

**THE EFFECTIVENESS OF COMMUNITY LANGUAGE LEARNING METHOD  
IN TEACHING SPEAKING OF THE NEW NORMAL REGULATION**

**AT MTSN 6 PONOROGO**

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**THESIS**



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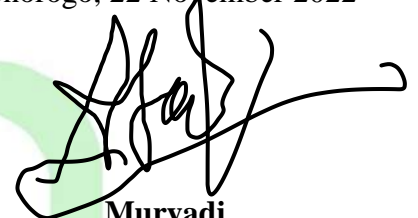
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## ABSTRACT

**Muryadi.** 2022. The Effectiveness of Community Language Learning Method in Teaching Speaking of the New Normal Regulation at MTs N 6 Ponorogo. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo, Advisor Winantu Kurianingtyas Sri Agung, S.S, M.Hum.

**Keywords:** *Speaking, New Normal Regulation, Community Language Learning Method.*

Speaking are having challenge in practice on daily activities, especially in English class. The students differenties are to pronountiation, grammar, vocabulary. In addition, online class during pandemic covid-19, cause the students should long distance learning which lasted approximately 2 years. Therefore, students should study at home until the Covid-19 case declines, and students are allowed to study at school (offline class). The transition era from online class to offline class namely new normal regulation. These conditions greatly affect students' learning abilities. This problem cause students difficulties in learning English, especially speaking. Therefore, the students need required a suitable and friendly learning methods, such Community Language Learning method. Community Language Learning method is the method focuses more on the affective role in cognitive learning, its mean the teacher makes students as group patients who need therapy and community not individuality in learning english especially in speaking class. When the student feel comfortable in the classroom, s(he) will be easier to express the aspiration and what they need.

The research aimed to prove the effectiveness of CLL method in teaching speaking of the new normal regulation at MTs N 6 Ponorogo. In this research, researcher formulated the problems “Is there any effectiveness community language learning method in teaching speaking of the new normal regualtion at MTsN 6 Ponorogo?”

The design of this reserach was quantitative using quasi-experimental research and non equivalent control group design. The problems of this research in *bina prestasi* class, therefore the researcher used cluster random sampling to determine control and experimental class. In this research the class devided two class that is control class at VIIIA and experimental class VIIIB. The class who given the treatments using CLL in experimental class. The data ware collected by giving pre-test in the first meeting and post-test in the last meeting.

The result of this research was the mean of post-test in experimental class was 74,40 while the mean in control class was 64.28. It means that the mean score of post-test in experimental class was better than control class. By using t-test the result showed that value of t-test was 3.283. This score is higher than t-table ( $2.277 > 2.063$ ) in significant 5% with  $db = 48$ . So, it can be concluded students who were taught by using CLL method have a higher score than students who were not taught by CLL method. It means that Community Language Learning method is effective in teaching speaking of the new normal regulation at MTs N 6 Ponorogo.

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Ponorogo , April 2022

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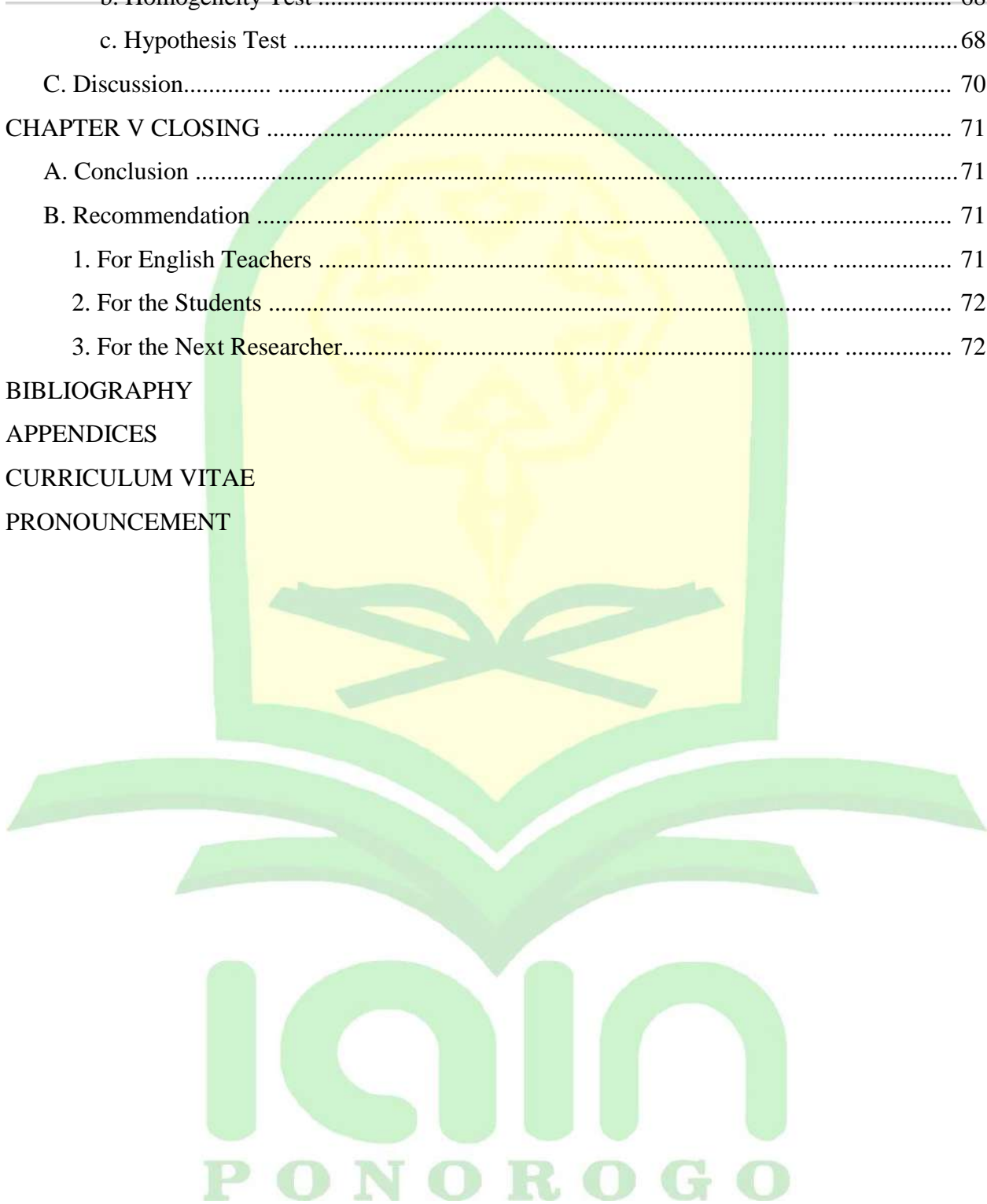
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# CHAPTER I

## INTRODUCTION

— This chapter presents a description and explanation about the background of the study, identification of the problem, limitation of the study, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

### A. Background of the Study

Having a good speaking english is important in modern era. Speaking English has become the most important means to communication arround the world. Most students still unbelived and unconvidented of their ability to speaking. In this cases, Teachers must overcome their reluctance in order to change this phenomenon, the student should be encoraged to do the mastering ability to speak in a comfortable situation and enabling them to commnicate in english toachieve bright future in this modern era.<sup>1</sup> The collaboration of teachers and students hopely can handling this problem.

In the process of learning english, speaking is the spearhead in teaching english for foreign language, there are many aspect that must be focus and considered in learning speaking, amongs of it pronunciation, grammar, vocabulary, comprehensions, and fluency. All of aspect in speaking should be think when students makes conversation to each other, it is in same line with the phenomenon that occuer in the classroom, in transferring knowledge or subject matter students are required to speaking. The important of speaking in the classroom can hardly be overestimated. To produce a word in our language, students input the word from hearing to the brain and process it into information or a series of words that form a sentence and output it through the mouth (speak up).<sup>2</sup> This way speaking and language both of them are important to sharing the informations.

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<sup>1</sup> Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (California : 2010), 251.

<sup>2</sup>*Ibid*, 34.

Speaking activities do not use in the classroom due to many factors prevent them from speaking English more. The students are afraid of to do a mistakes, the students are scared and have lack to their friends will laugh of them, corrected the grammar and the students have lack of confidence in their abilities. All of the problems in teaching speaking got a new challenge with the government's appeal for all educational institutions to carry out learning online class or long distance education is caused to break the chain of spread Covid-19 pandemic whose spread is difficult to control.

The Covid-19 pandemic which lasted for approximately 2 years required students at MTsN 6 Ponorogo should studied at home (online class), it means became an additional problems for teachers in the teaching speaking process, because it was taught by long distance, so that it also had an impact on the problems development of students academic abilities. In addition, during to the increasing of Covid-19 cases that have not decreased, students must continue to study at home for long time.

All kinds of difficulties in learning English speaking make students especially in MTsN 6 Ponorogo less enthusiastic in learning English, lazy, everything depends on gadgets, and make decline speaking students.<sup>3</sup> Based on preliminary research and interview with the English teachers in this school, the offline class begin at October 8<sup>th</sup> 2021, the teachers used some teaching method to assume liability for this problems, amongs of some method like Discovery Learning and Problems Based Learning (PBL), but this method not effectively to applied in the class, because the students problems depended on character and academic skill. Firstly in the 2 month learning in offline class actually just to form students characteristic and chemistries between students and teachers so not always focus on learning. Online learning make some trouble and problems at MTsN 6 Ponorogo especially *atbina prestasi* class. The system of

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<sup>3</sup> Observation at MTs N 6 Ponorogo at January 29<sup>th</sup> 2022.

distribution of the class at MTsN 6 Ponorogo divided into two, *bina prestasi class* (A,B,C) and non *bina prestasi*(D,E,F). Although *bina prestasi* class is the class who students has a considered superior in learning, skill, intelegent, and have a good learning comprehension but researchers still found various problems in speaking, including the slow understanding, do not know the meaning of the word, grammar wrong, and pronunciation is not appropriate.<sup>4</sup>

Based on pre liminary research and interview to english teachers a lot of problems and difficulties experiencing to *bina prestasi* class because online learning which took place during the COVID 19 pandemic made it difficult for students at MTsN 6 Ponorogo to access learning materials, besides online learning was considered by students to be less effective because of distance and can not taughtface to face in the class, so there are less stimulus of students speaking.<sup>5</sup> In other case the used of learning media such as (GClasroom, E-learning) which were difficulted to access for a lot of students at MTsN 6 Ponorogo.

In addition to learning media such as (GClasroom, E-learning) which are assessed by students as having many problems, such as having to depend on the internet, the expensive of quota internet, the condition of students creates a complicated problem in the learning speaking.<sup>6</sup> These problems continued until the Covid-19 pandemic declined and the government allowed face-to-face on offline learning, as a result, had an big impact on students decline from various academic aspects especially in speaking and social interaction between student and teachers. Students and teachers are required to adapted quickly to changing dimensions on this new normal regulation, so that with the right methods students can catch up and students must strive to keep pace during online learning.

In the new normal regulation of transition from online classes to offline classes, teachers are required to use learning methods that are friendly to students in order to catch up with students in learning, but also do not force students to certain achievements according to lesson

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<sup>4</sup> Interview with Mrs. Lina Purwati (English teachers) at MTsN 6 Ponorogo at January 29<sup>th</sup> 2022.

<sup>5</sup> Observation at MTs N 6 Ponorogo.

<sup>6</sup> *Ibid*,10.



plans, learning methods must be more flexible and understand conditions, because students who really need not only teachers but also counselors. By using a right approach and learning method, teachers can recondition students who have just adapted to the school environment.<sup>7</sup> As a good teachers should required to continue learned and be flexible with changing times and era, this pandemic Covid-19 phenomenon is not exception, which requires teachers to come up with new ideas, creativity, and inovations in terms of teaching.<sup>8</sup> The condition of students who are not yet stable and have just adapted to a new normal regulation after more than 2 years of online learning at home, makes students tend to be passive and less interact to teachers and other students. So the teacher must carefully and precisely choose a good teaching method in order to catch up with students during long online learning, one method that can be used is Community language learning.

Community Language Learning is the name of method introduce and developed by Charles A. Curran was the one of specialist in counseling and a professor on psychology at Layola University of Chicago. The principle of CLL is that prioritizing the students comfortable and understanding what student need by making small language groups or community groups in the class, its meaning that building interaction and stimulus speaking ability in small language groups in the classroom. It make the teachers easier to control and focused teaching in community language groups. The teacher does not only pay attention to the speaking ability of students academically but also feelings and make a good relationships between students and the other fellow students and always support motivation in learning. Students are not comfortable with new situations and conditions from online to offline class, therefore teachers can eliminate negative feelings and students over-thinking as a stimulus for transferring positive

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<sup>7</sup>Diane Larsen-Freman and Marti Anderson, *Technique & Principle in Language Teaching*, (United Kingdom : Oxford University Press, 2011) ,118.

