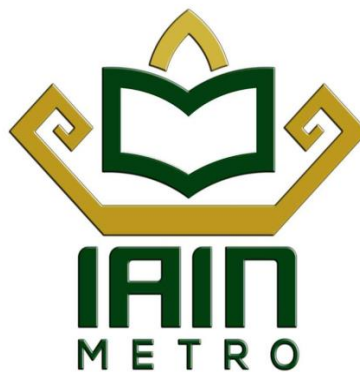**AN UNDERGRADUATE THESIS**

IMPROVING THE STUDENTS` SPEAKING PERFORMANCE BY USING COMMUNITY LANGUAGE LEARNING STRATEGY AT THE TENTH GRADE OF  SENIOR HIGH SCHOOL MA MA`ARIF NU 5 SEKAMPUNG EAST LAMPUNG

By:

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Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

AN UNDERGRADUATE THESIS

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Presented as Partial Fufillment of the Requirements

For th Degree of Sarjana Pendidikan (S.Pd)

English Education Study Program

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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ABSTRACT

BY:
ANISATUL AZIZAH

Speaking is a speech production that becomes a part of our daily activities, Through speaking, people can express their ideas, many language learners regard speaking as the measure of knowing a language and success fulness of learning english is through their speaking fluency.

The problem that had outlined by the writer in this research was the students found difficulties in speaking performance, they do not feel confident and enjoy expressing their ideas and thought through speaking. Therefore, CLL used as the strategy to improve their speaking performance, CLL is the community of study together to improve speaking performance.

In this case the researcher used classroom action research which is done in two cycles. Each cycle consist of planning, acting, observing, reflecting. The subjects of this research were 28 students of the Tenth grader.In collecting data the researcher used test (pre-test, post test 1 and post test 2), observation, documentation and field note. The research was conducted collaboratively with an English teacher, the average result score of pre-test is 59, post-test 1 is 69 and post test 2 is 80.

The researcher concluded that there was significant increasing of using CLL strategy on the students' speaking performance at the tenth grade of Madrasah Aliyah Ma`arif NU 5 Sekampung east Lampung.

Keyword : *Community Language Learning, speaking performance.*

PENINGKATAN PENAMPILAN BERBICARA SISWA DENGAN MENGGUNAKAN STRATEGY KOMUNITAS PEMBELAJARAN BAHASADI MADRASAH ALIYAH MA`ARIF NU 5 SEKAMPUNG LAMPUNG TIMUR

ABSTRAK

OLEH:
ANISATUL AZIZAH

Berbicara adalah produksi ujaran yang menjadi bagian dari aktifitas kita setiap hari. Melalui berbicara seseorang bisa mengekspresikan ide mereka. Beberapa orang yang mempelajari Bahasa Inggris menganggap, berbicara adalah ukuran untuk mengetahui bahasa dan keberhasilan seseorang mempelajari bahasa inggris dilihat dari kelancaran berbicaranya

Permasalahan yang diangkat oleh penulis dalam penelitian ini adalah siswa mengalami kesulitan berbicara dalam Bahasa Inggris, siswa merasa kurang percaya diri dan merasa kurang nyaman menuangkan ide dan pemikiranya.Oleh karena itu penulis menggunakan komunitas pemblajaran siswa untuk meningkatkan penampilan siswa untuk berbicara Bahasa Inggris. *CLL* adalah komunitas belajar siswa secara berkelompok yang meningkatkan kemampuan berbicara.

Dalam penelitian ini, penulis melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari: perencanaan, pelaksanaan, observasi, danrefleksi. Subjek penelitian ini adalah 28 siswa kelas sepuluh. Pengumpulan data menggunakan: tes (pre-test, post test 1 and post test2), obsevasi, dokumentasi, dan catatatan lapangan. Penelitian dilaksanakan bekerjasama dengan guru Bahasa Inggris, Hasil nilai rata-rata dari pre-test dan post test menunjukan peningkatan nilai. Hasil nilai rata-rata dari pre test 59, post test I 69. dan post test II 80.

Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan strategy CLL pada penampilan berbicara siswa di kelas sepuluh di Madrasah Aliyah M`arif NU 5 Sekampung.

Kata Kunci: *Komunitas pembelajaran bahasa, Performa Berbicara.*

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APPROVAL PAGE

Title	: IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING COMMUNITY LANGUAGE LEARNING STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MA`ARIF NU 5 SEKAMPUNG EAST LAMPUNG
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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro

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NOTIFICATION LETTER

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            of Anisatul Azizah

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

Assalamu'alaikumWr.Wb.

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

Name   : Anisatul Azizah
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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 2019
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NOTA DINAS

Number   :
Appendix   : -
Matter   : Pengajuan Munaqosyah

KepadaYth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikumWr.Wb.

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

Nama   : Anisatul Azizah
NPM   : 1501070018
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING COMMUNITY LANGUAGE LEARNING STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MA`ARIF NU 5 SEKAMPUNG EAST LAMPUNG

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

Wassalamu'alaikumWr.Wb.

Metro, November 2019

Sponsor   Co- Sponsor

Drs. Kuryani, M.Pd   **Ahmad Subhan Roza, M.Pd**
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RATIFICATION PAGE

No. B-4297/In.28·1/D/PP.00.9/12/2019

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING COMMUNITY LANGUAGE LEARNING STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MA MA`ARIF NU 5 SEKAMPUNG EAST LAMPUNG, written by Anisatul Azizah, student number 1501070018, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 25th November 2019 at 13.00 – 15.00 pm.

BOARD OF EXAMINERS:

Chairperson   : Drs. Kuryani, M.Pd   (............................)

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

Examiner II   : Ahmad Subhan Roza, M.Pd   (............................)

Secretary   : Eka Yuniasih, M.Pd   (............................)

The Dean of Tarbiyah and Teaching Training Faculty

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STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: Anisatul Azizah
Student Id	: 1501070018
Study Program	: English Education Study Program (TBI)
Faculty	: Tarbiyah

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

Metro, November 2019
The Researcher

Anisatul Azizah
1501070018

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Anisatul Azizah
NPM   : 1501070018
Jurusan   : Tadris Bahasa Inggris
Fakultas : Tarbiyah

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

Metro, November 2019
Yang Menyatakan,

Anisatul Azizah
1501070018

x

x

MOTTO

يَرْفَعِ اللهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Allah will increase the people who believe between you and the people who are given knowledge.

(Al-Mujadalah:11)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr Haris Abdul Khamid, and Mrs Ismiati who always support me in finishing this thesis.

2. My beloved sister, her Husband and her princes, Kholifatul Mukarromah, Jamal Mustofa and Nazzil Alena Salsabila.

3. My Almamater IAIN Metro.

ACKNOWLEDGEMENT

All praise to God almighty Allah SWT, the lord of the universe, who give blessing and mercy to all people. He gives us the best and with his charity the writer can finishing this reseach undergraduate thesis entitle IMPROVING THE STUDENTS` SPEAKING PERFORMANCE BY USING COMMUNITY LANGUAGE LERANING STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MA MA`ARIF NU 5 SEKAMPUNG in academic year 2019/2020.

The writer release that this undergraduate thesis would not be able accomplished with any help and supports from many helpul people. In this lovely chance, the writer sincerely acknowledgment his gratitude.

The greatest gratitude would also be addressed to both of his advisors, Drs. Kuryani, M.Pd. and Ahmad Subhan Roza, M.Pd. within their activities their still willing to read this undergraduate thesis, giving helpul idea, guiding the writing process until the writer finish it. The writer would like to say thanks so much.

With limitation of the writer ability, certainly this undergraduate thesis has many mistakes in writing and presentation items. Therefore the writer apologize, hopefully this reseach can be benefit to all of us properly.

Metro, November 2019

The Writer

Anisatul Azizah
St. Number: 1501070018

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a tool of communication orally and written Communication is defined understanding and expressing information, mind, feeling also developing science and technology, and culture by using the language. One of language in the world is English. English is an international language. It used in veriety of business, politic, education and other field. For this reason English is the foreign language taught in many counties all over the world.

First, There are four skills in teaching and learning English that should be mastered. Those are listening, writing, speaking and reading. Speaking have main role in communication, to gave information with other people.

Second, Speaking is one of the language skills that should be taught by English teacher becouse it is stated in curriculum becouse speaking is one of the component of english learning. Speaking is an important skill of English language in conducting communication, so that, student should learn it well and the teacher should find suitable technique and media to draw students' interest to create cheerful atmosphere in learning speaking. English teacher can choose the technique which considered in teaching activity. Teacher do the activities in classrom to teach or explain difficult material to understand, or to make learn activity

cheerful and not monotonous. Techniques were the specific activities manifested in the classroom that were consistant with a method and therefore were in harmony with an aproach as well.

In the fact, most English teacher found difficulties to teach their students. They must determine the appropriate strategies to teach their students. They must determine the appropriate strategies for teaching with suitable materials and the method are able to work well those material makes her students interested in learning of English. One of the problem is that the students do not know how to communicate even though they have that ability. On the other side there are many students are shy to speak English.

Morever, There are several techniques applied by the teacher to teach speaking. One of them is community language learning. Community language learning is the name of a method introduced and developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University in Chicago. It is no doubt that this method has been inspired by the application of psychologial counseling techniques to learning, which is called counselin-learning. Community language learning theory to teach foreign languages.

Based on pre survey on March 14, 2019, at the Tenth grade of MA MA`RIF NU 5 Sekampung, in English learning especially Speaking class, can be seen on the table:

Table 1
Students' English Speaking score Pre surveyat the class X IPS 1

No	Name	Pre-Test	Note
1	AJ	60	Incomplete
2	AFN	-	Incomplete
3	AM	40	Incomplete
4	AS	69	Incomplete
5	AF	78	Complete
6	BS	64	incomplete
7	DA	63	incomplete
8	DH	65	incomplete
9	DANA	70	complete
10	DMS	25	incomplete
11	GAP	63	incomplete
12	HBP	40	incomplete
13	HA	50	incomplete
14	IR	60	incomplete
15	KD	40	incomplete
16	KA	62	incomplete
17	NL	60	incomplete
18	NN	60	incomplete
19	NY	-	incomplete
20	OV	60	incomplete
21	PP	40	incomplete
22	RF Mtd	50	Incomplete
23	RS	60	Incomplete
24	TMN	45	Incomplete
25	WK	62	Incomplete
26	WW	65	Incomplete
27	YA	68	Incomplete
28	ZQ	67	Incomplete
total score		1486	
Average		53,17	
highest score		78	
lowest score		25	

Source   : English Speaking performance at the class X.IPS.1(pre-survey on March 14,2019)

Table 2
The criteria of score

No	Score	Frekuency	Percentage	Criteria
1	≥70	2	7,2%	Complete
2	<70	26	92,8%	Incomplete
Total		28	100%	

The minimum mastery criteria (MMC) of Speaking at the Tenth grade of MA MA`ARIF NU 5 Sekampung is 70. Based on the pre-survey did in pre-research , many students failed in Speaking test. It means that they do not have good Speaking performance. From the result of pre-test , we can see that the student who completee for Speaking subject is 2 (7,2%) and the students who include incompletee 26 (92,8 %), with the highest grade 80 and the lowest grade is 25.

From the data above, it can be concluded that the students' Speaking performance at the Tenth grade of MA MA`ARIF NU 5 Sekampung is still fair. From English syllabus, thre are text types that should be mastered by Senior High Shcool student, one of them is Speaking. One of the ways to teach by using Community Language Learning

Beside that those reasons, the reseacher was conducted a classroom action teaching speaking community exposition in the title: Improving the Students' Speaking performance by using Community Language Learning strategyat the Tenth Grade of Senior High School of MA Ma`Arif Nu 5 SekampungEast Lampung.

B. Problem Identification

Based on the background above, the reseacher would like asume that there are some problems as follows:

1. The students have lack of vocabulary.

2. The students were shy and afraid to speak English in conversation.

3. The students have low motivation to speak up English.

4. The teachers ussualy do not connect the subject matter with the students` daily lives.

5. The students do not have more opportunity to practice English and use it communicatively inside and outside the language classroom.

C. Problem Limitation

In this research, the problems are limitated only into:

The students were shy and afraid to speak English in conversation.

So, improving the students' speaking performance by using Community Language Learning strategy and their teaching activity make the students know how to practice the speaking in classrooom as well at MA MA`ARIF NU 5 Sekampung.

D. Problem Formulation

The reseacher use Community Language Learning as strategy in Speaking performance and the problem formulation is "can the Community Language Learning model Improve The Students' Speaking

performance and their learning activityat The Tenth Grade of MA MA`ARIF NU 5 Sekampung in academic year 2019/2020 ? ".

E. Objectives of the Study

Based on the formulation of the problem, so the objectives of the reseach as follows:

To improve speaking performance and their Learning activity by usingcommunity language learning at the tenth grade of MA`ARIF NU 5 Sekampung in academic year 2018/2019.

F. Benefits of the Study

After doing this reseach and finding the result, the reseaacher hopes that it will be useful:

a. For the Teacher

1) This research as improve the teacher`s ability in teaching learning process, especially in teaching speaking.

2) As the input for the English teacher to help the students being interested in English learning process.

3) This research as learning method which can invole the students being active in English learning process.

b. For the Student

1) Community Language Learning as hope that the students will enjoy following the English class.

2) As motivate the students in learning English especially in speaking and they can achieve their competence speaking.

3) As the guided to gave knowledge about speaking ability to the students. So that, they more understand about speaking.

c. For Headmaster

(1) As possitive contribution for the teaching of English and to develop the school's learning models to improve the school quality in teaching and learning process especialy speaking in the tenth gradeof MA MA`ARIF NU 5 Sekampung.

G. Prior Research

The reseacher takes review of related researcher from other thesis as principle or comparative in this research. The first, previous research was done by Nistiana. The research design in this study was Action Classroom Research (CAR) design. Moreover,this reseach in focused on speaking students' and they discused the strategy in he discussed about how apply the hortatory exposition texts in students' speaking performance at SMA N 1 Batanghari on August 2014 East Lampung.the result showed that study indicated to provide of hortatory exposition texts to improve speaking performance, in order that the students' more understanding, confidence to speak english and more be broad in learning speaking.[1]

---

[1]Sri Ayu Nistiana, *"Using the Discussion Technique Through Hortatory Exposition Texts to Improve Speaking Performance at The Eleventh Grader Of The SMA N 1 Batanghari"*,faculty

The second, previous research was done by Citra the research design in this study was Action Classroom Research (CAR) design. This research focused on students' speaking ability through Simon Says Game. Based on the finding and discussing of the research, the researcher drawn a conclusion that teaching speaking through Simon Says Game contributes a positive effect to teaching performance, the implementation of Simon Says Game to improve students' vocabulary mastery in learning English at MTs Laboratorium uin-su Medan". Moreover, he discussed about how apply the Simon Says Game in students' vocabulary mastery, the result showed that study indicated to provide of Simon Says Game can improve the students' vocabulary mastery, in the learning process the improvment also occur in students' participation.[2]

The thirth, previous research was done by Pujasari at Researched Second Grade of Nursing Department Stikes Bakti Tunas Husada Tasikmalaya on August 2012. The research design in this study was Action Classroom Research (CAR) design. The reseacher focused on speaking. Moreover, he discussed how to apply Community Language

of Tarbiyah English Education Program Language andEducation Faculty state islamic college of Jurai Siwo Metro on August 19th 2014, h. 4.

