AN UNDERGRADUATE THESIS

THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS

SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMK DARUL MA'WA

GAYA BARU LAMPUNG TENGAH

By:

SELVI HERLINA WATI

Student's Number. 1801071050

Tarbiyah and Teaching Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

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GAYA BARU LAMPUNG TENGAH

Presented as a Partial Fulfillment of the Requirements

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In English Education Department

By:

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Sponsor   : Aisyah Sunarwan, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

Title : THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMK DARUL MA'WA GAYA BARU LAMPUNG TENGAH

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NOTIFICATION LETTER

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            of Selvi Herlina Wati

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Selvi Herlina Wati
Student Number : 1801071050
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY
                  TOWARDS SPEAKING SKILL OF THE ELEVENTH
                  GRADERS AT SMK DARUL MA'WA GAYA BARU
                  LAMPUNG TENGAH

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro,   November 2022
          Sponsor

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                 Saudari Selvi Herlina Wati**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Selvi Herlina Wati
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Judul Skripsi : THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY
                 TOWARDS SPEAKING SKILL OF THE ELEVENTH GRADERS
                 AT SMK DARUL MA'WA GAYA BARU LAMPUNG TENGAH

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro,   November 2022
Pembimbing

Mengetahui,
Ketua Prodi TBI

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v

RATIFICATION PAGE

No. B-5021/In.28.1/D/PP.00.9/12/2022

An Undergraduate thesis entitled:. THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMK DARUL MA'WA GAYA BARU LAMPUNG TENGAH Written by:, Selvi Herlina Wati Student Number 1801071050, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 12th, 2022 at 08.00 - 10.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Aisyah Sunarwan, M.Pd (.....................)

Examiner I : Dr. Widhiya Ninsiana, M.Hum (.....................)

Examiner II : Andianto, M.Pd (.....................)

Secretary : Yeni Suprihstin, M.Pd (.....................)

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THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMK DARUL MA'WA GAYA BARU LAMPUNG TENGAH

The Influence Of Community Circle Strategy Towards Speaking Skill Of Eleventh Graders At Smk Darul Ma'wa Gaya Baru Lampung Tengah

ABSTRACT

BY

SELVI HERLINA WATI

The main aim of this research was to know whether the influence of community circle strategy towards speaking skill of the eleventh graders at SMK Darul Ma'wa Gaya Baru Lampung Tengah. The researcher conducted this research based on the problems of students' speaking skills got from the results of the pre-survey. Therefore, it is hoped that through the implementation of this research students' speaking skill is better.

The method of this research was quantitative research in the form of pre-experimental design carried out at SMK Darul Mawa Gaya Baru Lampung Tengah. The population of this research was the eleventh graders students. The sample of this research was 30 students in the eleventh grade of SMK Darul Mawa Gaya Baru Lampung Tengah.

In collecting data, the researcher used test (pre-test and post-test), observation and documentation.

Based on the analyse result, it was investigated that the result of *sig. 2 tailed* is 0.002. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this there is a positive and significant influence of Community Circle Strategy Towards Speaking Skill.

Keywords: Community Circle Strategy Towards on the students', speaking skill, quantitative research.

PENGARUH STRATEGI LINGKARAN KOMUNITAS TERHADAP KETERAMPILAN BERBICARA SISWA KELAS XI SMK DARUL MA'WA GAYA BARU LAMPUNG TENGAH

ABSTRAK

Oleh:

SELVI HRLINA WATI

Tujuan utama penelitian ini adalah untuk mengetahui apakah pengaruh strategi community circle terhadap keterampilan berbicara siswa kelas XI di SMK Darul Ma'wa Gaya Baru Lampung Tengah. Peneliti melakukan penelitian ini berdasarkan permasalahan keterampilan berbicara siswa yang diperoleh dari hasil pra-survei. Oleh karena itu, diharapkan melalui penerapan penelitian ini keterampilan berbicara siswa akan meningkat.

Metode penelitian ini adalah penelitian kuantitatif dalam bentuk desain pra eksperimen yang dilaksanakan di SMK Darul Mawa Gaya Baru Lampung Tengah. Populasi penelitian ini adalah siswa kelas XI. Sampel penelitian ini adalah siswa kelas XI SMK Darul Mawa Gaya Baru Lampung Tengah yang berjumlah 30 siswa. Dalam pengumpulan data, peneliti menggunakan tes (pre-test dan post-test), observasi dan dokumentasi.

Berdasarkan hasil analisis diduga hasil sig. 2 ekor adalah 0,002. Jelas bahwa jika probabilitas atau Sig. > α (0,05), maka hipotesis alternatif (Ha) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain Ha diterima dan Ho ditolak. Oleh karena itu, disimpulkan bahwa terdapat pengaruh positif dan signifikan Strategi Community Circle Terhadap Keterampilan Berbicara.

Kata kunci:. Strategi Lingkaran Komunitas Terhadap keterampilan berbicara, penelitian kuantitatif.

STATEMENT OF RESEARCH ORIGINALITY

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Name   : Selvi Herlina Wati
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Faculty   : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, November 2022
The Researcher

Selvi Herlina Wati
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ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

Nama	:	Selvi Herina Wati
NPM	:	1601070013
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Fakultas	:	Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 November 2022
Yang membuat pernyataan,

Selvi Herlina Wati
1801071050

MOTTO

<div dir="rtl">

وَ قُوْلُوْا لِلنَّاسِ حُسْنًا

</div>

"speak kind words to people,".

H.R. Al-Baqarah/ 83.

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr.Slamet Riyadi And Mrs.Siti Mariyam)

My Beloved Brother Andrianto

My Beloved Brother Siswanto

My Beloved Brother Mardiyanto

My Beloved Younger Brother Ridwan Syafi'i

My Beloved Aunt Purwanti (Alm)

My Belovd Big Family

My Beloved Friends

Feby Maya Moriska,

Nurhidayh Rahma Atika

Naziah Ayu Hidayati

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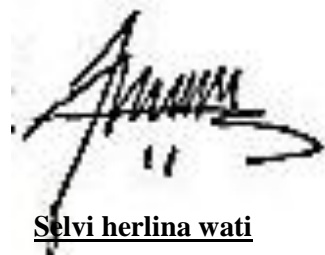in the world.

In this opportunity,the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
2. Drs. Zuhairi, M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Head of English Education Study Program of IAIN Metro Lampung.
4. Aisyah Sunarwan, M.Pd as the advisor who given the researcher, advice and suggestion for this undergraduate thesis.
5. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.

The researcher do apologizes for all mistakes do writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers.

Metro, 9 November 2022

Selvi herlina wati

1801071050

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is a communication process between speaker and listener to create oral communication. Speaking is a very complex language skill including of vocabulary, grammar, pronunciation, fluency, ability talk and non-verbal abilities.[1] Moreover, the complexity of speaking skill is in the form of speaking ideas, intonation and thoughts by using spoken language in expressing word.

In addition, speaking is very important in language in classroom. Through speaking, students are trained to get information in the communication process. By mastering speaking skill, students can enrich English vocabulary, sharpen grammar mastery, develop critical thinking skill, and develop ideas. Moreover, in the process of speaking, students are not only equipped with the ability to develop linguistics but also the ability to transfer and understand messages in the communication process.

One aspect that affects the quality of students' speaking skill is the implementation of appropriate teaching strategies. This is because teaching techniques play an important role in maintaining students' interest and motivation to speak English. Therefore, the implementation of teaching technique can stimulate students to be intensively willing to practice

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[1]Mirostow Pawlak, Ewa Waniek-Klimczak and Jan Majer. *Speaking And Intructed Foreign Language Acquisition* (British Library Canada 2011) 149

speakingEnglish on continuous basis. Aspects in speaking skill include of pronunciation, grammar, vocabulary, fluency, and speaking.

Moreover, teaching strategy that can be used by English teachers in the learning process of speaking is community circle strategy that develops students' awareness s of themselves, their feeling, values of their fellow students. This strategy is a way to allow students might have learned about a topic. By organizing discussion around a circle, the teacher and students share or choose not to share their personal experiences and emotional responses and fosters a classroom culture of togetherness and respect for differences.

Furthermore, community circle leads to great benefits in any classroom. The use of community circle can attract the students' attention, self-concept, sense of belonging, and ability to thinking process, and make meaning of new content all get a size able boost[2]. Community circle builds communities of trust and respect. The power of community circle is that they offer students the opportunity to express themselves. As a result, students are able to identify with their peers. Community circle highlights common successes and struggles that students are experiencing.