<sup>8</sup>Syaiful Rahman, "Tuntutan Sabagai Guru Dalam Pembelajaran di Era Milenial" In Jurnal *Prociding Senadimas*, Vol.7 No.5 (2019) , 82.

energy and motivation in community learning.<sup>9</sup> Students need time to adapt from online learning to offline learning due to the Covid-19 pandemic.

This CLL method focuses more on the affective role in cognitive learning, which means the teacher makes students as whole person in community language and be objects/patients who need therapy and counseling, as a group that must be understood and paid attention to complaints and needs. When the student feels comfortable with the classroom environment and the group or community in the classroom, Student will be more express what they want and their aspirations.<sup>10</sup> In this method, the teachers use transcription, reflection, experience in learning English, and make small group or community language to stimulus the students confident in speaking and interaction in community. The image of a teacher who is not seen as a scary and authoritarian personal figure who can only find weakness points and student deficiencies, so make students look stupid and have no abilities, but become a counselors who focuses on students and their needs.<sup>11</sup> By understanding the prominent problems, physical reaction, instinctive protective, feelings of fear and sensitivity of students, the teacher as the spearhead in learning must understand the difficulties experienced by students during online learning or even after offline learning.<sup>12</sup> So teaching proses will be running well in all situations in modern era.

The application of CLL method on the teaching speaking in the classroom can early when student arrive and take the seats. The chairs are in a circle around a table has a cassette recorder. After greeting the students the teachers introduce himself and the students presents themselves. If the student can not to speaking English, they are can speak in bahasa in the first. But the

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<sup>9</sup> Gunaldi Masbiran dan Andi Fauzi, "Speaking Skill In Using Community Language Learning(CLL), Dalam *Indonesian Journal of Integrated English Language Teaching*, Vol.3 No.2 (20017) ,198.

<sup>10</sup> Diane Larsen-Freeman and Marti Anderson, *Technique & Principle in Language Teaching*, (United Kingdom : Oxford University Press,2011), 118.

<sup>11</sup> Gunaldi Masbiran dan Andi Fauzi, "Speaking Skill In Using Community Language Learning(CLL), In *Indonesian Journal of Integrated English Language Teaching*, Vol.3 No.2 (20017) ,18.

<sup>12</sup> Sugiyani Natalia, "CLL (Community Language Learning) Method and Students Interested Towards Students Speaking Ability", In *Journal Channing English Language Education and Literature*, Vol.2 No.2 (2017) , 105-110.

teachers must teach them how to introduce himself in English. This teachers who use this method want theirs students to learn in community or groups and practice how to use the target language communicatively. Conversation may also do the simple dialogue of two or more students with topic who have definite toghether. The student allow to read the transcript in the first, but on the second the student must memorizing.<sup>13</sup> This method can stimulus the student vocabulary in speaking class.

Using this CLL method can stimulated speaking students ability, so that it can help students to arrange words and give self-convidence in speaking english in the class.<sup>14</sup> With the right approach, establishing unity and good relationships between teachers and students so that in itself the students will be able to offer aspirations and what s(he) to do in learning English, without underpressure and high expextations to the students. It is particularly appropriate to help passive students and to have self-distrust in speaking English. To strengthen the data that this CLL method is actually effective to use in teaching speaking, the researcher additional the previous research findings that have been systematically proved and expoding systematic data in the use of CLL method in teaching speaking

The first previous research findings that conducted by Ilmawadda A. She researched about *"The Effectiveness of Using Community Language Learning to Improve Learner's Mastery of SpeakingSkills"* she used pre-experimental research design and focused on post-test results after pre-test. The result of this research show that the pre-test score of the student in pronunciation before receiving treatment using cll method was 61.1. The score of the post-test for the experimental group after receiving treatments using CLL method was 77.4. There is a significant different score from the pre-test of the control group using the CLL method were 62.9, and the post-test score of the control group after receiving treatment CLL method was 66.7. It means show that the use of CLL method is effective to improve learner's mastery of

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<sup>13</sup>*ibid*,12.

<sup>14</sup>Tri Yuliana Puspitasari, Thesis, *"The Effectiveness Of Using Community Language Learning To Improve Student Mastery Of Speaking Skill For Transaksional Conversation"*.( Universitas Negeri Semarang, 2011),13.

speaking skill.<sup>15</sup> This research focuses on the variables Y, namely the learner's mastery of Speaking Skill, so it is different from this research which focuses more on teaching speaking.

In the other research conducted by Tri Yuliana Puspitasari. She research into the topic is *"The Effectiveness Of Using Community Language Learning To Improve Student Mastery Of Speaking Skill For Transactional Conversation"* The object of this research to find out whether or not the use CLL in teaching transactional conversation is effective to improve student speaking skill, and she want to investigate the effectiveness of the use CLL in improving the student mastery of English speaking. She use a descriptive quantitative on her research, and she use pre experimental reserch design.<sup>16</sup> The result and of this reserch show that using CLL method effective to improve student speaking skill for transactional conversation. The research show that the pre-test score of student before receiving treatment was 66,11 and the post-test score after treatments using CLL was 71,05. It means that there was significant different of pre-test and post-test after treatment using CLL method. In her research using the true experimental method, it is mean different to this research that uses a quasi-experimental research design.

From that previous research findings shows that the use of CLL method in teaching speaking has been proven scientifically, and it used to reference by researcher to determine hypothesis, but although the previous research finding have the same variables its literally differences to this research because this research be held in the new normal regulation of transmission from online class to offline class during 2 years during the Covid-19 pandemic that made many problems. It will give more challenges for the researcher to found a suitable method in teaching speaking English. Hopefully the result of this research provide contribute to give some referencion to using CLL as a method of approach and learning because it has really been proven to be effective based on the count and elaborated statistics data.

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<sup>15</sup> Ilmawadda.A, *"The Effectiveness of using community language learning to improve learner's mastery of speakingskills"*, Thesis : Muhammadiyah University Makassar, 2021.

<sup>16</sup> Tri Yuliana Puspitasari, *"The Effectiveness Of Using Community Language Learning To Improve Student Mastery Of Speaking Skill For Transaksional Conversation"*, Thesis : Universitas Negeri Semarang, 2011),12.

Something that are strengthen reason in carrying out this research is decrease students ability in speaking, the decline learning interest, decreased the quality of cognitive, poor and difficulties adapted in the new era because the students too long learned in online class dring pandemic Covid-19. So that if the problems in education not quickly found the solution, it will be down quality of the future generations. In the journals UGM, which was written by Sailal Arimi “UGM linguistic expert” shows that online learning effect to decrease in students learning achievment nearly 30% and increased by school dropout rates.<sup>17</sup> if this problems is not immediately overcome, it will certainly case the problems in the next future

Based on pre liminaryresearch at MtsN 6 Ponorogo, the researcher found the phenomenon that students experienced a decrease in ability especially in speaking and donot interest in learning, so that if they were required to provide material based on lesson plans, students would have difficulty and confusion in terms of understanding, it would cause a decrease in interest in learning. and deadlock. When carrying pre liminary research, the researchers handled *bina prestasi* classat 8th grade students who during their time at school had carried out online learning, even the national exam at the elementary school level was conducted online. Students who had just entered school were faced with new situations and were required to immediately follow the learning according to the curriculum, this made students passive and tends to decrease interest in learning. Most students are just adapting to new conditions, difficulties in speaking, complaints from various students such as not knowing the meaning of a word, minimal interaction with teachers and other students, too fast in pronunciation and lack of vocabulary. Therefore, in teaching English for learning, speaking is one of the most important things, after that reading, writing, and listening.

This research used a quantitative method and a quasi-experimental research. Which is a quasi-experimentalmethod is a study that aims to determine the effect of giving treatment (CLL Method) on the impact variable (Teaching speaking).

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<sup>17</sup> Sailal A, “*The Problems during Online Learning*”,(Universitas Gajah Mada : Yogyakarta, 2020),11.

Based on the elaborated above the phenomenon, the problem and research object, the researcher be interested to analysis of The Effectivness Community Language Learning in Teaching Speaking of the New Normal Regulation at MTsN 6 Ponorogo.

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## **B. Identification of the Problems**

From the explanation of the background, there are several problems identification :

1. Students have the problem in the new normal regulation.
2. Students have the difficulty in learning especially speaking English at *bina prestasi* class.

## **C. Limitation of the Study**

The limitations of the research focuses on a quantitative method using a quasi-experimental design. This research conducted in *Bina Prestasi* class at MTsN 6 Ponorogo. The class devided into experiment dan control class. The data taken by examining pre-test and post-test to find out the effectiveness of community language learning methods in teaching speaking of the new normal regulation at MTsN 6 ponorogo.

## **D. Statement of the Problem**

The statement of the problem that must exist in quasi-experimental research is a comparative type of problem formulation. The statement of the problem is to test the theory which will be proven by hypothesis testing.

Based on the background above, the researcher formulated the statement of the problem as follow :

Is there any effectiveness Community Language Learning Method to Teaching Speaking in The New Normal Regulation at MTsN 6 Ponorogo?

## **E. Objective of the Study**

The objective of this study is to find out effective or not Community Language Learning Method in Teaching Speaking of the New Normal Regulation at MTsN6 Ponorogo.

## **F. Significances of the Study**

There are some advantages that can be taken from this study. The following some possible ways :

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### **1. Theoretically**

Hopefully, The result of this research can give an advantages and usefull to handling the student adapted from online class to the new normal regulation in offline class, thisresearch given some reference of learning method in teaching speaking.

### **2. Practically**

#### **a. Teachers**

Hopefully, the result of this research can help the teachers to solve the teaching problem in the class. Firstly to treatments the students adapted from online class to the newnormal regulation in offline class. This beneficial of this research to management class and usefull to student in learning speaking. By used of Community Language Learning, teachers practice the student coloboration in speaking class.

#### **b. Students**

Hopefully, Student can interested to learn English speaking because teacher asks the student to learning by coloboration/community in small groups. The students can easier, enjoyed and unforgettable studied experience in English class.

#### **c. Readers**

Hopefully, There search make a reference to the readers about how to student enjoyed during teaching-learning speaking in the class.

## **G. Organization of the Thesis**

The first chapter discusses about the problems that are studied and focused on why the research must be held, the definition of variables, what make the researcher interested to researching this phenomenon and the limitation of the problems. This chapter explained the aims and advantages of research to teachers, students, and the readers. It consists of

the general description of the research report. The description is composed of the background of the study, identification of the problems, research question, research objective, significance of the research, and organization of the study.

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The second chapter is chapter two that deals with theoretical background, previous research findings, theoretical framework and hypothesis. In this case, the researcher explained the theoretical background such as definition of speaking, teaching speaking, method in teaching speaking, types of teaching speaking method, speaking scoring rubric, the definition of CLL, the implementation of CLL, the advantages and disadvantages of CLL, the procedure of CLL, the role of teachers and students in CLL, the definition of *bina prestasi*. The researcher explained about the theories in this research, because the theories become tested and is made the first assumptions to compiling hypothesis. The researcher added all of theoretical background with previous research findings to strengthen the data. This way, it made this research more measurable and conceptual, after that the researcher makes a theoretical framework which explained the found of phenomenon until conclusion, and the last part in this chapter is hypothesis which consists of null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).

Third chapter is research method, so that it can be easily to explain and calculate statistical data. This chapter explained the setting and schedule of research, population and sample, the definition of operational variables, technique and instrument data collection, the validity and reliability test of instruments, and technique analysis data.

The fourth chapter is the result of this research. This chapter present roll out the data of statistic descriptive, and test using inferensial statistic (asumption, normality test, homogeneity test and hypotesis test). All result of this research, interpretation and the test explain in this disscusion.

The last chapter in this research is closing. It tells about conclusion of this research and recommendations to the teachers, students, and readers.



## CHAPTER II

### THEORETICAL BACKGROUND, PREVIOUS RESEARCH FINDINGS,

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#### THEORETICAL FRAMEWORK, AND HYPOTHESIS

This chapter presents a description and explanation about the theoretical background, previous research findings, theoretical framework, and hypothesis.

#### A. Theoretical Background

In the theoretical background the researcher explained the related theories such as definition of speaking, teaching speaking, method in teaching speaking, type of teaching speaking method, aspect speaking, speaking scoring rubric, the definition of CLL, the implementation of CLL, the advantages and disadvantages of CLL, and the definition of *Bina Prestasi* Class. The researcher explained about the theories in this research, because the theories become tested and is made the first assumptions to compiling hypothesis.