[2]AgiskaPrana Citra, " *Increasing Students' Speaking Ability Through Simon Says Game At The Second Year Of SMPN3 Pringsewu",*The Language Art Department of Teacher Training and Education Faculty,Lampung University on March 2012, h. 4.

Learning in teaching speaking, the result showed that study indicated to provide of Community Language Learning.[3]

Based on the first, second, and third studies that have been done by researchersthere are several similarities and differences with the reseach that was conducted.

The similarities and differences between the first research was carried out are in the first study and the research that was conducted using Speaking skill.This research on focus in Speaking performance, but the research use different method.Morever, he discussed about how apply the hortatory exposition texts in students Speaking performance.

The similarities and differences found in the second study and research that was carried out are in the second study and the research that was conducted, This research focused on students' speaking performance through Simon Says Game. Although, the finding and discussing of the research, the researcher drawn a conclusion that teaching speaking through Simon Says Game contributes a positive effect to teaching performance, in the learning process the improvment also occur in students' participation.

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[3]Ratu Sarah Pujasari *The Effectiveness of Community Language Learning Inteaching Speaking Viewed From Students' Self-Confidence*English Education Department Graduate School Faculty of Teacher Training And Education SebelasMaret University Surakarta on August 2012, h. 3.

The similarities and differences found in the third study and research that was carried out are in the second study and the research that was conducted, it has an equition about the skill, and method. It has similarities, not only similarity on the research use the skill and method to be students more be confidence, but also the research focused on speaking skill.

Based on the statement above, reseacher can conclude that there are similarities and differences between the studies that have been done before. the research that was conducted, This research focused on students' speaking ability.The similarity is use CLL method in teaching Speaking is discussed how to apply Community Language Learning in teaching speaking, the result showed that study indicated to provide of Community Language Learning.while the difference lies in the reseach method is teaching learning, media, and technique in teaching learning.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Concept of Speaking Performance

  1. The Concept of Speaking

    a. Definition of Speaking

There are some definition about speaking First, According to Chistine C.M. Goh speaking is an important communication skill for their students, but not all aware of how speaking can directly contribute to other important areas of there students personal succes.[4]

Second, According to Chaney definition in Teaching Speaking: activities to promote Speaking in a Second Language by Hayriye Kayi "Speaking is the prosess of building and sharing meaning though the use of verbal and non-verbal symbols, in a variety of context.[5]

Third , Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structure of the target language.

---

[4]Chirstine C.M. Goh. *Teaching Speaking: a Holistic Approach (* New York: Cambrige unniversity press 2012).p. 15

[5]Dr. Munther Zyoud. *Theoritical Perspective on How to Develop Speaking Skill Among University Students.*Department of English Al-Quds Open University Jenin branch, West Bank, Palestine. volum: 2, february 2016, page 2

Next,Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

At last,we can concluded that speaking is oral communication that is needed by human bieng to fulfil their ideas or conversation to somebody about something.

It means that we always use it in our life, becouse without speaking we will be a dumb and never know everybody's mans.

b. Function of Speaking

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

According to Brown and Yule theories in Teaching Listening and Speaking from Theory to Practice by Jack C. Richards, there are three function of Speaking in human interaction. They are:

1) Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primaly sosial function.[6]

2) Talk as Transaction

Talk as transactionrefers to situations where the focus is on what is said or done.[7]

3) Talk as Performance

Talk as performance tends to be in the from of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.[8]

Based on the explanation above, the function of speaking in human interaction server to establish and maintain social relation, and transactional functions, which focus on the exchange of information.

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[6]Jack C.Ricards, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), P.21-28

[7]*Ibid.*

[8]*Ibid.*

c. Techniques in teaching Speaking

There are some techniques in teaching speaking. As a teacher or English subject, we are demanded to make the students study actively.

1) Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. [9] This frequently involes them in coming out to the front of the class.

2) Show and tell

In using this techniquethe lecturer required a pair of students took turn to show and tell their task preparation. Moreover, this technique was identified in observation one and two. The data below represent show and tell technique:

Example : I want to tell about hand phone Samsung. This hand phone has 5 megapixel camera, Bluetooth, MP3 player with new hands-free night mode camera.

---

[9]Jeremy Harmer, *The Practice of English Language Teaching*, (Pearson Limited England Education: 2002),3rd Ed.,

1) Presentation

  Presentation deals with the individual students gave a talk on a gaven topic or person. In order for this to work for the individual (and for the rest of the class). In this case, the time must be gaven for the students to gather information and structure it accordingly. The students listening to presentation must be gaven some kinds of listening task tooincluding, perhaps giving feedback.

2) Drama

  This technique or activity refers to the making of conversation between two or more students off the class. In this activity, students play a role, such as: a doctor and a patient, a lecturer and a student, a passenger and a driver and so on.

3) Question and answar

  Question and answer is also found as a technique in teaching speaking. This is supported by Richards &Lockhart(1991)as follows:questioning is one of the most common techniques used by lecturer. In some classroom over half of classtime is takenup withquestionand answer exchanges (Borg & Gall, 1984).However, the observation fourteen and fifteen one which were firstly considered to be involved in "question and

answer" technique were found irrelevant since there was no speaking activities found in these two observations.[10]

2. The Concept of Speaking Performance

a. Definition of Speaking Performance

Traditionally, languageteaching methods emphasize mastery of language skills or abilities. They are listening,speaking, reading and writing. Speaking performance is a difficult skill for foreign language learners because effective oral communication requires ability to use language appropriately in social interactions.In English language learners teaching, speaking performance is an aspect that need special attention and instruction. Furthermore, speaking skill is also one of the central elements of communication.[11]

b. The Type of Speaking Performance

there are several types of speaking, such as:

1) It is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the use case with most interactional speaking.

2) It involves taking a long turn. That is, it is not usually presented as a dialogue but requires speaking for several minutes in comprehensible and organized way.

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[10]Arbani, *Techniques for Teaching Speaking Skill*, (Samarinda, Indonesia: Widya Gama Mahakam Univercity), Volum 2, Page 3-10

[11]Yohanes Paulus Florianus Erfiani, *Improving Second Semester Students` Speaking Ability Through Storytelling Learning Model at English Study Program of Timor University*, (NTT,Indonesia: Universitas Timor), Volum 1,No.2, October 2017, Page 3

3) It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.

4) The speaking is done in the learner`s "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production.

5) It often needs teaching as it is a skill that is not a part of typical language use.[12]

All speaking activites above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gaves the appropriate activity based on students' levels.

c. **Indicators of Speaking Measurement**

The indicators of evaluation of students' speaking performance as follows.

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[12]I. S. P. Native and J. Newton, Teaching ESI./ EFL *Listening and Speaking*, (new york: rautledge pulishing 2009). Page. 122

Table 3

The Test proficiency of speaking performance Scores

Aspect	Category	Indicators
	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression
	3 (good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts
Fluency	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts
	1 (fair)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
		For the most part, effective use of vocabulary for the task with some

	3 (good)	examples of inappropriate
Vocabulary	2 (adequate)	Limited use vocabulary with frequent inappropriate
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Interactional strategies	4 (excellent)	Interacts of interactively and readily participates and follow the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction interactive. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the text above, the reseacher views that there are some indicators of speaking performance measurement. They are fluency,

pronunciation, vocabulary, grammatical accuracy and interactional

strategies.[13]

B. The Concept of Community Language Learning

1. Definition of Community Language Learning

Community Language Learning (CLL) was primarily designed for monolingual conversation classes where the teacher counselor would be able to speak the learners. This methodology is not based on the usual methods by which languages are taught. The learner is not thought of as a student but as a client. The native instructors of the language are not considered teacher but, rather are trained in counseling skills adapted to their roles as language counselors.

Moreover, Community Language Learning (CLL) is the name of method introduced and developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a profesor of psychology has

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[13]Cyril J. Weir, *Language Testing and Validation* ,(Roehampton University : Martha penningston,2005), h.195

been inspired by the application of psychologcal counseling techniques to learning, which is called Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach foreign languages.[14]

Within the language teaching tradition Community Language Learning is sometimes cited as an example of a humanistic approach. Links can also be made between CLL procedures and those of bilinguall education, particularly the set of bilingual prosedures referred to as language altrnation or code switching.There is much talk in the mother tongue which is translated by the teacher for repetitation by the student.

In terrm counseling is traced back, it refers to the idea that there are a relationship between a counselor and client. The counselor gaves advice, assistance and support to his/her clients who have problem. Community Languge Learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the client) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor client relationship.[15]

Based on definition above, it can conclude that Community Language Learning (CLL) is a method in which students work together to develop what aspects of a language they would like to learn. The teachers

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[14]Ag.Bambang Setiyadi, *Teaching English As A Foreighn Language*,(Yogyakarta: Graha Ilmu,2006), h.95-96

[15]*ibid*

acts as a counselor while the learner acts as a collaborator (client), although sometimes this role can be changed.

2. The principles of Community Language Learning

The Community Language Learning method takes its principles from the more general Couseling Learning approach. There are some main principles of Community Language Learning.

(1) It is important to establish a mutual relationship between the learner and the teacher in order to create a safe learning environment: students tend to learn more effectively when they feel secure.

(2) Language is for communication. Therefore, students should be encouraged to communicate as frequentlyas possible duringthe lesson.

(3) The teacher stands behind the students in order to facilitate the learning process.

(4) The teacher should respect the learners' level of confidence and transmit to them what needs to be done to be successful.

(5) Learners need to know the limits of a teaching activity so that they feel more secure.

(6) As the teacher and the learners are whole persons, they can share learning experiences, thus gettingto know one another and building a sense of community.

(7) Considering that each learner is unique, the teacher, as a counselor, values the learners and their ideas; she/heand always listens to them without giving any advice in order to understand how they feel about the learning process.

(8) A learner as a client uses his native language to make the meaning clear and to build a bridge from the known to the unknown, since understanding classroom interaction facilitates learning.

(9) Learners are required to attendto one task at a time and are offered a quiet reflection periodin order to learn.

10) The syllabus is generated primarily by students in the beginning stages. Students are more willing to learn when they have created the material themselves.[16]

3. The Step of Community Language Learning

There are some main steps of Community Language Learning, those are.

a. Make circle in front of the class.

b. Asking students to translate sentences into English.

c. Recording the sentences students have said.

d. Having students transcribe what they have said.

e. Asking their feelings about the course of the lesson.

f. Reflecting on the teacher's performance. [17]

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[16]Ismail Caker, "*Approaches and Principles an English as a Foreighn Language Education* " (Ercies Unnivercity: Community Language Teaching, 2014*)*, h. 6

[17]*ibid*

As mentioned earlier, this method, more than any other contemporary methods, reflects a concern for the development of positive human relationships that aims to contribute to more effective teaching and improved learning. Communication in language classes is generally promoted through learners' efforts and materials. That is to say, there is no visible textbook, prepared lesson plan, or even sometimes defined objectives.

Rather, there is a group of learners, sitting in a circle, who themselves initiate oral communication mostly in the native or the target language. What needs to be noted here is that when the communication occurs,it is usually thanks to someone who is more fluent outside the circle. Most of the teaching activities in this method result in dialogue transcription to analyze and internalize the language which is being taught.[18]It can compare the client counselor relationship psychological counseling with the learner-knower relationship in Community Language Learning.

4. Advantage and Disadvantage of CLL

1. Advantage of community language learning

    a. The strengths of the method include creating a supportive community to lower student anxiety and help them overcome

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[18]Douglas H Brown, "*Teaching by Principles*", (New York: Oxford University Press, 2007), Page 25.

threatening affective factors, such as making errors or competing with peers.

b. Learners are free to talk about the affairs of daily life.

c. CLL allows learners to practice the structure or characteristic patterning of sentences and conversations.

d. learners will be able to induce a grammar far more complex than they are able to use on their own.[19]

2. Disadvantage of CLL

a. The procedure does not ensure that a variety of contexts necessary for copying in the target culture is included since the content is determined by the participants.

b. Students may feel uncomfortable with the apparent lack of structure or sequence in the introduction of grammatical and lexical items that is too much reliance on an inductive strategy of learning. Besides that, there is no syllabus for CLL, a posteriori approach to syllabus specification.

c. The teacher is too nondirective. Finally, the success of CLL depended largely on the translation expertise of the counselor.[20]

5. Action Hypothesis

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[19]P. Nagaraj, "*The Modern Journal of Applied Linguistics*", (Application of Community Language Learning for Effective Teaching), Volume 1:3, May 2009, Page 6

[20]Jack Richards, "*Approaches And Methods in Language Teaching*",(United Kingdom: Cambridge University Press, 1986), Page 120.

Based on the frame theories and assumption above, the reseacher formulates the action hypothesis " By Using Community Language Learning strategyit can improve students' Speaking performance and their learning activities at Tenth Grade of MA MA`ARIF NU 5 Sekampung East Lampung in academic year 2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variables

Operational definition is the definition which based on characteristic of the things that was observed. Meanwhile, variable could be defined as object of the research, or something that would be an observation object of research. In other word, the operational definitions of variable is a direction how the way to measure the variablse.

Based on the quotation above, the operational definition of variables as follows:

1. Independent Variable

Independent variable One independent variable must be the *treatment variable.* independent variables may simply be measured variables in which no manipulation occurs, attitudes or personal characteristics of participants). Still other independent variables can be statistically controlled,by the researcher.[21] Independent variable of this research is using Community Language Leaning. It is a cooperative learning strategy that has principle purpose to ask students' work in a group, all of mambers in the group have take turn contributing thair ideas.

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[21] Jhon W Creswell. *Research Design Quealitative,Quantitatif and Mixed Methods Approaches.* (Los Angles:SAGE;2009).P.157

The reseacher used observation list to know about the use of Community Language Learning to improved students' speaking performance

The purpose of observation list is to know Community Language Learning is improved or not students' speaking performance, the reseacherwas used observation strategy to observe that Community Language Learning is effective or not effective.

Futhermore the indicator of using Community Language Learning are : the students are able to do duty in group, the students are able to communicate and interact to each other in a group and the students are able to contribute and share their ideas in a group.

2. **Dependent Variable**

Creswell defines "The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables. It means that dependent variable is variables that depend on the independent variable; it is the result of the influence of independent variables. Dependent variable in this research is speaking performance that is one of skills must be mastered. This refers to the level of students' Speaking performance.

B. Setting

The reseacher used classroom action research and this research wasconducted in MA MA'ARIF NU 5 Sekampung, East Lampung. Total of the students from the tenth grade are 284 students and total of the teachers are 79. This research was about Improving students' Speaking performance by using community language learning at the tenth grade of MA MA'ARIF NU 5 Sekampung East Lampung.

Actually, there is one classe for the tenth grades of IPS. The object in this research was Improving the students' Speaking performance by using community Language Learning of MA MA`ARIF NU 5 Sekampung.

C. Subject of the Study

The research is the use of discussions strategy in Community Language Learning to improving the students' speaking performance at the tenth grade of senior hight school MA MA`ARIF NU 5 Sekampung in academic year 2019/2020.

D. Action Plan

The kind of this research is classroom action research. Action research is based on the premise that local conditions very widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.[22] It can be noted that classroom action

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[22] Donal Ary et.al. *Introduction to Research in Education*,(USA:Wadsworth Cengange Learning:2010), 8th Ed , p.512

research is a research which used the real condition to solve the problem in learning process.

