

**AN UNDERGRADUATE THESIS**

**INCREASING THE STUDENTS SPEAKING PERFORMANCE  
THROUGH COMMUNITY LANGUAGE LEARNING (CLL) METHOD  
AT THE SEVENTH GRADE OF MTs Al-HIKMAH BATANGHARI  
ACADEMIC YEAR 2016/2017**

By:

**NOFA ALFANIA**

**Student Number: 13107857**

**Tarbiyah Faculty**

**English Education Department**



**STATE INSTITUTE OF ISLAMIC STUDIES**

**(IAIN) OF METRO**

**1438 H / 2017 M**

**INCREASING THE STUDENTS SPEAKING PERFORMANCE  
THROUGH COMMUNITY LANGUAGE LEARNING (CLL) METHOD  
AT THE SEVENTH GRADE OF MTs Al-HIKMAH BATANGHARI  
ACADEMIC YEAR 2016/2017**

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

**By:**  
**NOFA ALFANIA**  
**Student Number: 13107857**

**Tarbiyah Faculty**  
**English Education Department**

Sponsor :Drs.Kuryani Utih, M.Pd.  
Co-Sponsor :Syahreni Siregar, M.Hum.

**STATE INSTITUTE OF ISLAMIC STUDIES  
(IAIN) OF METRO  
1438 H / 2017 M**

**INCREASING THE STUDENTS SPEAKING PERFORMANCE  
THROUGH COMMUNITY LANGUAGE LEARNING (CLL) METHOD  
AT THE SEVENTH GRADE OF MTs Al-HIKMAH BATANGHARI  
ACADEMIC YEAR 2016/2017**

**ABSTRACT**

**By:  
NOFA ALFANIA**

The purposes of this research are to show that using Community Language Learning (CLL) method can increase the students' speaking performance and students' learning activities at the seventh grade of MTs Al-Hikmah Batanghari in academic year 2016/2017.

The researcher had outlined the problem in this research that focused on speaking performance. It is related on the problem identification that the students have low motivation to learn English especially in speaking, they get the difficulties to mastering speaking, and they are also not interested about the learning method in the class. They always feel bored in speaking subject.

This research was classroom action research that consisted of two cycles. The research was conducted at MTs Al-Hikmah Batanghari on VII A class which consisted of 26 students. The data collecting technique used test, documentation, and observation. Regarding to the research process, the researcher gave the pre-test for the students to know their speaking performance score. Then, the researcher gave the treatment for the students. In addition, the change of the students' speaking performance score could be known through post test that had been given in every cycle.

The result of the research illustrated the average of the students' score in pre-test was 62,11 and post test 1 was 64,88 and post test 2 in cycle II was gained the average score was 66,19. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Community Language Learning (CLL) method can increase the students' speaking performance at the seventh grade of MTs Al-Hikmah Batanghari.

**MENINGKATKAN KEMAMPUAN BERBICARA SISWA  
MENGUNAKAN METODE COMMUNITY LANGUAGE LEARNING  
PADA SISWA KELAS VII MTs AL-HIKMAH BATANGHARI  
TAHUN AJARAN 2016/2017**

**ABSTRAK**

**Oleh:**

**NOFA ALFANIA**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Community Language Learning (CLL) method dapat meningkatkan kemampuan berbicara dan aktifitas pembelajaran pada siswa tingkat VII MTs Al-Hikmah Batanghari pada tahun pelajaran 2016/2017.

Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan berbicara siswa. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi berbicara, mereka mengalami kesulitan dalam berbicara, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi berbicara bahasa Inggris.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di MTs Al-Hikmah Batanghari pada kelas VII A yang terdiri dari 26 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, dokumentasi, dan observasi,. Tahapan-tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan berbicara siswa. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya Perubahan nilai dari siswa akan diketahui melalui hasil post test yang dilakukan dalam setiap siklus.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 62,11 post test 1 adalah 64,88 dan post test 2 pada siklus II adalah 66,19. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa Inggris. Kesimpulannya adalah penggunaan Community language learning (CLL) method dapat meningkatkan kemampuan berbicara dan aktifitas pembelajaran siswa pada tingkat VII MTs Al-Hikmah Batanghari.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Faksimili (0725) 47296 website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id) Email: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

---

**NOTA DINAS**

Number :  
Appendix :  
Matter : In order to hold the Munaqosah  
Of Nofa Alfania

***Assalamu'alaikum, Wr. Wb***

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

Name : Nofa Alfania  
St. Number : 13107857  
Department : English Education  
Faculty : Tarbiyah  
Title : Increasing The Students Speaking Performance Through  
Community Language Learning (CLL) Method At The Seventh  
Graders Of Mts Al-Hikmah Batanghari Academic Year  
2016/2017.

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

***Wassalmu'alaikum Wr.Wb***

Sponsor

**Drs. Kuryani Utih, M.Pd**  
**NIP. 19620215199503 1 001**

Metro, June 2017

Co- Sponsor

**Syahreji Siregar, M.Hum**  
**NIP. 19760814 200912 2 004**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Faksimili (0725) 47296 website: www.tarbiyah.metrouniv.ac.id Email: tarbiyah.iaim@metrouniv.ac.id

---

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : Mohon di munaqosahkan Skripsi  
Saudari Nofa Alfania

***Assalamu'alaikum, Wr. Wb***

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka Skripsi penelitian yang disusun oleh:

Name : Nofa Alfania  
Student Number : 13107857  
Title : Increasing The Students Speaking Performance Through  
Community Language Learning (Cll) Method At The  
Seventh Graders Of Mts Al-Hikmah Batanghari Academic  
Year 2016/2017.

Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

***Wassalmu'alaikum Wr.Wb***

Sponsor,

**Drs. Kuryani Utih, M.Pd**  
NIP. 19620215199503 1 001

Metro, June 2017  
Co- sponsor,

**Syahreini Siregar, M.Hum**  
NIP. 19760814 200912 2 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Faksimili (0725) 47296 website: www.tarbiyah.metrouniv.ac.id Email: tarbiyah.iain@metrouniv.ac.id

**APPROVAL PAGE**

The Title : INCREASING THE STUDENTS SPEAKING PERFORMANCE  
THROUGH COMMUNITY LANGUAGE LEARNING (CLL)  
METHOD AT THE SEVENTH GRADERS OF MTs AL-  
HIKMAH BATANGHARI ACADEMIC YEAR 2016/2017

Name : NOFA ALFANIA

St. Number : 13107857

Department : English Education

Faculty : Tarbiyah

**APPROVED BY:**

To be examined munaqosah in Tarbiyah Faculty of State Institute of Islamic  
Studies (IAIN) of Metro.

Sponsor

**Drs. Kuryani Utih, M.Pd**  
NIP. 19620215199503 1 001

Metro, June 2017

Co- Sponsor

**Syahreni Siregar, M.Hum**  
NIP. 19760814 200912 2 004

Head of English Education  
Department

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**RATIFICATION PAGE**

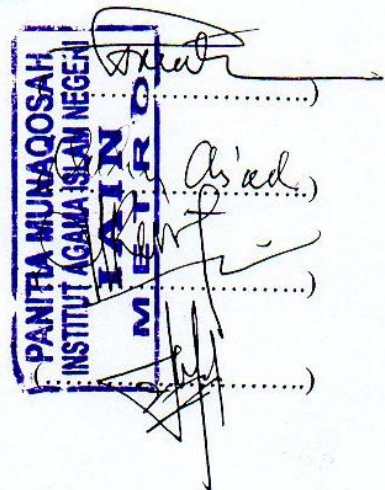
No: In. 28/FTIK /D/S / 0175 / 2017

An Undergraduate Thesis entitled: **INCREASING THE STUDENTS SPEAKING PERFORMANCE THROUGH COMMUNITY LANGUAGE LEARNING (CLL) METHOD AT THE SEVENTH GRADE OF MTs AL-HIKMAH BATANGHARI ACADEMIC YEAR 2016/2017.**

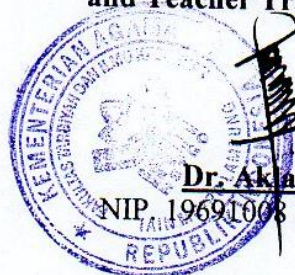
Written by Nofa Alfania, Student Number 13107857 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 18<sup>th</sup>, 2017 at 08.00-10.00.

**BOARD OF EXAMINERS:**

Chairperson : Drs. Kuryani Utih, M.Pd  
Examiner I : Dr. Mahrus As'ad, M.Ag  
Examiner II : Syahreni Siregar, M.Hum  
Secretary : Much Deiniatur, M.Pd. BI



**The Dean of Tarbiyah  
and Teacher Training Faculty**



**Dr. Akla, M.Pd**

NIP. 19691003 200003 2 005



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Nofa Alfania

Student Number : 13107857

Study Program : English Education Department

States that this undergraduated thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, June 2017



**Nofa Alfania**  
**St. Numb. 13107857**

## ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Nofa Alfania

NPM : 13107857


Jurusan : Tarbiyah

Fakultas : Pendidikan Bahasa Inggris (PBI)

Menyatakan bahwa skripsi ini benar-benar asli hasil penelitian dari penulis.

Kecuali bagian-bagian yang dikutip dari daftar pustaka yang disebutkan.

Metro, June 2017



**Nofa Alfania**  
St. Numb. 13107857

## MOTTO

قُلْ فَلِلَّهِ الْحُجَّةُ الْبَلِيغَةُ فَلَوْ شَاءَ لَهَدَىٰكُمْ أَجْمَعِينَ ﴿١٤٩﴾

“ Say - For Allah's is the final argument - Had He willed  
He could indeed have guided all of you”

( Qs. Al-An'am :149).