In connection with the description above, the researcher conducted a survey on 06 january 2022 to find out the students' problems in learning English. In the pre-survey process, the researcher observed the English learning process taught by the English teacher. In the pre-survey, the researcher observed the process of learning English related to the process of

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[2]Harvey F. Silver Richard W. Strong. Matthew J. Perini. *The Strategic Teacher* (alexander,Virginia USA, 2007), 195-199

learning to speak in English. In the learning process, the English teacher asked the students to have discussion orally in three groups. The students in each group carry out speaking activities according to the theme given by the teacher. Meanwhile, the researcher observed the quality of students' speaking skill, especially those related to aspects of vocabulary, fluency and content of speech

In group 1 and 2, the speaking group shows that students' speaking skill is low by getting grade 62 for both of the groups because the students do not master vocabulary, fluency, and content when speaking in English. Vocabulary quality for group 1 and 2 is low by getting 65 for group 1 and 60 for group 2 because the students express their thoughts by using the wrong vocabulary. Some students in group 1 and 2 use the wrong word, which he should say *decide* but he used the word *silent*, besides that the form of the vocabulary error is the length of time they think about the vocabulary that is issued.

In addition, the fluency of speaking activities in English in group 1 and 2 is low by getting 60 for group 1 and 65 for group 2 because some students show pauses or poses when thinking about what they say next. Besides that some speakers in group 1 and 2 also show fillers such as using the words *eee, em,mm* which indicates fluency in the English process.

Meanwhile, the content of speaking activity in group 1 and 2 shows speaking activities is not well developed by getting 60 for both of the groups because the students have difficulty in the process of developing the ideas

contained in their minds to develop the content of the conversation according to the topic. Some students also express the content of the conversation that is not in accordance with the questions given by the other person.

Meanwhile, in group 3, the speaking group showed that the students' speaking ability was quite good by getting grade 82 because students had sufficient mastery of vocabulary and ideas when speaking. The speaking quality for the three groups showed a better quality of use compared to groups 1 and 2 in the process of speaking English. It was indicated by the accuracy of the use of words when the student was about to express a word. The students in group three performed well because they could minimize poses and filers in the process of speaking English. The students in group 3 showed a fairly good quality of conversation compared to most of them who were fluent in developing ideas that were in accordance with the topic of conversation so that the topic of conversation could develop in accordance with the topic being discussed.

Based on the description of the results of the pre-survey above, it can be concluded that the activity or quality of students' speaking skill is dominated by unsatisfied speaking quality because group 1 and group 2 show low quality in the process of speaking English. In the other words, there is only one group that shows good speaking quality. Therefore, it is necessary to do effort to improve the quality of students' speaking skill.

Moreover, in the pre-survey process, the researcher also conducted interview with English teacher who explained that students had problems.

Students have various problems in using English. The first problem was in the form of non-fluency in the use of English vocabulary. Beside that, the students also found difficulty to express the ideas that were in their minds by using appropriate structures of language. The students also feel insecure in the process of speaking English because they have low mastery of pronunciation.. The results of all of description above are shown in the following table.

Table 1.1

The Pre-Survey Result The Students' Speaking Skill

Students' Speaking Skill of SMK Darul Mawa Lampung Tengah

No	Gproups	Vocabulary	Fluency	Content	Speaking Grade	Criteria
1	Group 1	65	60	60	62	Incomplete
2	Group 2	60	65	60	62	Incomplete
3	Group 3	80	85	80	82	Complete

Based on these problems, the researcher conducted the research improve students' speaking skill through classroom action research. The teaching strategy is a community circle strategy. It is hoped that through the use of a community circle strategy, students' speaking ability is improved. Therefore, the researcher proposes a undergraduate-thesis entitled *The Influence of Community Circle Strategy to Word on Speaking Skill of the Eleventh Graders at SMK Darul Ma'wa Gaya Central Lampung.*

B. Problem Identification

Based on the results of the pre-survey, the researcher has identified several student problems in learning English, including:

1. Students have low speaking skill.

2. Students' English vocabulary mastery is limited.

3. Students have low grammar mastery.

4. Students have limited pronunciation mastery.

C. Problem Limitation

Based on the problems that the researcher have identified above, the researcher limits these problems to the low students' speaking skill. In this case the researcher conducted the research to know the influence of community circle strategy on students' speaking skill by implementing a teaching strategy. The strategy that was applied in quantitative research is the community circle.

D. Problem Formulation

The researcher sets the Problem Formulation as follows: *Is there any positive and significant influence of community circle strategy on speaking skill of the eleventh graders at SMK Darul Ma'wa Gaya Baru Central Lampung.*

E. Objectives and Benefits of the Research

1. Objective of the study

   The objective of this research is to know whether there is the positive and significant of community circle strategy to word on speaking skill of the eleventh graders at SMK Darul Ma'wa Gaya Baru Central Lampung.

2. Benefits of the study

   a. For the Students

      This research is expected to provide benefits to students by helping them in learning English, especially speaking skill. By using the application of speech act in the process of learning English speaking skill, it is expected to be more motivated and directed in the learning process. This is because in the application of speech act content in conversations, it is hoped that students can develop their speaking quality by paying attention to the linguistic and non-linguistic basics of the English speaking process.

   b. For the Teachers

      This research is expected to be useful for English teachers who can provide an alternative discourse on the use of English teaching techniques, especially in speaking skill. Through this application of this strategy, the teacher can know clearly about the quality of students' English. Therefore, the teacher can decide to implement and develop this strategy further.

    c. For Other Researcher.

This researcher is expected to be useful for other researcher as a reference for them to conduct research on the same topic, or related specifically to the use of community circle strategy in learning speaking. Through this research, it is also hoped that other researcher is not only get information related to theories about speech acts as well as about practice steps related to how to actualize the implementation of community circle strategy.

F. Prior Researches

This first research was conducted by considering several relevant studies conducted by Nurhanifah and Handayani with the title "Teaching Speaking by Combining Community Circle Strategy With 20 Questions Strategy At Junior High School". The method used is the qualitative research method. The results of the study are in applying a community circle strategy with 20 strategy questions, the researcher uses a community circle strategy in pre-teaching and whilst-teaching where the teacher forms students to sit in a circle with the aim that students are able to exchange ideas, opinions, information with other students about the material to be discussed that day. While in post-teaching the researcher uses a 20 question strategy, the goal is to evaluate the extent of students' knowledge of the material that has been discussed by giving questions to the teacher that only require yes or no

answers. So by combining these two strategies, teachers can improve students' speaking skill in teaching English.[3]

The research that was conducted by the researcher and the research conducted by Nurhanifah and Handayani have several similarities and differences. The similarity of the research topic is in the use of community circles. While the difference is in the research method, this is because the researcher's method is a quantitative method while Nurhanifah and Handayani's research method is qualitative research. Another difference is in the purpose of the study. It is because the purpose of their research is to explore the use of community circle strategy and 20 question strategy. The purpose of the researcher's research is to investigate the influence of community circle strategy on the students' speaking skill at SMK Darul Ma'wa Gaya Baru, Central Lampung.

This second research was conducted by considering several relevant studies conducted by Syafrina Junita and Armilia Riza with the title "Teaching Speaking By Combining Photo Analysts And Community Circle Strategies At Junior High School Students," The method used is a qualitative method with the aim that students can share information and can express their opinions or ideas in front of their group of friends. The results of the study are in applying a combining photo strategy with analysis, the researcher uses a community circle strategy in pre-teaching and whilst-teaching in which the teacher forms students to sit in a circle with the aim that students are able to exchange ideas,

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[3]Nurhanifah dan Handayani, *Teaching By Speaking Combining Community Circle Strategy With 20 Questions Strategy At Junior High School,* (Sumatera Barat: STKIP PGRI)

opinions, information with other students about the material to be discussed that day. While in post-teaching the researcher uses photo analysis, the goal is to get various information and be able to express their ideas in front of their group of friends.[4]

This third prior research was conducted by Leni Septianty and Herfina Asty with the title "Teaching Critical Thinking in Speaking by Combining Academic Controversy Strategy with Community Circle Strategy at Senior High School". The method used is a qualitative method with the aim of overcoming the problems that exist in teaching speaking in high school. The result of the study is that the teaching critical thinking in speaking can be done by combining academic controversy strategy with community circle strategy at senior high school"[5]

The research that was conducted by the researcher and the research conducted by Leni Septianty and Herfina Asty have several similarities and differences. The similarity is in the research topic that is about the use of the community circle strategy. While the specific difference is that the community circle in this research was applied in real terms in the classroom because the researcher applied experimental research, while in the relevant research, the community circle only reviews from literature review because they use qualitative literature research only examines books without apply the

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[4]Syafrina Junita dan Armilia Riza, *Teaching Speaking By Combining Photo Analyis And Community Circle Strategies At Junior High School Students*, (Sumatera Barat: STKIP PGRI)

[5]Leni Septianty dan Herfina Asty, *Teaching Critical Thinking In Speaking By Combining Academic Controversy Strategy With Community Circle Strategy At Senior High School*, (Sumatera Barat: STKIP PGRI)

community circle in real and they are not only focused but also with photo analysis.