Action research is conducte by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice."[23]

In the other word McNiff said that action research is a name gaven to a particular way of researching our own learning.[24] Its mean that in the research, the reseacher cloud used spesific strategy in learning process. It means, that the reseacher conducted the research need a friend. In this research, the reseacher needed collaboborator to help her in this action reseach, Mrs. Septri Ratna Sari, S.Pd is an english teacher in MA MA`ARIF NU 5 Sekampung of the East Lampung.

In the classroom action research , the reseacher would like to hold the research in two cycles, there is a relationship between one and the other. They are :

a. Planning

b. Acting

c. Observing

d. Reflecting

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[23]Jack R Fraenkel and Norman E Wallen . *How to Design and Evaluate Research in Education.* (New York : Beth Mejia: 2009). P.588

[24]Jean McNiff and Jack Whitchead. *Action Research : Principles and Practice.* (London and New York: Routledge Falmer, 2002), p.15

Here is the steps of classroom action research design :
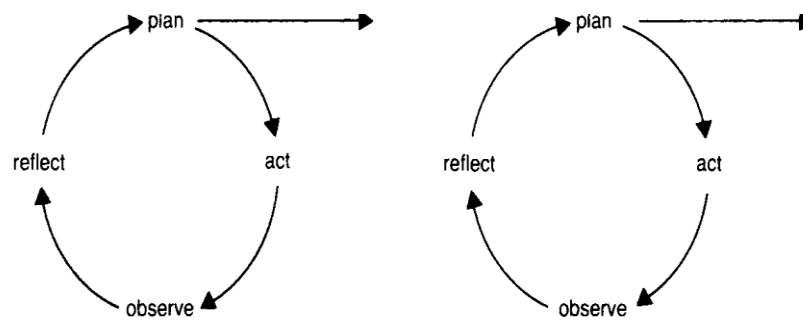
Jean McNiff's Model

From the illustrated above , the explanations about four steps of action research procedure are conducted in each cycle.

1. **Cycle 1**

   a. Planning

   Planning is the first step in each activity. Without planning the activity that the reseacher does would not be focus. The planning would be reference in doing action. Here step that researcher could make in planning.

   a) The reseacher prepare the lesson plan, the material and the media.

   b) Make work sheets and answer sheets which was learned by student in group.

   c) The reseacher prepare the test (pre-test and post-test)

   d) Make a test which used in pre-test and post-test

   b. Acting

   The second step in the activity is acting. It was implementation of the planning that reseacher has made. In this action, the reseacher was done pre-test, treatment and post-test to the students. This action

wasconducted in some meetings. In this implementation, the reseacher following the schedule of english subject in the class. The reseacher acted as if a teacher in the classroom and implementation some activities.

c. **Observing**

While observing, thereseacher and collabolator use observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator would know the result of the students learning activities.

d. **Reflecting**

The last step is reflecting. By doing reflecting , the reseacher was know the strength and weekness of the action. In this step the reseacher would compered the score before and after. The reseacher compered their score in every cycle. It was aim to see whether the students' score improve or not.

The research was done collaboratived with an english teacher of MA MA`ARIF NU 5 Sekampung, She is Mrs.Septri Ratna Sari, S.Pd as collaborator.

2. **Cycle 2**

a. **Planning**

1) Studying the result of reflecting in cycle 1.

2) Preparing the lesson plan, material and media of learning,observation sheet, work sheets,answer sheets, and test for pre-test and post-test.

b. Acting

a) The reseachergave the students motivation to study harder

b) The reseacher dothe treatment by using CLL

c) The reseachergave post-test after the treatment.

c. Observing

The Collaborator observing and collecting the data when the learning process was conducting.

d. Reflecting

The researcher and collaborator reflect all the acting which would conducted and identified the result of observation in the learning process and compered the score of pre-test and post-test.

E. Data Collecting Technique

In other collect the data, the research used test, documentation and observation.

1. Test

In the research, the reseachergave the students two test, that is pre-test and post-test. The tests was gave. to know the students achievement before and after the learning process.

Therefore, in this research, test was used as data collection tecnique to measure both variables. The researcher was useed speaking test in form short story to measure speaking performance.

a. Pre-test

Pre test was conducted before presenting the treatments to know, how far the students Speaking. The kind of test in this research is Speaking test in the form of essay tests. The students were required to make short story and perform in front of class.

b. Post- test

The post test was conducted in order to know the progress of students speaking performance by using Community Language Learning after the treatment. The test is like the pre test.

2. Documentation

Documentation is the instrument to collect data about the event in past Then, the reseacher selected this data to elect an appropriate data base on focus and objective of the study.

Therefore, the researcher used documentation obtain data about state of the students', the history of MA MA`ARIF NU 5 Sekampung, state of environment, the state of teacher, staff and organizational structure,and geograpical condition of the school.

Moreover, The researcher used documentation about archives planning learning activity and the results of the students' activity, and

useddocumentation in the pictures from to prove about the students' pictures during the learning process.

3. Observation

In this research observing the students' behaviors and students' activities in the learning process to know how the process of learning would be held. In doing the observation, the research made the observation sheets that contains of list of the students' activities. The object of this observation is These students and the teacher's activities in implemantation CLL which observed and noticed by the observer.

4. Field note

The reseacher used field note to make easy when analyzed and collected the data more accurately. The reseacher used this method to know students` activities and record all the data during teaching prosess is it done after finishing of teaching learning process.

F. **Data Analysis Technique**

In this research, the researcher used the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvementbetween pre-test and post-test score. Then, the result would be matched with the minimum mastery criteria (KKM) in the school. At the tenth grade of MA MA`ARIF NU 5 Sekampung the minimum mastery criteria (KKM) for English subject is 70.

The researcher used a formula for counting the average score as follow:

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

Notes :

M= mean

X= total of students' score

N= total students[25]

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

Notes: P= Precentage

F= Frekuency

N= Total of the students[26]

G. Indicator of Success

The indicator of the success take from the process and the result of the action research. This reseach will success if 70% of students got score more then 70% of student who active in the learning process the students fulfill these criteria:

1) The students pay attention to the teacher's explanation.

2) The students could asked / answered the question from the teacher

3) The students were active in practicing speaking performance

4) The students were active in group.

[25] Timothy C.Urdan, *Statistics in Plain English*, (London:Lawrence Erlbaum Associates,2005),P.2

[26]DonalAryet.al.*Introduction to Research in Education*.P.278

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Discription of the Research

1. The History of MA Ma`arif NU 5 Sekampung

Madrasah Aliyah Ma'arif NU 5 Sekampung East Lampung was established on July 25, 1983. Founded by the NU Ma'arif Educational Institute Branch Representative Council (MWC), Sekampung Subdistrict, East Lampung Regency, with the Madrasah Head, Drs. Zaidun SW.

This madrasah is located on Jalan Campus Ma'arif Sumbergede No.56 A Sekampung Subdistrict, East Lampung Regency Lampung Province, Post Code 34182, No. Telephone / Fax (0725) 7850794.

Madrasah Aliyah was founded against the background of community needs for education, there is no Madrasah Aliyah in this place and there are 10 SLTP/MTs as supporting schools: SLTP PGRI 1 Sekampung, SLTP PGRI 2 Sekampung, SLTP PGRI 3 Sekampung, SLTP PGRI 4 Sekampung, SLTP Negeri 1 Sekampung, SLTP Negeri 2 Sekampung, SLTP Muhammadiyah Sekampung, SLTP Pertiwi Sekampung, MTs Ma'arif NU 5 Sekampung, MTs Ma'arif 13 Hargomulyo, MTs Muhammadiyah Sekampung. The graduates / graduates of the SLTP/ MTS if they are going to continue to the senior high school level (Especially Madrasah Aliyah) they must go to the Metro with a distance of approximately 20 Km.

2. **The Head Master of Madrasah Aliyah Ma`arif NU 5 Sekampung**

Since its establishment until now, Madrasah Aliyah MA Ma`arif NU 5 Sekampung has been led by Principals for a couple of times. The following consecutive names Principals and their mandate:

1) 1983 - 1984   : Drs. H. Zaidun, SW
2) 1984 - 1990   : Drs. H. Mulyono Herlambang
3) 1990 - 1992   : Drs. H. Ahmad Mudjab Kh, M.Pd.I
4) 1992 - 1998   : Drs. Muhammad Rodjan
5) 1998 - 2006   : Drs. Mahmud Yunus. M.Pd.I
6) 2006 - 2010   : Drs. Rudi Ahmad Fauzi
7) 2010 -Now   : Fitriyanto, S.Ag

3. **The Condition of Teacher and Official Employees in MA Ma`arif 5 Sekampung**

There are 79 teachers` and official employees in Madrasah Aliyah Ma`arif NU 5 Sekampung. For a list of teachers.

LIST OF TEACHERS`

NO.	NAME OF TEACHERS`	SUBJECT
1	Dr.Drs. H.M. Yunus,M.Pd.I.	Explanation teacher
2	KHA Mujib	Holy Qur`an teacher
3	Fitriyanto,S.Ag.	Arabic teacher
4	Supriyo,SPd.M.Pd.	Economy teacher
5	Suryani,SPd	Biology teacher
6	Muryati,S.Pd.	English teacher
7	Puji Rahayu, S.Ag	Attitute teacher
8	Hj.S.Rokhayah,Sag	Sociology teacher
9	Nur Sahid,S.Ag.	Sport teacher
10	Ida Febthiana, S.Pd	Phycics teaher
11	Sri Suwarni, S.Ag	Qur'an and hadist teacher

12	Syaiful Anam,S.Ag	Fiqih teacher
13	Marwanto,S.Pd.I.	Bussines teacher
14	Hudayani, S.Pd.I	Citizenship teacher
15	Eka Deviana, S.Pd	Economy teacher
16	Eko Riyanto,S.Kom.	Bussines teacher
17	Yuwari, A.Md	Indonesian teacher
18	Endah Riyanti, S.Pd	Indonesian teacher
19	Mustatun, S.Pd	Geografy teacher
20	Zainul Mubtadhi'in,M.Pd	Indonesian teacher
21	Sulistiyowati, S.Si	Chemistry teacher
22	Agus Slamet Susanto, S.Pd	Mathematics teacher
23	Dra.Ribut Priswati	Biology teacher
24	Binti Tsaniyah,S.Pd.	Mathematics teacher
25	Samsul Huda,S.Pd.I	Attitute teacher
26	Sukirman, S.Pd.I	History of islam teacher
27	Septri Ratnasari,S.Pd.I.	English teacher
28	Hadi Saputra,S.Pd.	Sport teacher
29	Afni Ria Indriani, S.Pd.I	Attitute teacher
30	Irtiahun Ni'mah,S.Pd.I.	Al-Qur'an Hadits teacher
31	Devi Marfianti,S.Pd.	Biology teacher
32	Siti Khoirul S.,A.Md.	Bussines teacher
33	Maslin,S.Pd.M.Pd.	Sociology teacher
34	Sari Rahmayanti,S.Pd.	Chemistery teacher
35	Suli Rakasiwi, M.Pd	Mathematics teacher
36	Ensi Dwi Eliawati,S.Pd.I.	English teacher
37	Windi Prawati,S.Pd.	Indonesian teacher
38	Haryo Yudho N , S.Sn	Art teacher
39	Gita Ade Pradana, S.Pd	Geografy teacher
40	Aries Pratama, S.Pd.	Sport and Citizenship teacher
41	Irhamsani Al Ghozali, M.Pd.	Arabic teacher
42	Mungkosim, S.Pd.I	Arabic teacher
43	Sarifudin	History of indonesian teacher
44	Riyan Ariwibowo, S.Pd.I	Fiqih and attutite teacher
45	Indah Kurniati, S.Pd	Mathematics teacher
46	Hendi Setiawan, S.Pd.	Sport teacher
47	Armita, S.Pd.	Biology teacher
48	M. Husni Ub. , S.Pd	English teacher
49	Sayoga Destiawan, S.Pd	History of Indonesian teacher
50	Drs. Narimo	Sociology teacher
51	Siti Muthmainnah, S.Pd	English teacher
52	Ahmad Ikhwanudin, S.Pd.I	Fiqh teacher

53	Fery Teguh, S.Pd	Mathematics teacher
54	Imron Kurniawan, S.Pd.	Indonesian teacher
55	Mu'amirul Z.Z. .S.Pd	Mathematics teacher
56	Sariffudin	Indonesian teacher
57	Muhamad Ismail	Histiry of the word teacher
58	Ahmad Subakir, S.Pd.I	Sociology teacher
59	Muhammad Kholid, S.Pd.I	Aswaja teacher
60	Ulul Mushafa, S.Pd.I	Aswaja teacher
61	Drs. Narimo	Sociology
62	Ahmad Ikhwanudin, S.Pd.I	Fiqh teacher
63	Fery Teguh, S.Pd	Mathematics teacher
64	Imron Kurniawan, S.Pd.	Indonesian teacher
65	Serly Susanti, M.Pd.	Geografy teacher
66	Daor Safi'i	Mathematics teacher
67	Sariffudin	Indonesian teacher
68	Muhamad Ismail	Indonesian teacher
79	Ahmad Subakir, S.Pd.I	Developing of self teacher

4. Organization Structure MA Ma`arif NU 5 Sekampung in Academic Year of 2019/2020

The Head master at Madrasah Aliyah Ma`arif NU 5 Sekampung Mr.Fitriyanto, S.Ag and Other teachers were subordinates. For figure of organization structure.

Organization Structure of Madrasah AliyahMa`arif NU 5 Sekampung Academic Year of 2019/2020

Head Master

Fitriyanto, S.Ag

Head Committee

Siti khoirul, S.A,Md

Director Foundation

Nur Sahid, S. Ag

Head of Library

Siti Mutmainah,S.Pd.i

Head of Administration

Ahmad Musta`in,S.S.i

Head of laboratory

Eko Riyanto,S.Kom

Head of Multimedia

Ana Mukti Wulandari,S.Pd

Builder of OSIS

Sarifudin

Builder of Scout

Jeriyanto

Vice-Pricipal of Facilities

Vice of Class

Conclesing teaacher

Students

5. **Total of the Students at MA Ma`arif NU 5 Sekampung inAcademic Year of 2019/2020**

MA Ma`arif NU 5 Sekampung has 805 students. It divided into some classes that could identify as follow:

Table 4

Total of the Students of MA Ma`arif NU 5 Sekampung in Academic Year of 2019/2020

No	Class	Sex		Amount
		Male	Female	
1	X	135	149	284
2	XI	141	150	291
3	XII	98	132	230
Total				805

Source: Documentation of MA Ma`arif NU 5 Sekampung in Academic
Year of 2019/2020

6. The Condition of MA Ma`arif NU 5 Sekampung

The condition of infrastructure was under renovation. The data confirms that Madrasah Aliyah Ma`arif NU 5 Sekampung had 18 class room, principle`s room, laboratorium, library, staff`s room, administration room, office room, mosque, library, Water Close (WC), Parking area, GSG, osis and scout`s room.

