AN UNDERGRADUATE THESIS

THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY AT ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO

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INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY AT ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

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                  LEARNING METHOD IN SPEAKING ENGLISH ABILITY
                  AT ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO

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

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Assalamu'alaikumWr.Wb.

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                 ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO

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

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY OF ELEVENTH GRADERS AT SMA NEGERI 1 TRIMURJO written by Annisa Okta Rahmanita, student number 1901052004, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 27st 2023 at 15.00- 17.00 P.M.

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THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY AT ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO

ABSTRACT

BY
ANNISA OKTA RAHMANITA

English has an important role in speaking communicating and bridging with the outside world. Language is the decisive key to success and has a cetrel role, in particular in a person's intellectual, social, and emotional development and in studying all areas of study. Language is expected to help a person in this case is a learner to know themself, their culture and the culture of other, express ideas and feelings, participate in the society that uses the language, discover and use analytical and imaginative abilities in themself.

The problem raised by the researcher in this study is that students have difficulty speaking in English, students feel less confident and feel uncomfortable expressing their ideas and thoughts. Therefore, the researcher tried to see the effect of using the Community Language Learning (CLL) method in the speaking ability at eleventh grades of SMA Negeri 1 Metro.

This study is a quantitative research, to collect information regarding this study, the researcher determined simple random sampling. the researcher gave a speaking test to collect data. There were pre-test and post-test. The formula used to analyze the data is t-test. The purpose of the pre-test and post-test is to find out the difference in speaking ability before and given treatment. It can be seen that the pre-test results in the experimental class with an average score of 58.5 and in the control class with an average score of 57.3. After the pre-test, the treatment and post-test results in the experimental class with an average score of 74.4 and in the control class with an average score of 68.7. It can be clearly seen based on the results of the pre-test and post-test, it can be said that the CLL Method has a positive increase in speaking ability.

Based on the results of the analysis, it is known that the sig. 2 tail is 0.001. It is clear that if the probability or Sig. $> \alpha$ (0.05), then the alternative hypothesis (Ha) is accepted. This means that there is a positive and significant effect of variable X on variable Y. In other words, Ha is accepted and Ho is rejected. Based on these results, it can be said that the CLL Method can improve speaking skills in class IX students of SMA Negeri 1 Trimurjo.

Keywords: *Speaking Ability, Community Language Learning*

PENGARUH PENGGUNAAN METODE *COMMUNITY LANGUAGE LEARNING (CLL)* TERHADAP KEMAMPUAN BERBICARA BAHASA INGGRIS PADA SISWA KELAS IX SMA NEGERI 1 TRIMURJO

ABSTRAK

Oleh:
ANNISA OKTA RAHMANITA

Bahasa Inggris memiliki peran penting dalam berkomunikasi dan menjembatani dengan dunia luar. Bahasa adalah kunci penentu keberhasilan dan memiliki peran yang sangat penting, khususnya dalam perkembangan intelektual, sosial, dan emosional seseorang dan dalam mempelajari semua bidang studi. Bahasa diharapkan dapat membantu seseorang dalam hal ini peserta didik untuk mengenal dirinya, budayanya, dan budaya orang lain, mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat yang menggunakan bahasa tersebut, menemukan dan menggunakan kemampuan analitis dan imaginatif yang ada dalam dirinya.

Permasalahan yang diangkat oleh peneliti 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 peneliti mencoba melihat pengaruh penggunaan metode Community Language Learning (CLL) dalam kemampuan berbicara siswa kelas XI SMA Negeri 1 Metro.

Penelitian ini merupakan penelitian kuantitatif , untuk mengumpulkan informasi mengenai penelitian ini, peneliti menentukan simple random sampling. peneliti memberikan tes berbicara untuk mengumpulkan data. Ada pre-test dan post-test. Rumus yang digunakan untuk menganalisis data adalah uji-t. Tujuan dari pre-test dan post-test adalah untuk mengetahui perbedaan kemampuan berbicara sebelum dan diberi perlakuan. Terlihat bahwa hasil pre-test di kelas eksperimen dengan skor rata-rata 58,5 dan di kelas kontrol dengan skor rata-rata 57,3. Setelah pre-test melakukan treatment dan post-test hasilnya di kelas eksperimen dengan skor rata-rata 74,4 dan di kelas kontrol dengan skor rata-rata 68,7. Hal ini terlihat jelas berdasarkan hasil pre-test dan post-test , dapat dikatakan bahwa Metode CLL memiliki peningkatan positif dalam kemampuan berbicara.

Berdasarkan hasil analisis diketahui bahwa hasil sig. 2 ekor adalah 0,001. Jelas bahwa jika probabilitas atau Sig. > α (0,05), maka hipotesis alternatif (Ha) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain Ha diterima dan Ho ditolak. Berdasarkan hasil tersebut, dapat dikatakan bahwa Metode CLL dapat meningkatkan kemampuan berbicara pada siswa kelas IX SMA Negeri 1 Trimurjo.

Keywords: *Kemampuan berbicara, Community Language Learning*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

    Name   : ANNISA OKTA RAHMANITA

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

Metro, June 21th,2023

The Writer,

Annisa Okta R
St. ID 1901052004

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: ANNISA OKTA RAHMANITA
NPM	: 1901052004
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

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

Metro, 21 Juni 2023

Yang membuat pernyataan,

Annisa Okta R
NPM. 1901052004

MOTTO

فَارْغَبْ رَبِّكَ وَإِلَىٰ

And to your Lord direct [your] longing.

(Q.S.Al-Insyirah: 8)

DEDICATION PAGE

With humility and gratitude to Allah SWT who has bestowed his grace and guidance, which has accompanied my steps in achieving my goals. This thesis is presented as an expression of my respect and love to:

1. My dear and beloved father Daryani and mother Tasriyah, who always provide love, attention, guidance, prayers, always provide shade in my life, and the struggle of sweat drops to provide support for the success of my studies.
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This thesis proposal is part of the requirements to complete the education of the English Tadris Study Program at the Faculty of Tarbiyah and Teaching Sciences of IAIN Metro in order to obtain a Bachelor of Education (S.Pd) degree.

In writing this thesis, the author is fully aware of the shortcomings without the help, guidance and suggestions from various parties it is impossible for this thesis proposal to be completed. Therefore, on this occasion the author would like to thank:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, PIA as the Rector of IAIN Metro.

2. Mr. Dr. Zuhairi, M.Pd., as the Dean of the Fakultas Tarbiyah dan Ilmu Keguruan.

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Metro, June 05th 2023

ANNISA OKTA R
NPM.1901052004

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CHAPTER I

INTRODUCTION

A. **Background of Study**

English has an important role in speaking communicating and bridging with the outside world. Language is the decisive key to success and has a cetrel role, in particular in a person's intellectual, social, and emotional development and in studying all areas of study. Language is expected to help a person in this case is a learner to know themself, their culture and the culture of other, express ideas and feelings, participate in the society that uses the language, discover and use analytical and imaginative abilities in themself.

In language teaching, the four skills are explained according to their direction. The language produced by the learner (in speech or writing) is called productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is channel, which refers to the medium of the message (aural/ oral or written). So, speaking is a productive aural/oral skill. It consists of generating systematic verbal speech to convey meaning.[1]

In learning language, the most fundamental concept is psychology. According to Marion E. Bunch, individual instances of learning range all the way from the simplest change in behavior resulting from practice to the most complex of those in the category of the higher mental processes.

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[1] Kathleen M. Bailey, "Practical English Language Teaching: Speaking", Monterey Institute of International Studies (USA), 2003, 48

"Learning is a basic and central component of the distinctive activities that constitute the subject matter of psychology. Learning including retention, on which it depends, is at the heart of perception, thinking, imagination, reasoning, judgment, attitudes, personality traits, systems of values, and the development and organization of the activities that constitute the personality of the individual" [2]

Speaking is an interactive skill, which involves both listening and speaking. When we speak we may initiate the speech or respond to other's speech. Listener should always be on the mind of the speaker to make speech comprehensible and intelligible. But mere and vocabulary too. Stress and intonation along with speaker's meaning.[3]

Based on the results of a presurvey interview with an English teacher at SMA Negeri 1 Trimurjo in February 2023 about speaking skills, it was found that students had difficulty pronouncing words in English because they were confused about speaking English and some of them were embarrassed to speak in front of other students. Teachers once tried to test students' speaking ability by memorizing vocabulary and depositing the memorization to the English teacher, and the teacher will assess how the student's pronunciation. Then the teacher will take the student's speaking ability score from the way it is pronounced.

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[2] Lado R, "Language Testing: The Construction and Use Of Foreign Language Test", McGraw-Hill Companies, 1961

[3] Pratima Dave Shastri, "Communicative Approach To The Teaching of English as Second Language", SNDT Women's University, Mumbai, 2010, 70

According to the English teacher, so far he has never applied the CLL learning method in the learning process. teachers usually apply the lecture method, discussion and at the end the teacher gives assignments such as memorizing vocab. The teacher chooses to only teach the material to be tested. For the material, the researcher will deliver material about expressing love and sadness.

Data from the presurvey results of eleventh graders students of SMA Negeri 1 Trimurjo.

Table 1.1

Data on Pre-Survey results at eleventh graders of SMA Negeri 1 Trimurjo

No	Scores	Category	Total	Percentage
1	≤ 70	Failed	15	75%
2	≥ 70	Passed	5	25%
Total			20	100%

Source: Students' speaking Score at eleventh graders of SMA Negeri 1 Trimurjo, taken on the pre-survey on February 13th, 2023

From the table above, it can be seen that there are 32 students who are included in the failed level with a score of <70 (75%), and 11 students who passed level with a score of >70 (25%). The minimum mastery criterion (KKM) for English in SMA Negeri 1 Trimurjo is 70, this means that most students score low. Based on the results of interviews and presurvey information obtained at eleventh graders of SMA Negeri 1 Trimurjo, researchers try to start the learning process through the application of the Community Language Learning (CLL) method to see the influence of this method in speaking English. This method was chosen because CLL is a

language teaching method that involves aspects of psychology where students collaborate in developing the language skills they want to learn.

