOTO	✓	✓	✓	✓
10	S-10	GAMALIEL YEFTA	✓	✓	✓	✓
11	S-11	GIL CLEMENS BO'DO	✓	✓	✓	✓
12	S-12	GILBER PARIDING	✓	✓	✓	✓
13	S-13	GIZKA SANTAMANIK SENDANA	✓	✓	✓	✓
14	S-14	GLORIA PUTRI RANDA DANGA	✓	✓	✓	✓
15	S-15	HANNY ELSGRACE PASORONG	✓	✓	✓	✓
16	S-16	JAMES JULIAN BATARA RANDA	✓	✓	✓	✓
17	S-17	JESSIE HELEN PAEMBONAN	✓	✓	✓	✓
18	S-18	JUANDA SOMALINGGI	✓	✓	✓	✓
19	S-19	KELLI ONE RUBAK	✓	✓	✓	✓
20	S-20	KEZIA SANTAMANIK SENDANA	✓	✓	✓	✓

### Information:

- Absent
- ✓ Present

## APPENDIX 2

### The result of the students' speaking skill in pre- test

No.	Sample	Row score	Pronunciation	Row score	Vocabulary	X
1	S-1	2	45	2	35	4
2	S-2	0	0	0	0	0
3	S-3	4	70	2	35	6
4	S-4	4	70	2	35	6
5	S-5	0	0	0	0	0
6	S-6	2	45	4	70	6
7	S-7	2	35	3	55	5
8	S-8	2	30	2	30	4
9	S-9	2	40	3	55	5
10	S-10	3	60	2	40	5
11	S-11	3	50	3	50	6
12	S-12	2	45	2	35	4
13	S-13	3	55	2	40	5
14	S-14	3	65	3	55	6
15	S-15	3	60	2	40	5
16	S-16	3	50	3	50	6
17	S-17	2	45	4	70	6
18	S-18	3	60	3	55	6
19	S-19	2	35	2	35	4
20	S-20	3	60	2	40	5
$\Sigma$		48	920	46	825	94
X		2,7	51,11	2,5	45,83	5,2

### APPENDIX 3

The result of the students' speaking skill in post - test

No.	Sample	Row score	Pronunciation	Row score	Vocabulary	X
1	S-1	2	49	3	50	5
2	S-2	0	0	0	0	0
3	S-3	4	70	3	50	7
4	S-4	4	70	3	50	7
5	S-5	0	0	0	0	0
6	S-6	3	55	4	75	7
7	S-7	2	40	4	70	6
8	S-8	2	35	3	55	5
9	S-9	2	40	4	70	6
10	S-10	3	60	4	75	7
11	S-11	4	70	4	70	8
12	S-12	2	49	3	50	5
13	S-13	3	60	4	75	7
14	S-14	4	70	4	70	8
15	S-15	4	70	4	85	8
16	S-16	4	70	4	70	8
17	S-17	3	50	4	75	7
18	S-18	4	70	4	70	8
19	S-19	2	35	3	55	5
20	S-20	4	70	4	85	8
$\Sigma$		56	1033	66	1200	112
X		3,1	57,4	3,7	66,67	6,8



## APPENDIX 4

The result of the students' speaking skill in pre-test and post-test

No.	Score pre-test ( $x_1$ )	Score post-test ( $x_2$ )	$D = (x_2 - x_1)$	$x_1^2$	$x_2^2$	$D^2$
1	4	5	1	16	25	1
2	0	0	0	0	0	0
3	6	7	1	36	49	1
4	6	7	1	36	49	1
5	0	0	0	0	0	0
6	6	7	1	36	49	1
7	5	6	1	25	36	1
8	4	5	1	16	25	1
9	5	6	1	25	36	1
10	5	7	2	25	49	4
11	6	8	2	36	64	4
12	4	5	1	16	25	1
13	5	7	2	25	49	4
14	6	8	2	36	64	4
15	5	8	3	25	64	9
16	6	8	2	36	64	4
17	6	7	1	36	49	1
18	6	8	2	36	64	4
19	4	5	1	16	25	1
20	5	8	3	25	64	9
$\Sigma x$	94	112	28	502	850	44
$\bar{X}$	5,2	6,8	1,5	27,9	47,2	2,2

## APPENDIX 5

### 1. The men score of students' pre -test and post-test in terms of pronunciation.

a. mean scores of the students' pre-test

$$\begin{aligned} X_1 &= \frac{\sum x}{N} \\ &= \frac{920}{18} \\ &= 51,11 \end{aligned}$$

b. mean scores of the students' post-test

$$\begin{aligned} X_2 &= \frac{\sum x}{N} \\ &= \frac{1033}{18} \\ &= 57,4 \end{aligned}$$

### 2. The mean scores of students' pre-test and post-test in terms of vocabulary.

a. mean scores of the students' pre-test

$$\begin{aligned} X_1 &= \frac{\sum x}{N} \\ &= \frac{825}{18} \\ &= 45,83 \end{aligned}$$

b. mean scores of the students' post-test

$$\begin{aligned} X_2 &= \frac{\sum x}{N} \\ &= \frac{1200}{18} = 66,7 \end{aligned}$$

## APPENDIX 6

### The rate percentage of the students score in terms of vocabulary

#### 1. pre-test

- a. poor (F= 10, N=18)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{10}{18} \times 100 \% \\ &= 55.7 \% \end{aligned}$$

- b. average (F= 6, N=18)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{6}{18} \times 100 \% \\ &= 33.3 \% \end{aligned}$$

- c. good (F=2, N=18)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{2}{18} \times 100 \% \\ &= 11 \% \end{aligned}$$

#### 2. post-test

- d. average (F=6, N=18)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{6}{18} \times 100 \% \\ &= 33.3\% \end{aligned}$$

- e. good (F=12, N=18)

$$\begin{aligned} P &= \frac{F}{N} \times 100 \% \\ &= \frac{12}{18} \times 100 \% \\ &= 66.7 \% \end{aligned}$$

### The rate percentage of the students score in terms of pronunciation

#### 1. pre-test

a. poor (F=8, N=18)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{8}{18} \times 100 \%$$

$$= 44.5\%$$

b. average (F= 8, N=18)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{8}{18} \times 100 \%$$

$$= 44.5 \%$$

c. good (F= 2, N=18)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{2}{18} \times 100 \%$$

$$= 11 \%$$

#### 2. post-test

a. poor (F=6, N=18)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{6}{18} \times 100 \%$$

$$= 33.3\%$$

b. average (F=4, N=18)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{4}{18} \times 100 \%$$

$$= 22.2\%$$

c. good (F= 8, N=18)

$$P = \frac{F}{N} \times 100 \%$$

$$= \frac{8}{18} \times 100 \%$$

$$= 44.5 \%$$

## APPENDIX 7

### The improvement of students' ability in speaking skills.

#### 1. The improvement of students' scores in term of pronunciation

$$\begin{aligned}
 P &= \frac{X^2 - X^1}{X^1} \times 100 \% \\
 &= \frac{57,4 - 51,11}{51,11} \times 100 \% \\
 &= \frac{6,29}{51,11} \times 100 \% \\
 &= 0,12 \times 100 \% = 12\%
 \end{aligned}$$

