



## The Effectiveness of Using Community Language Learning Method Toward Students' Speaking Ability

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### Abstract

*The purpose of this study was to determine whether the Community Language Learning Method (CLLM) is more effective on the ability to speak 11th-grade students of MIPA SMA Negeri 4, Tanjungpinang. This type of research used in this study is Quasi Research. The tool used to obtain research data is an oral test. The population in this study was eleventh grade students of SMA Negeri 4 Tanjungpinang. This study uses a method that requires students to carry out speaking activities in a group with topics that have been mutually agreed upon in each group. Researcher gave a pretest before learning activities. After the learning activities, the researcher gives a posttest that is added to the rubric of assessment, calculating the average value, and analyzing with the help of a computer application namely SPSS. The application of the Community Language Learning Method (CLLM) during the learning process turns out to have an effect on the ability of students to carry out conversations in groups that have been formed. It can be seen during the teaching and learning process students look more active and enthusiastic about learning to speak situations using the Community Language Learning Method (CLLM).*

**Keywords:** Community Learning, Speaking Ability, Effectiveness.

### I INTRODUCTION

This research was conducted on SMA Negeri 4 Tanjungpinang, which is in teaching speaking, some of English teachers of the eleventh-grade students haven't used the Community Language Learning Method in learning. Richards & Rodgers (2002) stated that CLLM is a method that make a teacher role as a counselor in the class without standing in front of students beside of go around in a circle of students group. In English learning, especially speaking, teacher used the LKS (Lembar Kerja Siswa) as a reference to teach the English lesson in the class and then asked the students to make their own conversation related to the topic of the chapter they have learned, and it's only in a group that contains 2 students. That's why, the student was lack of space and only had a limited knowledge about the topic, because the method that used in the class is not attractive enough to makes the students to be more creative in speaking.

In this method, the teacher role as counselors, are in charge of overcoming the negative feelings that learners, as clients. Larsen-Freeman (2018); Hoop (2006); McCroskey (1990) stated students are more willing to learn when they have created the material themselves. The learners did some interaction in a group which is they will choosed their own topic that they know the most, in case that they will able to think what words and sentences should they speak to each other because if they understand the topic, of course, they will be able to think and respond to each other better. The rest is about the anxiety of making mistakes that become the barriers which are the students create it by themselves.

The purpose of the research can be stated to find out was the Community Language Learning Method is more effective in speaking ability on grade eleventh students of SMA Negeri 4 Tanjungpinang. This research was conducted at eleventh grade students of SMA Negeri 4 Tanjungpinang, which is located at Jl. Pramuka NO. 30, kelurahan Tanjung Ayun Sakti, Kecamatan Bukit Bestari, Kota Tanjungpinang, Kepulauan Riau. The study was conducted on March-April 2020.

This research used cluster random sampling, which is the population are divided into units or groups, and it's called stratified (Jackson (2011)); (Salehi (2004)). Dattalo (2008) and Salant (1994) describes the sample is a subset of the population elements that results from a sampling strategy. This research conducted two classes, XI MIPA 4 with 37 students as the experiment class and XI MIPA 5 with 36 students as control class, and the class that involved in the research are randomly picked by using a website random picker with domain "random.org". The sample of this research is 73 students in total. In case that the sample is not balanced, this research adapted a theory called "ethical accept-ability of study" (Bacchetti (2008)). This means one student with low ability in the experiment class was not get involved in the research and the student was chosen by look at the scorebook from the teacher that taught the English lesson in the class before.

## **II METHOD**

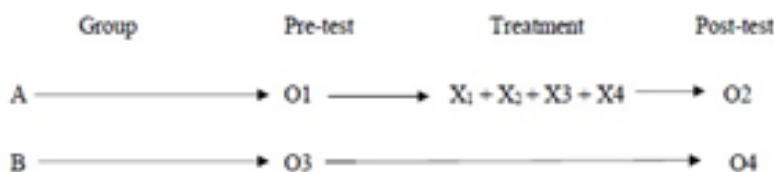
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This research used an oral test as the instrument to collect the data, which is the researcher used a focus group. According to Nagle & Williams (2011); Pallikka (2015), focus group provide concepts to how a person thought and assign a deeper understanding of the phenomena surround

First, the researcher gave the students pre-test that concerns speaking factual report text, the researcher asked the students to speak spontaneously in front of the class in a group to have a conversation related to factual report text (cause and effect) while the researcher recorded it. Then the students were asked at least two chances for a person's opportunity to talk. The researcher prepared the instrument to test the students' speaking skill in the factual report text. Next, the researcher gave the treatment, which is the experimental class was taught in Community Language Learning Method while the control class was taught through the grammar-translation method. Last for the post-test, the researcher analyzed the error that happens in the taped conversation, and announce it to the students in case they can do a self-correction, and for the last post-test, they were asked to perform one more time a conversation that related to factual report text in front of the class with some of their self-correction based the result before. The comparison of the students' scores in pre-test and post-test in both classes analyzed in the computer.