#### 1. Speaking

##### a. Definition of Speaking

Speaking is the construction process and share the meaning through the use of verbal and non verbal symbols. The use of language media that speak can be through the conversation with another person who can get a lot of information.<sup>18</sup> Speaking ability are an important part of the curriculum in language lesson, and this also makes it an important objective of evaluation. The evaluation of speaking is challenging as there are so many factors that influence how well someone can speak in English, and because we hope that the result of the research are accurate, simple and reasonable for our purpose.

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<sup>18</sup>Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (California : 2010), 250.

Most conversation involves interacting in speaking with one or more landscape and corelation to listening and understanding of the way the participants feel, and others to do something. Meanwhile the conversation in speaking mean a capability that means a paying attention as literary skills, both in first and second language.<sup>19</sup> In other word, the conversation can be defined as an important tool to commnicate with other peoples. There is another definition on how ability to produce a systemic meaning of verbal declarations.

### **b. Teaching Speaking**

Teaching speaking is the lessons are a commnication process. It shold be created by the way of teaching and replacing the message, information, news or speak up what do you feel or what do you want.<sup>20</sup> The message from teachers can be knowledge, skills, ideas, experience and many others. The teaching speaking on communication process can receive persons or information. The objective of the lesson is to improve the commnicative skills of the students.

Teaching speaking depends on there being a classroom culture of speaking, and the classroom need to become “classroom talking”.<sup>21</sup> There are many way in teaching speaking that most of teachers have some ways in teaching speaking. Teaching has responsibility to make their teaching sucessful. Speaking is a crucial part of the second language in teaching. The English teachers also should apply various interesting media can motivation students in learning english especially speaking and students relatively easy to learn and speak.

Teaching speaking is the lessons used a communication process. It sholud be created by the way of teaching and replacing the message, information, news or speak

<sup>19</sup>Sari Laoma, *Assesing Speaking*, (Cambridge : Cambridge univercity Press, 2009) ,34.

<sup>20</sup>Diane Larsen-Freman and Marti Anderson, *Technique & Principle in Language Teaching*, (United Kingdom:Oxford Univercity Press,2011) ,118.

<sup>21</sup>Sari Laoma, *Assesing Speaking*, (Cambridge : Cambridge Univercity Press, 2009) ,37.

up what do you feel or what do the peoples want.<sup>22</sup> The message from teachers can be knowledge, skills, ideas, experience and many others. The teaching speaking on communication process can receive persons or information. The objective of the lesson is to improve the communicative skills of the students.

### c. Method in Teaching Speaking

#### 1) Definition of Method

Method is a process of change made by individuals to obtain a new behavior change as a whole as a result and experience of the individual in the environment, in the learning process students are in an active mental process position, and the teacher functions to condition learning.<sup>23</sup> The method is a comprehensive plan for systematically presenting language based on a specified approach.

Method serve as a foil for reflection that can aid teacher in bringing to conscious awerness the thingking that underline their actions.<sup>24</sup> The method is a comprehensive plan for systematically presenting language based on a specified approach.

Based on explanation above, the researcher concludes that method is a manner, approach, planning and reflection used in teaching, with instrument or treatment to make students more active and responsive in learning class. The aim of method in teaching learning is to be able the target language, where students are provided with convidenty, enjoyed in learning class, value respecting teaching circumstace, given attentions and feedback in teaching and learning at the class.

#### 2) Teaching Speaking Method

<sup>22</sup>Hui, "Improving Students English Speaking skill Through Content based intruction" *Jornal. Surakarta : Universitas Sebelas Maret* (2011),13. <https://www.asian-efl-hui-journal.com/practical-english-language-teaching-speaking/>

<sup>23</sup>Isjoni, *Pembelajaran Kooperatif*, (Surabaya:Pustaka Pelajar, 2013),72-73.

<sup>24</sup>Creswell,j.&Plano Clark, "Designing and Conducting Mixed Method Reserch", in *Journal "SAGE Publication"*, (2009),81. <https://files.creswell.ed.gov/fulltext/ED433722.pdf>

The teaching speaking method is the method and manner used by the teacher to teaching and learning speaking material in the class.<sup>25</sup> Because teaching speaking takes place in an educative way, the learning method can be interpreted as a way that the teacher uses to make contact with students during the learning process.

Teaching speaking is the manner for the students to expressed their aspirations, communicative needs, interact to other peoples in every conditions and influence the others. For the reason, in teaching speaking it is not easier to have clear understanding and comprehension involved in speech.<sup>26</sup> Teaching speaking means teaching how to use the language for communication, for transferring information and thought or even feeling to other people.

Teaching speaking is to teach English Foreign Language (EFL) students to produce English speech voices, grammatical pattern and use words to make a good sentence, intonation patterns and rhythm of the English language.<sup>27</sup> Teaching speaking also directed the students to select appropriate words and sentences according to the proper social setting audience speech, situation and subject matter, to organize their thoughts in a meaningful and logical sequence to use language as a mean of expressing values and judgments, and to use language quickly and confidently with few fluency and unnatural pauses.

English is foreign language so taught English is not easy, added the teacher is not native speakers. The teacher might have some difficulty from a lot of factors. What comes from within the teachers may be the lack of competence either performing oral skills. Some teachers can not perform their speaking skill well. The people do that, for example pronunciation, accent, vocabulary correctly in

<sup>25</sup>Hamdani, *Strategi Belajar Mengajar*, (Bandung : CV Pustaka Setia, 2010),80.

<sup>26</sup>Bukart, Grace Stovall, *Spoken Language: What It Is and How to Teach It*, (Washington DC: Center For International Education (ED), 1998), 240..<https://files.eric.ed.gov/fulltext/ED433722.pdf>

<sup>27</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc-Graw Hill Companies Inc., 2005).32.

English. Thus, communication in daily activities students do not use English more.<sup>28</sup> So if the speaking class teachers used English, it will make students misunderstand what their teachers said and then the students could reduce willingness to learn speaking more. The teachers must do extra to teach students in speaking class. The teachers should let the students practice speaking to perform speaking skill well, students must practice it again and again. The teachers give them some method to stimulate students' speaking skill.

### 3) Types of Teaching Speaking Method

There are some aspects in teaching method that can be practiced in a speaking class to make students perform their speaking skill well.<sup>29</sup>

#### a) Oral method

Oral drills are a good method for students to learn in speaking. The method such as drilling gives students an opportunity to practice the language for manufacture precision. On practice oral drills we can begin from talking about frequency activity. In this practice, the teachers firstly prepare the set of word cards to display a theme in picture in different places. Second, the teachers share the students divided in groups and give the cards in front of them.<sup>30</sup> The teachers asked the students about the pictures and asked the student to tell anything about the picture. This method is simple reaction drill and give the benefits that students perform the speaking skill.

#### b) Q and A method

Mixed Q and A method is a way and manner in learning speaking that provided questions with random themes and students must give feedback.<sup>31</sup> The

<sup>28</sup>*ibid*, 105.

<sup>29</sup>Jeremi Harmer, *The Practice of English Language Teaching*. (Edinburg : Longman, 1991),44.

<sup>30</sup>*ibid*, 44-45

<sup>31</sup>*ibid*, 44-45.

random theme like a the daily activity, introduction, which in essence aims to stimulate students speaking and students approach in more intensive personality. Shortly after learning the speaking, students can receive one exercises to give a good opportunity for a quick repetition. This type of method is suitable for short training sessions.

c) Discussions method

One of the most effective ways to get students to practice their speaking skill is discussion. In this classroom activity, the teachers could split the students become a small or several groups and ask them to resolve the specified problem or theme. The problem could be update moment such as social context or other. When doing this activity, students have responsibility and feedback for themselves point of view, and the other of members of group give statement agree or disagree.<sup>32</sup> Students increase their voice capabilities because this discussion force them to provide information and transmit ideas through English speaking which affects the subject of the teachers.

d) Argument telling method

Stand up in front of a lot of audience to present and telling arguments and persuade another is not easy. It takes a lot of trust and discussions help students to increase their self-confidence. In addition to acting themselves, students could learn from other by watching how people presentation. It also increase the general knowledge of students.<sup>33</sup> This method not only lets the students practice their speaking skills, but also makes them practice their listening skills.

e) Story telling method

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<sup>32</sup>*ibid*, 44-45.

<sup>33</sup>*ibid*, 44-45.

It's the right method the students English speaking skills. The students will tell the story again, which were awarded with their own vocabulary.<sup>34</sup> In addition this method session, which they practice and make more skill capacity and make students produce the word better.

f) Community language learning method

Community Language Learning is the teaching method who create which designed for improving conversation classes, this method generally used to stimulus the students confidently in speaking.<sup>35</sup> This method on teaching english for foreign learner is different with the other learning method, because it is approach and focus to community learning technique.

Based on explanation above about the type of teaching speaking method, the researcher used a Community Language Learning method to treatment the student, because the method related to the problems of the students in the *bina prestasi* class.

#### d. Community Language Learning Method

##### 1) Definition of Community Language Learning

Definition of Community Language Learning is teaching method which focus on community learning where the teacher not just be a teacher but as a conselor, who understood and help the student in learning process.<sup>36</sup> Community Language Learning is the teaching method who create which designed for improving conversation, interaction, coaboration, and speaking in the class, where the teacher as a conselor will be able used personal approach.<sup>37</sup> This methodology

<sup>34</sup>*Ibid*, 44-45.

<sup>35</sup>*Ibid*, 44-45.

<sup>36</sup>Tri yuliana puspitasari, *The Effectiveness of Using Community Language Learning to improve students Mastery of Speaking Skill for Transactional Conversation*, Thesis: ENGLISH DEPARTEMENT FACULTY OF LANGUAGE AND ARTS SEMARANG STATE UNIVERSITY, 2011, 34. <https://www.asian-efl-triyuianathesis.com/practical-english-language-teaching-speaking/>

<sup>37</sup>Sugiyani Natalia, "CLL Method And Students Interest Toward Students Speaking Ability", In Journal "Channing: ELEAL", Vol 2 No 2 (2017), 105-110. <https://files.natalia.ed.gov/fulltext/EJ1073672.pdf>

on teaching english for foreign learner is different with the other learning method, because it is approach and focus to community learning method.

As mentions the firstly CLL method this method more than any other contemporary methods, focus a concern for improvement and positive relationships that the purpose to contribute more effective teaching and increase learning process.<sup>38</sup> A lot of types teaching in CLL method is dialogue transcription to analyze and stimulus the students communicatively in small groups .<sup>39</sup> The CLL method goals of learning is to be able the target language communicatively, where students are provided with stress-free, confidently, enjoyed in learning class, value respecting teaching circumstance, given attentions and feedback by learned in the community or groups.<sup>40</sup> The resercher asumsed that CLL Method effective in teaching speaking and increase students speaking ability.

Students in the classroom are not considered “Class” but a “Group”, which need a good treatment, advice and approach<sup>41</sup>. So there is not a great GAP between a teachers and students who usually build a pleasent atmoshere in the classrom. The group be the support community so that the students communicative in the learning speaking. The teacher facilities communication in the classroom. In this teachers role one of the most important is responsibilities of students to establish a situation, which can probably promote commnication well. The used CLL method is very suitable in the new normal regulation, transition from online class to offline class.

Describe the Community Language Learning is the name of teaching method introduce by Charles A Currant and his associates. Curran was specialist

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<sup>38</sup>Bowen , Madsen, Hilferty, *ApproachesAndPrinciplesInEnglishAsaForeignLanguageEducation*, (Erciyes University :EditenKitap,2017),85.

<sup>39</sup>Cook,*Approaches.And.Principles.In.English.As.a.Foreign.Language.Education*,(Erciyes.University :EditenKitap,2017), 117.

<sup>40</sup>Lersen-freeman, Marti Anderson, *Techniques & Principles in Language Teaching*, (Inggris:oxford Univercity press 2011), 91.

<sup>41</sup>*ibid* ,120



in counseling and a professor of psychology at Loyola University in Chicago. It is not doubt that this method has been inspired by the application of community learning technique to learning. Community language learning represent the use of community learning theory to teach foreign language.<sup>42</sup> CLL can be applied to language learning, where the teacher sees students as a unified whole and needs a comprehensive approach and guidance.<sup>43</sup> CLL is designed to eliminate students' fears and anxieties about learning individual situations in the class, this method is designed to build confidently and trust self and more open minded to telling aspiration and expressions during language learning especially in speaking class, the role of a teacher who is always supportive and not scary and tends to put pressure and focuses on the teacher as a facilitator, this method is very suitable for current educational conditions.

The community language learning method does not rule out any teaching which existed before it, or which had their birth theories of learning which are quite different from Curran's, we have already mentioned that the memories of dialogue may for some learner, be a very wellcome, a very security giving, addition for the reflection phase of language study.<sup>44</sup> Unfortunately the teachers have never had the time to sit down write out step by step what happened in those class.