#### 2. The improvement of students' scores in term of vocabulary

$$\begin{aligned}
 P &= \frac{X^2 - X^1}{X^1} \times 100 \% \\
 &= \frac{66,7 - 45,83}{45,83} \times 100 \% \\
 &= \frac{20,87}{45,83} \times 100 \% \\
 &= 0,45 \times 100 \% = 45\%
 \end{aligned}$$

#### 3. The improvement of the students' mean scores of pre-test and post-test in pronunciation and vocabulary.

$$\begin{aligned}
 P &= \frac{X^2 - X^1}{X^1} \times 100 \% \\
 &= \frac{6,8 - 5,2}{5,2} \times 100 \% \\
 &= \frac{1,6}{5,2} \times 100 \% \\
 &= 0,31 \times 100 \% = 31\%
 \end{aligned}$$

## APPENDIX 8

The significant different of students' score between the score of pre-test and post-test in speaking skill.

$$\begin{aligned}
 t &= \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{1,5}{\sqrt{\frac{52 - \frac{(28)^2}{18}}{18(18-1)}}} \\
 &= \frac{1,5}{\sqrt{\frac{52 - \frac{784}{18}}{18(17)}}} \\
 &= \frac{1,5}{\sqrt{\frac{52 - 43,6}{306}}} \\
 &= \frac{1,5}{\sqrt{\frac{8,4}{306}}} \\
 &= \frac{1,5}{\sqrt{0,03}} \\
 &= \frac{1,5}{0,2} \\
 &= 7,5
 \end{aligned}$$

$$D = \frac{\sum D}{N} = \frac{28}{18} = 1,5$$

Thus  $t = 7.5$ .  $\alpha = 0.05$  and  $df = 17$  derived from  $df = (N-1) = (18-1) = 17$ . So,  $t$ -value = 1.7396 (it can be seen in appendix in distribution  $t$ -table).

## APPENDIX 9

## Level of significance for one tail Test

Pr	0.25	0.10	0.05	0.025	0.01
Df	0.50	0.20	0.10	0.050	0.02
1	1.00000	3.07768	6.31375	12.70620	31.82052
2	0.81650	1.88562	2.91999	4.30265	6.96456
3	0.76489	1.63774	2.35336	3.18245	4.54070
4	0.74070	1.53321	2.13185	2.77645	3.74695
5	0.72669	1.47588	2.01505	2.57058	3.36493
6	0.71756	1.43976	1.94318	2.44691	3.14267
7	0.71114	1.41492	1.89458	2.36462	2.99795
8	0.70639	1.39682	1.85955	2.30600	2.89646
9	0.70272	1.38303	1.83311	2.26216	2.82144
10	0.69981	1.37218	1.81246	2.22814	2.76377
11	0.69745	1.36343	1.79588	2.20099	2.71808
12	0.69548	1.35622	1.78229	2.17881	2.68100
13	0.69383	1.35017	1.77093	2.16037	2.65031
14	0.69242	1.34503	1.76131	2.14479	2.62449
15	0.69120	1.34061	1.75305	2.13145	2.60248
16	0.69013	1.33676	1.74588	2.11991	2.58349
17	0.68920	1.33338	1.73981	2.10982	2.56693
18	0.68836	1.33039	1.73406	2.10092	2.55238
19	0.68762	1.32773	1.72913	2.09302	2.53948
20	0.68695	1.32534	1.72472	2.08596	2.52798
21	0.68635	1.32319	1.72074	2.07961	2.51765
22	0.68581	1.32124	1.71714	2.07387	2.50832
23	0.68531	1.31946	1.71387	2.06866	2.49987
24	0.68485	1.31784	1.71088	2.06390	2.49216
25	0.68443	1.31635	1.70814	2.05954	2.48511
26	0.68404	1.31497	1.70562	2.05553	2.47863
27	0.68368	1.31370	1.70329	2.05183	2.47266
28	0.68335	1.31253	1.70113	2.04841	2.46714
29	0.68304	1.31143	1.69913	2.04523	2.46202
30	0.68276	1.31042	1.69726	2.04227	2.45726
31	0.68249	1.30946	1.69552	2.03951	2.45282
32	0.68223	1.30857	1.69389	2.03693	2.44868
33	0.68200	1.30774	1.69236	2.03452	2.44479
34	0.68177	1.30695	1.69092	2.03224	2.44115
35	0.68156	1.30621	1.68957	2.03011	2.43772
36	0.68137	1.30551	1.68830	2.02809	2.43449
37	0.68118	1.30485	1.68709	2.02619	2.43145
38	0.68100	1.30423	1.68595	2.02439	2.42857
39	0.68083	1.30364	1.68488	2.02269	2.42584



### APPENDIX 10

The classification of students' pre-test and post-test in term of pronunciation.

No.	Sample	Pre-test	Classification	Post-test	Classification
1	S-1	45	Poor	49	Poor
2	S-2	0	0	0	0
3	S-3	70	Good	70	Good
4	S-4	70	Good	70	Good
5	S-5	0	0	0	0
6	S-6	45	Poor	55	Average
7	S-7	35	Poor	40	Poor
8	S-8	30	Poor	35	Poor
9	S-9	40	Poor	40	Poor
10	S-10	60	Average	60	Average
11	S-11	50	Average	70	Good
12	S-12	45	Poor	49	Poor
13	S-13	55	Average	60	Average
14	S-14	65	Average	70	Good
15	S-15	60	Average	70	Good
16	S-16	50	Average	70	Good
17	S-17	45	Poor	50	Average
18	S-18	60	Average	70	Good
19	S-19	35	Poor	35	Poor
20	S-20	60	Average	70	Good