Table 5

The Condition of MA Ma`arif NU 5 Sekampung

No	Room Types	Total	Condition			Condition
			Good	Enough	Bad	
1	Ground wide	15000 M^2				
2	Class room	18	14	1	3	4 Room
3	Principle`s room	1	1			
4	Staff`s room	1	1			
5	Teacher`s room	1	1			
6	Tiolet	6		6		6 Room
7	GSG	1			1	1 Room
8	Laboratorium	1	1			

9	Mosque	1	1			
10	Osis and Scout room	1	1			
11	Lab Art	2		2		
12	Labrary	1	1			

7. Location sketch of MA Ma`arif NU 5 Sekampung

The location sketch of Madrasah Aliyah Ma`arif NU 5 Sekampung central lampung.
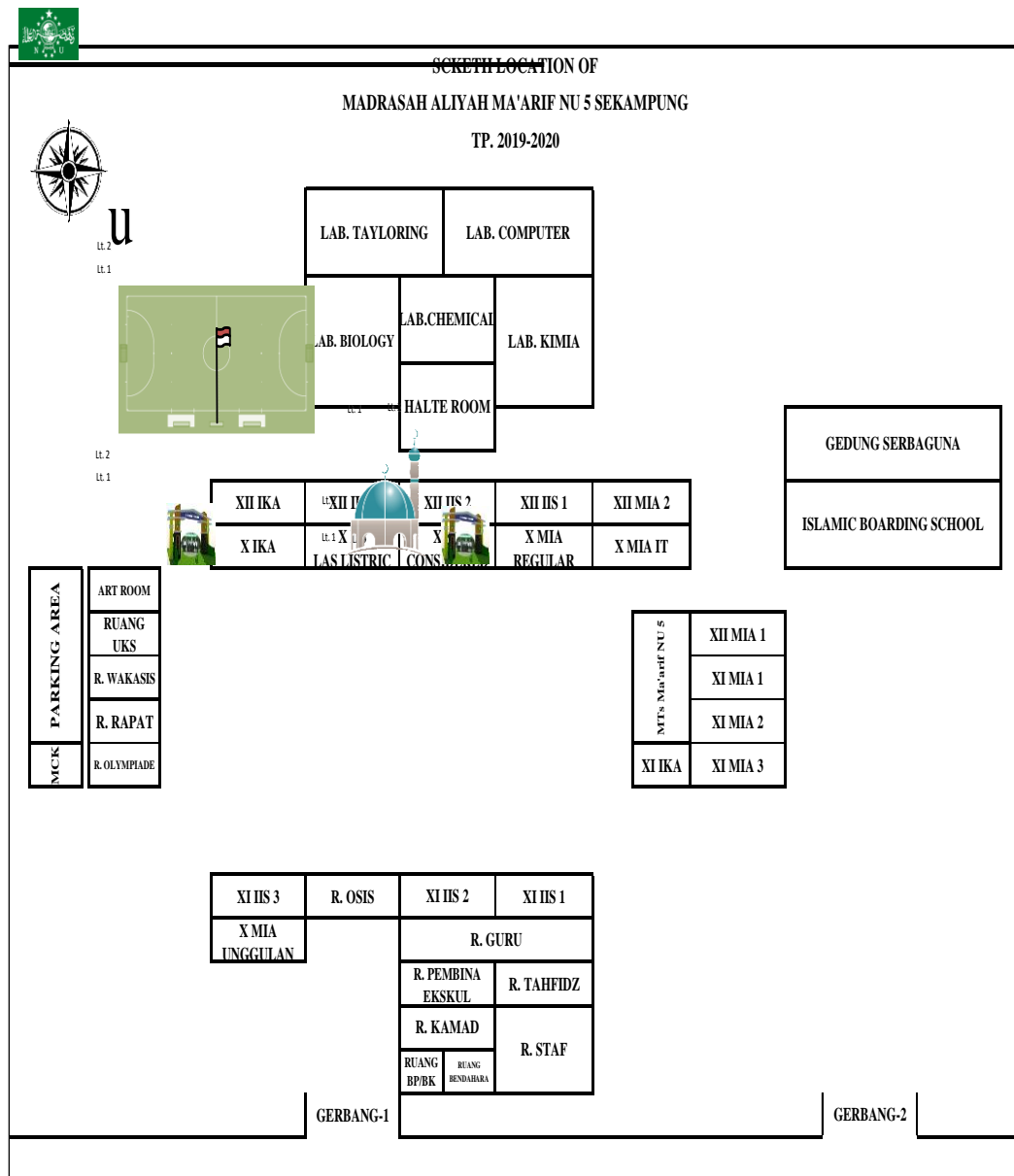
B. Description of the Finding

In this research before the process of cycle one, the researcher conducted the pre-test on Friday, August 2nd, 2019. The result of the students' pre-test score can be seen on the table as follows:

Table 6
Table of the Students Pre-test Result

No	Name	Score	Criteria
1	AJ	70	Complete
2	AFN	50	Incomplete
3	AM	70	Complete
4	AS	50	Incomplete
5	AF	50	Incomplete
6	BS	60	Incomplete
7	DA	62	Incomplete
8	DH	70	Complete
9	DANA	52	Incomplete
10	DMS	60	Incomplete
11	GAP	52	Incomplete
12	HBP	50	Incomplete
13	HA	50	Incomplete
14	IR	60	Incomplete
15	KD	60	Incomplete
16	KA	62	Incomplete
17	NL	70	Complete

18	NN	62	Incomplete
19	NY	70	Complete
20	OV	70	Complete
21	PP	52	Incomplete
22	RF Mtd	60	Incomplete
23	RS	52	Incomplete
24	TMN	62	Incomplete
25	WK	62	Incomplete
26	WW	52	Incomplete
27	YA	52	Incomplete
28	ZQ	52	Incomplete
	Total	1644	
	Average	59	
	High Score	70	
	Low Score	50	

Table 7
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentages	Criteria
1	≥70	6	21,43%	Complete
2	<70	22	78,57%	Incomplete
	Total	28	100%	

Grap 1

Frequency Distribution of Pre-Test
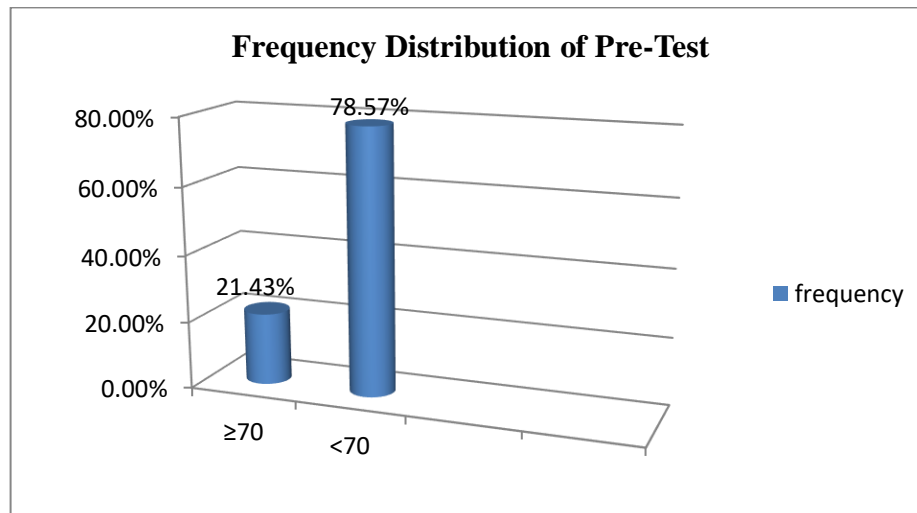
Based on the table above can be seen that only 21,43%(6 students) got complete score, then 78,57% (22 students) student got incomplete score. While the standard minimum for English lesson in MA Ma`arif NU 5 Sekampung at least 70. It was the lowest score from standard score. That is the reason, why the researcher chosed CLL to improve their speaking performance in MA Ma`arif NU 5 Sekampung.

1. **Cycle 1**

   a. Identification of the Problem

      Based on the teacher's experience and the result of speaking performance test in MA Ma`arif NU 5 Sekampung, the researcher concluded that the problem faced by the students as follows: Many students still could not confident about speaking performance and how to speak it well.

   b. Alternative of the Problem

1) The teacher explained how to speak well, include intonation, pronunciation and fluency.

2) The teacher should apply CLL strategy in teaching English especially in speaking performance.

Based on the cases above, the researcher use CLL as the problem solution.

1. Planning

In this stage the researcher to collaborative with an English teacher class is Mrs. Septri Ratna Sari planned to gave material about tensis. The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared the strategy of CLL, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to gave evaluation to measure how far the material that have been taught can be accepted by the students.

2. Action

The action in the cycle 1 consisted of 3 meetings. The first meeting the reseacher was used to gave treatment. The second meeting was used to gave treatment and the third meeting was used to gave post test 1.

The explanation of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on Saturday, August 3th 2019 for 2x45 minutes. This meeting the students gaveaction. The collaborator opened the class by greeting, praying, and asking the students' condition. And then, for 70 minutes gave to researcher completeely. The researcher gave material and explain the material for students`. The students` pay attention to the teacher explanation.

b) The Second Meeting

The second meeting was conducted on Friday, August 9th 2019 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. Before going to the material, the researcher gavequation to reviewed the last material and said do you remember the last material ? than they said yes mis. After that, the reseacher gave the story of daily activities to every students and use CLL strategy, and explain the meaning of story. Before closing the material the researcher said to students to perform by using CLL in the next meeting based on the short story which gaven by the researcher.

In this stage, the condition of the class was not effective because many students who were noisy, students were less active in teaching and learning process, they still shy to speake English. in the end of meeting, the teacher gave motivation to the students and

stimulating the students to conclude the material. And then, the researcher greets to closing the meeting.

c) The third meeting

The third meeting was conducted on Saturday, August 10th 2019 for 2x45 minutes. This meeting used to post-test 1 after the students gave action. The meeting started by greeting, praying and checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to the students. To tell daily activities in font of the class.

In the post-test 1 only 10 students who got bad score, but the result of the students' test was better than the students' test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 8
Table of the Students Post-test 1 Result of Cycle 1

No	Name	Score	Criteria
1	AJ	78	Complete
2	AFN	70	Complete
3	AM	78	Complete
4	AS	70	Complete

5	AF	70	Complete
6	BS	70	Complete
7	DA	70	Complete
8	DH	70	Complete
9	DANA	60	Incomplete
10	DMS	70	Complete
11	GAP	60	Incomplete
12	HBP	70	Complete
13	HA	80	Complete
14	IR	62	Incomplete
15	KD	70	Complete
16	KA	62	Incomplete
17	NL	70	Complete
18	NN	60	Incomplete
19	NY	80	Complete
20	OV	80	Complete
21	PP	62	Incomplete
22	RF Mtd	80	Complete
23	RS	60	Incomplete
24	TMN	62	Incomplete
25	WK	80	Complete
26	WW	60	Incomplete
27	YA	62	Incomplete
28	ZQ	60	Incomplete

Total	1926
Average	69
High Score	80
Low Score	60

Table 9
Frequency of Students' Score at Post-test in Cycle I

No	Score	Frequency	Percentages	Category
1	≥70	17	60,7%	Complete
2	<70	11	39,3%	Complete
	Total	28	100%	

Graph 2
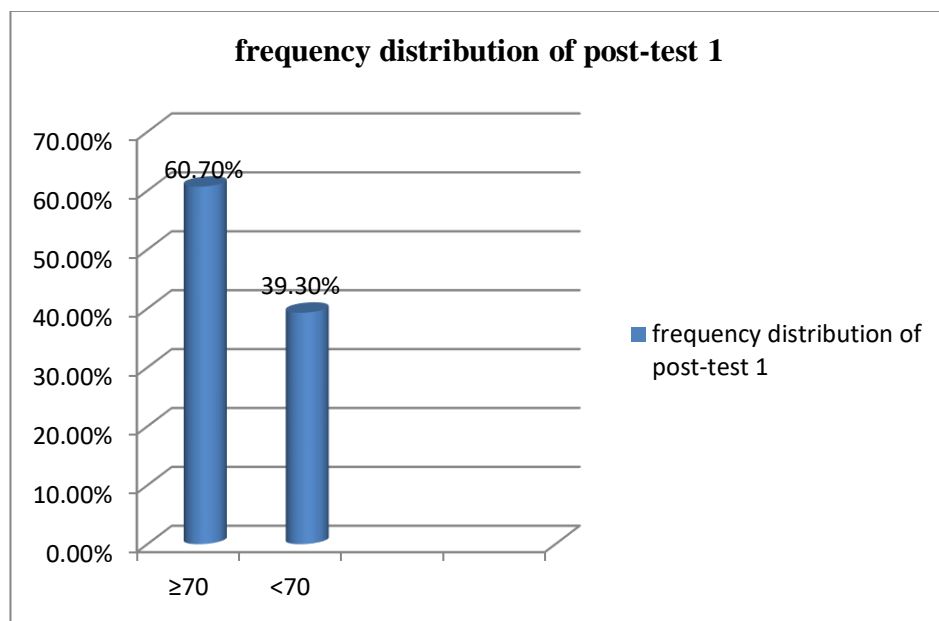
Based on the data above can be seen that 39% (11 students) got low score, 43% (12 students) got average score and 18% (5 students) got high score . It was higher that the result of pre test. The criterion on

of students who was successful in mastering the material was the students who got minimum score of 70. Learning process is said success, when 80% got score above 70. The fact showed that the result was unsatisfactory.

3. Observing

The researcher conducted 3 meetings in cycle I. The researcher gave material about short story using present tense.Some students can active to join the discussion whenever there are some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 10
The Students' Learning ActivitiesObservation in Cycle I

No	Name	Students activity			
		1	2	3	4
1	AJ	✓	✓		
2	AFN		✓	✓	✓
3	AM	✓	✓		
4	AS			✓	✓
5	AF	✓			✓
6	BS		✓	✓	
7	DA	✓		✓	
8	DH	✓	✓		
9	DANA			✓	✓
10	DMS				✓
11	GAP	✓	✓	✓	

No	Name	1	2	3	4
12	HBP		✓	✓	✓
13	HA	✓	✓		
14	IR		✓	✓	
15	KD			✓	✓
16	KA	✓	✓		
17	NL	✓			✓
18	NN			✓	✓
19	NY		✓	✓	✓
20	OV	✓			
21	PP			✓	✓
22	RF Mtd		✓	✓	
23	RS	✓	✓		
24	TMN		✓		✓
25	WK	✓		✓	
26	WW			✓	✓
27	YA	✓	✓		
28	ZQ		✓	✓	
	Total	14	16	16	13

Notes:

The students' activities that observed are:

1. Paying attention of the teacher's explanation

2. The students' ask/answer question

3. The students active in the class

4. The students` doing the task

Table 11

The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	14	50%
2	The students' ask/answer question	16	57,%
3	The students active in the class	16	57%
4	The students able do the task	13	46%
Total Students		28	

Graph 3
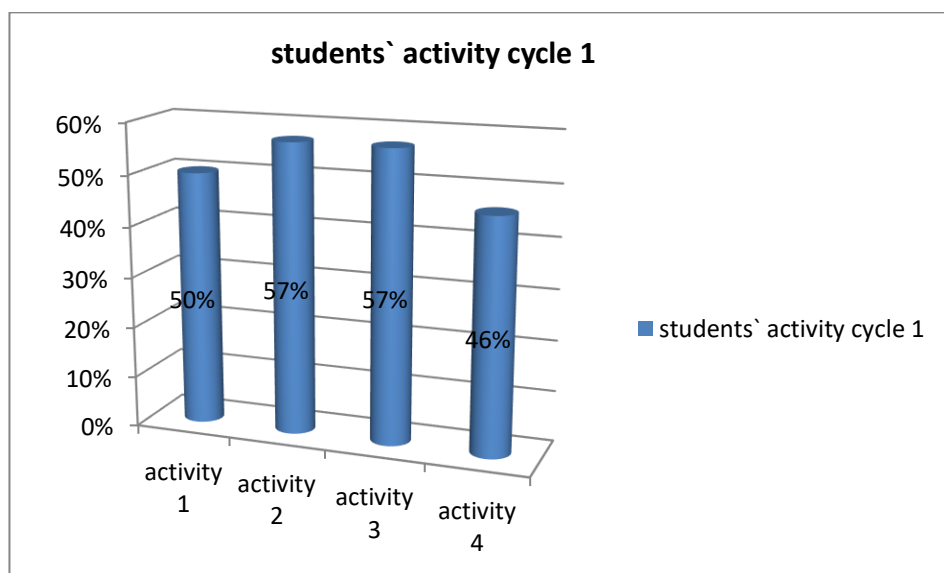
According to the result of the observation above it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 50% of

paying attention in learning process, 57% the students` ask the quation, 57% the students`active in the class, and then 46% the students` able do the task.

