AN UNDERGRADUATE THESIS

IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH-GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE ISLAMIC STUDIES OF METRO

1444 H/ 2023 M

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IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY

LANGUAGE LEARNING METHOD FOR ELEVENTH-GRADE

STUDENTS AT MAN 1 METRO BOARDING SCHOOL

Presented as Partial Fulfillment of the Requirements

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In English Education Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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NOTIFICATION LETTER

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To :
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Assalamu'alaikum, Wr. Wb

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

Name   : Januba Roudloh Salsabila
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Title   : IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH-GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL

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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NOTA DINAS

Nomor   :
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Perihal   : Permohonan Dimunaqosyahkan

Kepada Yth,
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Institut Agama Islam Negeri Metro
di-
      Tempat

Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh :

Nama   : Januba Roudloh Salsabila
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Prodi   : Tadris Bahasa Inggris (TBI)
Yang berjudul : IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH-GRADE STUDENTS AT MAN I METRO BOARDING SCHOOL

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Mengetahui,	Metro, 19 Juni 2023
Ketua Prodi TBI	Pembimbing
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IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH-GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL

ABSTRACT

BY:

JANUBA ROUDLOH SALSABILA

Speaking is basically defined as the process of expressing ideas, notions, or information in oral form. It is a type of productive skill that consists of producing spoken utterances to convey meaning. However, many students experience difficulties in speaking due to several factors in the learning process. Based on the pre-survey data, the main problem students get is a low level of speaking skills because they have low motivation and lack confidence in their speaking skills.

Learning with the use of appropriate methods can help students with the above problems. The community language learning method is considered a solution to the above problems because this method has a positive impact on learning. In this study, researchers used Classroom Action Research (CAR), conducted in two cycles. Each cycle consists of planning, action, observation, and reflection. Researchers collected data using tests, observation, and documentation. The subjects of this study were 32 eleventh-grade students of Madrasah Aliyah Negeri (MAN) 1 Metro. This research was conducted collaboratively with the English teacher of the MAN 1 Metro boarding school.

Based on the results of the study, it can be concluded that there is an increase in students' speaking skills. Starting from the pre-test results with a percentage of 15%, then in post-test I increased to 28%, and in post-test II increased to 56%. In addition, the results of student learning activities in cycle I were 75% and in cycle II were 93%. This shows that the community language learning method can improve students' speaking skills and learning activities.

Keywords: Speaking Skill, Community Language Learning, Classroom Action Research (CAR)

IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH-GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL

ABSTRAK

OLEH:

JANUBA ROUDLOH SALSABILA

Pada dasarnya berbicara didefinisikan sebagai proses mengekspresikan ide, gagasan, atau informasi dalam bentuk lisan. Ini adalah jenis keterampilan produktif yang terdiri dari memproduksi ujaran lisan untuk menyampaikan makna. Namun pada kenyataannya banyak siswa yang mengalami kesulitan dalam berbicara karna beberapa faktor dalam proses belajar. Berdasarkan data prasurvei, masalah utama yang didapat siswa adalah rendahnya keterampilan berbicara karena mereka memiliki motivasi yang rendah serta tidak adanya kepercayaan diri dalam keterampilan berbicara.

Pembelajaran dengan penggunaan metode yang tepat dapat membantu siswa dengan masalah diatas. Metode community language learning dianggap sebagai solusi dari permasalahan diatas karna metode ini memberikan dampak positif dalam pembelajaran. Pada penelitian ini peneliti menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, Tindakan, observasi dan refleksi. Peneliti melakukan pengumpulan data dengan menggunakan test, observasi dan dokumentasi. Subjek penelitian ini adalah 32 siswa kelas sebelas asrama Madrasah Aliyah Negeri (MAN) 1 Metro. Penelitian ini dilakukan secara kolaboratif denga guru Bahasa inggris asrama MAN 1 Metro.

Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat peningkatan pada keterampilan berbicara siswa. Mulai dari hasil pre-test dengan presentase 15%, kemudian pada post-test I meningkat menjadi 28% dan pada post-test II meningkat menjadi 56%. Disamping itu, hasil aktifitas pembelajaran siswa pada siklus I sebesar 75% dan pada siklus II sebesar 93%. Hal ini menunjukkan bahwa metode community language learning dapat meningkatkan kemampuan berbicara siswa dan aktifitas pembelajarannya.

Kata Kunci: Kemampuan Berbicara, Community Language Learning, Penelitian Tindakan Kelas (PTK)

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name	Januba Roudloh Salsabila
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State that this undergraduate thesis is originally the result of the research done by the researcher, in exception of the certain parts of which are excepted from the bibliography mentioned.

Metro, June 2023

The writer,

Januba Roudloh Salsabila
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Yang bertanda tangan dibawah ini:

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

Metro, June 2023

Penulis,

Januba Roudloh Salsabila
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MOTTO

جَرِّبْ وَلَاحِظْ تَكُنْ عَارِفًا

Try and pay attention and you'll be the one who knows.

Coba dan perhatikanlah niscaya kau jadi orang yang tahu.

If you never try, you'll never know

Jika kamu tidak pernah mencoba, maka kamu tidak akan tahu.

DEDICATION PAGE

This piece of work is dedicated to:
My beloved parents
(Mr. Akhmad Yusuf. S and Mrs. Siti Zulaikha)
My Beloved Sister and Brother
(Justicia Tazkia Najah, Jazil El-kamil. M and Jawami El-Fikri. M)

My Beloved Lectures of English Education Study Program of Institute Islamic Collage Of Metro

My Beloved Almamater

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study titled "IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL". *Shalawat* and *Salam* to our prophet Muhammad SAW, the lord of Muslims in the world, who has guided us from the darkness to the brightness.

This undergraduated-thesis was prepared to to obtain an S-1 degree at the State Islamic Institute of Metro. In the preparation of this undergraduate-thesis, the researcher found many obstacles, but because of guidance and cooperation from various parties, finally this undergraduate-thesis can be completed properly. At this time, the researcher would like to certain her most deep gratitude, especially thanks to:

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

2. Dr. Zuhairi, M.Pd, the Leader of the institution of the Tabiyah and Teacher Training Faculty of IAIN Metro Lampung.

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8. Beloved father and mother for endless prayers and support.

9. Beloved familys who always support every time.

10. All of my friends2, especially for CJR members, for being a good friends who always accompanied and providing good memories during college.

The researcher apologizes for all the mistakes that have been made in writing and finishing this undergraduated-thesis. All criticisms and suggestions are expected to improve the quality of this research.

Metro, June 2023

Januba Roudloh Salsabila
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CHAPTER I

INTRODUCTION

A. **Background of the Study**

Language is a set of rules that play an important role in human life, such as thinking, communicating ideas, and interacting with others. Language is a tool used by humans to channel ideas, feelings, information, and knowledge. Basically, there are four English skills that students must master, as listening, speaking, reading and writing. Speaking skills are one of the skills that must be mastered to support communication in English. Speaking is the way to bring a message to retell stories, to give information, to express feelings, to give commands, to make jokes, to agree or complain about something from one person to others to interact with them.

Nowadays, ESL/EFL curriculum design has stressed on the importance of teaching communicative strategies and functional use of language. Mastery of speaking skill becomes the goals of teaching and learning language. The teacher is challenged to be as creative as possible to provide opportunities for the students to expose and to reinforce the students` speaking skill[1]. To identify the student's speaking skill before doing a treatment, the researcher held the pre survey that is focused on student's speaking skill by doing a test as conversation in front of class by directly. Below is the student's test result of speaking skill at the eleventh grade of MAN 1 Metro Boarding School.

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[1] Ilmawadda, "The Effectiveness of Using Community Language Learning (CLL) to Improve Learners' Mastery of Speaking Skill" (Universitas Muhamadiyah Makassar, 2020).

Table I
The students Speaking test of the Eleventh Grade
At MAN 1 Metro Boarding School

NO.	Name	Score	Interpretation
1.	ACD	69	Incomplete
2.	AAP	66	Incomplete
3.	AM	67	Incomplete
4.	AJZ	70	Incomplete
5.	AMAS	71	Incomplete
6.	ALC	62	Incomplete
7.	DZH	66	Incomplete
8.	DU	75	Incomplete
9.	DSP	80	Complete
10.	DVEP	60	Incomplete
11.	FNK	68	Incomplete
12.	FAP	61	Incomplete
13.	HAH	68	Incomplete
14.	IJ	64	Incomplete
15.	IAAA	67	Incomplete
16.	KA	69	Incomplete
17.	LA	70	Incomplete
18.	MF	77	Complete
19.	MRJ	71	Incomplete
20.	NSR	75	Incomplete
21.	ROR	73	Incomplete
22.	RI	70	Incomplete
23.	RKA	68	Incomplete
24.	SR	61	Incomplete
25.	SP	66	Incomplete
26.	SFF	60	Incomplete
27.	SJ	80	Complete
28.	SDPA	64	Incomplete
29.	SNA	68	Incomplete
30.	TL	79	Complete
31.	TS	62	Incomplete
32.	VUR	70	Incomplete
Total		**2197**	
Average		**68**	

Based on the information from the pre-survey results above which was conducted in eleventh grade school on October 14, 2022 by conducting a conversation test in front of the class, it is investigated that the average grade is 68. The numbers of students who can reach are 4 students and those who do

not reach the passing grade are 28 students. The categorization is based on the eleventh grade English passing grade at MAN 1 Boarding School. The detail categorization is explained in table.

Tabel III
The pre-survey data speaking test of the eleventh grades students in MAN 1 Metro Boarding School

No.	Grade	Explanation	Frequency	Presentage
1.	≥ 76	Complete	4 students	12%
2.	≤ 76	Incomplete	28 students	88%
Total			32 students	100%

Source: The Categorization Result of Complete and Incomplete Grade of Speaking Skill that was taken on Pre-Survey on 14 October, 2022.

The Categorization of students speaking skill in the table above inform that the number of students who can achieve the passing grade is smaller than the number of students speaking ability in English is dominated by incomplete in the passing grade. In other words, students speaking skill is categorized as low. Therefore, an effort is needed to influence students speaking skill.

Teaching and learning speaking in the classroom of MAN 1 Metro Boarding School has some problems. Based on the researcher experience when practice teaching, when the researcher PPL, the researcher found that English speaking is still a difficult skill for senior high school. The problem might come from the students and the teacher. There were some problems that the researcher found from the students. First, most of the students made many mistakes in speaking English like poor of vocabularies. Secondly, many students also pronounced words incorrectly when they were speaking. The last problem was the student lack of motivation in speaking class. The teacher seldom taught them by asking something and answering questions about the

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

Based on the problems above, the researcher is interested to apply the Community Language Learning as a method in learning speaking for eleventh-grade students and see the effectiveness of this method for students in senior high school. Community Language Learning is one kind of method in language learning where the learners' become members of the community. Their fellow learners and the teacher learn through interaction with members of the community.

Community Language Learning represents to use of counselling learning theory to teaching language. As the name indicates, CLL derives its primary insights, and in the same indicate CLL as the counselling theory, means that teachers as a counsellor giving advice, assistance, and support to their students who have a problem or are in some way in need. In this case, Community Language Learning indicates on counselling metaphor to redefine the role of the teacher (as a counsellor) and Learners (as the client) in the language classroom.[2]

Based on the explanation above, the researcher focused on the students' speaking problem of the eleventh grade at MAN 1 Metro Boarding School should be thought in Class Action Research (CAR) research by applying Community Language Learning Method. Therefore, the researcher

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[2] Mirawati Abdullah, "Student Speaking Ability Through Community Language Learning" 1 (2013): 97–125.

conducted a researcher entitled **"IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH GRADE STUDENT AT MAN 1 METRO BOARDING SCHOOL".**

B.   Problem Identification

According to pre-survey results, there is some problem identification found by the researchers, such as:

1. Students have poor English-speaking skills.

2. Students are unable to use good and right pronunciation in the speaking process.

3. Students have limited vocabulary mastery.

4.   Students did not have the motivation to practice speaking.

5. Students did not have self confidence to practice speaking.

C.   Problem Limitation

Based on these problems identified, the researcher focused on students who did not have the confidence to practice speaking. Therefore, researchers use Community Language Learning Method toward the students' speaking skills in the eleventh grades of MAN 1 Metro Boarding School.

D. Problem Formulation

To achieve the purpose of the research, the researcher formulates the problem of the research: "How is the use of CLL improve the students' speaking among the eleventh graders at MAN 1 Metro Boarding School?