CLL techniques also belong to a large set of foreign language teaching practicies sometimes described as humanistic techniques. In sum, humanistic thecniques enggage the whole person, inculding the emotions and feelings (the effective realm) as well as linguistic knowledge and behavioral skills.[4]

Based on the description above, researchers will conduct a study entitled "The Effect of Using The Community Language Learning Method in Speaking Ability at Eleventh Graders of SMA Negeri 1 Trimurjo"

B. Problem Identification

Due to delays in starting English learning, students do not understand how to pronounce words in English. In addition, students also feel embarrassed to speak and afraid to start speaking English for fear of doing resentment in pronouncing.

C. Problem Limitation

There were several problems discovered by researchers during interviews at SMA Negeri 1 Trimurjo. Students' lack of understanding of speaking English. The problem will be solved using the CLL method.

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[4] Jack C. Richard and Theodore S Rodgers, "Approaches and Methods in Language Teaching", Cambridge University, UK, 1999, 111

D. Problem Formulation

Based on the background of study and problem identification above, the writer formulaes the problem in this research is "is there any positif and significant effect of Community Language Learning (CLL) on the students speaking ability in elevent graders of SMA Negeri 1 Trimurjo?"

E. The Objective and Benefits of the Study

1. The Objective of The Study

In relation to the problems raised earlier, the purpose of this study was to find out or not there was any positif and significant effect of CLL on the speech ability in XI IIS 3 of SMA Negeri 1 Trimurjo.

2. The Benefits of the Study

a. For the Students

As improve students' speaking ability and help students to find solutions to problems they face while learning English, especially speaking ability. In addition, to encourage students to be active in speaking English.

b. For the Teacher

The researchers can offer alternatives to solve some of their problems in speaking learning. There are many methods of teaching speech with its own characteristics. Therefore, the CLL method is considered the answer to finding student solutions.

c. For the School

This can be very useful to improve the quality of teachers in determining the right method of teaching.

F. Prior Research

The relevan previous research contains research results related to the problem to be discussed, so that the establishment will be visible and the difference in targets to be achieved will also be seen. Here is the relevant previous research:

1. Anisatul Azizah in her research 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". Based on the teaching and learning process by applying CLL Method, makes the students more active and confidence to speak english. The analysis of the data use Classroom Action Research. In addition, the research found that the bigesst issues with vocabulary.[5]

2. Ilmawadda. A in her research entitled "The Effectiveness of Using Community Language Learning (CLL) to Improve Learners' Mastery of Speaking Skills". The results showed that the use of the Community Language Learning method is effective for improving students' speaking accuracy in terms of pronunciation and vocabulary for transactional

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[5] Anisatul Azizah, "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", IAIN Metro, 2019, 68

conversational materials. The pronunciation and vocabulary of the experimental group after receiving treatment using CLL activities was higher than the experimental group before receiving treatment using the CLL method.[6]

3. Nur Kumala Sari in her research entitled "The Use of Community Language Learning Method to Improve Speaking Abilty of The Second Year Students of SMP Muhammadiyah 2 Pekan Baru" The purpose of this study was to find out whether teaching speaking by applying the CLL method can improve speaking skills. From the results of the study, this strategy has a good effect on improving students' speaking skills as follows: most students can express their ideas, opinions freely and most students can work in groups freely. As a result, they are more confident and have more interaction in the speaking class. Speaking teaching through CLL is a way to increase motivation and can stimulate students to use their newly acquired English. So, English teachers are expected to give students plenty of opportunities to speak in the daily learning process in the classroom.[7]

[6] Ilmawadda, " The Effectiveness of Using Community Language Learning (CLL) to Improve Learners' Mastery of Speaking Skill", Universitas Muhammadyah Makassar, 2021, 48

[7] Nur Kumala Sari, "The Use of Community Language Learning Method to Improve Speaking Abilty of The Second Year Students of SMP Muhammadiyah 2 Pekan Baru", Universitas Riau, 2015,

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Speaking

1. 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.[8]

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.[9]

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.

Of all the four skills (listening, speaking, reading, and writing), speaking is one of the important aspect intuitively. Most foreign language learners are interested in learning speaking.[10]

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

[9] 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, 2

[10] Penny Ur, "A Course in Language Teaching : Practice and Theory", (Cambridge University: United Kingdom Press, 1990 , 120

2. Aspect of Speaking

In the first argument, Syakur in Mora speaking is a complex skill because it is at least concerned with components consisting of four components: grammar, vocabulary, pronunciation, and fluency. Furthermore, Nakamura in Trong assesses the components of speaking assessment based on: coherence, content, grammar, structure and language used: spelling, vocabulary. More completely, Hughes in Fajriyanti, he suggests components in speaking that are different from the above statements. He states that there are five components in speaking which consist of: accent, grammar, vocabulary, fluency, and comprehension. Hughes added comprehension as one of the important components in speaking.[11]

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking. English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the

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[11] Gunaldi Masbiran & Andi Fauzi, "Speaking Skill in Using Community Language Learning (CLL)", Sekolah Tinggi Pariwisata Pekanbaru, 2017, 199

specifically English way of making a speaker's thoughts easy to follow.

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language. Moreover, the other definition of grammar stated by Greenbaum and Nelson argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences

based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words.

c. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning.

Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks

f. Interactive Communication

Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements. According to Brown, the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

g. Appropriateness

The term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:

1) Setting

2) Participants

3) Gender

4) Channel

5) Topic

h. Complexity

According to Halliday that It is wrong that written language is highly organized, structured, and complex while spoken is disorganized, fragmentary, and simple. What made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

3. Types of Classroom Speaking Performance

Six simililiar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to point point a certain vowel sound. Imitation of this kind is carried out not for purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes on step beyyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are "going over" certain form of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-intiated question or comments.

d. Transactional (Dialogue)

Transactional language, carried out for purpose of conveying or exchanging spesific information, is an extended form of responsive language.

e. Interpersonal (Dialogie)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (Monologue)

Finally, students at intermediate to advance levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speechs. Here the register is more formal and deliberative. These monologues can be planned or impromptu.[12]

4. Assesing Speaking

Performative, emotional and creative aspects of language use like jokes, storytelling and word-play are the vital ingredients of this kind of interaction. None of these skills get focused on in most current tests of spoken English. Thus, the construct of spoken English has not yet been fully taken into account. IELTS speaking test: »IELTS (International English Language Testing System) is the world's most popular English language test«. As part of this extensive test, speaking is assessed for 11 to 14 minutes in a face-to-face interview. Candidates are assessed on their use of spoken English to answer short questions, to speak at length on a familiar topic and also to

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[12] H Brown Douglas, "Teaching by Principes An Interactive Approach to Language Pedagogy Second Edition", 2001, 267

interact with the examiner. The following criteria are used in the IELTS speaking-test:

a. Fluency and coherence: This criterion refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stagesin a discussion, narration or argument and the use of cohesive devices (e. g. connectors, pronouns and conjunctions) within and between sentences.

b. Lexical resource: This criterion refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriacy of the words used and the ability to circumlocute (get around a vocabulary gap by using other words) with or without noticeable hesitation.

c. Grammatical range and accuracy: This criterion refers to the range as well as the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are the length and complexity of the spoken sentences, the appropriate use of subordinate clauses and the range of sentence structures, especially to move elements around for information focus. The key indicators of grammatical accuracy are the number of grammatical

errors in a given amount of speech and the communicative effect of error.

d. Pronunciation: This criterion refers to the ability to produce comprehensible speech to fulfil the speaking test requirements. The key indicators will be the amount of strain caused to the listener, the amount of the speech which is unintelligible and the noticeability of L1 influence.[13]

5. The Function of Speaking

Saveral language expert hae attempted to categories the function of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richard. The function of speaking are classified into three, they are:

a. Talk as Interaction

b. Talk as Transaction

c. Talk as Performance

Function of speaking numerous attempt have been made by classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interaction functions of speaking, in which it serves to establish and maintain social relations, and the transactionalfunction, which focus on the exchane of information.

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[13] Carola Surkamp/Britta Viebrock, "Teaching English as Foreign Language", J.B Metzler, Stuttgart, 2018

6. The Definition of Speaking Ability

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feell that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson I can be sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.[14]

As we can see, there are many reasons why people speak to each other. One primay use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the converstaion can introduce a variety of subjects.[15]

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to

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[14] Watkins, Peter. Learning to Teach English : A Practical Introduction for New Teachers.England : Viva Books Private Limited, 2007, 26

[15] Ibid, 27

process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time fo detailed planning. Therefore, the fluency is required to reach the goal of the conversation.[16]

Tarigan said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.[17] It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

7. The Measure of Speaking

Harris scoring guide which provide five criterias of elements of speaking (pronounciation, grammar, vocabulary, fluency and comprehension)[18]

Tabel 2.1

The Measure of Speaking

No	Criteria	Rating Score	
1.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible,

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[16] Harmer, J. Practice of English Language Teaching. Edinburgh Gate: Longman, 2001, 269

[17] Tarigan, Henry Guntur. Berbicara sebagai suatu Ketrampilan berbahasa. Bandung: Angkasa, 1981, 15

[18] David P. Harris, "Testing English as Second Language", McGraw-Hill, inc, 1969

			thoughtone is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because if pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually intelligible.
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionaly makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrase sentence.
		1	Error in grammar and word order, so several, as to make speech to virtually unitelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas becauseof lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because inadequate vocabulary.
		2	Misue of words and very limited vocabulary maes comprehension quite

			difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by laguage problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesistant, often farced into silent by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficultty.
		4	Understand nearly everything at normal speed altough occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty comprehend. Social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even simple conversation.