4. Reflecting

From the result of cycle I, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material, and made the condition be noise.

English learning process at cycle 1 was succesful enought, although the students' average score is low. Neverthless, there is an improvement score of the students post test 1 than pre test score. This is the table of illustration score in cycle 1:

Table 12

**Table of the Result Score of Students' Speaking Performance
Pre test, and Post test 1**

No	Name	Students result			
		Pre test	Post test 1	Improve	Category
1	AJ	70	78	8	Improve
2	AFN	50	70	20	Improve
3	AM	70	78	8	Improve
4	AS	50	70	20	Improve
5	AF	50	70	20	Improve

6	BS	60	70	10	Improve
7	DA	62	70	50	Improve
8	DH	70	70	0	Constant
9	DANA	52	60	8	Improve
10	DMS	60	70	10	Improve
11	GAP	52	60	8	Improve
12	HBP	50	70	20	Improve
13	HA	50	80	30	Improve
14	IR	60	62	2	Improve
15	KD	60	70	10	Improve
16	KA	62	62	0	Constant
17	NL	70	70	0	Constant
18	NN	62	60	-2	Decrease
19	NY	70	80	10	Improve
20	OV	70	80	10	Improve
21	PP	52	62	10	Improve
22	RF Mtd	60	80	20	Improve
23	RS	52	60	8	Improve
24	TMN	62	62	0	Constant
25	WK	62	80	18	Improve
26	WW	52	60	8	Improve
27	YA	52	62	10	Improve
28	ZQ	52	60	8	Improve
	Total	1644	1926		

Average	59	69
High score	70	80
Low score	50	60

Table 13
Frequency of Students' Score at Post-test in Cycle I

No	Score	Pre –test frequency	Pre –test percentages	Post-test 1 frequency	Post-test 1 Percentages	Category
1	≥70	6	21,43%	17	60,7%	Complete
2	<70	22	78,57 %	11	39,3%	Incomplete
	Total	28	100%	28	100%	

Graph 4
**The Percentage of the Students`speaking performance score
on pre test and post test 1**
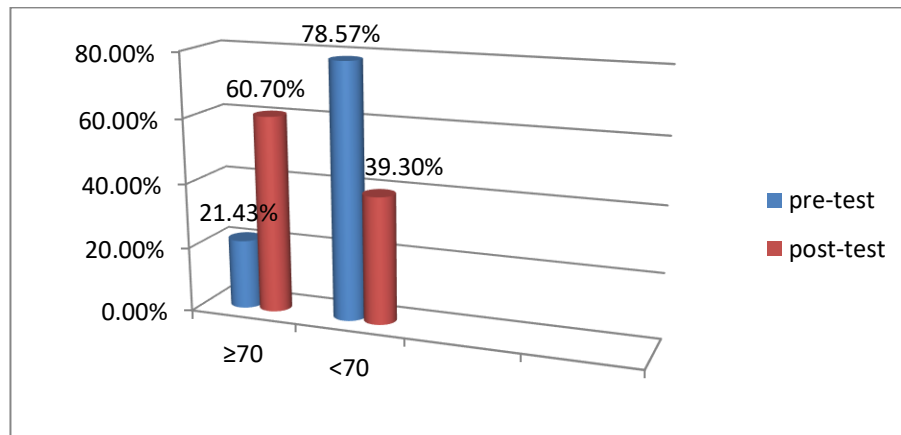
In this research the researcher gave pre test and post test it aimed the students speaking performance before treatment. From the average score of pre test and post test 1 above, it can be seen that there was an increasing of students speaking performance. The average score in pre test is 59 improved to 69 in post test 1, so there is an increasing 10 point.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follow:

1) The researcher should manage class well.

2) The researcher ask students to focus on study and not make a noises

3) Teacher should motivate students to be more active in the class.

1. **Cycle II**

Cycle II are similar to cycle I, it was divided into planning, acting, observing, and reflecting. It will explain more detail as follow:

a. Planning

In this step the researcher to collaborative with an English Teacher is Mrs. Septri Ratna Sari and the collaborator would like to make and

discuss about the lesson plan. Based on the students' result in cycle I, the researcher and collaborator concluded that the problems are some students are not confident and shy if they speak English, they difficult to express their idea, the students afraid if they make a mistake. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing in cycle II.

b. Acting

1) The first meeting

The meeting conducted onFriday, August16th, 2019. For the first, the researcher opened the meeting by greeting, asked students to pray together, checking students' attendance, and then the researcher try to talk with the students in simple conversation. After that, the researcher announced the result of speaking score at last meeting. The researcher told that the students should be more active in learning process. Then the researchers reviewed the last material about short story. When the researcher explained, the students more active join the learning and they pay attention to the explanation to the next material.

2) The second meeting

The meeting conducted onFriday, August 23nd, 2019After finished explain the material, the researcher gave story of holiday to every students and tells it how to story using CLL. Before closing the material the researcher said to students to perform by using CLL in the next meeting based on the short story which gave by the researcher

During the discussion, the collaborator observed the students'
cooperative and activeness in discuss the material. The condition of
the class was more controlled than last meeting. The students' gave
their feeling and their ideas to speak. After finished the discussion, the
researcher closed the meeting because time is over.

3) The third meeting

The meeting conducted onsaturday, August 24th, 2019The researcher
began the meeting by greeting, asked students to pray together,
checking students' attendance, and asking the students' condition.
After that the researcher asked the students to present their result from
the discussion last meeting as evaluated for post test 2 in cycle 2 used
CLL. When one of student presented the result, other students focus
on the students who tell a story in front of the class. They became
more active than before. The researcher helped the students if they
faced the problem.

Table 14
The Students' speaking performance Score
Of the Post-Test in Cycle 2

No	Name	Score	Criteria
1	AJ	90	Complete
2	AFN	80	Complete
3	AM	90	Complete
4	AS	90	Complete
5	AF	84	Complete

6	BS	84	Complete
7	DA	80	Complete
8	DH	84	Complete
9	DANA	78	Complete
10	DMS	80	Complete
11	GAP	78	Complete
12	HBP	80	Complete
13	HA	90	Complete
14	IR	78	Complete
15	KD	80	Complete
16	KA	70	Complete
17	NL	84	Complete
18	NN	78	Complete
19	NY	80	Complete
20	OV	90	Complete
21	PP	70	Complete
22	RF Mtd	90	Complete
23	RS	70	Complete
24	TMN	70	Complete
25	WK	90	Complete
26	WW	70	Complete
27	YA	70	Complete
28	ZQ	70	Complete
	Total	2248	

Average	80
High Score	90
Low Score	70

Table 15
Frequency of Students' Score of the Post-test in Cycle 2

No	Score	Frequency	Percentage	Category
1	≥70	28	100%	Complete
2	<70	0	0%	incomplete
	Total	28	100%	

Graph 5
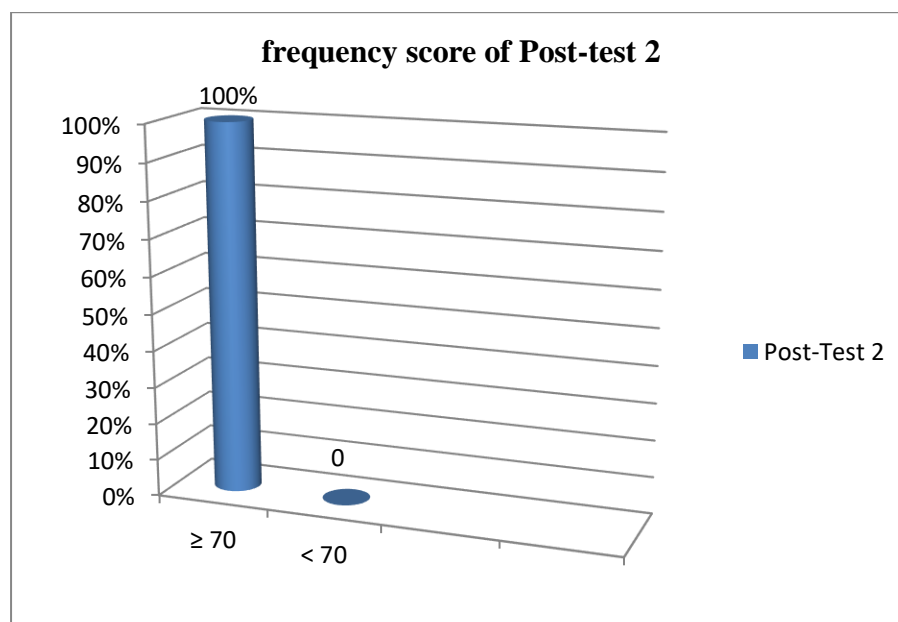
The table and graphic above is the result of students' score at post-test 2. It can be seen that there was an increasing from the score of post-test

1 and post-test 2. There were 100% (28 students) got complete score and 0% (0 students) got incomplete score. The lowest score was 70, the highest score was 90, and the average score was 80. The average score on post-test 1 was 69. It means that there was an increasing 11 points from post-test 1 and post-test 2.

c. Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process.

Table 16

The students activities result in cycle II

No	Name	Students activity			
		1	2	3	4
1	AJ	✓	✓	✓	✓
2	AFN	✓	✓	✓	✓
3	AM	✓	✓	✓	✓
4	AS	✓	✓		✓
5	AF	✓		✓	✓
6	BS	✓	✓	✓	✓
7	DA		✓	✓	✓
8	DH	✓		✓	✓
9	DANA	✓	✓	✓	✓
10	DMS	✓	✓	✓	✓

11	GAP	✓	✓	✓	✓
12	HBP	✓	✓	✓	✓
13	HA	✓	✓	✓	✓
14	IR	✓		✓	✓
15	KD	✓	✓	✓	✓
16	KA	✓	✓	✓	✓
17	NL	✓	✓	✓	✓
18	NN	✓	✓	✓	✓
19	NY	✓	✓	✓	✓
20	OV	✓	✓	✓	✓
21	PP	✓	✓		✓
22	RF Mtd	✓	✓	✓	✓
23	RS	✓	✓	✓	✓
24	TMN	✓	✓	✓	
25	WK	✓	✓	✓	✓
26	WW	✓	✓	✓	✓
27	YA		✓	✓	✓
28	ZQ	✓	✓	✓	✓
	Total	26	25	26	27

Table 17

The Frequency of Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	26	92%
2	The students' ask/answer question	25	89,%
3	The students active in the class	26	92%
4	The students able do the task	27	96%
	Total Students	28	

Graph 6
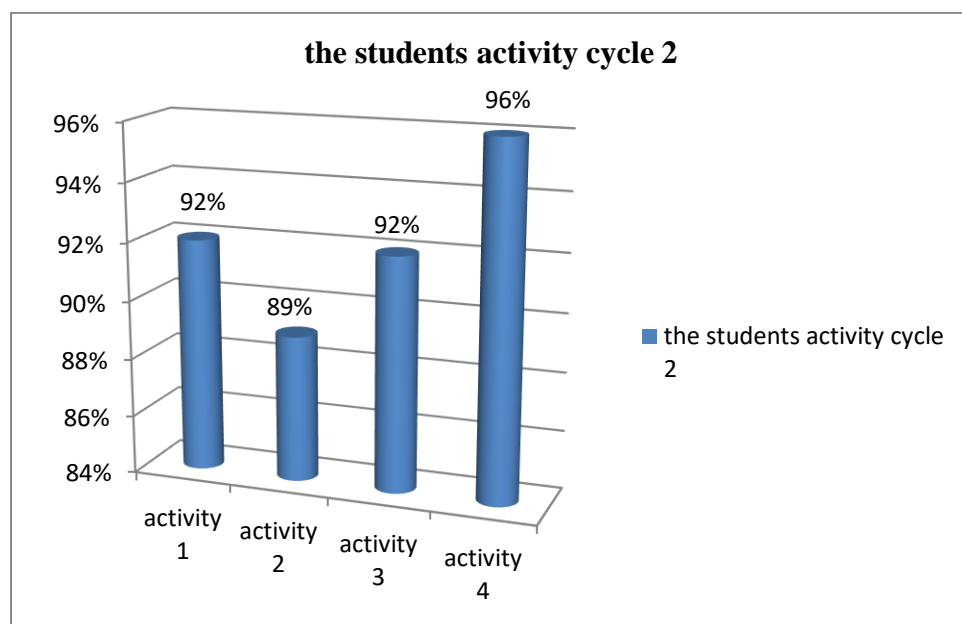
According table and graphic above the result of the observation above it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the student were active in the class than cycle 1.

d. Reflecting

The result of cycle II was better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occurred and the student more confident, bravest to present and express their idea to speak English.

Finally, the researcher concluded that the problems has been solved by used Community Language Learning strategy. The teacher should motivate students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that CLL trategy could improve the students' speaking performance.

Table 18
The result score of students post test 1 and post test 2

No	Name	Post test 1	Post test 2	Improve	Category
1	AJ	78	90	12	Improve
2	AFN	70	80	10	Improve
3	AM	78	90	12	Improve
4	AS	70	90	20	Improve
5	AF	70	84	14	Improve
6	BS	70	84	14	Improve

7	DA	70	80	10	Improve
8	DH	70	84	14	Improve
9	DANA	60	78	18	Improve
10	DMS	70	80	10	Improve
11	GAP	60	78	18	Improve
12	HBP	70	80	10	Improve
13	HA	80	90	10	Improve
14	IR	62	78	16	Improve
15	KD	70	80	10	Improve
16	KA	62	70	8	Improve
17	NL	70	84	14	Improve
18	NN	60	78	18	Improve
19	NY	80	80	0	Constant
20	OV	80	90	10	Improve
21	PP	62	70	8	Improve
22	RF Mtd	80	90	10	Improve
23	RS	60	70	10	Improve
24	TMN	62	70	8	Improve
25	WK	80	90	10	Improve
26	WW	60	70	10	Improve
27	YA	62	70	8	Improve
28	ZQ	60	70	10	Improve
	Total	1926	2248		
	Average	69	80		

	High Score	80	90
	Low Score	60	70

Table 19
Frequency of Students' Score at Post-test 1, and post test 2

No	Score	Post –test 1		Post-test 2		Category
		Frequency	percentages	Frequency	Percentages	
1	≥70	17	60,7%	28	100%	Complete
2	<70	11	39,3 %	0	0%	Incomplete
	Total	28		28	100%	

Graph 7
The Percentage of the Students' Grade of post test 1 and post test 2
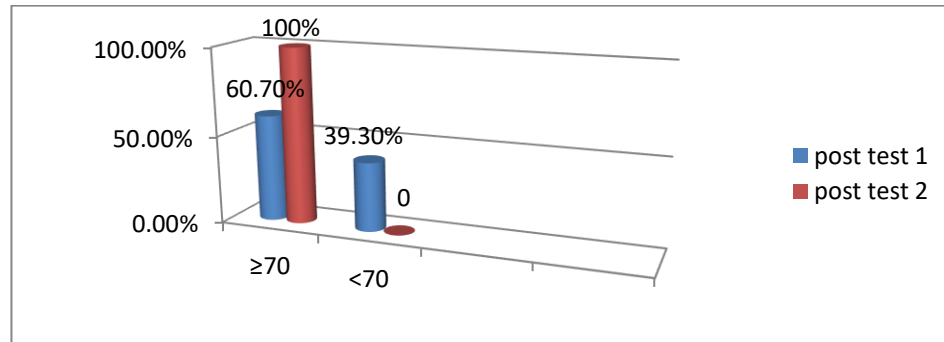
C. Discussion of the Reseach

1. **Action and Learning Result at Cycle 1**

    English learning process at cycle 1 was successful enough, although the students' average score is low. Nevertheless, there is an improvement score of the students post test 1.