E. Objectives and Benefits of the Study

1. Objectives of the Study

Based on the formulation of the problem, the researcher determines the research objectives to investigate whether the use of CLL can improve students speaking skills.

2. Benefits of the Study

The researcher aimed to:

a. Theoretically

The findings of this study can enrich the theory about the use of Community Language Learning in teaching speaking skills.

b. Practically

By using Community Language Learning are fun and enjoy learning English class. If they feel enjoy, fun and comfortable, the method is useful for students to enhance their self-confidence when they are speaking in English. It is hoped that this research will not only be useful for the writer but also students, teachers and, other researchers. As follows:

1) For the students, this research is supposed to be useful for students by providing information related to their speaking skills

in English. In addition, students can be actively involved in the process of learning English by using alternative methods that they have never used before, namely Community Language Learning (CLL). It is expected that the use of CLL will become more interesting and motivate them in the speaking process, especially the use of CLL can enrich their English vocabulary so that they will have confidence in themselves.

2) For the teacher, this research is supposed to be useful for English teachers by giving information to English teachers, especially at MAN 1 Metro boarding school. In addition, this research can be one of the pieces of information regarding alternative English teaching methods that will attract students' attention in the speaking process. So that teachers can take further steps from the results of this study.

3) For the other researchers, this research can be useful for other researchers so that it becomes a reference or alternative basis that can be considered for conducting the same research topic, namely the use of CLL in teaching speaking. This is because other researchers can obtain information not only related to CLL theory, but also technical and practical explanations for the application of classroom action research using CLL in teaching speaking.

F.   Prior Research

This study will be conducted by reviewing four relevant studies that have been conducted by several researcher before. The first relevant research is conducted by Syamsia and Hatima Kaunar with the research title "The Effect of using Community Language Learning Method to Improve Students' Speaking Ability."[3] The research is conducted in 2020 at SMP Islam 2 Kota Ternate, the researcher method used is quasi-experimental design. The relevant researcher aims to improve students speaking ability through community language learning. The students who are taught by using Community Language Learning Method (CLLM) have higher score than those are taught by using CLLM. The result of the data analysis proven than student's scores of speaking taught by using community language learning is better. It means that the used of community language learning method to teach speaking is quite effectives.

The research of the relevant with the researcher has similarities and differences that can be taken wisdom. The similarity of this research lies in the similarity of the research topic community language learning to improve speaking ability. While the difference lies in the research method, it is because the research method that the researcher uses is classroom action research while the relevant research method is a quasi-experimental design.

The second relevant research is conducted by Yudhie Indra Gunawan with the research title "Community Language Learning Method to Develop

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[3] H. Syamsia, S.; Kaunar, "The Effect of Using Community Language Learning Method to Improve Students' Speaking Ability," *Langua: Journal of Linguistics, Literature, and Language Education* 3, no. 1 (2020): 30–37.

Students Critical Thinking in Writing Skill."[4] The research is conducted in 2018 at Buddhi Dharma University, the research method used is Class Action Research (CAR) method by researching first semester on Basic Writing Subject students. The relevant research aims to develop students critical thinking in writing skill. The result of the relevant study showed that use of Community Language Learning method.

The relevant research with the researcher has similarities and differences that can be taken wisdom. The similarity of the research lies in the similarity of the topic of Community Language Learning and the method of Classroom Action Research (CAR). While the difference lies in the skill, it is because the skill that the researcher uses is Speaking skill while the relevant research skill is Writing skill.

The third relevant research is conducted by Esy Octa, Muhammad Sukirlan, and Sudirman with the title Implementation of Communtity Language Learning (CLL) in Teaching Vocabulary. The research is conducted in 2015 at SMPN 1 Kalianda, the research method used is Class Action Research (CAR), the relevant research aims to develop students Vocabulary. The result of the relevant study showed that use of Community Language Learning method.

The research of the relevant with the researcher has similarities and differences that can be taken wisdom. The similarity of this research lies in the similarity of the research method community language learning and that the

[4] Yudhie Indra Gunawan, "Community Language Learning Method To Develop," *Globish (An English-Indonesian Journal for English, Education and Culture)* 6, no. 1 (2018): 70–80.

researcher uses is classroom action research. While the difference lies in the research topic, it is because the research topic that the researcher uses is improving English speaking skill method while the relevant research topic is an implementation of CLL in teaching vocabulary.[5]

The last relevant research is conducted by Gunaldi Masbiran and Andi Fauzi with the research title "Speaking Skill in Using Community Language Learning (CLL)."[6] The research is conducted in 2017 at ABA Persada Bunda in Pekan Baru, the researcher method used is Quantitative. The relevant researcher aims to improve speaking skill using community language learning. the researcher concluded that Community Language Learning (CLL) Method effective for teaching speaking skill at the second semester students of ABA Persada Bunda in Pekanbaru.

The research of the relevant with the researcher has similarities and differences that can be taken wisdom. The similarity of this research lies in the similarity of the research topic community language learning to improve speaking skill. While the difference lies in the research method, it is because the research method that the researcher uses is classroom action research while the relevant research method is a Quantitative.

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[5] Sudirman Esy Octa Utami, Muhammad Sukirlan, "Implementation of Community Language Learning (CLL) in Teaching Vocabulary" 4, no. 1 (2557): 88–100.
[6] Andi Fauzi Gunaldi Masbiran, "Speaking in Using CLL" 3 (2017): 1–8.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking Skill

1. Definition of Speaking

As the key to communication, speaking has many definitions. There were many experts trying to define it. Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone can say what the students wants to express. Also, it is a symbol of words that usually convey by someone through communication.[1] Make an audience easy to get the point of information.

Speaking is defined as a process of expressing ideas, or information in terms of oral form. It is a kind of productive skill which consists of producing verbal utterances to convey meaning. It means that speaking allows people to share their feelings and ideas orally, to organize their knowledge, and to convey meaning through organ of speech. In addition, speaking is an important skill that is included in curriculum 2013. Luoma argues that speaking skill is an important part of curriculum and a necessary object of assessment as well.[2]

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[1] Ummi Rasyidah Siti Surinah Harahap, Rivi Antoni, "An Analysis On Students Speaking Skill At Second Grade SMP 8 Rambah Hilir," 2015, 1–8.

[2] Anisah Julianada, Sudarkam Mertosono, and Wahyudin, "Improving Speaking Skill of Grade Eleven Students through Peer Tutoring Strategy," English Language Teaching Society Journal 1, no. 1 (2021): 1–8.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also must think about the ideas they wish to express. They must be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak. Lastly, the learners must have the abilities to change their direction of their thoughts based on the persons responses. It means that speaking is the form abstract systems involving both phonological and grammatical system of the language which is produced in a reciprocal exchange in which both reception and production play a part.

2. **Classroom Speaking Activities**

Many of the classroom speaking activities which are currently in use fall at or near the communicative end of the communication continuum. There are several widely used categories of speaking activity and will start by looking at them before going on to specific speaking examples.[1]

a. Acting from the Script

Playscript it is important that when the students are working on plays or playscripts, the students should treat it as 'real' acting. In other words, the teacher needs to help them to go through the scripts

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[1] Jeremy Harmer, *Jeremy Harmer - The Practice of English Language Teaching*, 4th ed. (Pearson Education Limited, 2007).

as if the teacher were theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before giving final performance, the teacher ensures that acting out is both a learning and a language producing activity. Acting out dialogues, when choosing who should come out to the front of the class, the teacher should be careful not to choose the shyest students first. The teacher needs to work to create the right kind of supportive atmosphere in the class. The teacher needs to give students time to rehearse their dialogues before they are asked to perfume them. If the teacher can give students time to work on their dialogues, the students will gain much more from the whole experience.

b. Communication games

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

c. Discussion

Discussion ranges from highly formal, whole-group staged events to informal small-group interaction. The first group these can be used for a whole range of discussion. For example, the teacher might want the students to predict the content of reading text, or we may want them to talk about their reaction to it after they have read it. The teacher might want the students to discuss what should be included in a news broadcast or have a quick conversation about the right kind of music.

The second, instant comment is another wat which the teacher can train students to respond fluently and immediately to insert 'instant comment' mini activities into lesson. This involves showing to say the first thing that comes into their head.

The last one is formal debates, in it a students prepare arguments in favor or against various propositions. When the debate starts, those who are appointed as 'panel speakers' produce well-rehearsed writing like arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject. For debates to be successful, students need to be given time to plan their arguments, often in groups. They can be directed to a series of point of view.

d. Prepared talks

Student makes a presentation on topic of their own choice. Such talks are not designed for informal spontaneous conversation, because

they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, the students ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate.

As they do so, the teacher can act a resource, helping students in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f. Simulation and role-play

Simulation and role-play can be used to encourage general oral fluency or to train students for specific situation, when they are doing simulation and role-plays, they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly.   have   the   same demand because English is a required subject in Indonesian senior high schools. The ability to communicate and talk to others is a general condition, and passing exams is necessary to advance to the next level and graduate from school.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the

conversation. Brown states that there are seven principles for designing speaking techniques.[2] First, use strategies that address a range of learner demands, from language-based accuracy-focused strategies to messages that emphasize interaction, meaning, and fluency. Second, provide approaches that are intrinsically inspiring. Encourage the use of genuine language in significant circumstances next. Then, provide valuable criticism and feedback. Profit from the natural connection between speaking and listening after that. Give your students the chance to speak up in class. Promote the creation of speaking techniques.

3. **The Indicator of Speaking Skill**

A basic competence indicator is a behavior change that can be observed in attitude, knowledge, and skill and is defined as an indication of fundamental competence. The indicator is evolving in a way that is appropriate for the learner characteristics, lesson, educational unit, and area potential that are ending operative verbs that may be seen. Creating indicators is a strategic way to enhance the effectiveness of classroom instruction and learner competence. The appropriate indicators should be:

1) Identify speech acts asking and giving opinions.

2) Express speech acts by asking and giving opinions in simple dialogue.

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[2] ibid, p.275-276.

3) Create dialogue suitable with speech act.

4) Find or collect information - Present dialogue in front of the class.

The indicator in speaking skill was not specific indicator. Too many speak act in the indicator, so the teacher should be writing the speak act one by one or specifically.[3]

4. The Measurement of Speaking Skill

Based on the Weir Cyril J.[4] There are some indicators that be supposes to measure the speaking skill:

Table III
The Indicator to measure the speaking skill

Aspect	Category	Indicators
Fluency	4 (Excellent)	General natural delivery, only occasional halting when searching for appropriate word or expression.
	3 (Good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.

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[3] Putu Ngurah Rusmawan, "The Formulation Of Indicator In Teachers Syllabus On Speaking Skill Putu" 4, no. 2 (2016): 43–51.

[4] Craig Deeville, *Language Testing and Validation: An Evidence-Based Approach by Weir, Cyril J.*, ed. Christopher N. Candlin and David R. Hall. All, vol. 91 (New York: Palgrave macmillan, 2007).

	2 (Adequate)	Speech is slow and hesitant. Maintain speech in a passive manner and needs regular prompt.
	1 (Fair)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	4 (Excellent)	Occasional errors of pronunciation a few inconsistencies of a rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (Good)	Rhytm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (Adequate)	Comprehension suffers due to frequent errors in rhytm, intonation and pronunciation
	1 (Fair)	Words are unintelligible.
Vocabulary	4 (Excellent)	Effective use of vocabulary for the task with few inappropriaces.
	3 (Good)	For the most parts, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (Adequate)	Limited use vocabulary with frequent inappropriacies.
	1 (Fair)	Inappropriate and inadequate vocabulary.
Grammatical	4	Very few grammatical errors evident.

Accuracy	(Excellent)	
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (Adequate)	Speech is broken and distorted by frequent errors.
	1 (Fair)	Unable to construct comprehensible sentence.

B. Concept of Community Language Learning (CLL)

4. Definition of Community Language Learning (CLL)

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counselling and a professor of psychology at Loyola University, Chicago. His application of psychological counselling techniques to learning is known as Counselling-Learning. Community Language Learning represents the use of Counselling-Learning theory to teach languages.[5]

The Community Language Learning is method which is oriented on human is approach. In accordance with the statement above, the researcher particularly needs to formulate the example of Community Language Learning take place in classroom. A group of learners sit in a circle with the teacher standing outside of circle, and student whispers a message in the native language(L1); next, the teacher translate the message of the learners into the foreign language (L2), while the students repeat the message in the foreign language into a student's compose further message in the foreign language with teacher's helps students reflect about their feeling sand wishes. It means that the client-counselor in psychological counseling have relationship between the learner- known in Community Language Learning.[6]

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[5] Jack C. Richards, *Approaches and Methods in Language Teaching: A Description and Analysis*, *Contemporary Psychology: A Journal of Reviews*, vol. 21 (Cambridge University Press, 1999).