## **DEDICATION PAGE**

**This undergraduate thesis is dedicated to:**

My beloved family, especially my parents (Mr. Yose Rizal and Mrs. Nurhayati ) and my sister (Anna Resha) who always pray and support in their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved and inspiring friends of PBI class who have given support and wonderful motivation.

My beloved Almamater of State Institute for Islamic Studies of Metro.

The big family of MTs Al-Hikmah Batanghari thanks for help!

## **ACKNOWLEDGEMENT**

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles “INCREASING THE STUDENTS SPEAKING PERFORMANCE TROUGH COMMUNITY LANGUAGE LEARNING (CLL) METHOD AT THE SEVENTH GRADE OF MTs Al-HIKMAH BATANGHARI ACADEMIC YEAR 2016/2017”

Regarding to the undergraduate thesis, the writer offers her big thank to the Drs. Kuryani Utih, M.Pd as the sponsor and to Syahreni Siregar, M. Hum as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during the undergraduate thesis writing process.

As human being, the writer completely realize that this undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, June, 2017

The Writer,

NOFA ALFANIA

ST.N 13107857



## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iii</b>
<b>NOTA DINAS .....</b>	<b>v</b>
<b>APPROVAL PAGE .....</b>	<b>vii</b>
<b>RATIFICATION PAGE .....</b>	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>x</b>
<b>DEDICATION PAGE.....</b>	<b>xi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xii</b>
<b>TABLE OF CONTENT .....</b>	<b>xiv</b>
<b>LIST OF TABLE .....</b>	<b>xvi</b>
<b>LIST OF PICTURE .....</b>	<b>xvii</b>
<b>LIST OF APPENDIXES.....</b>	<b>xviii</b>

### CHAPTER I INTRODUCTION

A. Background of the Study .....	1
B. Problem Identification .....	3
C. Problem Limitation .....	3
D. Problem Formulation .....	4
E. Objectives and Benefits of the Study	
1. Objectives of the Study .....	4
2. Benefits of the Study .....	5

### CHAPTER II THEORETICAL REVIEW

A. Concept of the Speaking Performance	
1. Definition of Speaking Performance .....	6
2. Function of Speaking Performance.....	8
3. Factor Affecting of Speaking Performance .....	8
4. Types of Classroom Speaking performance .....	10
5. Importance of Speaking performance .....	11
6. Testing of Speaking performance .....	12
B. Concept of Community Language Learning (CLL) method	
1. Definition of Community Language Learning (CLL) .....	18
2. Characteristic of Community Language Learning (CLL) .....	15
3. Procedure of Community Language Learning (CLL) .....	17

4. Advantages and Disadvantages of CLL Method	
a. Advantages of CLL Method.....	18
b. Disadvantages of CLL Method .....	19
C. Action Hypothesis .....	19

### **CHAPTER III RESEARCH METHOD**

A. Operational Definition of Variables .....	20
B. Setting of Research .....	21
C. Subject of Research.....	21
D. Action Plan .....	22
E. Data Collecting Technique .....	28
F. Data Analysis Technique .....	29
G. Indicator of Success .....	30

### **CHAPTER IV RESULT OF THE RESEARCH**

A. Description of the Research Location .....	31
B. Description of the Research	
1. Action and Learning at Pre-Test .....	37
2. Cycle I .....	40
3. Cycle II .....	47
C. Interpretation .....	54

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	61
B. Suggestion.....	62

### **BIBLIOGRAPHY**

### **APPENDIXES**

## LIST OF TABLE

<b>Table</b>	<b>Page</b>
Table 1. The students' pre-survey score .....	2
Table 2. Analytic speaking criteria .....	12
Table 3. The subject of the research.....	21
Table 4. The Condition of The Teacher and Official Employer .....	32
Table 5. The quantities of the students .....	33
Table 6. The total buildings .....	36
Table 7. Students' Pre-test score .....	37
Table 8. Frequency of students' score in Pre-test .....	39
Table 9. Students' Post Test 1 score .....	42
Table 10. Frequency of students' score in Post test 1 .....	43
Table 11. Students' activities result in Cycle I .....	44
Table 12. Students' Post Test 2 score .....	49
Table 13. Frequency of students' score in Post test 2 .....	51
Table 14. Students' activities result in Cycle II .....	51
Table 15. Result score of students' Pre-test, Post Test 1, and Post Test 2.....	54
Table 16. Result of the students' activities in Cycle I & Cycle II .....	58

## LIST OF PICTURE

<b>Picture</b>	<b>Page</b>
Picture 1. Sequences of action-reflection cycles .....	29
Picture 2. School Map of MAN 1 Lampung Timur .....	43

## **LIST OF APPENDIXES**

1. Syllabus
2. Lesson Plan
3. Instruments
4. Documentation Picture
5. Students' Observation Sheet
6. Research Letter of IAIN
7. Research Letter of MTs Al-Hikmah Batanghari
8. Curriculum Vitae



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Globalization is new term describing a new condition which all nations, societies or formal states become close one another. In this era our world seems be smaller. People agree that globalization is caused by communication and information instrument, particularly those which have something to do with technology, for instance, radio , television,internet, etc.

Indeed the globalization era cannot be separated from the concept of information and the role of language, especially international language such as English and Arabic. Whether we like or not , we are obliged to master foreign language.

English Language has “four skills” namely listening, speaking, reading, and writing. Speaking seem intuitively the most important skill to master. There are many skills that must be mastere in speaking. Speaking is very important because by mastering speaking skill, people can carry out conversation with other, give the ideas and exchange the information with others. The success is measured in terms of the ability to carry out conversation in the language. Speaking is an interactive procces of constructing meaning that involves producing, receiving, and processing information. Hence, in speaking the learnerss should work as much as

possible on their own, talk to another directly and not through the medium of teacher.

In fact, the most of Indonesian students have difficulties in mastering speaking. Eventhough they have studied English for long time. Speaking is skill that must be mastered by the students. Because this skill is to communicates with other people and to show the expressions in speaking performance. The factor that increasing of speaking is vocabulary, grammar pronouncation and comprehension.

In this case, the writer will study how to increase the students speaking performance at the seventh Graders of MTs Al-Hikmah Batanghari in Academic Year 2016/2017. The number of the students are 26 students. Furthemore, based on the data of pre survey on October03<sup>th</sup> , 2016 can be illustrated the students speaking performance as bellow :

Table 1

Students's English Speaking Performance

NO	Score	Explanation	Frequencies	Percantages
1	66-100	Good	3	11%
2	56-65	Fair	5	19%
3	0-55	Bad	17	65%
	<b>Total</b>		26	100%

Source: *Pre Survey at MTs Al-Hikmah Batanghari On October 03<sup>th</sup> 2016*

Referring the data above, there are only 3 students who get score 66-100 or 11%, 5 students get score 56-65 or 19%, 17 students get score 0-55 or 65%. So, from the data above it can be known that the students' Speaking performance is low.

Looking at data description above, the researcher assumes students have low speaking performance related to the speaking learning method used by the teacher. In this research writer will try to apply Community Language Learning to increase the students' speaking performance.

## **B. Problem Identification**

Based on the background explanation above, the researcher can identify some problems, as follows:

1. Students have the difficulties to increase their speaking performance.
2. The students have low motivation to learn English especially in speaking performance so they feel ashamed to speak English in public.
3. Most of the students have limited vocabulary.
4. The students are not interested about the learning method that used by the teacher in Speaking subject.

## **C. Problem Limitation**

Concerning the background of the study and problem identification above, the researcher takes the problem limitation on this research. The research will be focused on the students of the seventh graders of MTs Al-hikmah Batanghari find the difficulties to increase their speaking performance.

#### **D. Problem Formulation**

Based on the background of the study and problem identifications above, the writer formulates the problem in this research are:

1. Can the Community Language Learning (CLL) method increase the students speaking performance at the seventh graders of MTs Al-Hikmah Batanghari?
2. Can the Community Language Learning (CLL) method increase the students' learning activities at the seventh graders of MTs Al-Hikmah Batanghari?

#### **E. Objectives and Benefits of the Study**

##### **1. Objectives of the Study**

The objectives of the study in this research are:

- a. To show that using Community Language Learning (CLL) method can increase the students' speaking performance at the seventh graders of MTs Al-Hikmah Batanghari
- b. To show that using Community Language Learning (CLL) method can increase the students' learning activities at the seventh graders of MTs Al-Hikmah Batanghari

##### **2. Benefits of the Research**

###### **a. For the Teacher**

The result of the research is expected as a positive contribution for the teacher to choose one of the effective method in teaching English, CLL method especially in teaching Speaking subject.

b. For the Head Master

The result of the research is expected as a positive contribution for the head master of MTs Al-Hikmah Batanghari to organize the founding of the English learning quality in this school in the future

c. For the Other Researchers

The result of the research is expected as a prior knowledge or information about Community Language Learning (CLL) method in teaching speaking for other researchers. May this research can be developed for other purposes in another time.



## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of the Speaking Performance

##### 1. Definition of Speaking Performance

In a live, everyone has to make a relationship each other to defend their life. Geoffrey Broughton et. al, say that “The best way to look upon the relationship is said ‘language.’”<sup>1</sup> In addition, Christopher assumed in his book that “Language is the basic tool and mysterious phenomenon. The basic skills in communicating that everyone possesses. Language is used by all human beings that we use copiously and without second thought every day of our lives.”<sup>2</sup>

If we study about speaking, that many definition has defined about speaking, in general definition that speaking is conversation activity, discuss activity and also a product of language, the of speaking as follow:

Speaking is a productive language skill. Theoretically, according to O’Grady (1996), it is a mental process. This means that it is mental process by which a speaker puts a mental concept into come linguistic form, such as word, phrase, and sentences used to transfer a message to a listener. So the speech production is the process by which the speakers turn their mental

---

<sup>1</sup> Geoffrey Broughton, et. al, *English as a Foreign Language*, (New York: Routledge, 1980), ed. 2nd, P. 27.