**The classification of students' pre-test and post-test in term of vocabulary.**

No.	Sample	Pre-test	Classification	Post-test	Classification
1	S-1	35	Poor	50	Average
2	S-2	0	0	0	0
3	S-3	35	Poor	50	Average
4	S-4	35	Poor	50	Average
5	S-5	0	0	0	0
6	S-6	70	Good	75	Good
7	S-7	55	Average	70	Good
8	S-8	30	Poor	55	Average
9	S-9	55	Average	70	Good
10	S-10	40	Poor	75	Good
11	S-11	50	Average	70	Good
12	S-12	35	Poor	50	Average
13	S-13	40	Poor	75	Good
14	S-14	55	Average	70	Good
15	S-15	40	Poor	85	Good
16	S-16	50	Average	70	Good
17	S-17	70	Good	75	Good
18	S-18	55	Average	70	Good
19	S-19	35	Poor	55	Average
20	S-20	40	Poor	85	Good

## APPENDIX 11

### The Instrument of Pre-test

#### Instruction:

**Make your own dialogue in pairs about transactional approximately in 3 minutes and you have to present it in front of the class orally. You may choose any topic. Here some alternatives alternative:**

1. You and your mother are shopping in a mall. You want to buy a gown but you still confuse to choose between two beautiful gowns. (asking for someone's opinion)
2. Your friend makes a lot of noise when you want to speak in front of the class, so you ask to be given attention when you are talking. (asking some attention)
3. You are in the market with your friend and want to buy some fruits. But you are very confused to choose a nice fruits. (giving an opinion)
4. Mitha will conduct a birthday party tomorrow and she invites you. But you can't come because you must study at home. (refusing an invitation)
5. You are playing on the beach. Your friend is on the beach too and will buys some ice cream. He asks you whether you want to buy ice cream,too. (declining an offer something)

## APPENDIX 12

### The Instrument of Post-test

#### Instruction:

**Make your own dialogue in pairs about transactional approximately in 3 minutes and you have to present it in front of the class orally. You may choose any topic. Here some alternatives:**

1. Yulis calls her father in his office. But yulis's father is meeting with client and his secretary answers the phone. Yulis asks the secretary to tell him that her mother is sick. (giving instruction)
2. Mitha will conduct a birthday party tomorrow and she invites you. But you can't come because you must study at home. (refusing an invitation)
3. You want to use your brother's jacket. (asking permission)
4. Your sister will go to her friend's party but she does not have a nice shoe. She wants to borrow yours. (giving permission)
5. You and your mother have a lunch in restaurant. You call a waitress to order food from a menu in a restaurant. (ordering something)

## APPENDIX 13

## RENCANA PELAKSANAAN PEMBELAJARAN

(Pre-test)

KD 2.1 ; 2.2 ; 3.1 ; 4.1

"TRANSACTIONAL CONVERSATION"

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : VIII / GENAP

PENYUSUN : ILMAWADDA.A

SATUAN PENDIDIKAN : SMP NEGERI 1 MAKALE

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP Negeri 1 Makale  
Mata pelajaran : Bahasa Inggris  
Kelas/Semester : VIII.E /Genap  
Materi pokok : Transactional Conversation  
Alokasi waktu : 2 X 30 Menit (1 jam pelajaran)  
Pertemuan : 2 (Dari 4 Pertemuan)

### A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	2.2.1 Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan

transaksional dengan guru dan teman	teman
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan meminta perhatian 3.10.2 Menyebutkan ungkapan meminta perhatian 3.10.3 Merespon ungkapan meminta perhatian
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.

### C. Tujuan Pembelajaran

1. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar.
2. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menyebutkan ungkapan meminta perhatian dengan benar.
3. Peserta didik dapat menulis dialog/ percakapan lisan sederhana meminta perhatian dengan unsur kebahasaan dan struktur teks yang benar.
4. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.
5. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

### D. Materi Pembelajaran

Teks lisan dan tulis untuk meminta perhatian serta responnya.

#### ❖ *Fungsisosial*

Menjaga hubungan interpersonal dengan guru dan teman.



### ❖ *Strukturteks*

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

- *Excuse me. Attention, please. Yes, please. Alright., No problem*
- *Can you hear me ?, Yes Miss/Sir/Ma'am*
- *Can you give your attention to me, please?, Yes Miss/Sir/Ma'am*
- *Listen to me, please !, Yes Miss/Sir/Ma'am*
- *Excuse me, please look at me, attention please !, No problem*
- *Attention, please! Yes Miss/Sir/Ma'am*
- *Pay attention now! Yes Miss/Sir/Ma'am*
- *Look at me. Yes Miss/Sir/Ma'am*
- *Can I have your attention, please? Yes Miss/Sir/Ma'am*
- *Don't look out of the window. Eyes to the front, please. Yes Miss/Sir/Ma'am*
- *Everyone, please look at the blackboard. Yes Miss/Sir/Ma'am*
- *Let's look at the sentences on the board. Yes Miss/Sir/Ma'am*



### Unsur Kebahasaan:

- Kosa kata: kata sifat sederhana
- Tata bahasa: kata rujukan *it, they, these, those, that, this*.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi dan Ejaandan tanda baca

### Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

#### **E. Metode Pembelajaran**

- 1) guided speaking
- 2) practice and perform

#### **F. Media Pembelajaran**

##### **2. Media**

- ❖ Teacher as a model
- ❖ Transcript students' conversation
- ❖ Dictionary

##### **3. Alat/Bahan**

- ❖ spidol, papan tulis
- ❖ Laptop
- ❖ Students' worksheet

#### **G. Sumber Belajar**

- ❖ Materi "Transactional and interpersonal Conversatio
- ❖ n Texts in English textbook by Ulin Nuha in STAIN Kudus, tahun 2014
- ❖ Contoh-contoh dialog meminta perhatian dalam Bahasa Inggris dari internet  
<https://englishclass.com/dialog-meminta-perhatian-dalam-bahasa-Inggris/>

#### **H. Langkah-Langkah Pembelajaran**

##### **Pendahuluan**

- Mengucapkan salam dan berdoa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran

##### **Mengamati**

- Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain meminta perhatian serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).
- Siswa dituntut untuk mencontoh keteladanan tersebut dengan meminta perhatian, serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.

### Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan meminta perhatian, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

### Mengumpulkan Informasi

- Siswa mendengarkan guru tentang jenis ungkapan sederhana percakapan transaksional.
- Siswa mengulangi apa yang guru katakan tentang jenis ekspresi sederhana percakapan transaksional.
- Siswa berlatih untuk mengucapkan percakapan itu sekaligus.
- Siswa berlatih untuk mengucapkan percakapan itu.

### Mengasosiasi

Pre-test : Siswa diminta untuk membuat percakapan singkat tentang percakapan transaksional berdasarkan situasi yang diberikan oleh guru secara berpasangan dan kemudian melakukannya di depan kelas.

### Penutup

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### I. Penilaian

Teacher evaluates with certain criteria condition.