[6] Syamsia, S.; Kaunar, "The Effect of Using Community Language Learning Method to

5. The Procedure Implementation of CLL

In accordance with types of learning and teaching activity, Community Language Learning the procedure implementation involves learning task and activities take place in learning and teaching process as follows:

a. Translation. Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates 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 tasks, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of class.

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

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

e. Analysis. Students analyse and study transcriptions of target language sentence 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 consists of expression of feelings – sense of one another, reactions to

silence, concern for something to say, and so on.

g. Listening. Students listen to a monologue by the teacher involving elements they might have elicited 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 had about how they learned.

In Community Language Learning, learners become members of a community, their fellow learners and the teacher through interacting each other and the member of community. Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to repeat target utterances without hesitation, to support fellow members of the community, to report deep feelings and frustrations as well as joy and pleasure, and to become counselors of the other learners.[7]

6. The Benefits of CLL

the Community Language Learning Method is neither student-centred, nor teacher-centred, but rather teacher–student centred, with both being decision-makers in the class. Building a relationship with and among students is very important. In a trusting relationship, any debilitating anxiety that students feel can be reduced, thereby helping students to stay open to the learning process. Students can learn from their interaction with

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[7] Intan Armala, Teacher Training, and Education Faculty, "The Effectiveness of Community Language Learning (Cll) and Communicative Language Teaching (Clt) To Improve the Speaking Skills of the First Grade Students of Sma N 2 Salatiga in the Academic Year of 2015 / 2016" (2016).

each other as well as their interaction with the teacher. A spirit of cooperation, not competition, can prevail.[8] This learning process will lead the students become more confident and do not afraid to do same mistakes when they are doing conversation. So, students can improve their speaking skills through this method[9].

C. Action Hypothesis

Action hypothesis of this research is stated as follow: "Students can be improve their speaking skill after using Community Language Learning Method"

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[8] Diane Larsen-Freeman and Marti Anderson, *Techniques-Principles-Language-Teaching*, 3rd ed. (Oxford University Press, 2011).

[9] Irwandi Irwandi, "The Use of Community Language Learning (Cll) in Teaching Speaking," *Linguistics and Elt Journal* 3, no. 1 (2015): 48–59.

CHAPTER III

RESEARCH METHOD

A. The Variable and Operational Definition of Variable

1. Variable of Research

Variables used in study are defined as operational definitions of variables. The markers found in a component are the product of the theoretical review's synthesis theory. This study's object consisted of two variables: independent variable and dependent variable.

a. Independent Variable (X)

The independent variable of this research is the variable which observes and measures the effect of the independent variable. Independent variable of this research is Communication Language Learning that can be used in speaking subjects. By using CLL the students can be:

1). Interested in speaking.

2). Improve their speaking skill.

3). More relax in speaking.

b. Dependent Variable (Y)

The dependent variable of this research is the variable which is observed to determine the effect of the independent variable. Speaking skill as the dependent variable of someone that has develop or practiced in the classroom of language teaching. A dependent variable is one that can be increased by an independent variable. The oral

examination is the dependent variable in this study. This dependent variable's indicators are as follows:

The learners are required to articulate themselves in English through using sufficient vocabulary.

1) The learners can communicate easily in English.

2) The learners are required to hear what they say when listening.

3) The learners to express themselves in English by using acceptable statement constructs.

2. Operational Definition of Variable

An operational definition is the definition this at based on characteristic of the things defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject that varies from object to another. To evaluate students" speaking skill, the research used test that consist of pre-test and post-test. The instrument of the speaking is oral activity the research asks for the student to describe in convey the material. The research used speaking rubric to measure the students" in develop or as room there are consistent with fluency, pronunciation, vocabulary, grammatical accuracy, and the last interactional strategies.

B. The Research Location

This Research is Classroom Action Research (CAR). The research conducted this research at the eleventh graders of MAN 1 Metro Boarding School, which is Located in Banjar Rejo, Batanghari, East Lampung Regency.

The researcher chooses in eleventh class there are 32 students. The researcher focused to improve Speaking skills.

C. Subject and Object of Study

The research in the Classroom Action Research (CAR) The subject of this action research is students" of eleventh grade at MAN 1 Metro Boarding School. This class consist of 32 students.

The teacher taken one of her classes in which the students had low average score. Based on the teachers experience in process learning the student have problem of oral activity there are some minim vocabularies, error pronunciation, error grammar. Community Language Learning can improve speaking skill and help the student in problem solution.

Table IV
Total Students of The Eleventh Grade
MAN 1 Metro Boarding School

No.	Class	Gender		Total
		Male	Female	
1.	XI	12	20	32

D. Action Plan

According to Kemmis and McTaggart, who are major authors in this field, Action Research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.[1]

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[1] Anne Burns, *Doing Action Research in English Language Teaching: A Guide for*

Figure 1

Cylical AR model based on Kemmis and McTaggart
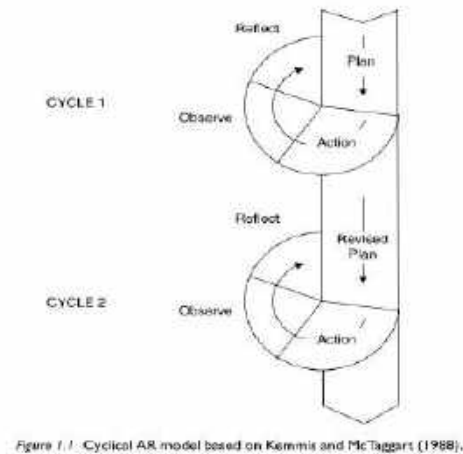
Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (1988).

From the picture above, the explanation of four steps in each circle is as follows:

1. **Cycle 1**

   a. Planning

   At this stage, a strategy or plan will be prepared before the research. The arrangement of the plan is made in detail about the actions that will be carried out on class action research such as material, teaching steps and even predictions of problems that will occur when the research is carried out. At this stage the researcher performs the following steps:

   1) The researcher discusses with the class teacher to identify problems that occurred in student speaking skill.

   2) The researcher proposes problem solving with the application

of community language learning.

3) The researcher prepares syllabuses and lesson plans.

4) The researcher determines the object of matter.

5) The researcher prepares learning resources.

6) The researcher prepares research instruments such as test sheets, observation sheets, field notes and documentation tools.

7) The researcher evaluates student test result to determine indicators of success.

b. Acting

This stage is the implementation of any strategy or plan that has been made before. This acting will be carried out in the classroom. Some of the stages that the writer carries out at this stage include the following:

1) The researcher motivates the students and stimulates their background knowledge.

2) The researcher gives a simple explanation of the material.

3) The researcher applies the community language learning method in the learning process.

4) The researcher asks the student one by one to come to the front of classroom.

5) The researcher asks the students to practice speaking in English.

6) The researcher assesses the speaking performance of each

student and observed problems in the classroom. This is done as a reference to improve the action at the next meeting.

c. Observing

Observation is the activity of recording everything that happens during the process of action. The results obtained in this observation are the impact of the actions already carried out. The success of the process can be judged by changes in students' attitudes towards learning speaking using community language learning method. The results of observation will be used to perform actions in the next cycle.

d. Reflecting

Reflection is an attempt to examine what has happened during the process of action. At this stage, the researcher and the English teacher analyses the results of observations in cycle I. In the process of reflection can be find several components such as analysis, meaning, explanation, preparation, conclusion, and follow-up identification. This stage will be carried out to plan the actions of cycle II.

2. **Cycle 2**

a. Planning

1) The researcher identified problems from cycle I.

2) The researcher prepares lesson plans.

3) The researcher determines the object of matter.

4) The researcher prepares learning resources.

5) The researcher evaluates students' learning activity after the learning process.

b. Acting

The researcher applies the action plan II.

c. Observing

In this stage, the researcher observes the teaching and learning process to collect data on action plan II.

d. Reflecting

In this stage, the researcher will compare the results of the pre-test and post-test grade. This will be done to find out whether the next cycle will be carried out or not.

E. Data Collection Technique

In collecting the researcher use the following steps:

1. Test

Test is the sequence of question or statement that is used to measurement skill, knowledge, intelligence, ability, that have by individual or group. The material in pre-test or post-test are different but have same difficulties. The type of the test is oral test. The test consists of pre-test and post-test.

a. Pre-Test

Pre-test is an initial test that is carried out to determine students' abilities before taking part in learning. This is one way to diagnose

students' strengths and weaknesses in speaking skill.

b. Post-Test

Post-test or evaluation test is a test that is carried out after the learning process is complete. Post-test is the final series of learning that is carried out to find out whether the method used is effective to improve students' speaking skill.

2. **Observation**

In Classroom Action Research, observation is the basic method used to obtain data. Observation is the activity of recording all events that occurred during the action. In this study, the researcher will record things that happen during actions and describe students' performance during the process by observing students' ability to speaking English practice and the researcher will take data on the eleventh-grade students of MAN 1 Metro Boarding School.

3. **Documentation**

Documentation can be the state of the school, teachers, students, teaching and learning activities or pictures when conducting research. In this study, the researcher will take documentation data in the form of the state of the school environment, teachers, learning activities, and student activity results. It means that documentation is a note of the information in the form of documentation.

4. Field Note

Field note is the data collection technique used to find out the actual conditions that occur in the classroom and to collect research data. By using field notes, the researcher will cooperate with the collaborator to note English learning activities related to speaking skills by using field note sheets.

F. Data Collection Instrument

In collecting data, the researcher uses the following steps:

1. Test

The test is a test instrument given to students to assess their level of understanding. In this study, the question item used is a number image. The students must mention these numbers in English to assess their pronunciation skill.

2. Observation Sheet

Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher activities, student activities and environmental conditions in the learning process.

3. Documentation Sheet

Documentation sheet is a tool used to collect data and documentation archives. In this study, the documentation attached is in the form of photos in each cycle.

4. Field Note Sheet

Field notes sheet is used to record or describe the behaviour and activities of teachers and students during the learning process.

G. Data Analysis Technique

1. Formula

Data analysis will be taken by determining the average scores of pre-test and post-test students in each cycle. The formula for determining such an average value is as follows:

$$\overline{x} = \frac{\sum xi}{N}$$

The Formula of Class Percentage[2]

Note

$\overline{x}$ = Average Score

$\sum xi$ = Total Score of the Students

N   = Total of the Students

In addition, to determine the percentage of increase in student learning activities, the following formula is allowed to use:

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

The Formula of Class Percentage

Note

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[2] James N. Miller Jane C. Miller, *Statistics and Chemometrics for Analytical Chemistry*, (Harlow: Ashford Colour Press Ltd, 2010), 18.

P = The Class Percentage

F = Total Percentage Score

N = Total of the Students

H. Indicators of success

This research can be said to be successful if 70% of students get a Minimum Completion Criteria score above 76. This means that Community Language Learning method can improve the students' speaking skill and their learning activity in the eleventh grade of MAN 1 Metro Boarding School.

CHAPTER IV

RESEARCH AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The brief history of MAN 1 Metro Boarding School

Madrasah Aliyah Negeri 1 Metro has been established since the enactment of the decision of the Ministry of Religious Affairs of the Republic of Indonesia, namely number: 64 of 1990 dated 25 April 1990, and number 42 of 1992 dated 27 January 1992 concerning the transfer of the function of Public Religious Teacher Education (PGAN) to a State Madrasah Aliyah (MAN) with changes from MAN 2 Metro to MAN 1 Metro occurred on 18 September 2014 since the Ministry of Religious Affairs Decree was enacted. Over time MAN 1 Metro has always made efforts to improve quality. One of them is in teaching at MAN 1 Metro which always innovates through various activities either in regular or special forms. In its special form, MAN 1 Metro issued a boarding school program (Ma'had) located in MAN 1 Metro.

MAN 1 Metro is one of the many madrasas that have a boarding school. The history of the establishment of the MAN 1 Metro dormitory or often referred to as the boarding school (ma'had) is that since 2011 it has been planned to establish a dormitory. By collecting funds from the infaq of the guardians of new students and supported by the madrasah committee and the support of madrasah residents. The funds collected

35

were used to construct a new building (dormitory), build a fence, and expand the existing land at Campus 2 (38B Banjarejo). With the first opening of the MAN 1 metro dormitory, the following facilities and infrastructure were made available:

1) Perimeter fence

2) 1 girls' dormitory building with 3 rooms measuring 5m x 5m, 5 bathrooms in each room, 1 caretaker's room, and a kitchen and dining room.