In the first few days of a Community language learning method class, for example, the students witness a unique set of experiences in their small circles of translated language whispered in their ears. But within a matter of weeks, such class-rooms can look like any other learner-centered curriculum.<sup>45</sup> It is perhaps for

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<sup>42</sup>Riswandy halomoan, Nelda, Asriani hasibuan, The Effect of Community Language Learning Model on Students Speaking Ability, *ISSN.2620-5599, Vol.2.No.2*(Juni 2019),12.<http://repository.umpwr.ac.id>

<sup>43</sup>Sugiyana Natalia, CLL ( Community Language Learning), in Journal " *Channing : English Language Education and Literature*", *Vol.2 No.2*,2017, 15-17.<http://cdn.tridz.in/s3fs-public/natalia%20for%20Language%20Learning.pdf>

<sup>44</sup>Earl W.Stevick, *Teaching Language: A Way and A Ways*, Newbury House Publisher: University of Minnesota, 2010,21-23.<http://cdn.tridz.in/s3fs-public/Games%20for%20Language%20Learning.pdf>

<sup>45</sup>Jack C Richard, *Approach Method In Learning Teaching* (Singapore:SEAMEO,RELC,2010) 244-256

this reason that video samples of different approaches and methods typically demonstrate the first lesson (or an early lesson) of a foreign language class.

Type of learning and teaching used Community Language Learning in teaching process as follows : <sup>46</sup>

a) Translation

The students instruction to make a group in small circle. A learner whispers a message or meaning he or she wants to express.<sup>47</sup> The teachers translates it into the target language, and the student repeats the teachers translation.

b) Group work

The students may engage in various group task, such a small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to other group.<sup>48</sup> Group work in this method be an attractive and cognitive in community class.

c) Analysis

Students analyze and study transcription of target language sentence in order to focus on particular lexical usage or on the application of particular grammar rules.

d) Reflection and observation

The students reflect and report on their experience of the classes, as a class in groups.

e) Free conversation.

Students attempted to engage in free conversation with the teacher or with other students in speaking class.

<sup>46</sup>Andi Fauzi, Speaking Skill in Using Community Language Learning, *IJIELT*, Vol.3 No.2, (Desember 2017),11.<https://files.andifauzi.ed.gov/fulltext/EJ1073672.pdf>

<sup>47</sup>*ibid* ,11-12.

<sup>48</sup>*ibid* , 11-12.

## 2) The Implementation of Community Language Learning

To teach students using the community language learning method, teachers must need and understand counseling approach techniques, especially those handled by students who have been doing online learning for more than 2 years.<sup>49</sup> Here, the important role of a teacher is to bring students to learn with fun and recondition students from online classes in the new era. Procedures of community language learning are follows:

- a) The class begins with an informal meeting and students introduce himself or herself.
- b) The teacher makes a statement of the goal and guidelines for the course.
- c) The students form a circle so that everyone has visual contact with one another and everyone is within easy reach of the microphone of a tape recorder.
- d) A volunteer student begins conversation with other student by giving message in their mother tongue.
- e) The teacher stand up behind the students, whisper an equivalent translation of the message in the target language.
- f) The students repeated the message that has been translated into the target language and record his expression in a tape recorder.
- g) Each student in the group has chance to express his/her message and record them.
- h) The teacher always stands behind the students who are saying their statement and translate their messege in the target language.
- i) The tape recorder is rewound and replay at intervals.

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<sup>49</sup>Riswandy halomoan, Nelda, Asriani Hasibuan, The Effect of Community Language Learning Model on Students Speaking Ability," *ISSN.2620-5599*", Vol.2.No.2, (juni 2019),12.  
<http://repository.riswandy.journal.umpwr.ac.id>

- j) Each student repeats his message in the target language.
- k) The teacher chooses sentences to write on the blackboard that highlight some element of language, such as grammar, vocabulary, or pronunciation.

- l) The students may ask questions about some of the elements discussed.
- m) The teacher encourages the students to copy sentences from the blackboard including the translation in their mother tongue.<sup>50</sup> The students copy becomes their textbook for home study.

### 3) Characteristics of Community Language Learning

The characteristics of community language learning are as follows:<sup>51</sup>

- a) The teacher helps students to express what the student wants to say, and the teacher gives them a goal of learning.
- b) Students typically have a listening from native speakers.
- c) These words are recorded, and what they want to replay, it sounds like easy to listen by students.
- d) Later, the students should write what they have listened, so the students must pay attention to the record.
- e) Various activities are conducted that allow to further explore the language they have generated.
- f) During the lesson, students are expressing to say what they feel and the teachers must be attentive to it.

### 4) The Role of Teachers in Community Language Learning

The teacher's initial role is preliminary that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does no teaching.<sup>52</sup> Rather, it

<sup>50</sup>*Ibid*, 12-13.

<sup>51</sup>Narayanan, "Application of Community Language Learning For Effective teaching", In Journal "Coimbatore: Bharatair University". Vol 7 No4 (2009) : 8 <http://repository.cbu.journal.umpwr.ac.id>

<sup>52</sup>Diene Ierssen-Freeman, Marti Anderson, *Techniques & Principles in Language Teaching*, (Inggris: Oxford University Press 2011), 127.

means that the teachers recognized how threatening a new learning situation can be for adult learners, so he skillfully understand and support his students in their struggle to master the target languages.

The role of teachers in community language learning as follows :<sup>53</sup>

- a) The students are infants and following the role of teachers who recognized as a knower in learning contents.
- b) The teachers begin to establish their ownself-affirmation by using simple expression.
- c) The teachers begin to understand others directly in the aims of lesson.
- d) Students begin to function independently to explore their knowlage of the foreign language.
- e) The teachers may become a conselor to less advanced students while from the other students.<sup>54</sup>

### **5) The Role of Students in Community Language Learning.**

In community language learning class the role of students are :<sup>55</sup>

- a) Students are not viewed as learner but as client who become a members of a learning community and learn by working collaboratively.
- b) The students should get a motivation to succes in learning by teachers.
- c) The students tell what they want to learn in the beginning of the class.
- d) Parallel to the development of security and give stimulus to speak, they become an independent and start to give responsibility in the class.<sup>56</sup>

### **6) Advantages and Disadvantages Community Language Learning**

<sup>53</sup> IsmailC, *Approaches And Principles In English As A Foreign Language Education*, (Erciyesuniversity :EditenKitap,2017).34

<sup>54</sup> *ibid*, 62-63.

<sup>55</sup> Diene lersen-freeman, Marti Anderson, *Techniques & Principles in Language Teaching*, (Inggris: OxfordUnivercity Press,2011) , 122.

<sup>56</sup> *ibid*,122.

In community language learning clastheadventages and disadvantagesare.<sup>57</sup>

a) Advantages Community Language Learning

(1) CLL is an attempt to overcome the treathening affective factors in English Learning.

(2) The teacher as conselor allows the learner to determine type of conversation and to analyze the language inductively.

(3) The student centered nature of the method can provide extrinsic motivation and capitalize on intrinsic motivation.<sup>58</sup>

b) Disadvantages Community Language Learning

(1) The teacher / counselor can become too non directive. Students often need direction

(2) The method relies completely on inductive learning. It is worthwhile nothing that deductive learning is also a viable strategy of learning.

(3) Translation is an intricate and difficult task<sup>59</sup>. The success of the method relies largely on the translation expertise of the counselor.

**e. Aspects in Speaking**

There are five aspect in speaking who always used in the class and become a part and attention to teachers.<sup>60</sup> The five aspects as follow :

1) Grammar

Grammar is the rules in speaking and be the impotent thing in language for changing the form of word and joining them into sentence. The students must

<sup>57</sup>Riswandy halomoan, Nelda, Asriani hasibuan, The Effect of Community Language Learning Model on Students Speaking Ability, *ISSN.2620-5599*, Vol.2.No.2, (juni 2019),12.<http://repository.riswandy-journal.umpwr.ac.id>

<sup>58</sup>*ibid*, 12-13.

<sup>59</sup>Yudhie indra Gunawan, Community Language Learning Method to Develop Students Critical Thingking In Writing Skill, *globish (an Indonesian Journal for English, Education and Culture)*, Vol.6,No.1, Januari 2018,7. <http://repository.journal.community.language.learning.ac.id>

<sup>60</sup>Rora "The Component of Speaking Skill".(*Journal :Aditama:2005*), 11.<https://files.rora-journal.ed.gov/fulltext/EJ1073672.pdf>

arrange the good sentence based on the grammar knowledge.<sup>61</sup> Grammar is need for students to arrange word become a sentence in speaking or dialogue. Grammar is important thing especially in written class but in speaking class is always need it to learn the correct way.

## 2) Vocabulary

Vocabulary is the core aspect in speaking because the speaker must produce the word or diction to repertoire of communication. So, vocabulary as the skill to give meaning words.<sup>62</sup> Vocabulary is essential to successful in learn speaking, because without the many vocab, we will be enable to use the frame and structure in conversation.

## 3) Pronunciation

Pronunciation is the most be important aspect in speaking, because it will be the listener understood to what the meaning of conversation.<sup>63</sup> Pronunciation has aims to pronounce orally dialogue by using articulation correctly.

## 4) Fluency

Fluency is indicate students speeds in speaking ability. Fluency is the extent which students se the language correctly and confidently.<sup>64</sup> The fluency can see how well the speakers know in english speaking.

## 5) Comprehension

Comprehension is the student understood what the people want to speak, the comprehension about the topic and the role in speaking just focus in main object of speaking or developed into comprehension.<sup>65</sup> How the peoples listen , speak, the

<sup>61</sup>*ibid*, 11-12.

<sup>62</sup>*ibid*,11-12.

<sup>63</sup>*ibid*,11-12.

<sup>64</sup>*ibid*, 11-12.

<sup>65</sup>*ibid*,11-12.

choise of word and arrange it into a good santence can be indicate in comprehension part.

#### f. Speaking Scoring Rubric

In this research, the researcher usedspeaking scoring rubric. The speaking scoring rubric as follows : <sup>66</sup>

**Table 2.1.**  
**Speaking Scoring Rubric**

Name :

Class :

| Aspect               | 4   | 3  | 2   | 1  | Score |
|----------------------|---|--|---|--|-------|
| <b>Grammar</b>       | Grammar covered in class was used communicate effectively   | A view minor difficulties arose from not using the grammar studied in the class.   | Grammatical errors led to many minor difficulties or one major breakdown in communication   | Grammatical errors severely hampered communication.  |       |
| <b>Pronunciation</b> | Student Pronunciation was clear and inflection and expression ware used to enhance communication. | No serious problems arose, but better pronunciation, inflection, and/or non verbal communication could have made communication more efficient. | <b>Some</b> communication problems arose due to unclear pronunciation and/or lack of inflection and/or expression student at have been difficult to hear. | Pronunciation, inflection, and/or expression confused communication. student may have been very difficult to hear. |       |

**IAIN**  
**PONOROGO**

<sup>66</sup>James Dean Brown, *Testing in Language Programs* (New Jersey : Prentice Hall Regent, 1996), 406-407.



|                      |   |  |   |   |              |
|----------------------|---|--|---|---|--------------|
| <b>Fluency</b>       | Student acted as a facilitator, helping the conversation flow and developed a conversation. | Some minor difficulties maintaining the conversation were evident. | Some effort was required to maintain the conversation. There may have been a few long pauses. | Much effort was required to maintain the conversation. There may have many long pauses. |              |
| <b>Aspect</b>        | <b>4</b>  | <b>3</b>   | <b>2</b>  | <b>1</b>  | <b>Score</b> |
| <b>Comprehension</b> | Comprehension is easy to understand at all times  | Occasionally has to repeat students to be understood               | Makes errors in pronunciation that sometimes lead to misunderstanding                         | Difficult to understand   |              |
| <b>Total score</b>   |   |  |   |   | <b>/20</b>   |

$$\text{The result of scoring student} = \frac{\text{Total Students score} \times 100}{\text{Maximum score}}$$

## 2. General concept of New Normal Regulation

### a. Definition of New Normal Regulation

The new normal regulation is the changing when the peoples must adapted with new situation. New normal regulation because pandemic covid 19 in Indonesia make a seventy million students must online learning during pandemic.<sup>67</sup> The situation did not improve and even made worse by the covid 19 pandemic. The concern and caring teachers who hardly wanted their student grow disoriented by the abrupt change from online to offline teaching.

The covid 19 pandemic for approximately 2 years until now has become a new challenge in the world of education, because the teachers have to be flexible and adapted to an environment that requires every individual to live side by side with covid

<sup>67</sup>Novita dewi, In humanity Treaths In Teaching In the New Normal, "LLT Journal, e-ISSN 1401-7201", Vol.24, No.1, April 2021,2. <https://files.novita.journal.ed.gov/fulltext/EJ1073672.pdf>

19.<sup>68</sup> As of 22 November 2021, based on data from the pandemic management agency, it shows that the increase in cases has starting to decline, even offline class has been carried out since a few months ago.