#### 1) Form of the spoken test

No.	Indicator	Evaluation		
		Technique	Type of instrument	Example
1	Students are able to respond the spoken of interpersonal and transactional text	Spoken test	Performance	Look at the instrument
2	Students are able to make a short conversation about transactional in pairs			

3	Students are able to perform a spoken of interpersonal and transactional text in front of the class with the right vocabulary and pronunciation.			
---	--	--	--	--

2) Instrument of evaluation: speaking test

### The Instrument of Pre-test

#### Instruction:

Make your own dialogue in pairs about transactional approximately in 3 minutes and you have to present it in front of the class orally. You may choose any topic. Here some alternatives alternative:

1. You and your mother are shopping in a mall. You want to buy a gown but you still confuse to choose between two beautiful gowns. (asking for someone's opinion)
2. Your friend makes a lot of noise when you want to speak in front of the class, so you ask to be given attention when you are talking. (asking some attention)
3. You are in the market with your friend and want to buy some fruits. But you are very confused to choose a nice fruits. (giving an opinion)
4. Mitha will conduct a birthday party tomorrow and she invites you. But you can't come because you must study at home. (refusing an invitation)
5. You are playing on the beach. Your friend is on the beach too and will buys some ice cream. He asks you whether you want to buy ice cream,too. (declining an offer something)

Makassar, 21 September 2020

Head master of SMPN 1 Makale

Teacher/researcher

Alexander, S.Pd.

Ilmawadda .A

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP ke 2 menggunakan metode Community Language Learning)

KD 3.3 ; 4.3

"TRANSACTIONAL CONVERSATION"



MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : VIII / GENAP

PENYUSUN : ILMAWADDA.A

SATUAN PENDIDIKAN : SMP NEGERI 1 MAKALE

## RENCANA PELAKSANAAN PEMBELAJAR

(RPP)

Sekolah : SMP Negeri 1 Makale  
Matapelajaran : Bahasa Inggris  
Kelas/Semester : VIII.E/Genap  
Materi pokok : Transactional Conversation material  
Alokasi waktu : 2 X 40 Menit  
Pertemuan : 1 X pertemuan

### A. Kompetensi Inti:

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.3 Menerapkan struktur teks dan unsur kebahasaan interaksi transactional lisan dan tulisan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin,	3.3.1 mengidentifikasi ungkapan yang menyatakan masalah dan saran dalam teks transactional tertulis. 3.3.2 Memilih ungkapan pemberian saran yang tepat dari sebuah
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serta cara responnya, sesuai dengan konteks penggunaannya.	percakapan transactional lisan dan tulisan.
4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.3.1 Mampu meminta dan memberi informasi terkait dengan ungkapan memberi instruksi, mengajak, melarang, dan minta ijin. 4.3.2 Menggunakan unsur-unsur kebahasaan (intonasi, ucapan, dan tekanan pada kata) yang benar.

## 6. Tujuan Pembelajaran

1. Siswa mampu menangkap makna dari teks lisan dalam memberi dan merespon suatu instruksi, ajakan, larangan dan meminta izin.
2. Siswa mampu mengucapkan kata dan kalimat yang berkaitan dengan memberi dan merespon suatu instruksi, ajakan, larangan dan meminta izin.
3. Siswa mampu menulis kalimat sederhana dalam memberi dan merespon suatu instruksi, ajakan, larangan ataupun meminta izin dan mampu menulis percakapan yang berhubungan.
4. Siswa mampu membaca dan memahami teks dalam memberi dan merespon suatu instruksi, ajakan, larangan dan meminta izin.

## H. Materi Pembelajaran

Teks lisan dan tulis untuk: (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.

### *Fungsi sosial*

Menjaga hubungan interpersonal dengan guru dan teman.

### *Struktur teks*

- a. *Come in, please! Thank you. Put the book on the table, please. Yes, sure., dan semacamnya*
- b. *Let's go! Okay. Come with me! Sorry, I'm busy., dan semacamnya.*
- c. *Don't be late again! Sure, I won't. Don't open it, ok? OK., dan semacamnya.*
- d. *May I use your pen, please? Sure, here you are. May I wash my hands? Certainly., dan semacamnya.*



## 7. Meminta izin

- Can I ask you a question?
- Do you mind if I borrow your note book?
- Would you mind if I asked you something?
- Is it okay if I sit here?
- Would it be all right if I borrowed your highlight pen?
- May I borrow your pencil?
- Would you mind lending me your novel?
- Will you permit me to go home early?
- May we go out with our friends tonight?
- Could I please go with Tom to the movie
- Do you think I could borrow your car?
- Would it be possible for me to use your computer for a few minutes
- Would you mind my using your cell-phone?

### Unsur kebahasaan

- (1) Kosakata: *please, okay, certainly, sure, sorry, Let's.*
- (2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu modal *may*.
- (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (4) Ucapan, tekanan kata, intonasi
- (5) Ejaan dan tanda baca

### Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

### I. Metode Pembelajaran

Metode : Community Language Learning

### J. Media Pembelajaran

- 1) Teacher as a model
- 2) Transcript students' conversation
- 3) Dictionary

### J. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
Pendahuluan	a. Orientasi ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran	Religius Disiplin	10 menit

	<ul style="list-style-type: none"> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> </ul> <p><b>b. Apersepsi</b></p> <ul style="list-style-type: none"> <li>❖ Mengaitkan materi yang akan dipelajari dengan pengalaman peserta didik sebelumnya</li> <li>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>c. Motivasi</b></p> <ul style="list-style-type: none"> <li>❖ Memberikan gambaran tentang manfaat mempelajari "beberapa <i>expression</i> dalam transactional conversation."</li> <li>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> </ul> <p><b>d. Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>❖ Menjelaskan mekanisme pelaksanaan metode Community Language Learning (CLL).</li> </ul>		
	<b>Syntax Pembelajaran (TPS)</b>	<b>Kegiatan Pembelajaran</b>	
<b>Kegiatan Inti</b>	<p><b>1. Building knowledge of field</b></p>	<ul style="list-style-type: none"> <li>• Teacher reviews the last material by reminding the students what they have learned.</li> <li>• Students listen to the teacher about kinds of simple expression of transactional conversation.</li> <li>• Students repeat what the teacher says about kinds of simple expression of transactional conversation.</li> <li>• Students practice to pronounce that conversation all at once.</li> <li>• Students practice to pronounce that conversation.</li> </ul>	<p><b>Literasi</b></p> <p><b>Critical Thinking</b></p>
			<b>10 menit</b>

