



**THE EFFECT OF COMMUNITY LANGUAGE LEARNING  
(CLL) METHOD TO STUDENTS' SPEAKING ABILITY  
AT GRADE VIII SMP NEGERI I BARUMUN TENGAH  
KABUPATEN PADANG LAWAS**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a  
Partial Fulfillment of the requirement for Graduate Degree of  
Education (S.Pd) in English Program*

**Written by:**

**NURLATIFAH NASUTION  
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**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
IAIN PADANGSIDIMPUAN  
2018**



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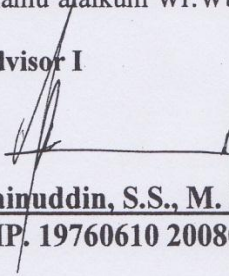
Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belong to Nurlatifah Nasution, entitled "*The Effect of Community Language Learning (CLL) Method to Students' Speaking Ability at Grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas*", we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Education (S.Pd), in English Educational Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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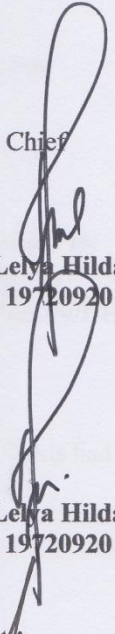
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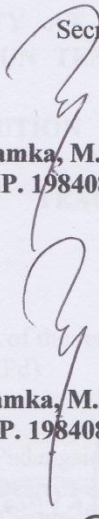
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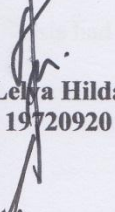
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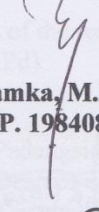
  
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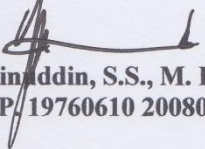
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SPEAKING ABILITY AT GRADE VIII SMP  
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PADANG LAWAS**

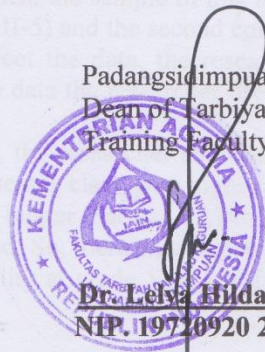
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This thesis is presented to the English Education Department of the State Institute for Islamic Studies (IAIN) Padangsidempuan as a Partial Fulfillment of the Requirement of the Degree of Graduate of Islamic Education (S.Pd.).

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Finally, the researcher realizes that there must be weakness in this thesis. Therefore, the researcher welcome to all good and value critics that can improve a thesis.

Padangsidempuan, April 2018

The Researcher

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## **ABSTRACT**

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**The Title of the Thesis** : **The Effect of Community Language Learning (CLL) Method to Students' Speaking Ability at Grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas**

This research focused on the effect of Community Language Learning (CLL) method to students' speaking ability at grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas. The problem of this research was; 1) Lecturer method was not suitable used to students, 2) students' were always shy to share their ideas in front of the class, 3) students' were seldom to practice their speaking English with teacher, 4) Students felt anxiety to speak their idea. The aim of this research was to find out the effect of Community Language Learning (CLL) method to students' speaking ability at grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas.

This research has been done by experimental research, the population of this research was at grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas. The total of population was five classes. Then, the sample of this research was divide two classes, the first experimental class (VIII-5) and the second control class (VIII-4), they were consist of 44 students. To collect the data, the researcher used test for measuring speaking ability. To analysis the data the researcher used formulation of t-test.

Based on the result of the research, the researcher showed the description of data was found that the result of experimental class was higher than control class ( $70,51 > 67,1$ ) and the score of the  $t_{count}$  was bigger that  $t_{table}$  ( $1,34 > 1,68$ ). It means that the hypothesis alternative ( $H_a$ ) was accepted. So, there was significant effect of using CLL method toward students speaking ability at grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

English is an International language. It can be used to communicate in meeting business or relationship among government over all countries in the world. Then, English can be used in any part like economy, new technology, and inform something over all countries in the world. So, every people in the world must be learning about English to communicate with other countries.

Speaking is one of the important ability in language learning beside listening, reading and writing. Speaking can motivate and build up person to be a good character or not the contrary. People can take and give information to another people by speaking. Many people feel that speaking in English difficult. People must practice speaking over and over to make them able in speaking English.

The researcher did interview with some students at grade VIII SMP N I Barumun Tengah. Students said that English is very difficult subject. They are always shy to share their ideas in front of the class, feel anxiety to speak their idea, and seldom to practice their speaking English with teacher.<sup>1</sup> So, students' feel bored and not interested in learning process.

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<sup>1</sup>Interviewing some students of SMP Negeri I Barumun Tengah on Saturday, 14 October 2017 time: 11.00d



Then, the researcher also did private interview with Mrs. Maharani, S.Pd as an English teacher at SMP Negeri I Barumun Tengah. She said that she uses same method.<sup>2</sup> Based on problems there, researcher must giving the suitable method in teaching speaking to make students interest give their idea in learning process. The teaching process will not give a good result if the way teaching was not suitable to students' condition. There are some methods suitable on teaching speaking, likes Community Language Learning (CLL) method, Suggestopedia method, Communicative Language Teaching (CLT) method, Communicative Approach and Silent way method.

The researcher chooses one method though suitable in speaking learning that is CLL Method. CLL is a method to react the sensitivity of learner for learning communicative intent. It should be noted that communicative intent is sometimes forced by the number and knowledge of learners. It has made CLL places unusual demands on teachers of language. They have to be highly fluent and sensitive to atmosphere in Native Language and Foreign Language.<sup>3</sup>

Community Language Learning (CLL) as one kind of method in language learning where the learners become members of community. The students' and the teacher did learning through interaction with members of the community. Learning is not viewed as an individual accomplishment but as

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<sup>2</sup> Interviewing the English teacher of SMP Negeri I Barumun Tengah on Saturday, october 14 2017, time : 11.45

<sup>3</sup>Jack C Richards and Theodore S. *Approaches and Methods in Language Teaching* (New York : Cambridge University Press, 2001), p. 90

something that is achieved collaboratively. The Learners are expected to listen attentively to the teacher, to provide meanings they wish to express utterance without hesitation to support fellow members of community, to report deep inner feelings as well as joy and pleasure, and to become to the other learners.

The researcher chooses CLL method because the researcher believes CLL method can explore students' speaking ability. CLL method will make students' have ability in English because in CLL learner is not thought of as a student but as a client. Hopefully, CLL method can motivate students to increase their speaking.

According to Charles Curran said that "Community Language Learning (CLL) Method is a method which concern with counseling technique where the teacher has a role as a counselor who helps the students in every of learning process if they face some difficulties to speak in English".<sup>4</sup>

Based on the background above, the researcher interest to do researches about **"The Effect of Community Language Learning (CLL) Method to Students' Speaking Ability at Grade VIII SMP Negeri I Barumon Tengah Kabupaten Padang Lawas"**.

## **B. The Identification of the Problem**

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<sup>4</sup> Charles A. Curran, *Counseling-learning: A Whole-person Model for Education* (New York: grunne and Stratton,1972) , p.6

Based on the background above, identification of the problems at Grade VIII SMP Negeri I Barumun Tengah kabupten Padang Lawas, speaking ability are:

1. Conventional method is not suitable used to students.
2. They are always shy to share their ideas in front of the class.
3. Students feel anxiety to speak their idea.
4. Students are seldom to practice their speaking English with the English teacher.

### **C. The Limitation of the problem**

Based on identification of the problem, this research is limited to see the effect of CLL method to students' speaking ability at grade VIII SMP Negeri I Barumun Tengah.

### **D. The Formulation of the Problem**

Based on the background explain above, the formulation of the problem as:

1. How is the students' speaking ability before using CLL method at Grade VIII SMPNegeri I Barumun Tengahkabupaten Padang Lawas?
2. How is the students' speaking ability after using CLL method at Grade VIII SMP Negeri I Barumun Tengahkabupaten Padang Lawas?

3. Is there any significant effect of using CLL method to students' Speaking Ability at Grade VIII SMP Negeri I Barumun Tengah kabupaten Padang Lawas?

#### **E. The Objectives of the Research**

Based on the formulation above, researcher determined the objective of the research as follows:

1. To describe of the students' speaking ability before using CLL method at Grade VIII SMP Negeri I Barumun Tengah kabupaten Padang Lawas.
2. To describe the students' speaking ability after using CLL method at Grade VIII SMP Negeri I Barumun Tengah kabupaten Padang Lawas.
3. To know the significant effect of using CLL method to students' Speaking Ability at Grade VIII SMP Negeri I Barumun Tengah kabupaten Padang Lawas.

#### **F. The significances of the Research**

The significances of the research are expected to be useful for:

1. Headmaster; to encourage English teachers to do the best in teaching process.
2. English teachers; to enhance the quality of teaching and learning, and enrich the knowledge of the teachers.

3. Students; to have ability in Speaking.
4. Researchers; to do further same topic of the research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. THEORITICAL DESCRIPTION

##### 1. Speaking

###### a. Definition of Speaking

Speaking is the process of communication which conveys, expresses, informs, and gives the idea, thought, feelings, opinions, and also talks about perception by using words of articulation that can be learn through teaching and learning process. This is become one important subject that teacher should be given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out from the class.

Many experts give explanation about speaking. David nunan stated that “speaking is to express or communicate opinions, feeling, ideas, and it involves the activities in the part of the speaker as psychological, articulator, and pshycal stages”.<sup>1</sup>Its mean, as the ability to express oneself in life situation or the ability to report act or situations in precise words, or the ability to converse, or to express the sequence of idea fluently.

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<sup>1</sup>David Nunan, *Practical English Language Teaching*, (New York : Grown- Hill Companies Ins, 2003), p.48

Furthermore, Jeremy Harmer said that “speaking is the productive oral”.<sup>2</sup> It is the ability to speak fluently presupposed not only knowledge of language features but also the ability to process informational language on the spot.

Additionally, in oral communication there is a process of oral communication which conveys message from a speaker to listener. David Nunan said that “a speaker has to encode the message and listener has to decode or interpret the message of information to listener while encoding is the process of receiving information given by the speaker”.<sup>3</sup>

From the definitions above, it can be said that speaking is ability of a language that is often used by almost people in the world to communicate in school even in daily life. The goal of speaking itself is to convey meaning which involves producing, receiving and processing information that can make both of people understand in making communication. In other words, it can be said that speaking is an interactive process to deliver information. Without mastering a number of words, grammar, and pronunciation, people cannot communicate easily with others.

---

<sup>2</sup>Jeremy Harmer, *The Practice English language Teaching* (<http://Longman.Com>) accessed at 12<sup>th</sup> April, retrieved at 19.35 Oct, 27, 2017, p.269

<sup>3</sup>David Nunan....p. 49

## **b. The Elements of Speaking**

Speaking consist of some elements. It is not just pronouncing the words without some functions and purposes. When the speaker produces something orally, there is a process to convey the meaning of words or sound.

### 1. Language features

There are some elements which are needed for spoken production, such as:

- a) Connected speech: effective speakers of English need to able to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed.
- c) Lexis and grammar: spontaneous speech id marked by the use of a number of common lexical phrases, especially in the performance of certain language function.
- d) Negotiation language: effective speaking benefit from the negotiator language. We use to seek clarification and show the structure of what are saying.<sup>4</sup>

Based on the explanation above, the researcher take a conclusion the ability to speak fluently is not only knowledge of language features, but also the ability to process the

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<sup>4</sup>Jeremy Harmer, *Op.Cit*, p.269



information. Speaking needed in spoken production like connected speech, expressive device, Lexis and Grammar and negotiation language.

## 2. Mental processing

In processing ability also have some processes, such as:

- a) Language processing: effective speakers need to be able to process language in their own heads and put it into logical order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.
- b) Interactive with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. Knowledge of how linguistically to take turns or allow others to do.
- c) Information processing: quite apart from our response others' feeling, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific and it is not prized by speakers in many other language communities.<sup>5</sup>

From the explanation above, researchers take a conclusion mental processing in speaking has some categories

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*5Ibid*, p. 270

likes language features, here the speaker not only able to speak something but must able to change their language. Then, interactive with other, the speaker must interactive with other and know listener felt. And lastly information processing.

### c. Type of classroom speaking performance

According to Douglas Brown, types of classroom speaking performance are:

- 1) *Imitative*; A very limit portion of classroom speaking time may legitimately by spent generating “human tape recorder” speech.
- 2) *Intensive*; goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language
- 3) *Responsive*; A good of students in the classroom is responsive short replies to teacher or students- initiated question or comments.
- 4) *Transactional (dialogue)*; carried out for purpose of conveying or exchanging specific information, is an extended form or responsive language.
- 5) *Interpersonal(dialogue)*;the other form mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.
- 6) *Extensive(monologue)*; students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speech.<sup>6</sup>

In addition, according by Nunan there are two types of oral language.

#### 1. Monologue

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<sup>6</sup>H.Brown Douglas. *Teaching by principles (second edition)*, (New Jersey: Prentice Hall, 2000), p. 272

Monologue means when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption the stream of speech will go on whether or not the hearer comprehends.

## 2. Dialogue

Dialogues means involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).<sup>7</sup>

### d. The Aspect of Speaking Ability

The process of speaking used in order to be able to speak well and right. Is what the scientist says that Tarigan states that “speaking activity may viewed from appropriateness of utterance, placement of stress, appropriateness of word choice, appropriateness of speaking target”.<sup>8</sup>The other opinion says that the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension.

Base on the opinion, it can be said that aspect of speaking ability is determined by utterance, grammar, vocabulary, content, fluency, comprehending, to appropriate of words choice, familiar,

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<sup>7</sup>H. Brown, *Douglas, principles of language learning and teaching(fourth edition)*, (Sansfransisco: Sansfransisco state of university,2000) p. 358

<sup>8</sup>Hendri Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008) p.23-24

placement of stress and etc. However, not all of them well described below, but to focus on the problem will be limited in the aspect of utterance, aspect of grammar, aspect of vocabulary, and aspect of comprehension.

a) The Utterance Ability

The utterance ability is one of the important ability in order that the message is acceptable. So, the message must utter clearly. From this statement, Tarigan says that “the speaking process such discussion, briefing, argumentation, chatting, interview, asking and answering, to utter clearly since the expression of thought which is delivered to audience can be understood”.<sup>9</sup>Furthermore, someone called as a good speaker should be able to choose and use words through appropriate sentence, a good intonation and as well as clearly voice.

b) Vocabulary

Vocabulary cannot separate with the words; it can be a message and idea. This idea (message) must to convey through speaking while speaking is an expression of words orally and clearly. In this case, vocabulary should be mastered a lot in order that communication is developer and the speaker does not merely interact without having a lot of vocabulary. Furthermore,

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<sup>9</sup>*Ibid*, p.25

vocabulary is a group of words to make sentence structure in conveying idea or message to the listener.

c) Grammar

Every language has difference grammar. Grammar is a group of paradigm of structure generally covers the segment of phonology, morphology, and sentence. It also that grammar covers phonology, semantics, morphology, and syntax.

d) Content and Meaning

The comprehension consists of content and meaning. Content and meaning are important in speaking process. So, the speaker should plan or prepare material before expressing his/her ideas. Dealing with this statement, Tarigan states that the content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about. Speaking ability is reflected frequently of speaking what is used to speak about. In this case, completeness of idea, thought or sense either it is talked simple or not. The content of speaking must be systematic, logical and attractive. It be said that speaking process must be able to speak systematically, logically and attraction in order to the listener understand what the speaker is meant.<sup>10</sup>

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<sup>10</sup>Hendri Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008) p.62-64

The smallest unit which occurred from sounds, which distinguishing meaning is called grammar. The expression of sound in appropriateness is almost determined to comprehend the speaking. It mean that, in speaking must have sentence structure which is called grammar, while, the grammar includes phonology, morphology, syntax and semantics. The definition of some terms above will not state because it belongs to linguistic area. In addition, usage grammar will prevent to misunderstanding.

**e. The principles of speaking**

According to A.S Hornby said that “principles are moral rule or strong belief that influences your action”.<sup>11</sup> As a speaker, people must know the principles of speaking. There are six principles of speaking:

- 1) Perception; Stop trying to be a great speaker. People want to listen to someone who is interesting, relaxed and comfortable. In the daily conversation people have speak every day and have no problem being ourselves.
- 2) Perfection; when speaker make mistake, remember no one cares about it. Even the speaker will make a mistake at some point. Speaker just keeps in their mind that the mistake notices you.