Based on all the descriptions above, the researcher followed up on all prior researches by conducting quantitative research.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Speaking Skill

1. The Definition of Speaking Skill

Speaking is a communication process between speaker and listener to create oral communication so that they can understand what information which is spoken. There are some definitions of speaking which are given by the experts. Speaking is an instruction to create message of themselves to others orally by using pausing, pitch, volume and intonation. It means that speaking is the instruction process that is done by people to create message to other clearly. It does not only convey the message but also produce it the people need volume, intonation, and other. Therefore, the people can understand about message which is spoken clearly.

Speaking a foreign language is a very complex skill including of vocabulary, grammar, pronunciation, fluency, ability talk and non-verbal abilities.[1] Among these elements, pronunciation is one of the most difficult ones, especially if the learner aims at acquiring native like pronunciation. Reaching this aim may require years of hard work and even then some learners may not be successful. Failure in pronunciation acquisition may be caused by various factors, such as age, aptitude, personality,

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[1]Mirostow Pawlak, Ewa Waniek-Klimczak and Jan Majer. *Speaking And Intructed Foreign Language Acquisition* (British Library Canada 2011) 149

inappropriate attitude,[2] weak motivation as well as application of ineffective learning strategies.

Speaking is part of daily life that is use to produce thousand word in order to convey the meaning in the communication.[3] Speaking is a way of expressing or expressing opinions, the words we want to say.

Speaking is the an oral activity that is carried out by Using the ability to handle the place to read a pressures of speech editing production well and to maintain flow of idea of ideas and or self-repair as needed.[4] Speaking is an action of communication through speaking using language and interacting with the wider world community.

2. The Function of Speaking Skill

There are some great functions of speaking:[5]

a. Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

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[2]Mirostow Pawlak, Ewa Waniek-Klimczak and Jan Majer. *Speaking And Intructed Foreign Language Acquisition* (British Library Canada 2011) 149

[3]Scott Thornbury. *How To Teach Speaking* (Longman,2011). 156

[4]Diana Boxer and Andrew D. Cohen Studying *Speaking to Inform Second Language Learning* (Canada 2004).42

[5]Jack C. Richards *Teaching Listening And Speaking* (Cambridge university press 2008) 149

b. Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c. Talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

3. The Speaking Assessment strategy

Speaking skill can be measured by using speaking rubric, as follow:[6]

	Competent	Criteria
1	Fluency	4. Generally natural delivery, only occasional halting when searching for appropriate words/expressions. 3. The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt. 2. Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts. 1. The student speaks so little that no 'fluent' speech can be said to occur.
2	Pronunciation	4. Occasional errors of pronunciation a few

[6]Cyril J. Weir *Language Testing And Validation*, (New York: Palgrave Macmillan), 195-196.

		inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. 3. Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension. 2. Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. 1. Words are unintelligible.
3	Vocabulary	4. Effective use of vocabulary for the task with few inappropriacies. 3. For the most part, effective use of vocabulary for the task with some examples of inappropriacy. 2. Limited use of vocabulary with frequent inappropriacies. 1. Inappropriate and inadequate vocabulary.
4	Grammatical accuaracy	4. Very few grammatical errors evident. 3. Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. 2. Speech is broken and distorted by frequent errors. 1. Unable to construct comprehensible sentences.
5	Interactional strategies	4. Interacts effectively and readily participates and follows the discussion. 3. Use of interactive strategies is generally adequate but at times experiences some

		difficulty in maintaining interaction consistently.
		2. Interaction is ineffective. They Can seldom develop an interaction.
		1. Understanding and interaction minimal.

In practical skill, such as taking effectives notes. English teaching practices that allow him to explore surprising connections, such as the connection between history and learning.[7]

B. The Concept of Community Circle Strategy

1. The Definition of Community Circle Strategy

Community Circle is a strategy that develops students awareness of themselves, their feeling and values, and the feeling and values of their fellow students.[8] By organizing discussion around a nonhierarchical circle in which the teacher and students all share (or choose not to share) there personal experiences and emotional responses as equals concept and fosters a classroom culture of togetherness and respect for differences.

This strategy is a way to allow students might have learned about a topic.[9] This process is more like a classroom meeting during which the teacher might assess concerns are having about an issue in class, or the teacher could use it to assess.

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[7]Harvey F. Silver Richard W. Strong. Matthew J. Perini. *The Strategic Teacher* (alexander, Virginia USA, 2007) 6

[8]Harvey F. Silver Richard W. Strong. Matthew J. Perini. *The Strategic Teacher* (alexander, Virginia USA, 2007), 195.

[9]Sheyn Spencer waterman. *Assenssing middle and high school & English*: Differentianting formative Assessment, (New York, USA 2013) 105

This strategy described fully in the book tribes: a new way of learning together by Jenne Gibbs. Community circle is a way to build inclusion and teach social skill. It may be used with any age level and in any subject area. The agreements for community circle time are the following: Listen attentively. Show appreciation (don't use put-downs). You always have the right to pass. Show mutual respect.

2. The Strength of Community Circle Strategy

Community Circle leads to great strength in any classroom, as follow:[10]

a. Increasing Students attention,

b. Shaping the students' self-concept,

c. Creating students' sense of belonging,

d. Increasing students' ability to process, store, and make meaning of new content all get a size able boost.

3. The Weakness of Community Circle Strategy

The Weakness of community circle strategy include of as follow[11] :

a. It is usually time-consuming.

b. It requires active participation from both teachers and students.

c. It is difficult to manage.

d. It is involves more preparation.

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[10]Harvey F. Silver Richard W. Strong. Matthew J. Perini. *The Strategic Teacher* (alexander, Virginia USA, 2007),198-199.

[11]Reem Alsanie. Mona Sabir. *Strengths and Weaknesses of Applying Cooperative Learning in Foreign Language Classrooms: A Case Study of Arab Learners' Perspectives (Saudi Arabia 2019) 371*

4. The Steps of Using Community Circle Strategy.

Teaching steps using community circles include of as follow:

a. The teacher selects a topic for discussion.

b. The teacher arranges students in a circle. Ideally, a Community Circle should contain approximately 10 students. Larger groups are fine, but makes the lesson longer.

c. The teacher allows each student a chance to speak by moving the discussion around the circle. Students are not obligated to speak. The teacher may circle several times, but make sure students have the.

d. opportunity to express feelings and personal values or responses at some point during the discussion.

e. After each circle is complete, the teacher conducts a review of what has been said.

f. The teacher encourages students to compare responses and look for patterns. After all circling is complete, helps students make conclusions and extend their thinking using synthesis questions.

g. The teacher helps the students reflect on the process and their own behaviors using reflection questions.

h. The teacher helps students assume leadership over future discussions by drawing attention to positive and negative behaviors and by modeling and suggesting how to avoid common discussion pitfalls.[12]

In addition, the steps of community circle strategy include of: [13]

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[12]Harvey F. Silver Richard W. Strong. Matthew J. Perini. *The Strategic Teacher* (alexander, Virginia USA, 2007), 199

Step 1 : Determining a topic based on a unity you are studying.

Step 2 : Seating students a circle.

Step 3 : Pose the topic and allow each student to make a comment, one by one taking turns around the circle. The topic may go around the circle several times before it has been thoroughly discussed.

Steps 4: After the students have finished discussing the topic, the teacher asks them to reflect on what was said and to note patterns.

Step 5 : Pose synthesis questions that ask students to continue to reflect on their participation in the circle and to draw conclusions about the topic.

C. Hypothesis

Hypothesis based on theoretical - framework and paradigm, there are two kinds of hypothesis of this research as follow:

1. Hypothesis Formulation

   (Ha) : There is positive and significant hypothesis towards influence of community circle strategy on speaking skill of the eleventh graders at SMK Drul Mawa Gaya Baru Lampung Tengah.