According to Wilkinson & Birmingham (2003); Fraenkel (2003), research instruments are simply devices for obtaining data that related to the research. The instrument in this research is an oral test, which mean that consists of pre-test and post-test. In the pre-test, an oral test were given at the beginning of the study or before implementing treatment, the students were asked to perform a group conversation about factual report text entitled for example "Tanjungpinang City" which is the goal is to check the existing knowledge of the participants' speaking factual report text. The scoring is divided into several criteria as follows:

**Table 1.** Table of Grading Speaking scale in Factual Report Text Adapted from (Harris, 1974)

Aspects	Score	Criteria
Generic Structures (General Classification and	1	The students don't state the General Classification/Description at all

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Description)	2	The student states-general classification/description only
	3	The student states the two generic structure, not in the right position
	4	The student states all generic structure
Grammar (Present Tense and Descriptive Language)	1	Uses present tense almost entirely inaccurate
	2	Uses more than four grammar mistakes
	3	Uses less than 2 grammar mistakes
	4	Uses Present Tense and Descriptive Language correctly
Vocabulary	1	The student state less than 3 different related words
	2	The student state four different related words
	3	The student states five different related words
	4	The student state more than 6 different related words
Fluency	1	The speech contain lot of pauses and the conversation were nearly impossible to be understand
	2	The speech contain less pauses that cause of doubtness
	3	The speed and fluency of speech were still affected by the target language problem
	4	Speech fluently like a native speaker
Comprehension	1	Don't know anything what the conversation mean

	2	Has some difficult to understand the conversation with some repetitions
	3	Can understand the conversation even it's only a half of dialog, and still need a repetition
	4	Can understand the conversation without had any repetition

### III RESULT

Based on the dialog from each group that transcript from the audio, the researcher collect the score from each students speaking recorded sound to processed into description of the data, and it was divided into two groups, Experimental and Control class. The experimental class was taught by Community Language Learning Method and the control class was taught by Grammar Translation Method.

In the Experimental Class, the data analysis of scores showed that the score of the student's pre-test started 40 until 85 and the score of the student's post-test started 45 until 95. The mean of the student's pre-test is 64.72, with a median 65, the mode is 70 and the standard deviation is 11.33. On the other hand, the mean of student's post-test 72.36 with median 70, mode 65, and the standard deviation is 10.45. The result of analyzed number of scores was tested with some test such as Normality Test, Homogeneity Test, and T-Test showed the result is normal and with the save variants (homogeneous).

**Table 2.** Average Score of Experimental Class

Statistics			Statistics		
N	Valid	36	N	Valid	3
	Missing	0		Missing	
Mean		64.7222			72.361
Median		65.0000			70.000
Mode		70.00			65.0
Std Deviation		11.3354			10.453
Range		45.00			45.0
Minimum		40.00			45.0
Maximum		85.00			90.0
Sum		2330.00			2605.0

In the Control Class, the data analysis of scores showed that the score of students' pre-test started 35 until 85, and the post-test score is 50 until 85. The mean of the total pre-test score is 61.66, meanwhile the post-test score is 66.80. The median of the pre-test score is 65 and the post-test score is 65. The mode of the pre-test is 55, and 75 for the post-test score. Meanwhile, the standard deviation of the pre-test is 12.98 and 9.19 for the standard deviation of the post-test. The result of analyzed number of scores was tested with some test such as Normality Test, Homogeneity Test, and T-Test showed the result is normal and with the save variants (homogeneous).

**Table 3.** Average Score of Control Class

Statistics		Statistics	
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N	Valid	36	N	Valid	36
	Missing	0		Missing	0
Mean		61.6667			66.8056
Median		65.0000			65.000
Mode		55.00			75.0
Std Deviation		12.9835			9.1926
Range		50.00			35.0
Minimum		35.00			50.0
Maximum		85.00			85.0
Sum		2220.00			2405.0

#### IV DISCUSSION

Beside of numeric result above, the result from each aspects of speaking also achieved. The first aspect is the students' pronunciation. On the pre-test of this research, many students had a bad pronunciation, they always miss-pronunciation the word. They were confused to the spelling the vocal alphabet in English such as A, I, U , E and O. because it have different pronunciation in English compared to Bahasa. Only a few students were able to speak it correctly with less miss-pronunciation. Treatment after treatment that given to the students, some of their pronunciation were got better than the pre-test. They known the different of spelling of vocal alphabet, they also learnt how to spell some new words for them that they confused how to spell it before, even though not all of the students had the same level, it mean not all students got a better pronunciation after the treatment, but still some of students had a bad pronunciation. Meanwhile in the post-test, they had better pronunciation than the pre-test before, they make less miss-pronunciation of the words they speak, it make the researcher easier to transcript the audio of the dialog into a text formed, because in the treatment and the-post test, there is a lot of miss-pronunciation of the words.