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<sup>11</sup> A.S. Hornby, *Oxford Learner's Pocket Dictionary* (New York : Oxford University Press, 2008), p. 349

- 3) Visualization; Winner in all aspect of live have this is common. Speaker practice visualization to achieve their goals.
- 4) Discipline; Speaker's goal not to be a perfect speaker. There is no such thing. Speaker goals are to be an effective speaker. Like anything else in life, it takes to practice over and over again.
- 5) Description; Audiences respond well when speakers personalize their communication whatever that topic. Speaker must be taking every opportunity to put a face on the facts of speaker presentation.
- 6) Anticipation; Always make that speaking gets little mistakes and anticipated.<sup>12</sup>

From the explanation above, there are six principles of speaking they are; perception, perfection, visualization, discipline, description and anticipation. Speakers must be success if speakers followed the six principles.

## **2. Community Language Learning (CLL) Method**

### **a. Definition of CLL Method**

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<sup>12</sup>Amanet, "Six principles of effective public speaking" (<http://www.amanet.org/training/articles/six-principles-of-effective-public-speaking.aspx>) accessed at July 20, 2017 retrieved on 08.23 pm

According to Jack C Richards and Theodore S. that “CLL is the name method developed by Charles A. Curran and his associates”.<sup>13</sup> Curran was a specialist in counseling and a professor of psychological at Loyola University. Community Language Learning represents the use counseling-Learning theory to teach language. As the name indicates, CLL derives its primary insights, and indeed its organizing rationale.

Nagaraj cites that “CLL method encourages teachers to view their students as whole persons, including their intellect, relationships, feelings, desires, etc”.<sup>14</sup>In Community Language Learning the student determines what is to be learned, and makes the role of the teacher as the facilitator in learning activity. Community Language Learning Method can stimulate the students to express their mind in the class. It happens because Community Language Learning concerns with their sight sense and can be seen by them. Students are helped to raise their intrinsic motivation by which they are expected to learn English for their enjoyment and knowledge themselves.

The method advises teachers to consider their students as whole person. Whole person learning means that teachers consider not only their students’ feelings and intellect, but also have some understanding of the relationship among students’ physical reactions, their instinctive reactions and their desire to learn. The Community Language Learning Method takes

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<sup>13</sup>Jack Richard and Theodore, *Approaches and Method in Language TeachingI*, (USA:Cambridge university Press, 2001), p.90

<sup>14</sup>Nagaraj Geetha, *English Language Teaching Approaches, Methods and Techniques 2nd (Ed)*, ( Orient Black swan Private Limited, 2010), p. 55-67



its principle from the more general Counseling-Learning approach developed by Charles A. Curran.<sup>15</sup>

Furthermore, according to Charles Curran that “Community Language Learning (CLL) method is a method which concerns with counseling technique where the teacher has a role as a counselor who helps the students in every activity of learning process if they face some difficulties to speak in English”.<sup>16</sup>The intention is that it will integrate translation so that the students will disassociate language learning with risk taking. It is a method that is based on English for communication and 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.

This methodology is not same with the usual methods by which languages are taught. It is an approach that concerns with counseling techniques. It means that the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but as a language counselor.

Furthermore, according to La forge that “The Community Language Learning Method is neither student-centered nor teacher-centered, but rather

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<sup>15</sup>Charles A. Curran, *Counseling-Learning: A Whole-person Model for Education* (New York: grunne and Stratton,1972) , p.6.

<sup>16</sup>*Ibid*, p.32.

teacher-student-centered, with both being decision-makers in the class”.<sup>17</sup> Building a relationship with 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. Student can learn from their interaction with each other as well as with the teacher. Spirit cooperation, not competition, can prevail.

The two most basic principles which underline the kind of learning those can take place in the Community Language Learning method are summed up in the following phrases (1) “learning is persons”, which means that whole person learning of another language takes place best in a relationship of trust, support, and cooperation between teacher and students and among students. (2) “Learning is dynamic and creative” which means that learning is a living and developmental process.<sup>18</sup>

Learners are expected to listen attentively to the teacher, to freely provide meanings they wish to express, to repeat target utterances without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counselors to other learners. The teacher, meanwhile, has role to provide a safe environment in which “clients” can learn and grow, and operate the class activities, without conventional materials, depending on student topic

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<sup>17</sup>La Forge. P. G. “Community language learning: a pilot study. Language Learning”. (<http://books.google.co.id> accessed at July 20, 2017 retrieved on 10.00 pm)

<sup>18</sup>Dianne Larsen Freeman, *Technique and Principles in Language Teaching*, (second edition), (New York: Oxford University Press, 2000), p.106

to shape and motivate the class. Whereas, a textbook is not considered a necessary component; materials may be developed by the teacher as the course develops.

In relation to above explanation, the researcher concludes that Community Language Learning is a method which is very appropriate in teaching English for improving speaking ability. In working the method, the teacher will ask the students to arrange their seats into a circle because CLL itself is a method that concerns with a group work. In this method, students are asked to act certain characters in the certain situations within the materials which are not merely from textbook. The group will be the supportive community to encourage the students to be brave to speak and the teacher can hold a role as a counselor who guides and helps them express what they want to say by giving them the target language translation in chunks. Students in the group are also given evaluation and suggestion to each other which will build a conducive environment in the community.

#### **b. Procedures of Community Language Learning**

Larsen-Freeman recommends the procedures of teaching Community Language Learning Method as follows:

- 1) Tape Recording students Conversation; Students choose what they want to say, and their target language production is recorded for later listening/dissemination.
- 2) Transcription; Teacher produces a transcription of the tape-recorded conversation with translations in the mother language - this is then used for follow up activities or analysis.

- 3) Reflection on Experience; Teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/understanding.
- 4) Reflective Listening; Students listen to their own voices on the tape in a relaxed and reflective environment.
- 5) Self-correction; The teacher stating anything in the target language the student wants to practice, giving them the opportunity to self-correct.
- 6) Small Group Tasks; Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class.<sup>19</sup>

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

### **c. The principles of CLL Method**

The basic principle of the methodology is to establish interpersonal relationships between the teacher and learners to facilitate learning. Community Language Learning was designed to ease the anxiety of Foreign

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<sup>19</sup>*ibid*, p. 102

Language Learners in educational contexts and promote group dynamics. In CLL, the aim is to involve the learner's whole personality. The teacher understands the fears of the learner and vulnerabilities as they struggle to master another language. By being sensitive to the learner's fear, the teacher can turn the negative energy of those fears into positive energy and enthusiasm for learning. This methodology is not based on the usual methods by which languages are taught rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The language-counseling relationship begins with the client's linguistic confusion and conflict. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy.<sup>20</sup>

#### **d. Advantages of CLL Method**

In the beginning of the course, the learners are totally dependent on the teacher's translation, but over time they are able to engage in more CLL communication as they move towards independence. In addition, learners are

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<sup>20</sup>Larsen, D. & Freeman, "Techniques and principles in language teaching" ([www.academypublisher.com/tpls/vol01/no07/tpls0107.pdf](http://www.academypublisher.com/tpls/vol01/no07/tpls0107.pdf) accessed February, 3, 2016retrieved 11.00 am)

not limited in their topics of conversation, regardless of their language proficiency. Learners are free to talk about the affairs of daily life. This approach to language learning encourages the meaningful use of Application of Community Language Learning for Effective Teaching .P. Nagaraj language which the learner can store, synthesize and use in new situations. CLL allows learners to practice the structure or characteristic patterning of sentences and conversations.<sup>21</sup>

Moreover, it is believed that from the teacher's translation, learners will be able to induce a grammar far more complex than they are able to use on their own. One key reason this method seemed to work, was that it allowed the learners to continue using their L1, while promoting the L2. It is important to be aware of its existence, so that when the need arises, the strengths of CLL can be utilized.

#### **e. Disadvantages of CLL Method**

Disadvantages of CLL Method include two like Teacher has to be highly proficient in the target language and the language of the source and Translation is an intricate and difficult task. The success of this relies most on the counselor's translation.<sup>22</sup>

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<sup>21</sup>Nagaraj Geetha, *English Language Teaching Approaches, Methods and Techniques 2nd (Ed)*( Orient Black swan Private Limited 2010), p. 68

<sup>22</sup>*Ibid*, p. 69

### 3. Conventional Method

#### a. Definition of Conventional Method

Conventional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor and decision maker they regard students as having ‘knowledge holes’ that need to be filled with information.<sup>23</sup>

According to Hudson that “conventional method is a method that used by the teachers based on mutual agreement in a school.<sup>24</sup> In addition, it uses conventional way in teaching and learning process. In short the conventional teacher views that it is the teacher that causes learning to occur.

#### b. Classification of Conventional Method

As we know that there are many kinds of teaching method that can be applied by teacher. One of the teaching methods is conventional. Conventional method can be divided in some kinds. They are: lecturer method, guided discussion, demonstration and “cookbook” lab.<sup>25</sup> But the most traditional in teaching method especially in SMP Negeri I Barumun Tengah is:

##### 1) Lecturer method

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<sup>23</sup>Belias Dimitrios 2013 *Traditional Teaching Method*.(Outline).Vol 9. No. 28 (<http://olam.Ed.edu/epaa>), retrieved on 06 April, 2018 at 3.30 am

<sup>24</sup>Hudson,(<http://www.conventional-strategy/topic/54372-strategy>), retrieved on 19 April 2018 at 4.15 am

<sup>25</sup>Tracey Garret, *Students-Centered and Teacher-Centered Classroom Management: A case Study of Three Elementary Teachers*// retrieved on april,19,2018 at 04:00 am

Lecturer method is conventional method because this method had been use long since is as an oral communication tool between teacher and students in interaction educative. Moreover in educative and conventional teaching it is like in rural that have weakness in learning facilities and teacher.

According to Abu Ahmadi, there are some the strength and weakness of this method.

a) The Strength

- (1) In short time teacher is able to convoy the material as many as possible.
- (2) The organization of class is simpler, it is not important to group of students like other method.
- (3) Teacher is as lecturer goes through good, so it can make the spirit and creative.
- (4) Flexible.

b) The Weakness

- (1) Teacher is difficult to know the student's comprehension with the material had been given.
- (2) Sometimes teacher wants to convoy the material as many as possible until it is characteristic of pump.
- (3) Students are passive.
- (4) If teacher do not pay attention the students' aspect psychology, may be the lecturer will be boring.<sup>26</sup>

So, it can definition that the strangeness of this method is teacher has a Freeh and in organizing the time allocate and facilities of learning that done for finishing demand of syllabus whereas the weakness of this method is that students is looking passive when they follow the learning process. The interactions of learning reflect a one direction communication. Students are

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<sup>26</sup>Abu Ahmadi and Joko Tri Prasetya. *Strategy Belajar Mengajar* (Bandung: CV Pustaka Setia,2005).p.55-56



depend at the material what presented by teacher. So the teacher' ability in learning is just demand a material what taught in syllabus.

### c. The Procedure of Lecturer Method

There are some steps of lecturer method generally:

1. Preparation (create the learning condition to students)
2. Implementation (teacher convoys the material then give opportunity to students for connecting and comparing the material of lecture that had accepted through catechizing)
3. Evaluation (give a test to students for looking students' comprehension about material that had learned).<sup>27</sup>

There are some steps of lecturer method in SMP Negeri I Barumun Tengah:

- 1) Explain the subject matter
- 2) Identify the difficult word
- 3) Ordering the students translate in target language.
- 4) Ordering the students to memorize.

### d. The Principle of Conventional Teaching

There are some principles of teaching conventional that to be approach, it can be applied in teaching process.

- 1) There is not theory that formulated to discuss the learning activity in conventional education system.
- 2) Motivation is based of punishment, reward of prize and rivalry
- 3) Study with memorizing and save the information without inscription
- 4) The behavioural psychology has the clear significant

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<sup>27</sup>Syaiful Bahri Djamar. *Strategi Belajar Mengajar*, (Jakarta: PT. Asdi Mahasatya) , p.99

- 5) The cognitive psychology does not give the significant
- 6) In general, the learning process in traditional education system is not generated by the certain theory.<sup>28</sup>

From explanation above, the conventional method is conventional teaching method that often applied by the teacher. One of conventional teaching is lecturer method which a teaching style that is used for conveying information about some subject. The researcher define that conventional method is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

## **B. The Review of Related Finding**

There are some related findings in this research. Firstly, Munirotul Azizah entitled “The use of Community Language Learning (CLL) method to Improve Speaking Ability (An Experimental Study of the Second Grade Students of SMP N 2 Banyubiru in the Academic Year of 2013/2014)”. Based on the result, means that there is significant difference of the students speaking ability between those using CLL and those who do not use CLL. So, Community Language Learning (CLL) had positive effect toward students’ speaking ability for the eight year students of SMP N 2 Banyubiru.<sup>29</sup>

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<sup>28</sup>Adnan unm. *Pendidikan Tradisional*, (<https://www.sribd.com/doc/45067367/Pendidikan-Tradisional#scribd>), retrieved on 06 April 2017

<sup>29</sup>Munirotul Azizah, “The use of Community Language Learning (CLL) method to Improve Speaking Ability (An Experimental Study of the Second Grade Students of SMP N 2 Banyubiru in the Academic Year of 2013/2014), unpublished thesis faculty of Department of iain Salatiga, accessed on <http://perpus.iainsalatiga.ac.id/docfiles/fulltext/fadd9d581238b5a5.pdf>, retrieved February, 3, 2016 at 12.00 am

Then, Nurkemala Sari in her thesis entitled “The use of Community Language Learning Method to Improve speaking ability of the second year Students of SMP Muhammadiyah 2” The aim of this research was to find out if the community language learning method could improve students’ speaking ability of the second year students of SMP Muhammadiyah 2 Pekanbaru. The participants were 30 students. The data was collected by using observation sheets, speaking tests, and field notes.<sup>30</sup>

Then, Tri Yuliani Puspitasari entitled “The Effectiveness of Using Community Language Learning (CLL) to Improve Students’ Mastery Of Speaking Skill for Transactional Conversation (An Experimental Study of the Eighth Grade Students of MTs Miftahul Ulum Tambakromo in the Academic Year of 2010/2011), This final project is based on research which attempts to examine the effectiveness of using Community Language Learning (CLL) to Improve Students’ mastery of Speaking Skill for Transactional Conversation.<sup>31</sup>

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<sup>30</sup>Nurkemala Sari, The use of Community Language Learning Method to Improve speaking ability of the second year Students of SMP Muhammadiyah 2 Pekanbaru in 2014 academic year, (Pekanbaru : Riau University, 2014), Unpublished Thesis, Faculty of teacher training and Education of Riau University, accessed on <http://media.neliti.com/publications/184590-EN-the-use-of-community-language-m.pdf>, retrieved February 3, 2016 at 12.15 am.

<sup>31</sup>Tri Yuliana puspitasari, “The Effectiveness of Using Community Language Learning (CLL) to Improve Students’ Mastery Of Speaking Skill for Transactional Conversation (An Experimental Study of the Eighth Grade Students of MTs Miftahul Ulum Tambakromo in the Academic Year of 2010/2011)”,(unpublished thesis of English department faculty language and arts semarang state university), accessed <http://lib.unnes.ac.id/8008/1/10534.pdf> at september 2017

Lastly, Siti Aisah Ginting,dkk entitled “The Effect of Applying Community Language Learning Method on the Students’ Achievement in Speaking”, This study aims to find out the effect of applying community language learning method on the students’ achievement in speaking. The population of the study was the first students at MAN 2 Model Medan. In this study the sample was 50 students where 25 (experimental class) and 25 (Control Class).<sup>32</sup>

In concluded, from the description above, the researcher concluded that the method can improve the students’ ability in speaking. So, the researcher believed that the CLL method can improve the students’ ability in speaking.

