

The Effect of Community Language Learning Method (CLLM) on Students Speaking Ability at Grade X SMK Swasta Pemda Rantauprapat

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This final project is based on research which attempts examine the effectiveness of community language learning (CLL) method on students speaking ability in during this research, using test which concerned in speaking. In this pre-experimental research. The subjects of the research were the X grade students of SMKS Pemda Rantauprapat in academic year of 2019-2020. There was one class of students participated in this research. They were students of X TKJ as an experimental group was given difference treatment by using CLL conventional method. The research was X grade, there were 30 students for the control class and 30 students for the experimental class. this can be proven from the research of the test score 7023 which is higher than ttable 1671.

INTRODUCTION

English is the most important language in the world. Everyone from different countries of the world uses it to communicate. English becomes the international language in the life. English is an interesting subject for discuss, because it is an internasional language and use more than have countries in this world. There are four skills in English that must be mastered, they are listening, speaking, reading and writing. We need a strategy to master it well. Everyone has a different strategy to get that skill. English also a language that is not so difficult to learn and can unite the relationship between one country and another.

The teacher's ability to motivate their students is also an important element for mastering. Students need to practice in order to have good speaking skills. Speaking skills are also important for students because the success of their studies depends largely on their ability to speak. If their speaking ability is less, it will most likely fail in their research, or at least they will have difficulty in making progress. If they have good speaking skills, they will have a better chance of success in their learning. Speaking skill should be mastered by the students for communicate with the other people.

Speaking ability can also be developed in the foreign language club, where students are forced into an effort at communication in an informal atmosphere. As in the foreign country, a spirit of linguistic innovation and enterprise, within the acknowledged limitations of the standard of language they have reached, can provide students with much practice in selection and variation of structures and vocabulary learned in the classroom.

Many students in Indonesia get difficulties, boredom, and confusion in learning English because it is not their mother tongue, so they do not like English. The condition above teacher's teaching methods are boring and make students less interested in learning a foreign language. English teachers should be able to motivate learners in learning this foreign language. Harmer (2001:51) says that motivation is a kind of internal drive for someone to do and to achieve something. This should be done by every English teachers should be able to manage teaching by using certain methods in the learning process so that students will love it without being boring and desperate.

New goals of teaching speak should enhance students' communicative abilities. The ability to communicate in order to express their ideas and to engage in social and cultural communities. Therefore, teachers faculty a must master the language for communicative use in their daily lives. Based on the reason above, in recently years, the most focused of English teaching is speaking skill.

Speaking is a speech production that becomes a part of our daily activities (Thombury 2005:8) . Speaking skill involves four domains : linguistic competence, communicative competence , strategic competence and social competence (Littlewood, 1981:6). Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and

success is measured in terms of the ability to carry out a conversation in the language (Nunan, 200: 39).

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

In accordance with the statement above, The Researcher particularly needs to formulate the example of Community Language Learning takes place in the classroom. A group of learners sit in a circle with the researcher standing outside of the circle, and a student whispers a message in the native language (L1): next, the researcher translates the message of the learners into the foreign language (L2)

while, the students repeats the messages in the foreign language into a cassette; students compose further messages in the foreign language with teacher's help; so students reflect about their feelings and wishes. It means that the client-counselor in psychological counseling have relationship between the learner-knower in Community Language Learning. Furthermore, Community Language Learning represents the use of counseling-learning theory to teach languages.

This design of CLL discusses about activities of teaching learning using CLL technique such as: objective, the syllabus, type learning and teaching activities, learner roles, and teacher roles. a. Types of Learning and Teaching Activity In accordance with types of learning and teaching activity, here Community Language Learning involve learning task and activities take place in learning and teaching process as follows:

1. Translation.

Learners form a small circle. A learner whisper a message or meaning he or she want to express, the researcher translates it into the target language, and the learner repeats the researcher's translation.

2. Group work.

Learners may engage in various group tasks, such as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to other group. Preparing a story that will be presented to the researcher and the rest of the class

1. Recording, Students record conversations in the target language.
2. Transcription, Students transcribe utterances and conversation they have recorded for practice and analysis of linguistic forms.
3. 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
4. Reflection and observation
5. Learners reflect and report on their experience of the class. This usually consist of expression of feeling, sense of one another, concern for something to say.
6. Listening, Students listen to a monologue by the researcher involving.
7. Free conversation, elements they might have elicited or over hear in class interactions. Students engage in free conversation with the researcher or with other learners. This discussion included of what they have learned as well as feelings they have about how they have learned.

A. Conceptual Framework

Speaking skill is the one of the four basic skills in learning foreign language besides listening, reading, and writing. However, it is not easy for the students to communicate in English. They have to think more often when speaking English. According to *Oxford Dictionary* (1995: 207), orally means through spoken word, of, by, or for the mouth. While written on other hand is the form of letters, symbols, words or message especially on paper. Community Language Learning (CLL) is one of the 'designer' methods of language

acquisition that arose in the 1970's (along with The Silent Way, Suggestopedia and TPR) and forms part of the Humanistic Approach to language learning.

The key features of these methodologies is that they flout orthodox language teaching, they have a guru (regarded by devotees of the method with something approaching religious awe), and they all developed from outside language teaching. Additionally they are all rigidly-prescriptive and emphasise the learners' responsibility for their own learning. Speaking English is considered something very difficult for students, due to the lack of vocabulary. the teacher's ability to improve students' speaking in English is very dominating so that students are able to speak English well using community language larning.