   (Ho) : There is no positive and significant hypothesis towards influence of community circle strategy on speaking skill of the eleventh graders at SMK Darul Mawa Gaya Baru Lampung Tengah.

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[13]Sheyn Spencer waterman. *Assenssing middle and high school & English*: Differentianting formative Assessment, (New York, USA 2013) 106

2. Statistical Hypothesis

       In determining the level of statistical significance, the researcher determines the Statistical Hypothesis as follows: If Fo > F table, then (Ho) is rejected, (Ha) is accepted. If Fo < F table, then (Ho) is accepted, (Ha) is rejected.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research is pre-experimental design is design experimental study that info only without involving comparison groups[1]. The researcher chooses a class of as experimental class. The researcher administrated pre-test and post-test to in experimental class. Moreover, in the quantitative research, the researcher asked the students to do pre-test, to be active in treatment and do pro-test. The treatment was conducted after pre-test. The treatment was conducted after pre-test. The pre-test was intended to find out the students' speaking skill before giving the treatment, while the post-test was intended to find out the significant influence of Community circle strategy on speaking skill after the treatment has be given.

Table 2.1 Research Design

Pre-Test and Post-Test Group Design.

	Groups	Pre-test	Inependent Variable	Post-test
R	Experiment	O_1	X	O_2

The research was conducted by using quantitative research. In quantitative research, researcher identifies a research problem based on trends in the field or on the need to explain why something occurs. The researcher

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[1] Elizabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies*. (USA, 2016) 144

conducted the research at the eleventh graders of SMK Darul Mawa Gaya Baru in academic years 2022/2023.

B. **Operational definition of variable**

1. Independent variable

    The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. Inependent variable of this research is Community circle strategy which is defined as a strategy that develops students awarness of themselves, their feeling and values, and the feeling and values of their fellow students.

2. Dependent variable

    Dependent variable is a variable that depend on the independent variable. It is the outcomes or results of influence of the inependent variable. Dependent variable of this research is speaking skill.

    Moreover, based on the explanation above, in this research the researcher used Community circle strategy to conduct a treatment for the students the eleventh graders of SMK Darul Mawa Gaya Baru in the academic year 2022/2023. In addition researcher collected the data by using a speaking test.

C. **Population, Sample and Sampling Technique**

1. Population

    According to Alan S. Kaufman and Nadeen L. Kaufman, population is all individuals of interest to the researcher. For example, a

the researcher may be interested in studying anxiety among lawyers[2]; in this example, the population is all lawyers. For obvious reasons, the researcher is typically unable to study the entire population. In this case it would be difficult, if not impossible, to study anxiety among all lawyers.

2. Sample

Elisabeth DePoy and Laura N. Gitlin explain that sample is composed of the set of individuals selected for he study[3].This research is a pre-experimental study, so sample in this research is a class as the experimental class, namely the eleventh grade of accounting class.

3. Sampling Technique

The researcher used cluster random sampling technique in this research. This technique was used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. In order that each member of the population in this research has an opportunity to become a sample, the researcher used the eleventh grade of accouting class as experimental class in this research.

D. Data Collection Technique

In the data collecting procedure, there are three steps that have to follow in this research:

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[2]Alan S. Kaufman and Nadeen L. Kaufman, *Essentials of Research Design and Methodology*. (Canada 2005)8

[3]Elizabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies*. (USA, 2016) 1991.

1. Test

Test is usually performed by using that element of the survey and determining how it work. There are two tests that was used in this research as follows:

a. Pre-test

Pre-test was administrated before giving a treatment to measure students' speaking skill. The pre-test was in the form of speaking test by asking the students to do the English dialogue.

b. Post-test

After giving the treatment, the researcher administrated the post test to find out the result of the treatment whether the use of Community circle strategy is effective or not to teach students' speaking skill. The post-test was in the form of speaking test by asking the students to do the English dialogue.

2. Documentation

Documentation is one of many processes acompanying audit work, and its main objective is to lay out in speaking all activities and facts relating to an audit[4]. The instrument which was used for documentation method is books, magazine, note, data from internet, journal and others. The researcher uses the documentation method to get some information about:

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[4]Henning Kagermann, William Kinney, Kharlheinz Kuiting, Claus-Peter Weber, *Internal Audit Handbook*, (Germany 2008) 432

a) The history of SMK Darul Mawa Gaya Baru.

b) The condition teachers and officials employes in SMK Darul Mawa Gaya Baru.

c) The quantity of the students of SMK Darul Mawa Gaya Baru.

d) Organization structure of SMK Darul Mawa Gaya Baru.

e) The regulation of SMK Darul Mawa Gaya Baru.

3. Observation

An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy is hoped that to get information about the process of English learning activity by the use of community circle strategy. In this research the researcher is the only one participant to observe the eleventh graders of SMK Darul Mawa Gaya Baru in academic years 2022/2023.

E. Research Instrument

1. Speaking Skill Test

To identify the students' speaking skill of the eleventh grade of SMK Darul Mawa Gaya Baru, the researcher applied speaking skill test. The test measures the ability of the students about the topic of speaking.

The test consists of pre-test and post-test, of this research was in the form of speaking test that asks the students to speak up in English.

2. Observation Sheet

Sheet is used to observe all of the aspects that can Improve and support the students' speaking skill in the process of learning such as the facilities in that school. Observation sheet also used to observe the condition that 37 happened during the teaching learning process that was filled by the English teacher as the observer to give evaluation to the researcher and all of the students' activity during the teaching learning process.

3. Documentation sheet

It refers to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as students' name list and teacher's name.

F. Data Analysis Technique

To answer the question "can Community circle strategy give influence toward students' in teaching speaking skill at the eleventh graders of SMK Darul Mawa Gaya Baru," the researcher apply inferential statistic to find out the significant different between pre-test and post-test in experimental group. In testing the influences of an variable to another variable SPSS (Statistical Package for the Social Science) is outer native way to computer the influence. In this case, in investigating the influence variable x to variable y in pre - experimental study the researcher used SPSS22.0.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Profile at SMK Darul Mawa Gaya Baru Lampung   Tengah.

The Historical Background at SMK Darul Mawa Gaya Baru Lampung   Tengah. Education is a very important issue for every nation, especially for the nation that is building and education It is a never ending collaboration. Coming back from the hut Islamic boarding school in Banyuwangi Ky. M. Cholil Sya'roni took the initiative to establish Islamic boarding school with a salaf education system.

In early 1999 M Ky. M. Cholil Sya'roni started pioneering recitation in the gaya baru village of Rowo Sawer mosque vi, slowly but Surely on March 12, 2000, a cottage foundation was established Islamic boarding school named "Darul Ma'wa. Since the foundation Darul Ma'wa Islamic Boarding School, the students come from outside the area and outside the province therefore Ky. M. Cholil Syaroni besides establish non-formal education also establish formal education.

The first formal education that Kh. M. Cholil Sya'roni is Madrasa Tsanawiyyah. About the next 4 years precisely in 2014 Darul Mawa Vocational School was established.

Since its establishment until now there have been five changes of heads schools are:

1) Agung Wibowo, S.Pd. (2014-2015)

2) Dedi Setiawan, M.Pd.I (2015-2019

3) Ngaditurohman, S.Pd. (2019-2021)

4) Sidiq Kurniawan, M.Pd.I. (2017-now)

a. Vision and mission of SMK Darul Mawa Gaya Baru Lampung Tengah

1) Vission of school

1) Realizing students who are active in learning, productive in learning work, and be creative in their work.

2) Mission of school

1) Forming the character of students who are devout, confident, trustworthy and qualified.

2) Able to implement competency skill possessed in order to achieve achievements that are recognized by the Business World/Industrial World

3) Creating a conducive and environmentally friendly school atmosphere.

4) Prepare facilities and infrastructure as well as excellent service according to standards national competence.

5) Carry out self-development through the interests and talents of participants educate.

6) Creating students who are ready to compete and able to produce independent works.

7) Increasing the participation of the Business World/Industrial World in school development.

b. The Condition of the Teachers and Official Employees at SMK Darul Mawa Gaya Baru Lampung   Tengah.