### **C. The Conceptual Framework**

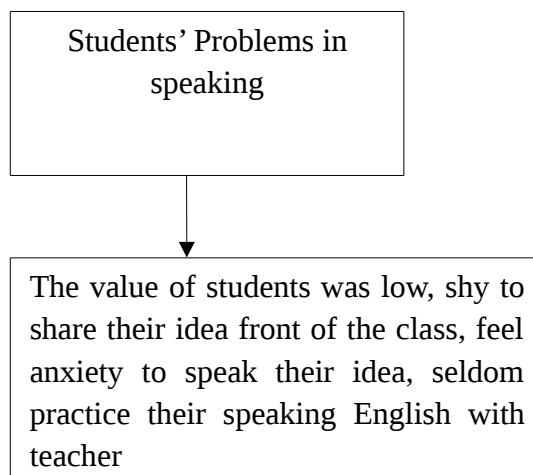
Based on the theoretical review and review of related finding, the researcher makes conceptual framework of this research. Speaking ability is mental process in which the speakers try to say something and understand how their talking about by produced words. With speaking ability can enrich students’ knowledge and take the knowledge from practices with other students. One of them to successful in speaking ability is how the teacher method to teach students. The suitable method

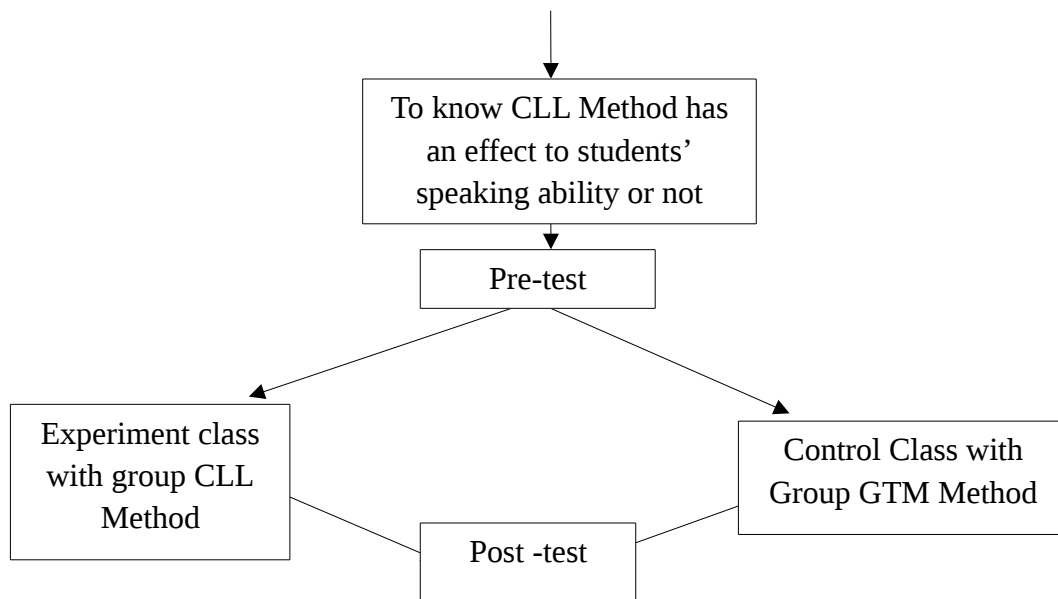
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<sup>32</sup>Siti Aisah Ginting,dkk “The Effect of Applying Community Language Learning Method on the Students’ Achievement in Speaking” (unpubelised journal of unimed) accessed <http://www.jurnal.unimed.ac.id/2012/index.php/jelt/article/view/1848> at september 2017

is very important to teach speaking. So, the teacher must have a suitable method in learning process to teach speaking.

CLL is methods in Speaking that can increase ability of someone when they are speak. This method has influence in speaking, especially in speaking ability. The Effect of CLL method to speaking ability can be seen as diagram bellow:





**Diagram 2.0: The Diagram for the process of CLL Method**

Finally, the researcher concludes to know the effect of CLL Method to students' speaking ability it can be seen from diagram above. The problem comes from students' speaking. It is because the value of students was low, shy to share their idea front of the class, feel anxiety to speak their idea, seldom practice their speaking English with teacher. So that, Students will be easier to practice English language in speaking using CLL Method.

#### **D. Hypothesis**

Hypothesis is a provisional result of the research. According to L.R. Gays said that “hypothesis is an alternative prediction result of the research finding.”<sup>33</sup> Research has specifies the correct processing, acquiring, and analyzing of the data, it needs to formulate hypothesis. The hypothesis of this research that there is a significant effect of Community

Language Learning (CLL) Method in speaking ability (  $\mu_1 > \mu_2$  ).

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<sup>33</sup>L.R. Gay and Pater Airasian, *Education Research* (USA: Merrill, 2000), p.170.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Methodology

##### 1. Place and Time of the Research

The research located at Padang Lawas. The subject of the research is VIII grade of students at SMPNegeri I Barumun Tengah 2017 academic years, this research had done for three month. It was from September to November 2017.

##### 2. Research design

The researcher uses quantitative research. Quantitative research may be further classified as either experimental or non-experimental research. The researcher uses experimental research. Paul states that “experimental research is to attempt to account for the influence of a factor or, as in this case of complex design, of multiple factors conditioning a given situation”.<sup>1</sup>

Furthermore, L.R. Gay says, “Experimental research is the only type of research that can test hypotheses to established cause and effect”.<sup>2</sup> It means, the researcher manipulates at least one independent variable, control other relevant variables, and observes the effect on one or more dependent variables in experimental research. Then, according Creswell,

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<sup>1</sup>Paul, D. I, *Practical Research Planning and design*, (New York: Mc. Milan Publishing company,1990), p. 211

<sup>2</sup>L.R. Gay and Pater Airasian, *Education Research* (USA: Merrill, 2000), p.170.



“Experimental research includes true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use none randomized”.<sup>3</sup>

From the explanation above, the experiment is a kind of research to know about causal effect relationship between one and more of variable. This research has two classes; they are experimental class and control class. Experimental class uses CLL method and control class uses conventional method. It can be seen from the table.

**Table 3.0**  
Table of Research Design

Class	Pre test	Treatment	Post test
Ec	Y1	Teaching speaking by using CLL method	Y2
Cc	Y1	Teaching speaking by using Conventional method	Y2

Notes:

Ec = experimental class

Cc= Control Class

Y1 = Pre-test

Y2 = Post-test

From the table above, the researcher uses CLL method as a treatment. Furthermore, in the control class the researcher uses Conventional method without treatment.

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<sup>3</sup>John W. Creswell, *Research Design*, (USA: Sage Publication, 2002). p.14

## B. Population and Sample

### A. Population

According to Gay that “Population is the group of interest the researcher, the group to which she or he would like the result of study to be generalization”.<sup>4</sup> So, Population is consist object or collecting elements will be research. Population of this research is grade VIII students at SMP Negeri I Barumun Tengah academic year 2017/2018, as follows:

**Table 3.1**  
The Population for Grade VIII student’s SMP Negeri I Barumun Tengah

<b>N O</b>	<b>CLASS</b>	<b>TOTAL</b>
1	VIII-1	21
2	VIII-2	23
3	VIII-3	20
4	VIII-4	24
5	VIII-5	20
	<b>TOTAL</b>	<b>110</b>

### B. Sample

Sample was preventative whole of population. Sample is process selecting number of individuals for a study or research from large group or population was selected. According to Gay and Airasian stated “Sample

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<sup>4</sup> L.R Gay and peter Airasian, *Educational Research for Analysis and Application*, (America : Prentice hall,1992), p.71

comprises the individuals, items, or events selected from a larger group referred to as a population”.<sup>5</sup> Then, sample is partial taken from the whole subject and representative of the population. So, sample is part of population that is chosen as respondent of the research. Quantitative research divides into two classes as a sample. Then, the researcher selects the sample by using cluster sampling.

Cluster sampling is ideal when it is impossible to compile a list of the elements composing the population. A single stage sampling procedure is one in which the researcher has access to names in the population and can sample the people. In a multiple stage, clustering procedure the researcher first sample groups or cluster. Obtains names of individuals within groups or cluster and then samples within the cluster.<sup>6</sup>

It means that cluster sampling is the elements of population in which the researcher has access chooses the sample. The researcher predicts that two sample in population have same levels. Then, the researcher took the sample of two classes by clustering sampling. The sample of the research was the students from grade VIII-5 as the Experimental Class and VIII-4 as Control Class.

#### 1. Normality Test

The function of normality test is to know the data of research is normal or not. The researcher using normality test by using *chi-Quadrate* formula as follow:

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<sup>5</sup> Ibid, p. 157

<sup>6</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and mixed Methods Approaches-Second Edition* (USA : Sage Publication Inc, 2003), p.156

$$\chi^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$\chi^2$  = chi square

$f_h$  = frequency is gotten from the sample as image from the frequency is hoped from the population

$f_o$  = frequency is gotten from the sample / result of observation <sup>7</sup>

To calculate the result of chi-square, it is used significance level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk = k-3$ ). If result  $\chi^2$  count  $< \chi^2_{table}$ , so, it can be concluded that data is distributed normal.

## 2. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of class is same, it can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeneity or not. It use Harley test, as follow:

$F = \frac{\text{the biggest variant}}{\text{The smallest variant}}$

Hypotheses is accepted if  $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if  $F_{(count)} \geq F_{(table)}$

It determined with significant level 5% (0,05) and dk numerator was  $(n_1-1)$ , while dk determinant is  $(n_2-1)$

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<sup>7</sup>Anas Sudijono, *pengantar statistic Pendidikan*, ( Jakarta : PT. Raja Grafindo Persada, 2005 ), p.298

### C. Instrument for Collecting Data

#### 1. Test

In scientific research, instrument for collecting data is absolutely important. The accuracy of the result of research mostly depends on how accurate the use instrument is. Before research is carried out, the instrument for the data collection should be prepared well. Instrument is a tool uses to collect the data. The researcher used test type Conversation as instrument for collecting data

To know students' speaking ability, there are some criterions that must be considered. Arthur Hughes formulates that there are five elements should be measured in speaking test, namely accent, grammar, vocabulary, fluency and performance.<sup>8</sup>There are the indicators of speaking as stated in the table below:

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<sup>8</sup> Arthur Hughes, *Testing For Language Teacher*, ( USA : Cambridge University Press, 1990), p.112.

**Table 3.2**  
The indicators of speaking

1	<b>The indicator of speaking ability</b>	Poin t
	<p><b>Accent :</b></p> <p>a) Pronunciation frequently unintelligible.</p> <p>b) Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition</p> <p>c) “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary.</p> <p>d) Marked “Foreign accent” and occasional mispronunciations which do not interfere with understanding</p> <p>e) No conspicuous, mispronunciations, but would not be taken for a native speaker.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

2	<p><b>Grammar :</b></p> <p>a) Grammar almost entirely inaccurate except in stock phrase.</p> <p>b) Constant errors showing control of view major patterns and frequently preventing communication.</p> <p>c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.</p> <p>d) Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding.</p> <p>e) Few errors, with no patterns of failure.</p> <p><b>Vocabulary :</b></p> <p>a) Vocabulary inadequate for even the simple conversation.</p> <p>b) Vocabulary limited to basic personal and survival areas (time,</p>	1 2 3 4
3	<p>food, transportation, family, etc.).</p> <p>c) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.</p> <p>d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.</p> <p>e) Professional vocabulary broad and precise; general vocabulary.</p> <p><b>Fluency</b></p> <p>a) Speech is so halting and fragmentary that conversation is virtually impossible.</p> <p>b) Speech is very slow and uneven except for short or routine sentences</p> <p>c) Speech is frequently hesitant and jerky; sentences may be left</p>	5 1 2 3 4 5

4	<p>uncompleted.</p> <p>d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</p> <p>e) Speech is effortless and smooth, but perceptively non-native and speed and evenness.</p> <p><b>Comprehension :</b></p> <p>a) Understands too little for the simplest types of conversation.</p> <p>b) Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.</p> <p>c) Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.</p>	1 2 3 4 5
5	<p>d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.</p> <p>e) Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.</p>	1 2 3 4



		5
	<b>Total X 4</b>	100

In this research, researcher concluding the students' score below:

**Table 3.3**  
**Score of the result test**

<b>Range real score</b>	<b>Frequency</b>
<b>81-100</b>	<b>Excellent</b>
<b>70-80</b>	<b>Very Good</b>
<b>60-69</b>	<b>Good</b>
<b>21-59</b>	<b>Poor</b>

#### **D. Validity of Instrument**

In this research, the researcher uses construct validity to establish the validity of the instrument. The researcher took construct validity as the instrument because construct validity refers to the extent to which instrument represents.

## **E. Procedure for Collecting Data**

In completing the data, the researcher continued to the next step. The next step was collecting data. The function of collecting data is to determine the result of the research. In collecting, the researcher used some steps. They were pretest, treatment and post-test.

### **a. Pre-Test**

The pre-test was conduct to find out the homogeneity of the sample. The function of the pretest was to find the mean scores of the experimental class and control class before the researcher gave treatment. In this case, the researcher hoped the whole students' speaking ability same, or if there is between those groups, the differences was hopefully no significant.

### **b. Treatment**

In the language of experiments, a treatment was something done to a person that

might have an effect. In order to find out the effectiveness of using CLL Method, the sample had been treated by the writer in different ways. CLL Method was used for experimental group and conventional method for control group. The process of giving treatment to both groups had been conducted in three meetings. Therefore, there were eight meetings for each group include pre-test and post-test.

### **c. Post Test**

After the treatment had been done, both experimental and control group were given the post-test. The result of both groups was analyzed to find out if the effect of using CLL Method on speaking ability whether it was significant or not.

#### F. Technique of data analysis

The technique of data collection in this research was test technique. Conversation is the test technique which used to look the students' speaking ability on the class VIII (experimental class and control class) at SMP Barumun Tengah. Two of classes were tested with using technique of data analysis as follow:

##### 1. Requirement test

###### a. Normality test

The function of normality test is to know the data of research is normal or not. The researcher using normality test by using *chi-Quadrate* formula as follow:

$$x^2 = \sum \left( \frac{fo - fh}{fh} \right)$$

Where:

$x^2$  = chi quadrate

$F_h$  = frequency is gotten from the sample as image from the frequency is hoped from the population

$F_0$  = frequency is gotten from the sample / result of observation.<sup>9</sup>

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<sup>9</sup>Anas Sudijono, *pengantar statistic Pendidikan*, (Jakarta : PT. Raja Grafindo Persada, 2005), p.298

To calculate the result of chi-square, it is used significance level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk = k-3$ ). If result  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ , so, it can be concluded that data is distributed normal.

#### b. Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of class is same, it is can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeneity or not. It use Harley test, as follow:

$F = \frac{\text{the biggest variant}}{\text{The smallest variant}}$

The smallest variant

Hypotheses is accepted if  $F_{(\text{count})} \leq F_{(\text{table})}$

Hypotheses is rejected if  $F_{(\text{count})} \geq F_{(\text{table})}$

It determined with significant level 5% (0,05) and dk numerator was  $(n_1-1)$ , while dk denominator is  $(n_2-1)$

#### 2. Hypothesis Test

To know the differences between the two classes (control class and experimental class), the researcher used t-test as formula bellow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The proceeds of pretest and posttest would be analyzed to prove the hypothesis by t-test formula as follow:

- t : The value which the statistical significant
- $\bar{X}_1$  : The average score of the experimental class
- $\bar{X}_2$  : The average score of the control class
- $S_1^2$  : Deviation of the experimental class
- $S_2^2$  : Deviation of the control class
- $n_1$  : Number of experimental class
- $n_2$  : Number of control class.<sup>10</sup>

Then, the result is consulted with t-table. If the calculation is more than / same with t- table, it means that there is a significant difference between the

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<sup>10</sup>Sugiyono, *Statistika Untuk Penelitian*, (Bandung: ALFABETA, 2006), p.138.

two groups. If the calculation is less than t-table, it means that there is no significant difference between them.