<sup>2</sup> Christopher Turk, *Effective Speaking Communicating in Speech*, (British: Spoon Press, 2003), P. 2.

concept into their spoken utterances to transfer a message to their listeners in the communicative interaction (Gleason and Rather, 1998:310).<sup>3</sup>

Furthermore, Cameron explains that speaking is the active use of language to express meaning, so that other people can make sense them.<sup>4</sup> Speaking is the spoken productive language skill. It is the skill of a speaker to convey information to listener or a group of listeners. Her or his skill is realized by her or his ability to apply the rules of the language she is speaking to transfer the information she has and her or his mind to her or his listeners efficiently.<sup>4</sup>

While on the other occasion Jack C. Richard said that speaking performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g, speech of welcome), and is so closer to written language than conversational language.<sup>5</sup>

Based on some explanation above, it can be inferred that speaking performance means that how or badly someone in a put their mental concepts into verbal or nonverbal symbols especially in the form of monolog.

---

<sup>3</sup> Sanggam Siahaan, *issues in Linguistics*, (Pematangsiantar: Graha Ilmu, 2007), p. 95.

<sup>4</sup> Lyne Cameron, *Teaching Language to Young Learners*, (Cambridge: United Kingdom University Press, 2001), p. 40.

<sup>5</sup> Jack C.Ricard *Teaching Listening*, p.27

## 2. Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards, the functions of speaking are classified into three; they are talk as interaction (this function is refer to conversation, to interaction with other people), talk as transaction (this function is refer to other people understood clearly accurately and how they interact socially), talk as performance (this function refer to talk usefully in public talk, ex: public announcements). Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.<sup>6</sup>

## 3. Factors Affecting Speaking Performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), feedback during speaking activities.

### 1) Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that

---

<sup>6</sup> Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice*, (United States of America: Cambridge University Press, 2008), p. 21-28.

Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

## 2) Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

## 3) Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

## 4) Feedback during speaking activities.

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way.

#### **4. Types of Classroom Speaking Performance**

##### **1) Imitative**

Here, learner practices an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. In this class the teacher give some drill to the students.

##### **2) Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Here, students work in to pair.

##### **3) Responsif**

A good deal of students speech in the classroom is responsive. Here, the teacher or students can make question or comment.

##### **4) Transactional (dialogue)**

Transactional language, carried out for the purpose of conveying the specific information, this is form of responsive language.

##### **5) Interpersonal (dialogue)**

The purpose of Interpersonal dialogue is emphasis on social relationship rather than information. Here, students have to learn about the relationship in the conversation.

##### **6) Extensive (monologue)** Finally, students at intermediate to advanced levels are called on to give extended monologue in the form of oral

reports or summaries. Here, students make oral report and summaries in speeches.<sup>7</sup>

The writer conclude that classroom speaking consist of some type and every type is good to be used when teaching speaking. The teacher can use one or more of this type to teach speaking.

## 5. The Importance of Speaking Performance

In learning English, speaking performance is important to do by students because it can be support them to active in using English. By speaking actively, students will be able to use words and phrases fluently without very much thought. It has the same point with Brown's statement that speaking is productive skill.

Jo, Christoper, and Hitomi define the important of speaking performance as" speaking is desire-and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and frienship. To achieve these speaking purposes, we need to active a range of appropriate expressions".<sup>8</sup>

It also has the same point that speaking has given an important contribution to human work. The importance of speaking can be seen in people daily activities, such as: expressing ideas and opinion to other people, solving a particular problem, and maintaining relationship and friendship.

---

<sup>7</sup>H.Douglas Brown, *Teaching by Principle* p.271-274.

<sup>8</sup> Jo McDonough *et.al.*, *Materials and Method in ELT: A Teacher's Guide* (UK: Black Well Publishng Ltd,1993), third edition,p. 157

## 6. Testing Speaking Performance

Testing speaking performance, there are some indicators that should be scored, according to Weir, he classified five analytic speaking criteria as follow:

Table 2  
Analytic speaking criteria<sup>9</sup>

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

---

<sup>9</sup>Weir, Cyril J. *Language Testing And Validation*, (New York: Palgrave McMillan,2005), p. 195-196

	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent in appropriacies.
	1(fair)	In appropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical form both these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction
	1(fair)	Understanding and interaction minimal.



## **B. Concept of Community Language Learning (CLL) method**

### **1. Definition of Community Language Learning (CLL) method**

According to Brown, Community Language Learning is a classic example of an affectively based method. Charles Curran was inspired by Carl Roger's view education, Curran called the "Counseling- Learning" model of education, which the students in classroom were considered not as a class but as a group. A group that need of certain to therapy and counseling.<sup>10</sup>

Moreover , in Richard's view, one of the method by Charles A. Curran and his associates is Community Language Learning (CLL). The public of language learning constitute the apply of Counseling-Learning theory is for teaching languages. If the term "counseling" is the teacher gives advice, guidance, support to the students, who have a problems. In Community Language Learning, this type partnership is the fundamental of foreign language learning. The purpose of teacher as the counselor and the students as the clients. Since CLL view a language students as the whole person, involving his/her psychological orientation such as emotions and feeling, CLL techniques are also of describing as humanistic techniques.<sup>11</sup>

Based on the description above, the writer concludes that Community Language Learning is one of learning method and the experts called as "Counseling-Leraning". In the CLL, the teacher not only gives lesson, but gives advice, guidance, support to the learners, and keep the ralationship.

---

<sup>10</sup> H.Douglas Brown, *Teaching by Principle An Interactive Approach*, p.25.

<sup>11</sup>Jack C. Richards, *Approaches and Methods in Language Teaching Second Edition* (New York: Cambridge University Press,2001), p.90

## **2. The Characteristics of Community Language Learning (CLL) method**

Characteristics of Community Language Learning method according to Curran:

### **1) Tape Recording Student Conversation**

This technique is used to record student production of the language they have learned. Student speaking in the target language after the student chooses a topic in their native language. The teacher translates the words or phrase that student wants to know into the target language, after repeating to the teacher several times, the teacher records what students say in the target language in such a way that the end result is a fluid dialog.

After the material that students want to learn has been recorded, it can be replayed. Students listen carefully to what they said in the tape, and recall the relation of the meaning between the target language and their native language.

### **2) Transcription**

The teacher transcribes the student "tape recorded" target language conversation. The teacher writes the recorded content on the whiteboard and tries to ask student what the words or phrases the teacher writes mean. It helps students to recall what they have learned and make sure that they know both meanings in the target language and their mother tongue.

### **3) Reflection on experience**

The teacher gives student's sometime to reflect on how they feel about the learning experience in the course. At this time, the teacher has to pay

attention to what the student say. That is he has to behave sympathetic  
cullly about his student's feeling so that students might feel encouraged to  
express the true feelings and willing to learn actively.

#### 4) Relative listening

The student relax and listen to their own voice speaking in the target  
language on the tape. Another possible technique is for the teacher to read  
a transcript while the student simply listen.

#### 5) Human computer

A students choose some part of the transcript to practice pronouncing she  
is “ in control “ of the teacher when she tries to say the word or phrase.  
The teacher following the student's lead, repeats the phrase as often as the  
student wants to practice in the teacher does not correct the student's  
mispronouncation in any way. It is through the teacher's consistent manner  
of repeating the word or phrase clearly that the student self. Corrects as he  
or she tries to imitate the teachers model.

#### 6) Small group task

The small group in the class we observed were asked to make new  
sentences with words on the transcript afterward the groups shared the  
sentences they made with the test of the class. Later in the week students  
working in pairs mad sentences with the different verb counjunction.<sup>12</sup>

---

<sup>12</sup>Diane Larsen - Freeman, *Technique And Principles In Language Teaching*, Britain  
Oxford University Press, Britain, p.104-105

### **3. Procedure of Community Language Learning**

The intention was that it would integrate translation so that the students would disassociate language learning with risk taking. It's a method that is based on English for communication and is extremely learner-focused. Although each course is unique and student-dictated, there are certain criteria that should be applied to all CLL classrooms, namely a focus on fluency in the early stages, an undercurrent of accuracy throughout the course and learner empowerment as the main focus. How it works in the classroom in a typical CLL lesson I have five stages:

#### **1) Reflection**

I start with students sitting in a circle around a tape recorder to create a community atmosphere. The students think in silence about what they'd like to talk about, while I remain outside the circle, to avoid a lack of ideas students can brainstorm their ideas on the board before recording.

#### **2) Recorded conversation**

Once they have chosen a subject the students tell me in their L1 what they'd like to say and I discreetly come up behind them and translate the language chunks into English. With higher levels if the students feel comfortable enough they can say some of it directly in English and I give the full English sentence. When they feel ready to speak the students take the microphone and record their sentence. It's best if you can use a microphone as the sound quality is better and it's easier to pick up and put down. Here they're working on pace and fluency. They immediately

stop recording and then wait until another student wants to respond. This continues until a whole conversation has been recorded.

### 3) Discussion

Next the students discuss how they think the conversation went. They can discuss how they felt about talking to a microphone and whether they felt more comfortable speaking aloud than they might do normally.

### 4) Transcription

Next they listen to the tape and transcribe their conversation. I only intervene when they ask for help. The first few times you try this with a class they might try and rely on you a lot but aim to distance yourself from the whole process in terms of leading and push them to do it themselves.

### 5) Language analysis

Sometimes get students to analyse the language the same lesson or sometimes in the next lesson. This involves looking at the form of tenses and vocabulary used and why certain ones were chosen, but it will depend on the language produced by the students. In this way they are totally involved in the analysis process. The language is completely personalised and with higher levels they can themselves decide what parts of their conversation they would like to analyse, whether it be tenses, lexis or discourse.