B. The concept of Community Language Learning (CLL)

1. Definition of Community Language Learning (CLL) Method

CLL is one of the three innovative language teaching methods, in addition to suggestopedia and the silent way, which are developing and often

become the topic of discussion of DFL experts, linguists and psychiatrists at workshops, seminars, symposiums and conferences on foreign language teaching from year to year in the United States and Europe.[19]

CLL method takes its principles from the more general Counseling Learning approach developed by Charles A. Curran. Curran studied adult learning for many years.[20] According to Curran, "counseling" is expected to stimulate students' interest in gaining new insights and personal awareness that can stimulate their development while strengthening their relationships with others.[21] He found that adults often feel threatened by new learning situations. They are threatened by the change inherent in learning and by the fear that they will look foolish. Curran believes that the way to overcome students' fears is to make the teacher a language counselor.[22] Because of the scope and depth of this approach, and possibly because of psychotherapeutic/theological viewpoint from wich pure CLL theory was originally presented, it has attracted sustained attention but few fully committed practitioners.[23]

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[19] Azhar Arsyad, *Suatu Penafsiran Psikodinamik Terhadap Metodologi Pengajaran Bahasa yang Inovatif*, Jakarta: Al-Quswa, 1989, 12.

[20] Diane Larsen and Marti Anderson, "Techniques & Prnciples in Language Teaching", Oxford University, UK, 2016

[21] Ibid, 26

[22] Ibid,

[23] Stevick Earl W, "Strategic Interaction and Language Acquistion: Theory, Practice and Research", Georgetown University, Washington, D.C, 1993

2. Concept of CLL

Community Language Learning is the use of Counseling Learning theory to teach a foreign language. If the term "counseling" is traced back, it refers to the idea that there is a relationship between a counselor and a client. The counselor provides advice, help and support to his client who has a problem. In Community Language Learning, this kind of relationship is considered the basis for learning a foreign language. The teacher functions as the counselor and the learner as the client. Since CLL sees the language learner as a whole person, including his or her psychological aspects such as emotions and feelings, CLL techniques are also described as humanistic techniques.[24]

3. Types of Learning and Teaching in CLL

As with methods, CLL combines innovative learning task and activities with conventional ones. They inculde:

a. Translation, learners from a small circle. A learner whispers a message or meaning he or she want to express, the teacher translate it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.

b. Group work. Learners may engage in various group task, such as small group discussion of a topic, preparing a conversation, preparing a sumary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.

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[24] Sri Hardini, "Community Language Learning", Universitas Medan, Medan, 2018, 85

c. Recording. Student record conversations in the target language.

d. Transcription. Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic form.

e. Analysis. Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.

f. Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups. This usually consist of expressions of feelings – sense of one another, reactions to silence, concern for something to say, etc.

g. Listening. Students listen to a monologue by teacher involving elements they have elicted or overheard in class interactions.

h. Free conversation. Students engage in free conversation with the teacher or with other learners. This might include discussion of what they learned as well as feelings they has abpt how they learned.[25]

4. Procedures of Community Language Learning

According to Richards and Rodgers, the procedures of CLL are divided into four[26]:

a. First, a group of learners make their seats become a circle with the teacher standing outside the circle.

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[25] Jack C. Richard and Theodore S Rodgers, "Approaches and Methods in Language Teaching", Cambridge University, UK, 1999, 120

[26] Ibid, 124

b. A student expresses a message in the native language and the teacher translates it into the foreign language in a warm, accepting tone, in a simple language in phrases of five or six words.

c. The student turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrase.

d. Record the students" talk into a cassette after they are more fluent in expressing their idea in the foreign language.

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

C. Theoritical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is The Community Language Learning Method and the dependent variable (Y) is students' Speaking Ability.

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.

Of all the four skills (listening, speaking, reading, and writing), speaking is one of the important aspect intuitively. Most foreign language learners are interested in learning speaking..

There are so many strategies in teaching speaking ability. In this research, the researcher uses The Community Language Learning (CLL) Method to teach student's speaking ability that focus at the eleventh grade of SMA Negeri 1 Trimurjo. The researcher assumes that better using CLL in teaching speaking ability because the students will be more interest and enjoyable in learning process.

Base on description above, the researcher assumed that there is any positif and significant effect of The Community Language Learning Method (CLL) on students speaking ability of eleventh graders at SMA Negeri 1 Trimurjo.

D. Hypothesis

1. Hypothesis Formulation

Based on theoritical review, the hypothesis as follows:

1. Null Hypothesis (Ho)

There is no a positif and significant effect of using CLL method towars the students speaking ability at the eleventh grade of SMA Negeri 1 Metro in academic year 2022/2023.

2. Alternative Hypothesis (Ha)

There is a positif and significant effect of using CLL method towards the students' speaking ability at the eleventh grade of SMA Negeri 1 Trimurjo in academic year 2022/2023.

By using CLL method as a method in teaching speaking, can effecting the students' speaking ability to achieve a good result at the eleventh grade SMA Negeri 1 Trimurjo in academic year 2022/2023.

2. **Statistics Hypothesis**

Based on the explanation above, the researcher make a conclude that hypothesis are

a. If $t_{observed} > F_{table}$, H_a is accepted and H_O is rejected.

b. If $t_{observed} < F_{table}$, H_a is rejected and H_O is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to John. W. Cresswell, research design are plans and the procedure for research to get detailed methods of data collection and analysis.[27] The research conducted in SMA Negeri 1 Trimurjo that has located on Simbar Waringin, Kecamatan Trimurjo. The school has 19 classes. The researcher uses at the class XI IIS 3 for experiment class because based on data pre-survey this class has lowest score in English lesson, especially speaking.

This research will use a quantitative research approach, meaning that this research takes data in quantitative form. Quantitative research is means for testing objective theories by examing the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.[28] Quantitative research also uses statistical analysis to obtain their findings. The main features include formal and systematic measurement and the use of statistics.

According to Daniel, there are two kind of quantitative research design namely experimental design and non-experimental design. The

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[27] John W. Creswell, "Research Design Qualitative, Quantitative, and Mixed Methods Approaches", Sage Publication, London, 2002, 20

[28] Ibid, 22

experimental design is defined as a test under controlled conditions that is made to demonstrase a know or examine the validity of a hypothesis. [29]

In this research, the research would conduct the experimental design and use two clases. The first class as experimental class that receives the treatment using cll method and had pre-test and post-test wich is done before and after treatment to compare the effect from treatment. The second class as controlled class that not receives the treatment but had to do pre-test and post-test.

Table 3.1

Design of Experiment

Class	Pre-Test	Treatment	Post-Test
Control	✓	-	✓
Experiment	✓	✓	✓

The reason for choosing this type of research is because the researcher wants to know how much influence the use of the CLL method has on the English speaking ability of eleventh graders at SMA Negeri 1 Trimurjo.

This correlative research is focused on the influence between the independent and dependent variables. This research contains two variables, the independent variable is Community Language Learning (CLL) method (X) and the dependent variable is speaking ability (Y).

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[29] Daniel Mujis, "Doing Quantitative Research In Education", Sage Publication, London, 2004, 13

B. Operational Definition of Variable

Variable comes from the English word variable which means a factor that is not fixed or changing. According to Bungin variables are understood as phenomena that vary in form: quality, quantity, quality, and standards. From this understanding, it can be understood that a variable is a changing phenomenon, there are phenomena whose spectrum of variation is simple, while there are other phenomena with a very complex spectrum of variation.

Therefore, the explanation of variables varies as much as the variables themselves. In a more concrete sense in the context of research, variables are concepts in concrete form or also called operational concepts.[30]

Based on the definition above, the operational definition of this research are:

1. Independent Variable (X)

    Independent variable is a variable that determine the direction or certain changes in the dependent variable dependent variable, whereas the independent variable is in a position that is free from the influence of the dependent variable.

    From the above definition, this CLL method improves students' speaking ability in English.

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[30] Ma'ruf Abdullah, "Metodologi Penelitian Kuantitatif", Aswaja Presindo, 2015, 174

2. Dependant Variable (Y)

Dependant variable is the variable that is affected by the independent variable. The dependent variable in this study is students' speaking ability using the CLL method.

C. Population, Sampling and Sampling Technique

1. Population

Population is the whole subject of research if someone wants to examine the elements that exist in the research area, then his research is population research. In another perspective, population is the entire collection of elements that show certain characteristics that can be used to make conclusions. So the collection of elements shows the number, while certain characteristics show the characteristics of the collection.[31]

According to Graeme Keith Porte, a population consist of an entire set of objects, observations, or scores that have something in common. It is the entire group the research is interested in, which he or she wishes to describe or draw conclusions about.[32]

Based on the above definition, researchers chose the population of this study is eleventh grade students of SMA Negeri 1 Trimurjo can be seen in the following table:

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[31] Ibid, 227
[32] Graeme Keith Porte, "Appraising Research In Second Language Learning", Philsdelpihia University of Granada, 2019, 241

Table 3.2
Subject of the Research

No	CLASS	STUDENTS
1	XI MIA 1	31
2	XI MIA 2	32
3	XI MIA 3	34
4	XI IIS 1	27
5	XI IIS 2	29
6	XI IIS 3	20
	AVERAGE	**173**

Source: Documentation about the number of student in SMA Negeri 1
Trimurjo

2. Sampling

The sample is part of the number and characteristics of the population. If the population is large and it is not possible for researchers to study everything in the population, due to limited funds, energy and time, then researchers can use samples taken from a representative population. representative.[33]

3. Sampling Technique

In this study, researchers chose random sampling techniques or random sampling / probability sampling, because in the sampling the researcher mixes the subjects in the population so that all subjects are considered the same. Thus, the researcher gives the same right to each subject to have the opportunity (chance) to be selected as a sample. Because the rights of each subject are the same, the research is free from the feeling of wanting to privilege one or several subjects to be sampled.[34]

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[33] Galalka Darmanah, "Metodologi Penelitian", Hira Tech, Natar, 2019, 54
[34] Ibid, 234

Furthermore, there are still several ways that can be used to determine a random sample, one of which is a raffle.