### **b. The Problem in the New Normal Regulation**

The online class is not new in the education, but how online class has changed due to Covid-19 is. How has the recent global pandemic changed the outlook for all of education in new normal regulation. Online class provides students with academic opportunities the students might otherwise be unable to obtain within a local, standard classroom. Educational theorists grapple with the goals, unique advantages and disadvantages of distance education.<sup>69</sup> It has an impact on the decline in students' abilities and achievements in learning. While long distance correspondence classes have existed for generations, distance education theory is a relatively new field of scholarship triggered by recent advances in telecommunications technology enabling the mass delivery of education through online courses.

Online class in 2020 has a totally new focus and utilization of interaction. Today that interaction can be done totally at a distance. The availability of tools like Skype, Zoom, and Google, have made possible interaction not only in the classroom or school district but around the globe. In the classrooms of early 2020, interaction was seen as students collaborating on problem-based learning projects. The use of tools like Skype were readily available but not prominent in the learning. It appear a new problem in education due the new normal regulation. The interaction with students had grossly changed as well.<sup>70</sup> With all the required protocols and considerations for social distancing during a global pandemic, education will be totally reshaped. These changes

<sup>68</sup>Interview with MRS Lina Purwati (English Teachers at MTsN 6 Ponorogo)

<sup>69</sup>Valerie Amber, Teaching English of the New Normal : Using Technoogi to Prepare for The Divers Classroom, in *Journal National University Costa Mesa*, CA 96236, Vol.23 No..2020,3. <https://files.Valerie.journal.ed5783.acc.33.gov/fulltext/EJ1073672.pdf>

<sup>70</sup>*ibid*,11.

have also impacted the teachers who suddenly have been thrust into a totally new normal of education. The student have never been trained to revise daily lessons nor to teach virtually.

The condition of students who study at home for too long, almost 2 years makes it difficult for students to face learning at school when online learning is complete, and enter a new era, namely the transition period from online to offline classes, especially this situation has an impact on the decline in students' abilities and achievements in learning. learn, because of various internal factors such as decreased interest in learning, laziness, and failure to adapted to the new normal and external factors such as difficulty using learning media such as google classroom and E learning, miscommunication between teachers and students etc.<sup>71</sup> One of the declines in students' abilities is speaking ability which is the primary ability of students in learning in class, therefore researchers try to use a friendly learning method used in new normal regulation for students, namely Community Language Learning.

### 3. Bina Prestasi

*Bina prestasi* is the distribution of students in the class or grouping who had aims to developed the skill, ability and knowledge.<sup>72</sup> The students in affiliation of *bina prestasi* devided in the first process registration based on exam value, achievment or test on the school. In this distribution of students devided into a lot of learning program as follows arabic language, english language, soft skill, hard skill, clasifier from phsical exercise likes football, volleyball, and scouts. In this bina prestasi class have given some activities programs to stimulus skill in language especially in arabic and english. The head master realized that with pressure the students in theories and practice on language or the others skill will be usefull in the future.

<sup>71</sup>*ibid*,110.

<sup>72</sup>Interview with MRS Lina Purwati (English Teachers at MTsN 6 Ponorogo)

Based on observation in MTsN 6 Ponorogo, this school applied the program of *bina prestasi* class that aims to improvement the skill and ability of students. The treatments of this programs with given an additional lesson, extra curricular, and students more directive to developed their skill. So, the *bina prestasi* program expected to materialized the aims, vision and mission of the school.

*Bina prestasi* is the class with specifically buiding, which in this class be found the students who have desire and skill to buiding intensively to got the goals in learning process.<sup>73</sup> In this *bina prestasi* class students have skill on top level and have high entusiasm. So, programs bina prestasi class developed to prepare the students be the peoples who already competence in this modern era.

## **B. Previous Research Findings**

In the variables of community language learniang method and teaching speaking, there were some research conducted to this reserches. The first is taken from Ulfarida Ma'rifati Ihsana the entitled *The Effectivness Of Community Language Learning Method In Outside Class To Learning Maharah Al-Kalam Of 8th Student At Junior High School IT Hidayah Klaten*. She used a quasi-experimental design with a quantitative approach. This research was aims to directly examine causality with 2 variables, namely the control class and the experimental class, with a population that is not taken at random but is a naturally formed object. The results of this research indicated that the Community Lanuage Learning method in outside the classroom can improved the Arabic language skills of 8<sup>th</sup> grade students, this is evident from the pre-test score before being given treatment 62.3529 and the post-test score after being given treatment with the CLL method to 76.8067. In this study, the research was

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<sup>73</sup>Interview with MR Mahmud (Arabic Teachers at MTsN 6 Ponorogo)

design used CAR (Classroom Action Research) where the approach method used is a class action approach so that it is different from the method in this research<sup>74</sup>.

The second research is conducted by Ratu Sarah Pujasari entitled *The Effectiveness of Community Language Learning in Teaching Speaking Viewed From Students Self Confidence*, she used an Experimental research at second grade of nursing departement Stikes Bakti Tunas Husada Tasikmalaya. In the Academic year of 2011/2012, this research applied an experimental research because the aim of this research were revealing the cause and effect of taught Community Language Learning and student self-confidence, the result of this research were students who taught used community language learning and high confident have a high score speaking skill, there is active interaction between teacher and student. It is mean that the used Community Language Learning is not only effectiveness to improve speaking skill but also effective to improve students self confidence<sup>75</sup>. She used experimental research, and this research which used quasi experimental research design. And the research applied a community language learning on new normal regulation and its mean litterally differentiated to this research.

And the last research conducted by Yudie Indra Gunawan, entitled *Community Language Learning Method to Developed Student Critical Thingking In writing Skill*, He were used a Classroom Action Reserch (CAR) because this method related to students at Buddhi Dharma University. This method usually used to teach lesson based on curicullum at the study of the school. Based on the observation and teach using CLL, the result from observation checklist and field note were almost of students pay attention to this lesson actively, given good responded and there were active to asked and felt confident to speak up their critical

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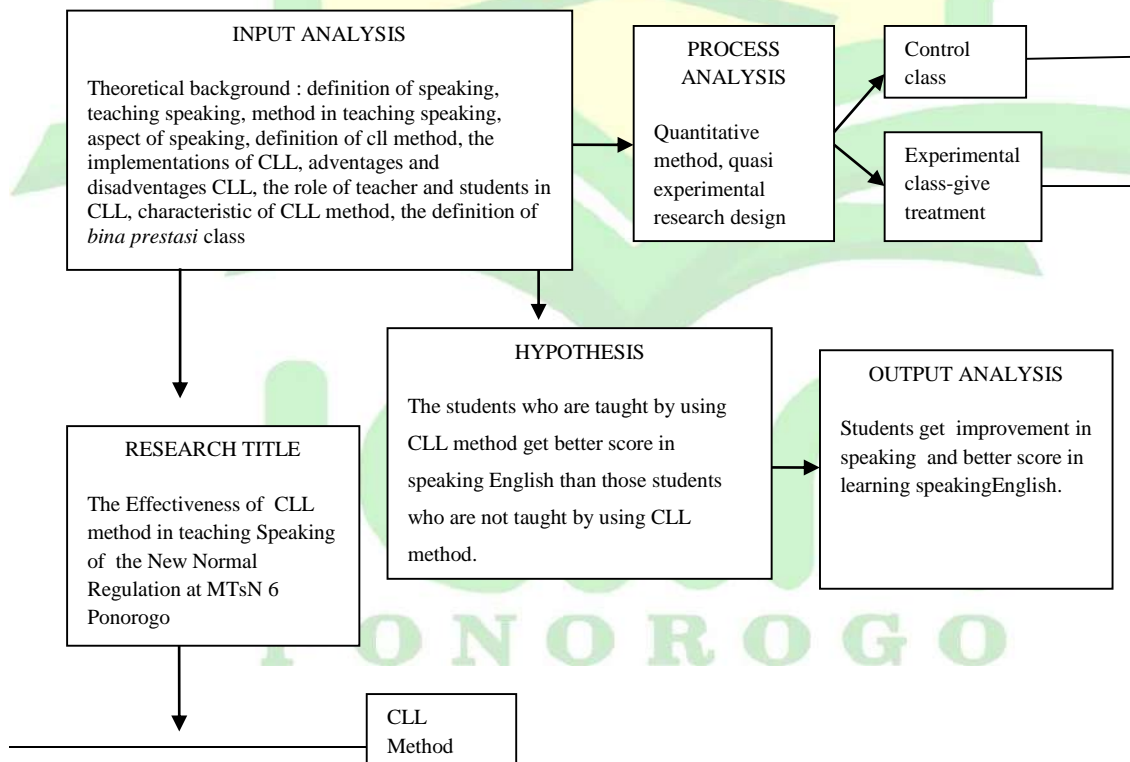
<sup>74</sup>Ulfarida Ma'rifati Ihsana, "The Effectivness Of Community Language Learning Method In Outside Class To Learning Maharah Al-Kalam Of 8th Student At Junior High School IT Hidayah Klaten". Thesis : UIN Sunan Kalijaga Yogyakarta, 2015.

<sup>75</sup>Ratu Sarah Pujasari, "The Effectiveness of Community language Learning in Teaching Speaking Viewed From Students Self Confidence". Thesis : Sebeles Maret University, 2014.

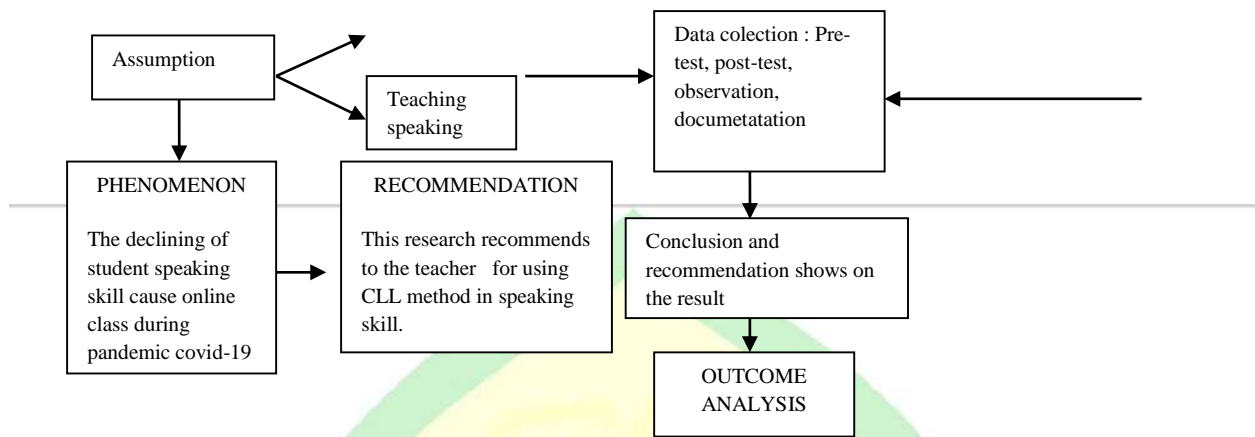
thinking<sup>76</sup>. He were applied classroom action research and the research used quasi experimental research design. And researcher used a community language learning on new normal regulation and it is mean actually differentiated to this research.

Based on research above, the researcher concluded that was similarity between research above an this research, which is same variable x “the effectiveness of community language learning method” but many reserach focus to variable y “improving speaking skill” or “improving arabic language skill”, and ” critical thinking in writing Skill”, it was differentiated of this research who use a variable y “teaching speaking in the New Normal Regulation” and focuss of this research to recondition students in the new normal regulation after online class to offline class. The aim of this research is to find out effective or not the community Language learning method in teaching speaking of the new normal regulation at MTsN 6 Ponorogo.

### C. Theoretical Framework



<sup>76</sup>Yudhie Indra Gunawan, “Community Language Learning Method to Developed Students Critical Thinking in Writing Skill”, In journal *Globish*(An English-Indonesian Journal For English, Education and Culture”, Vol.6, No.1,(2018) .1-8.



**Figure 2.1 Theoretical Framework**

The researcher found the phenomenon that the students of 8<sup>th</sup> at MTsN 6 Ponorogo especially in *bina prestasi* class have some problems in speaking after online class during pandemic Covid-19. The students still find difficulties to make a word, be afraided a mistakes, confused on vocabulary, accent, and pronunciation in speaking class. The students did not have the self-convident to speak out because they were worried about the mistakes. Additional the students must learned at home because pandemic Covid-19. The big impact from online classes declined the academic ability of students especially in speaking skill. So, the researcher need the method in teaching learning process especially in speaking to solve the problems above.