The numbers of the teachers and official employers in SMK Darul Mawa Gaya Baru Lampung Tengah can be seen on the table below:

Table 4.1
The Condition of Teachers and Official Employers in
SMK Darul Mawa Gaya Baru Lampung Tengah

No	Name
1	Sidiq Kurniawan, M.Pd.I
2	Ngaditurohman, S.Pd.
3	Wulan Maya Sari, S.Pd.
4	Rifqotul Asdiiqo, S.Pd.
5	Toni Fauzi S.E
6	Ardi Septianto, A.Md.Kom.
7	Ginanjar Romadhon, S.Pd
8	Anang Eka Putra, S.Pd
9	Rosdiana Sari, S.E
10	Fa'ikhotul Hikmah, S.E.
11	Septi Purnama Sari, S.Pd
12	Ahmad Saifulloh, S.Pd
13	Nurmiyanti, S.Pd

14	Erwin Melinda S.Pd
15	Nurrohmad, S.Pd
16	Agung Kurniawan, S.H
17	Arifian, S.H
18	Roicha Aryani A.Md.
19	Roicha Aryani A.Md. Sl
20	Anton Setia Budi S.Pd
21	Havid Al – Maskur

c. **Students' Quantity at Smk Darul Ma'wa Gaya Baru Lampung Tengah**

The students' quantity at Smk Darul Ma'wa Gaya Baru Lampung Tengah is illustrated i the following table:

Class X	56
Class XI	30
Class XII	30

d. The Condition of Infrastructure Facilities at Smk Darul Ma'wa Gaya Baru Lampung Tengah

The facilities and infrastructure in Smk Darul Ma'wa Gaya Baru Lampung Tengah are very adequate, it can be seen from the list of supporting infrastructure for the learning process below:

Electrical power : 6,000 volt

Surface area : 15,000 M²

Table 4.2
The Total of Classroom at Smk Darul Mawa Gaya
Baru Lampung Tengah

Class	Total of Clasroom
X	2
XI	1
XII	1

e. Location Sketch at SMK Darul Mawa Gaya Baru Seputih Surabaya
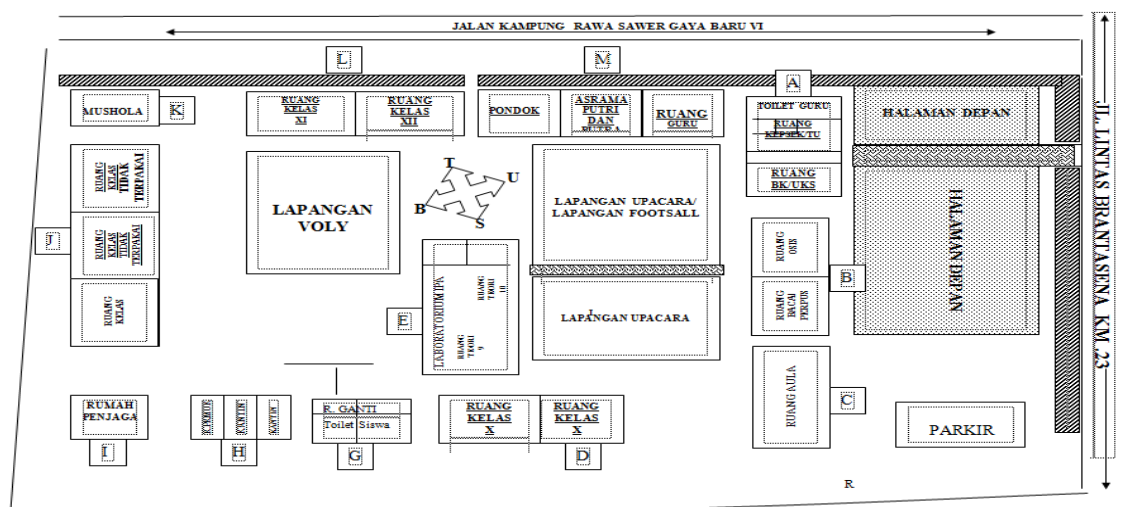
Figure 4.1 The Pre-Test Result of Pre- experimental Class

2. The Description of Research Result

The results of this research presented to provide the explanation whether there is a positive and significant influence from the use of the community circle strategy on the speaking skill. The exposure of the research results consists of the results of the pre test, treatment using the community circle strategy post test, the results of the post test and the technical hypothesis.

Eleventh grade students of SMK Darul Mawa Gaya.

a. Pre-Test Result

The researcher conducted a pre-test on September 6, 2022 by giving an English test in the form of a speaking test using English in the form of a paired dialogue between Of Eleventh Graders At Smk Darul Ma'wa Gaya Baru Central Lampung in the pre-test process for students in pairs. In doing the pre-test, the students developed the topic of conversation by choosing one of the two topics provided, namely the disadvantages of online games for teenagers and the benefits of social media for teenagers for 10 minutes. The results of the pre-test are illustrated below.

Table 4.1

The Pre-Test Result of Pre- experimental Class Students' speaking skill Skill

The Eleventh Graders of SMK Darul Mawa

No	Name	Data	Grade
1.	AH	40	XI
2.	ES	40	XI
3.	HA	40	XI
4.	IS	35	XI
5.	MM	35	XI
6.	ML	35	XI
7.	MA	45	XI
8.	PN	35	XI
9.	RN	40	XI
10.	SP	35	XI
11.	SL	35	XI
12.	SA	40	XI
13	TN	45	XI
14.	YI	40	XI
15.	YN	45	XI
16.	AR	40	XI
17.	DP	45	XI
18.	FM	45	XI

19.	IA	40	XI
20.	NA	40	XI
21.	NS	50	XI
22.	SD	35	XI
23.	SR	40	XI
24.	MM	35	XI
25.	AF	45	XI
26.	AA	35	XI
27.	ES	45	XI
28.	FA	40	XI
29.	BS	35	XI
30	VA	35	XI
Total		1.115	
Average of Students' grade		37	

The Pre-Test Result of Pre- experimental Class

No	Grade	Frequency	Precentage	Criteria
1.	<75	30 students	100%	Incomplete
2.	≥75	-	-	Incomplete
Total		30 students		

Figure. 4.2

The Chart of frequency Distribuion of the students' Speaking Score of

Pre-Experimental Class in Pre-Test

Based on the results of the pre-test, it is investigated that the average value of the experimental class is 37. This shows the students' speaking skill before treatment. To follow up on the pre-test, the researcher has done teaching treatment twice using the community circle strategy.

b. Treatment by Using Community Circle Strategy

In this study, the researcher conducted treatment by applying a community circle strategy to the research process. In carrying out the treatment, the researcher conducted the treatment in two meetings, for the first treatment of this research on 6 september 2022 It was carried

out directly by the researcher in Eleventh grade students of SMK Darul Mawa Gaya. While the second treatment was carried out on 8 september 2022 what date was carried out by Eleventh grade students of SMK Darul Mawa Gaya Baru the researcher by implementing a community circle strategy in learning English, especially those related to speaking skill.

c. **Post-tes result**

The researcher conducted a post test on what date of the month by giving a speaking test Of Eleventh Graders At Smk Darul Ma'wa Gaya. The speaking test type is asking students to do a dialogue in English with a choice of topic of online games for the disadvantages teenagers and the benefits of social media for teenagers. In the post-test process, the researcher asked students to have a dialogue according to the topic in active pairs to develop the topic correctly and smoothly. The post-test results are illustrated in the following table.