Another way to determine this random sample is by raffle. The trick is to give a number to each member of the population on a small piece of paper for each member of the population one number starting from number 1 to the last number. those given the number are then classified one by one, after which a number is drawn as a sample.[35]

D. Data Collection Method

In a study we need data collection techniques, for this purpose there are several data collection instruments (especially primary data) that can be used by researchers including:

1. Test

A test is a group of question statements used to measure skills, knowledge, intelligence, abilities or talents mastered by individuals (or groups). Test is a way to find out the level of students' speaking ability. To get data the author uses an oral test.

a. Pre-Test

The researcher will give students a pre-test at the first meeting. This test aims to determine the extent of students' speaking ability before being given the method.

b. Post-Test

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[35] Ibid, 239

The post test was conducted after the action. The post test was held to determine students' speaking ability by using the cll method.

2. Documentation

Documentation is a method used to obtain information from written sources or documents, either in the form of books, magazines, meeting reports, and so on.

From this definition, the author uses this method to obtain data or information about SMA Negeri 1 Trimurjo.

E. Research Instrument

The research instrument in this research will be the test which will be describes as below:

1. Instrument Framework

a. Blue Print

The instrument is design and comllied with the indicators which have been specified. To get the data, the research uses interview, test method and documentation. The variable of the research and indicator of instrument that used are as follows

Tabel 3.3
Research Instrument

No	Variable	Indicators
1	CLL Method (Variable X)	a. The students can repeat a conversation based on the topic that is given by the teacher

		b. The students can make a dialogue and practice it
		c. The students can memorize the dialogue
2	Students' Speaking Ability	a. Students can understand the topic what they talk about
		b. The students can speak with the right pronunciation

F. Technique of Analyzing Data

Data analysis is one of the research processes carried out after all the data needed to solve the problem under study has been obtained completely. After obtaining data from interviews, tests and observations, researchers analyzed based on problem boundaries and research objectives.

To investigate whether there is a positive and significant effect of using the CLL method in speaking ability in the eleventh grade of SMA Negeri 1 Trimurjo, the author analyzes the data using the Independent Sampel t-test. t-test formulation[36]:

$$t_{hit} = \frac{M_1 - M_2}{\sqrt{\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

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[36] Nuryadi S.Pd. Si., M.Pd, "*Dasar – Dasar Statistik Penelitian*", 2017, 101

Notes:

M1 = average score of group 1

M2 = average score of group 2

SS1 = sum of square of group 1

SS2 = sum of square of group 2

n1 = number of subjects/samples of group 1

n2 = number of subjects/samples of group 2 .

CHAPTER IV

RESULT AND DISCUSSION

A. **Research Result**

1. **Description of Location**

a. **The Historical Background at SMA Negeri 1 Trimurjo**

SMA Negeri 1 Trimurjo is the only state high school in the Trimurjo sub-district of Central Lampung Regency, which was established in 2004 based on decree number: 307.A/KPTS/04/2004, dated March 01, 2004. Since the provincial government established SMA Negeri 1 Trimurjo as one of the National Standard School Pilot (RSSN) in 2008, it provides motivation and enthusiasm for all school community members to continue to work hard to forge themselves in an effort to improve the quality of the process and student learning outcomes, with the hope of producing various student achievements both academic and non-academic. academic.

b. **Student's Quantity at SMA Negeri 1 Trimurjo**

The students' quantity at SMA Negeri 1 Trimurjo is that can be seen on the figure below:

Tabel 4.1

Student's quantity at SMA Negeri 1 Trimurjo

No	The Name of Study Group	Class Level	Total Students		
			M	F	Total
1	10,1	10	13	19	32
2	10,2	10	14	18	32
3	10,3	10	13	19	32

4	10,4	10	12	20	32
5	10,5	10	12	19	31
6	10,6	10	13	19	32
7	10,7	10	14	18	32
8	11 IPA 1	11	8	23	31
9	11 IPA 2	11	17	15	32
10	11 IPA 3	11	11	23	34
11	11 IPS 1	11	14	13	27
12	11 IPS 2	11	16	13	29
13	11 IPS 3	11	12	9	21
14	12 IPA 1	12	10	23	33
15	12 IPA 2	12	12	20	32
16	12 IPA 3	12	12	23	35
17	12 IPS 1	12	9	16	25
18	12 IPS 2	12	9	15	24
19	12 IPS 3	12	14	15	29

(Source: The Data of Students Quantity Got from the English Researcher at SMA NEGERI 1 TRIMURJO).

c. The Condition of Insfrastructure Facilities at SMA NEGERI 1 TRIMURJO

Overall, the facilities and infrastructure in SMA Negeri 1 Trimurjo are very adequate, it can be seen from the list of supporting infrastructure for the learning process below:

Tabel 4.2

The Total of Infrastucture at SMA Negeri 1 Trimurjo

No	The Name of Infrastructure	Length	Width
1	Hall	20	20
2	Male Teacher's Room	1	1
3	Female Teacher's Room	1	1
4	Male Student's Room	2	2
5	Female Student's Room	2	2
6	G.NEW	2	1
7	Girls' Bathroom/WC	9	8

8	Basketball Court	20	15
9	Al Fikr Mosque	20	20
10	Library	12	8
11	Room B.1	9	8
12	Room B.1 Lab. Kom. 1	9	8
13	Room B.2	9	8
14	Room B.3	9	8
15	Room D.1	9	8
16	Room D.2	9	8
17	Room D.3	9	8
18	Room D.4	9	8
19	Room E.1	9	8
20	Room E.2	9	8
21	Room F.1	9	8
22	Room F.2	9	8
23	Room G.1 (Male teacher's WC)	2	1
24	Teacher's room	18	8
25	Room I.1	9	8
26	Room I.2	9	8
27	Room I.3	9	8
28	Room J.1 (Sports Equipment)	4	8
29	Room K.1	9	8
30	Room K.2	9	8
31	Room K.3	9	8
32	Principal's Room	8	4,5
33	Counseling Room	9	8
34	L.1 Room	9	8
35	L.2 Room	9	8
36	L.3 Room	9	8
37	Room L.4	9	8
38	Room L.5 Language Lab	9	8
39	L.6 Art room 1	9	8
40	Kom. lab room 2	9	8
41	Room N.1 Female Teacher's WC	2	8
42	N.3 Main Warehouse	9	9
43	O.1 Room (Skill Room)	9	8
44	O.2 Music room	9	8
45	P.1 Chemistry Lab Room	9	8
46	P.2 Physics Lab	9	8
47	P.3 Biology Lab Room	9	8
48	Teacher Learning Center Room	9	8

49	Q.2 Student Council Room	4	8
50	Room R.1 Canteen	12	10
51	Room R.2 Canteen	3	12
52	Administration Room	13,5	8
53	UKS Room	9	8
54	Vice Principal's Room	6	8
55	PKG Studio	9	8

d. Location Sketch at SMA Negeri 1 Trimurjo

Figure 1
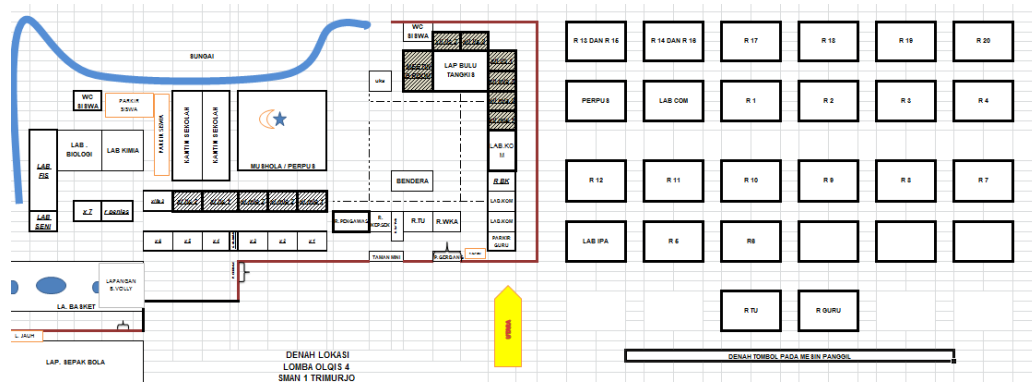
(Source: The observation of location sketch got from the
English Researcher at SMA Negeri 1 Trimurjo)

2. The Description of Research Result

The result of this research is described based on the effort to answer the research objectives in order to investigate whether there any positive and significant the effect of Community Language Learning (CLL) on speaking ability among the eleventh graders at SMA Negeri 1 Trimurjo.

To describe the result of this research, the researcher explained the following parts:

a. Pre – Test Result

The researcher conducted a Pre-test on May 29th, 2023 by giving Speaking test to the elventh graders in SMA Negeri 1 Trimurjo. The type of speaking test is introduction my self in the form of explanation text in English. In the the pre-test process, the researcher asked the students tell about theyself in order to know to their speaking.

1. XI IIS 2 (Control Class)

Based on the pre-test results, it is known that the results of the speaking score of XI IIS 2 class students as the control class, with the highest score of 76 and the lowest score of 38. To determine the number of classes:

Table 4.3
Distribusi of Speaking Ability Class XI IIS 2

No.	Interval	Frekuensi	Percentage (%)
1.	38 – 44	6	23%
2.	45 – 51	7	27%
3.	52 – 58	6	23%
4.	59 – 65	3	11,5%
5.	66 – 72	1	4%
6.	73 – 79	3	11,5%
Jumlah		26	100%

(Note 1: For the calculation method is attached in the appendix)

Based on the frequency distribution of the XI IIS 2 class pre-test results above, a bar chart can be drawn as follows:

Figure 2
Frequency Distribution of Pre Test Speaking Ability Class XI
IIS 2
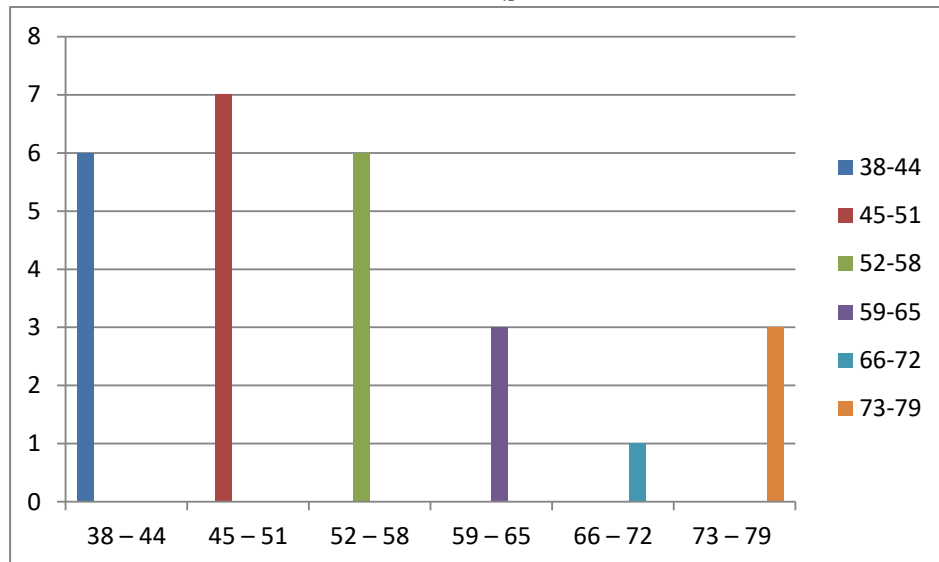
Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking ability lies in the interval 45-51 as many as 7 students (27%) and the least lies in the interval 66 - 72 as many as 1 student (4%). The Mean (M) of the data is 54, Mode (Mo) is 47.5, Median is 63.