#### **4. Advantages and Disadvantage of Community Language Learning**

According to brown, in the Community Language Learning (CLL) method there are advantage and disadvantage. Inspite of its disadvantage apart from CLL offers certain insights to counselor. The people are reminded to lower learners' anxiety, to develop as much of a supportive group in the classroom as a possible, and to indicate the From the description above, the advantages of CLL are to create the supportive of a group and to make understanding of an objective language.

In the CLL, the students can learn together and have partnership. Meanwhile there are disadvantages of CLL, namely in the practice and theory lack of control from teacher and incomprehension about CLL.students toward autonomous learning in preparation for the day when they no longer, have the counselor to guide them.<sup>13</sup>

#### **C. Action Hypothesis**

Based on the theoretical and assumption above, the researcher formulates the action hypothesis as follow:

1. Using Community Language Learning (CLL) can increase the speaking performance at the seventh graders of MTs Al-Hikmah Batanghari.
2. Using Community Language Learning (CLL) can increase the students' learning activity at the seventh graders of MTs Al-Hikmah Batanghari.

---

<sup>13</sup> . H.Douglas Brown Principles of language learning and teaching (fourth edition), (New York: person education 2000) p.103-105

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Operational Definition of Variables**

##### **1. Variable of research**

This research consist of two variables. They are independent variable and dependent variable. The two variables can be explained as follow :

##### **a. Independent Variable (X)**

Independent variable is a variable which functions to influnce the other variable. The independent variable in this research is the Community Language Learning (CLL) method. Community Language Learning is one of the learning method and experts called as "Counseling – Learning." In the CLL, the teacher not only gives lesson, but gives advice, guidance, support to the learners, and keep the relationship. This method will be investigate in the seventh graders of MTs Al-Hikmah Batanghari.

The researcher hoped to investigate the speaking performance to measure the increasing of Community Language Learning toward students' speaking performance.

##### **b. Dependent variable (Y)**

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' speaking performance. The increasing of student speaking

performance can be seen after using community language learning method. The subject of research consists of 5 criteria, the maximum score is 4 and minimum score is 1, then maximum total score is 20 and minimum total score is 5. Indicator of speaking can be known as fluency, pronunciation, vocabulary, grammatical, and interactional strategies.

### **B. Setting of Research**

This research is classroom action research. The research would be done at the seventh graders of MTs Al-Hikmah Batanghari. The students consist of 26 students. The researcher chooses seventh class because most of the students have low speaking performance. This research plan is the researcher would be done action research plan on May until June. The researcher needs a collaborator, she is Mrs. Rostalina.

### **C. Subject of Research**

The subject of this research is 10 students male and 16 students female.

Table 3

Subject of the Research

Class	Sex		Total
	Male	Female	
VII A	10	16	26



## D. Action Plan

### 1. Classroom Action Research

The research is aimed to increase students' speaking performance by using Community Language learning (CLL) so the writer using classroom action research.

The kind of this research is Classroom Action Research. According to Donald Ary, Action Research is about taking action based on research and researching the action taken.<sup>1</sup>

Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. It means that action research is given by teacher with directive from teacher that is done by students.<sup>2</sup>

The purpose of action research is to generate living theories about how learning has improved practice and is informing new practices. The main social purpose of action research includes the following :

- a. It aims improve workplace practice throught improving learning.
- b. It aims to promote the ongoing democratic evaluation of learning and practices.
- c. It aims to create good social orders by influencing the education of social formation.

---

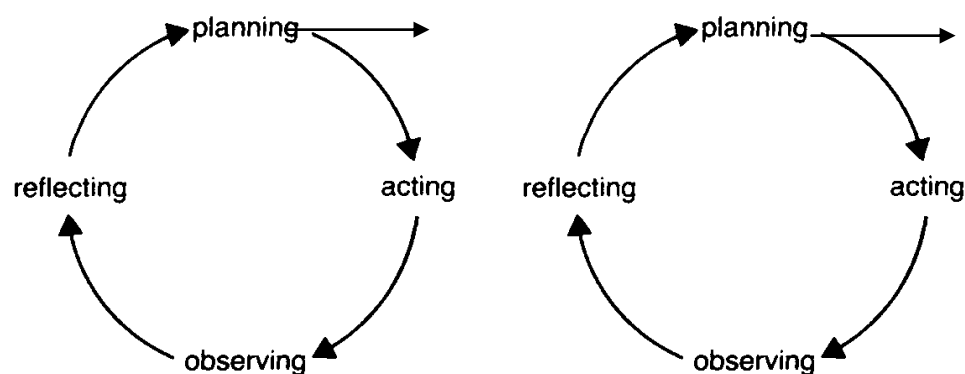
<sup>1</sup> Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512

<sup>2</sup> Anne Burns , *Doing Action Research in English Language Teaching*, (Roudledge: New York and London, 2001) p.1

Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practice, as well as their understanding of these. It is the practices and the situation in which these practices are carried out. The idea of self-reflection is central. In traditional form of research, researchers do research on themselves in company with other people, and those others are doing the same.

In this classroom action research, there are four steps in each cycle which have relationships with one another. The steps are planning, acting, observing, and reflecting. Those steps can be seen in the following design:

Here is the Classroom action research design:



**Jean McNiff's Model<sup>3</sup>**

---

<sup>3</sup> McNiff, Jean and Jack Whitehead, *Action Research: Principles and Practice Second Edition*, (London and New York : Routledge Falmer, 2002 ) p.41-42

Refer to the illustration above, the explanations about four steps of action research procedure are conducted in each cycle:

**a) Cycle 1**

**1) Planning**

Planning is the first steps in every activity. Without planning, the writer's activity will not focus. The planning will be reference in doing action. In this phase, the writer makes a series of planning as follows :

- a) Preparing Lesson Plan and Syllabus.
- b) Deciding the object of material. In the first cycle the material are asking and giving for help.
- c) Developing the learning scenario
- d) Preparing the source of learning
- e) Preparing the test instrument that will be used to measure the result of treatment.
- f) Preparing the instruments to analysis the students increasing in speaking performance and their learning activities.
- g) Arranging the instrument of data collection.

**2) Acting**

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the writer will apply the planning of strategy and scenario learning as follows ;

- a) Giving explanation of daily activity conversation to the students.
- b) Asking the student to make a group. Every group consists of two students. Then ask them to choose one of the topics then make a conversation in front of class and then practice it.
- c) Giving score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.
- d) Giving guidance and task to the students for next meeting.

### 3) Observing

Observing is the activity of observation that conducted by observer. In this observation, the collaborator observe the student's activity in teaching learning process and record by using note. The result of observation will be used in doing action in next cycle. Focus of observation is the student activity and teacher performance. So in this research, the researcher become as teacher and the English teacher become as collaborator/ observer.

### 4) Reflecting

Reflecting is an activity to evaluated what happened in before steps. In this phase, the writer and collaborator investigated all action that happened in learning process. Based on the data has been collected furthermore do evaluation to complete next action. The reflection included analysis, synthesis and evaluation to find out to weakness of toward action that done. If there is problem in

reflection process so it will be accomplished the process of investigation. The reflection would be stopped when the indicator of succes has been reached.

#### **a) Cycle II**

##### **1) Planning**

- a) The writer identifies the problem and fine the problem from the first cycle.
- b) The writer praperes the lesson plan.
- c) The writer decides the material, method and strategy of teaching.
- d) The writer prepares the source of learning.
- e) The writer prepares format to evaluate the student's activities after teaching and learning process.

##### **2) Acting**

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the writer will aply the planning of strategy and scenario learning as follows ;

- a) Giving explanation of daily activity conversation to the students.
- b) Asking the student to make a group. Every group consists of two students or more. Then ask them to choose one of the topics then make a conversation in front of class and than practice it.

c) Giving score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.

d) Giving guidance and task to the students for next meeting.

### 3) Observing

Observing is the activity of observation that conducted by observer.

In this observation, the collaborator observe the student's activity in teaching learning process and record by using note. The result of observation will be used in doing action in next cycle. Focus of observation is the student activity and teacher performance. So in this research, the researcher become as teacher and the English teacher become as collaborator/ observer.

### 4) Reflecting

In this phase, the writer will compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance. If indicator of succes has been reached, so the activity can be stopped in this cycle and unnecessary to be continued to next cycle.

## **E. Data Collecting Technique**

Data is collected by using instrument as bellow :

### **1. Observation**

This is monitoring and recording systematically to the phenomenon that is investigated. Moreover, the research uses activities given and investigated to teach in the class whether they get bored or not with that activity given. The objects of observation are the teacher as an implementer of Community Language Learning (CLL) method, and students' learning activity. These students and the teacher's activities are observed and noticed by the observer. This technique used to collect the data about implementation of CLL, and students' learning activity

### **2. Test**

The test that will be used in this research is oral test of speaking performance. As the tests are the students of seventh grade of MTs Al-Hikmah Batanghari in academic year 2016/2017. The test consists of two kinds of test, they are Pre-test and Post-test. The two tests are as follow:

#### **a. Pre test**

After observing the subject's activities, the writer will give pre test to know the level of the students' speaking performance before giving treatments. This is one to determine the readiness for instructional program and to diagnose individual's specific strengths and weakness in speaking performance.

b. Post test

After treatments the writer will give them post test. It is done to know the level of student's speaking performance after using CLL method in learning speaking subject. The writer also to know whether there is the increasing of speaking performance by comparing the pre-test and post-test mark.

### 3. Documentation

Documentation is a technique that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report. The writer will use a documentation to get data about the history of the school, the condition of teachers, official employed students and learning facilities at MTs Al-hikmah Batanghari.

## F. Data Analysis Technique

1. Formula

Data analysis will be taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:

$$\bar{X} = \frac{\sum x}{N}$$

Note

$\bar{X}$  = Average score

$\sum x$  = Total Score of the Students

N = Total of Students.<sup>4</sup>

---

<sup>4</sup> Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.108



Furthermore, to know the result the writer will compare the average score between pre-test and post-test for each cycle. and then to know the percentage of increasing score in students learning activities, the researcher will use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note :

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.<sup>5</sup>

#### **G. Indicator of Success**

The study can be stated succes when 70% of the students get the Minimum Mastery Criteria (MMC) score is 65. It means that through Community Language Learning (CLL) Method in English learning is succes to increase the speaking performance and the learning activities of the students at the seventh graders of MTs Al-Hikmah Batanghari.