## CHAPTER IV

### THE RESEARCH RESULT

As mentioned in earlier chapter, in order to evaluate the effect of CLL method to students' speaking ability, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducted the treatment and post-test was done after conducted the treatment. The researcher applying quantitative analysis by used the formulation of T-test. It is done to know the effect of CLL Method to students' speaking ability. Next, the researcher described the result based on data that has been researcher as follow:

#### **A. Description of Data**

The pre-test scores obtained before teaching in experimental class and control class as follows:

#### **1. Description of Data Before Using Community Language Learning (CLL) Method**

##### **a) The Score pre-test for Control class**

In pre-test for control class, the researcher calculated the result that had been gotten by students in answering the question (test). The researcher could give the students' score about their speaking based on their performance. The score of pre-test for control class can be seen in the following table:

**Table 4.0****The Score of pre-test for Control Class**

<b>NO</b>	<b>Students' initial name</b>	<b>Xi</b>
<b>1</b>	<b>Ash</b>	<b>72</b>
<b>2</b>	<b>Alh</b>	<b>70</b>
<b>3</b>	<b>Amh</b>	<b>60</b>
<b>4</b>	<b>An</b>	<b>68</b>
<b>5</b>	<b>Ddp</b>	<b>64</b>
<b>6</b>	<b>Fr</b>	<b>74</b>
<b>7</b>	<b>Gs</b>	<b>64</b>
<b>8</b>	<b>Gr</b>	<b>56</b>
<b>9</b>	<b>Htb</b>	<b>66</b>
<b>10</b>	<b>Hh</b>	<b>72</b>
<b>11</b>	<b>Ih</b>	<b>58</b>
<b>12</b>	<b>Ip</b>	<b>68</b>
<b>13</b>	<b>Jab</b>	<b>76</b>
<b>14</b>	<b>Lh</b>	<b>62</b>
<b>15</b>	<b>Mrh</b>	<b>66</b>
<b>16</b>	<b>Nil</b>	<b>74</b>
<b>17</b>	<b>Nh</b>	<b>64</b>
<b>18</b>	<b>Prn</b>	<b>62</b>
<b>19</b>	<b>Shh</b>	<b>60</b>
<b>20</b>	<b>Zh</b>	<b>58</b>
<b>Total</b>		<b>1314</b>
<b>The lowest</b>		<b>56</b>
<b>The higher</b>		<b>76</b>
<b>Mean</b>		<b>66,3</b>
<b>Median</b>		<b>65,1</b>
<b>Modus</b>		<b>65,78</b>
<b>Standard deviation</b>		<b>7</b>

Based on the table above, the total of pre-test for Control class was 1314, mean was 66,3 standard deviation was 7, Median was 65,1, modus was

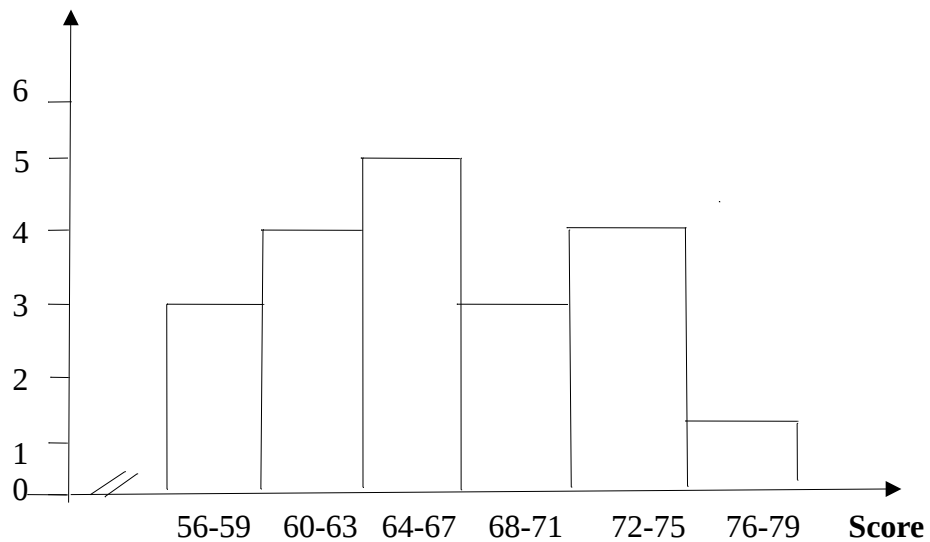


65,78. The researcher got the highest score was 76 and lowest score was 56.

Next, the calculation of how to get it could be seen in appendix 7.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

### Frequency



**Figure 4.0: Description of Control Class (Pre-Test)**

From the histogram above, the students' score in class interval between 56-59 was 3 students, class interval between 60-63 was 4 students, class interval between 64-67 was 5 students, class interval between 68-71 was 3 students, class interval between 72-75 was 4 students, and the last class interval between 76 – 79 was 1 students.

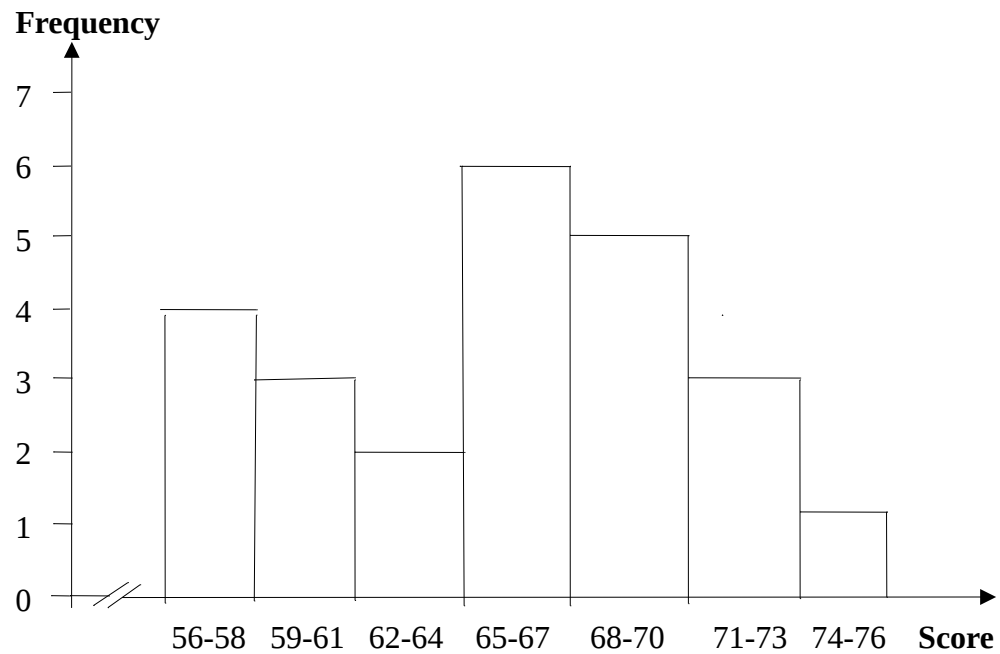
### **b. The Score of pre-test for experimental class**

In pre-test for experimental class, the researcher calculated the result that had been gotten by students in answering the question (test). The researcher could give the students' score about their speaking based on their performance. The score of pre-test for control class can be seen in the following table:

**Table 4.1**  
**The Pre-test Score for experimental Class**

Total	
Highest score	74
Lowest score	58
Mean	66,75
Median	66
Modus	65,37
Range	24
Interval	3
Standard deviation	5,289

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 4.1: Description of Experimental Class (Pre-Test)**

From the histogram above, the students' score 56-58 was 4 students, the students' score 59-61 was 3 students, the students' score 62-64 was 2 students, the students' score 65-67 was 6 students, the students' score 68-70 was 5 students, students' score 71-73 was 3 students, the last students score 74-76 was 1 student's.

## **2. Description of Data After Using CLL Method**

### **a. The score of Post-test Score control Class**

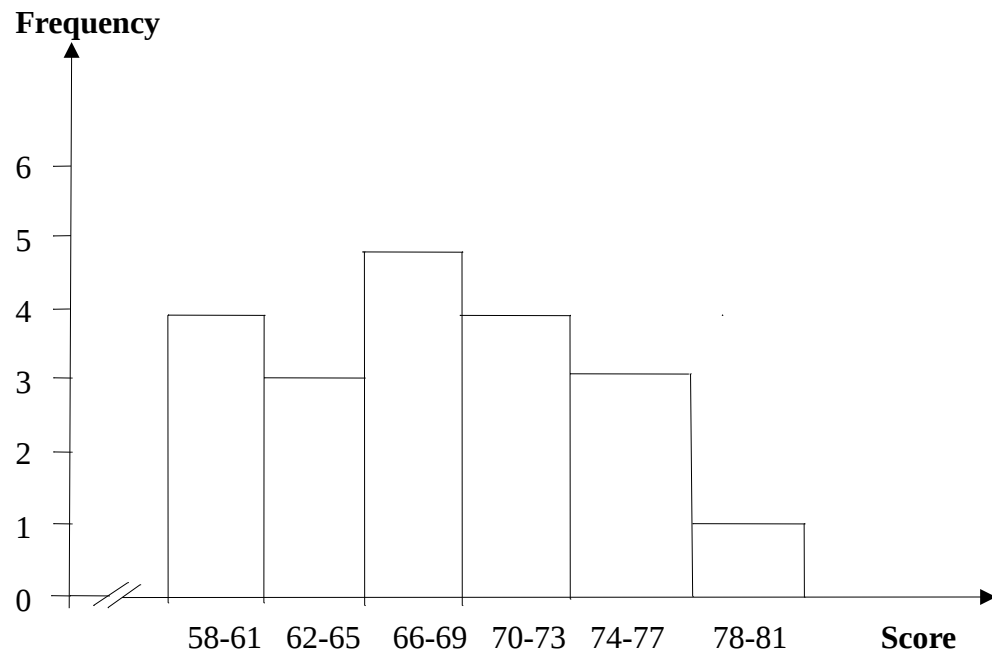
In post-test for control class, the researcher calculated that had been gotten by the students in answering the question (test). Researcher could give the score to students about their speaking ability

based on their performance. The score of post-test for experimental class can be seen in the following table:

**Table 4.2**  
**The Post-test Score for Control Class**

Total	
Highest score	78
Lowest score	58
Mean	67,1
Median	67,1
Modus	67,2
Range	20
Interval	4
Standard deviation	5,92

Based on the table above, the total score of control class, mean was 67,1, median was 67,1, modus was 67,2, range was 20, interval was 4, and standard deviation was 5,92. The researcher got the highest score was 78 and lowest score was 58. Next, the calculation of how to get it could be seen in the appendix 8. In order to get description of the data clearly and completely, the researcher presents them in histogram on the following:



**Figure 4.2: Description of Control Class (Post-Test)**

From the histogram above, the students' score 58-61 was 4Students', the students' score 62-65 was 3, the students' score 66-69 was 5, the students' score 70-73 was 4, the students' score 74-77 was 3, and the last the students' score 78-81 was 1.

**b. The score of Post-test Score experimental Class**

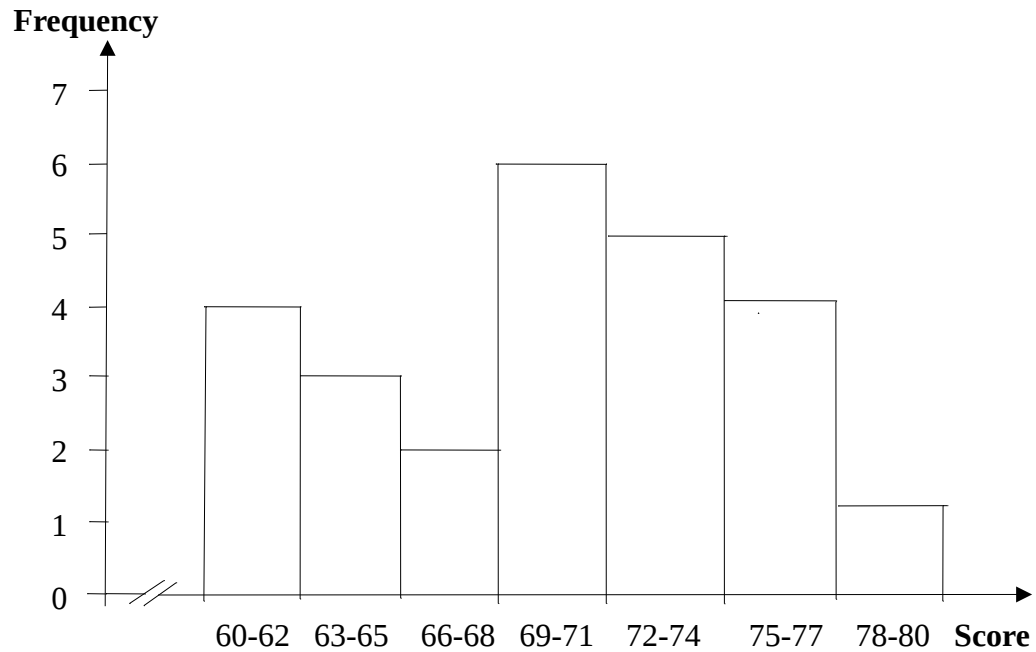
In post-test for experimental class, the researcher calculated the result that had been gotten by students in answering the question (test). The researcher could give the students score about their speaking by their performance. The score of post-test for control class can be seen in the following table:

**Table 4.3**  
**The Post-test Score for experimental Class**

Total	2039
Highest score	78
Lowest score	60
Mean	70,51
Median	70,21
Modus	69,82
Range	24
Interval	3
Standard deviation	4,554

Based on the table above, the total score of control class for post-test was 2039, mean was 67,1, standard deviation was 1,36, median was 67,1, modus was 67,21, range was 24, interval was 3. The researcher got the highest score was 78 and the lowest score was 60. Next, calculation of how to get in could be seen in the appendix 9.

In order get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 4.3: Description of Experimental Class (Post-Test)**

From the histogram above, the students score 60-62 was 4, the students' score 62-65 was 3, the students' score 66-68 was 2, the students' score 69-71 was 6, the students' score 75-77 was 3, and last the students score 78-80 was 1.

## B. Technique Data Analysis

### 1. Requirement Test

#### a. Normality and Homogeneity Pre-test

##### 1) Normality for Experimental Class and Control Class in Pre-test

**Table 4.4**  
**Normality and Homogeneity Test**

Class	Normality Test		Homogeneity Test	
	$X_{count}$	$X_{table}$	$f_{count}$	$f_{table}$
Experimental Class	2,54	12,592	1.056 < 2,10	
Control Class	1,19	11,070		

Based on the above table researcher calculation, the score of experimental class  $L_o = 2,54 < L_t = 11.070$  with  $n = 24$  and control class  $L_o = 1,19 < L_t = 12,592$  with  $n = 20$ , and real level  $\alpha 0.05$ . Cause  $L_o < L_t$  in the both class. So,  $H_a$  was accepted. It means that experiment class and control class were distributed normal.

## 2) Homogeneity for Experimental and Control Class in Post-Test

The coefficient of  $F_{count} = 1.056$  was compared with  $F_{table}$ . where  $F_{table}$  was determined at real  $\alpha = 0.05$ , and the different numerator  $dk = N - 1 = 24-1 = 23$  and denominator  $dk N - 1 = 20 - 1 = 19$ . So, by using the list of critical value of F distribution is got  $F_{0.05} = 1.78$ . It showed that  $F_{count} 1.056 < F_{table} 2.10$ . So, the researcher concluded that the variant from the data of the students' speaking ability at SMP Negeri I Barumon Tengah Kabupaten Padang Lawas by experimental and control class was homogenous. The calculation can be seen on the appendix 10.

## 2. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on the result, there researcher used parametric test by using T-test to



analyze the hypothesis. Hypothesis alternative ( $H_a$ ) of the research was “There was the effect of CLL method to students’ speaking ability”. The calculation can be seen on the appendix 11 and 12.

**Table 4.5**  
**Result of T-test from the Both Average**

Pre-Test		Post-Test	
$T_{count}$	$T_{table}$	$t_{count}$	$t_{table}$
0,83	1,68	1,39	1,68

$H_a : \mu_1 > \mu_2$

Where  $:H_a : \mu_1 > \mu_2$  “There was a significant effect of CLL method to students’ speaking ability.”

Based on researcher calculation, researcher found that  $t_{count}$  1,39 while  $t_{table}$  1,68 with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 20 + 28 - 2 = 42$ , Cause  $t_{count} > t_{table}$  ( $1,39 > 1,68$ ), it means that hypothesis  $H_a$  was accepted. So, there was the significant effect of CLL method toward students’ speaking ability. In this case, the mean score for experimental class by using CLL method was 70,51 and mean score for control class was 67,1 by using conventional method. The calculation can be seen on the appendix 11 and 12.

### C. DISCUSSION

Based on the principles of CLL Method in chapter II, CLL Method is the method which concerns with counseling technique where the teacher has a role as a counselor who helps the students in every activity of learning process if they face some difficulties to speak in English. It is a method that is based on English for communication and 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.