2. XI IIS 3 (Experiment Class)

Based on the pre-test results, it is known that the results of the speaking score of XI IIS 2 class students as the experiment class, with the highest score of 82 and the lowest score of 30. To determine the number of classes:

Table 4.4
Distribusi of Speaking Ability Class XI IIS 3

No.	Interval	Frekuensi	Persentase (%)
1.	30 – 40	4	22%
2.	41 – 51	9	48%
3.	52 – 62	3	16%
4.	63 – 73	1	6%
5.	74 – 84	2	8%
Jumlah		19	100%

(Note 2: For the calculation method is attached in the appendix)

Based on the frequency distribution of the XI IIS 3 class post-test results above, a bar chart can be drawn as follows:

Figure 3
Frequency Distribution of Pre Test Speaking Ability Class XI IIS 3
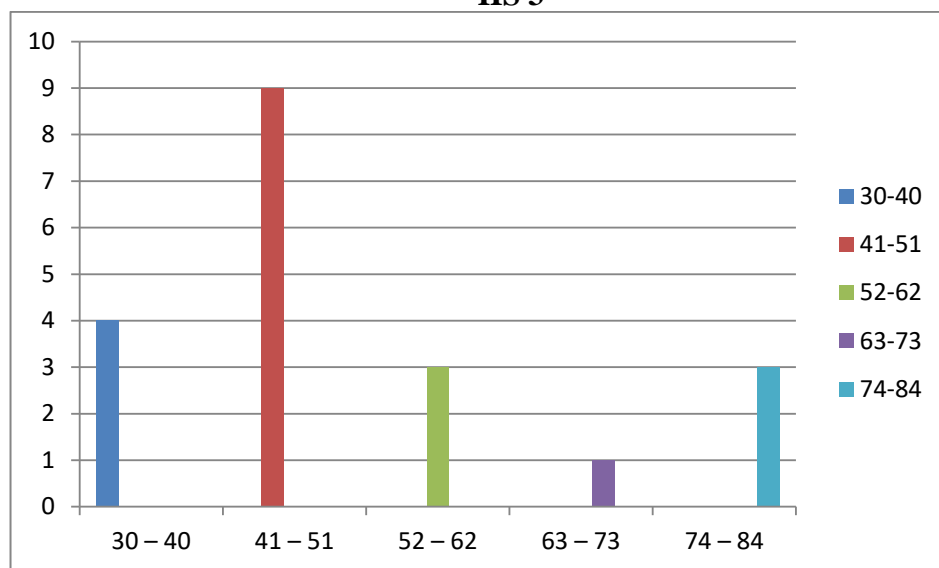
Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking ability lies in the interval 41-51 as many as 9 students (48%) and the least lies in the interval 63 - 73 as many as 1 student (6%). The Mean (M) of the data is 53.2, Mode (Mo) is 53, Median is 47.5.

b. Treatment by Using The Community Language Learning (CLL) Method

In this study, the researcher conducted treatment by applying the Community Language Learning (CLL) method in the research process. In conducting treatment, this research was conducted in 3 meetings. For the first meeting, this research was conducted on May 29th, 2023. Then the second research was conducted on May 30th, 2023 and the third research was conducted on May 5th, 2023. This was also done directly by the researcher who were directly at SMA Negeri 1 Trimurjo to the eleventh graders to carry out treatment with the The Community Language Learning (CLL) method.

c. Post – Test Result

The researcher conducted a post-test on May 5th, 2023 by giving a Speaking ability test to eleventh grade students at SMA Negeri 1 Trimurjo. The type of speaking skill test given was an explanation text in the form of an explanation of natural, social or cultural phenomena in English. In the post-test process, the researcher asked students to choose and then explain about one of the themes about natural phenomena that the researcher had provided on the question sheet to determine their speaking skills. The post-test results are illustrated in the following table:

1. XI IIS 2 (Control Class)

Based on the post-test results, it is known that the results of the speaking score of XI IIS 2 class students as the control class, with the highest score of 80 and the lowest score of 42. To determine the number of classes, the Sturges formula was used, namely:

Tabel 4.5
Distribusi of Post-Test Speaking Ability Class XI IIS 2

No.	Interval	Frekuensi	Percentage (%)
1.	42 – 48	4	15,40%
2.	49 – 55	5	19,23%
3.	56 – 62	8	31%
4.	63 – 69	1	4%
5.	70 – 76	2	8%
6.	77 – 83	6	23%
Total		26	100%

(Note 3: For the calculation method is attached in the appendix)

Based on the frequency distribution of the XI IIS 2 class post-test results above, a bar chart can be drawn as follows:

Figure 4
Frequency Distribution of Post-Test Speaking Ability Class XI IIS 2
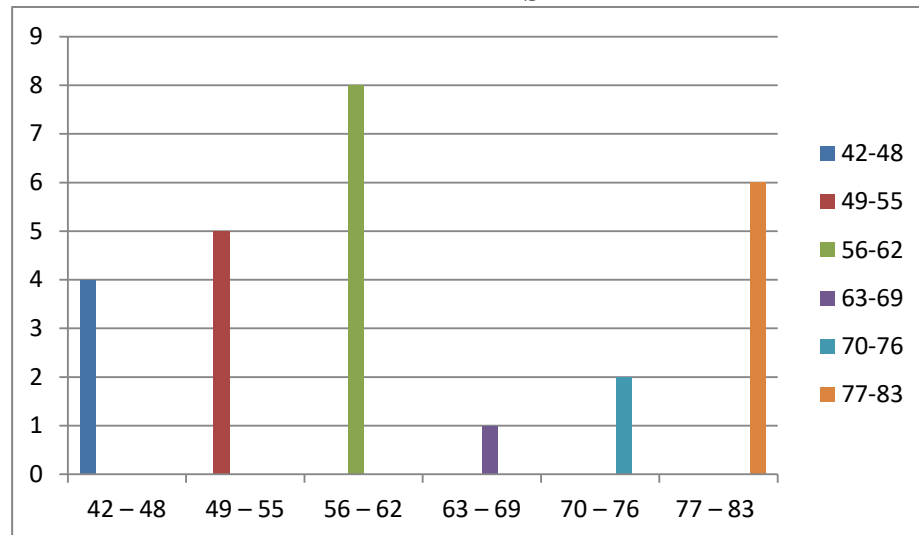
Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking ability lies in the interval 56-62 as many as 8 students (31%) and the least lies in the interval 63-69 as many as 1 student (4%). The Mean (M) of the data is 62, Mode (Mo) is 57,3 Median is 58,5.

2. XI IIS 3 (Experiment Class)

Based on the pre-test results, it is known that the results of the speaking score of XI IIS 2 class students as the control class, with the highest score of 96 and the lowest score of 40. To determine the number of classes:

Tabel 4.6
Distribusi of Speaking Ability Class XI IIS 3

No.	Interval	Frekuensi	Percentage (%)
1.	40 – 51	2	10,5%
2.	52 – 63	2	10,5%
3.	64 – 75	5	26%
4.	76 – 87	6	32%
5.	88 – 99	4	21%
Jumlah		19	100%

(Note 3: For the calculation method is attached in the appendix)

Based on the frequency distribution of the XI IIS 2 class pre-test results above, a bar chart can be drawn as follows:

Figure 5
Frequency Distribution of Post-Test Speaking Ability Class XI IIS 3
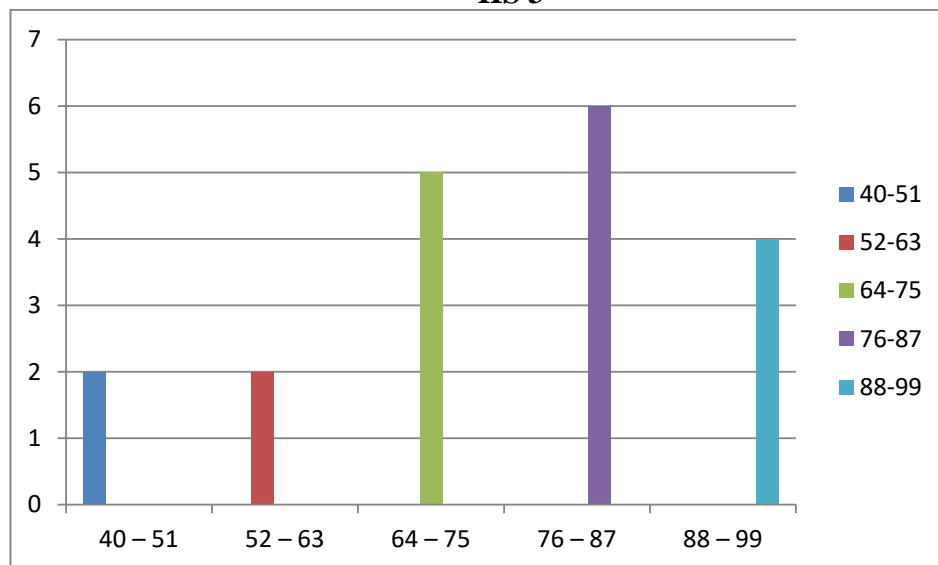
Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking ability lies in the interval 76-87 as many as 6 students (32%) and the least lies in the interval 40 -51 and 52-63 as many as 2 student (10,5%). The Mean (M) of the data is 74,5, Mode (Mo) is 77,5 Median is 76.

d. Analysis Requirements Test Result

1. Normality Test

Tabel 4.7

The Normality Result

Tests of Normality				
		Kolmogorov-Smirnov[a]		
	Kelas	Statistic	df	Sig.
Hasil Test	Kelas XI IIS 2	,151	26	,133
	Kelas XI IIS 3	,227	19	,011
a. Lilliefors Significance Correction				

Based on the table above, it is show that the data is normality distributed with a significane level more than 0.05, namely p = 0.133 and 0.011 > 0.05.