Table 4.2

The Post-test Result Class Students' Speaking Skill The Eleventh Graders

students of SMK Darul Mawa Gaya Lampung Tengah

No	Name	Data	Grade
1.	AH	55	XI
2.	ES	55	XI
3.	HA	65	XI
4.	IS	50	XI

5.	MM	50	XI
6.	ML	65	XI
7.	MA	50	XI
8.	PN	50	XI
9.	RN	55	XI
10.	SP	60	XI
11.	SL	60	XI
12.	SA	65	XI
13	TN	55	XI
14.	YI	60	XI
15.	YN	55	XI
16.	AR	60	XI
17.	DP	60	XI
18.	FM	65	XI
19.	IA	60	XI
20.	NA	55	XI
21.	NS	75	XI
22.	SD	55	XI
23.	SR	55	XI
24.	MM	60	XI
25.	AF	65	XI
26.	AA	50	XI

27.	ES	75	XI
28.	FA	65	XI
29.	BS	55	XI
30	VA	60	XI
Total		1.615	
Average of Students' grade		53	

Table 4.3

The Post-Test Result of Pre- Experimental Class

No	Grade	Frequency	Precentage	Criteria
1.	<75	2 students	7%	Incomplete
2.	≥75	28 students	93%	Complete
Total		30 students		

Figure. 4.3

The chart o frequency Distribuion of the students' Speaking score of

Pre-Experimental Class in Post-Test
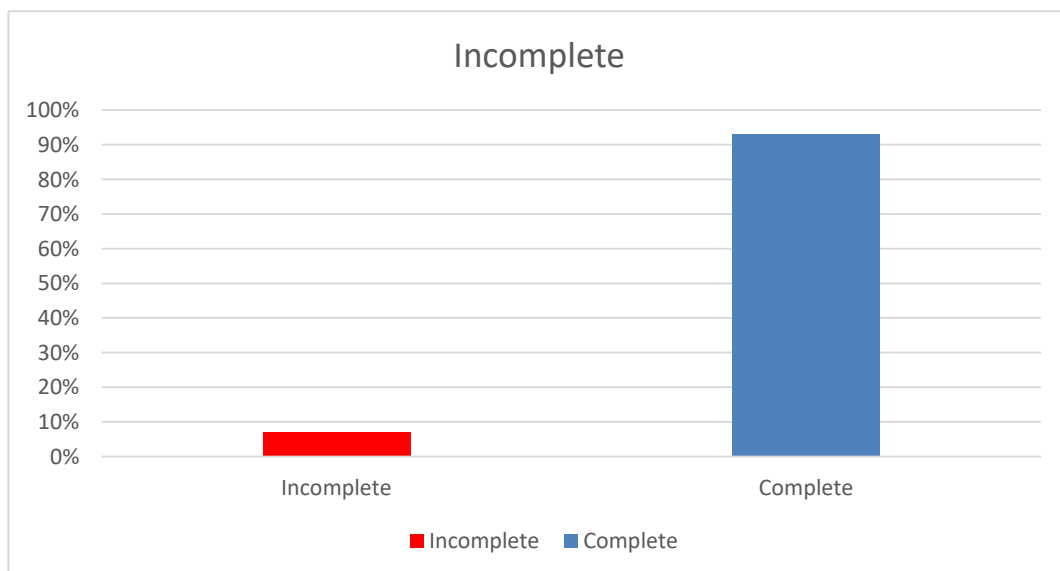
Based on the results of the post-test, it was observed that the average value of the experimental class showed the students' skill after treatment. After getting complete data, the researcher examined the effect of community circle strategy on students' speaking skill by using SPSS**.**

d. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

1) Ho: There is no positive and significant influence of using

   Of Community Circle Strategy Towards Speaking Skill Of Eleventh Graders At Smk Darul Ma'wa Gaya Baru Lampung Tengah.

2) Ha : There is positive and sof using Of Community Circle Strategy Towards Speaking Skill Of Eleventh Graders At Smk Darul Ma'wa Gaya Baru Lampung Tengah.

   This is the statistical hypothesis:

1) If the sign.2-tailed is lower than 0.05 and t-value is higher than *f-table*, so the null hypotesis (Ho) is rejected, and alternative hypotesis (Ha) is accepted. While, if sig.2-tailed is higher than 0.05 and t-value is lower than *f-table*, so the null hypostesis (Ho) is accepted and alternative hypotesis (Ha) is rejected.

2) If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis (Ha) is accepted and the alternative hypothesis (Ha) is rejected.

After performing a series of SPPSS calculations in variable X (Community circle Strategy) tests to variable Y (speaking skill), the researcher obtained the results described as follows:

Paired Samples Test

| | Paired Differences | | | | | | | Sig. (2-tailed) |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	tailed)
Pair 1 PreTestExpClass – PostTestExpClass	-18.833	7.507	1.371	-21.636	16.030	13.742	29	.000

Based on the results of the SPSS, it was observed that the sig 2 tiled bacillus. 0.00 is obviously significant because it is probably less than 0.05. The alternative hypothesis is accepted, it means that there is a positive and significant influence of the community circle strategy variable on speaking skill in other words, Ha is a septive and HO is

rejected, therefore it is concluded that this research is successful that there is a positive and significant influence from the community circle strategy on speaking skill.

In addition, the table of SPSS result above illustrated that *t observed* was 13.742 with degree of freedom was 29 to confidence interval of the difference 95%.

After considering the t-test table by using *df* 29. Therefore, it can be found that:

Table 4.4

Critical Value of f-table

Level of significant	5%	1%
Df	1.699	2.462

(Source: t-value stated in f-table)

1. The critical value of t-test (f-table) for the 5% level is 1.699

2. The critical value of t- test (f-table) for the 1% level is 2.462

From all the data analysis above, it canbe found that:

a. "t-observed" = 13.742

b. "f-table" level of significant 5% = 1.699

c. "f-table" level of significant 1 % = 2.462

It means that" t-observed" is higher than "f-table" or it can be written as 1.699<13.742>2.462. It means that from the value above

there was any positive and significant influence of community circle strategy towards speaking skill of eleventh graders at SMK Darul Ma'wa Gaya Baru Lampung Tengah. It can be seen from the result of the students' pre-test and post-test.

a. If t-observed > f-table, Ha is accepted and Ho is rejected.

b. If t-observed < f-table, Ha is rejected and Ho is accepted.

The researcher has formulated the alternative Hypothesis (Ha) such as:

"There is a positive and significant influence of community circle strategy towards speaking skill of the eleventh graders at SMK Darul Ma'wa Gaya Baru Lampung Tengah."

Finally, the data confirmed that "t-observed" = 13.742 was higher than "f-table" level of signficant 5% = 1.699 and "f-table" level of significant 1 % = 2. 462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant the influence of community circle strategy towards speaking skill of the eleventh graders at SMK Darul Ma'wa Gaya Baru Lampung Tengah.

B. Discussion

The results of this study were obtained by calculating the results of the pre - test and post - test using SPSS through the pair sample t - test. Based on the SPSS calculation, it was known that sig. 2- tailed value is 0.000. It shows that the sig.2 - tailed value is lower than 0.005. Therefore Alternative

Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected so that it can be discussed that this study shows that the community circle strategy has a positive and significant influence on the speaking ability of class XI students. Furthemore, it was stated in the SPSS table that the t - observe is 13.742. While t - value in f - table for the 5 % significance level for df 29 is 1.699. While the significance level of 1 % df 29 is 2.462 . This shows that the t - observe is higher than the t - value in the f - table. Therefore, the statistical hypothesis shows that the community circle strategy can have a positive and significant influence on students ' speaking skill because the observe value is higher than the value contained in the f - table. Therefore, it can be concluded that this study shows that community circle strategy has a positive and significant influence on students ' speaking skill. The results of this study are relevant to the results of research by Nurhanifah and Handayani with the title "Teaching Speaking by Combining Community Circle Strategy With 20 Questions Strategy At Junior High School".The results of the research he conducted showed that the taboo game had an effect on the value of sig. 2 - tailed is 0.005. This relevant research reinforces that the use of taboo game is effective in learning to speak because it can have a positive influence on students ' speaking skill.

In addition, this research is also relevant with research conducted by Nurhanifah[1] and Handayani with the title "Teaching Speaking by Combining Community Circle Strategy With 20 Questions Strategy At Junior High

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[1] Nurhanifah dan Handayani, *Teaching By Speaking Combining Community Circle Strategy With 20 Questions Strategy At Junior High School,* (Sumatera Barat: STKIP PGRI)

School". The method used is the qualitative research method. The results of the study are in applying a community circle strategy with 20 strategy questions, the researcher uses a community circle strategy in pre-teaching and whilst-teaching where the teacher forms students to sit in a circle with the aim that students are able to exchange ideas, opinions, information with other students about the material.

Research that was conducted by the researcher and the research conducted by Leni Septianty and Herfina Asty [2]have several similarities and differences. The similarity is in the research topic that is about the use of the community circle strategy. While the specific difference is that the community circle in the researcher's research was applied in real terms in the classroom because the researcher applied experimental research, while in the relevant research, the community circle only reviews from literature review because they use qualitative literature research only examines books without apply the community circle in real and they are not only focused but also with photo analysis.

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[2]Leni Septianty dan Herfina Asty, *Teaching Critical Thinking In Speaking By Combining Academic Controversy Strategy With Community Circle Strategy At Senior High School*, (Sumatera Barat: STKIP PGRI)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research provides the research result. Based on the SPSS calculation, it was known that sig. 2- tailed value is th0.000. It shows that the sig.2 - tailed value is lower than 0.005. Therefore Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. In the other words, the community circle strategy has a positive and significant influence on the speaking ability of class XI students.