---

<sup>5</sup> Burhan Nurgiyantoro, Gunawan,& Marzuki, *Statistik Terapan*, (Yogyakarta: Gajah Mada University Press,2004), p.64

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research Location**

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

##### **1. The Short history of MTs. Al-Hikmah Batanghari**

Mts. Al-Hikmah Batanghari established in 1989. It has location in kecamatan batanghari kabupaten east Lampung with postcode 34181 and e-mail [mtsal-hikmahbatanghari@yahoo.co.id](mailto:mtsal-hikmahbatanghari@yahoo.co.id). It established on are 1.800 M<sup>2</sup> with large building 588 M<sup>2</sup>.

This school was founded in Wakaf Land and the status of the building was owned alone ( Swasta ). Now, the headmaster of this school was Suraji, S.Pd. This school consist of three level. Those are the seventh, the eight and the ninth grades.

##### **2. The Conditions of Teacher and Official Employers in MTs. Al-Hikmah Batanghari**

The total of the teacher and official employers of Mts. Al-Hikmah Batanghari in the academic year of 2016/2017 was 13 that could be identified in table bellow :

Table 4  
The Condition of The Teacher and Official Employer at  
MTs. Al-Hikmah Batanghari in the Academic Year of 2016/2017

NO	NAME	SEX	OCCUPATION
1	Suraji, S.Pd	Male	Headmaster B.Indonesia
2	Wahidin,S.Pd.I	Male	Qur'an Hadits & Akidah Akhlak
3	Mustofa,S.Pd.I	Male	Pkn & SBK
4	Choerudin, S.Pd.I	Male	PJOK
5	Ahmad Saikhu, S.Pd	Male	Matematika
6	Muh. Nur Amin, S.Pd.I	Male	TIK
7	Ahmad Junaidi, S.Ag	Male	IPA
8	Rostalina, S.Pd.I	Female	English
9	Fuadin, S.Pd.I	Male	IPS
10	Halimatus Sadiyah, S.Pd.I	Female	SKI & Bhs Lampung
11	Syehudin, S.Pd.I	Male	Bhs. Inggris & Bhs. Arab
12	Muslihin, A.Ma.	Male	Fiqih & BPI
13	Siti Khuzaimah	Female	TU

*Sources : Observation Result In MTs Al-Hikmah Batanghari On May , 06 2017..*

### 3. Quantities of MTs Al-Hikmah Batanghari

The quantities of the students In Mts Al-Hikmah Batanghari always change every years. The quantities of the students could be identified on the table bellow :

Table 5

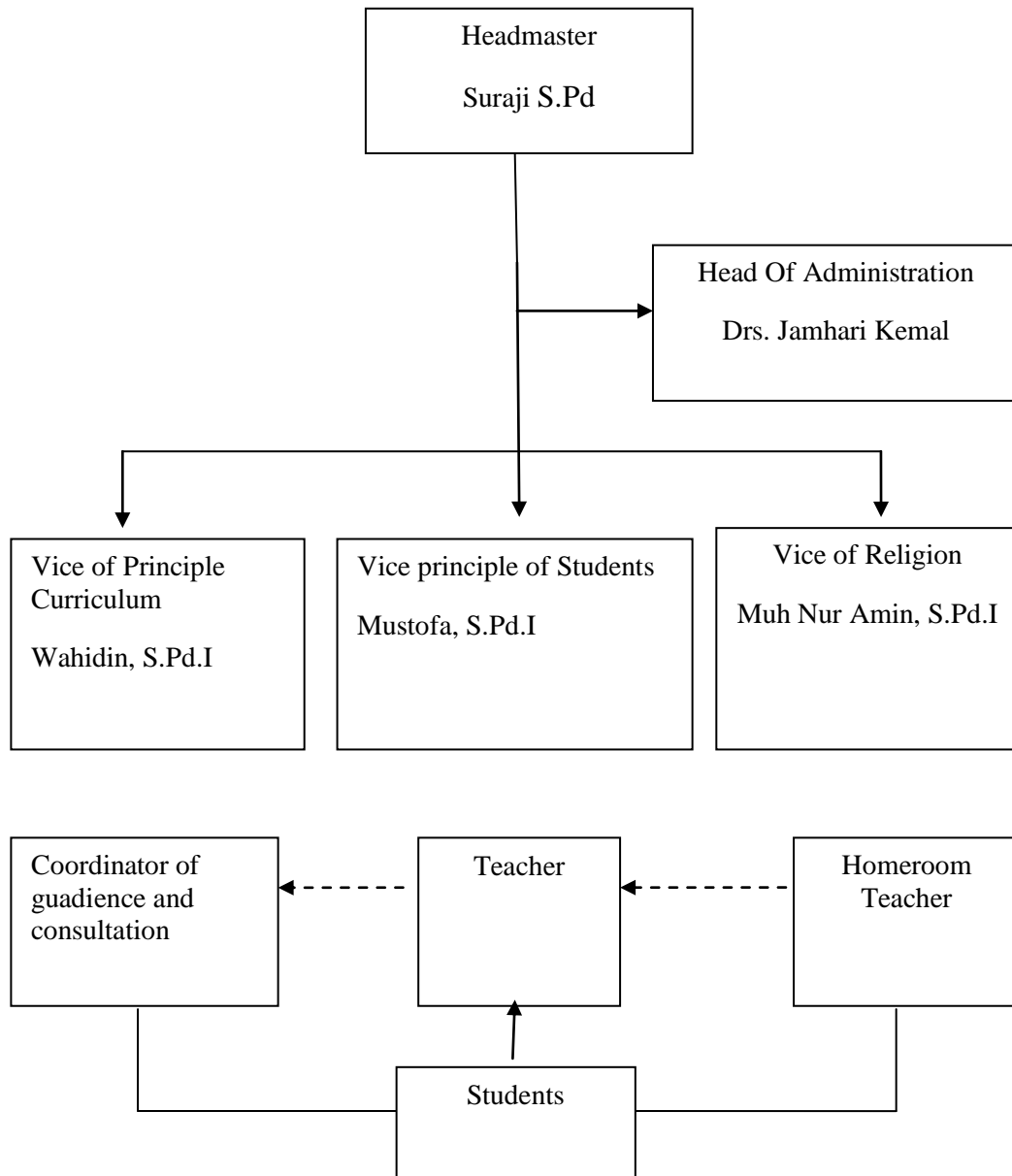
The quantities of the students of MTs. Al-Hikmah Batanghari Since 2011-2016

Year	Class	Male	Female	Count
2011/2012	VII	14	20	34
	VIII	10	8	18
	IX	22	40	62
2012/2013	VII	23	29	52
	VIII	14	20	34
	IX	10	8	18
2013/2014	VII	24	23	47
	VIII	23	29	52
	IX	14	20	34
2014/2015	VII	13	15	28
	VIII	24	23	47
	IX	23	29	52
2015/2016	VII	8	10	18
	VIII	13	15	28
	IX	24	23	47
2016/2017	VII	26	34	59
	VIII	8	10	18
	IX	13	15	28

Sources : Observation Result In MTs Al-Hikmah Batanghari On october , 06 2017.

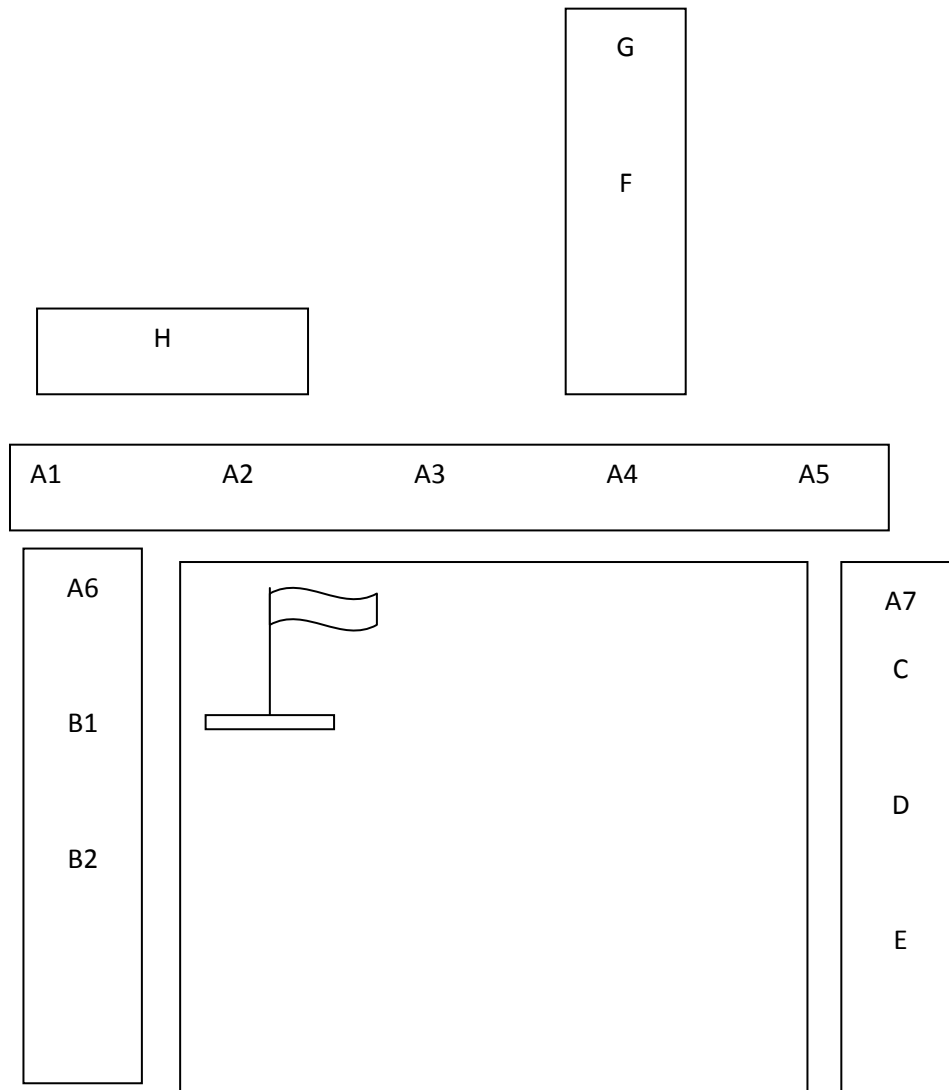
Picture 2

The Structure Organization Of MTs Al-Hikmah Batanghari



Picture 3

## School Map Of MTs Al-Hikmah Batanghari



Note : A1 – A7 : Classroom

B1 – B2 : Teacher's Room

C : IPA Laboratory

D : Library

E : Computer Laboratory

F : Mosque

G : Storehouse

H : Bathroom

I : Ceremony Yard

#### 4. The buildings of MTs Al-Hikmah Batanghari

The building of Mts. Al-Hikmah Batanghari consist of 17 building as follow :