	<b>2. Modelling of text</b> <ul style="list-style-type: none"> <li>• Teacher gives example of the transactional conversation.</li> <li>• Teacher gives the right pronunciation, intonation, expression, and stresses of the vocabulary when giving the example.</li> <li>• Teacher stimulates the students to find the example of transactional text in the conversation.</li> </ul>	HOTS	20 menit
	<b>3. Joint construction of the text</b> <ul style="list-style-type: none"> <li>• Teacher leads the students to make transactional dialogue in a circle using community language learning method.</li> <li>• Students make a dialogue in native language and after that teacher as a counselor translate it in English.</li> <li>• Students imitate what teacher said.</li> <li>• Transcribe the students' conversation and then discusses together.</li> </ul>	Communication	30 menit
	<b>4. Independent construction of the text</b> <ul style="list-style-type: none"> <li>• Teacher gives the homework to the students to make a transactional dialogue.</li> <li>• Teacher gives the homework to the students to find the example of transactional dialogue.</li> </ul>		
Penutup	<p><b>Peserta didik :</b></p> <p>Secara lisan mengemukakan apa saja yang telah dipelajari pada hari itu termasuk menyebutkan beberapa expression dari transactional material yang telah dibahas pada hari itu.</p> <p><b>Guru :</b></p> <ul style="list-style-type: none"> <li>• Menekankan kembali poin -poin penting pada kegiatan pembelajaran pada hari itu ( gives the reinforcement).</li> </ul>	Literasi  Religius	10 menit

	<ul style="list-style-type: none"> <li>Guru meminta siswa untuk membaca lebih awal materi tersebut</li> <li>Bersama dengan peserta didik mengakhiri pembelajaran dengan doa dan salam sesuai kepercayaan masing-masing.</li> </ul>		
--	--	--	--

#### K. Penilaian

##### a. Penilaian Afektif

Teknik penilaian: observasi

##### b. Penilaian kognitif

Teknik penilaian

post-test: Penilaian lisan (pronunciation) dan kosa-kata (vocabulary)

##### c. Penilaian psikomotorik

Teknik penilaian : penilaian tulis ( students' transcript conversation) dan lisan (students pronunciation)

##### d. Kriteria penilaian siswa

Classifications	Score	Pronunciation	Vocabulary
Excellent	5	Pronunciation is excellent, and good effort at accent.	Excellent control of language features; a wide range of well chose vocabulary.
Good	4	Pronunciation is good, and easy to understand.	Using the vocabulary words and phrases such as native speaker.
Average	3	There is a problem of pronunciation that makes the listener must concentrate fully and there are misunderstanding.	Sometimes uses inappropriate vocabulary.
Poor	2	It is difficult to understand because of pronunciation problems, often asked to repeat.	Weak language control, basic vocabulary choice with some words clearly lacking.
Very poor	1	A serious pronunciation problems' that cannot be understand.	Weak language control, vocabulary that is used does not match the task so it's difficult to understand.

Makassar, 21 September 2020

Head master of SMPN 1 Makale

Teacher

Alexander, S.Pd.

Ilmawadda .A

group name: Selamat Pagi  
 Date: January 15  
 Class: C. Darul

Ratu: Hello, How are you?  
 Raras: I'm fine  
 Ratu: May I borrow your jacket?  
 Raras: Yes of course  
 Ratu: Thank you  
 Raras: Your welcome

group name: Selamat Pagi  
 Date: January 15  
 Class: C. Darul

Jas: Hi, How are you doing?  
 Enay: I'm fine, you? Can I see your jacket?  
 Jas: Certainly, here you are  
 Enay: Thank you, that's lovely  
 Jas: Oh, sorry and change size  
 Enay: Oh, that's what I'll do  
 Jas: Oh, Thank you

Umm: Umm  
 Umm: Umm

Windy: Can we talk moment?  
 Umm: Yes, we can  
 Windy: do you have a jacket?  
 Umm: yes, I have  
 Windy: Can I borrow it?  
 Umm: yes, I'll lend you one  
 Windy: Thank you for lending it  
 Umm: you're welcome

Umm: Umm  
 Umm: Umm

Gilbert: Hello  
 Agit: Hello, which one?  
 Gilbert: the black one  
 Agit: Yes, of course  
 Gilbert: Thanks

Umm: Umm  
 Umm: Umm

Umm: Umm  
 Umm: Umm  
 Umm: Umm  
 Umm: Umm  
 Umm: Umm  
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Umm: Umm  
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 Umm: Umm  
 Umm: Umm  
 Umm: Umm  
 Umm: Umm



Nama Kelompok : Grammatiel Yella dan Gilbert Santamarub-Sendana

Kelas : VII

Grammatiel = Giska are you free tonight?  
 Giska = Yes, I'm, I don't have any plan to go out tonight  
 Grammatiel = Can you help me for a second?  
 Giska = Yes, I can. What can I do for you?  
 Grammatiel = Actually I have a homework to make a paper, but my computer broken down. I need your help  
 Giska = Okay no problem  
 Grammatiel = Just come to my home. What time will you come?  
 Giska = around 7 P.m  
 Grammatiel = Okay, Thanks Giska  
 Giska = Okay. You are welcome

- Hanny Ekgaze Pasorano  
 - Kozia Santamarub Sendana

=> Kozia : Hello Hanny  
 Hanny : Hello Kozia  
 Kozia : how are you busy now?  
 Hanny : no, I'm not  
 Kozia : my computer is broken. Can you help me to fix it?  
 Hanny : Now pity you are. I can fix it. But it will take a while  
 Kozia : how long?  
 Hanny : about a week, maybe  
 Kozia : It's okay. Thank you  
 Hanny : You're welcome. I will call you when I'm done.

Nama Anggota KLP : - Agil Aulio  
 - Gilbert Bermading

Kelas : VII

Agil = Hello bro  
 Gilbert = Hello  
 Agil = Can you help me?  
 Gilbert = What can I do for you?  
 Agil = my computer is broken down and I have task tomorrow.  
 Gilbert = Sorry, but I have to go do something else. You just bring your computer in school. You can fix there.  
 Agil = Okay

Nama Anggito : Kalampek  
 : Rara Jember  
 : Rara Jember

Rara : Mittha Where are you from?  
 Mittha : I am from market, rara don't know (come to my)  
 Rara : I am sorry I can't  
 Mittha : why?  
 Rara : I must study at home because I have a test this night  
 Mittha : Okay no problem

Nama Kelampayan : Enjuly Tasikmalaya  
 : Jasi Tasikmalaya

Enjuly : Jasi, do you like fruits?  
 Jasi : Yes, I like, I like strawberry and orange  
 Enjuly : but there are no strawberry and orange  
 Jasi : hmmm, we can buy some watermelon or an apple this sweet tea, what do you like?  
 Enjuly : my mom likes sour fruits, but my brother likes sweet fruit  
 Jasi : how about we just have pineapple and watermelon?  
 Enjuly : that's good option.