In this research, the researcher gave pre test and post test 1 it aimed to know the students' speaking performance before and after treatment. From the average score of pre test and post test1 above, it can be seen that score in pre-test is 59 improved to 69 in post-test 1, so there is an increasing 10 point.

2. **Action and Learning Result at Cycle II**

Teaching and learning process at cycle 2 was on climax situation. The students score was improve significantly and the condition of the class was conducive.

Table 20
Table of the Result Score of Students' Pre test,
Post test 1 and Post test 2

No	Name	Students result			
		Pre test	Post test 1	Post test 2	Category
1	AJ	70	78	90	Improve
2	AFN	50	70	80	Improve
3	AM	70	78	90	Improve
4	AS	50	70	90	Improve
5	AF	50	70	84	Improve
6	BS	60	70	84	Improve
7	DA	65	70	80	Improve
8	DH	70	70	84	Improve
9	DANA	52	60	78	Improve

10	DMS	60	70	80	Improve
11	GAP	52	60	78	Improve
12	HBP	50	70	80	Improve
13	HA	50	80	90	Improve
14	IR	60	62	78	Improve
15	KD	60	70	80	Improve
16	KA	62	62	70	Improve
17	NL	70	70	84	Improve
18	NN	62	60	78	Improve
19	NY	70	80	80	Improve
20	OV	70	80	90	Improve
21	PP	52	62	70	Improve
22	RF Mtd	60	80	90	Improve
23	RS	52	60	70	Improve
24	TMN	62	62	70	Improve
25	WK	62	80	90	Improve
26	WW	52	60	70	Improve
27	YA	52	62	70	Improve
28	ZQ	52	60	70	Improve
	Total	1644	1926	2248	
	Average	59	69	80	
	High score	70	80	90	
	Low score	50	60	70	

Table 21
Frequency of Students' Score at Pre test, Post-test 1, and post test 2

Score	Pre-Test		Post-Test I		Post-Test II		Explanation
	Frequency	Percentaes	Frequency	Percentaes	Frequency	Percentaes	
≥70	6	21,43%	17	60,7%	28	100%	Complete
< 70	22	78,57%	11	39,3%	0	0%	Incomplete
Total	28	100%	28	100%	28	100%	

Graph 8

The Percentage of the Students' Grade of the students' at pre test, post test 1 and post test 2
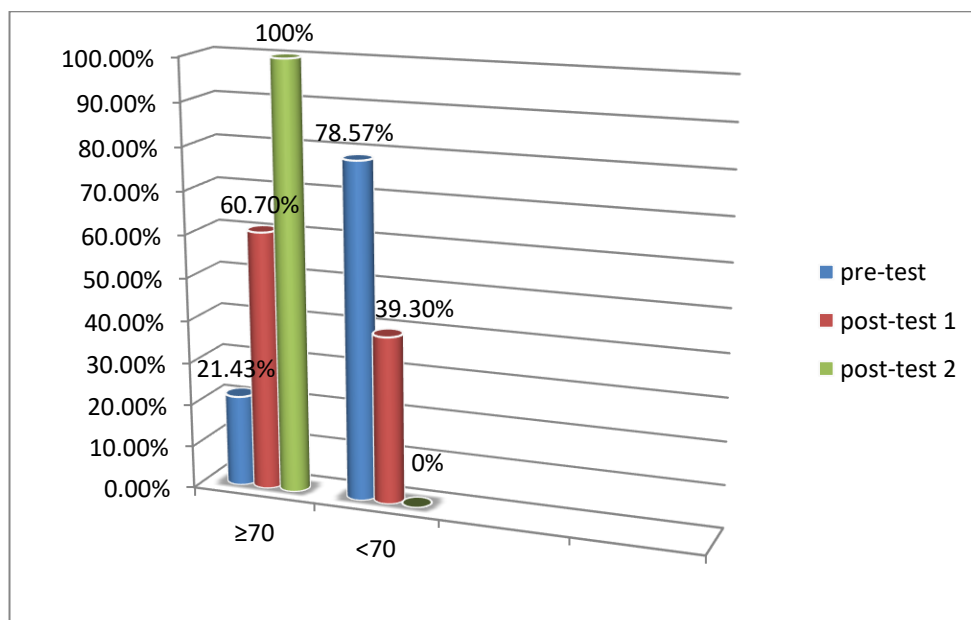
3. **The Result of the Students' Activity**

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle I and Cycle II can be seen in this table as follow:

Table 22

The Result of the Students' Activity in cycle 1&2

No	Name	Cycle 1		Cycle 2	
		Meet 1	Meet 2	Meet 1	Meet 2
1	AJ	3	2	4	5
2	AFN	2	3	4	4
3	AM	1	2	5	5
4	AS	2	3	3	4
5	AF	3	3	5	4
6	BS	2	2	4	5
7	DA	3	2	5	4
8	DH	1	2	3	4
9	DANA	3	3	4	5
10	DMS	3	2	4	5
11	GAP	2	3	4	5
12	HBP	2	3	5	5
13	HA	3	2	4	5
14	IR	1	2	3	4
15	KD	2	3	4	5
16	KA	2	2	4	5
17	NL	1	3	5	4

18	NN	3	2	3	5
19	NY	2	3	4	5
20	OV	2	2	4	5
21	PP	2	3	4	4
22	RF Mtd	3	3	5	5
23	RS	1	2	5	5
24	TMN	3	2	3	4
25	WK	3	3	4	5
26	WW	3	3	4	5
27	YA	2	2	5	4
28	ZQ	2	3	5	5
	Total	62	70	114	130
	Average	2,2	2,5	4,07	4, 64

Graph 9
The Percentage Students' Activity in Cycle I and Cycle II
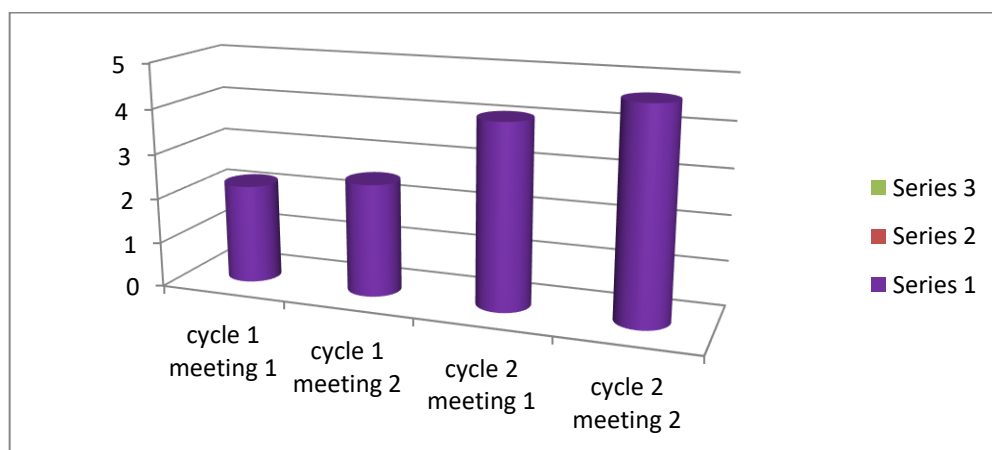
Based on the table and graphic above, it could be concluded that there was an increasing of students' activities during the learning

processing cycle I and cycle II through CLL strategy. It means that CLL had positive effect toward the teaching learning process.

Based on the result of post test cycle 2 the researcher concluded that every students get minimal score 70 it is mean this research already to achieve indicator of success and this research regarded finished.

Based on the fact above, Community Language Learning strategy is more suitable in speaking class. Why ? becouse community Language Learning (CLL) strategy is a kind of a method in which students work together to develop what aspects of a language they would like to learn. The teachers acts as a counselor while the learner acts as a collaborator (client), although sometimes this role can be changed.

Discuss about Community Language Learning strategy in speaking class is aimed to improve students` critical thingking and students` communication skill. By performing CLL students` have a lot of opportunities in practicing speaking. Students` involvment is very important in implementing Community Language Learning (CLL).

The reseacher felt that the use of CLL strategy in teaching speaking was successful, becouse CLL is an interesting activity where students` have  a lot of opportunity  to practice speaking in speaking class. So, reseacher suggested that CLL is an appropriate technique used in teaching speaking for senior high school students`.

CHAPTER V

CONCLUSION AND SUGGESTION

This section is concerned with the conclusion, and suggestion. In this writing explore about the brief result of this research, the short experiences that the researcher got and little bit suggestion to the students, teacher, and also Headmaster. All of them will explain more clearly as belows:

A. Conclusion

Community Language Learning can improve students' speaking performance. The Students were achieving during teaching learning process. Community Language Learning strategy applies learning community that makes students more active. It make them enthusiast and more confidence to speak english. It is supported by the improve of their result score It can be seen that there was an improving from the score of post-test 1 and post-test 2. There were 25% (7 students) got average score and 75% (21 students) got high score. The lowest score was 70, the highest score was 90, and the average score was 80. The average score on post-test 1 was 69. It means that there was an improving 11 points from post-test 1 and post-test 2. It means that the result of the 2 cycle has already reached the indicator of success that is 80% of the students get score 70 or more. and this research regarded finished.

B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For Students, in order to:

    a. Active in learning process especially English speaking subject.

    b. Improve their speaking performance through Community Language learning strategy.

    c. Speak English in daily activities.

2. For English Teacher, in order to:

    a. Have various strategy like Community Language learning strategy.

    b. to teach English, especially to improve the students` speaking performance.

    c. Prepare some books to improve their knowledge especially in English subject.

3. For Headmaster, in order to

    a. Support the English learning process by the preparing the facilitations and instruments completeely.

    b. Recommended to make the further research about increasing speaking performance through Community Language learning strategy.

    .

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APPENDICES

SILABUS SMA/MA

Mata Pelajaran   :   **BAHASA INGGRIS - WAJIB**

Kelas   :   **X**

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 menunjukkan 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 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, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa penganta	**Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu**	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat *Past Simple* dan *Present perfect tense*, dalam berbagai konteks. • Siswa berinteraksi	Kriteria penilaian: • Pencapaian fungsi sosial • Ketepatan unsur kebahasaan : tata bahasa, kosa kata,	2 x 2 JP	• <u>Audio CD/ VCD/DVD</u> • <u>SUARA GURU</u> • <u>Koran/ majalah</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
r komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/ kejadian yang dilakukan	**terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)** *Fungsi sosial* Menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya *Struktur*	menggunakan kalimat *Past Simple* dan *Present perfect tense* selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat *Past Simple* dan *Present Perfect tense*, • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat *Past Simple* dan *Present Perfect tense*, (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.	ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian		berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan	*teks* *I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car* *My friend has prepared everything before we left* *Unsur kebahasaan* (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan	**Mengeksplorasi** • Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat *Past Simple* dan *Present Perfect tense* yang telah dipelajari dengan	dalam menyampaikan dan menulis teks • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat *Past Simple* dan *Present Perfect tense* dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MA MA'ARIF NU 5 Sekampung
Mata Pelajaran : Bahasa Inggris/Wajib
Kelas/Semester : X/Ganjil
Materi Pokok : Tindakan/kejadian yang dilakukan/terjadi di waktu
sekarang yang merujuk waktu terjadinya
(Simple present tent)
Alokasi Waktu : 2 x 2 jam pertemuan

A. **Kompetensi Inti**:

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, 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 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 dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. **Kompetensi Dasar**

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

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

3.6. Menganalisis fungsisosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.

4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. Indikator

1.1.1 Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman dalam penggunaan simple present tense.

2.2.1 Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi dalam penggunaan simple present tense.

3.6. Menganalisis fungsisosial, struktur teks, dan unsure kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.

4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsisosial, struktur teks, dan unsure kebahasaan, yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

1.1.1 Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman dalam penggunaan simple present tense.

2.2.1 Siswa dapat menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi dalam penggunaan simple present tense.

3.6. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.

4.6. Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu

lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, yang benar dan sesuai konteks.

E. Materi

Tindakan/kejadian yang dilakukan/terjadi di waktu sekarang/sehari-hari yang merujuk waktu terjadinya

(Simple present tense)

1. Fungsi sosial

Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu sekarang yang merujuk waktu terjadinya.

2. Struktur teks

- *Every day I always wake up in the morning, after wake up I pray subuh than, I help my mother in the kitchen, I washing the plats, and than I take a bath and I Breakfase with my family, after breakfase I go to school with my father.*

3. Unsur kebahasaan

a. Simple present tense

b. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

4. Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.

F. Metode Pembelajaran: role play, Comunity language learning

G. Media, alat, dan sumber pembelajaran
1. Media : teks dan contoh-contoh kalimat simple present.
2. Alat : white board
3. Sumber Pembelajaran : buku (judul)

H. Langkah-langkah kegiatan pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. Guru memberi salam kepada siswa, 2. menanyakan kabar siswa, 3. memberi arahan kepada ketua kelas untuk memimpin do'a, 4. memeriksa kehadiran siswa	5 menit

| Inti | **Pertemuan 1** | 75 menit |

Mengamati:

1. Guru membimbing siswa untuk mengamati contoh kalimat simple present tense dalam cerita.

Mempertanyakan:

1. Guru membimbing siswa mempertanyakan fungsi kalimat simple present tense.

Mengeksplorasi:

1. Guru menjelaskan penggunaan kalimat simple present tense.

Mengasosiasi:

1. Guru meminta siswa untuk membuat sebuah kalimat simple present tense.

Mengkomunikasikan:

1. Guru meminta siswa untuk menyampaikan hasil tulisannya di depan kelas.

Pertemuan 2

Mengamati:

1. Guru membimbing siswa mengamati contoh kalimat simple present tense.

Mempertanyakan:

1. Guru membimbing siswa mempertanyakan fungsi kalimat simple present tense.

Mengeksplorasi:

1. Guru menjelaskan penggunaan kalimat simple present tense.

Mengasosiasi:

1. Guru meminta siswa untuk membuat beberapa contoh kalimat simple present tense.

Mengkomunikasikan:

1. Guru meminta siswa untuk menyampaikan hasil pekerjaan mereka.

Penutup   1. Guru memberi arahan dan bimbingan siswa   10 menit
          menyimpulkan materi yang telah dipelajari.
       2. Guru memberikan tugas terstruktur individu
       3. Guru menjelaskan rencana kegiatan pembelajaran pada pertemuan selanjutnya.