3) A multi-purpose building renovated into a boys' dormitory.

The inauguration of the MAN 1 metro dormitory with 58 new students; in the following years, the construction of buildings in the dormitory increased. These included the construction of the Al-Izzah II Mosque, the extension of the female dormitory building, the 2-storey male dormitory building, and the extension of the 2nd floor the of Al-Izzah II Mosque.

b. Principles and Motto of Madrasah Aliyah Negeri 1 Metro Boarding School

The MAN 1 metro boarding school is based on the "five souls" taught by KH. Imam Zarkasyi in his seminar and used in the Darussalam Gontor boarding school. "Panca Jiwa" includes the following:

1) The soul of sincerity

2) The soul of simplicity

3) Self-reliance

4) The Soul of Ukhuwah Diniyah

5) The Soul of Freedom

   The motto of the MAN 1 Metro Boarding School is the following:

1) Highly virtuous

2) Able-bodied

3) Knowledgeable

4) Freedom of thought

c. Madrasah Aliyah Negeri 1 Metro Boarding School Facilities and Infrastructure

   MAN 1 Metro Boarding School is located at Campus 2 38b Banjarejo with facilities:

1) 9 classrooms are used for regular and specialized learning.

2) 2 support rooms

3) 1 co-operative

4) 2 UKS rooms

5) 1 language laboratory

6) 1 multipurpose study room

7) 1 library room

8) 2 security substations

9) Al-Izzah II Mosque with 2 floors (the 1st floor is used as a 2-room girls' dormitory and the 2nd floor is used for worship)

10) Multi-purpose building

11) A 2-storey boys' dormitory with 4 rooms

12) 12 male toilets

13) 2 female dormitories, Khadijah I dormitory consists of 3 rooms and 5 bathrooms, a caretaker's room, kitchen, and dining room. While the Khadijah II dormitory consists of 4 rooms with separate bathrooms from the rooms with a total of 12 bathrooms.

14) The facilities and infrastructure of MAN 1 Metro Dormitory will continue to be developed and improved so that it is expected to be as optimal as possible in achieving its objectives.

d. Dormitory Location of Madrasah Aliyah Negeri 1 Metro:

Figure 2

Dormitory location of Madrasah Aliyah Negeri 1 Metro
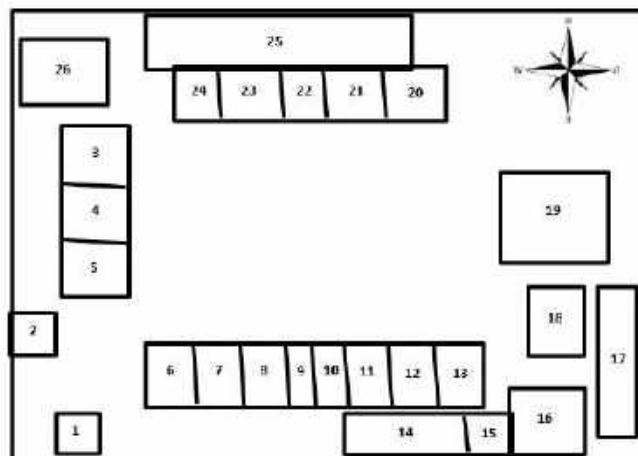
Description:

Table V
Data table of description dormitory location of Madrasah Aliyah Negeri 1 Metro

1.	Security post	14.	Canteen
2.	Security post 2	15.	Water depot
3.	X IPA 4 class	16.	Boys dormitory
4.	X IPA 5 class	17.	Toilets
5.	X IPS 3 class	18.	Dormitory office
6.	XI IPA 6 class	19.	MAN 1 Metro multipurpose building
7.	XI IPA 5 class	20.	Function room
8.	XI IPS 4 class	21.	Language laboratory
9.	Students' health unit 2	22.	Students' health unit
10.	Library	23.	Teacher's room
11.	XII IPA 6 class	24.	Coperation
12.	XII IPA 5 class	25.	Girls dormitory
13.	XII IPS 4 class	26.	Mosque

It can be seen that the description of the figure dormitory of Madrasah Aliyah Negeri 1 Metro.

e. Data on students in Madrasah Aliyah Negeri 1 Metro Boarding School:

Table VI
Data Table of Students Madrasah Aliyah Negeri 1 Metro Boarding School

No	Class	Male	Female
1.	X class	39	85
2.	XI class	45	60
3.	XII class	34	82
Total		118	227

f. Data on supervisors and teachers at Madrasah Aliyah Negeri 1 Metro Boarding School

Table VII

Data Table of Supervisor and teachers Madrasah Aliyah Negeri 1 Metro Boarding School 2023/2024 Academic Year

No	Name	NIP	Job Title
1.	Rokiban, M.Pd	197211252005011002	Kepala Asrama
2.	Fakhrurozi Z, S.Pd	-	Ustadz/Pengasuh
3.	Restiani, M. Pd	-	Ustadzah/Pengasuh
4.	Nur Sobari, M.Pd	-	Ustadz /Pengasuh
5.	Afifudin, M.Pd	-	Ustadz/Pengasuh
6.	Irhamudin Abdullah, S.Pd	-	Ustadz/Pengasuh
7.	Alif Darmawan	-	Ustadz/Pengasuh
8.	Nova Krijayanti	-	Ustadzah/Pengasuh
9.	Ajeng Nurul I	-	Ustadzah/Pengasuh
10.	Tia Anggaraini	-	Ustadzah/Pengasuh
11.	Binti Zakiyatus S, S.Pd	-	Ustadzah/Pengasuh
12.	Novita Mayang Sari, S.Pd	-	Ustadzah/Pengasuh

It can be seen that the total of supervisors and teachers at Madrasah Aliyah Negeri 1 Metro, which is 12 teacher consist 1 headmaster and 11 teacher.

g. Organization Structure of MAN 1 Metro Boarding School

Figure 3

Organization Structure of MAN 1 Metro Boarding School
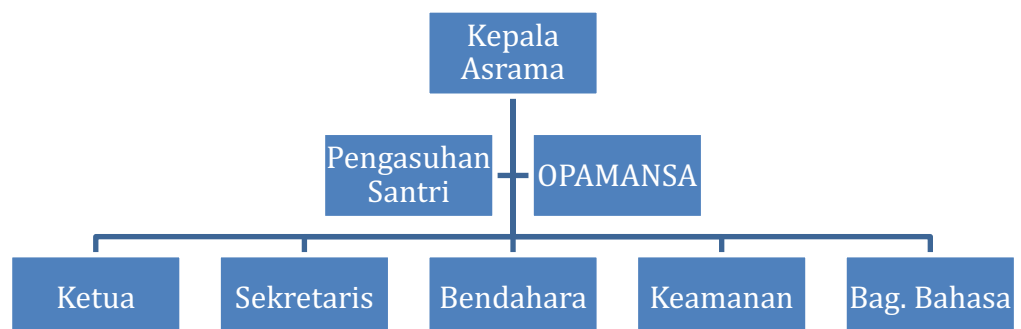
The organization structure in the MAN 1 metro dormitory is headed by the dormitory head, who is in charge of the students and OPAMANSA. OPAMANSA is Organisasi Pelajar Asrama Madrasah Aliyah Negeri Satu, which is divided into several sections, namely the Chairman, the Secretary, the Treasurer, the Security Section, and the Language Section.

2. **Description of Research Data**

This research used Classroom Action Research (CAR), which aimed to increase student activity and the outcome of the study in MAN 1 Metro Boarding School. It was carried out in two cycles. The researcher used Community Language Learning to improve the students' speaking skills. It was carried out in two cycles: Cycle I and Cycle II. Each cycle consists of two sessions and each meeting lasts 2x45 minutes. Each cycle includes planning, action, observation, and reflection. In this research, the researcher collaborated with the English teacher Mrs. Novita Mayang Sari, S.Pd.

a. **Pre-test Activity**

The researcher conducted the pre-test on Wednesday, May 3rd, 2023 from 8.00 to 8.45 pm. When the researcher entered the classroom, the students was already in the classroom after performing isya' prayers. The researcher greeted and informed the students that the researcher would conduct a pre-test in their class to know their speaking skills before doing the action of the classroom action

research. The pre-test was administrated to the students to be finished individually. The kind of test was a speaking test that asked the students to practice speaking English directly. The researcher gave the topic of daily activity.

Table VIII
Student's Pre-test Grade

No.	Name	P	V	F	G	Total Point	Total Grade	Category
1.	ACD	3	2	2	1	8	50	Incomplete
2.	AAP	3	2	3	2	10	62	Incomplete
3.	AM	2	2	1	1	6	37	Incomplete
4.	AJZ	3	1	3	2	9	56	Incomplete
5.	AMAS	1	2	2	2	7	43	Incomplete
6.	ALC	3	2	2	2	9	56	Incomplete
7.	DZH	2	1	3	1	7	43	Incomplete
8.	DU	3	1	2	2	8	50	Incomplete
9.	DSP	2	2	2	1	7	43	Incomplete
10.	DVEP	2	1	2	1	6	37	Incomplete
11.	FNK	3	2	1	1	7	43	Incomplete
12.	FAP	2	2	2	2	8	50	Incomplete
13.	HAH	2	1	2	1	6	37	Incomplete
14.	IJ	1	1	3	2	7	43	Incomplete
15.	IAAA	1	2	1	1	5	31	Incomplete
16.	KA	3	3	4	3	13	81	Complete
17.	LA	2	2	3	1	8	50	Incomplete
18.	MF	1	1	1	2	5	31	Incomplete
19.	MRJ	4	4	3	2	13	81	Complete
20.	NSR	3	4	4	2	13	81	Complete
21.	ROR	3	1	2	1	7	43	Incomplete
22.	RI	1	2	2	2	7	43	Incomplete
23.	RKA	2	1	3	1	7	43	Incomplete
24.	SR	3	3	2	1	9	56	Incomplete
25.	SP	2	2	1	1	6	37	Incomplete
26.	SFF	3	1	2	1	7	43	Incomplete
27.	SJ	1	1	3	2	7	43	Incomplete
28.	SDPA	2	1	2	1	6	37	Incomplete

29.	SNA	3	4	4	2	13	81	Complete
30.	TL	1	4	1	1	7	43	Incomplete
31.	TS	3	4	4	2	13	81	Complete
32.	VUR	1	3	3	2	9	56	Incomplete
		Total of all student grade					**1611**	
		Total all of students (n)					**32**	
		The highest grade					**81**	
		The lowest grade					**31**	
		average					**50**	

Source: the grade result of speaking pre-test on May 3rd , 2023.

From the table above it can be seen that the grade for speaking activity on the pre-test, which is the highest grade is 81 and the lowest grade is 31 from the total of 32 students.

Table IX

Speaking Criteria Symbol

No.	Symbol	Criteria
1.	P	Pronunciation
2.	G	Grammar
3.	V	Vocabulary
4.	F	Fluency

Source: Adopted from Weir's speaking rubric

The table above explains that speaking has 4 criteria symbols such as P, G, V, and F. which means Pronunciation, Grammar, Vocabulary, and Fluency.

Table X
Frequency of Students' Grades in Pre-test

No.	Grade	Frequency	Percentage	Explanation
1	≥76	5 students	15%	Complete
2	<76	27 students	85%	Incomplete
	Total	32 students	100%	

Source: The grade result of speaking pre-test at XI class of MAN 1 Metro   Boarding School on May 3rd, 2023

The table above explains that the frequency of students in the pre-test assessment is 5 students with a percentage of 15% getting scores above 76, while 27 students with a percentage of 85% get scores below 76.