Table 6

The total Building of MTs Al-Hikmah Batanghari

No	Rooms	Count
1	Teacher's Room	2
2	Classroom	7
3	IPA Labaoratory	1
4	Library	1
5	Computer Laboratory	1
6	Mosque	1
7	Storehouse	1
8	Bathroom	2

*Sources : Observation Result In MTs Al-Hikmah Batanghari On May, 06 2017.*

## B. Description of the Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Community Language Learning (CLL) method to increase the students' speaking performance.

### 1. Action and Learning at Pre-Test

#### a. Pre-test activity

The learning was conducted on Friday, May 16<sup>th</sup>, 2017 at 09.45 until 11.15. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of speaking performance before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was oral test.

#### b. The students' pre-test result.

Table 7  
The Students Pre-Test Result

No	Name	Score	Note
1	AK	55	Failed



2	ARS	55	Failed
3	AM	60	Failed
4	ANF	65	<b>Passed</b>
5	AFK	60	Failed
6	CM	55	Failed
7	DAS	70	<b>Passed</b>
8	EM	60	Failed
9	IFF	55	Failed
10	ISL	70	<b>Passed</b>
11	IAZ	60	Failed
12	MSF	65	<b>Passed</b>
13	MNR	70	<b>Passed</b>
14	NNA	60	Failed
15	NSN	65	<b>Passed</b>
16	NK	60	Failed
17	PA	65	<b>Passed</b>
18	RP	55	Failed
19	RKZ	65	<b>Passed</b>
20	ROT	55	Failed
21	SA	65	<b>Passed</b>
22	SM	70	<b>Passed</b>
23	SA	60	Failed

24	TA	60	Failed
25	YAT	70	<b>Passed</b>
26	WH	65	<b>Passed</b>
	<b>Total</b>	<b>1615</b>	
	<b>Average</b>	<b>62,11</b>	
	<b>High Score</b>	<b>70</b>	
	<b>Low Score</b>	<b>55</b>	

Based on the table above , can be seen that 12 from 26 students were success beside that 14 students were not success. The average from the data was 62,11. To know about percentages from the score of pre-test can be seen on the table as follows :

Table 8  
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
1	$\geq 65$	12	53,84%	Failed
2	$\leq 65$	14	46,15%	Passed
	Total	26	100%	

Referring the table above, the Minimum Mastery Criteria (MMC) for English lesson at MTs AL-Hikmah Batanghari at least 65. It can be seen that only 12 students (46,15%) got score up to the standard, then 14 students (53,84%) got score less than the standard. That is the reason, the researcher

used Community Language Learning (CLL) to increase the speaking performance at MTs Al-Hikmah Batanghari.

## **2. Cycle 1**

### **a. Planning**

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

### **b. Acting**

#### **1) The First Meeting**

The first meeting was done on Friday, May 19<sup>th</sup>, 2017. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they are were going to learn and what to be reached. Researcher gave the students single topic. And then the researcher gave instruction for the students make a group. One group consisted three members.

After that, the researcher gave the example dialogues and read slowly, the students followed. The researcher asked the students to practice in front of class with their partner.

After give example the researcher asked the students what the problems were. The said that speaking is difficult because most of them were nervous and not confident when they speak in front of the class.

#### 1) The Second Meeting

In the second meeting was conducted on Tuesday, May 23<sup>rd</sup>, 2017. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition.

The material at this day is talking about hobby . At this meeting to measure the students' Speaking Performance after using Community Language Learning (CLL) the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in front of the class. Not all of the group , but only some who are choosen because of their lack vocabulary and pronunciation area. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow :

Table 9

The Students' Post- Test 1 Result of Cycle 1

No	Name	Score	Note
1	AK	60	Failed
2	ARS	60	Failed
3	AM	65	<b>Passed</b>
4	ANF	65	<b>Passed</b>
5	AFK	65	<b>Passed</b>
6	CM	60	Failed
7	DAS	73	<b>Passed</b>
8	EM	60	Failed
9	IFF	60	Failed
10	ISL	73	<b>Passed</b>
11	IAZ	65	<b>Passed</b>
12	MSF	65	<b>Passed</b>
13	MNR	73	<b>Passed</b>
14	NNA	65	<b>Passed</b>
15	NSN	70	<b>Passed</b>
16	NK	60	Failed
17	PA	65	<b>Passed</b>
18	RP	60	Failed
19	RKZ	70	<b>Passed</b>

20	ROT	60	Failed
21	SA	65	<b>Passed</b>
22	SM	70	<b>Passed</b>
23	SA	65	<b>Passed</b>
24	TA	60	Failed
25	YAT	73	<b>Passed</b>
26	WH	65	<b>Passed</b>
	<b>Total</b>	<b>1687</b>	
	<b>Average</b>	<b>64,88</b>	
	<b>High Score</b>	<b>73</b>	
	<b>Low Score</b>	<b>60</b>	

Table 10

Frequency of Students' Score at Post-test 1 of Cycle 1

No	Score	Frequency	Percentage	Category
1	$\geq 65$	10	38,46%	Failed
2	$\leq 65$	16	61,53%	Passed
	Total	26	100%	

Based on the data above can be seen that 10 students (38,46%) got score less than standard and 16 students (61,53%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students

who got minimum score of 65. Learning process is said succes when 70% students got score 65. The fact showed that the result was unsatisfying.

### c. Observing

The result of learning process to increase the students' speaking performance by using Community Language Learning (CLL) method in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test.

The using of CLL method in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them, also be expected to be active in this case, the first meeting many of them still hard to speak up.

In the test 1 there were 16 (61,53%) out students got good score. Although, only 16 the students who got good score. But, the result of the students' test was better than students' yest before giving treatment.

Table 11

The Students' Activities Result in Cycle 1

No	Name	First Meeting		Second Meeting		Category
		Act	Percantages	Act	Percantages	
1	AK	2	40%	2	40%	Constant

2	ARS	3	60%	3	60%	Decline
3	AM	2	40%	2	40%	Constant
4	ANF	2	40%	3	60%	Increase
5	AFK	2	40%	2	40%	Constant
6	CM	2	40%	1	20%	Increase
7	DAS	1	20%	2	40%	Constant
8	EM	1	20%	3	60%	Increase
9	IFF	3	60%	2	40%	Decline
10	ISL	3	60%	3	60%	Constant
11	IAZ	2	40%	3	60%	Increase
12	MSF	2	40%	2	40%	Constant
13	MNR	3	60%	3	60%	Constant
14	NNA	3	60%	3	60%	Constant
15	NSN	1	20%	3	60%	Increase
16	NK	2	40%	3	60%	Increase
17	PA	3	60%	2	40%	Decline
18	RP	3	60%	3	60%	Constant
19	RKZ	2	40%	3	60%	Increase
20	ROT	3	40%	2	40%	Decline
21	SA	1	20%	3	60%	Increase
22	SM	2	40%	2	40%	Constant
23	SA	3	60%	3	60%	Constant



24	TA	2	40%	3	60%	Constant
25	YAT	2	40%	1	20%	Decline
26	WH	2	40%	2	40%	Constant

Note :  $\leq 50\%$  : Not Active

:  $\geq 50\%$  : Active

**The students Mark Criteria :**

1. Give attention to the teacher explanation.
2. Active in the class
3. To do the task
4. Active to practice
5. Ask/ answer the question to/from teacher

**Scoring :**

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

**d. Reflecting**

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process

still uncontrolled. Some students still did not focus on the material and made the condition be noise.

Based on the analyzing above, the researcher conclude that this research should be continuing in cycle 2. The researcher tried to get solution as follow :

- 1) The researcher should manage class well
- 2) The researcher asks students to focus on study and not make a noise.
- 3) Teacher should motivate students to be more active in class.

### **3. Cycle II**

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

#### **a. Planning**

The researcher prepares the lesson plan, the material and identifes the problem and finding the cause of the problem and plan to give the test and evaluation. The researcher made lesson plan better active than before. It mean that the learning process could do effective

#### **b. Acting**

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many weakness on cycle 1 such as the students do not confidence in

the learning process, especially in speaking performance, and lack of spelling, then the researcher planned to combined in the learning process for students in speaking performance by using Community Language Learning (CLL) method.