Furthemore, it was stated in the SPSS table that the t - observe is 13.742. While t - value in f - table for the 5 % significance level for df 29 is 1.699. While the significance level of 1 % df 29 is 2.462 . This shows that the t - observe is higher than the t - value in the f - table. Therefore, the statistical hypothesis shows that the community circle strategy can have a positive and significant influence on students ' speaking skill because the observe value is higher than the value contained in the f - table. Therefore, it can be concluded that this study shows that community circle strategy has a positive and significant influence on students ' speaking skill.

B. Suggestions

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

1. For the Students

It is suggested that the students to be more active in learning English, particularly in learning to speaking the English text. Therefore, the students can be active in the speaking process

2. For the Teachers

    It is recommended that the teacher to be more creative in motivating the students in learning English and to include community circle strategy as strategy in teaching process, especially in speaking in order to sengage the students to be active in learning process.

3. For the Headmaster

    It is suggested that headmaster to support the teacher in using various teaching strategy in learning process because it could teach the students' speaking skill and the students to be more active.

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APENDICES

APPENDICES

1. **The Blue Print of the Speaking Test**

Basic Competence	Test	Speaking Topics
Doing transactional interaction texts, spoken and written, short and simple, which involves the act of giving and asking for information related to opinions and thoughts, taking into account social functions, text structures, and linguistic elements that are correct and in context. , short and simple, which involves the act of giving and asking for information related to opinions and thoughts, taking into account social functions, text structure, and linguistic elements that are correct and in context.	Pre-test	tudents in pairs are asked to carry out an English dialogue related to the act of giving and asking for information about the following topic. 1. the disadvantages of online games for teenagers. 2. the benefits of social media for teenagers
	Post test	students in pairs are asked to carry out an English dialogue related to the act of giving and asking for information about the following topic. 1 Dangers of promiscuity for teenagers. 2 The importance of filial piety to parents

SPEAKING TEST

Pre –test

Do the dialogue English with your partner by asking and giving information or opinion about one of topics

1. the disadvantages of online games for teenagers
2. the benefits of social media for teenagers

SPEAKING TEST

Post –test

Do the dialogue in English with your partner by asking and giving information or opinion about one of topics

1. the disadvantages of online games for teenagers
2. the benefits of social media for teenagers

Blue Print of Observation Sheet

Aspect	Sub Aspect	Reference
Oserving the student learning activity by using community circle in learning speaking	The student forms a circle, each consisting of 10 people in a circle.	Harvey F. Silver Richard W. Strong. Matthew J. Perini . *The Strategic Teacher* (alexander, Virginia USA, 2007), 199
	The students talk by discussing in each circle. .	
	The Students review the results of the discussion in each circle with the teacher.	
	The students make conclusions from what they have discussed	

	The students answer the questions given by the teacher related to the reflection of what they have discussed	

SILABUS PEMBELAJARAN

Nama Sekolah   **: SMK Darul Mawa Gaya Baru Lampung Tengah**

Mata Pelajaran   **: Bahasa Inggris**

Kelas / Semester   **: XI / Ganjil-Genap**

Tahun Pelajaran   **: 20202/ 2023**

Kompetensi Keahlian : Semua Kompetensi Keahlian

Kompetensi Inti :

KI 1   **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar (KD)	Materi pokok	Pembelajaran	Penilaian	Alokasi Waktu
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks,	**Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan*	**Mengamati** • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam	2x 2jp

dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.	menyatakan pendapat/pikiran *I think ...* *I suppose...* *In my opinion …*	guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.	bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap
4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks	*Unsur Kebahasaan* Ucapan, tekanan kata, intonasi	**Mengeksplorasi** Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris	• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam

		dan dalam bahasa siswa.	melaksanakan komunikasi
		Mengkomunikasikan • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (*learning journal*).	

PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan	SMK DARUL MAWA	
Mata Pelajaran	BAHASA INGGRIS	Periode ajar : Juli 2022
Kelas/ Semester	: XI / I	Materi:EXPRESSING OPINION
KD	: 3.14 DAN 4.14	Alokasi Waktu : 6 JP (2 Pertemuan

A. Tujuan Inti

1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

    1.1   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International

    2.2.   Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

    3.2.   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

    4.2.   Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

C. Alat dan Bahan

    1.   Alat :

        a.   buku dan alat tulis : menulis rangkuman materi.

        b.   Buku sumber : Speakout Pre-Intermediate

        c.   Modul : English Modul for Grade XI

D. Strategi Pembelajaran: Community Cicle Strategy

E. EKegiatan Pembelajaran

Pertemuan I	
Langkah-langkah Pembelajaran	Alokasi waktu
Kegiatan Pendahuluan 1 1 . Guru dan siswa berdoa sebelum pembelajaran. 2 Guru memilih topik speaking tentang bahaya merokok untuk didiskusikan. 3 Guru meminta siswa untuk membentuk lingkaran yang masing -masing terdiri dari 10 orang dalam satu lingkaran. 4. Guru memberikan kesempatan kepada setiap siswa untuk berbicara dengan melakukan diskusi dimasing-masing lingkaran. 5. guru melakukan review terhadap hasil diskusi pada masing –masing lingkaran. 6 Guru meminta siswa untuk membuat kesimpulan dari	90 menit

apa yang yang telah mereka diskusikan..	
7 . Guru memberika siswa pertanyaan –pertanyaan kepada siswa terkait dengan refleksi dari apa yang telah mereka diskusikan.	

ASPEK	KETERANGAN	SKOR
Pelafalan *(Prounanciation)* *(Skor:1-4)*	1. Sangat jelas sehingga mudah dipahami 2. Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi 3. Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh 4. Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	
Tata bahasa *(Grammar)* *(Skor:1-4)*	1. Tidak ada atau sedikit kesalahan tatabahasa 2. Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna 3. Sering membuat kesalahan sehingga makna sulit dipahami . 4. Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	
Kosakata *(Vocabulary)* *(Skor:1-4)*	1. Menggunakan kosakata dan ungkapan yang tepat 2. Kadang-kadang menggunakan `kosakata yang kurang tepat sehingga harus menjelaskan lagi 3. Sering menggunakan kosakata	`

	yang tidak tepat 4. Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.	
Kelancaran *(Fluency)* *(Skor:1-4*	1. Sangat lancar. 2. Kelancaran sedikit terganggu oleh masalah bahasa 3. Sering ragu-ragu dan terhenti karena keterbatasan bahasa 4. Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	

F. Penilaian Pembelajaran

terlampir

   Mengetahui   Darul mawa , juli 2022

Pre-Test Question

Student's Name :

Class   :

Student's number   :

Semester   :

Pre-Test

Direction:

1.The disadvantages of online games for teenagers

2.The benefits of social media for teenagers

Post-Test Question

Student's Name   :

Class   :

Student's number   :

Semester   :

<p style="text-align:center">Post-Test</p>

Direction:

1 of online games for the disadvantages teenagers

2   the benefits of social media for teenagers

SPEAKING RUBRIC

The Post-Test Result of Experimental Class

NO	Name of studets	Fluency	Vocabulary	Pronunciation	Grammatical	Interactional strategies	Total point	Grate
1	AH	2	2	2	1	4	11	55
2	EA	1	3	1	2	4	11	55
3	H A	2	3	2	2	4	13	65
4	IO	2	2	2	1	3	10	50
5	MD	2	2	2	1	3	10	50
6	ML	2	2	3	1	3	11	65
7	MA	2	3	2	1	2	10	50
8	PA	2	2	2	1	3	10	50
9	RN	2	2	2	1	4	11	55
10	SP	2	3	3	1	4	13	60
11	SA	2	2	3	1	4	12	60
12	S A	2	3	3	1	4	13	65
13	TN	2	2	1	2	4	11	55
14	YI	2	3	3	1	3	12	60
15	YI	2	3	1	2	3	11	55
16	AR	2	2	2	2	4	12	60
17	DP	2	3	1	2	4	12	60
18	FM	2	3	2	2	4	13	65

19	IA	2	3	3	1	3	12	60
20	NA	2	3	1	2	3	11	55
21	NS	2	4	2	3	4	15	75
22	SD	2	3	1	2	3	11	55
23	SS	2	2	1	2	4	11	55
24	MD	2	3	3	1	3	12	60
25	AL	2	3	1	3	4	13	65
26	AA	2	2	2	2	3	10	50
27	ES	2	4	4	2	3	15	75
28	FH	2	3	1	3	4	13	65
29	B S	2	3	1	2	3	11	55
30	VA	2	3	1	2	4	12	60