I. **Penilaian**
    1. Jenis/teknik Penilaian   : Penilaian Kognitif
    2. Bentuk Instrumen   : tes
    3. Pedoman Penskoran   : (terlampir)

Sekampung,   August 2019

Mengetahui
Guru pamong   Mahasiswa praktikan

Septri Ratna Sari   Anisatul Azizah
                                               NPM 1501070018

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MA MA'ARIF NU 5 Sekampung
Mata Pelajaran : Bahasa Inggris/Wajib
Kelas/Semester : X/Ganjil
Materi Pokok : Tindakan/kejadian yang dilakukan/terjadi di waktu
sekarang yang merujuk waktu terjadinya
(Simple past tense)
Alokasi Waktu : 2 x 2 jam pertemuan

J. Kompetensi Inti:

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, 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 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 dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

K. Kompetensi Dasar

1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

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

3.6. Menganalisis fungsisosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.

4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

L. Indikator

1.1.1 Menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman dalam penggunaan simple past tense.

2.2.1 Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi dalam penggunaan simple past tense.

3.6. Menganalisis fungsisosial, struktur teks, dan unsure kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.

4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsisosial, struktur teks, dan unsure kebahasaan, yang benar dan sesuai konteks.

M.   Tujuan Pembelajaran

1.1.2 Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman dalam penggunaan simple past tense.

2.2.2 Siswa dapat menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi dalam penggunaan simple past tense.

3.6. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.

4.6. Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu

lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, yang benar dan sesuai konteks.

N. Materi

Tindakan/kejadian yang dilakukan/terjadi di waktu sekarang/sehari-hari yang merujuk waktu terjadinya
(Simple past tense)

5. *Fungsi sosial*

Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu sekarang yang merujuk waktu terjadinya.

6. *Struktur teks*
   - *Last holiday, I went to jakarta in my grandmother's house, on there I fell happy, becouse all of my family made me happy and always invited me to looking for advanture and experience. I was very happy. Next time I will go there with my family in lampung*

7. *Unsur kebahasaan*
   c. Simple past tense

   d. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

8. *Topik*

   Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.

O. Metode Pembelajaran: role play, Comunity language learning

P. Media, alat, dan sumber pembelajaran
   4. Media   : teks dan contoh-contoh kalimat simple present.
   5. Alat   : white board
   6. Sumber Pembelajaran   : buku (judul)

Q. Langkah-langkah kegiatan pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	5. Guru memberi salam kepada siswa,	5 menit
	6. menanyakan kabar siswa,	

7. memberi arahan kepada ketua kelas untuk memimpin do'a,
8. memeriksa kehadiran siswa.

Inti	**Pertemuan 1**	75 menit

Mengamati:

2. Guru membimbing siswa untuk mengamati contoh kalimat simple past tense dalam cerita.

Mempertanyakan:

2. Guru membimbing siswa mempertanyakan fungsi kalimat simple present tense.

Mengeksplorasi:

2. Guru menjelaskan penggunaan kalimat simple past tense.

Mengasosiasi:

2. Guru meminta siswa untuk membuat sebuah kalimat simple past tense.

Mengkomunikasikan:

2. Guru meminta siswa untuk menyampaikan hasil tulisannya di depan kelas.

Pertemuan 2

Mengamati:

2. Guru membimbing siswa mengamati contoh kalimat simple past tense.

Mempertanyakan:

2. Guru membimbing siswa mempertanyakan fungsi kalimat simple past tense.

Mengeksplorasi:

2. Guru menjelaskan penggunaan kalimat simple past tense.

Mengasosiasi:

2. Guru meminta siswa untuk membuat beberapa contoh kalimat simple past tense.

Mengkomunikasikan:

2. Guru meminta siswa untuk menyampaikan hasil pekerjaan mereka.

Penutup
4. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari.
5. Guru memberikan tugas terstruktur individu
6. Guru menjelaskan rencana kegiatan pembelajaran pada pertemuan selanjutnya.

10 menit

R. **Penilaian**
4. Jenis/teknik Penilaian : Penilaian Kognitif
5. Bentuk Instrumen   : tes
6. Pedoman Penskoran   : (terlampir)

Sekampung,   August 2019

Mengetahui
Guru pamong   Mahasiswa praktikan

Septri Ratna Sari   Anisatul Azizah
                                                         NPM 1501070018

PRE-TEST

OF STUDENTS' SPEAKING PERFORMANCE

No.	Aspect assesment in speaking

No.   **Aspect assesment in speaking**

1.   Performance introduce your self

2.   Performance in discussion

3.   Performance introduce family

4.   Perform about prosedure text

5.   Perform by using greeting

Direction:

1. Choose your classmate to be your pair
2. Choose one of the topic bellow
3. Perform in front of the class

Post Test Instrument of Speaking Performance

(Cycle I)

Subject   : English (Speaking)

Class   : X

Time Allocation   : 40 minutes

Intruction:

1. Make a group consist of 5 person each group.
2. The students speak up about daily activities
3. Perfom in front of class orally.

My Daily Activities

Every day I always wake up early, after wake up I pray subuh. Than, I help my mother in the kitchen, I washing the plats, I help my mother cooking and then I take a bath and I breakfase with my family, after breakfase I go to school with my father.

Post Test Instrument of Speaking Performance

(Cycle II)

Subject   : English (Speaking)

Class   : X

Time Allocation   : 40 minutes

_____

Intruction:

1. Make a group consist of 5 person each group.
2. The students speak up about last holiday
3. Perfom in front of class orally.

Holiday

Last holiday, I went to Jakarta in my grandparent`s house, on there I fell happy, becouse all of my family made me happy and always invited me to looking for advanture and experience. I was very happy. Next time, I will go there with my family in Lampung.

Observation Sheet of Students' Activity (Cycle I)

Date   : 3th August 2019
School   : MA Ma`arif NU 5 Sekampung
Class/Semester : X IPS / I

No	Name	Students activity			
		1	**2**	**3**	**4**
1	AJ	✓	✓		✓
2	AFN		✓	✓	
3	AM	✓			
4	AS	✓		✓	
5	AF	✓		✓	
6	BS				✓
7	DA	✓	✓		✓
8	DH			✓	
9	DANA		✓		✓
10	DMS	✓	✓		✓
11	GAP	✓	✓		
12	HBP			✓	✓
13	HA	✓		✓	
14	IR	✓			
15	KD		✓	✓	
16	KA				✓
17	NL		✓		
18	NN	✓	✓		✓
19	NY			✓	
20	OV		✓		✓
21	PP	✓	✓		

22	RF Mtd			✓	✓
23	RS	✓			
24	TMN	✓	✓		✓
25	WK		✓		✓
26	WW	✓		✓	✓
27	YA		✓		
28	ZQ			✓	✓

Notes:

- **Tick (√) for each positive activity**
- **The students' activities that observed are:**
  1. Paying attention of the teacher`s explanation
  2. The students` ask/Answer the question
  3. The students` active in the class
  4. The students` doing the task

Collaborator	**Researcher**
Septri Ratna Sari	**Anisatul Azizah** **NPM. 1501070018**

Observation Sheet of Students' Activity (Cycle I)

Day/Date : 09th August 2019
School : MA Ma`arif NU 5 Sekampung
Class/Semester : X IPS / I

No	Name	Students activity			
		1	2	3	4
1	AJ	✓	✓		
2	AFN		✓	✓	✓
3	AM	✓	✓		
4	AS			✓	✓
5	AF	✓			✓
6	BS		✓	✓	
7	DA	✓		✓	
8	DH	✓	✓		
9	DANA			✓	✓
10	DMS				✓
11	GAP	✓	✓	✓	
12	HBP		✓	✓	✓
13	HA	✓	✓		
14	IR		✓	✓	
15	KD			✓	✓
16	KA	✓	✓		
17	NL	✓			✓
18	NN			✓	✓
19	NY		✓	✓	✓
20	OV	✓			

No	Name	1	2	3	4
21	PP			✓	✓
22	RF Mtd		✓	✓	
23	RS	✓	✓		
24	TMN		✓		✓
25	WK	✓		✓	
26	WW			✓	✓
27	YA	✓	✓		
28	ZQ		✓	✓	

Notes:

Tick (√) for each positive activity

The students' activities that observed are:

1. Paying attention of the teacher`s explanation

2. The students` ask/Answer the question

3. The students` active in the class\

4. The students` doing the task

Collaborator	**Researcher**

<u>**Septri Ratna Sari**</u>	<u>**Anisatul Azizah**</u>
	NPM. 1501070018

Observation Sheet of Students' Activity (Cycle II)

Date : 16th August 2019
School : MA Ma`arif NU 5 Sekampung
Class/Semester : X IPS/ 1

No	Name	Students activity			
		1	**2**	**3**	**4**
1	AJ	✓	✓	✓	
2	AFN	✓	✓		✓
3	AM	✓	✓	✓	✓
4	AS		✓		✓
5	AF	✓		✓	✓
6	BS	✓	✓	✓	
7	DA	✓	✓	✓	✓
8	DH		✓	✓	✓
9	DANA	✓	✓		✓
10	DMS	✓	✓	✓	
11	GAP	✓	✓		✓
12	HBP	✓	✓	✓	✓
13	HA	✓	✓		✓
14	IR	✓	✓		
15	KD	✓	✓		✓
16	KA	✓	✓	✓	
17	NL	✓	✓	✓	✓
18	NN		✓		✓
19	NY	✓	✓		✓
20	OV	✓	✓		✓

21	PP	✓	✓	✓	
22	RF Mtd	✓	✓	✓	✓
23	RS	✓	✓	✓	✓
24	TMN		✓	✓	✓
25	WK	✓	✓		✓
26	WW	✓	✓	✓	
27	YA	✓	✓	✓	✓
28	ZQ	✓	✓	✓	✓

Notes:

Tick (√) for each positive activity

The students' activities that observed are:

1. Paying attention of the teacher`s explanation

2. The students` ask/Answer the question

3. The students` active in the class

4. The students` doing the task

Collaborator   **Researcher**

Septri Ratna Sari   **Anisatul Azizah**
                                   NPM. 1501070018

Observation Sheet of Students' Activity (Cycle II)

Date   : 23th August 2019
School   : MA Ma`arif NU 5 Sekampung
Class/Semester : X IPS / 1

No	Name	Students activity			
		1	2	3	4
1	AJ	✓	✓	✓	✓
2	AFN	✓	✓	✓	✓
3	AM	✓	✓	✓	✓
4	AS	✓	✓		✓
5	AF	✓		✓	✓
6	BS	✓	✓	✓	✓
7	DA		✓	✓	✓
8	DH	✓		✓	✓
9	DANA	✓	✓	✓	✓
10	DMS	✓	✓	✓	✓
11	GAP	✓	✓	✓	✓
12	HBP	✓	✓	✓	✓
13	HA	✓	✓	✓	✓
14	IR	✓		✓	✓
15	KD	✓	✓	✓	✓
16	KA	✓	✓	✓	✓
17	NL	✓	✓	✓	✓
18	NN	✓	✓	✓	✓
19	NY	✓	✓	✓	✓
20	OV	✓	✓	✓	✓

21	PP	✓	✓		✓
22	RF Mtd	✓	✓	✓	✓
23	RS	✓	✓	✓	✓
24	TMN	✓	✓	✓	
25	WK	✓	✓	✓	✓
26	WW	✓	✓	✓	✓
27	YA		✓	✓	✓
28	ZQ	✓	✓	✓	✓

Notes:

Tick (√) for each positive activity

The students' activities that observed are:

1. Paying attention of the teacher`s explanation

2. The students` ask/Answer the question

3. The students` active in the class

4. The students` doing the task

Collaborator	**Researcher**
Septri Ratna Sari	**Anisatul Azizah**
	NPM. 1501070018

OBSERVATON SHEET OF TEACHER ACTIVITIES

CYCLE 2

Teacher Activity	3	2	1
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material used CLL c. Guide students to follow the lesson d. Practice the students to speak orally	√		
3. Post teaching a. Conclude the result learning b. Close the learning activities	√		
Total			

NOTES:

- 1 = Bad
- 2 = Enough
- 3 = good

DIRECTION:

1. Give a tick (√) for the active students
2. Give a tick (-) for unactive students

Sekampung, August 2019

Collaborator   The writer

Septri Ratna Sari   **Anisatul Azizah**
                                               NPM: 1501070018

STUDENTS` NAME AT X IPS 1

SENIOR HIGH SCHOOL MA MA`ARIF NU 5 SEKAMPUNG 2019/2020

No	Students` Name	Sex
1.	Aan Junianto	Male
2.	Ahmad Faizal Nahrowi	Male
3.	Ahmad Muadzin	Male
4.	Aldi Saputra	Male
5.	Arif Fathurrohman	Male
6.	Bagas Suhendra	Male
7.	Dela Amelia	Male
8.	Dieo Hidayatullah	Male
9.	Diva Alwi Nur Alif	Female
10.	Dwi Maya Sari	Female
11.	Gitris Adit Pratama	Male
12.	Hafidz Bayu Pratama	Male
13.	Hendra Ardiansyah	Male
14.	Ihkwan Rafe`i	Male
15.	Kezia Damiyati	Female
16.	Khoirul Anam	Male
17.	Nana Laviana	Female
18.	Nanang Nurfauzi	Male
19.	Nur Yunus	Male

20.	Okta Vilhayati	Female
21.	Peti Pebriani	Female
22.	Rafli Ferdiansyah Mtd	Male
23.	Riadhus Sholihin	Male
24.	Tia Martia Ningsih	Female
25.	Wahid Kamaludin	Male
26.	Wantini Wulandari	Female
27.	Yuandre Aditya	Male
28.	Zahrotul qolby	Female

THE FIELD NOTE

Cycle I	First Meeting	Some students did not pay much attention to the teacher explanation but they begun very enthusiast when the teacher told interesting topic.
	Second Meeting	Some students little bit annoyed when the teacher explained the material but the other students felt enjoy the learning process.
	Third Meeting	The Students paid more attention when the teacher evaluated the common mistakes and they had more spirit in doing post test I.
Cycle II	First Meeting	The students rather feel bored because they had to similar task in every meeting but they still paid attention to the teacher.
	Second Meeting	The students had understood the way and the rule to follow the teacher's instruction and feel easier to do the task together with their friends.
	Third Meeting	The students were very glad to do post test II because it was very easy after they got the treatment in every meeting and learnt their mistakes.

The Measurement Rubrics of Speaking

Aspect	Score	Category	Indicators
	88-100	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression
Fluency	72-84	3 (good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts
	44-68	2 (fairly good)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts
	20-40	1 (fairly)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	88-100	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	72-84	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which

			may occasionally lead to incomprehension.
	44-68	2 (fairly good)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	20-40	1 (fairly)	Words are unintelligible.
	88-100	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
Vocabulary	72-84	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate
	44-68	2 (fairly good)	Limited use vocabulary with frequent inappropriate
	20-40	1 (fairly)	Inappropriate and inadequate vocabulary.
	88-100	4 (excellent)	Very few grammatical errors evident.
Grammatical accuracy	44-84	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	44-68	2 (fairly good)	Speech is broken and distorted by

			frequent errors.
	20-40	1 (fairly)	Unable to construct comprehensible sentence.
	88-100	4 (excellent)	Interacts of interactively and readily participates and follow the discussion.
Interactional strategies	72-84	3 (good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently.
	44-68	2 (fairly good)	Interaction interactive. Can seldom develop an interaction.
	20-40	1 (fairly)	Understanding and interaction minimal.