The lesson plan and all of the material that is needed for meeting in cycle 2 has been prepared. The meeting in cycle are:

a) The first meeting

The first meeting was done on Friday, May 26<sup>th</sup>, 2017, after greeting and briefing. The the learning continous to the material that was prepared. At this meeting the teacher told about asking and giving something.

b) The Second Meeting

The second meeting conducted on May 30<sup>rd</sup>, 2017. The material at this day is talking about your idol . At this meeting to measure the students' Speaking Performance after using Community Language Learning (CLL) the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in front of the class. The teacher gave gifts for the group that practiced in front of class.

After give example, the researcher asked the students what the problems were. And than, the researcher gave conclusion. The reseacher closed the lesson with reflection of the lesson that day. The teacher gave promised would give gift for the perfect one group that do in the post test 2.

Table 12

## The Students' Post- Test 2 Result of Cycle 2

No	Name	Score	Note
1	AK	65	<b>Passed</b>
2	ARS	60	Failed
3	AM	70	<b>Passed</b>
4	ANF	70	<b>Passed</b>
5	AFK	60	Failed
6	CM	60	Failed
7	DAS	75	<b>Passed</b>
8	EM	60	Failed
9	IFF	65	Failed
10	ISL	73	<b>Passed</b>
11	IAZ	65	<b>Passed</b>
12	MSF	65	<b>Passed</b>
13	MNR	75	<b>Passed</b>
14	NNA	65	<b>Passed</b>
15	NSN	75	<b>Passed</b>

16	NK	65	Failed
17	PA	65	<b>Passed</b>
18	RP	60	Failed
19	RKZ	70	<b>Passed</b>
20	ROT	60	Failed
21	SA	65	<b>Passed</b>
22	SM	70	<b>Passed</b>
23	SA	65	<b>Passed</b>
24	TA	60	Failed
25	YAT	73	<b>Passed</b>
26	WH	65	<b>Passed</b>
	<b>Total</b>	1721	
	<b>Average</b>	66,19	
	<b>High Score</b>	75	
	<b>Low Score</b>	60	

**Table 13****Frequency of Students' Score at Post-test 2 of Cycle 2**

No	Score	Frequency	Percentage	Category
1	$\geq 65$	19	73,07%	Passed
2	$\leq 65$	7	26,92%	Failed
	Total	26	100%	

Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 75 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students could develop their speaking performance. It means that cycle 2 was succesful.

**c. Observing**

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

**Table 14****The Students' Activities Result in Cycle II**

No	Name	First Meeting		Second Meeting		Category
		Act	Percantages	Act	Percantages	
1	AK	4	80%	5	100%	Increase
2	ARS	5	100%	5	100%	Constant
3	AM	4	80%	4	80%	Constant

4	ANF	5	100%	5	100%	Constant
5	AFK	4	80%	5	100%	Increase
6	CM	5	100%	5	100%	Constant
7	DAS	4	80%	4	80%	Constant
8	EM	4	80%	5	100%	Increase
9	IFF	5	100%	5	100%	Constant
10	ISL	4	80%	5	100%	Increase
11	IAZ	3	60%	5	100%	Increase
12	MSF	4	80%	4	80%	Constant
13	MNR	3	60%	5	100%	Increase
14	NNA	3	60%	5	100%	Increase
15	NSN	4	80%	4	800%	Constant
16	NK	4	80%	4	80%	Constant
17	PA	5	100%	4	80%	Decline
18	RP	3	60%	4	80%	Increase
19	RKZ	3	60%	4	80%	Increase
20	ROT	3	60%	4	80%	Increase
21	SA	5	100%	4	80%	Decline
22	SM	4	80%	4	80%	Constant
23	SA	3	60%	4	80%	Increase
24	TA	4	80%	4	80%	Constant
25	YAT	4	80%	4	80%	Constant

26	WH	3	60%	4	80%	Increase
----	----	---	-----	---	-----	----------

Note :  $\leq 50\%$  : Not Active

:  $\geq 50\%$  : Active

**The students Mark Criteria :**

1. Give attention to the teacher explanation.
2. Active in the class
3. To do the task
4. Active to practice
5. Ask/ answer the question to/from teacher

**Scoring :**

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

**d. Reflecting**

The result of cycle 2 was be better than cycle 1. There was significant increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in speaking performance. It happened because the teacher used Community Language Learning. The students have serious in doing the assignment. In this meeting, most of students got



good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle 1.

In the second cycle, the students were also active to do assignment than before. They also enjoyed in group to performance. It means that Community Language Learning (CLL) method is effective method to increase the students speaking performance. The students who got score more than 65 were 19 (73,07%) out of 26 students. The research did not continue to the next cycle because the students' average 76,66.

### C. interpretation

#### 1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 15

The Result Score of Students' Pre test,  
Post-test 1 and Post test 2

No	Name	Cycle I		Increasing %	Cycle II	Increasing %	Criteria
		Pre-test	Post-test I		Post test II		
1	AK	55	60	9.09	65	8.33	Increase
2	ARS	55	60	9.09	60	0	Increase
3	AM	60	65	8.33	70	7.69	Increase

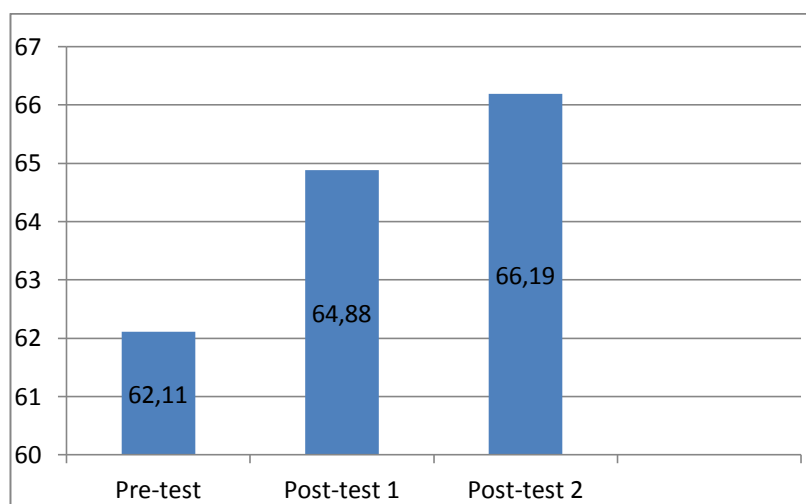
4	ANF	65	65	0	70	7.69	Increase
5	AFK	60	65	0	60	0	Constant
6	CM	55	60	9.09	60	0	Increase
7	DAS	70	73	4.28	75	6.84	Increase
8	EM	60	60	0	60	0	Constant
9	IFF	55	60	9.09	65	8.33	Increase
10	ISL	70	73	4.28	73	0	Increase
11	IAZ	60	65	8.33	65	0	Increase
12	MSF	65	65	0	65	0	Constant
13	MNR	70	73	4.28	75	68.4	Increase
14	NNA	60	65	8.33	65	0	Increase
15	NSN	65	70	7.69	75	7.14	Increase
16	NK	60	60	0	65	8.33	Increase
17	PA	65	65	0	65	0	Constant
18	RP	55	60	9.09	60	0	Increase
19	RKZ	65	70	7.69	70	0	Increase
20	ROT	55	60	9.09	60	0	Increase
21	SA	65	65	0	65	0	Constant
22	SM	70	70	0	70	0	Constant
23	SA	60	65	8.33	65	0	Increase
24	TA	60	60	0	60	0	Constant
25	YAT	70	73	4.28	73	0	Increase

26	WH	65	65	0	65	0	Constant
	Total	1615	1678		1721		
	Average	62.11	64.88		66.19		

From the increasing each cycle, it can be seen know that the use of Community Language Learning method can increase the students' speaking performance, because the students able to speak in front of the class, they could increase their speaking performance. It can be seen from the average 64,88% from the data become 66,19% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below.

Graph 1  
The Average of the Students' Score on Pre test,  
Post test 1, and Post test 2



There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 12 students (46,15 %) in pre-test to 16 students (61,53%) in post-test 1 and become 19 students (73,07%) in post-test 2.

The researcher was success if 70% of students able to achieving the minimum mastery criteria (MMC), that was 65. Based on the result of pre-test and post-test, it could be seen that community language learning was able to increase the students speaking performance significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 62,11%, in post test 1 was 64,88% and in post-test 2 was 66,19%.

Based on the explanation above, the researcher concluded that the research was succesful because the result score of the students had achieved the indicator of succes that was 70% with the minimum mastery criteria was 65.

## **2. The Result of the Students' Activity**

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle 1 and Cycle 2 can be seen as follow:

Table 15

The Result of the Students' Activities in Cycle 1 &amp; Cycle 2

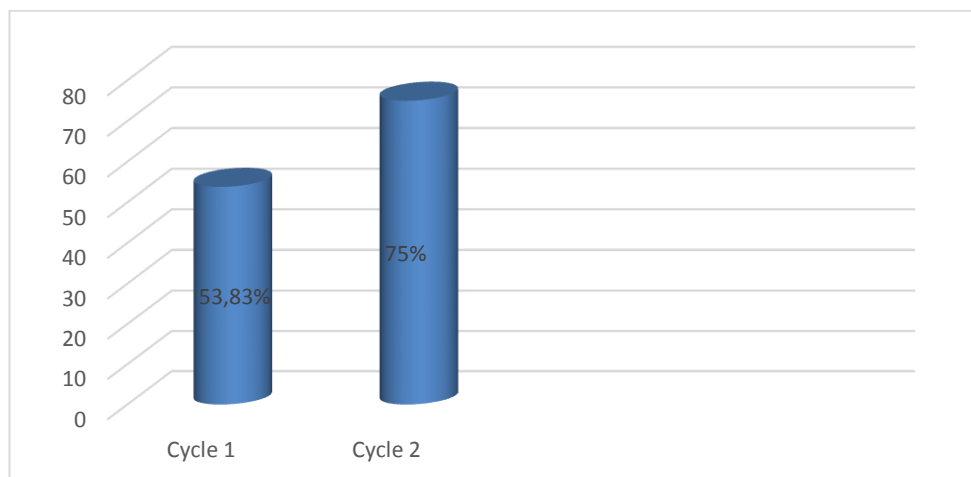
No	Name	Cycle 1	Cycle 2	Increasing	Explanation
1	AK	7	16	9	Increase
2	ARS	9	17	8	Increase
3	AM	11	15	4	Increase
4	ANF	12	16	4	Increase
5	AFK	15	17	2	Increase
6	CM	9	15	6	Increase
7	DAS	8	10	2	Increase
8	EM	16	19	3	Increase
9	IFF	9	16	7	Increase
10	ISL	9	18	9	Increase
11	IAZ	11	15	4	Increase
12	MSF	12	16	4	Increase
13	MNR	7	11	4	Increase
14	NNA	8	11	3	Increase
15	NSN	9	15	6	Increase
16	NK	9	15	6	Increase
17	PA	12	16	4	Increase
18	RP	14	17	3	Increase
19	RKZ	9	15	6	Increase