2. Homogenity Test

Tabel 4.8

The Homogenity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil Test	Based on Mean	,007	1	43	,935
	Based on Median	,004	1	43	,953
	Based on Median and with adjusted df	,004	1	41,361	,953
	Based on trimmed mean	,006	1	43	,938

Based on the table it can be seen that the results of the homogeneity test were 0.935 which means greater than 0.05, namely p = 0.935 >

0.05. So, it can be said that both variables are homogeneous.

e. Testing of Hypothesis

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

1. Null Hypothesis (Ho)

      There is no a positif and significant effect of using CLL method towars the students speaking ability at the eleventh grade of SMA Negeri 1 Metro in academic year 2022/2023.

2. Alternative Hypothesis (Ha)

      There is a positif and significant effect of using CLL method towards the students' speaking ability at the eleventh grade of SMA Negeri 1 Trimurjo in academic year 2022/2023.

This is the stastistical hypothesis:

1. If the sign.2-tailed is lower than 0.05 and the t-value is higher than the f-table, then the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Meanwhile, if sig.2-tailed is higher than 0.05 and t-value is lower than f-table, then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

2. If the mean values in the experimental group and control group are compared. If the mean value in the experimental group is higher than the mean value in the control group, then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is

accepted. Meanwhile, if the average value in the experimental group is lower than the average value in the control group, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

After conducting a series of SPPSS calculations on the test of variable X (Community Language Learning (CLL) Strategy) on variable Y (Speaking Ability), the researcher obtained the results described as follows:

Tabel 4.9

The SPSS Computation Result about the Effect of
The Community Language Learning (CLL) on Speaking Ability

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Test	Equal variances assumed	,007	,935	3,265	43	,002	-13,373	4,096	-21,635	-5,112
	Equal variances not assumed			3,195	35,655	,003	-13,373	4,186	-21,866	-4,881

Based on the SPSS result, it was investigated that the result of *sig. 2 tailed* in this research is 0.002. It is clear that if the probabilityor Sig. >

α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant effect of Community Language Learning (CLL) Method on Speaking Ability.

In addition, the table above illustrated that *t observed* was 3,265 with degree of freedom was 43 to confidence interval of the difference 95%. After considering the t-test table by using *df* 43. It can be found that:

Tabel 4.10

Critical Value of f-table

Level of significant	5%	1%
Df	4.07	7.26

1. The critical value of t-test (ttable) for the 5% level is 4.07

2. The critical value of t-test (ttable) for the 1% level is 7.26

   From all the data analysis above, it can be found that :

   a. "t-observed" = 3,265

   b. "f-table" level of significant 5% = 4.07

   c. "f-table" level of significant 1% = 7.26

It means that" t-observed" is higher than "f-table" or it can be written as 4.07 < 3,265. It means that from the value above there was any positive and significant effect of Community Language Learning (CLL) Method

on Speaking Ability among the eleventh graders at SMA Negeri 1 Trimurjo. It can be seen from the result of the students' pre-test and post-test.

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

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

The researcher has formulated the alternative Hypothesis (Ha) such as: "There is a positive and significant effect of Community Language Learning (CLL) Method on Speaking Ability among the eleventh graders at SMA Negeri 1 Trimurjo".

Finally, the data confirmed that" t-observed" = 3,265 was higher than "f-table" level of signficant 5% = 4.07. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant the influence of effect of Community Language Learning (CLL) Method on Speaking Ability among the eleventh graders at SMA Negeri 1 Trimurjo.

B. Discussion

In teaching speaking to the SMA Negeri 1 Trimurjo especeally in students of class XI IIS 3, based on the pra-survey there are some problem like some students difficulties in speaking without english text. The researcher chose Community Language Learning (CLL) method for to got the effect on students speaking ability.

Based on the pre-test and post-test explanations, it can be concluded that the use of the Community Language Learning (CLL) method has an effect.

The pre-test results of speaking ability test presents the average grade in experimental class is 53,2 and the average grade in control class is 54. Pre-test had been done before the researcher applied the treatment using CLL Method. After pre-test, the researcher implemented CLL Method directly in the class.

While the researcher applied CLL method teaching directly in the class, so the steps include of:

a. Translation, learners from a small circle. A learner whispers a message or meaning he or she want to express, the teacher translate it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.

b. Group work. Learners may engage in various group task, such as small group discussion of a topic, preparing a conversation, preparing a sumary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.

c. Recording. Student record conversations in the target language.

d. Transcription. Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic form.

e. Analysis. Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.

f. Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups. This usually consist

of expressions of feelings – sense of one another, reactions to silence, concern for something to say, etc.

g. Listening. Students listen to a monologue by teacher involving elements they have elicted or overheard in class interactions.

h. Free conversation. Students engage in free conversation with the teacher or with other learners. This might include discussion of what they learned as well as feelings they has about how they learned.

After conducting treatment with CLL Method implementation, the researcher conducted post-test to the eleventh graders by giving a test of explanation text in the form of an explanation of natural, social or cultural phenomena in English. The post-test results showed the average student grade in experimental class was 74,5 and the average grade in control class was 62. Furthermore, to test if there was a positive and significant influence of variable CLL Method on speaking ability.

The researches chose this method because the method effective and simple. Using this method help students to find solutions to problems they face while learning English, especially speaking ability. In addition, to encourage students to be active in speaking English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes this research. It can be seen that the result pre-test in the experimental class with an average score of 53,2 and in control class with an average score of 54. After pre-test doing the treatment and the result post-test in experimental class with an average score of 74.5 and in control class with no treatment given an average score of 62.

Based on the SPSS result, it was investigated that the result of sig. 2 tailed is 0.002. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that there is a positive and significant effect of Community Language Learning (CLL) Method on speaking ability. In addition, this method is beneficial to help students to find solutions to problems they face while learning English, especially speaking skills. In addition, to encourage students to be active in speaking English.

B. Suggestion

1. For the English Teacher

    The teachers should be creative in teaching English especially speaking, because to master English it needs more technique or method in improving it. It is suggested to the English teachers to use Community Language Learning (CLL) Method as the alternative in the teaching and learning

process to improve the students' English ability especially in improving students' pronunciation and students' vocabulary. Students' should be more active in the classroom with a good situation where teacher was made.to make it easier for students to interact and to do more often practice in terms of their speaking ability.

2. For the Students

Being aware that speaking is an important skill in English communication, the students should try to speak individually or in group because it can stimulate to speak up more and to get natural communication.

3. This method can be used as an additional method or further research with different discussion for the next researcher. Because the researcher found that this method is very fun for improving students' speaking ability.

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APPENDIXES

Nomor   : B-0315/In.28/J/TL.01/01/2023
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMA
NEGERI 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: **ANNISA OKTA RAHMANITA**
NPM	: 1901052004
Semester	: 8 (Delapan)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY AT ELEVEN GRADERS OF SMA NEGERI 1 TRIMURJO

untuk melakukan prasurvey di SMA NEGERI 1 TRIMURJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 30 Januari 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Nomor   : 420/051/04/C.1/D.1/2023
Lampiran   : -
Hal   : Persetujuan Izin Prasurvey

Kepada Yth.
Ketua Jurusan IAIN Metro
di-
   Metro

Dengan hormat,

Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-0315/In.28/J/ TL.01/2023 Perihal : Izin Prasurvey tanggal 30 Januari 2023, dengan ini kami mengizinkan mahasiswa dibawah ini:

No	Nama Mahasiswa	Jurusan	Judul
1.	ANNISA OKTA RAHMANITA	Tadris Bahasa Inggri	THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY AT ELEVEN GRADERS OF SMA NEGERI 1 TRIMURJO

Untuk melakukan prasurvey di SMA Negeri 1 Trimurjo, dalam rangka penyelesaian tugas akhir/skripsi.

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 10 Februari 2023
Kepala Sekolah,

IMAN ABIWORO, S.Si
30921200011012

Nomor   : B-1970/In.28.1/J/TL.00/05/2023
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

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

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

Nama	:	**ANNISA OKTA RAHMANITA**
NPM	:	1901052004
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY AT ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2023
Ketua Jurusan,

Andianto M.Pd

Nomor   : B-2612/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1 TRIMURJO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2613/In.28/D.1/TL.01/05/2023, tanggal 26 Mei 2023 atas nama saudara:

Nama	:	**ANNISA OKTA RAHMANITA**
NPM	:	**1901052004**
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 TRIMURJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY ATVELEVENTH GRADERS OF SMA NEGERIB1 TRIMURJO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

S U R A T   T U G A S
Nomor: B-2613/In.28/D.1/TL.01/05/2023

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

Nama	:	**ANNISA OKTA RAHMANITA**
NPM	:	1901052004
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY ATVELEVENTH GRADERS OF SMA NEGERIB1 TRIMURJO".