Figure 4
The Percentage of the Students' Completeness Grade on Pre-test
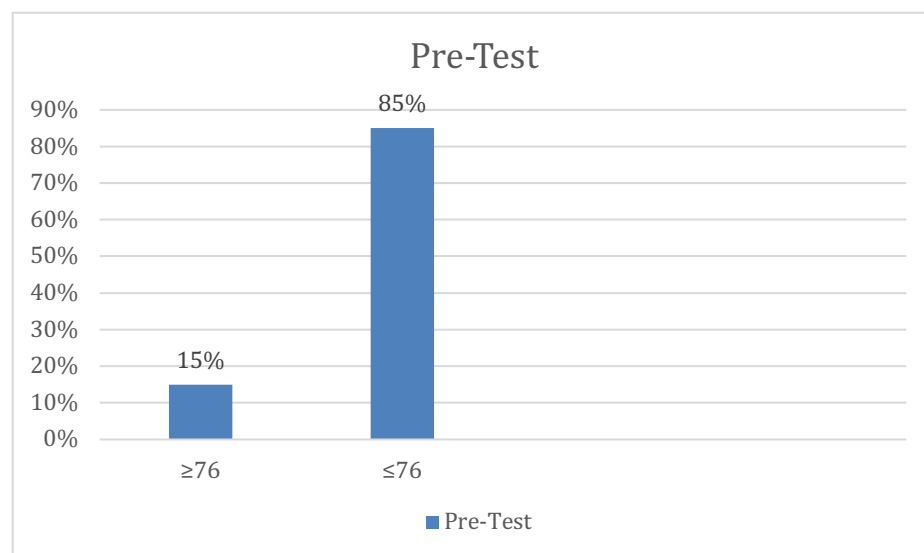
Based on the data of the pre-test above, it was known that 27 students (85%) were not successful and 5 students (15%) were successful. The successful students were those who got the passing grade of English subject at MAN 1 Metro boarding school at least 76. The successful students were fewer then that unsuccessful students.

From the pre-test result, the researcher got an average of 50 so the result was unsatisfied. Therefore, the researcher used community language learning method to improve the students speaking skill.

b. Cycle I

1) Planning

In the planning stage, the researcher and the English teacher prepared several things related to the teaching and learning process, such as: prepared the lesson plan, made the instrument that would be examined as a post-test in cycle 1, prepared the materials, made the observation sheet of the students' activity, identified the problem and found the causes of the problem at the beginning and at the end of the learning activities. The researcher also planned an evaluation to measure the students' mastery of the given materials.

2) Acting

a) First Meeting

The first meeting was conducted on Saturday, May 6th 2023 at 8.00 to 8.45 pm. and followed by 32 students. The meeting started by praying, greeting, and checking the attendance list. At this stage, the class condition was effective because the collaborator observed the researcher to ensure the students' effectiveness before the researcher was doing research in the class. It showed that most of the students gave their full nice attention to the researcher when the study time came.

At the beginning, the researcher used PowerPoint media to show the material to be studied at this meeting, which is about recount text. They were very excited to listen to the researcher's explanation and then the researcher applied the community language learning method by creating 8 groups of 4 students and then discussing the material that had been given.

b) Second meeting

The second meeting was conducted on Sunday, may 7th 2023 at 8.00 to 8.45 pm. In this stage, the researcher began the class by praying, greeting, and checking students' attendance list. Then the researcher asked several questions related to the material in the previous meeting and explained the material to be discussed in the second meeting.

The researcher continued the activity by providing material about simple past tense that connected the first meeting material, they recount important events of the past. Before they presented in front of class, they discussed with the group about information of the event they will present to the class.

c) Post-test 1 Activity

On Wednesday, May 10th 2023 at 8.00 to 8.45 pm, the researcher conducted post-test 1 on the students. The type of test used is a speaking test that asked the students to speak in front of the class by telling stories directly on the topic identified by the

researcher. The result of the students tests in post-test 1 was better than test in pre-test before.

Table XI
The Students Speaking Grade of Post-Test 1

No.	Name	P	V	F	G	Total Point	Total Grade	Category
1.	ACD	3	3	2	1	9	56	Incomplete
2.	AAP	3	2	3	2	10	62	Incomplete
3.	AM	2	2	3	2	9	56	Incomplete
4.	AJZ	3	1	3	2	9	56	Incomplete
5.	AMAS	2	3	3	2	10	62	Incomplete
6.	ALC	3	4	3	2	12	75	Incomplete
7.	DZH	3	3	3	2	11	68	Incomplete
8.	DU	3	4	3	2	12	75	Incomplete
9.	DSP	2	3	2	1	8	50	Incomplete
10.	DVEP	2	3	2	1	8	50	Incomplete
11.	FNK	3	2	2	3	10	62	Incomplete
12.	FAP	4	4	3	2	13	81	Complete
13.	HAH	2	3	2	2	9	56	Incomplete
14.	IJ	3	3	3	2	11	68	Incomplete
15.	IAAA	2	3	3	2	10	62	Incomplete
16.	KA	3	3	4	3	13	81	Complete
17.	LA	3	4	4	2	13	81	Complete
18.	MF	2	2	3	2	9	56	Incomplete
19.	MRJ	4	4	3	2	13	81	Complete
20.	NSR	3	4	4	2	13	81	Complete
21.	ROR	3	1	2	1	7	43	Incomplete
22.	RI	1	2	2	2	7	43	Incomplete
23.	RKA	2	1	3	1	7	43	Incomplete
24.	SR	3	3	2	1	9	56	Incomplete
25.	SP	2	2	2	2	8	50	Incomplete
26.	SFF	3	1	2	1	7	43	Incomplete
27.	SJ	3	4	3	3	13	81	Complete
28.	SDPA	2	1	2	1	6	37	Incomplete
29.	SNA	3	4	4	2	13	81	Complete
30.	TL	1	4	1	1	7	43	Incomplete
31.	TS	3	4	4	2	13	81	Complete
32.	VUR	3	4	4	2	13	81	Complete

		Total of all student grade	2001	
		Total all of students (n)	32	
		The highest grade	81	
		The lowest grade	37	
		average	62	

From the table above it can be seen that the grade of speaking activity on post-test 1, which is the highest grade is 81 and the lowest grade is 37 from the total of 32 students.

Table XII
Frequency of student grade in post-test 1

No.	Grade	Frequency	Percentage	Explanation
1	≥76	9 students	28%	Complete
2	<76	23 students	72%	Incomplete
	Total	32 students	100%	

The table above explains that the frequency of students in the pre-test assessment is 9 students with a percentage of 28% getting scores above 76, while 23 students with a percentage of 72% get scores below 76 from the total 32 students.

Figure 5
The percentage of the student's grade on post-test 1
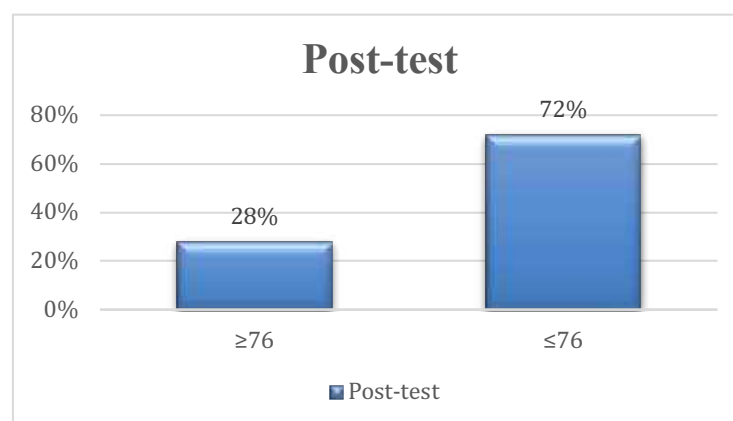
Based on the result above, it could be seen that 9 students (28%) got grades up the standard and 23 students (72%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get passing grade, at least 76. Learning process was said successful when 72% students got grade ≥76. The fact showed that the result was unsatisfied.

3) **Observing**

In the observation stage, the researcher with collaborator observed students' activity during learning process. This observation activity was carried out from the opening of the class to the closing. The students who were active in discussion would get the point by ticking it on the observation sheet for the first and second meeting. Meanwhile, the indicators of students learning activities are as follow:

a) Students' attention

b) Students' activeness in learning process

c) Students' activeness in the application of techniques

d) Students' speaking ability to speaking activity.

The result of the students learning activities could be seen as follow:

Table XIII
The Students' Learning Activity in Cycle 1

No.	Name	Aspects			
		Student's Attention	Student's Activeness in Learning Process	Student Activeness in The Applicationof Techniques	Student's Ability to speaking activity
1.	ACD	√	-	-	√
2.	AAP	√	-	√	√
3.	AM	-	√	√	-
4.	AJZ	-	√	√	√
5.	AMAS	√	√	√	-
6.	ALC	√	-	√	-
7.	DZH	-	√	√	-
8.	DU	-	√	√	-
9.	DSP	√	-	√	√
10.	DVEP	√	√	√	-
11.	FNK	√	-	√	√
12.	FAP	√	-	√	√
13.	HAH	√	√	√	-
14.	IJ	√	-	√	√
15.	IAAA	√	√	-	√
16.	KA	√	-	√	√
17.	LA	√	-	√	√
18.	MF	√	√	-	√
19.	MRJ	√	-	√	√
20.	NSR	√	-	√	√
21.	ROR	√	-	√	√
22.	RI	-	√	√	-
23.	RKA	-	√	√	√
24.	SR	-	√	√	√
25.	SP	√	√	√	-
26.	SFF	-	√	√	√
27.	SJ	√	-	√	√
28.	SDPA	√	√	-	√
29.	SNA	√	√	-	√
30.	TL	√	-	√	√
31.	TS	√	-	√	√
32.	VUR	√	√	-	√
	Total	24	17	26	23

The table above explains the results of students' learning activities according to the 4 aspects described in cycle 1 which are students attention 24 students, students activeness in learning process 17 students, students activeness in the application of techniques 26 students and students ability to speaking activity 23 students.

Table XIV
The Frequency of Students' Activities in Cycle 1

No.	Aspect	Frequency	Percentage
1.	Students' attention	24 students'	75%
2.	Students' activeness in the learning process	17 students'	53%
3.	Students' activeness in the application of the techniques	26 students'	81%
4.	Students' ability to speaking activity	23 students'	71%
	Number of Students	32 students'	
	Average Percentage	70%	

Source: The result grade of students' activities observation in cycle 1 on May 6th, 2023

The table above explains the frequency of the results of student learning activities according to the 4 aspects described in the previous table which are student attention 24 students with a percentage of 75%, student activeness in the learning process 17 students with a percentage of 53%, student activeness in the application of techniques 26 students with a percentage of 81% and student ability to speaking activity 23 students with a percentage of 71% of the total 32 students with an average percentage of 70%.

Figure 6

The percentage of the student's activities in cycle 1

Students' Activities Percentage

Activity	Percentage
Activity 1	75%
Activity 2	53%
Activity 3	81%
Activity 4	71%

■ Students' Activities Percentage
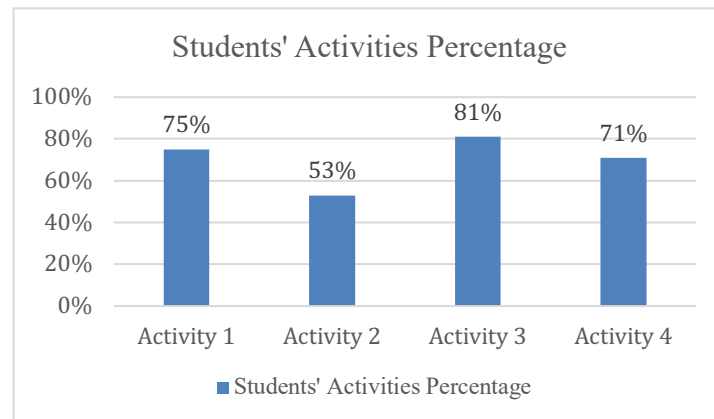
The data above showed that not all the students active learning process. There were 24 students (75%) who gave attention to the teacher explanation, 17 students (53%) who were active in the learning process, 26 students (81%) who active in the application of the technique and 23 student (71%) were able to speaking activity.