Nama Nalanda : Gaberelle  
 : Gaberelle Nalanda

Windy : hi... hi... hi...  
 Gaberelle : Yeah, what's going on?  
 Windy : hah, I am windy and I like meet you  
 Gaberelle : ooo, nice to meet you  
 Windy : nice to you, I have a date you, but it tomorrow date  
 Gaberelle : yeah, that you very much  
 Windy : you're welcome  
 Gaberelle : If you need anything you can to my house  
 Windy : yes, thank you it's nice to have a neighbor like you  
 Gaberelle : don't mention it



Nama Kelompok : Franky Dedi Ranteallo  
 & Kelli dan Rubah

Kelli : Excuse me  
 Franky : yes, what happened?  
 Kelli : I am your neighbor  
 Franky : Really, Nice to meet you  
 Kelli : me too, btw my men have cake for you  
 Franky : Thank you very much  
 Kelli : yes, you're welcome

- Olli Clemens Bo'do  
 - James Julian Batara Randa

Gili : James I want to buy fruit, but I confused  
 which one is good  
 James : what do you think about apple?  
 Gili : Its sweet fruit, but actually I don't really  
 like it.  
 James : What's your opinion about Jackfruit and orange  
 Gili : It's nice, here the oranges fruit is always  
 good. How about we just take the orange fruit  
 James : that's good idea

- Gloria Putri Randa Darsa  
 - Juanda Somalingan

=> Putri : Hello Juanda  
 Juanda : Hello Putri  
 Putri : how are you?  
 Juanda : I am fine thank you. And how about you?  
 Putri : I am fine. I have a party tomorrow this is an  
 invitation to you. Please don't forget to come  
 to my party  
 Juanda : I'm very sorry, but I'm afraid I can't  
 come to your party.  
 Putri : Why?  
 Juanda : I have a lot of homework today. And Friday I have  
 test  
 Putri : Really, okay no problem.