Speaking is a skill that acts as a means of communication. So the students need some treatments that can make students become easy and better use speaking English in daily activities. Talking and starting the conversation is not easy as well as native speakers. Most of the speechess involved interaction with one or more participants. This reasercher assumed that would conducted community language learning method to students in speaking class. Therefore, the researcher compiled the research entitled The Effectiveness of Community Language Learning Method In Teaching Speaking of The New Normal Regulation at MTsN 6 Ponorogo. The aims of research to find out the effectiveness of CLL in teaching speaking of the new normal regulation at MTsN 6 Ponorogo. Then, the researcher explained about

teaching speaking and CLL method in theoretical background, and additional of previous research findings to strengthen the theories and made the first assumed to conducted a hypothesis.  $H_0$ : there is no significant difference between pre-test and post test of student speaking ability by using community language learning method. And it's mean this method not effective in teaching speaking of the new normal regulation at MTsN 6 ponorogo.  $H_a$ : there is significant difference between pre-test and post test of student speaking ability by using community language learning method. And it's mean this method effective in teaching speaking of the new normal regulation at MTsN 6 ponorogo.

After that the researcher explained the method that was used in this research which quantitative quasi experimental research because the quasi experiment is the gold standard in research, and non equivalent control group design. This reaserch devided the class into two group, namely control class and experimental class. Before give the students some treatment on experimental class using CLL method, the researcher do a trial and pre-test to identify the score of control and experimental class. After that the research give treatment on experimental class using CLL method. And finally both of the control and experimental class give the post-test to measure the student ability after a few treatment. From this research, the output of this research was speaking ability improvement. The research could make the conclusion of it, and the referention to teachers who was using community language method in teaching speaking of the new normal regulation.

#### **D. Hypothesis**

1. Null hypothesis ( $H_0$ ) there is no significant difference between pre-test and post test of student speaking ability by using community language learning method. It's mean this method not effective in teacing speaking of the new normal regulation at MTsN 6 ponorogo.
2. Alternative hypothesis ( $H_a$ ), there is significant difference between pre-test and post test of student speaking ability by using community language learning method. It's mean



this method effective in teaching speaking of the new normal regulation at MTsN 6 Ponorogo.

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## CHAPTER III

### RESEARCH METHOD

This chapter presents a description and explanation about the research design, research schedule and setting, population and sample, operational definition of variable, research instrument, data collection technique, validity and reliability, and data analysis technique.

#### A. Research Design

In this research, the researcher used a quantitative research method, the definition of quantitative research is based on a positivistic philosophy that emphasizes objective phenomenon that are studied quantitatively or data presentation with numbers and statistics, structures, control class experiments class.<sup>77</sup> While the type of research used is a quasi-experimental design and a quasi-experimental research using a non-equivalent control group design.<sup>78</sup> In the same opinion, which defined the type of quasi-experimental research as research that is intended to determine whether or not there is an effect of treatment on the subjects studied.

Quasi-experimental design method is a experimental research that aims to determine the impact or influence caused by a particular treatment in the class by randomly selecting the class, but not randomizing the sample (subject) class into a new class.<sup>79</sup> From this statement, there is one treatments (CLL method) and one impact variable. This quasi-experimental design method is very suitable for use by researchers to answer research questions and research objectives that measure whether there are differences in students speaking ability before and after being given treatment (CLL Method) and the results of the pre-test and post-test scores will proved how effective the use a CLL Method on students speaking abilities. Quasi experimental design does not allow randomization of sampling like a pre-experiental and true experiental to get a new classes, it is very relevant

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<sup>77</sup>Nana S Sukmadinata, *Metode Penelitian Pendidikan*, ( Bandung : Remaja Rosdakarya, 2010), 52.

<sup>78</sup>Suharsimi Arikunto, *Metodology Penelitian*, ( Yogyakarta : Bina Aksara, 2006) ,75.

<sup>79</sup>Donald ary et al.,*Introduction to Reaserch in Education*,8th ed (Belmont, CA : Wadsworth, 2010), 22.

to the conditions in the field or at school. The method used is to compare one experimental group that was given treatment with a comparison group (Control Class) that was not given treatment.

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While the type of quasi-experimental research used is the Non-equivalent control group design. In this design the group is divided into 2, namely both the experimental group and the control group compared with selected or placed at random. Because these two groups have the same character and abilities in all sides, but are given different treatment. Both of groups were given a pre-test, then just one group (Experiental class) was given treatment (CLL Method) then both of groups were given a post-test again.

There are various forms of experimental research, namely pre-experimental design, true experimental design, factorial design, and quasi-experimental design<sup>80</sup>. The main characteristic of quasi-experimental design is the development of a true experimental design which has a control group but cannot function fully to control external variables that affect research.

Based on the explanation above, this research was focuses on investigating directly in the field of cause and effect by using two groups, namely one control group and one experimental group with the characteristics of research subjects not being taken randomly from the population but taken from the formed group or class. The research setting at MTsN 6 Ponorogo, there are 6 classes in class 8<sup>th</sup>, the class is classified into two group, namely *bina prestasi* and non *bina prestasi*, based on pre liminary research a lot of problems during online class in *bina prestasi*, so the choise experimental and control class on there. The method used in this research is quantitative with a quasi-experimental type and a non-equivalent control group design. The quasi experimental design is as follows:

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<sup>80</sup>Sugiyono, *Metode Peneitian Kuantitatif, Dan R&D* (Bandung:Alfabeta, 2018),12.

**Table 3.1**  
**A quasi-experimental research format using non-equivalent control group design**

| Groups/Class | Pre-test       | Treatment | Post-test      |
|--------------|----------------|-----------|----------------|
| E            | O <sub>1</sub> | X         | O <sub>2</sub> |
| C            | O <sub>3</sub> |           | O <sub>4</sub> |

Statement :

(E) : Experiment class

(C) : Control class

O<sub>1</sub> : Pre-test Experiment class

O<sub>3</sub> : Pre-test Control class

O<sub>2</sub> : Post-test Experiment class

O<sub>4</sub> : Post-test Control class

X : Treatment to experiment class ( CLL Method)

## B. Research Schedule and Setting

### 1. The schedule of the research

There were four meetings required in experimental class and control class. The schedule could be seen in the table below :

**Table 3.2**  
**Experimental class schedules**

| Date                        | Activities       |
|-----------------------------|------------------|
| March 12 <sup>th</sup> 2022 | Pre-test         |
| March 16 <sup>th</sup> 2022 | First treatment  |
| March 19 <sup>th</sup> 2022 | Second treatment |
| March 23 <sup>th</sup> 2022 | Post-test        |

In the first meeting, the researcher took pre-test in experimental class. The first steps was giving instruction to make a conversation in present continuous tense with the theme who have the researcher given. The next steps was checking the result score of pre-test.

In the second meeting the researcher explained the explanation, rules, goals of community language learning. And practice the procedure of CLL method who have explanation in thoeretical background. Then the researcher gave the example of

conversation and explained the language feature of it. Then the researcher asked the student to listened the recording about conversation themself, and gave suggestion and attention to pronunciation, vocabulary, intonation and accent to be a better conversation. After gave CLL method the researcher gave question and answer about conversation. If the students does not understand, it can be asked.

In the third meeting, the researcher asked the students to open the worksheet and explained about the conversation in present continous tense. The researcher was implementation CLL method based on lesson plan to students, and gave intruction to make a small groups. The class devided into five groups, it made the researcher more easiers to handling students in conversation. If the students have the problems, the students can asked to the teachers or the other friends in the groups. The class learning in the community or groups. The students asked to make a conversation in present continous tense. in the end of lesson, the researcher reminded to prepare conversation for post-test in the last meeting.

In the last meeting, the researcher took the score of post-test with same instruction in pre-test but different theme.

**Table 3.3**  
**Control class schedules**

| <b>Date</b>                 | <b>Activities</b> |
|-----------------------------|-------------------|
| March 11 <sup>th</sup> 2022 | Pre-test          |
| March 15 <sup>th</sup> 2022 | First treatment   |
| March 18 <sup>th</sup> 2022 | Second treatment  |
| March 22 <sup>th</sup> 2022 | Post-test         |

Furture more the schedule of control class was as same as experimental class. But the researcher did not give the treatment like in experimental class. So, the researcher just teach based on method who used by english teachers at MTsN 6 ponorogo. In the first meeting the researcher took pre-test. The instruction was as same as in experimental class.

In the second and third meeting, the researcher did not use the CLL method. The researcher used a method that was usually used by English teachers at MTsN 6 Ponorogo. English teachers used problem-based learning. So, the researcher was teaching in the class based on the problems of students. If the students have a problem in conversation in the class, the students can ask the teachers.

In the last meeting, the researcher took the score of post-test with the same instruction as in pre-test but with a different theme.

## **2. The Research Setting**

The research was conducted at Madrasah Tsanawiyah Negeri 6 Ponorogo. The complete address of MTsN 6 Ponorogo is JL. Raya Bogem Sampung, sub-district Sampung, regency Ponorogo, province East Java. Telephone numbers : 08113311176. Code mail : 63454. Statistic numbers of the school (Depag) : 121135020006. NPSN : 20510296. Accreditation of school : A. The Vision of MTsN 6 Ponorogo is materialized as an Islamic school. Achievement, technology concept, and the culture of *adhiyyata*.

Based on the vision of the school and the aims of school, the mission of the school is first materialized as the complete curriculum (KTSP), the second mission is relevant and national concept. The third mission is materialized as active, creative, effective learning. So, the students can develop themselves based on the potentials they have. The next mission is to develop the *adhiyyata* process in learning by technology and information concept and materialized as the authentic value in cognitive competence, psychomotoric and affective. The next mission is materialized as achievement of graduation school, developed the national characteristic culture, optimized the potential of students in scientific and technology. The last mission is to develop the sport skill, scouts, and art who strengthen and competitive, created the circles of school to peaceful, clean, and comfort zone, materialized the interactive, relevant and technology concept of school facilities. Have the personal staff and teachers which international certificates,

optimized the students in the form of network with stakeholder, prohibited the breakdown and vilification of circumference area, created the awerness of affections of circumfarence area. And developed the competentions of educational staff and teachers.

## C. Population and Sample

### 1. Population

A population is the whole object of experiment, a population is the community in such place that have been choosen as the object of research<sup>81</sup>. The population of this research is all of eighth grade students at MTsN 6 ponorogo in academic year of 2021\2022. There are six classes. They are VIII A consists of 25 students, VIII B consists of 24 students, VIII C consists of 22 students, VIII D consists of 25 students, VIII E consists of 27 students, VIII F consists of 24 students. It means the total of population is 145 students.

### 2. Sample

Sample is the part that can represent of population observed, It can be defined as a sets of respondents select from a many population.<sup>82</sup> In this research, sample be choosed from two group. In this research sample choise by tehique cluster random sampling. This technique used if the researchers have limitedness data because not have sampling frame (list names all of populations) but the researchers have a compleet data about clusters/class. This technique used when the characteristic of cluster are homogen.<sup>83</sup> Because in MTsN Ponorogo the distribution of class devided into two group *bina prestasi* class VIIIA, VIII B, VIII C and *non bina prestasi* classVIII D, VIII E, VIII F , and the problems of this research focus on *bina prestasi* class , the researcher used a coin to randomly class and choise who are be a control class and

<sup>81</sup>Sugiyono, *Metode Peneitian Kuantitatif, Dan R&D* (Bandung:Alfabeta, 2018) 55.

<sup>82</sup>*ibid*, 55.

<sup>83</sup>Priyono, *Metode Peelitian Kuantitatif* (Sidoarjo:Zifatama Publishing:2016) , 117.

experiential class. They are control class from the one of *bina prestasi* class VIII (A) and experiment class from the one of *bina prestasi* class VIII (B) at MTsN 6 Ponorogo.

#### D. Operational Definition of Variables

The title of this research is The Effectiveness of Community Language Learning In Teaching Speaking of New Normal Regulation at MTsN 6 Ponorogo. Therefore, the researcher needs to interpret variables of the reaserch.

##### 1. Independent Variable (X)

In the quasi experimental research, the independent variable is what causes influences or effect the research.<sup>84</sup> From this elaborated the independent variable of this research is the used of CLL method. Definition of Community Language Learning is teaching Method which focus on counseling learning where the teacher not just be a teachers but as a conselor, who understood and help the student in learning process<sup>85</sup>. Community Language Learning is the teaching method who create which designed for monolingual conversation classes, where the teachers as a conselor be able used personal approach. This methodology on teaching english for foreign learner is different with the other learning method, because it is approach and focus to community learning technique.<sup>86</sup>

##### 2. Dependent Variable (Y)

The dependent variable thats influenced by the independent variable.<sup>87</sup> In this research dependent variable is teaching speaking. Teaching speaking is the lessons are a communication process.<sup>88</sup> It sholud be created by the way of teaching and replacing

<sup>84</sup>Donald Ary,et.all,*Introduction to Research in Education* (Canada : Wadsworth Cengage Learning, 2010), 225.