4) **Reflecting**

Based on the results of the observations of the learning process in Cycle I, it can be concluded that the learning process in this research did not reach a passing grade. At the end of this cycle, the researcher analyzed and calculated all the processes such as the students' pre-test score and the result of the students' post-test I score. The comparison between pre-test grade and post-test 1 grade was as follow:

Table XV
The comparison between pre-test and post-test 1 grade in cycle 1

No.	Name Initial	Pre-Test	Post-Test 1	Deviation	Explanation
1.	ACD	50	56	6	Complete
2.	AAP	62	62	0	Incomplete
3.	AM	37	56	19	Complete
4.	AJZ	56	56	0	Incomplete
5.	AMAS	43	62	19	Complete
6.	ALC	56	75	19	Complete
7.	DZH	43	68	25	Complete
8.	DU	50	75	25	Complete
9.	DSP	43	50	7	Complete
10.	DVEP	37	50	13	Complete
11.	FNK	43	62	19	Complete
12.	FAP	50	81	31	Complete
13.	HAH	37	56	19	Complete
14.	IJ	43	68	25	Complete
15.	IAAA	31	62	31	Complete
16.	KA	81	81	0	Incomplete
17.	LA	50	81	31	Complete
18.	MF	31	56	25	Complete
19.	MRJ	81	81	0	Incomplete
20.	NSR	81	81	0	Incomplete
21.	ROR	43	43	0	Incomplete
22.	RI	43	43	0	Incomplete
23.	RKA	43	43	0	Incomplete
24.	SR	56	56	0	Incomplete
25.	SP	37	50	13	Complete
26.	SFF	43	43	0	Incomplete
27.	SJ	43	81	38	Complete
28.	SDPA	37	37	0	Incomplete
29.	SNA	81	81	0	Incomplete
30.	TL	43	43	0	Incomplete
31.	TS	81	81	0	Incomplete
32.	VUR	56	81	25	Complete
Total		**1611**	**2001**		
Average		**50**	**62**		
High Grade		**81**	**81**		
Low Grade		**31**	**37**		

The table above is a comparison between pre-test and post-test 1 in cycle 1, from the table above it can be seen that in the pre-test and post-test the highest score is 81, the lowest score is pre-test 31 while post-test 37 with an average pre-test of 50 and post-test 62, the data shows an increase between pre-test and post-test 1.

Table XVI
The comparison of students' pre-test and post-test in cycle 1

Interval	Pre-Test	Post-Test	Explanation
≥76	15%	28%	Complete
<76	85%	72%	Incomplete
Total	100%	100%	

And the table above is the percentage of the previous table which explains the difference in scores between the pre-test and post-test, scores above 76 with a pre-test percentage of 15% and post-test 28%, scores below 76 with a pre-test percentage of 85% and post-test 72% of the total percentage of 100%.

Then, the graph of students' comparison in speaking skill of pre-test and post-test 1 grade in cycle 1 could be seen as follow:

Figure 7

The Comparison of the Percentage of the Students' Completeness Grade

on Pre-test and Post-test I
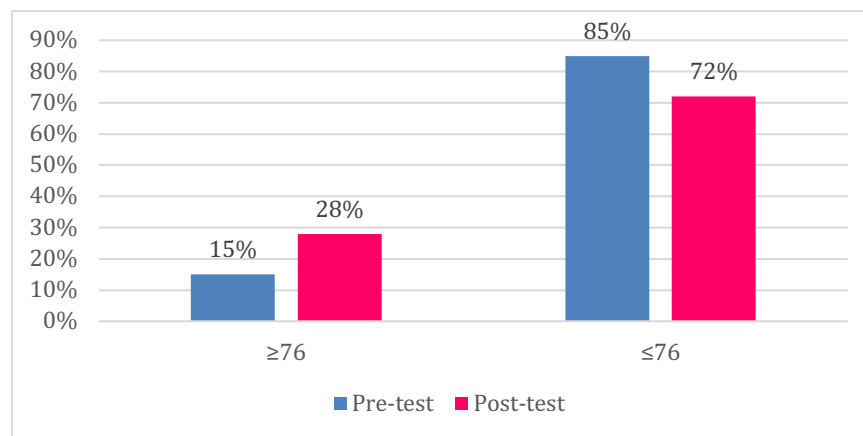
From the data above, in the pre-test it could be seen that 27 students (85 %) were not achieved the passing grade and 5 students (15%) were achieved the passing grade. Meanwhile in the post-test I, it could be seen that 23 students (72%) were not achieved the passing grade and 9 students (28%) were achieved the passing grade. In addition, the average grade of pre-test was 50 and average grade of post-test I was 62. There was improvement between pre-test and post-test I, but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 72% of the total students must be passed the criteria.

c. Cycle II

The action in cycle I has not been successful, so the researcher decided to continue cycle II. Cycle II is done to correct deficiencies in cycle I, while the steps in cycle ii are as follows:

1) Planning

Based on the activities in cycle I, the process in cycle II will focus on solving problems that occur in cycle I, which is related to the delivery of learning material. Then the researcher prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher and collaborator planned to give the material for students in speaking skill by community language learning.

2) Acting

a) First meeting

The first meeting was conducted on May 20th 2023 at 8.00 to 8.45 pm and followed by 32 students. The meeting was started by praying, greeting and checking the attendance list. At this stage, the class condition was effective because the collaborator observed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of the students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher used PowerPoint media to show the material to be studied at this meeting, which is about structure text. They were very excited to listen to the researcher's explanation and then the researcher applied the community language learning method by creating 8 groups of 4 students and then discussing the material that had been given.

b) Second meeting

The second meeting was conducted on Sunday, May 21th 2023 at 8.00 to 8.45 pm. In this stage, the researcher began the class by praying, greeting, and checking students' attendance list. Then the researcher asked several questions related to the material in the previous meeting and explained the material to be discussed in the second meeting.

The researcher continued the activity by providing material about dialog conversation that connected the first meeting material, they make a conversation. Before they presented in front of class, they discussed with the group about information of the dialog conversation they will present to the class.

c) Post-test 2 Activity

On Monday, May 22th 2023 at 8.00 to 8.45 pm, the researcher conducted post-test 1 on the students. The type of test used is a speaking test that asked the students to speak in front of the class by conversation on the topic identified by the researcher. It could

be seen from the result of post-test 2. The result of post-test 2 can

be seen in the following table:

Table XVII
The Students Post-test II Grade

No.	Name	P	V	F	G	Total Point	Total Grade	Category
1.	ACD	3	4	3	2	12	75	Incomplete
2.	AAP	4	4	3	3	14	87	Complete
3.	AM	3	3	4	3	13	81	Complete
4.	AJZ	3	4	3	3	13	81	Complete
5.	AMAS	3	4	4	2	13	81	Complete
6.	ALC	3	4	3	3	13	81	Complete
7.	DZH	3	3	3	2	11	68	Incomplete
8.	DU	3	4	3	3	13	81	Complete
9.	DSP	4	4	3	2	13	81	Complete
10.	DVEP	2	3	3	2	10	62	Incomplete
11.	FNK	3	2	3	3	11	68	Incomplete
12.	FAP	4	4	4	3	15	93	Complete
13.	HAH	3	4	3	3	13	81	Complete
14.	IJ	3	3	3	2	11	68	Incomplete
15.	IAAA	2	3	3	2	10	62	Incomplete
16.	KA	3	4	4	3	14	87	Complete
17.	LA	4	4	4	3	15	93	Complete
18.	MF	3	3	3	2	11	68	Incomplete
19.	MRJ	4	4	3	2	13	81	Complete
20.	NSR	4	4	4	2	14	87	Complete
21.	ROR	3	4	3	3	13	81	Complete
22.	RI	3	2	2	2	9	56	Incomplete
23.	RKA	3	4	3	3	13	81	Complete
24.	SR	3	4	4	3	14	87	Complete
25.	SP	3	4	3	3	13	81	Complete
26.	SFF	3	4	3	3	13	81	Complete
27.	SJ	4	4	4	3	15	93	Complete
28.	SDPA	2	3	4	3	12	75	Incomplete
29.	SNA	3	4	4	2	13	81	Complete
30.	TL	3	4	3	3	13	81	Complete
31.	TS	4	4	4	2	14	87	Complete

32.	VUR	3	4	4	2	13	81	Complete
		Total of all student grade					**2531**	
		Total all of students (n)					**32**	
		The highest grade					**93**	
		The lowest grade					**56**	
		average					**77**	

From the table above it can be seen that the grade of speaking activity on post-test 2, which is the highest grade is 93 and the lowest grade is 56 from the total of 32 students.

Table XVIII
Frequency of Students Grade on Post-test II

No.	Grade	Frequency	Percentage	Explanation
1	≥76	23 students	72%	Complete
2	<76	9 students	28%	Incomplete
	Total	32 students	100%	

The table above explains that the frequency of students in the post-test II is 23 students with a percentage of 72% getting scores above 76, while 9 students with a percentage of 28% get scores below 76 from the total 32 students.

Figure 8
The Precentage of Students Completeness Grade on Post-test II
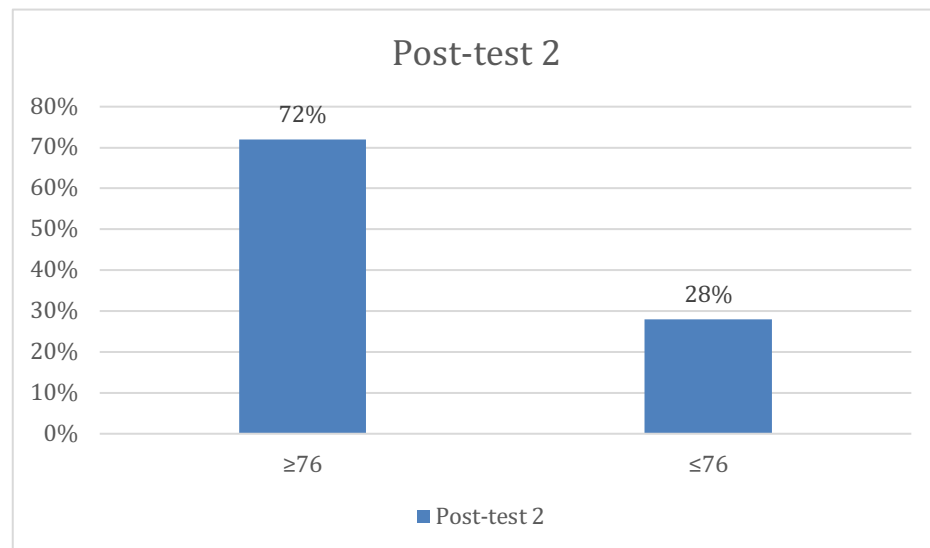
Based on the results above, it could be seen that 23 (72%) were successful and 9 other students (28%) were not successful. From the post-test 2 results, the researcher got an average of 76. It was higher than post-test1 in cycle 1.

3) **Observing**

In the observing stage, the researcher used community language learning method to presented the material. During the learning process, there are four indicators used in assessing student activity. From the results of student activity, the researcher can assess that the learning process in cycle 2 was successful. The results of the student activities result are as follows:

Table XIX

The Students' Learning Activities in the Cycle II

No.	Name	Aspects			
		Student's Attention	Student's Activeness in Learning Process	Student Activeness in The Applicationof Techniques	Student's Ability to speaking activity
1.	ACD	√	√	√	√
2.	AAP	√	√	√	√
3.	AM	√	√	√	-
4.	AJZ	√	√	√	√
5.	AMAS	√	√	√	-
6.	ALC	√	-	√	√
7.	DZH	√	√	√	√
8.	DU	-	√	√	√
9.	DSP	√	√	√	√
10.	DVEP	√	√	√	√
11.	FNK	√	√	√	√
12.	FAP	√	-	√	√
13.	HAH	√	√	√	-
14.	IJ	√	-	√	√
15.	IAAA	√	√	√	√
16.	KA	√	√	√	√
17.	LA	√	√	√	√
18.	MF	√	√	√	√
19.	MRJ	√	√	√	√
20.	NSR	√	√	√	√
21.	ROR	√	√	√	√
22.	RI	√	√	√	-
23.	RKA	√	√	√	√
24.	SR	-	√	√	√
25.	SP	√	√	√	-
26.	SFF	√	√	√	√
27.	SJ	√	√	√	√
28.	SDPA	√	√	√	√
29.	SNA	√	√	√	√
30.	TL	√	√	√	√
31.	TS	√	√	√	√
32.	VUR	√	√	√	√
Total		30	29	32	27

Source: The result grade of students' activities observation in cycle II on May 20th 2023

The table above explains the results of students' learning

activities according to the 4 aspects described in cycle II which are students attention 30 students, students activeness in learning process 29 students, students activeness in the application of techniques 32 students and students ability to speaking activity 27 students.

Table XX
The Frequency of Students' Activities in Cycle II

No.	Aspect	Frequency	Percentage
1.	Students' attention	30	93%
2.	Students' activeness in the learning process	29	90%
3.	Students' activeness in the application of the techniques	32	100%
4.	Students' ability to speaking activity	27	84%
	Number of Students	**32**	
	Average Percentage	**92%**	

Source: The result grade of students' activities observation in cycle II on May 20th 2023

The table above explains the frequency of the results of student learning activities according to the 4 aspects described in the previous table which are student attention 30 students with a percentage of 93%, student activeness in the learning process 29 students with a percentage of 90%, student activeness in the application of techniques 32 students with a percentage of 100% and student ability to speaking activity 27 students with a percentage of 84% of the total 32 students with an average percentage of 92%.