The researcher discussed the result of this research and compared with the related findings. Firstly, Munirotul Azizah<sup>1</sup>. she has got 45 for experimental group. Then, Siti Aisah Ginting showed that she has got 57,7 for experimental group. Next, Tri Yuliana Puspitasari showed that she got 66,11 for experimental group. The last is Nurkemala Sari showed that she has got 45,5 for experimental group. It means that the result of Munirotul Azizah (45) got lower than Nurkemala Sari (45,5), Siti Aisah Ginting (57,7), and Tri Yuliana Puspitasari (66,11) with  $(45 < 45,5 < 57,7 \text{ and } 66,11)$ .

While, here the researcher got the mean score of pre-test for experimental group was 66,75, it's the higher than the other researcher. From above description, it can be seen that the highest mean score of pre-test was gotten by Researcher where the mean score of pre-test was 66,75 and the lowest mean score of pre-test was 45 by Munirotul Azizah.

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<sup>1</sup> Munirotul Azizah, "The use of Community Language Learning (CLL) method to Improve Speaking Ability (An Experimental Study of the Second Grade Students of SMP N 2 Banyubiru in the Academic Year of 2013/2014), unpublished thesis faculty of Department of Stain Salatiga, accessed on <http://perpus.iainsalatiga.ac.id/docfiles/fulltext/fadd9d581238b5a5.pdf>, retrieved February, 3, 2016 at 12.00 am)

Secondly, for the post-test result, Munirotul Azizah showed that experimental class score was 71. Nurkemala sari showed that experimental class score was 76,1. Siti Aisah Ginting showed that experimental class score was 65,8. Lastly, Tri Yuliana showed that experimental class score was 71,05. It means Siti Aisah Ginting (65,8) it was the lowest result than Munirotul Azizah (71), Tri Yulani (71,05) and Nurkemala Sari (76,1) with  $(65,8 < 71 < 71,05 < 76,1)$ . While the researcher got the mean score for experimental class after using CLL Method was 70,51.

From the description, it can be seen that the highest mean score of post-test for experimental group was gotten by Nurkemala Sari where the mean score of post-test was 76,1 and the lowest mean score of post-test was gotten by Siti Aisah Ginting with the mean score was (65,8). So, among the mean score of post-test was highest result pre-test.

Thirdly, to know that weather there is the significant effect of speaking ability using CLL method, researcher used t-test. Based related findings Munirotul Azizah found that  $t_0$  was higher than  $t_t$  ( $3,39 > 2.000$ ). nurkemla sari found  $t_0$  was higher than  $t_t$  ( $4,23 > 2,00$ ). Siti aisah Ginting found  $t_0$  was higher than  $t_t$  ( $3 > 2.000$ ) and Tri Yuliani found  $t_0$  was higher than  $t_t$   $8,8 > 2.000$ ). From the description, t-test result from tri yuliani (8,8) was the highest than the others.

Beside, the using of CLL Method gave the significant effect to students' speaking ability. It can be seen from the result of pre-test (66,75), the result of post-test (70,51), than the score of t-test was found that  $t_0$  was higher

than  $t_t(1,34 > 1,68)$ . Finally, the researcher concluded that there was significant effect of direct method to students' speaking ability at grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas.

#### **D. Threat of the Research**

In this research, the researcher got threats to do the research as follows:

1. The processing the data, may be had simple one. So, that is why the result was not good as the experts done and far from being the perfect because of the limit of the writer.
2. The students' needed more time to do pre-test and post-test and they were shy to do instruction from the researcher. The researcher was lack of experiences in processing data.
3. The limited of the instrument of the research.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The score of students' speaking ability before using Community Language Learning (CLL) Method at VIII grade of SMP Negeri I Barumun Tengah was low. Before using CLL Method where the mean score of experimental class was 66,75.
2. The mean score of experimental class was higher after using Community Language Learning (CLL) Method. The mean score of post-test for experimental class was 70,51.
3. The result of the research showed that the students' in the experimental class was higher than control class. Based on the result of the research and calculations of data, the researcher got using CLL Method had effect to students' speaking ability at Grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas. Hypothesis was accepted. It could be seen from the mean score of experimental and control class ( $70,51 > 67,1$ ) and calculation of  $T_{table} > T_{count} (1,34 > 1,68)$ . So, using CLL Method had significant effect to students' speaking ability at grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas.

## **B. Suggestion**

Based on above conclusion, the researcher has some suggestion as follows:

1. Based on the conclusion, CLL Method has an effect to students speaking ability at Grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas, the researcher suggest teacher to apply this method in teaching speaking ability by looking at the students problem in speaking ability, give solution to students' problem and looking at the teacher's ways in teaching.
2. For the students' it is hoped that by CLL Method the students' more interested in English learning process, because CLL Method can make students' enjoy in learning process and feel fun. And also make student' confident by them self to express their ideas.
3. For the researcher, CLL Method as references to further or order experimental research more paying attention in the efficiency of time.

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## APPENDIX 1

### LESSON PLAN FOR CONTROL CLASS

Satuan Pendidikan	: SMP Negeri I Barumun Tengah Kabupaten Padang Lawas
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: <i>asking help, giving help, rejecting help</i> and <i>deny a fact</i> .
Skill	: Speaking
Alokasi Waktu	: 3 x 40 menit (3 x pertemuan)

#### A. Kompetensi Inti

1. Mengungkapkan makna dalam Percakapan dan dialog sederhana tentang *asking help, giving help, rejecting help* and *deny a fact* untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

1. Mengungkapkan makna dalam dialog sederhana tentang *asking help, giving help, rejecting help* and *deny a fact* dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

#### C. Indikator Pembelajaran

1. Siswa dapat melakukan percakapan *asking help, giving help, rejecting help* and *deny a fact*
2. Melakukan dialog untuk menyampaikan *asking help, giving help, rejecting help* and *deny a fact*

#### D. Tujuan Pembelajaran

1. Siswa dapat mengembangkan kemampuan berbahasa.
2. Siswa dapat meningkatkan kemampuan dalam berkomunikasi dengan situasi dan konteks sosial.

Karakteristik siswa yang diharapkan :

1. Dapat dipercaya
2. Memiliki rasa hormat dan perhatian
3. Tekun
4. Bertanggung jawab.

#### E. Materi pembelajaran :

- Can you help me?
- Please help me.
- Let me give you a hand
- No, it's not necessary

- Yes, I admit it
- Im not lying, dad...
- could you....?
- Can you please...?

## **F. Pendekatan Pembelajaran : Conventional Method**

### **G. Langkah-langkah Kegiatan**

#### a. Tahap persiapan

1. Merumuskan tujuan yang harus dicapai oleh siswa setelah proses numbered heads together berakhir

#### b. Tahap pelaksanaan

##### a) Langkah pembukaan

1. Mengucapkan salam dengan ramah kepada siswa
2. guru menjelaskan materi yang akan diajarkan
3. Mengemukakan tujuan yang harus dicapai oleh siswa
4. Mengemukakan tugas-tugas yang harus dilakukan oleh siswa, misalnya siswa mencatat hal-hal yang penting dari setiap pembelajaran

##### b) Kegiatan inti

1. Menyampaikan dan menjelaskan materi
2. Peserta didik mendengarkan penjelasan yang diberikan oleh guru.
3. Guru memberikan tugas kepada siswa.
4. Siswa mengerjakan tugas yang diberikan oleh guru dengan hati-hati.
5. Guru memanggil siswa satu persatu dan membacakan hasilnya di depan kelas.
6. Guru mengumpulkan tugas yang diberikan.
7. Siswa mengumpulkan tugas yang sudah dikerjakan.
8. Guru membagikan kembali tugas yang telah selesai di periksa
9. Siswa mengambil kembali tugas yang telah diperiksa.
10. Kesimpulan.

##### c) Langkah penutupan

1. Siswa diminta untuk membuat rangkuman tentang materi yang dipelajari.
2. Siswa diberikan tugas terkait dengan materi yang dipelajari
3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### **H. Sumber Belajar**

Sumber belajar : Buku Bahasa Inggris

### Rubrik Speaking atau Kriteria Penilaian Speaking

NO.	Indikator	Skor
1.	<p><b>Aksen :</b></p> <ol style="list-style-type: none"> <li>1. Pengucapan tidak dapat dipahami. <span style="float: right;">1</span></li> <li>2. Sulit dipahami karena sering melakukan kesalahan dalam pengucapan. <span style="float: right;">2</span></li> <li>3. Aksen atau pengucapannya membutuhkan konsentrasi penuh untuk mendengarkannya dalam pengucapan, tapi masih bisa dipahami "aksen asing" <span style="float: right;">3</span></li> <li>4. Sekali-kali melakukan kesalahan dalam pengucapan tetapi mudah dipahami meskipun dengan "aksen tertentu". <span style="float: right;">4</span></li> <li>5. Tidak ada kesalahan dalam pengucapan, meskipun tidak sama seperti aksennya. <span style="float: right;">5</span></li> </ol>	<p><b>1-5</b></p>
2.	<p><b>Tata bahasa:</b></p> <ol style="list-style-type: none"> <li>1. Hampir semua tata bahasa tidak benar <span style="float: right;">1</span></li> <li>2. Banyak melakukan kesalahan dengan beberapa tata bahasa dan sering menghambat makna. <span style="float: right;">2</span></li> <li>3. Sering melakukan kesalahan dengan beberapa tata bahasa yang tidak teratur dan menyebabkan ketidaksesuaian dan kesalahan pemahaman. <span style="float: right;">3</span></li> <li>4. Sekali-kali melakukan kesalahan yang menyebabkan kesalahan pemahaman. <span style="float: right;">4</span></li> <li>5. Hanya sedikit kesalahan pada tata bahasa <span style="float: right;">5</span></li> </ol>	<p><b>1-5</b></p>
3.	<p><b>Kosa kata:</b></p> <ol style="list-style-type: none"> <li>1. Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi <span style="float: right;">1</span></li> <li>2. Keterbatasan kosa kata dan menggunakan kosa kata yang salah sehingga sulit dipahami. <span style="float: right;">2</span></li> <li>3. Pemilihan kata-kata yang terkadang tidak tepat, disebabkan oleh keterbatasan kosa kata. <span style="float: right;">3</span></li> <li>4. Menggunakan kosakata yang memadai dan terkadang terlampau memakai kata-kata yang terlampau banyak dan tidak perlu. <span style="float: right;">4</span></li> <li>5. Menggunakan kosakata yang luas dan tepat, memiliki kosa kata umum yang cukup memadai untuk menguasai beberapa masalah yang rumit dan situasi sosial yang bervariasi. <span style="float: right;">5</span></li> </ol>	<p><b>1-5</b></p>
4.	<p><b>Kelancaran:</b></p> <ol style="list-style-type: none"> <li>1. Berbicara dengan terbata-bata dan terhenti sehingga percakapan tidak mungkin terjadi <span style="float: right;">1</span></li> <li>2. Berbicara dengan sangat lambat dan tidak sama kecuali untuk kalimat yang biasa dan pendek. <span style="float: right;">2</span></li> <li>3. Berbicara dengan sedikit ragu-ragu dan terbata-bata, sehingga beberapa kalimat tidak sempurna. <span style="float: right;">3</span></li> <li>4. Berbicara dengan sedikit ragu-ragu, dengan beberapa ketidaksamaannya memfrasakan atau mengelompokkan kata-kata. <span style="float: right;">4</span></li> <li>5. Berbicara tanpa mengalami kesulitan dan tenang, <span style="float: right;">5</span></li> </ol>	<p><b>1-5</b></p>

	meskitidakpersisdengapenuturasli.	
<b>5.</b>	<b>Pemahaman:</b> 1. Memahami terlalusedikit untuk jenis percakapan yang paling sederhana. 2. Hanya memahami topik pembicaraan yang sederhana 3. Memahami dengan penuh kehati-hatian, memahami percakapan yang sederhana tetapi masih banyak pengulangan kata-kata atau frasa. 4. Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu. 5. Memahami hampir semua dalam percakapan biasasehari-hari	<b>1-5</b> <b>1</b> <b>2</b> <b>3</b>  <b>4</b>  <b>5</b>
	<b>MAXIMAL SCORE: 25 x 4</b>	<b>100</b>

### I. Penilaian Hasil Belajar

1. Teknik Penilaian : unjuk kerja
2. Bentuk : Tes Lisan conversation
3. Instrumen soal: *Students' make a conversation and read front of the classroom.*
4. Instrument test : *made a conversation about your favorite*

Binanga, Barumun Tengah, November 2017

Mengetahui;

Validator

Peneliti

Maharani Harahap, S.Pd

Nurlatifah Nasution  
Nim. 13 340 0100

## APPENDIX 2

### LESSON PLAN EXPERIMENTAL CLASS

Satuan Pendidikan : SMP NEGERI I Barumn Tengah Kabupaten Padang Lawas  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/1  
Materi Pokok : *asking help, giving help, rejecting help and deny a fact.*  
Skill : Speaking  
Alokasi Waktu : 3 x 45 menit ( 3 x Pertemuan)

#### I. Kompetensi Inti

5. Mengungkapkan makna dalam Percakapan dan dialog sederhana tentang *asking help, giving help, rejecting help and deny a fact* untuk berinteraksi dengan lingkungan sekitar.

#### J. Kompetensi Dasar

2. Mengungkapkan makna dalam dialog sederhana tentang *asking help, giving help, rejecting help and deny a fact* dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

#### K. Indikator Pembelajaran

3. Siswa dapat melakukan percakapan *asking help, giving help, rejecting help and deny a fact*
4. Melakukan dialog untuk menyampaikan *asking help, giving help, rejecting help and deny a fact*

#### L. Tujuan Pembelajaran

3. Siswa dapat mengembangkan kemampuan berbahasa.
4. Siswa dapat meningkatkan kemampuan dalam berkomunikasi dengan situasi dan konteks social.

Karakteristik siswa yang diharapkan :

5. Dapat dipercaya
6. Memiliki rasa hormat dan perhatian
7. Tekun
8. Bertanggung jawab.

#### M. Materi pembelajaran :

Asking, giving, and rejecting help	Responses
- Can you help me? - Please help me. - Let me give you a hand - No, it's not necessary - Yes, I admit it - Im not lying, dad... - could you....? - Can you please...?	- of course - I'd glad to, I'd be happy to - No Problem - Sorry, but... - No problem... - etc.