This research is conducted in Smk Swasta Pemda Rantaupratat, it is intent on testing the effect of CLLM on students' speaking ability. The way is by determining the difference of test score result of experimental and control group. Research result is drawn conclusion through two test to answer the research question: to get the average score of all population of this research in order to know student speaking ability in exploring the narrative text in Smk Swasta Pemda Rantaupratat. The results of the research are in the form of data consisting of quantitative data. The results of the research described in this section are in the form of post test results. The data obtained in this study are the values obtained from the results of the post test given to students in recount text material in the experimental class and the control class. Then it is processed for hypothesis testing using the formula that has been determined.

Frequency Distribution Pre-Test Post-Test Experimental and Control Class.

DATA	N	MIN	MAX	MEAN
Pre-test control class	30	45	65	55,23
Pre-test experimental class	30	45	70	60,34
Post-test control class	30	45	70	56
Post-test experimental class	30	65	90	75,23

The minimal score got by control class in pre-test is 45, whereas the maximal score is 65, and the minimal score of control class in post-test is 45 the maximal score is 70.

Based on the table above, the pre-test score of experimental class provides 45 for minimal score and 70 for maximal score. Besides, the post-test score of experimental class provides 65 for minimal score and 90 for maximal score.

Mean result of pre-test and post-test in control class based on table above does not through a significant increasing even tended to decreasing, it seems from the mean of pre-test is 55,23, and the mean of post-test is 60,23. Then mean result of pre-test and post-test in experimental class tended to increasing, it seems on table above where the mean of pre-test is 56 and the mean of post-test is 75,23

1. Validity Test

Measuring validity is said to be valid if the measuring instrument can measure what should be measured. In this study a test of validity was carried out, which would later be achieved if there was a match between parts of the instrument and the instrument as a whole, so as to produce instruments that did not deviate from the functions of the instrument. Testing this validity is done by analyzing item analysis. To test each item, the scores on each item are connoted by the total score using product moment correlation techniques.

By obtaining an index of validity for each item, it can be known with certainty, which items do not meet the requirements in terms of their validity. If the item is valid then it can be used for data retrieval. Here the reseacher gives each of the 10 questions for the pretest and 10 for the posttest, of the 10 questions that are valid as many as 7 and 3 question that are invalid.

1. Reliability Test

Reliable means trustworthy, so reliable. Instruments are said to be reliable if this instrument is reliable or trusted. The reliability test results in this study are interpreted using a conservative method. To interpret the price of reliability the price is confirmed to the critical price table t , table product moment with $\alpha = .$ Based on the result, lean of the r_{table} with significant 5% = the result of posttest $r_{11} = 0,58 > r_{(table)}$ so can concluded the test is reliable. and the result of pretest $r_{11} = -0,2519$

2. Normality Test

The normality test is used to see whether the data is normally distributed. The results of the normality test manually as in the appendix can be described in the following :

H_0 = Normal data distribution

H_1 = Data distribution is not normal

Lo 0,27662

Lt 0,141

If $Lt < Lo$ then the data is normality distributed.

because in the value $Lt < Lo$ that is $0,161 < 0,25532$

Based on the output, the result of normality test was got the significance value of posttest 0,152558 in the real significance $\alpha = 0.05$, so the value Sig $> 0,05$ ($0,152558 > 0,162$), but also in the pretest was gotten the Sig value is 0,152668 in the significant $\alpha = 0.05$, ($0,152558 > 0,162$) in the normal sig value, so that can concluded that, the distribution research is normal.

3. Homogeneity Test

Homogeneity tests were conducted to determine whether the group came from a homogeneous population or not. The results of homogeneous test calculations using manually as following (see the appendix):

H_0 = the data is taken from the population with same variant

H_1 = the data is not taken from the population with same variant

$$F_{max} = \frac{\text{the high variant}}{\text{the low variant}}$$
$$= \frac{67,2222}{90,25}$$
$$= 0,74$$

The value of $F_{max=0,74}$ whereas $F_{table} = 3,20$.

- ✓ If $F_{max} \leq F_{table}$ so that, H_0 is accepted
- ✓ If $F_{max} > F_{table}$ so that, H_0 is rejected

Because $F_{max} \leq F_{table}$ so that, H_0 is accepted and can be concluded the data has a same variant (homogeny)

4. Hypothesis Test

Test of hypothesis in this research used MANUAL 20 to test the difference of narrative text with effect of CLLM and narrative text in conventional learning without implementation of CLLM .

In pre-test, researcher found that the result of significance value is 0.05(5%), therefore researcher concluded that there was no difference of pre-test average score between experimental and control class.

In post-test result, researcher found $db = 30$ (almost same to $db=30$) with the significant level 0,05 (5%) so that can taken the $t_{table} = 2,39$. $t_{hitung} > t_{table}$ that is $55,980 > 2,39$ so that H_a is accepted, its mean there was significant difference in post-test average score between experimental and control class. Based on this result, CLLM is effective to improve student speaking ability in exploring narrative text. As descriptions above, it can be concluded the result of test hypothesis is:

H₀: The implementation of CLLM is not effective to improve student speaking ability in exploring narrative text, **rejected**.

H_a: The implementation of CLLM is effective to improve student speaking ability in exploring narrative text, **accepted**.

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