Note:

Excellent to very good: 88-100

Good to average: 72-84

Fairly good: 44-68

fairly: 20-40

The Result Score Of Student's Pre-Test

School : MA Ma`arif NU 5 Sekampung

Class/Semester : XI / 1

Subject : English

No	Name	The aspects that evaluated					Score	Target ≥ 70
		P	V	G	F	I		
1	AJ	70	70	70	70	70	70	Complete
2	AFN	50	50	50	50	50	50	Incomplete
3	AM	70	70	70	70	70	70	Complete
4	AS	50	50	50	50	50	50	Incomplete
5	AF	50	50	50	50	50	50	Incomplete
6	BS	50	50	50	50	50	50	Incomplete
7	DA	70	60	60	60	60	62	Incomplete
8	DH	70	70	70	70	70	70	Complete
9	DANA	60	50	50	50	50	50	Incomplete
10	DMS	60	60	60	60	60	60	Incomplete
11	GAP	50	50	60	50	50	50	Incomplete
12	HBP	50	50	50	50	50	50	Incomplete
13	HA	50	50	50	50	50	50	Incomplete
14	IR	60	60	60	60	60	60	Incomplete
15	KD	60	60	60	60	60	60	Incomplete
16	KA	60	70	60	60	60	62	Incomplete
17	NL	70	70	70	70	70	70	Complete

18	NN	60	60	70	60	60	62	Incomplete
19	NY	70	70	70	70	70	70	Complete
20	OV	70	70	70	70	70	70	Complete
21	PP	50	50	60	50	50	52	Incomplete
22	RF Mtd	60	60	60	60	60	60	Incomplete
23	RS	50	50	60	50	50	50	Incomplete
24	TMN	60	60	70	60	60	62	Incomplete
25	WK	70	60	60	60	60	62	Incomplete
26	WW	50	50	50	60	50	52	Incomplete
27	YA	60	50	50	50	50	50	Incomplete
28	ZQ	50	60	50	50	50	50	Incomplete

Note :

- P : Pronounciation
- V : Vocabulary
- G : Grammar
- F : Fluency
- I : Intractional strategies

Final Score = $\dfrac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$

The Result Score Of Student's Post-Test Cycle 1

School   : MA Ma`arif NU 5 Sekampung

Class/Semester   : XI/ 1

Subject   : English

No	Name	The aspects that evaluated					Score	Target ≥ 70
		P	V	G	F	I		
1	AJ	70	80	70	90	70	78	Complete
2	AFN	70	70	70	70	70	70	Complete
3	AM	70	80	70	90	70	78	Complete
4	AS	70	70	70	70	70	70	Complete
5	AF	70	70	70	70	70	70	Complete
6	BS	70	70	70	70	70	70	Complete
7	DA	70	70	70	70	70	70	Complete
8	DH	70	70	70	70	70	70	Complete
9	DANA	60	60	60	60	60	60	Incomplete
10	DMS	70	70	70	70	70	70	Complete
11	GAP	60	60	60	60	60	60	Incomplete
12	HBP	70	70	70	70	70	70	Complete
13	HA	80	80	80	80	80	80	Complete
14	IR	60	60	60	70	60	62	Incomplete
15	KD	70	70	70	70	70	70	Complete
16	KA	60	60	60	70	60	62	Incomplete
17	NL	70	70	70	70	70	70	Complete

18	NN	60	60	60	60	60	60	Incomplete
19	NY	80	80	80	80	80	80	Complete
20	OV	80	80	80	80	80	80	Complete
21	PP	60	60	60	70	60	62	Incomplete
22	RF Mtd	80	80	80	80	80	80	Complete
23	RS	60	60	60	60	60	60	Incomplete
24	TMN	60	60	60	70	60	62	Incomplete
25	WK	80	80	80	80	80	80	Complete
26	WW	60	60	60	60	60	60	Incomplete
27	YA	60	60	60	70	60	62	Incomplete
28	ZQ	60	60	60	60	60	60	Incomplete

Note :

- P : Pronounciation
- V : Vocabulary
- G : Grammar
- F : Fluency
- I : Intractional strategies

Final Score = $\dfrac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$

The Result Score Of Student's Post-Test Cycle 2

School : MA Ma`arif NU 5 Sekampung

Class/Semester : XI / 1

Subject : English

No	Name	The aspects that evaluated					Score	Target ≥ 70
		P	V	G	F	I		
1	AJ	90	90	90	90	90	90	Complete
2	AFN	80	80	80	80	80	80	Complete
3	AM	90	90	90	90	90	90	Complete
4	AS	90	90	90	90	90	90	Complete
5	AF	80	90	80	80	90	84	Complete
6	BS	80	90	80	90	80	84	Complete
7	DA	80	80	80	80	80	80	Complete
8	DH	80	90	80	80	90	84	Complete
9	DANA	70	80	70	90	70	78	Complete
10	DMS	80	80	80	80	80	80	Complete
11	GAP	70	80	70	90	70	78	Complete
12	HBP	80	80	80	80	80	80	Complete
13	HA	90	90	90	90	90	90	Complete
14	IR	70	80	70	90	70	78	Complete
15	KD	80	80	80	80	80	80	Complete
16	KA	70	80	70	90	70	78	Complete
17	NL	80	80	90	80	90	84	Complete

18	NN	70	80	90	70	80	78	Complete
19	NY	80	80	80	80	80	80	Complete
20	OV	90	90	90	90	90	90	Complete
21	PP	70	70	70	70	70	70	Complete
22	RF Mtd	90	90	90	90	90	90	Complete
23	RS	70	70	70	70	70	70	Complete
24	TMN	70	70	70	70	70	70	Complete
25	WK	90	90	90	90	90	90	Complete
26	WW	70	70	70	70	70	70	Complete
27	YA	70	70	70	70	70	70	Complete
28	ZQ	70	70	70	70	70	70	Complete

Note :

- P : Pronounciation
- V : Vocabulary
- G : Grammar
- F : Fluency
- I : Intractional strategies

Final Score = $\dfrac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$

The Students' Score At Pre-Test And Post-Test Cycle 1

No	Name	Pre-test score	Post-test I score	Improving	Explanation
1	AJ	70	78	8	Improve
2	AFN	50	70	20	Improve
3	AM	70	78	8	Improve
4	AS	50	70	20	Improve
5	AF	50	70	20	Improve
6	BS	50	70	10	Improve
7	DA	60	70	50	Improve
8	DH	70	70	0	Constant
9	DANA	50	60	8	Improve
10	DMS	60	70	10	Improve
11	GAP	50	60	8	Improve
12	HBP	50	70	20	Improve
13	HA	50	80	30	Improve
14	IR	60	62	2	Improve
15	KD	60	70	10	Improve
16	KA	62	62	0	Constant
17	NL	70	70	0	Constant
18	NN	62	60	-2	Decrease
19	NY	70	80	10	Improve
20	OV	70	80	10	Improve
21	PP	52	62	10	Improve

22	RF Mtd	60	80	20	Improve
23	RS	50	60	8	Improve
24	TMN	62	62	0	Constant
25	WK	62	80	18	Improve
26	WW	52	60	8	Improve
27	YA	50	62	10	Improve
28	ZQ	50	60	8	Improve
Total		1644	1926		
Average		59	69		

The Students' Score At Post-Test Cycle I And Post-Test Cycle II

No	Name	Post-test I score	Post-test II score	Improving	Explanation
1	AJ	78	90	12	Improve
2	AFN	70	80	10	Improve
3	AM	78	90	12	Improve
4	AS	70	90	20	Improve
5	AF	70	84	14	Improve
6	BS	70	84	14	Improve
7	DA	70	80	10	Improve
8	DH	70	84	14	Improve
9	DANA	60	78	18	Improve
10	DMS	70	80	10	Improve
11	GAP	60	78	18	Improve
12	HBP	70	80	10	Improve
13	HA	80	90	10	Improve
14	IR	62	78	16	Improve
15	KD	70	80	10	Improve
16	KA	62	70	8	Improve
17	NL	70	84	14	Improve
18	NN	60	78	18	Improve
19	NY	80	80	0	Constant
20	OV	80	90	10	Improve
21	PP	62	70	8	Improve

22	RF Mtd	80	90	10	Improve
23	RS	60	70	10	Improve
24	TMN	62	70	8	Improve
25	WK	80	90	10	Improve
26	WW	60	70	10	Improve
27	YA	62	70	8	Improve
28	ZQ	60	70	10	Improve
Total		1926	2248		
Average		69	80		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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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   : 0044/In.28.1/J/TL.00/12/2019
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MA MA`ARIF NU 05 SEKAMPUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**ANISATUL AZIZAH**
NPM	:	1501070018
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING STUDENTS`SPEAKING ABILLITY BY USING COMMUNITY LANGUAGE LEARNING AT THE FIRST GRADE OF SENIOR HIGH SCHOOL OF MA MA`ARIF NU 05 SEKAMPUNG

untuk melakukan *pra-survey* di MA MA`ARIF NU 05 SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Desember 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19780610 200801 1 014

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH MA'ARIF NU 5
STATUS : TERAKREDITASI.A NOMOR : 077a/BAP-SM/12LPG/RKO/2013
NSM : 131218070009 / NPSN : 10816318

at : Jl. Kampus Sumbergede 56 A, Sekampung Lampung Timur 34182 Telp. 0725 - 7850794

SURAT IZIN PRA-SURVEY
Nomor: 222/421.3-MAMNU.5/III/2019

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro, tanggal 31 Desember 2019 Nomor 0044/In.28.1/J/TL.00/12/2019 tentang Izin Pra-Survey, dengan ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Lampung Timur memberikan izin kepada:

Nama   : ANISATUL AZIZAH
NPM   : 1501070018
Program Studi   : Pendidikan Bahasa Inggris

Untuk melaksanakan Pra - Survey di MA Ma'arif NU 5 Sekampung, Lampung Timur, Tanggal 14 Maret 2019 dalam rangka penulisan Proposal penelitian dengan judul :

"IMPROVING STUDENTS SPEAKING ABILLITY BY USING COMMUNITY
LANGUAGE LEARNING AT THE FIRST GRADE OF SENIOR HIGH SCHOOL OF
MA MA'ARIF NU 5 SEKAMPUNG "

Demikian surat izin Pra - Survey ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di   : Sekampung
Tanggal   : 14 Maret 2019
Kepala Madrasah

ANTO, S.Ag

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-2569/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MA`ARIF NU 5
SEKAMPUNG
di-
　　　Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2568/In.28/D.1/TL.01/07/2019, tanggal 31 Juli 2019 atas nama saudara:

Nama	:	**ANISATUL AZIZAH**
NPM	:	1501070018
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA`ARIF NU 5 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS` SPEAKING PERFORMANCE BY USING COMMUNITY LANGUAGE LEARNING STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MA MA`ARIF NU 5 SEKAMPUNG EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 31 Juli 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH MA'ARIF NU 5
STATUS : TERAKREDITASI A NOMOR : 580/BAN–SM/SK/2019

NSM/NPSN: 131218070009/10816318

mat: Jl. Kampus Ma'arif Sumbergede 56 A, Kec. Sekampung, Kab. Lampung Timur (34182), Telp. 0725-7850794

SURAT IZIN RESEARTH
Nomor: 028/421.3-MAMNU.5/VIII/2019

Berdasarkan surat dari Institut Agama Islam Negeri Metro, tanggal 31 Juli 2019 Nomor B-2569/In.28.1/D/TL.00/07/2019 tentang Izin Researth, dengan ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Lampung Timur memberikan izin kepada:

Nama : ANISATUL AZIZAH
Npm : 1501070018
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Telah mengadakan Researth pada Tanggal 02-24 Agustus 2019 dalam rangka pembuatan Skripsi dengan judul :

"IMPROVING THE STUDENTS SPEAKING PERFORMANCE BY USING COMMUNITY LANGUAGE LEARNING STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG"

Demikian Surat Research ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sekampung
Tanggal : 24 Agustus 2019
Kepala Madrasah

FITRIYANTO, S.Ag

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T T U G A S
Nomor: B-2568/In.28/D.1/TL.01/07/2019

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

Nama	:	**ANISATUL AZIZAH**
NPM	:	1501070018
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di MA MA'ARIF NU 5 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING PERFORMANCE BY USING COMMUNITY LANGUAGE LEARNING STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MA MA'ARIF NU 5 SEKAMPUNG EAST LAMPUNG".

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 : 31 Juli 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2274 /In.28.1/J/PP.00.9/7/2019   12 Juli 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Anisatul Azizah
NPM	:	1501070018
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Improving The Students' Speaking Performance By Using Community Language Learning At The Tenth Grade Of Senior High School MA Ma'arif NU 5 Sekampung East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
30610 2008011020

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ANISATUL AZIZAH   Fakultas/Jurusan : TBI

NPM : 1501070018   Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 07/10 2019		✓	Revise Chapter I–V	
2.	Rabu, 09/10 2019		✓	Revise Abstrak - Daftar Isi - Footnote	
3.	Kamis, 10/10 2019		✓	*(handwritten notes)*	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

ama : ANISATUL AZIZAH   Fakultas/Jurusan : TBI

PM : 1501070018   Semester/TA   : IX/ 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	10/10 20..	—		- Sura Kety lebe melakmani riset - Foto² diberi keterangan - CU disen foto - Reham spedy	
3	14/10 20..	✓		Revise Chapter IV	
2	17/10 20..	✓		Revise chapter IV & V	
4	21/10 20..	—		Acc Menagayei	

engetahui :
etua Jurusasn TBI

hmad Subhan Roza, M.Pd
P. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ANISATUL AZIZAH   Fakultas/Jurusan : TBI

NPM   : 1501070018   Semester/TA   : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, 25-07-2019		∪	Ah 1 - 3 ACC Instruments	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Ag
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : ANISATUL AZIZAH Fakultas/Jurusan : TBI

NPM : 1501070018 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	28/7 2019	√		- lembar penelian SP - 2, - Instrun Degantini - Soal Speaking.	
2	29/07 2019	✓		ACC IPD.	

Mengetahui :
Ketua Jurusan TBI

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Drs. Kuryani, M.Pd
NIP. 196202151995031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Anisatul Azizah

NPM : 1501070018

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : Cultures of Control In Public Education

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Anisatul Azizah

NPM : 1501070018

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : Cultures of Control in Public Education

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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-773/In.28/S/OT.01/09/2019

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

Nama	: ANISATUL AZIZAH
NPM	: 1501070018
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070018.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 September 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
195808311981031001

CURRICULUM VITAE

Anisatul Azizah was born in Balekencono on April 1996. She is the second of two children. She is from moslem family of Mr. Abdul Khamid and Mrs. Ismiati. She was graduated from Elementary School of 2 Balekencono, Batanghari East Lampung on 2009.

Then, she continued her study in Junior High School MTs Al-Hikmah Balekencono Batanghari East Lampung, and graduated on 2012. After that she studied at Senior High School MA MA`ARIF NU 5 Sekampung, and graduated on 2015. Then, State Institute for Islamic Studies (IAIN) of Metro was her choice to accomplish her studied at S1 English Study Program of Tarbiyah Department at 1440 H / 2020 M.