- Do you mind me...? - Would you...? -may I help you..?	
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**N. Pendekatan Pembelajaran :** Community Language Learning ( CLL ) Method

**O. Langkah-langkah Kegiatan**

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p><b>1. Kegiatan Awal</b></p> <p>a. Guru membuka kelas dengan dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.</p> <p>b. Guru mengabsen siswa.</p> <p>c. Guru bertanya kepada siswa tentang materi yang berkaitan.</p> <p>d. Guru menjelaskan tujuan pembelajaran yang akan dicapai.</p> <p>e. Guru mengaktifkan pengetahuan siswa aktif dalam berbicara didalam kelas tanpa terfokus pada grammar dan structure</p>	<p>a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing.</p> <p>b. Siswa mendengarkan guru mengabsen.</p> <p>c. Siswa menjawab pertanyaan guru tentang materi yang berkaitan.</p> <p>d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</p> <p>e. Siswa mengikuti pembelajaran sesuai dengan petunjuk yang diberi si guru.</p>	15 Menit
<p><b>2. Kegiatan Inti</b></p> <p>a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari.</p> <p>b. Guru mengaplikasikan metode CLL kepada siswa. Dimana siswa diberi kesempatan untuk mengeksplorasi kemampuan berbahasa mereka dengan memperhatikan konteks sosial dan kelancaran berbicara. Adapun prosedur yang digunakan adalah:</p> <p>✓ <i>Tape Recording Student Conversation; Guru memerintahkan siswa untuk memilih topik yang ingin mereka</i></p>	<p>a. Siswa mendengarkan penjelasan guru</p> <p>b. siswa mendengarkan penjelasan guru</p> <p>✓ <i>Tape Recording Students conversation; Siswa memilih apa yang ingin mereka bicarakan dalam</i></p>	40 Menit

<p><i>bicarakan kemudian menyuruh untuk direkam.</i></p> <ul style="list-style-type: none"> <li>✓ <i>Transcription; Guru mrmbrikan transkripsi tentang rekaman mereka beserta terjemahannya.</i></li> <li>✓ <i>Reflection on Experience; Guru memberikan waktu kepada sswa untuk beristirahat selama 3menit dan menanyakan perasaan mereka terhadap bahasa inggris tersebut dan guru berusaha berempati dan memahami perasaan siswa tersebut</i></li> <li>✓ <i>Reflective Listening; guru memperdengarkan suara rekaman siswa dalam suasana yang santai.</i></li> <li>✓ <i>Self-correction; guru mengatakan apa saja kepada siswa kemudian memberikan kebebasan kepada siswa untuk mempraktekkan bahasa inggris mereka sendiri dan menyuruh teman yang lain untuk mengoreksi bahsa teman mereka sendiri.</i></li> <li>✓ <i>Small Group Tasks; Guru membentuk siswa dalam beberapa kelompok kecil dan menyuruh siswa untuk membuat kalimat dari transkrip yang dia berikan dan setelahnya menyuruh siswa untuk share kalimat tersebut kepada kelompok lain</i></li> </ul>	<p><i>bahasa target selanjutnya direkam.</i></p> <ul style="list-style-type: none"> <li>✓ <i>Transcription; siswa menerima transkripsi yang diberikan si guru serta terjemahannya dalam bahasa ibu.</i></li> <li>✓ <i>Reflection on experience; siswa diberikan waktu oleh si guru untuk beristirahat sekitar 3menit dan menanyakan sisw bagaimana perasaan mereka terhadap bahasa inggris tersebut.</i></li> <li>✓ <i>Siswa mendengarkan rekaman suara mereka dalam suasana yang santai.</i></li> <li>✓ <i>Siswa mendengarkan apa saja yang guru katakan kemudian mempraktekkan bahasa inggris mereka secara percaya diri dan mengoreksi bahasa inggris teman kelas mereka secara mandiri.</i></li> <li>✓ <i>Small group tasks; siswa bekerja dalam sebuah kelompok untuk menulis sebuah kalimat dari</i></li> </ul>	
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<p><i>memalui speaking.</i></p>	<p><i>transkrip yang diberikan si guru dan setelahna share kepada kelompok lain dalam suasana yang santai.</i></p>	
<p><b>3. Kegiatan Penutup</b></p> <p>a. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>b. Guru memberikan kesempatan kepada siswa untuk mengungkapkan hal-hal yang mereka rasakan selama pembelajaran berlangsung.</p> <p>c. Guru menanyakan kesulitan siswa ketika mereka berbicara didalam kelas.</p> <p>d. Guru menutup pelajaran dan memotivasi siswa agar tetap aktif dalam berbicara bahasa Inggris baik bersama teman, maupun guru.</p> <p>e. Siswa memberi salam kepada guru.</p>		<p>20 Menit</p>

**P. Sumber Belajar**

Media : Picture

Alat : Laptop

**Rubrik Speaking atau Kriteria Penilaian Speaking**

NO.	Indikator	Skor
<p><b>1.</b></p>	<p><b>Aksen :</b></p>	<p><b>1-5</b></p>
	<p>6. Pengucapan tidak dapat dipahami.</p>	<p><b>1</b></p>
	<p>7. Sulit dipahami karena sering melakukan kesalahan dalam pengucapan.</p>	<p><b>2</b></p>
	<p>8. Aksen atau pengucapannya membutuhkan konsentrasi penuh untuk mendengarkan dan kesalahan dalam pengucapan, tapi masih bisa dipahami “aksen asing”</p>	<p><b>3</b></p>
	<p>9. Sekali-kali melakukan kesalahan dalam pengucapan tetapi mudah dipahami meskipun dengan “aksen tertentu”.</p>	<p><b>4</b></p>
<p>10. Tidak ada kesalahan dalam pengucapan, meskipun tidak sama</p>	<p><b>5</b></p>	

	seperti aksen penutur asli.	
2.	<p><b>Tata bahasa:</b></p> <p>6. Hampir semua tata bahasa tidak benar</p> <p>7. banyak melakukan kesalahan dengan beberapa pola tata bahasa dan sering menghambat makna.</p> <p>8. Sering melakukan kesalahan beberapa pola tata bahasa yang tidak teratur dan menyebabkan ketidaksesuaian dan kesalahpahaman.</p> <p>9. Sekali-kali melakukan kesalahan yang menyebabkan kesalahpahaman.</p> <p>10. Hanya sedikit kesalahan pada tata bahasa</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
3.	<p><b>Kosa kata:</b></p> <p>6. Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi</p> <p>7. Keterbatasan kosa kata dan menggunakan kosa kata yang salah sehingga sulit dipahami.</p> <p>8. Pemilihan kata-kata yang terkadang tidak tepat, disebabkan oleh keterbatasan kosa kata.</p> <p>9. Menggunakan kosakata yang memadai dan terkadang terlampau memakai kata-kata yang terlampau banyak dan tidak perlu.</p> <p>10. Menggunakan kosakata yang luas dan tepat, memiliki kosa kata umum yang cukup memadai untuk menguasai beberapa masalah yang rumit dan situasi sosial yang bervariasi.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
4.	<p><b>Kelancaran:</b></p> <p>6. Berbicara dengan terbata-bata dan terhenti sehingga percakapan tidak mungkin terjadi</p> <p>7. Berbicara dengan sangat lambat dan tidak sama kecuali untuk kalimat yang biasa dan pendek.</p> <p>8. Berbicara dengan sedikit ragu-ragu dan terbata-bata, sehingga beberapa kalimat tidak sempurna.</p> <p>9. Berbicara dengan sedikit ragu-ragu, dengan beberapa ketidaksamaan karena memfrasakan atau mengelompokkan kata-kata.</p> <p>10. Berbicara tanpa mengalami kesulitan dan tenang, meski tidak persis dengan penutur asli.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
5.	<p><b>Pemahaman:</b></p> <p>6. Memahami terlalu sedikit untuk jenis percakapan yang paling sederhana.</p> <p>7. Hanya memahami topik pembicaraan yang sederhana</p> <p>8. Memahami dengan penuh kehati-hatian, memahami percakapan yang sederhana tetapi masih banyak pengulangan kata-kata atau frasa.</p> <p>9. Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu.</p> <p>10. Memahami hampir semua dalam percakapan biasa sehari-hari</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
	<b>MAXIMAL SCORE: 25 x 4</b>	<b>100</b>

## I. Penilaian Hasil Belajar

2. Teknik Penilaian : unjuk kerja
6. Bentuk : Tes Lisan conversation
7. Instrument soal : *Students' make a conversation and practice that conversation looking by her/his friend.*
8. Instrument test : *create a dialog about your favorite and practice looking by your friend.*

Barumun Tengah, November 2017

Mengetahui;

Validator

Peneliti

MAHARANI, S.Pd

NURLATIFAH NASUTION  
NIM. 13 340 0100

## Appendix 3

### *Instrument for pre-test*

Make a conversation using of Asking help, Giving help, rejecting help and Denying a fact with your partner and practice then in front of your friends in the classroom. Choose one interesting topic of the topics below!

1. A vacation of school
2. A family
3. A pet.

Validator

Researcher

Zainuddin, S.S.,M.Hum.  
NIP.19760610 200801 1 016

NurlatifahNasution  
NIM.133400100

## Appendix 4

### The instrument of Post-test

Make a conversation using of Asking help, Giving help, rejecting help and Deny a fact with your partner and practice then in front of your friends in the classroom. Choose one of the topics below!

1. Your favorite Teacher
2. Your Hobby
3. Your favorite fruit.

**Validator**

**Zainuddin,S.S.,M.Hum.**  
**NIP.19760610 200801 1 016**

**Researcher**

**Nurlatifah Nasution**  
**NIM.133400100**

## APPENDIX 5

### THE SCORE OF HOMOGENEITY TEST

This is the score of students' speaking ability in pre-test, they are :

#### 1. VIII-4( control class)

NO	Students' initial name	Xi	Xi <sup>2</sup>
1	Ash	72	5184
2	Alh	70	4900
3	Amh	60	3600
4	An	68	4624
5	Ddp	64	4096
6	Fr	74	5476
7	Gs	64	4096
8	Gr	56	3136
9	Htb	66	4356
10	Hh	72	5184
11	Ih	58	3364
12	Ip	68	4624
13	Jab	76	5776
14	Lh	62	3844

15	Mrh	66	4356
16	Nil	74	5476
17	Nh	64	4096
18	Prn	62	3844
19	Shh	60	3600
20	Zh	58	3364
	Total	1314	86996

$$n = 20$$

$$\sum xi = 1314$$

$$\sum xi^2 = 86996$$

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$S^2 = \frac{20(86996) - (1314)^2}{20(20-1)}$$

$$S^2 = \frac{1739920 - 1314^2}{20(19)}$$

$$S^2 = \frac{1738606}{380}$$

$$S^2 = 4575,28$$

## 2. VIII-5 (Experimental Class)

NO	Students' name	initial	Xi	Xi <sup>2</sup>
1	APS		68	4624
2	AT		56	3136
3	AH		60	3600
4	AWS		68	4624
5	AAS		62	3844
6	BSH		70	4900
7	AS		64	4096
8	BSH		70	4900
9	DSS		66	4356
10	FS		72	5184
11	HSH		74	5476
12	IH		64	4096
13	KES		60	3600
14	LMN		58	3364
15	MLS		66	4356
16	MSH		70	4900
17	NIL		72	5184
18	NIPH		58	3364

19	RS	60	3600
20	RIH	60	3600
21	SM	70	4900
22	SK	72	5184
23	TG	62	3844
24	YSD	66	4356
	TOTAL	1568	103088

$$n = 24$$

$$\sum xi = 1568$$

$$\sum xi^2 = 103088$$

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$S^2 = \frac{24(103088) - (1568)^2}{24(24-1)}$$

$$S^2 = \frac{2474112 - 1568^2}{24(23)}$$

$$S^2 = \frac{2472544}{552}$$

$$S^2 = 4479,25$$

The formula was used to test this hypothesis was :

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{4575,28}{4479,25}$$

$$F = 1,02$$

After doing the calculation, the researcher found that  $F_{count} = 1,02$  with  $\alpha = 5\%$  and  $dk = 24$  from the distribution list F, researcher found that  $F_{table} = \dots$ , cause  $F_{count} < F_{table} (1,02 < 2,10)$ . So, there is no difference the variant between the VIII-3 and VIII-4 class. It means that the variant is homogenous.

## Appendix 6

### THE SCORE OF PRE-TEST EXPERIMENTAL CLASS

1. The score of pre-test in experimental class from low to high score :

56	60	64	68	72
58	60	66	70	72
58	62	66	70	72
60	62	66	70	74
60	64	68	70	

2. The Low Score = 58
3. The High Score = 74
4. Range = The High Score – The Low Score  
= 74 – 56 = 18
5. The total of classes (BK) = 1 + 3,3 log n  
= 1 + 3,3 log 24  
= 1 + 3,3(1.380)  
= 1 + 4,554  
= 5,554 = 6
6. Interval (i)  
$$i = \frac{\text{Range}}{\text{BK}} = \frac{18}{6} = 3$$
7. Mean score

No.	Interval Class	F	X	X'	Fx'
1	56-58	4	57	3	12
2	59-61	3	60	2	6
3	62-64	2	63	1	2
4	65-67	6	66	0	0
5	68-70	5	69	-1	-5
6	71-73	3	72	-2	-6
7	74-76	1	75	-3	-3
<i>Total</i>	<i>i = 3</i>	20=N			6=Σfx'

$$\begin{aligned}
 M_x &= M' + i \cdot \frac{\sum fx'}{N} \\
 &= 66 + 3 \cdot \frac{6}{24} \\
 &= 66 + 3 \cdot 0,25 \\
 &= 66 + 0,75 \\
 M_x &= 66,75
 \end{aligned}$$

8. Median

No.	Interval Class	F	fka	Fkb
1	56-58	4	4	24
2	59-61	3	7	20
3	62-64	2	9	17
4	65-67	6	15	15
5	68-70	5	20	9
6	71-73	3	23	4
7	74-76	1	4	1
<i>Total</i>	<i>i = 3</i>	<i>20 = N</i>		

$$\begin{aligned}
 \text{Me} &= u - \frac{\left(\frac{1}{2}N - fka\right)}{fi} \times i \\
 &= 67,5 - \frac{\left(\frac{1}{2} \cdot 24 - 9\right)}{6} \times 3 \\
 &= 67,5 - \frac{(3)}{6} \times 3 \\
 &= 67,5 - 1,5 \\
 &= 66
 \end{aligned}$$

#### 9. Modus

$$\begin{aligned}
 \text{Mo} &= I + \left[ \frac{fa}{fa+fb} \right] \times i \\
 &= 64,5 + \left[ \frac{2}{2+5} \right] \times 3 \\
 &= 64,5 + \left[ \frac{2}{7} \right] \times 3 \\
 &= 64,5 + 0,29 \times 3 \\
 &= 64,5 + 0,87 \\
 &= 65,37
 \end{aligned}$$

#### 10. Standard deviation

Before the researcher calculates the mean score and standard deviation, the researcher prepares the table below :

No.	Interval Class	F	X	x'	fx'	x', <sup>2</sup>	x', <sup>2</sup>
1	56-58	4	57	3	12	9	36
2	59-61	3	60	2	6	4	12
3	62-64	2	63	1	2	1	2
4	65-67	6	66	0	0	0	0
5	68-70	5	69	-1	-5	1	5



6	71-73	3	72	-2	-6	4	12
7	74-76	1	75	-3	-3	9	9
<i>Total</i>	<i>i =4</i>	24			6		76

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{N} - \left[\frac{\sum fx}{N}\right]^2} \\
 &= \sqrt[3]{\frac{76}{24} - \left(\frac{6}{24}\right)^2} \\
 &= \sqrt[3]{3,17 - (-0,25)^2} \\
 &= \sqrt[3]{3,17 - 0,0625} \\
 &= \sqrt[3]{3,1075} \\
 &= 3 \times 1,763 \\
 &= 5,289
 \end{aligned}$$

**Table of Normality Data Test with Chi Kuadrat Formula**

Interval Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	$f_h$	$f_0$	$\frac{(f_0 - f_h)}{f_h}$
74-76	76,5	1,84	0.4671	0.06	1,44	1	-0,31
71-73	73,5	1,28	0.3997	0.13	3,12	3	-0.04
68-70	70,5	0,71	0.2611	0.20	4,8	5	0.04
65-67	67,5	0,14	0.0557	0.27	6,48	6	-0,07
62-64	64,5	-0,43	0.33360	0.17	4,08	2	-0,50
59-61	61,5	-0,99	0.16109	0.10	2,4	3	0,25
56-58	58,5	-1,56	0.05938	0.04	0,96	4	3,17
	55,5	-2,13	0,01659				
$X^2$							2,54

Based on the table above, the researcher found that  $x^2_{\text{count}} = 2,54$  while  $x^2_{\text{table}} = 12,592$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $5.56 < 12,592$ ) with degree of freedom (dk)  $7 - 1 = 6$  and significant level  $\alpha = 5\%$ . So, distribution of experimental class (pre-test) is normal.