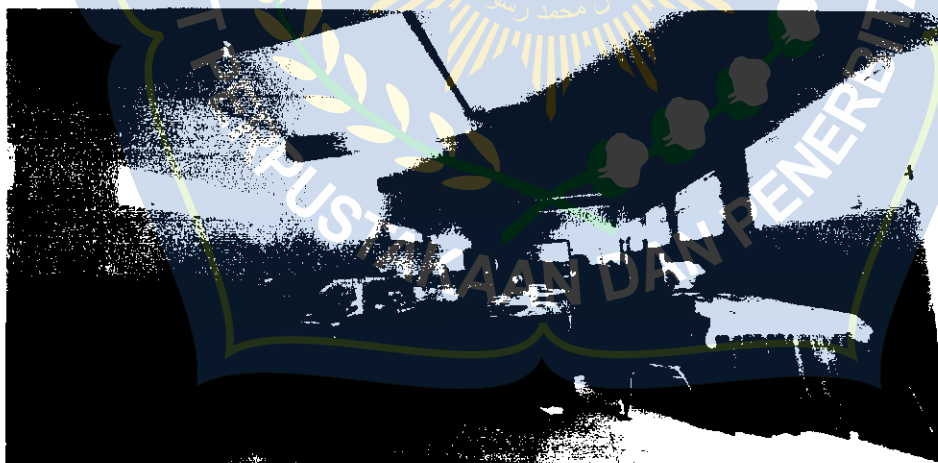
Students' Post-test

## APPENDIX 14

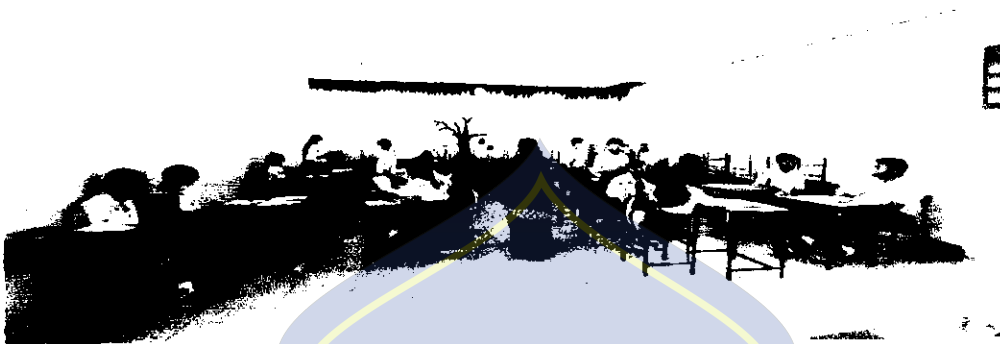
### Documentation



**SMP Negeri 1 Makale**



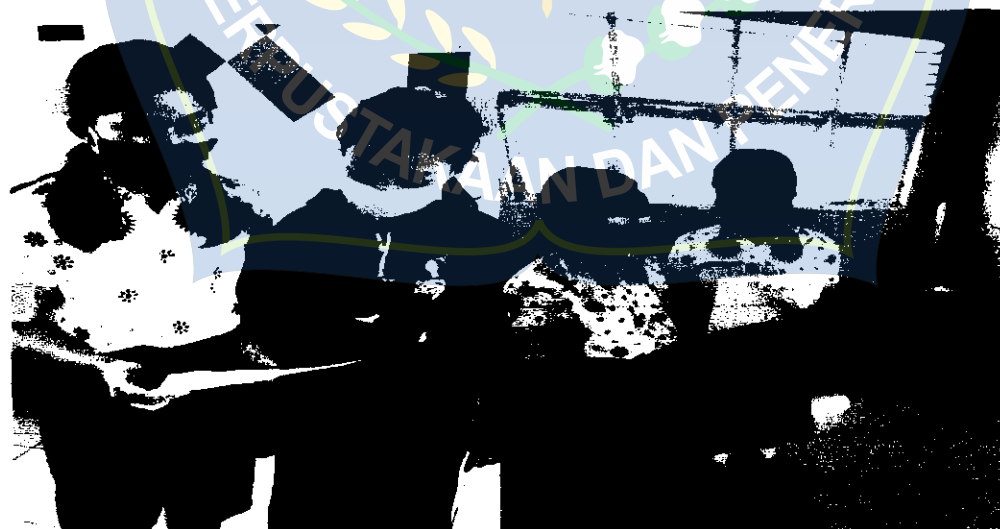
**Teachers' room**



**Pre-test presentation**



**Giving treatments**



**Post-test presentation**

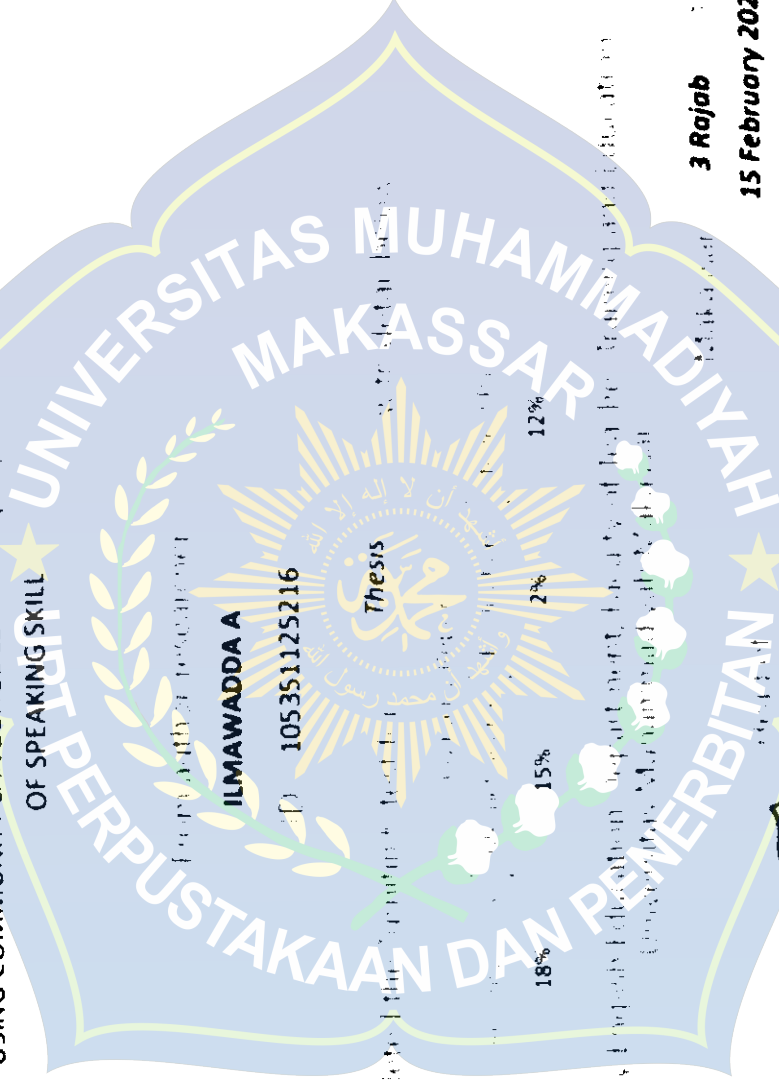
# EED-Turnitin® CERTIFICATE

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THE EFFECTIVENESS OF USING COMMUNITY LANGUAGE LEARNING (CLL) TO IMPROVE LEARNERS' MASTERY

OF SPEAKING SKILL



ILMAWADDA A

105351125216

Has completed this community-based learning project

18% 15% 12% 2%

has been submitted to the Department of Education, Faculty of Education, Universitas Muhammadiyah Makassar

3 Rajab 1442 H

15 February 2021

Signature  
Syam, S.Pd., M.Pd.  
1434 077 2017



MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Universitas Muhammadiyah Makassar  
Jl. Jendral Sudirman No. 100  
70132 Makassar  
Telp. (0411) 4511111  
Fax. (0411) 4511111  
Email: info@umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA

Nomor : 0152/BG-FKIP/Research/IV/1411/2020

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Jurusan menerangkan bahwa telah menerima judul beserta draf penelitian yang saudara(i) ajukan pada tanggal 12 April 2020. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : ILMAWADDA A  
Kelas : G  
NIM : 105351125216  
Dosen MK Seminar on ELT : Prof. Dr. H. Basri Dalle, MS.  
Judul Penelitian : THE EFFECTIVENESS OF USING COMMUNITY LANGUAGE LEARNING (CLL) TO IMPROVE LEARNERS' MASTERY OF SPEAKING SKILL.

Hasil Turnitin Plagiarism Checker :

Originality Report

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9%	Merged	Merged	Merged

Pembimbing I & II:

1. Dra. Hasanawati Latief, M.Pd.
2. Awnia Aziz, S.Pd., M.Pd.

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan internasional terindeksasi)
3. Lebih teliti dalam melakukan penulisan / pengetikan (gunakan *grammar checker* atau sejenisnya)
4. Gunakan *reference manager* dalam membuat sitasi atau referensi (*Mendeley*, *Endnote*, *Refworks* atau sejenisnya)
5. Buat dan miliki akun akademik (*Researchgate*, *Orcid*, *Academia.edu*, *Researcher ID*, atau sejenisnya), silakan *upload / Posting* proses penelitian anda pada akun akademik yang anda buat, dan tambahkan (*aku!*) dosen pembimbing anda pada proyek penelitian tersebut.

Demikian surat ini dikeluarkan untuk dipergunakan pada proses selanjutnya. Terima kasih.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 21 Sya'ban 1441 H  
17 April 2020 M

Menyetujui,  
Ketua Jurusan  
Prodi Pendidikan Bahasa Inggris

Ummi Khairati Syam, S.Pd., M.Pd.  
NBM 977 807



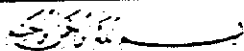
Tertulisniti Program Studi B

BBB-PT



MAYELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Surat Pengantar  
No. 1442/2020  
Tgl. 25 September 2020



Nomor : 2020-FKIPA-4-III-M-1442-2020  
Lampiran : 1 (Satu) Lembar  
Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
**Ketua LP3M Unismuh Makassar**  
D -  
Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah  
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	Mawadda A
Stambuk	105351125216
Program Studi	Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	Tojaya, 24-08-1998
Alamat	Macanraya, Jl. Pasarmamkosdaz

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan  
skripsi dengan judul: THE EFFECTIVENESS OF USING COMMUNITY  
LANGUAGE LEARNING (CLL) TO IMPROVE LEARNERS' MASTERY OF  
SPEAKING SKILL

Demikian pengantar ini kami buat, atas kerjasamanya diaturkan  
*Jazakumullahu khairan katsiraan*

*Wassalamu Alaikum  
Warahmatullahi  
Wabarakatuh*

Makassar, 8 Syahr 1442 H  
25 September 2020 M

Demikian



Erwin Akib, M.Pd., Ph.D.  
NBM 800 934





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT**

Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90221 E-mail: [dp.muhammadiyah@pkm.com](mailto:dp.muhammadiyah@pkm.com)



Nomor : 1664/05/C.4-VIII/IX/42/2020

Lamp : 1 (satu) Rangkap Proposal

Hal : Permohonan Izin Penelitian

09 Safar 1442 H

26 September 2020 M

Kepada Yth,

Bapak / Ibu Bupati Tana Toraja

Cq. Ka. Badan Kesbang, Politik & Linmas

di --

Tana Toraja

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 2829/FKIP/A.4-II/IX/1442/2020 tanggal 23 September 2020, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ILMAWADDA A.**

No. Stambuk : **10535 11252 16**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Effectiveness of Using Community LAnguage Learning (CLL) to Improve Learners Mastery of Speaking Skill"**

Yang akan dilaksanakan dari tanggal 30 September 2020 s/d 30 Nopember 2020.

Schubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

**Dr. Ir. Abubakar Idhan, MP.**

**NBM 101 7716**





DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
KABUPATEN TANA TORAJA

**IZIN PENELITIAN**

Nomor: 101/X/IP/DPMPTSP/2020

**DASAR HUKUM :**

1. Undang-Undang Republik Indonesia Nomor 18 tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Peraturan Bupati Tana Toraja Nomor : 9 Tahun 2017 tentang Pelimpahan Kewenangan Perizinan dan Non Perizinan kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Tana Toraja.

Dengan ini memberikan Izin Penelitian kepada :

Nama : ILMAWADDA A  
Nomor Pokok : 105351125216  
Tempat/Tgl.Lahir : TOJABI / 24 Agustus 1998  
Jenis Kelamin : PEREMPUAN  
Pekerjaan : MAHASISWA  
Alamat : DESA TOJABI, KEC. LASUSUA, KAB. KOLAKA  
UTARA  
Tempat Meneliti : SMP NEGERI 1 MAKALE

Maksud dan Tujuan mengadakan penelitian dalam rangka Penulisan Skripsi dengan Judul :

**"THE EFFECTIVENESS OF USING COMMUNITY LANGUAGE LEARNING (CLL) TO IMPROVE LEARNERS' MASTERY OF SPEAKING SKILL"**

Lamanya Penelitian : 27 Oktober 2020 s/d 31 Oktober 2020

Dengan ketentuan sebagai berikut :

1. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Menyerahkan 1 ( satu ) exemplar Foto Copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Tana Toraja.
4. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.



Makale, 27 Oktober 2020

a.n. Bupati Tana Toraja



YORINUS DANGKELANGI, SH., MH.  
199610 1 001



**PEMERINTAH KABUPATEN TANA TORAJA**  
**PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**UPT SMP NEGERI 1 MAKALE**  
Jl. Tritura No. 65 Tlp. 0423-22026 Makale  
Email: [smpmakale@yahan.co.id](mailto:smpmakale@yahan.co.id)

**SURAT KETERANGAN PENELITIAN**  
No. 056/DP-TT/SMPN.01/PL/XI/2020

Yang bertanda tangan di bawah ini:

**Nama** : ALEXANDER, S.Pd  
**NIP** : 196811281993031008  
**Pangkat/Gol. Ruang** : Pembina Tk.I, IV,b  
**Jabatan** : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa:

**Nama** : ILMAWADDA. A  
**NIM** : 105351125216  
**Tempat/Tanggal Lahir** : Tojabi, 24 Agustus 1998  
**Alamat** : Desa Tojabi, Kec. Lasusua, Kab. Kolaka Utara  
**JURUSAN** : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian pada SMP Negeri 1 Makale dalam rangka penyusunan Skripsi dengan judul **"THE EFFECTIVENESS OF USING COMMUNITY LANGUAGE LEARNING (CLL) TO IMPROVE LEARNERS' MASTERY OF SPEAKING SKILL"**, yang dilaksanakan dari tanggal 27 Oktober 2020 sampai dengan 6 November 2020.

Demikianlah surat keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



6 November 2020

Kepala Sekolah,

ALEXANDER, S.Pd

NIP. 196811281993031008



### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : ILMAWADDA A  
NIM : 105351125216  
Judul Penelitian : *"THE EFFECTIVENESS OF USING COMMUNITY LANGUAGE LEARNING (CLL) TO IMPROVE LEARNERS' MASTERY OF SPEAKING SKILL"*  
Tanggal Ujian Proposal : 16/09/2020  
Tempat Lokasi Penelitian : SMP NEGERI 1 MAKALE

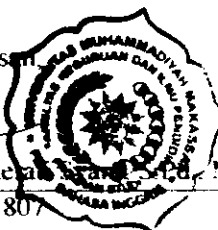
No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	26/10/2020	Menyerahkan surat izin penelitian kepada kepala sekolah	Admidale. S Pd	
2	27/10/2020	Melakukan penelitian dikelas (Pre-test)	Admidale. S Pd	
3	31/10/2020	Melakukan penelitian dikelas (Treatment)	Admidale. S Pd	
4	3/11/2020	Melakukan penelitian dikelas (Treatment)	Admidale. S Pd	
5	5/11/2020	Melakukan penelitian dikelas (Post-test)	Admidale. S Pd	
6	6/10/2020	Melakukan pengurusan surat keterangan telah melakukan penelitian disekolah	Admidale. S Pd	
7				
8				
9				
10				

.....2020

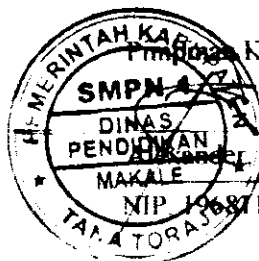
Mengetahui,

Ketua Jurusan

Umni Khaetah, S.Pd, M.Pd  
NBM. 977 807

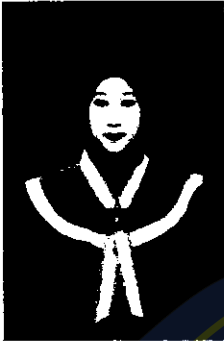


Pimpinan Kepala sekolah,



NIP. 196811281993031008

## CURRICULUM VITAE



The researcher, Ilmawadda.A was born on august 24<sup>th</sup> 1998, in Tojabi, interogation of Lasusua, North Kolaka district, Southeast Sulawesi province. She is the third of five child in her family, she has two brothers and two sisters, and she is a daughter of Alimuddin and Jumrana. She finised her- elementary school at MIS Muhammadiyah Tojabi, Lasusua in 2009, and then she continued Junior High School at MTS Negeri 1 Lasusua in 2012, after that, she continued her Senior High School at SMA Negeri 1 Lasusua in 2015, in the next year she entered in Makassar Muhammadiyah University (Universitas Muhammadiyah Makassar), majored in English Department.