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	A profile of Smk Darul Ma'wa Gaya Baru Lampung Tengah	✓
2.	The total of teacher of Smk Darul Ma'wa Gaya Baru Lampung Tengah	✓
3.	The total of students of Smk Darul Ma'wa Gaya Baru Lampung Tengah	✓
4.	The location sketch of Smk Darul Ma'wa Gaya Baru Lampung Tengah	✓
5.	The facilities of Smk Darul Ma'wa Gaya Baru Lampung Tengah	✓

Note:

-(✓) Tick for each positive availability

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTestExpClass - PostTestExpClass	-18.833	7.507	1.371	-21.636	-16.030	-13.742	29	.000

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3960/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di-
   Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	SELVI HERLINA WATI
NPM	:	1801071050
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS SPEAKING SKILL OF ELEVENTH GRADERS AT SMK DARUL MAWA GAYA BARU LAMPUNG TENGAH

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Agustus 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5236/In.28/J/TL.01/12/2021
Lampiran : -
Perihal   : IZIN PRASURVEY

Kepada Yth.,
KEPALA SMK DARUL MAWA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	SELVI HERLINA WATI
NPM	:	1801071050
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY ON SPEAKING SKILL OF ELEVENTH GRADERS AT SMK DARUL MAWA GAYA BARU LAMPUNG TENGAH.

untuk melakukan prasurvey di SMK DARUL MAWA, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Desember 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK DARUL MA'WA
NSS : 34.2.12.03.11.071 NPSN : 69888562

Jl. Rawa Sawir Kampung Gaya Baru VI, Kec. Seputih Surabaya – Lampung Tengah, Kode Pos: 34158

SURAT KETERANGAN

Nomor : 142/162/SK/SMK DM/01/2022

Sehubungan dengan surat dari Fakultas Tarbiah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor : B-5236/In.28/J/TL.01/12/2021, hal : izin PRASURVEY, maka Kepala SMK Darul Ma'wa dengan ini menerangkan nama mahasiswi di bawah ini :

Nama   : SELVI HERLINA WATI

NPM   : 1801071050

Jurusan   : Tadris Bahasa Inggris

Judul   : THE INFLUENCE OF COMMUNITY CIRCLE STRATCGY ON SPEAKING SKILL OF ELEVENTH GRADERS AT SMK DARUL MAWA GAYA BARU LAMPUNG TENGAH

Telah disetujui untuk melakukan penelitian di sekolahan kami dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikan pemberitahuan ini kami sampaikan atas perhatiannya kami haturkan terimakasih.

Gaya Baru VI, 06 Januari 2022

KEPALA SEKOLAH

SIDIQ KURNIAWAN, M.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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S U R A T   T U G A S
Nomor: B-4041/In.28/D.1/TL.01/08/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SELVI HERLINA WATI**
NPM	:	1801071050
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK DARUL MAWA GAYA BARU VI LAMPUNG TENGAH SEPUTIH SURABAYA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS SPEAKING SKILL OF ELEVENTH GRADERS AT SMK DARUL MAWA GAYA BARU LAMPUNG TENGAH".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 29 Agustus 2022

Mengetahui,
Pejabat setempat

SIDIG KURNIAWAN, M.Pd.I

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4042/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMK DARUL MAWA GAYA
BARU VI LAMPUNG TENGAH SEPUTIH
di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4041/In.28/D.1/TL.01/08/2022, tanggal 29 Agustus 2022 atas nama saudara:

Nama : **SELVI HERLINA WATI**
NPM : 1801071050
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK DARUL MAWA GAYA BARU VI LAMPUNG TENGAH SEPUTIH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS SPEAKING SKILL OF ELEVENTH GRADERS AT SMK DARUL MAWA GAYA BARU LAMPUNG TENGAH".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Agustus 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK DARUL MA'WA
NSS : 34.2.12.03.11.071 NPSN : 69888562

Jl. Rawa Sawir Kampung Gaya Baru VI, Kec. Seputih Surabaya – Lampung Tengah, Kode Pos: 34158

SURAT KETERANGAN

Nomor : 142/162/SK/SMK DM/01/2022

Sehubungan dengan surat dari Fakultas Tarbiah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor : B-5236/In.28/J/TL.01/12/2021, hal : izin RESEARCH, maka Kepala SMK Darul Ma'wa dengan ini menerangkan nama mahasiswi di bawah ini :

Nama   : SELVI HERLINA WATI

NPM   : 1801071050

Jurusan   : Tadris Bahasa Inggris

Judul   : THE INFLUENCE OF COMMUNITY CIRCLE STRATCGY ON SPEAKING SKILL OF ELEVENTH GRADERS AT SMK DARUL MAWA GAYA BARU LAMPUNG TENGAH

Telah disetujui untuk melakukan penelitian di sekolahan kami dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikan pemberitahuan ini kami sampaikan atas perhatiannya kami haturkan terimakasih.

Gaya Baru VI, 26 Agustus 2022

KEPALA SEKOLAH

SIDIO KURNIAWAN, M.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1414/In.28/S/U.1/OT.01/11/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	Selvi Herlina Wati
NPM	:	1801071050
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071050

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 November 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama   : Selvi Herlina Wati

NPM   : 1801071050

Prodi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro,   November 2022
Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Selvi Herlina Wati
NPM : 1801071050

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Wednesday, Jan. 26th 2022		1. Add why speaking is important for SMH. Explain the result and pre-test of pre-survey individuals.	
	Thursday Feb. 17. 2022.		2. Add the weaknesses	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Selvi Herlina Wati   Jurusan   : TBI
NPM : 1801071050   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Thursday March, 24 2022		3. Decide What Class belong Control Instrument. What kind of test many be some to Control class.	
	Thursday March. 24 2022		Howa used SBS, What data	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Selvi Herlina Wati   Jurusan : TBI
NPM : 1801071050   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Thursday April, 14 2022		Add what action conduct when pre-survey	
	Thursday April, 28 2022		Add difference methods Start from the surface Change the years and SPSS	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Selvi Herlina Wati   Jurusan : TBI
NPM : 1801071050   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Thursday may 19, 2022		ACC chapter 1 - III	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Selvi Herlina Wati   Jurusan : TBI
NPM   : 1801071050   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Friday 12-8-2022		- Make of match the syllabes and lesson plan - It should be clear from number 1-IV - use simple expression in your step of teaching	
	Friday 19-8-2022		Acc for instrument	
	Friday 18-11-2022	✓	- Revise the typo - write only Times new Roman font 12 - Discussion should be about the data and the calculation of SPSS in detail	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Selvi Herlina Wati
NPM : 1801071050

Prodi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Friday 22 Nov 2022	∽	ACC For munaqosyah	

Mengetahui,
Ketua Prodi TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

The Documentation of Research Process

ETERANGAN

THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMK DARUL MA'WA GAYA BARU LAMPUNG TENGAH

by Selvi Herlina Wati 1801071050

AN UNDERGRADUATE THESIS

THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS

SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMK DARUL

MA'WA GAYA BARU LAMPUNG TENGAH

By:

SELVI HERLINA WATI

Student's Number. 1801071050

Tarbiyah and Teaching Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

THE INFLUENCE OF COMMUNITY CIRCLE STRATEGY TOWARDS SPEAKING SKILL OF THE ELEVENTH GRADERS AT SMK DARUL MA'WA GAYA BARU LAMPUNG TENGAH

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eprints.uny.ac.id

CURRICULUM VITAE

The name of researcher is Selvi Herlina Wati She was born in Rawa Betik 9, Seputih Surabaya on Novembrt 11th1999. She is the four child from happy couple namely Mr. Slamet Riyadi and Mrs. Siti Mariyam. She has younger sister names Ridwan Syafi'i.

She was enrolled her study at SD N Rawa Betik 2006-2012. She continued her study at SMP N 2 Seputih Surabaya on 2012-2015. She continued her study at SMK Darul Mawa Gaya Baru Seputih Surabaya Lampung Tengah on 2015 and completed in 2018. After graduating of SMK Darul Mawa Gayabaru Seputih Surabaya, the researcher continued her study at Metro city. In 2018, she was registrated as a students of S1 English Education Department State Institute for Islamic (IAIN) Metro. Furhermore, the researcher takes as an S1 Students of English Education Department State Institute for Islamic Studies of (IAIN) Metro.