## Appendix 7

### THE SCORE OF PRE-TEST IN CONTROL CLASS

1. The score of pre-test from low to high score

56	62	66	72
58	62	66	72
58	64	68	74
60	64	68	74
60	64	70	76

2. The Low Score = 56
3. The High Score = 76
4. Range = The High Score – The Low Score  
=  $76 - 56 = 20$
5. The total of classes (BK) =  $1 + 3,3 \log n$   
=  $1 + 3,3 \log 20$   
=  $1 + 3,3(1.301)$   
=  $1 + 4,293$   
=  $5,293$   
= 5
6. Interval (*i*)  
 $i = \frac{\text{Range}}{\text{BK}} = \frac{20}{5} = 4$
7. Mean score

Before the researcher calculates the mean score, the researcher prepares the table below :

No.	Interval Class	F	$X_i$	$X'$	$Fx'$
1	56-59	3	57,5	2	6
2	60-63	4	61,5	1	4
3	64-67	5	65,5	0	0
4	68-71	3	69,5	-1	-3
5	72-75	4	73,5	-2	-8
6	76-79	1	78	-3	-3

<i>total</i>	<i>i = 4</i>	20	405,5		-4
--------------	--------------	----	-------	--	----

$$\begin{aligned}
 M_x &= M' + i \cdot \frac{\sum fx'}{N} \\
 &= 65,5 + 4 \cdot \frac{-4}{20} \\
 &= 65,5 + 4 \cdot (-0,2) \\
 &= 65,5 + (-0,8) \\
 M_x &= 64,7
 \end{aligned}$$

8. Median score (Me)

No.	Interval	Fi	Fka	Fkb
1	56-59	3	3	20
2	60-63	4	7	17
3	64-67	5	12	13
4	68-71	3	15	8
5	72-75	4	19	5
6	76-79	1	20	1
Total	<i>i = 4</i>	20		

The researcher calculated by using the formula below :

$$\begin{aligned}
 Me &= u - \frac{\left(\frac{1}{2}N - fka\right)}{fi} \times i \\
 &= 67,5 - \frac{\left(\frac{1}{2} \cdot 20 - 7\right)}{5} \times 4 \\
 &= 67,5 - \frac{(3)}{5} \times 4 \\
 &= 67,5 - 2,4 \\
 &= 65,1
 \end{aligned}$$

9. Modus (Mo)

$$\begin{aligned}
 Mo &= I + \left[ \frac{fa}{fa+fb} \right] \times i \\
 &= 63,5 + \left[ \frac{4}{4+3} \right] \times 4 \\
 &= 63,5 + \left[ \frac{4}{7} \right] \times 4 \\
 &= 63,5 + 0,57 \times 4 \\
 &= 63,5 + 2,28 \\
 &= 65,78
 \end{aligned}$$

10. Standard deviation

No.	Interval Class	f	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
1	56-59	3	57,5	3	9	9	
2	60-63	4	61,5	2	8	4	
3	64-67	5	65,5	1	5	1	
4	68-71	3	69,5	0	0	0	
5	72-75	4	73,5	-1	-4	1	
6	76-79	1	77	-2	-2	2	
<i>total</i>	<i>i = 4</i>	20	405,5	-	$\sum fx' = 16$	-	$\sum fx'^2 = 74$

$$\begin{aligned}
 \text{SD} &= \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\
 &= \sqrt{\frac{74}{20} - \left[\frac{16}{20}\right]^2} \\
 &= \sqrt{\frac{3,7}{20} - (0,8)^2} \\
 &= \sqrt{3,06} \\
 &= 4 \times 1,750 \\
 &= 7
 \end{aligned}$$

**Table of Normality Data Test with Chi Kuadrat Formula**

Interval Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)}{f_h}$
76-79	79,5	2,11	0.4826	0.04	0,8	1	0,25
72-75	75,5	1,54	0.4382	0.10	2	4	1
68-71	71,5	0,97	0.3340	0.17	3,4	3	0,11
64-67	67,5	0,40	0.1554	0.28	5,6	5	0,10
60-63	63,5	-0,17	0,43251	0.20	4	4	0
56-59	59,5	-0.74	0.22965	0.13	2,6	3	0,15
	55,5	-1,31	0.09510				
<b>X<sup>2</sup></b>							<b>1,19</b>

Based on the table above, the researcher found that  $x^2_{\text{count}} = 1,19$  while  $x^2_{\text{table}} = 11,070$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $1,19 < 11,070$ ) with degree of freedom (dk)  $6 - 1 = 5$  and significant level  $\alpha = 5\%$ . So, distribution of control class (pre-test) is normal.

## APPENDIX 8

### THE SCORE OF POST-TEST EXPERIMENTAL CLASS

1. The score of pre-test in experimental class from low to high score :

60	66	70	70	74
60	66	70	72	76
64	68	70	72	76
64	68	70	72	78
64	70	70	72	

2. The Low Score = 60
3. The High Score = 78
4. Range = The High Score – The Low Score  
=  $78 - 60 = 18$
5. The total of classes (BK)
 
$$\begin{aligned}
 &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 24 \\
 &= 1 + 3,3(1.380) \\
 &= 1 + 4,554 \\
 &= 5,554 = 6
 \end{aligned}$$
6. Interval (*i*)
 
$$i = \frac{\text{Range}}{\text{BK}} = \frac{18}{6} = 3$$
7. Mean score

No.	Interval Class	F	X	X'	Fx'
1	60-62	2	61	3	6
2	63-65	3	64	2	6
3	66-68	4	67	1	4
4	69-71	7	70	0	0
5	72-74	5	73	-1	-5

6	75-77	2	76	-2	-4
7	78-80	1	79	-3	-3
<i>Total</i>	<i>i =3</i>	<i>24=N</i>			<i>4=∑fx'</i>

$$\begin{aligned}
 Mx &= M' + i \cdot \frac{\sum fx'}{N} \\
 &= 70 + 3 \cdot \frac{4}{24} \\
 &= 70 + 0,51 \\
 Mx &= 70,51
 \end{aligned}$$

## 8. Median

No.	Interval Class	F	fka	fkB
1	60-62	2	2	24
2	63-65	3	5	22
3	66-68	4	9	19
4	69-71	7	16	15
5	72-74	5	21	8
6	75-77	2	23	3
7	78-80	1	24	2
<i>Total</i>	<i>i =3</i>	<i>24=N</i>		

$$\begin{aligned}
 Me &= u - \frac{\left(\frac{1}{2}N - fka\right)}{fi} \times i \\
 &= 71,5 - \frac{\left(\frac{1}{2}24 - 9\right)}{7} \times 3 \\
 &= 71,5 - \frac{(12 - 9)}{7} \times 3 \\
 &= 71,5 - (0,43 \times 3) \\
 &= 71,5 - 1,29 = 70,21
 \end{aligned}$$

## 9. Modus

$$\begin{aligned}
 Mo &= I + \left[ \frac{fa}{fa+fb} \right] \times i \\
 &= 68,5 + \left[ \frac{4}{4+5} \right] \times 3 \\
 &= 68,5 + \left[ \frac{4}{9} \right] \times 3
 \end{aligned}$$

$$\begin{aligned}
&= 68,5 + 0,29 \times 3 \\
&= 68,5 + (0,44 \times 3) \\
&= 65,37 + 1,32 = 69,82
\end{aligned}$$

#### 10. Standard deviation

Before the researcher calculates the mean score and standard deviation, the researcher prepares the table below :

No.	Interval Class	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
1	60-62	4	61	3	6	9	18
2	63-65	3	64	2	6	4	12
3	66-68	2	67	1	4	1	4
4	69-71	6	70	0	0	0	0
5	72-74	5	73	-1	1	1	5
6	75-77	3	76	-2	4	5	8
7	78-80	1	79	-3	9	9	9
<i>Total</i>		24					56 = $\sum fx'^2$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\
&= \sqrt[3]{\frac{56}{24} - \left(\frac{4}{24}\right)^2} \\
&= \sqrt[3]{2,333 - (-0,167)^2} \\
&= \sqrt[3]{3,17 - 0,0278} \\
&= \sqrt[3]{2,3052} \\
&= 3 \times 1,518 \\
&= 4,554
\end{aligned}$$

**Table of Normality Data Test with Chi Kuadrat Formula**

Interval Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)}{f_h}$
78-80	80,5	2,19	0.4857	0.08	1,92	1	-0,04

75-77	77,5	1,31	0.4049	0.09	2,16	2	0,07	
72-74	74,5	0,88	0.3106	0.22	5,28	5	-0,05	
69-71	71,5	0,21	0.0832	0.25	6	7	0,16	
66-68	68,5	-0,44	0.32997	0.13	3,12	4	-0,28	
63-65	65,5	-0,10	0.46017	0.42	10,08	3	-0,70	
60-62	62,5	-1,76	0,03920	0.03	0,72	2	1,78	
	59,5	-2,42	0,00776					
$X^2$								0,94

Based on the table above, the researcher found that  $x^2_{\text{count}} = 0,94$  while  $x^2_{\text{table}} = 12,592$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $0,94 < 12,592$ ) with degree of freedom (dk)  $7 - 1 = 6$  and significant level  $\alpha = 5\%$ . So, distribution of experimental class (post-test) is normal.

## APPENDIX 9

### THE SCORE OF POST-TEST IN CONTROL CLASS

1. The score of pre-test from low to high score

58	62	68	72
58	64	68	74
60	64	70	74
60	66	70	74
62	68	72	78

2. The Low Score = 58
3. The High Score = 78
4. Range = The High Score – The Low Score  
=  $78 - 58 = 20$
5. The total of classes (BK) =  $1 + 3,3 \log n$   
=  $1 + 3,3 \log 20$   
=  $1 + 3,3(1.301)$   
=  $1 + 4,293$



$$= 5,293$$

$$= 5$$

6. Interval (*i*)

$$i = \frac{\text{Range}}{\text{BK}} = \frac{20}{5} = 4$$

7. Mean score

Before the researcher calculates the mean score, the researcher prepares the table below :

No.	Interval Class	F	X <sub>i</sub>	X'	Fx'
1	58-61	4	59,5	2	8
2	62-65	3	63,5	1	3
3	66-69	5	67,5	0	0
4	70-73	4	71,5	-1	-4
5	74-77	3	75,5	-2	-6
6	78-81	1	79,5	-3	-3
<i>Total</i>					- 2= $\sum$ Fx'

$$\begin{aligned} Mx &= M' + i \cdot \frac{\sum fx'}{N} \\ &= 67,5 + 4 \cdot \frac{-2}{20} \\ &= 67,5 + 4 \cdot (-0,1) \\ &= 67,5 + (-0,4) \\ Mx &= 67,1 \end{aligned}$$

8. Median score (Me)

No.	Interval Class	F	Fka	fk <sub>b</sub>
1	58-61	4	4	20
2	62-65	3	7	16
3	66-69	5	12	13
4	70-73	4	16	8
5	74-77	3	19	4
6	78-81	1	20	1

The researcher calculated by using the formula below :

$$\begin{aligned} Me &= u - \frac{\left(\frac{1}{2}N - fka\right)}{fi} \times i \\ &= 69,5 - \frac{\left(\frac{1}{2} \cdot 20 - 7\right)}{5} \times 4 \\ &= 69,5 - \frac{(3)}{5} \times 4 \end{aligned}$$

$$= 69,5 - 2,4$$

$$= 67,1$$

### 9. Modus (Mo)

$$\text{Mo} = I + \left[ \frac{fa}{fa+fb} \right] \times i$$

$$= 65,5 + \left[ \frac{3}{3+4} \right] \times 4$$

$$= 65,5 + \left[ \frac{3}{7} \right] \times 4$$

$$= 65,5 + 0,428 \times 4$$

$$= 65,5 + 1,714$$

$$= 67,214$$

### 10. Standard deviation

No.	Interval Class	F	X <sub>i</sub>	X'	Fx'	X' <sup>2</sup>	Fx' <sup>2</sup>
1	58-61	4	59,5	2	8	4	16
2	62-65	3	63,5	1	3	1	3
3	66-69	5	67,5	0	0	0	0
4	70-73	4	71,5	-1	-4	1	4
5	74-77	3	75,5	-2	-6	4	12
6	78-81	1	79,5	-3	-3	9	9
<i>total</i>					-2=∑fx'		∑fx' <sup>2</sup> =44

$$\text{SD} = \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2}$$

$$= \sqrt{\frac{44}{20} - \left[ \frac{-2}{20} \right]^2}$$

$$= \sqrt{2,2 - (0,1)^2}$$

$$= \sqrt{2,19}$$

$$= 4 \times 0,340$$

$$= 5,92$$

11.

**Table of Normality Data Test with Chi Kuadrat Formula**

Interval Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	$f_h$	$f_0$	$\frac{(f_0 - f_h)}{f_h}$
78-81	81,5	2,43	0.4925	0.03	0,6	1	0,67
74-77	77,5	1,76	0,4608	0,10	2	3	0,5
70-73	73,5	1,08	0,3599	0,20	4	4	0
66-69	69,5	0,41	0,1591	0,23	4,6	5	0,09
62-65	65,5	-0,27	0,39358	0,21	4,2	3	-0,28
58-61	61,5	-0,94	0,17361	0,10	2	1	-0,5
	58,5	-1,45	0,07353				
$X^2$							0,48

Based on the table above, the researcher found that  $x^2_{\text{count}} = 0,48$  while  $x^2_{\text{table}} = 11,070$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $0,48 < 11,070$ ) with degree of freedom (dk)  $6 - 1 = 5$  and significant level  $\alpha = 5\%$ . So, distribution of control class (post -test) is normal.

## APPENDIX 10

### THE SCORE OF HOMOGENEITY IN POST-TEST

This is the score of students' speaking ability in post-test, they are :

#### 1. VIII-4( control class)

NO	Students' initial name	Xi	xi <sup>2</sup>
1	Ash	72	5184
2	Alh	70	4900

3	Amh	60	3600
4	An	70	4900
5	Ddp	66	4356
6	Fr	74	5476
7	Gs	64	4096
8	Gr	58	3364
9	Htb	68	4624
10	Hh	74	5476
11	Ih	58	3364
12	Ip	68	4624
13	Jab	76	5776
14	Lh	62	3844
15	Mrh	72	5184
16	Nil	74	5476
17	Nh	68	4624
18	Prn	62	3844
19	Shh	60	3600
20	Zh	64	4096
	Total	1270	90408

$$n = 20$$

$$\sum xi = 1270$$

$$\sum xi^2 = 90408$$

$$S^2 = \frac{n\sum 90408 - (\sum 1270)^2}{n(n-1)}$$

$$S^2 = \frac{20(90408) - (1270)^2}{20(20-1)}$$

$$S^2 = \frac{1808160 - 1270^2}{20(19)}$$

$$S^2 = \frac{1806890}{380}$$

$$S^2 = 4754,97$$

## 2. VIII-5 (Experimental Class)

NO	Students' initial name	Pre-test	Xi <sup>2</sup>
1	APS	70	4900
2	AT	60	3600
3	AH	64	4096
4	AWS	70	4900
5	AAS	66	4356
6	BSH	70	4900

7	AS	66	4356
8	BSH	72	5184
9	DSS	70	4900
10	FS	72	5184
11	HSH	70	4900
12	IH	68	4624
13	KES	64	4096
14	LMN	64	4096
15	MLS	68	4624
16	MSH	70	4900
17	NIL	74	5476
18	NIPH	60	3600
19	RS	70	4900
20	RIH	72	5184
21	SM	76	5776
22	SK	78	6084
23	TG	72	5184
24	YSD	76	5776
	TOTAL	1662	115596

$$n = 24$$

$$x_i = 1662$$

$$x_{i_2} = 115596$$

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

$$S^2 = \frac{24(115596) - (1662)^2}{24(24-1)}$$

$$S^2 = \frac{2774304 - 1662^2}{24(23)}$$

$$S^2 = \frac{2772642}{552}$$

$$S^2 = 5022,90$$

The formula was used to the hypothesis was :

$$F = \frac{5022,90}{4754,96}$$

$$F = 1,056$$

After doing the calculation, the researcher found that  $F_{count} = 1,056$  with  $\alpha = 5\%$  and  $dk = 24$  from the distribution list F, researcher found that  $F_{table} = \dots$ , cause  $F_{count} < F_{table} (1,056 < \dots)$

2,10). So, there is no difference the variant between the VIII-4 and VIII-5 class. It means that the variant is homogenous.