Figure 9
The Percentage of the Students' Activities in Cycle II
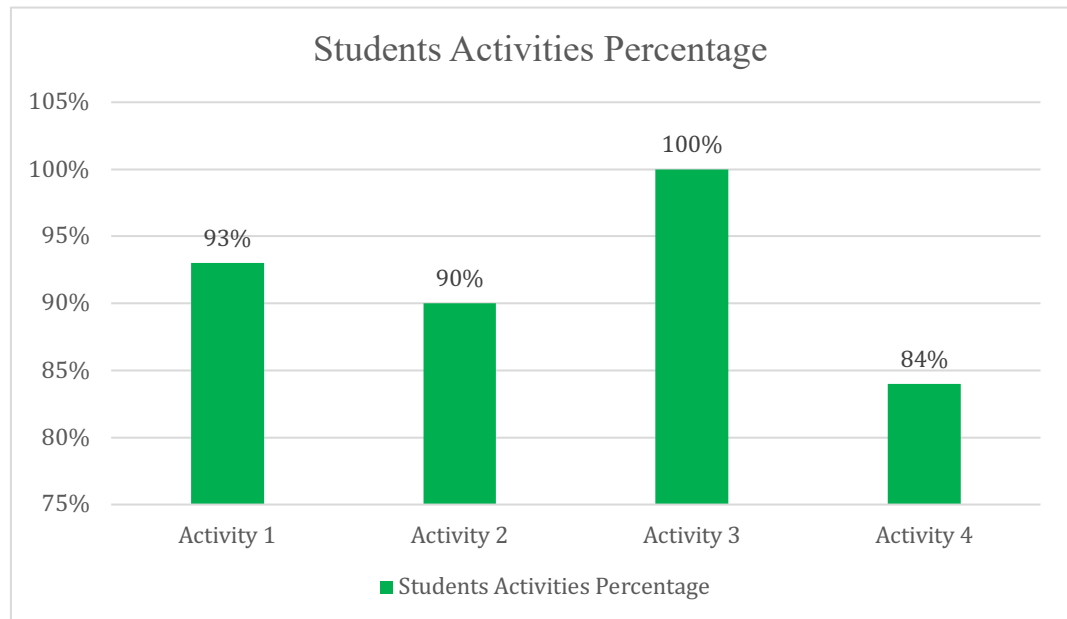
From the table above, students learning activities have increased. There were 30 students (93%) who gave attention to the teacher explanation, 29 students (90%) who active in the learning process, 32 students (100%) who active in the application of the technique and 27 students (84%) were able to speaking activity. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥92%.

4) **Reflecting**

Based on the results of the learning process in cycle II, the researcher can conclude that Community Language Learning (CLL) method can improve students' speaking skill and their learning activities. At the end of Students' Activities Percentage, the implementation of cycle II, the researcher with collaborator calculated the results of post-

test 2 and analysed student learning activities. The comparison between students' post-test 1 and post-test 2 results can be seen in the following table:

Table XXI
The comparison between Post-test I and Post-test II Grade in Cycle II

| No.	Name	Post-test 1	Post-Test 2	Deviation	Explanation
1.	ACD	56	75	19	Complete
2.	AAP	62	87	25	Complete
3.	AM	56	81	25	Complete
4.	AJZ	56	81	25	Complete
5.	AMAS	62	81	19	Complete
6.	ALC	75	81	6	Complete
7.	DZH	68	68	0	Incomplete
8.	DU	75	81	6	Complete
9.	DSP	50	81	31	Complete
10.	DVEP	50	62	12	Complete
11.	FNK	62	68	6	Complete
12.	FAP	81	93	12	Complete
13.	HAH	56	81	25	Complete
14.	IJ	68	68	0	Incomplete
15.	IAAA	62	62	0	Incomplete
16.	KA	81	87	6	Complete
17.	LA	81	93	12	Complete
18.	MF	56	68	12	Complete
19.	MRJ	81	81	0	Incomplete
20.	NSR	81	87	6	Complete
21.	ROR	43	81	38	Complete
22.	RI	43	56	13	Complete
23.	RKA	43	81	38	Complete
24.	SR	56	87	0	Incomplete
25.	SP	50	81	12	Complete
26.	SFF	43	81	38	Complete
27.	SJ	81	93	12	Complete
28.	SDPA	37	75	38	Complete
29.	SNA	81	81	0	Incomplete
30.	TL	43	81	35	Complete
31.	TS	81	87	6	Incomplete
32.	VUR	81	81	0	Incomplete
Total		2001	2531		
Average		62	77		
High Grade		81	93		
Low Grade		37	56		

The table above is a comparison between post-test I and post-test II in cycle II, from the table above it can be seen that in the post-test I the highest score is 81 while post-test II the highest score is 93, the lowest score post-test I is 37 while post-test II 56 with an average post-test I is 62 and post-test II 77, the data shows an increase between post-test I and post-test II.

Table XXII
The Comparison of Students 'Grade in Post-test I and Post-test II

Interval	Post-Test I	Post-Test II	Explanation
≥ 76	28%	72%	Complete
< 76	72%	28%	Incomplete
Total	100%	100%	

And the table above is the percentage of the previous table which explains the comparison of students' scores between the post-test I and post-test II, scores above 76 with a post-test I percentage of 28% and post-test II 72%, scores below 76 with a post-test I percentage of 72% and post-test II 28% of the total percentage of 100%. Then, the graph of comparison students 'speaking skill in post-test I and post-test II grade could be seen as follow:

Figure 10

The Comparison of Presentage of the Students' Completeness Grade on Post-test I and Post-test II
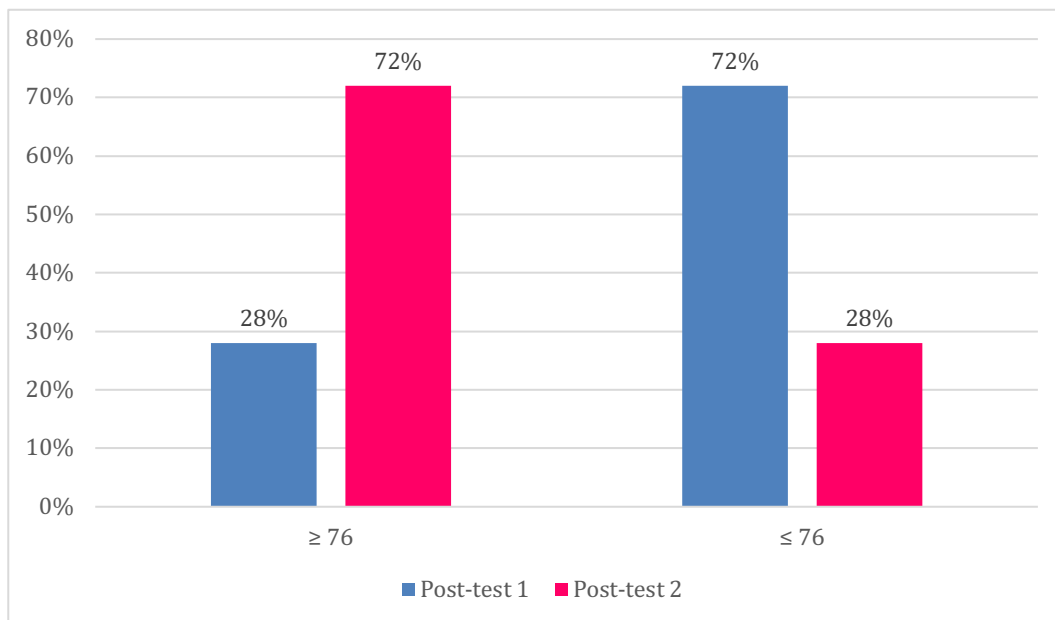
From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 23 students (72%) were successful and 9 other students (28%) were not successful. From the post-test 2 results, the researcher got the average of 77%. It was higher than post-test 1 in cycle I. It means that the indicator of success of this research had been achieved that was ≥ 72% students got grade ≥ 76. It was indicated that the students speaking skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that hot seating technique improve the students speaking skill.

B. Discussion

In teaching speaking skill to the students of MAN 1 Metro Boarding School especially in students of XI class, the researcher chose Community Language Learning to improve the student's speaking skill. The researcher uses this technique so that students can be more active and confident when speaking English. Therefore, it is proved that the implementation of Community Language Learning method improves the students' learning activities. Therefore, Community Language Learning hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it was in estimated that the use of CLL could improve the students in speaking skill. There is progress from the students get grade >76 from pre-test 15% or 5 students, post-test I 28% or 9 students and post-test II become 72% or 23 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful, and it can be stopped in the cycle II because the indicator of success 70% of students got grade >76 are reached.

In addition, the results of student learning activities in cycle I and cycle II also increased. Student's attention in the learning process from 75% becomes 93%. Student's activeness in learning process from 53% becomes 90%. Student's activeness in the application of the technique from 81% becomes 100%. And student's ability to speaking activity from 71% become

86%. It is shown that students learning activity was improved. The improvement and benefits of CLL were realized because during the research process, the researcher applied this technique in stages according to guidelines by giving effort using media that adjusted the researcher's condition. During the research process, the researcher saw that the enthusiasm and motivation of students in the speaking learning process was very high, so that their speaking ability could improve.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking skill can be improved through Community Language Learning (CLL) at the eleventh grade of MAN 1 Metro boarding school.

According to estimates, CLL use might improve students speaking abilities. Students who pass the pre-test, post-test I, and post-test II and meet the Minimum Mastery Criteria (MMC) are making progress. 15% of students received a passing mark on the pre-test, 28% on the post-test I, and 72% on the post-test II. Because the research result fulfilled the success indication, it may be assumed that using CLL will help students' speaking abilities.

Furthermore, the cycle I and cycle II results of the students' learning activities are 75% and 93%, respectively. Because the research outcome met the success indication, it indicates that student learning activity has improved. It follows that the usage of CLL could enhance students' speaking abilities and learning activities.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. **To English Teacher**

    a. The teacher is suggested to prepare and select appropriate technique and materials to produce the effective teaching-learning process.

Teachers should also decide what the end purpose of their instruction is. When choosing a book or new teaching tools, a teacher should be able to make the process of teaching and learning entertaining. The teacher's job is to inspire pupils to develop their own learning materials and develop an interest in the English language.

b. It is better for the teacher to use community language learning in English learning, especially in speaking, because it can improve students' speaking skills.

c. The teacher is suggested to motivate the students to be in the learning process. Innovation is needed for teachers to make interest in learning English.

2. To the Students

It is suggested to the students be more active in the learning process in class and improve their ability in speaking skills so that they can be successful in learning English. And also introduce Community Language Learning method for students about good discussion and motivate each other to be confident in their work it means a good impact on health and change their mindset about monotone learning.

3. To Headmaster

To inspire English teachers to include CLL into the teaching process because it is so beneficial. We all know that making learning enjoyable can change students' interests in the classroom, therefore teachers play an important role in fostering innovation in education.

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APPENDIXES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor : B-4476/In.28/J/TL.01/10/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala ASRAMA MAN 1 METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**JANUBA ROUDLOH SALSABILA**
NPM	:	1901051034
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL

untuk melakukan prasurvey di ASRAMA MAN 1 METRO, 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, 12 Oktober 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

تربية المتعلمين الإسلامية

بمعهد المدرسة العالية الإسلامية الحكومية الأولى مترو

العنوان: شارع كي حجر ديوانورو رقم ١١٠ كمفوس ٨١٥ الهاتف ٤٥٩٦٢ (٠٧٢٥)

Website :www.man1metro.sch.id. Facebook : MAN 1 Metro Lampung

Nomor	: 07 /B-2 /MAN /TMI /X /2022.	Metro, 14 Oktober 2022.
Lampiran	:-	
Perihal	: **Balasan Izin Pra-survey**	

Kepada Yth.

Ka. Jurusan Tadris Bahasa Inggris

Di_

Institut Agama Islam Negeri (IAIN) Metro

السلام عليكم ورحمة الله وبركاته

Menindaklanjuti surat dari Institut Agama Islam Negeri (IAIN) Metro, Fakultas Tarbiyah dan Ilmu Keguruan, Ka. Jurusan Tadris Bahasa Inggris di Institut Agama Islam Negeri Metro, Tanggal 12 Oktober 2022 Nomor :B-4476/In.28/J/TL.01/10/2022, Perihal **Izin Pra-survey**. Maka dengan ini kami memberikan izin untuk **Pra-survey** di Asrama MAN 1 Metro Lampung kepada Mahasiswi:

Nama : **Januba Roudloh Salsabila**

NPM : 1901051034

Semester : 7 (Tujuh)

Menyatakan bahwa mahasiswi yang tertera diatas benar benar melakukan **Pra-Survey** di Asrama MAN 1 Metro Lampung.