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   : 26 Mei 2023

Mengetahui,
Pejabat Setempat

IMAN ABIWORO, S.Si
NIP. 19730921200011012

Wakil Dekan Akademik dan Kelembagaan,

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Program Studi : TBI
Semester   : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	7/12 2		- Perbanyak Referensi - Revisi cover & Problem Formulation	
	29/2 23		prior Reses Review & comp chapter II.	
	20/2 23		Add chapter 2 pages, aspect of in Beliya	

Mengetahui
Ketua Program Studi TBI

Andianto M.Pd
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Annisa Okta Rahmanita
NPM : 1901052004

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	27/3 2023		Revisi Tata tulis Referensi Rumus Analisis data.	
	28/5 2023		Acc Seniar	

Mengetahui
Ketua Program Studi TBI

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

Nama : Annisa Okta Rahmanita   Program Studi : TBI
NPM : 1901052004   Semester   : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	9/8		Revise your instrumen. prepare all of the instrumen	
	11/3		Reviuse all instrument	
	24/5		Acc Revisi	

Mengetahui
Ketua Program Studi TBI

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

Nama : Annisa Okta Rahmanita
NPM : 1901052004

Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	2/06/23		Revise dll score.	
	15/06/23		Revise Result & Data	
	20/06/23		Revise Penulisan, keterangan rumus pindah ke lampiran	
	21/...		Acc Munaqosah	

Mengetahui
Ketua Program Studi TBI

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UNIT PERPUSTAKAAN
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---

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-988/In.28/S/U.1/OT.01/06/2023

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

Nama	: ANNISA OKTA RAHMANITA	
NPM	: 1901052004	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901052004

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Juni 2023
Kepala Perpustakaan

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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Annisa Okta Rahmanita
NPM   : 1901052004
Prodi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 22 juni 2023
Ketua Program Studi TBI

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

THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY AT ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO

by Annisa Okta Rahmanita 1901052004

THE EFFECT OF USING THE COMMUNITY LANGUAGE LEARNING METHOD IN SPEAKING ENGLISH ABILITY AT ELEVENTH GRADERS OF SMA NEGERI 1 TRIMURJO

Note 1:

B = 1 + 3.3 log n

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

B = 1 + 3.3 log 26 ≈ 5.66 rounded to 6.

The data range is calculated by the formula:

Range = Highest score - lowest score

Range = 76 - 38 = 38

While the class length is obtained by the formula:

$$P = \frac{range}{B} = \frac{38}{6} = 6{,}3, \text{ rounder up to } 6$$

Note 2:

B = 1 + 3.3 log n

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

B = 1 + 3.3 log 19 ≈ 5,21 rounded to 6=5.

The data range is calculated by the formula:

Range = Highest score - lowest score

Range = 82 - 30 = 52

While the class length is obtained by the formula:

$$P = \frac{range}{B} = \frac{52}{5} = 10{,}4 \text{ rounder up to } 10:$$

Note 3:

B = 1 + 3.3 log n

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

B = 1 + 3.3 log 26 ≈ 5.66 rounded to 6.

The data range is calculated by the formula:

Range = Highest score - lowest score

Range = 80 - 42 = 38

While the class length is obtained by the formula:

$P = \frac{Range}{B} = \frac{38}{6} = 6,3$, rounder up to 6:

Note 4:

B = 1 + 3.3 log n

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

B = 1 + 3.3 log 19 ≈ 5.21 rounded to 5.

The data range is calculated by the formula:

Range = Highest score - lowest score

Range = 96 - 40 = 56

While the class length is obtained by the formula:

$P = \frac{Range}{B} = \frac{56}{5} = 11,2$, rounder up to 11:

Menurut David P. Harris:

No	Criteria	Rating Score	Description
1.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, thoughtone is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because if pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually intelligible.
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionaly makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrase sentence.
		1	Error in grammar and word order, so several, as to make speech to virtually unitelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas becauseof lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because inadequate vocabulary.
		2	Misue of words and very limited vocabulary maes

			comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by laguage problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesistant, often farced into silent by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficultty.
		4	Understand nearly everything at normal speed altough occasionally repetition may be necessary.
		3	Understand most of what is said at slower than normal speed without repetition.
		2	Has great difficulty comprehend. Social conversation spoken slowly and with frequent repetition.
		1	Can't be said to understand even simple conversation.

Lembar Penilaian (Guru)
Pre-Test
Speaking Ability At
Eleventh Graders Of SMA
NEGERI 1 TRIMURJO

CLASS: XI IIS 2 (CONTROL CLASS)

No.	Nama Lengkap	P	G	V	F	C	Score
1.	AW	3	3	3	3	3	60
2.	AAJ	3	2	2	3	2	48
3.	AAZ	4	3	3	4	4	72
4.	AS	2	2	2	2	2	40
5.	AS	3	1	4	2	2	48
6.	DDA	4	2	4	4	4	72
7.	GDA	3	3	3	3	3	70
8.	HW	4	3	4	4	4	76
9.	MNP	2	2	3	3	2	48
10.	MN	4	4	4	4	4	80
11.	MNF	3	1	2	2	2	40
12.	NSP	3	3	3	3	3	60
13.	PA	3	2	3	3	3	56
14.	RS	3	1	2	3	3	48
15.	RK	1	1	1	2	2	24
16.	RR	3	2	3	3	3	56
17.	RN	1	1	2	3	3	40
18.	SN	2	1	3	3	1	40
19.	SCSP.	3	2	3	4	4	64
20.	TF	3	2	3	2	3	52
21.	TP	1	1	2	1	1	24
22.	TIC	3	2	4	3	3	60
23.	VM	3	2	4	3	3	60
24.	YAS	3	2	2	2	2	44

| 25. | ZNZ | 2 | 2 | 3 | 3 | 2 | 48 |
| 26. | FF | 3 | 3 | 3 | 3 | 3 | 60 |

Mengetahui
Guru Bahasa Inggris

Restuning Waluyati

Lembar Penilaian Pre-Test
Speaking Ability At
Eleventh Graders Of SMA
NEGERI 1 TRIMURJO

CLASS: XI IIS 2 (CONTROL CLASS)

No.	Nama Lengkap	P	G	V	F	C	Score
1.	AW	3	3	3	3	3	60
2.	AAJ	4	1	3	3	3	56
3.	AAZ	4	2	4	4	4	72
4.	AS	3	2	2	2	2	44
5.	AS	3	2	2	3	3	52
6.	DDA	4	4	4	4	3	80
7.	GDA	3	3	3	3	3	60
8.	HW	4	3	4	4	4	76
9.	MNP	3	1	3	3	3	52
10.	MN	4	3	3	4	4	72
11.	MNF	2	2	2	2	1	36
12.	NSP	3	3	3	3	1	69
13.	PA	2	2	2	2	2	40
14.	RS	3	3	3	3	3	60
15.	RK	3	1	3	2	2	67
16.	RR	3	3	2	2	3	50
17.	RN	4	2	3	3	2	56
18.	SN	2	2	2	2	2	40
19.	SCSP.	2	2	2	2	3	44
20.	TF	3	1	3	2	2	44
21.	TP	3	3	3	3	3	60
22.	TIC	2	1	2	1	1	28
23.	VM	2	2	2	2	1	36
24.	YAS	3	1	3	2	2	44

| 25. | ZNZ | 3 | 3 | 3 | 3 | 3 | 60 |
| 26. | FF | 2 | 3 | 3 | 3 | 3 | 56 |

Mengetahui
Peneliti

Annisa Okta
NPM

TEACHER & RESEARCHER FINAL SCORE SHEET PRE-TEST

CLASS XI IIS 2 (CONTROL CLASS)

HASIL NILAI PRE TEST KELAS XI IIS 2 (CNTRL CLASS)				
GURU		PENELITI		TOTAL
NAMA	NILAI	NAMA	NILAI	
AW	60	AW	60	60
AAJ	48	AAJ	56	52
AAZ	72	AAZ	72	72
AS	40	AS	44	42
ARS	48	ARS	52	50
DAF	72	DAF	80	76
GDA	70	GDA	60	65
HW	76	HW	76	76
MNP	48	MNP	52	50
MNS	80	MNS	72	76
MNF	40	MNF	36	38
NSP	60	NSP	69	64,5
PA	56	PA	40	48
RA	48	RA	60	54
RK	24	RK	67	45,5
RR	56	RR	50	53
RN	40	RN	56	48
SN	40	SN	40	40
SCSP	64	SCSP	44	54
TF	52	TF	44	48
TP	24	TP	60	42
TIC	60	TIC	28	44
VM	60	VM	36	48
YAS	44	YAS	44	44
ZNZ	48	ZNZ	60	54
FF	60	FF	56	58
TOTAL				1402
AVERAGE				54

Lembar Penilaian (Guru)
Pre-Test
Speaking Ability At
Eleventh Graders Of SMA
NEGERI 1 TRIMURJO

CLASS: XI IIS 3 (EXPERIMENT CLASS)

No.	Nama Lengkap	P	G	V	F	C	Score
1.	AA	2	1	3	3	1	40
2.	AOR	4	2	4	4	4	72
3.	BS	2	2	4	4	4	48
4.	CDB	3	1	3	2	3	48
5.	DEP	3	3	4	3	3	64
6.	E	3	2	2	2	2	44
7.	MFD	1	1	2	1	1	24
8.	MFS	1	1	2	1	2	28
9.	NS	3	2	4	3	3	60
10.	RDP	1	1	2	1	1	24
11.	RAW	1	1	2	1	1	24
12.	SS	4	4	4	4	4	80
13.	SD	3	2	3	4	4	60
14.	TGC	1	1	2	3	3	40
15.	UNK	3	2	3	3	3	56
16.	VAR	4	4	4	4	4	80
17.	YCA	3	2	3	2	2	52
18.	YC	3	3	2	3	2	52
19.	AA	3	2	2	3	3	52

Mengetahui
Guru Bahasa Inggris

Restuning Waluyati

Lembar Penilaian Pre-Test
Speaking Ability At
Eleventh Graders Of SMA
NEGERI 1 TRIMURJO

CLASS: XI IIS 3 (EXPERIMENT CLASS)