## APPENDIX 11

### THE SCORE PRE-TEST AND POST-TEST OF EXPERIMENTAL CLASS

NO	Students' initial name	Pre-test	Post-test	$X_2$	$X_2^2$
(1)	(2)	(3)	(4)	(5)	(6)
1	APS	68	70	2	4
2	AT	56	60	4	16
3	AH	60	64	4	16
4	AWS	68	70	2	4
5	AAS	62	66	4	16
6	BSH	70	70	0	0
7	AS	64	70	6	36
8	BSH	70	72	2	4
9	DSS	66	70	4	16
10	FS	72	72	0	0
11	HSH	74	70	-4	16
12	IH	64	68	4	16
13	KES	60	64	4	16
14	LMN	58	64	-6	36
15	MLS	66	68	2	4
16	MSH	70	66	-4	16
17	NIL	72	74	2	4
18	NIPH	58	60	2	4
19	RS	60	70	10	100
20	RIH	60	72	12	144
21	SM	70	76	6	36
22	SK	72	78	6	36
23	TG	62	72	10	100
24	YSD	66	76	10	100
	TOTAL	1568	1662	82	740

## APPENDIX 12

### T-test OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analysis homogeneity test both of the averages was t-test, that :

$$T_t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

$$S = \sqrt{\left(\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right)}$$

$$S = \sqrt{\left(\frac{(24-1).4479,25 + (20-1).4575,28}{24+20-2}\right)}$$

$$S = \sqrt{\left(\frac{23.4479,25 + 19.4575,28}{42}\right)}$$

$$S = \sqrt{\left(\frac{86930,32 + 103022,75}{42}\right)}$$

$$S = \sqrt{4522,69}$$

$$S = 67,250$$

So,  $t = \frac{x_1 - x_2}{s \sqrt{\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$

$$t = \frac{66,75 - 64,7}{s \sqrt{\left(\frac{1}{24} + \frac{1}{20}\right)}}$$

$$t = \frac{2,05}{67,25 \sqrt{(0,042 + 0,05)}}$$

$$t = \frac{2,05}{2,48}$$

$$t = 0,83$$

based on the researcher calculation result of the homogeneity test of the both averages, researcher found that  $t_{\text{count}} = 0,83$  wit opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1+n_2-2 = 24+20-2=42$ , the researcher found that  $t_{\text{table}}= 1,68$ , cause  $t_{\text{count}} < t_{\text{table}}$  ( $0,83 < 1,68$  ). So,  $H_a$  is accepted, it means no differences the average between the first class as experimental class and the second class as control class in this research.

## APPENDIX 13

### Ttest OF THE BOTH AVERAGES IN POST-TEST

The formula was used to analyse homogeneity test both of the averages was t-test, that :

$$T_t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

$$S = \sqrt{\left(\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right)}$$

$$S = \sqrt{\left(\frac{(24-1).5022,90 + (20-1).4754,97}{24+20-2}\right)}$$

$$S = \sqrt{\left(\frac{23.5022,90 + 19.4754,97}{42}\right)}$$

$$S = \sqrt{\left(\frac{115526,7 + 90344,43}{42}\right)}$$

$$S = \sqrt{4901,69}$$

$$S = 70,01$$



$$\begin{aligned} \text{So, } t &= \frac{x_1 - x_2}{\sqrt{s^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ t &= \frac{70,51 - 67,1}{\sqrt{s^2 \left( \frac{1}{24} + \frac{1}{20} \right)}} \\ t &= \frac{3,41}{\sqrt{70,1(0,042 + 0,05)}} \\ t &= \frac{3,41}{2,54} \\ t &= 1,34 \end{aligned}$$

based on the researcher calculation result of the homogeneity test of the both averages, researcher found that  $t_{\text{count}} = 1,34$  with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 24 + 20 - 2 = 42$ , the researcher found that  $t_{\text{table}} = 1,68$ , cause  $t_{\text{count}} > t_{\text{table}} (1,39 > 1,68)$ . So,  $H_a$  is accepted, it means no differences the average between the first class as experimental class and the second class as control class in this research.

## APPENDIX 13

### THE SCORE OF HOMOGENEITY IN POST-TEST

This is the score of students' speaking ability in post-test, they are :

#### 1. VIII-4( control class)

NO	Students' initial name	Xi	xi <sup>2</sup>
1	Ash	72	5184
2	Alh	70	4900
3	Amh	60	3600
4	An	70	4900
5	Ddp	66	4356
6	Fr	74	5476
7	Gs	64	4096
8	Gr	58	3364
9	Htb	68	4624
10	Hh	74	5476
11	Ih	58	3364

<b>12</b>	<b>Ip</b>	<b>68</b>	<b>4624</b>
<b>13</b>	<b>Jab</b>	<b>76</b>	<b>5776</b>
<b>14</b>	<b>Lh</b>	<b>62</b>	<b>3844</b>
<b>15</b>	<b>Mrh</b>	<b>72</b>	<b>5184</b>
<b>16</b>	<b>Nil</b>	<b>74</b>	<b>5476</b>
<b>17</b>	<b>Nh</b>	<b>68</b>	<b>4624</b>
<b>18</b>	<b>Prn</b>	<b>62</b>	<b>3844</b>
<b>19</b>	<b>Shh</b>	<b>60</b>	<b>3600</b>
<b>20</b>	<b>Zh</b>	<b>64</b>	<b>4096</b>
	<b>Total</b>	<b>1270</b>	<b>90408</b>

$$n = 20$$

$$\sum xi = 1270$$

$$\sum xi^2 = 90408$$

$$S^2 = \frac{n\sum 90408 - (\sum 1270)^2}{n(n-1)}$$

$$S^2 = \frac{20(90408) - (1270)^2}{20(20-1)}$$

$$S^2 = \frac{1808160 - 1270^2}{20(19)}$$

$$S^2 = \frac{1806890}{380}$$

$$S^2 = 4754,97$$

## 2. VIII-5 (Experimental Class)

<b>NO</b>	<b>Students' initial name</b>	<b>Pre-test</b>	<b>Xi<sup>2</sup></b>
<b>1</b>	<b>APS</b>	<b>70</b>	<b>4900</b>
<b>2</b>	<b>AT</b>	<b>60</b>	<b>3600</b>
<b>3</b>	<b>AH</b>	<b>64</b>	<b>4096</b>
<b>4</b>	<b>AWS</b>	<b>70</b>	<b>4900</b>
<b>5</b>	<b>AAS</b>	<b>66</b>	<b>4356</b>
<b>6</b>	<b>BSH</b>	<b>70</b>	<b>4900</b>
<b>7</b>	<b>AS</b>	<b>66</b>	<b>4356</b>
<b>8</b>	<b>BSH</b>	<b>72</b>	<b>5184</b>
<b>9</b>	<b>DSS</b>	<b>70</b>	<b>4900</b>
<b>10</b>	<b>FS</b>	<b>72</b>	<b>5184</b>
<b>11</b>	<b>HSH</b>	<b>70</b>	<b>4900</b>
<b>12</b>	<b>IH</b>	<b>68</b>	<b>4624</b>
<b>13</b>	<b>KES</b>	<b>64</b>	<b>4096</b>
<b>14</b>	<b>LMN</b>	<b>64</b>	<b>4096</b>
<b>15</b>	<b>MLS</b>	<b>68</b>	<b>4624</b>

<b>16</b>	<b>MSH</b>	<b>70</b>	<b>4900</b>
<b>17</b>	<b>NIL</b>	<b>74</b>	<b>5476</b>
<b>18</b>	<b>NIPH</b>	<b>60</b>	<b>3600</b>
<b>19</b>	<b>RS</b>	<b>70</b>	<b>4900</b>
<b>20</b>	<b>RIH</b>	<b>72</b>	<b>5184</b>
<b>21</b>	<b>SM</b>	<b>76</b>	<b>5776</b>
<b>22</b>	<b>SK</b>	<b>78</b>	<b>6084</b>
<b>23</b>	<b>TG</b>	<b>72</b>	<b>5184</b>
<b>24</b>	<b>YSD</b>	<b>76</b>	<b>5776</b>
	<b>TOTAL</b>	<b>1662</b>	<b>115596</b>

$$n = 24$$

$$x_i = 1662$$

$$x_i^2 = 115596$$

$$S^2 = \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

$$S^2 = \frac{24(115596) - (1662)^2}{24(24-1)}$$

$$S^2 = \frac{2774304 - 1662^2}{24(23)}$$

$$S^2 = \frac{2772642}{552}$$

$$S^2 = 5022,90$$

The formula was used to test this hypothesis was :

$$F = \frac{5022,90}{4754,96}$$

$$F = 1,056$$

After doing the calculation, the researcher found that  $F_{count} = 1,056$  with  $\alpha = 5\%$  and  $dk = 24$  from the distribution list F, researcher found that  $F_{table} = 2,10$ , cause  $F_{count} < F_{table} (1,056 < 2,10)$ . So, there is no difference the variant between the VIII-4 and VIII-5 class. It means that the variant is homogenous.

## APPENDIX 14

### T-table

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
----	------	------	------	-------	------	-------	-------

df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	<b>1.68195</b>	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

## Appendix 15

### Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133

<b>0.9</b>	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
<b>1.0</b>	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
<b>1.1</b>	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
<b>1.2</b>	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
<b>1.3</b>	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
<b>1.4</b>	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
<b>1.5</b>	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
<b>1.6</b>	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
<b>1.7</b>	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
<b>1.8</b>	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
<b>1.9</b>	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
<b>2.0</b>	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
<b>2.1</b>	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
<b>2.2</b>	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
<b>2.3</b>	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
<b>2.4</b>	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
<b>2.5</b>	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
<b>2.6</b>	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
<b>2.7</b>	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
<b>2.8</b>	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
<b>2.9</b>	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
<b>3.0</b>	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
<b>3,1</b>	0,4990	0,4991	0,4991	0,4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
<b>3,2</b>	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
<b>3,3</b>	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
<b>3,4</b>	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
<b>3,5</b>	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
<b>3,6</b>	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
<b>3,7</b>	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
<b>3,8</b>	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
<b>3,9</b>	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

## Appendix 16

### Chi-Square Table

<b>dk</b>	<b>Significant level</b>					
	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	0,455	1,074	1,642	2,706	3,841	6,635
<b>2</b>	1,386	2,408	3,219	4,605	5,991	9,210
<b>3</b>	2,366	3,665	4,642	6,251	7,815	11,341
<b>4</b>	3,357	4,878	5,989	7,779	9,488	13,277

5	4,351	6,064	7,289	9,236	<b>11,070</b>	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

## APPENDIX 17

### THE SCORE OF CONTROL CLASS

no	Pre-test							Post-test							
	Stu de	A c	gr	vc	f	C	tota l	Sco re	Ac	gr	vc	f	c	tota l	Sco re
1	Ash	4	3	4	4	3	18	72	3	4	4	4	3	18	72
2	Alh	4	3	3,5	4	3	17,5	70	4	3	3	4	3,5	17,5	70
3	Am h	4	2	4	3	2	15	60	4	3	4	3	3	17	60
4	An	4	3	3	4	3	17	68	3	3	4	3	4	17	70
5	Ddp	3	3	4	4	2	16	64	3,5	3	3	4	3	16,5	66
6	Fr	4	4	4	3,5	3	18,5	74	4	3	4	4	3	18	72
7	Gs	4	3	3	4	2	16	64	4	4	4	3,5	4	18,5	74
8	Gr	3	2	3	3	3	14	56	3	3	3	2,5	3	14,5	58
9	Htb	3,	3	3	4	3	16,5	66	3	3	3	4	4	17	68

		5													
10	Hh	4	4	4	3	3	18	72	3	3	4	3	3	16	64
11	Ih	3	2,5	2	4	3	14,5	58	3	3	2,5	3	3	14,5	58
12	Ip	3	4	4	3	3	17	68	3	4	4	3	3	17	68
13	Jab	4	4	4	4	3	19	76	4	3	4	4	4	19	76
14	Lh	4	2	3	4	2,5	15,5	62	3	2	3	4	3	15	60
15	Mrh	4	2,5	3	4	3	16,5	66	4	3,5	4	4	3	18,5	74
16	Nil	4	3,5	4	4	4	18,5	74	3	4	4	3,5	4	18,5	74
17	Nh	4	2	4	4	2	16	64	4	4	3	3	4	17	68
18	Prn	3,5	3	4	3	4	15,5	62	3	3	4	3,5	4	15,5	62
19	Shh	3	3	3	3	3	15	60	3	3	3	4	2	15	62
20	Zh	3	2	3	3,5	3	14,5	58	4	3	3	4	2	16	64

## APPENDIX 18

### THE SCORE OF EXPERIMENTAL CLASS

n o	Pre-test							Post-test							
	stud ents	A c	gr	vc	f	c	Total	Scr	Ac	gr	vc	f	c	total	Score
1	AP S	3	4	4	3	3	17	8	3,5	4	3	3	4	17,5	70
2	AT	3	3	3	3	2	14	56	3	3	3	2	4	15	60
3	AH	3	3	3	3	3	15	60	3	3	4	3	3	16	64
4	AW S	3	3	3	4	4	17	68	3,5	3	3,5	4	3	17,5	70
5	AA S	3	3	4	3,5	4	15,5	62	3	3,5	3	4	3	16,5	66
6	BS H	4	3	3	4	3,5	17,5	70	4	3	3	4	3,5	17,5	70
7	AS	4	3	3	3	3	16	64	4	3,5	3	4	3	17,5	70
8	BS H	3,5	4	3	4	3	17,5	70	4	4	4	3	3	18	72
9	DS S	3	3	3,5	4	3	16,5	66	3,5	4	3	4	3	17,5	70
10	FS	4	3	4	4	3	18	72	4	3	4	4	3	18	72
11	HS H	4	4	4	4	3,5	18,5	74	4	3,5	3	4	3	17,5	70
12	IH	3	3	4	3	3	16	64	3	4	3	3	4	17	68
13	KE S	4	2	4	3	2	15	60	3	3	3	4	3	16	64
14	LM N	3	2	4	2	3,5	14,5	58	3	3	3	4	3	16	64
15	ML	3	3	3	4	3,5	16,5	66	3	3	4	4	3	17	68

5	S					5									
16	MSH	4	3	3,5	4	3	17,5	70	3	3	4	3	3,5	16,5	66
17	NIL	4	4	4	3	3	18	72	3,5	4	4	4	4	18,5	74
18	NIPH	3	2	3,5	3	3	14,5	58	3	3	3	3	3	15	60
19	RS	2	3	4	3	3	15	60	4	3,5	3	4	3	17,5	70
20	RIH	3	3	3	4	2	15	60	4	3	3	4	4	18	72
21	SM	3,5	3	3	4	4	17,5	70	4	4	3	4	4	19	76
22	SK	3	3	4	4	4	18	72	4	4	3,5	4	4	19,5	78
23	TG	3,5	3	3	4	4	15,5	62	3,5	4	3	4	3,5	18	72
24	YSD	3,5	3	3	4	3	16,5	66	4	3	4	4	4	19	76

### RESEARCH PHOTO DOCUMENTATION









## CURRICULUM VITAE

### A. Identity

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Religion : Islam  
Address : Siboris Lombang, Kec. Barumun Tengah, Kab. Palas

### B. Parents

Father's Name : Haris Muda Nasution  
Mother's name : Wasliyah Siregar

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2. Graduated Junior High School (MTsN Binanga) (2010)
3. Graduated Senior High School (MAN Barumun Tengah) (2013)
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: 47 / In.14/E.6a/PP.00.9/09/2016

Padangsidempuan, 27 September 2016

: Biasa

: -

:Pengesahan Judul dan Pembimbing skripsi

Kepada Yth: Bapak/Ibu

1. Zainuddin, S.S.,M.Hum (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

Di -

Padangsidempuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

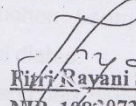
Nama : Nurlatifah Nasution/  
Nim : 13 340 0100  
Jurusan : Tadris Bahasa Inggris  
JudulSkripsi : **The Effect Of Community Language Learning (CLL) Method To Students' Speaking Ability at Grade VIII SMP Negeri I Barumun Tengah Kabupaten Padang Lawas**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

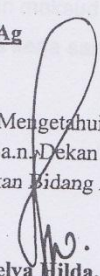
Ketua Jurusan TBI

  
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Sekretaris Jurusan TBI

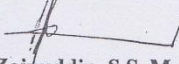
  
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Penyelesaian Skripsi.

23 Oktober 2017

Yth. Kepala SMP Negeri 1 Barumun Tengah  
Kabupaten Padang Lawas

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Nurlatifah Nasution  
NIM : 13 340 0100  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Community Language Learning (CLL) Method to Students' Speaking Ability at Grade VIII SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. D. Si  
Wakil Dekan Bidang Akademik



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**PEMERINTAH KABUPATEN PADANG LAWAS  
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NO : 070 /SMP/170/2017

Saya yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Barumun Tengah dengan ini menerangkan bahwa :

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Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Sihitang

Adalah benar telah mengadakan penelitian di SMP Negeri 1 Barumun Tengah untuk memperoleh data dan informasi dalam rencana penelitian untuk Skripsi mahasiswa Program Sarjana IAIN Padang Sidempuan, dengan judul :

“ The Effect of Community Language Learning (CLL) Method to Students' Speaking Ability at Grade VIII SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas “.

Demikian surat Keterangan ini di perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Binanga 13 November 2017

Kepala SMP Negeri 1 Barumun Tengah



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