<sup>85</sup>Tri yuliana puspitasari, *The Effectiveness of Using Community Language Learning to improve students Mastery of Speaking Skill for Transactional Conversation*, Thesis : ENGLISH DEPARTEMENT FACULTY OF LANGUAGE AND ARTS SEMARANG STATE UNIVERSITY, 2011

<sup>86</sup>Sugiyani Natalia, "CLL Method And Students Interest Toward Students Speaking Ability, In Journal *Channing: ELEAL*", Vol 2 No 2 (2017) , 105-110.

<sup>87</sup>*Ibid*,78.

<sup>88</sup>Sari Laoma, *Assesing Speaking*, (Cambridge : Cambridge univercity Press, 2009) ,44.



the message, information, news or speak up what do you feel or what do you want. The message from teachers can be knowledge, skills, ideas, experience and many others. Teaching speaking is the construction process and share the meaning through the use of verbal and non verbal symbols. The use of language media that speak can be through the conversation with another person who can get a lot of informations. Teaching speaking depended on there being a classroom culture of speaking, and the classroom need to become “classroom talking”. There are many way in teaching speaking that most of teachers have some ways in teaching speaking. Teaching has responsibility to make their teaching successful.

### E. Research Instruments

Research instrument is a tool or equipment to collect data and it is very important for gathering data accurately.<sup>89</sup> This research use a quasi experimental design which is use a pre-test and post-test who use a speaking test, the test was used to find out the student speaking ability, while the pre-test and post-test was design to know the effectiveness and significance of the treatment by using Community Language Learning Method. The research instrument is a tool used by researchers in collecting data and testing samples for easy processing.

**Table 3.4**

#### **Matrics research instruments**

| <b>Variables</b>           | <b>Indicators</b>  | <b>Test</b> | <b>Numbers</b> |
|----------------------------|--|-------------|----------------|
| CLL Method<br>(Variable X) | The clases begin with an informal meeting and students introduce himself or herself.   | Oral test   | 2,3,5          |
|                            | The students form a circle so that everyone has visual contact with one another and everyone is within easy reach of the microphone of a tape recorder.. | Oral test   | 1,2,4          |

<sup>89</sup>Suharsimi Arikunto, *Metodology Penelitian*, ( Yogyakarta : Bina Aksara, 2006) ,160.

|                                |   |             |                |
|--------------------------------|---|-------------|----------------|
|                                | A volunteer students initiates conversation with other student by giving massage in their mother tongue.  | Oral test   | 1,3,4          |
|                                | By the teachers goes and stand behind the students, whisper an equivalent translation of the massege in the target language.  | Oral test   | 1,4,5          |
|                                | The student repeat the massege that has been transd into translated into the target language and record his expression in a tape recorder.  | Oral test   | 2,4,5          |
|                                | The teachers always stands behind the students who are saying their statement and translate their massege in the target language. And tape recorder interval the circle               | Oral test   | 2,4,5          |
|                                | The teachers encourages the students to copy sentences from the blackboard including the translation in their mother tongue. The students copy becomes their textbook for home study. | Oral test   | 3,5,6          |
| Teaching Speaking (Variable Y) | The students mentions the activities in present continous tense in the class, school and house at time when they are spokken with the right speech and intonation                     | Oral test   | 2,4,5          |
| <b>Variables</b>               | <b>Indicators</b>   | <b>Test</b> | <b>Numbers</b> |
|                                | The students identify about expression in present continous tense that show and happening with the right speech and intonation  | Oral test   | 1,2,4          |
|                                | The students mention the action and activities in present contious tense with family members in a good pronounciation and intonation  | Oral test   | 1,4,5          |
|                                | The students mention of action and activities in present contious tense who seen in audio visual in the class   | Oral test   | 2,4,5          |
|                                | The students arrange teks interaction transaction orally in present continous tense, with attention   | Oral test   | 3,4,5          |

|  |  |  |  |
|--|--|--|--|
|  | to social function, structure text, and the right language aspect. |  |  |
|--|--|--|--|

## F. Data Collection Technique

In quantitative research, data collection technique must be accountable, responsibility and their validity can be tested. So the research need a good data collection technique. The data collection technique in this research is a test, observation, interviews, and documentations. The data collection technique from this research are :

### 1. Test

#### a. Pre-test

The pre-test was given to know how well students speaking score and ability. Toteached a treatment available to necessity. In class, students should be tested byoral test. Make the dialogue in pairs about giving and asking information on present contious tenses in 3 minutes and the students have to present it in front of the class orally. Before giving pre-test the research explained the aims of pre-test to students and take stimulus speaking of students using simple conversation. The research choised some conversation topic about asking and giving information in present continous tense.

#### b. Post-test

As similar to the pre-test, the researcher gives a post-test in the last meeting, to test the differences between students before and after given treatment. The studentsshould make the dialogue in pairs about giving and asking information in present contious tenses on 3 minutes and the students have to present it in front of the class orally. Therresults of this post-test will answer the purpose of this reaserch, which is to testis there any effective

the use of Treatment (CLL Method) in teaching speaking of students before and after given treatment. The score of post-test will be compare with score pre-test.

## 2. Observation

Observation method used to collecting data about conditions, situation, circumstances about the circle of school. Observation is conducted to know the problems of students in new normal regulation especially in speaking ability, the problems during online class, Beside that the observation also did to get informations about the learning speaking in the class.

## 3. Documentation

Documentation is a tool or instruments for measuring and collecting a quantitative data.<sup>90</sup> Documentary is a type of data collection technique to get the data about thing or variable which are book, notes, and transcript.<sup>91</sup> The researcher used documentation to support the data about students. In this research, the researcher used documentation such us attendance list, transcript of conversation, and students score of pre-test and post-test.

## G. Validity and Reliability

### 1. Validity

Validity is defined as the extent to which an instrument measured what it claimed to measure. When developing and measuring instrument, validity is the most important consideration<sup>92</sup>. There are some kind of validity :

#### a. Content Validity

Content validity is the process of determining the representation of

<sup>90</sup>James dean Brown, *Testing in Language Programs*,(New Jersey : Prentice Hall Regents, 2005),37.

<sup>91</sup>*ibid*,37.

<sup>92</sup>Donald Ary,et.all,*Introduction to Research in Education* (Canada : Wadsworth Cengage Learning, 2010),

items with respect to the domain of abilities, task, knowledge, and so on of whatever is being measure. The content validity of variables refers to whether or not the content of the observed variable is correct.

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b. Construct Validity

The validity of this construct is proven. If the items in the instrument reflect the indicator of the measure variables. Construct validity can be done through a reaserch of the oprational definitions of the variables to the measured, indicators developed and questions prepared.

c. Empirical Validity

This validity is stated based on the result of experience (testing instrment to respondecence). A reaserch instrument is said to have emperical validity if it has been tested from experience. Thus, the instrument is said to have empirical validity if it has been proven throg experience, namely through a trial.

In this research, the researcher used content validity. Content validity is used in the student test. The researcher was measure that the instrument used in this research is valid by making a relevance of the test objective, the instruction of the test and the indicators with SKKD (*Standart Competency Kemampuan Dasar*) based on MTsN 6 Ponorogo. To investigate the validity of the instrument, the reaserch used SPSS 23 version to calculated the validity of data. There are steps to calculated the validity as follows :

- 1) First, Open SPSS 23 version
- 2) Click analysis – coreleted – bivariate
- 3) Remove item number from left into right of variable coloumn
- 4) Click data view – copy item analysis all of question – click Ok

From the results obtained, the significance is obtained and adecision is

made. The decision of this test method is as follows:<sup>93</sup>

If significancy  $r\text{-value} > r\text{-table}$  it means valid. If significancy  $r\text{-value} < r\text{-table}$  it means invalid.

The researcher used 22 responses from *bina prestasi* class at (VIIC) MTsN 6 Ponorogo for testing validity. To know the value of  $r_{\text{table}}$  with the SPSS 23 Version. The formula is  $n - r = 20 - 2 = 18$ . After that, see the value of  $r_{\text{table}}$  18 in table of db. The  $r_{\text{table}}$  of 18 is 0,414, 0,417, 0,415, 0,414, 0,414.  $r_{\text{value}}$  0,817, 0,819, 0,818, 0,816. 0,816. The result of the test validity as follows:

**Table 3.5**  
**The Result Validity Pre-test of speaking**

| Item number | $r_{\text{table}}$ | $r_{\text{value}}$ | Criteria |
|-------------|--------------------|--------------------|----------|
| 1           | 0,414              | 0,817              | Valid    |
| 2           | 0,417              | 0,819              | Valid    |
| 3           | 0,415              | 0,818              | Valid    |
| 4           | 0,414              | 0,816              | Valid    |
| 5           | 0,414              | 0,816              | Valid    |

Based on result of Content Validity Pre-test of speaking above  $r_{\text{value}} > r_{\text{table}}$  its mean the instrument of pre-test is valid.

**Table 3.6**  
**The Result Validity Post-test of speaking**

| Item number | $r_{\text{table}}$ | $r_{\text{value}}$ | Criteria |
|-------------|--------------------|--------------------|----------|
| 1           | 0,416              | 0,817              | Valid    |
| 2           | 0,415              | 0,819              | Valid    |
| 3           | 0,414              | 0,818              | Valid    |
| 4           | 0,414              | 0,816              | Valid    |

<sup>93</sup>*ibid*, 22.

|   |       |       |       |
|---|-------|-------|-------|
| 5 | 0,414 | 0,816 | Valid |
|---|-------|-------|-------|

Based on result of Content Validity Post-test of speaking above  $r_{\text{value}} > r_{\text{table}}$  its mean the instrument post-test is valid. However the good research design or statistical analysis, the result will be meaningless if the researcher are not actually ensuring what the researcher are purposing to measure.<sup>94</sup> The validity instrument is very important thing that must be tasted in conducting a research. The valid instrument was used to make sure that research really measure what should be measure.<sup>95</sup>

## 2. Reliability

Reliability is the degree of consistency with which it measures whatever it is measuring<sup>96</sup> The instrument's reliability is required to ensure that the instrument will be consistent when used at other times. The measurements result can be trusted only if in several times the implementation of measurements of a homogeneous group of subject obtain relatively the same result, as long as the aspect measure in the subject have not changed. In this research, to measure reliability the researcher used SPSS 23 version. To investigate the validity of the instrument, the research used SPSS 23 version to calculated the validity of data.

There are steps to calculated the reliability as follows :

- 1) First, make the table of item analysis of students speaking result.
- 2) Open SPSS 23 version
- 3) Click variable view-write down numbers of questions - change the decimal into 0
- 4) Click data view – copy item analysis all of question.

<sup>94</sup>Donal Ary, *Introduction to Research In Education Sevent Edition* (Canada :Wadsworth Cengage Learning), 2010,13.

<sup>95</sup>J.B. Heaton, *Writing English Language Test*, ( New York:Long Man headbook for Langage Teachers, 1990), 159.

<sup>96</sup>Ary et.al.,23.

5) Click analysis – scale – reliability analysis – input item left - right – click Ok

6) Make sure score cronbach's alpha is  $>$  then 0,70 its mean reliable.<sup>97</sup>, If score cronbach's alpha is  $<$  then 0,70 it's mean not reliable.

The researcher used 22 responses from *bina prestasi* class at (VIIC) MTsN 6 Ponorogo for testing reliability used the SPSS 23 Version. The result of the test reliability as follows:

**Table 3.7**  
**The Result Reliability Statistic Pre-test of speaking**

| • Cronbach's Alpha | • N of Items |
|--------------------|--------------|
| • 0,787            | • 5          |

Based on result of Reliability Pre-test of speaking above the score of Cronbach's alpha  $>$  0,70 its mean the instrument of pre-test is reliable.

**Table 3.8**  
**The Result Reliability Statistic Post-test of speaking**

| • Cronbach's Alpha | • N of Items |
|--------------------|--------------|
| • 0,786            | • 5          |

Based on result Reliability Post-test of speaking above the score of Cronbach's alpha  $>$  0,70 its mean the instrument of post-test is reliable.

## 2. Data Analysis Technique

Data analysis techniques are activities after data from all respondents or other sources are collected. Data analysis is an activity of systematic grouping,

<sup>97</sup>Imam Ghazali, *Statistik Non Parametrik* (Undip. Harahap: Semarang, 2009), 78.



interpretation and verification of data so that a research can meet the criteria as a scientific work<sup>98</sup>. These activities cover the data acquired of the test. The test consists of pre-test and post-test. The aims of data analysis technique are to know whether the students have a good changing in speaking before and after getting the treatment. In analyzing the data used in quantitative, and the research design using a quasi-experimental design, the analysis used in testing the data there are 3 methods, namely the normality test, homogeneity test and the hypothesis test, as follows:

### 1. Normality test

Normality test aims to determine whether a data is normally distributed or not.<sup>99</sup> The normality of the data distribution is the key or a calm reference to determine the type of statistics in the next analysis. If a normally distributed data is found, the next step is to determine parametric analysis. In this research, the normality test was applied to the students' speaking ability data (Post Test).