20	ROT	16	18	2	Increase
21	SA	16	18	2	Increase
22	SM	9	13	4	Increase
23	SA	14	16	2	Increase
24	TA	8	15	7	Increase
25	YAT	14	16	2	Increase
26	WH	9	12	3	Increase
	Total	323	450		
	Perxentage	53.83%	75%		

Based on the data above, it can be inferred that the students felt comfortable and active speak an appropriate word the learning process. Most of the students showed good increasing in learning activities when CLL was applied in learning process from cycle 1 to cycle 2.

Graph 2

The Comparison of Students' Activities in Cycle 1 and Cycle



Based on the graphic above, it could be concluded that there was an increasing of students' activities during the learning process in cycle 1 and cycle 2 through Community Language Learning. In cycle 1 the percentage of students' activities was 53.83% and in cycle 2 was 75%. The increased of the students' activities was 21.17%. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 70% and the students get the Minimum Mastery Criteria (MMC) score is 65.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' reading score at the tenth grade of MTs Al-Hikmah Batanghari in pre-test was 62,11, post test 1 was 64,88 and in post test 2 was 66,19. As a result, by implementation of Community Language Learning (CLL) method, the students' speaking performance at the seventh grade of MTs Al-Hikmah Batanghari could be increased. The students who gained the score at least 65 in post test 2 were 19 students (73,07%). It means that more than 70% students were successful and the indicator of the research could be reached.
2. The percentage of the students' activities at the tenth grade of MTs Al-Hikmah Batanghari in cycle I was 61,53% and there was an increasing in cycle II, it was 73,07%. As a result, Community Language Learning (CLL) method could increase the students' activities in teaching learning process at the seventh grade of MTs Al-Hikmah Batanghari.



**B. Suggestion**

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. It is suggested to the teacher to use Community Language Learning (CLL) as the teaching learning method because it could increase the students' speaking performance.
2. It is suggested to the English teacher to include Community Language Learning (CLL) in teaching process. The teachers should be creatively used CLL in teaching, especially speaking class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

**INSTRUMENT PRE TEST**  
**OF SPEAKING PERFORMANCE**

A. Read the following text after listening your teacher !

**My Rabbit**

I have a rabbit, a cute rabbit. The fur is white and soft. I like to touch it.

He has two long ears. I like to play with them. He also has two beautiful eyes.

My rabbit like to eat carrot. He also like to eat other vegetables.

My rabbit cage was broken last night. So, today I will make a new cage for him.

.

## **POST TEST 1**

### **EXAMPLE THE DIALOGUE**

A. Read the following dialogue after listening your teacher !

Alfrida : It's a good day for a long ride.

Reza : Yes. It's perfect. I love to read while travelling.

Alfrida : I'm Alfrida . I'm from Kotabumi.

Reza : So, you like reading? What do you like read?

Alfrida : Yes, I like history, astrology, palmistry and all related stuff, and what is your hobby Eny ?

Eny : My hobby is to play games.

Reza : Which games do you play?

Eny : I can play Unreal Tournament for hours.

Alfrida : Wow , but I don't like video games.

Reza : Yes! So do I!

B. Make a dialogue talking about your hobby and practice it in front of the class with your friend ! (work fair)

## **POST TEST 2**

### **EXAMPLE THE DIALOGUE**

A. Read the following dialogue after listening your teacher !

Ayub : Hello, what are you doing now?

Ita : Hello I am doing my homework about my idol now.

Indri : who is your idol?

Ita : My idol is Prily Latuconsina, how about you?

Indri : My idol is Justin Bieber

B. Make a dialogue talking about your idol and practice it in front of the class with your friend ! (work fair)

**Note :**

**Speaking Criteria :**

66-100 : Good

56-65 : Fair

0-55 :Bad

Aspect	Score	Indicator
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
	3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.

	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interacts effectively and readily participates and follows the discussion.
	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal

## Pre - Test





## Post – Test 1





## Post – Test 2



### Observation Sheet of Students' Activities in Cycle 1

School : MTs Al-Hikmah Batanghari

Class : VII A

No	Name	First Meeting		Second Meeting	
		Act	Percentages	Act	Percentages
1	A. Kamalludin	2	40%	2	40%
2	Alfrida Rizkiyah Safitri	3	60%	3	60%
3	Alvian Mahendra	2	40%	2	40%
4	Auzin Nur Fadilah	2	40%	3	60%
5	Ayub Fatayudin Karomah	2	40%	2	40%
6	Cindi Marcela	2	40%	1	20%
7	Dimas Adi Saputra	1	20%	2	40%
8	Eny Murtafingah	1	20%	3	60%
9	Ika Faidatul Fiza	3	60%	2	40%
10	Indri Seha Lestari	3	60%	3	60%
11	Ita Allyani Zahro	2	40%	3	60%
12	Mujjtahid Surya Fahriza	2	40%	2	40%
13	M. Nur Rohman	3	60%	3	60%
14	Nesti Nur Azizah	3	60%	3	60%
15	Niken Sari Nastiti	1	20%	3	60%
16	Nuroni Kusniyah	2	40%	3	60%
17	Pika Agustin	3	60%	2	40%
18	Rida Prihandini	3	60%	3	60%
19	Rifky Komaru Zaman	2	40%	3	60%
20	Riris Oktaning Tias	3	40%	2	40%
21	Septika Anggraini	1	20%	3	60%
22	Silahul Mu'min	2	40%	2	40%
23	Selvi Ana	3	60%	3	60%
24	Tri Utami	2	40%	3	60%
25	YolaAmanatu Tsaniya	2	40%	1	20%
26	Wahyu Hidayat	2	40%	2	40%

Note :  $\leq 50\%$  : Not Active

$\geq 50\%$  : Active

**The students Mark Criteria :**

1. Give attention to the teacher explanation.
2. Active in the class
3. To do the task
4. Active to practice
5. Ask/ answer the question to/from teacher

**Scoring :**

Mark 1, with percentage 20%= low

Mark 2, with percentage 40%= enough

Mark 3, with percentage 60%= good

Mark 4, with percentage 80%= very good

Mark 5, with percentage 100%= excellent

### Observation Sheet of Students' Activities in Cycle 2

School : MTs Al-Hikmah Batanghari

Class : VII A

No	Name	First Meeting		Second Meeting	
		Act	Percentages	Act	Percentages
1	A. Kamalludin	4	80%	5	100%
2	Alfrida Rizkiyah Safitri	5	100%	5	100%
3	Alvian Mahendra	4	80%	4	80%
4	Auzin Nur Fadilah	5	100%	5	100%
5	Ayub Fatayudin Karomah	4	80%	5	100%
6	Cindi Marcela	5	100%	5	100%
7	Dimas Adi Saputra	4	80%	4	80%
8	Eny Murtafingah	4	80%	5	100%
9	Ika Faidatul Fiza	5	100%	5	100%
10	Indri Seha Lestari	4	80%	5	100%
11	Ita Allyani Zahro	3	60%	5	100%
12	Mujjtahid Surya Fahriza	4	80%	4	80%
13	M. Nur Rohman	3	60%	5	100%
14	Nesti Nur Azizah	3	60%	5	100%
15	Niken Sari Nastiti	4	80%	4	800%
16	Nuroni Kusniyah	4	80%	4	80%
17	Pika Agustin	5	100%	4	80%
18	Rida Prihandini	3	60%	4	80%
19	Rifky Komaru Zaman	3	60%	4	80%
20	Riris Oktaning Tias	3	60%	4	80%
21	Septika Anggraini	5	100%	4	80%
22	Silahul Mu'min	4	80%	4	80%
23	Selvi Ana	3	60%	4	80%
24	Tri Utami	4	80%	4	80%
25	YolaAmanatu Tsaniya	4	80%	4	80%
26	Wahyu Hidayat	3	60%	4	80%

Note :  $\leq 50\%$  : Not Active

$\geq 50\%$  : Active

**The students Mark Criteria :**

1. Give attention to the teacher explanation.
2. Active in the class
3. To do the task
4. Active to practice
5. Ask/ answer the question to/from teacher

**Scoring :**

Mark 1, with percentage 20%= low

Mark 2, with percentage 40%= enough

Mark 3, with percentage 60%= good

Mark 4, with percentage 80%= very good

Mark 5, with percentage 100%= excellent

## CURRICULUM VITAE

The complete name of the researcher is Nofa Alfania. She was born in Kotabumi, November 20<sup>rd</sup>, 1995. She is the second child of happy couple namely Yose Rizal and Nurhayati. She lives in Ogan 5 north lampung.

The researcher had studied at The Elementary School for 6 years in SD N 02 Ogan 5 Abung Barat. Then she continued his studying in Junior High School for 3 years in SMP N 1 Abung Barat. After that she took the Vocational High School at SMA N 1 Abung Barat for 3 years and finished her studying in 2013. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department began in 2013 until now.