Demikian Surat Ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya.

والسلام عليكم ورحمة الله وبركاته

Waka. V Bidang Asrama

Ustadz Rokiban, S.Ag, M.Pd.I.
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RATIFICATION PAGE

The Research Proposal entitled IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH-GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL, written by: Januba Roudloh Salsabila, Student Number: 1901051034, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, February 9th 2023 at 08:00-09.30 WIB.

BOARD OF EXAMINERS

Chairperson	: Indah Eftanastarini, M.Pd	(.................................)
Examiner I	: Syahreni Siregar, M.Hum	(.................................)
Examiner II	: Aisyah Sunarwan, M.Pd	(.................................)
Secretary	: Linda Septiyana, M.Pd	(.................................)

Head of English Education Department

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1924/In.28.1/J/TL.00/05/2023
Lampiran :-
Perihal : SURAT *BIMBINGAN SKRIPSI*

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

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

Nama	:	**JANUBA ROUDLOH SALSABILA**
NPM	:	1901051034
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH-GRADE STUDENT AT MAN 1 METRO BOARDING SCHOOL

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, 02 Mei 2023
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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S U R A T   T U G A S
Nomor: B-1964/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	:	**JANUBA ROUDLOH SALSABILA**
NPM	:	1901051034
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di ASRAMA MAN 1 METRO, guna mengumpulkan
data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi
mahasiswa yang bersangkutan dengan judul "IMPROVING ENGLISH SPEAKING
SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH
GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL".

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   : 03 Mei 2023

Mengetahui,
Pejabat Setempat

Rokiban, S.Ag., M.Pd I

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
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Nomor   : B-1963/In.28/D.1/TL.00/05/2023   Kepada Yth.,
Lampiran : -   KEPALA ASRAMA MAN 1 METRO
Perihal   : **IZIN RESEARCH**   di-
                                                        Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1964/In.28/D.1/TL.01/05/2023, tanggal 03 Mei 2023 atas nama saudara:

Nama	:	**JANUBA ROUDLOH SALSABILA**
NPM	:	1901051034
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di ASRAMA MAN 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING ENGLISH SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING METHOD FOR ELEVENTH GRADE STUDENTS AT MAN 1 METRO BOARDING SCHOOL".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMETERIAN AGAMA KOTA METRO
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Jl. Ki Hajar Dewantara No. 110 Kampus 15.A Metro Timur Tlp. (0725) 45963

SURAT KETERANGAN
Nomor : 13 /B-2 /MAN/ASRAMA /05/2023.

Berdasarkan Surat Izin Penelitian dari Wakil Dekan Bidang Akademik Dan Kelembagaan Institute Agama Islam Negeri (IAIN) Metro Nomor: B-1963/In.28/D.1/TL.00/05/2023 Tanggal 03 Mei 2023 dengan ini Kepala Asrama MAN 1 Metro menerangkan bahwa :

Nama	:	Januba Roudloh Salsabila
NPM	:	1901051034
Semester	:	8 (delapan)
Program Studi	:	Tadris Bahasa Inggris

Telah melaksanakan research/survey di Asrama MAN 1 Metro dan dapat mengambil data hasil pra penelitian dalam rangka penyusunan Skripsi.

Demikian untuk dapat dipergunakan sebagaimana mestinya.

Metro, 02 Mei 2023
Kepala Asrama

Rokiban S.Ag., M.Pd.I.
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-911/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	:	JANUBA ROUDLOH SALSABILA
NPM	:	1901051034
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051034

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, 19 Juni 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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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   : Januba Roudloh Salsabila
NPM   : 1901051034
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, 19 Juni 2023
Ketua Program Studi TBI

Andianto, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Januba Roudloh Salsabila   Jurusan : TBI
NPM : 1901051034   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	3/11 2022		- use writer / researcher	
2.			- revisi prior research	
			- check the numbering and spacing	
			- revisi bab 1 & 2	
	10/1 2023		- Explain the table	
			- Add the prior research	
			- Add the footnote	
			- revisi Indicator of success	
			- revisi bab I, II, III.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
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Dosen Pembimbing

Indah Eftnastarini, M.Pd.
NIP. 199005052063

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	26/1 /2023		Acc BAB 1.2.5	

Mengetahui,
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Dosen Pembimbing

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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NPM : 1901051034   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	17 May 2023		Acc APO	

Mengetahui,
Ketua Jurusan TBI

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

Nama : Januba Roudloh Salsabila   Jurusan : TBI
NPM : 1901051034   Semester : VIII/2023

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	11/6 23		Give explanation each table -	
2.			Check the spacing of the table.	
3.			Check the paragraph Table, diagram, give explanation.	
4.				
	16/6 22		ACC 4.5	Jy

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 2015031 004

Dosen Pembimbing

Indah Eftnastarini, M.Pd.
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Silabus

NO.	Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 1.2	Teks Recount Menangkap makna secara kontekstual terkait social, struktur teks, dan unsure kebahasaan teks recount, lisan dan tulis, pendek dan sederhana terkait pengalaman pribadi	• Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya • Menangkap makna dalam teks *recount* tulis sederhana • Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	• Recount Text • Struktur text (Orientation, events, Reorientation) • Topik Pengalaman pribadi	Mengamati • Siswa membaca beberapa recount sederhana kegiatan/kejadian/peristiwa yang terdapat dalam buku teks atau sumber lainnya dalam kelompok 4 orang kemudian masing-masing anggota kelompok membacakan recount sederhana yang dibacanya. (Siswa melakukan proses ini berdasarkan panduan yang disiapkan guru) • Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.	Siswa membuat teks sesuai dengan topik yang diberikan.	2x45	- English Grammar 2 - Media internet - Lingkungan yang mendukung

				Menanya			
				· Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan			
				Mengeksplorasi			
				· Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.			
				· Berkelompok, siswa menggambarkan kegiatan/kejadian/peristiwa kesukaannya pada anggota kelompok dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari			

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : Asrama MAN 1 Metro
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI
Materi   : Recount text
Alokasi Waktu   : 2 pertemuan (2x 45 Menit)

Kompetensi Inti   :
    Memahami makna teks fungsional pendek dan esei berbentuk   *narrative, spoof*
dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk
mengakses ilmu pengetahuan

Kompetensi dasar:
1. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk   *narrative, spoof,* dan *hortatory exposition*

2. Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*

I.   Tujuan Pembelejaran:
1. Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca.

2. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks.

II. Materi Pembelajaran:
Recount Text
FAMILY TRIP TO JAKARTA
Orientation:
Last month, my family went to Jakarta. we went there by plane. It was so fun because it was the first time we went to Jakarta by plane.
Events:
In Jakarta, we went to some interesting places. we went to Dufan on the first day in Jakarta My sister and I took some rides there. We enjoyed the day in Dufan. besides, we bought some merchandise too. on the next day, we went to Ragunan Zoo. we went around the zoo by train. we were happy to see animals there. On the last day, we only stayed at

the hotel. we swam at the hotel and had lunch near the pool. Finally, around 3 pm we went to the airport and went back to Lampung.

Re-orientation:

This trip was so fun. I was so happy because I could spend time with my family. I hope to go on another trip with my family next holiday.

III. Metode:
- Diskusi

IV. Langkah Pembelajaran:

NO	LANGKAH-LANGKAH KEGIATAN	MEDIA/SUMBER	WAKTU
1	**Pendahuluan**		**5 menit**
	- Guru mengucapkan salam sebagai pembuka pertemuan dan menanyakan kabar siswa. - Guru mengecek kehadiran siswa - Guru bersama siswa mengecek kesiapan perangkat pembelajaran - Guru menyampaikan informasi tentang materi yang akan disampaikan, meliputi: Kompetensi dasar dan indikator pencapaian.	Pengalaman pribadi	
2	**Kegiatan Inti**		**30 menit**
	- Peserta didik menyimak dan memahami penjelasan guru mengenai materi narrative text. - Peserta didik menganalisis komponen structural yang ada dalam narrative text - Peserta didik menjawab pertanyaan yang diberikan guru terkait text yang disampaikan - Peserta didik menyampaikan pertanyaan jika kurang memahami sesuai tema/topik yang diberikan	Guru/Buku English Lesson II	
3	**Penutup**		**10 menit**
	- Guru dan peserta didik menyimpulkan	Instrumen latihan	

• Guru dan peserta didik melakukan refleksi, penugasan dan materi berikutnya	
• Doa penutup dan salam	

V. Sumber/Bahan/Alat Belajar:
- Guru
- Buku English Lesson 2

VI. Penilaian:

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk Instrumen	Instrumen
• Memahami text narrative • Mengetahui komponen struktural yang ada dalam text narrative • Menjawab pertanyaan guru terkait materi yang disampaikan berdasarkan text	Tugas individu (menjawab pertanyaan berdasarkan text)	• Tulis (Ulangan harian) • Tugas Harian	Berikan contoh narrative text. 1. Jelaskan komponen yang ada didalamnya 2. Berikan beberapa pertanyaan sesuai text yang disampaikan

Mengetahui
Guru Mata Pelajaran

Metro,   May 2023
Peneliti

Novia Mayangsari, S.Pd

Januba Roudloh Salsabila

SPEAKING TEST (PRE-TEST)
IMPROVING ENGLISH SPEAKING SKILL BY
USING COMMUNITY LANGUAGE LEARNING
METHOD FOR ELEVENTH GRADE SCHOOL
OF MAN 1 METRO BOARDING SCHOOL

Name :

Class :

Subject :

Time Allocation :

Direction :

➢ **Please practice the English speaking directly about one of the following theme :**

    a. **Daily Activity**

    b. **A holiday**

SPEAKING TEST (POST-TEST I)
IMPROVING ENGLISH SPEAKING SKILL BY
USING COMMUNITY LANGUAGE LEARNING
METHOD FOR ELEVENTH GRADE SCHOOL
AT MAN 1 METRO BOARDING SCHOOL

Name :

Class :

Subject :

Time Allocation :

Direction :

➢ **Please practice the English speaking directly in the topic a historical day of Indonesia :**

  a. **Sumpah Pemuda**

  b. **Kartini's day**

SPEAKING TEST (POST-TEST II)
IMPROVING ENGLISH SPEAKING SKILL BY USING
COMMUNITY LANGUAGE LEARNING METHOD FOR
ELEVENTH GRADE SCHOOL AT MAN 1 METRO BOARDING
SCHOOL

Name   **:**

Class   **:**

Subject   **:**

Time Allocation   **:**

Direction :

➢ **Please practice the English speaking directly in the topic a**
  historical day of Indonesia :

   a. **Bandung as Sea of fire**

   b. **Independent day**

   c. **Personal experience**

FIELD NOTE
IMPROVING ENGLISH SPEAKING SKILL BY USING
COMMUNITY LANGUAGE LEARNING METHOD
FOR ELEVENTH GRADE SCHOOL OF MAN 1 METRO
BOARDING SCHOOL

Field Note

Field Note 1

Place   :

Time   :

P   : **Peneliti**

GBI   : **Guru Bahasa Inggris**

S   : **Siswa**

Field Note 2

Place   :

Time   :

P   : **Peneliti**

GBI   : **Guru Bahasa Inggris**

S   : **Siswa**

DOCUMENTATION

BIOGRAPHY

The name of the researcher is Januba Roudloh Salsabila, she was born in Metro on March 26th 2000. She is the first daughter of Mr. Akhmad Yusuf and Mrs. Siti Zulaikha. The researcher lives with her parents in 21c Yosomulyo, Metro. She completed her kindergarten at TK Aisyiah Yosomulyo Metro and Mambaul Hisan boarding school Blitar at 2006. After that, she continued her study at SDIT Wahdatul Ummah Metro and graduated on 2012. Then, she finished her junior high school and senior high school in Madinah Boarding School on 2018, continued to dedication in the Madinah Boarding School and finished on 2019. At the same year, she registered as S-1 students of English Education Study Program of IAIN Metro.

The researcher is a person who likes to organize and learn something new, so during college the researcher was active in students pers organization from 2019. In 2021, the researcher served as graphic design editor, at the same year served as head of research and development center of Kronika and demisioner in 2022. The researcher also on of delegates from IAIN Metro for KKN-KNMB 2022 in Papua.