Next aspects is grammar, The use of grammar on students in the pre-test session, they use a lot of wrong grammar, which in factual report text, required them to use the present tense, whereas they have so many past tenses even to the future tense. After gave treatments several times, students still experienced problems in using the correct grammar for the factual report text. This make the researcher had to provide a grid for how to use and distinguish the correct and correct time to use grammar, so that the students no longer use random grammar on the text they do in a dialogue. In the post-test session, it appeared that some students has been able to use the correct grammar, namely the present tense, but it can be said that only about 70% of all students in the experimental class has been able to use grammar correctly in the factual report text, which indicated that there is advances in the use of aspect grammar in students' speaking ability

The third aspect is vocabulary. In the use of vocabulary, there is not so much complexity, because the dialogue topic they use in the conversation is the topic that they collectively decided to finally use. Which means they have knowledge of the topic, and they can easily build a sentence in the dialogue. However, in the pre-test session, some students were confused in choosing the right vocabulary, so they still use their mother tongue in the word. Along with the treatment, the researchers also helped them to do the self-correction of the vocabularies that they had never used before, enabling them to refine the dialogue sentences they built with proper vocabularies. which results in sentences that are no longer in the native language of the dialogue for the post-test.

The next aspect is the fluency, which is refer to the smoothness of flow which sound, syllables, words, and phrases. In the pre-test session, it could be said that the fluency of the students' speaking abilities was still far from being good. Because there were many long pauses in each word they said, it was also seen that they seemed to think in advance about the order of the words they were going to say. Besides experienced so many pauses in each word used, they also repeated the words they had said several times, making it difficult to transcribe the

sentence. As some treatments progressed, students experienced progress where they no longer took such long pauses as they did in the pre-test, although there was still a slight delay, it was understandable because of their habit of rarely using English indoors class in full before. In the post-test session, it was seen that the students had been able to eliminate the pause, although some students still could not get rid of the annoying pause, the pauses that were made were not as long as they did in the pre-test session.

The last aspect is the comprehension, which is refer to the ability to understand the speaker's intension and general meaning. In the pre-test session, the students experienced quite poor comprehension, where it is very clear that in construct a sentence in English, they first compose the words in their mother tongue form that they then translate into the English form. Which is very visible that the sentence that said is not standard and strange sounds. In addition to being strange, it is also grammatically wrong and leads to the wrong use of grammar for the text used, namely factual report text. A part from used their mother tongue as the main foundation for build English sentences, they also often produce the sound "aaaaaa", which indicates that they need a little time to compose the sentence. After 4 times of treatments, the students has been able to get rid of the "aaaaa" sound, which means they no longer think of what words they will use, because it is aided by the self-correction steps that had been given by researchers when conducted treatments before. As the result, students had been able to build a sentence in English quite well without the need to think about it in the mother tongue, this is also helped by treatments in which the researcher collects new words that they have spoken but they have not previously known.

## V CONCLUSION

A hypothesis is a statement the researcher's expectation about the provisional answer to the problem of the research the practically considered possibly or highest level of the truth (Cresswell, (2014)); (Poincare (2012)). The hypothesis that accepted is the Ha, which is The Community Language Learning Method is more effective toward students speaking skill in factual report.

The Community Language Learning Method is more effective taught on speaking ability in factual report text than by using the Grammar Translation Method. It can be seen from the t-test score which is the Sig. value higher than 0.05 for level significance 0.653, that cause there is difference speaking achievement between experimental and control class. The students were taught by using the Community Language Learning Method (CLLM) to have a higher score than those that are taught by using the Grammar Translation Method. It can be seen from the average speaking achievement. The students were taught by using the Community Language Learning Method (72.36) to have a higher score than those taught by using the Grammar Translation Method (66.81). The result of the data analyzed proven than student's scores of Speaking taught by using the Community Language Learning Method is better. It means that the Community Language Learning Method is more effective in teaching speaking ability in the factual report text.

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