No.	Nama Lengkap	P	G	V	F	C	Score
1.	AA	3	1	4	2	1	44
2.	AOR	4	3	4	4	4	76
3.	BS	2	1	3	3	1	40
4.	CDB	3	2	3	2	2	48
5.	DEP	3	2	3	2	1	44
6.	E	2	1	2	3	1	36
7.	MFD	2	2	2	1	2	36
8.	MFS	2	2	2	1	2	36
9.	NS	3	3	3	3	1	52
10.	RDP	4	2	3	3	2	56
11.	RAW	4	2	4	3	3	64
12.	SS	5	3	4	4	4	80
13.	SD	3	1	3	2	2	44
14.	TGC	2	1	1	2	1	28
15.	UNK	1	1	3	3	2	40
16.	VAR	5	4	4	4	4	84
17.	YCA	2	1	3	3	2	44
18.	YC	2	1	3	3	2	44
19.	AA	2	1	3	3	2	44

Mengetahui
Peneliti

Annisa Okta
NPM. 1901052004

TEACHER & RESEARCHER FINAL SCORE SHEET PRE-TEST

CLASS XI IIS 3 (EXPERIMENTAL CLASS)

HASIL NILAI PRE TEST KELAS XI IIS 3 (EXP CLASS)				
GURU		PENELITI		TOTAL
NAMA	NILAI	NAMA	NILAI	
AA	44	AA	40	42
AU	52	AU	44	48
AOR	72	AOR	76	74
BS	40	BS	48	44
CDB	48	CDB	48	48
DEP	44	DEP	64	54
E	44	E	44	44
MFD	24	MFD	36	30
MFS	28	MFS	36	32
NS	60	NS	52	56
RDP	24	RDP	56	40
RAW	24	RAW	60	42
SS	80	SS	80	80
SD	60	SD	44	52
TGC	40	TGC	28	34
UNK	56	UNK	40	48
VAR	80	VAR	84	82
YCA	52	YCA	44	48
YC	52	YC	44	48
TOTAL				946
AVERAGE				50

Lembar Penilaian (Guru)
Post-Test
Speaking Ability At
Eleventh Graders Of SMA
NEGERI 1 TRIMURJO

CLASS: XI IIS 2

No.	Nama Lengkap	P	G	V	F	C	Score
1.	AW	3	1	3	3	3	52
2.	AAJ	2	1	2	1	1	28
3.	AAZ	4	4	5	4	4	84
4.	AS	3	2	2	3	1	44
5.	AS	4	3	5	3	3	72
6.	DDA	4	3	5	3	3	72
7.	GDA	3	2	4	3	3	60
8.	HW	3	2	5	4	4	70
9.	MNP	3	3	2	2	3	50
10.	MN	5	3	4	5	4	88
11.	MNF	3	3	3	3	1	52
12.	NSP	4	4	4	4	4	80
13.	PA	2	2	2	2	1	36
14.	RS	4	2	3	3	2	56
15.	RK	4	2	3	3	3	60
16.	RR	4	4	4	4	4	80
17.	RN	5	3	5	4	4	84
18.	SN	4	2	3	2	2	52
19.	SCSP.	4	3	4	4	4	76
20.	TF	2	2	2	2	2	40
21.	TP	3	1	4	2	2	48
22.	TIC	3	2	3	2	2	44
23.	VM	4	2	5	3	4	76
24.	YAS	3	3	5	3	4	72
25.	ZNZ	4	3	5	3	3	72

26.	FF	2	2	2	2	3	44

Mengetahui
Guru Bahasa Inggris

Restuning Waluyati

**Lembar Penilaian Post-Test
Speaking Ability At
Eleventh Graders Of SMA
NEGERI 1 TRIMURJO**

CLASS: XI IIS 2

No.	Nama Lengkap	P	G	V	F	C	Score
1.	AW	3	3	3	3	3	60
2.	AAJ	3	3	3	3	3	60
3.	AAZ	5	3	5	4	4	72
4.	AS	3	2	2	2	2	44
5.	AS	3	1	2	2	2	40
6.	DDA	2	3	2	3	2	52
7.	GDA	3	3	3	3	3	60
8.	HW	4	2	2	2	2	48
9.	MNP	3	2	1	4	3	52
10.	MN	4	4	4	4	4	80
11.	MNF	2	2	2	2	2	40
12.	NSP	3	3	4	4	5	76
13.	PA	3	3	3	3	1	69
14.	RS	4	2	3	3	2	56
15.	RK	3	2	2	3	3	52
16.	RR	4	3	5	4	4	80
17.	RN	5	2	4	4	3	72
18.	SN	3	2	3	4	4	64
19.	SCSP.	3	2	4	3	3	60
20.	TF	3	2	4	3	3	60
21.	TP	3	2	3	3	3	56
22.	TIC	1	1	2	3	3	40
23.	VM	4	4	4	4	4	80
24.	YAS	4	3	3	4	4	72
25.	ZNZ	4	2	4	4	4	72

| 26. | FF | 3 | 3 | 3 | 3 | 3 | 60 |

Mengetahui
Peneliti

<u>Annisa Okta</u>
NPM. 1901052004

TEACHER & RESEARCHER FINAL SCORE SHEET POST TEST

CLASS XI IIS 2 (CONTROL CLASS)

HASIL NILAI POST TEST KELAS XI IIS 2 (CNTRL CLASS)				
GURU		PENELITI		TOTAL
NAMA	NILAI	NAMA	NILAI	
AW	52	AW	60	56
AAJ	28	AAJ	60	44
AAZ	84	AAZ	72	78
AS	44	AS	44	44
ARS	72	ARS	40	56
DAF	72	DAF	52	62
GDA	60	GDA	60	60
HW	70	HW	48	59
MNP	50	MNP	52	51
MNS	88	MNS	80	84
MNF	52	MNF	40	46
NSP	80	NSP	76	78
PA	36	PA	69	52,5
RA	56	RA	56	56
RK	60	RK	52	56
RR	80	RR	80	80
RN	84	RN	72	78
SN	52	SN	64	58
SCSP	76	SCSP	60	68
TF	40	TF	60	50
TP	48	TP	56	52
TIC	44	TIC	40	42
VM	76	VM	80	78
YAS	72	YAS	72	72
ZNZ	72	ZNZ	72	72
FF	44	FF	60	52
TOTAL				1585
AVERAGE				60,9

Lembar Penilaian (Guru)
Post-Test
Speaking Ability At
Eleventh Graders Of SMA
NEGERI 1 TRIMURJO

CLASS: XI IIS 3 (EXPERIMENTAL CLASS)

No.	Nama Lengkap	P	G	V	F	C	Score
1.	AA	4	4	4	4	5	84
2.	AOR	5	3	5	4	5	88
3.	BS	4	3	4	3	4	72
4.	CDB	5	2	4	3	4	72
5.	DEP	4	2	4	4	4	72
6.	E	2	1	3	3	2	44
7.	MFD	2	1	3	3	3	48
8.	MFS	4	3	4	4	4	76
9.	NS	4	4	4	4	4	80
10.	RDP	4	3	4	3	4	72
11.	RAW	3	2	3	3	3	56
12.	SS	5	5	5	5	4	96
13.	SD	3	2	5	4	4	72
14.	TGC	2	1	2	3	2	40
15.	UNK	4	3	4	3	4	72
16.	VAR	5	4	5	5	4	92
17.	YCA	3	3	5	4	4	76
18.	YC	5	4	5	5	4	88
19.	AA	4	4	4	4	4	80

Mengetahui
Guru Bahasa Inggris

Restuning Waluyat

Lembar Penilaian Post-Test
Speaking Ability At
Eleventh Graders Of SMA
NEGERI 1 TRIMURJO

CLASS: XI IIS 3 (EXPERIMENTAL CLASS)

No.	Nama Lengkap	P	G	V	F	C	Score
1.	AA	4	4	4	4	5	84
2.	AOR	5	5	5	4	5	96
3.	BS	4	3	4	4	4	76
4.	CDB	5	2	5	3	4	76
5.	DEP	4	2	4	4	4	72
6.	E	2	3	3	3	2	52
7.	MFD	2	1	2	3	3	56
8.	MFS	4	3	4	3	4	72
9.	NS	4	4	4	4	4	80
10.	RDP	4	3	3	4	4	72
11.	RAW	3	3	3	3	3	60
12.	SS	5	4	5	5	5	96
13.	SD	3	2	5	4	4	72
14.	TGC	2	1	2	3	2	40
15.	UNK	4	3	4	3	4	72
16.	VAR	5	4	5	5	4	92
17.	YCA	3	3	5	4	4	76
18.	YC	5	4	5	5	4	88
19.	AA	4	4	4	4	4	80

Mengetahui
Peneliti

Annisa Okta
NPM. 1901052004

TEACHER & RESEARCHER FINAL SCORE SHEET POST TEST

CLASS XI IIS 3 (EXPERIMENTAL CLASS)

HASIL NILAI POST TEST KELAS XI IIS 3 (EXP CLASS)				
GURU		PENELITI		TOTAL
NAMA	NILAI	NAMA	NILAI	
AA	84	AA	84	84
AU	80	AU	80	80
AOR	88	AOR	96	92
BS	76	BS	76	76
CDB	76	CDB	76	76
DEP	72	DEP	72	72
E	44	E	52	48
MFD	48	MFD	56	52
MFS	76	MFS	72	74
NS	80	NS	80	80
RDP	72	RDP	72	72
RAW	56	RAW	60	58
SS	96	SS	96	96
SD	72	SD	72	72
TGC	40	TGC	40	40
UNK	72	UNK	72	72
VAR	92	VAR	92	92
YCA	76	YCA	76	76
YC	88	YC	88	88
TOTAL				1400
AVERAGE				73,7

DOCUMENTATION

PRE TEST

TREATMENT

1st MEETING

2nd MEETING

3rd MEETING

POST TEST

CURRICULUM VITAE

The writer's name is Annisa Okta Rahmanita, born in Metro, October 16, 2001. She is the First of the two children. In 2013, her graduated from SDN 4 Metro Barat. At that time, her graduated from SMPN 3 Metro. Then,her continued his studies at SMKN 1 Metro, with accounting major and graduated in 2019. In 2019 the continued her study at the English Department of IAIN Metro (State Institute for the Islamic Studies of Metro).