The data normality test technique in this research used the SPSS 23 version software. The researcher considered pre-test and post-test from previously collecting data. SPSS provides the K-S (with Lilliefors correction) and the Shapiro-Wilk to calculate the normality test. The steps to calculate the normality test as follows :

- a. The first, open the SPSS 23 version program.
- b. Second, input the data of result of pre-test or post-test to the data view. Then, change the variable view to the class name.
- c. Next, click analysis – non parametric – and then click sample K-S

<sup>98</sup>Sugiyono, *Metode Penelitian Kuantitatif*, Dan R&D (Bandung:Alfabeta, 2018), 224.

<sup>99</sup>James Dean Brown, *Testing in Language Programs* (New Jersey : Prentice Hall Regent, 1996), 16.

d. Drag the data to test variable.

e. The last click OK

From the results obtained, the significance is obtained and a decision is

made. The decision of this test method is as follows:

- 1) If significance score  $> 0,05$  it means normal data distribution.
- 2) If significance score  $< 0,05$  it means not normal data distribution.

## 2. Homogeneity test

The homogeneity test is a test to find out whether the equality of population between two groups have the same average or not.<sup>100</sup> The calculation of the homogeneity of variance was carried out at the beginning of the data analysis activity (Pre-test). This aims to as certain whether the assumption of homogeneity in each group has been fulfilled or not.

The homogeneity test in this research was test using SPSS 23 program software for windows to calculated the homogeneity test. These are homogeneity test as follows :

- a. First, open the SPSS 23 version program.
- b. Second, input the data to data view
- c. Third, change the variable view with X as the pre-test score, and Y as post-test score.
- d. Click analyze – compare means, then click one way Anova
- e. Click option – check homogeneity of variance, and then click OK

The result SPSS statistics output is the crosstabulation table, the chi-square test table, and the systematic measures table, The assumption

<sup>100</sup>Sutrisno Hadi, *Statistic*. (Yogyakarta : Pustaka Pelajar, 2015), 212.

used in this homogeneity test is that if the test is in the form of quantitative, the data is normally distributed and the amount is small.<sup>101</sup>

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From the results obtained, the significance is obtained and a decision is made. The decision of this test method is as follows:

- 1) If significancy score  $> 0,05$  it means homogen.
- 2) If significancy score  $< 0,05$  it means not homogen.

### 3. Hypothesis test

In quantitative research, hypothesis testing is important because it provided the truth of the previously formulated hypothesis.<sup>102</sup> After the researcher calculated the normality and homogeneity, the researcher continue to calculated the hypothesis. The researcher used T-test to examine whether there is difference score between post-test control and post-test experimental of the research. The researcher used SPSS 23 version program to analyze the hypothesis test. This are steps to calculated hypothesis test :

- a. First, open SPSS 23 version program.
- b. Second, input the data to data view. Then, change the value in variable view, after that change the measure, name, and then independent sample T-test
- c. Click analyze, after that click compare mean, and then independent sample T-test
- d. After that, on the independent sample T-test box dialogue, input the variable X for test variable Y for grouping variable.

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<sup>101</sup>Singgih Santosa, *Statistik Parametrik* ( Jakarta : Elex Media Komputudo, 2014), 34,

<sup>102</sup>Sugiyono, *Metode Penelitian Kuantitatif, Dan R&D* (Bandung:Alfabeta, 2018), 220,

- e. Then, click define groups, and then in the group 1 write down 1. and the group 2 write down 2, then click continue and OK

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Reveals that the independent sample t-test is a hypothesis test that is formed to measure the average comparison of 2 groups, namely the control group and the experimental group. experimental groups that are not related to each other, with the aims of knowing the average value of each is the same.<sup>103</sup>

The results that are considered through the help of this software are the t-table and the significance t-test. The method of decision making based on the t-table with a significance t-test, decision making as follows:

- 1) If significance score  $< 0,01$   $H_0$  was accepted and  $H_a$  rejected.
- 2) If significance score  $> 0,01$   $H_0$  was rejected and  $H_a$  accepted.

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<sup>103</sup>Singgih Santosa, 36.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

This chapter presents a description and explanation about descriptive statistic, inferential statistic, and discussion.

#### A. Descriptive Statistic

In this research, the researcher focused the research at *Bina Prestasi* Class at MTsN 6 Ponorogo. In MTsN 6 Ponorogo consisted of VIIIA, VIIIB, VIIC, VIIID, VIIIE and VIIF. The distribution of class divided into *Bina Prestasi* (A,B,C) and non *Bina Prestasi* Class (D,E,F). Because the the problems conducted at *Bina Prestasi* Class, the reasercher did the research at VIIIA and VIIIB were taken as an control and experimental class.

Based on the observation on 29<sup>th</sup> January 2022 in MTsN 6 Ponorogo at VIIIA and VIIIB class, the researcher got some information about the problems in speaking of students after online class like difficulted in conversation, the wrong grammar, lack in comprehension. A lot of this problems because student studied too long in online class during pandemic covid-19, with the result that the decline ability of students, pasif, and unsosial. Therefore the student need some treatments or methods in teaching speaking.

In English class, speaking is the important skill to communicate with others. But, in fact, students are still lacking in their speaking ability. Every student has different skill to speak English. They have their own problems of it.

Likewise condition at MTsN 6 Ponorogo. Based on the observation condition which conducted by the researcher that the *bina prestasi* class, students have some problems in speaking, they did not have the self-confidence to speak out because they were worried about the mistakes. Most of them could not speak English fluently. They were just passive in the class.<sup>104</sup>

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<sup>104</sup>Observation on January 29, 2022.

The teaching and learning process started by reminding the students about the previous material had been discussed before. After that, the teacher connected the last material with descriptive text that will be taught. The teacher explained the material of descriptive text slowly by using English and Indonesian.

In the experimental class, the students were given two treatments after the pre-test. The first treatment was conducted on March 16<sup>th</sup> 2022, and the second treatment was conducted on March 19<sup>th</sup> 2022. The purpose of these treatments was to apply the use of CLL in teaching speaking of the new normal. In the first treatment, The researcher gave the topic and material that is conversation in present continuous tense. Firstly, The researcher explained the lesson and gave the example about how to do a good conversation in present continuous tense. The researcher began to speak in a native language or *Bahasa Indonesia* and then the researcher translated it in English. After the researcher believed that students had understood with the explanation, the researcher gave the students several kinds of topic dialogue to try to do conversations. However, before that, The researcher divided the class in small groups or community language groups became 4 groups and each group consisted of 6 to 7 students. The researcher asked the students to arrange their seats became a circle in order to make the learning activities easier. Each group choose one topic dialogue and it must be different with the other groups. In doing the conversation in groups, firstly, the students spoke in their native language, after that the researcher asked what the difficult vocabulary word or phrase in conversation, the researcher helped them as a counselor by translating it into English, in other words the students imitated what they had listen from the researcher.

To solve the problem based on the researcher found, the researcher attempt to use CLL method in teaching speaking. Community language learning method have positive effects on students' learning. On the positive effect, more contextual with the situation and

condition of learning faced that moment, confident, active, teachers are more creative utilizing the student's condition for CLL interactively, the saturation experienced by the students quickly can soon be overcome.<sup>105</sup>

In this research, the researcher used *Community Language Learning method* to treatment and taught in experimental class. The score used in this research was taken from pre-test in the first meeting, after that taught two meeting using CLL method and post-test done by the students in the last meeting. While in the control class, the researcher taught the students with no treatment (CLL method) but taught by scientific learning, based to the method used by teacher in MTsN 6 Ponorogo in two meeting. The score taken by the researcher was from pre-test in the first meeting and post-test in the last meeting.

### 1. Students Speaking Score of Experimental Class

In this research, the researcher taught in experimental class with *Community Language Learning method*. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in second meeting and third meeting the researcher gave the treatment used CLL method. In the last meeting the researcher took the score of post-test.

So, the researcher got the results of pre-test and post-test from the students of experimental class. It showed in the table below:

**Table 4.1**  
**Students' speaking score of experimental class**

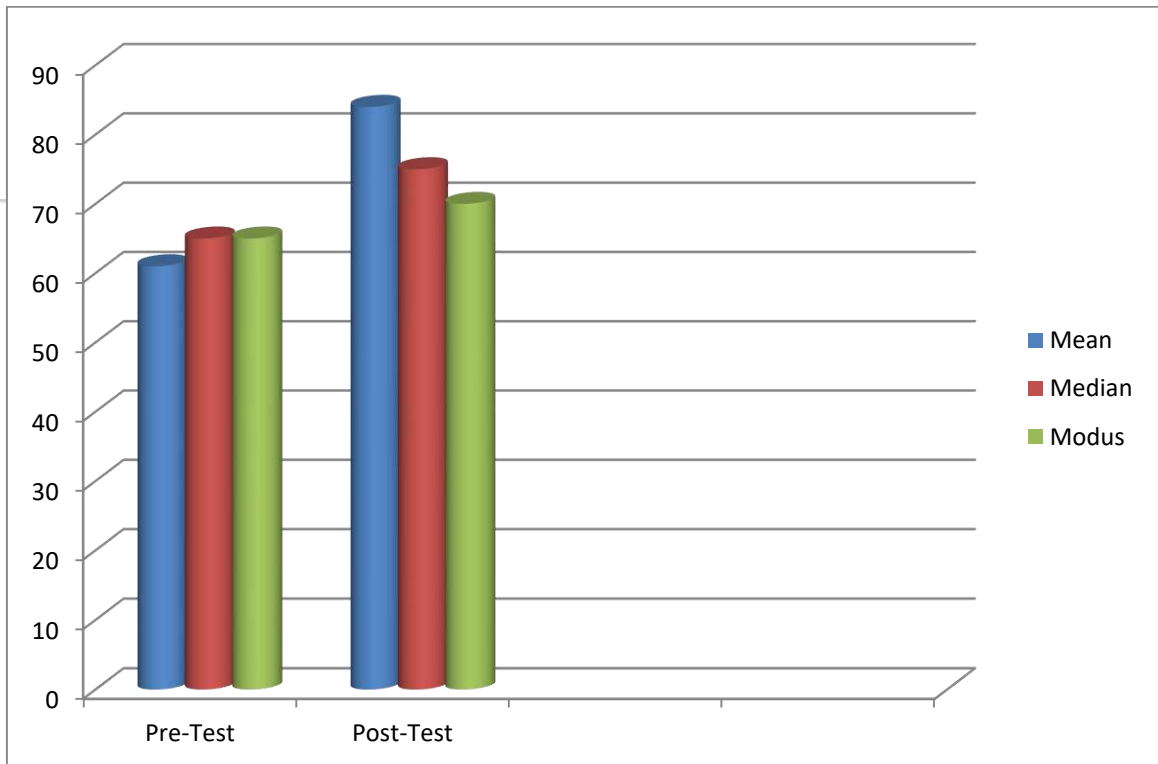
| No | Name                | Score    |           |
|----|---------------------|----------|-----------|
|    |                     | Pre-Test | Post-Test |
| 1  | Achmad Reynaldi     | 45       | 75        |
| 2  | Affin Priyo. W      | 65       | 70        |
| 3  | Ahmad Saputra.I     | 50       | 75        |
| 4  | Ainur Rahman Bayu.S | 65       | 75        |
| 5  | Ananda Faizal. P    | 55       | 65        |
| 6  | As'ari Ilham Naroni | 65       | 75        |

<sup>105</sup>Tri yuliana puspitasari, *The Effectiveness of Using Community Language Learning to improve students Mastery of Speaking Skill for Transactional Conversation*, Thesis: ENGLISH DEPARTEMENT FACULTY OF LANGUAGE AND ARTS SEMARANG STATE UNIVERSITY, 2011, 34. <https://www.asian-efl-triyuianathesis.com/practical-english-language-teaching-speaking/>

| No | Name                   | Score    |           |
|----|------------------------|----------|-----------|
|    |                        | Pre-Test | Post-Test |
| 7  | Avinasari Putri. W     | 65       | 80        |
| 8  | Aviv Ilham Nasrullah   | 55       | 75        |
| 9  | Azril Fachri N         | 65       | 75        |
| 10 | Bilqis Keysa Sabrina   | 45       | 65        |
| 11 | Dhieffan Rizky A.A     | 55       | 80        |
| 12 | Elsa Candra Valensya   | 60       | 70        |
| 13 | Isna Putri Anggraini   | 55       | 75        |
| 14 | Ericka Rachel.P        | 45       | 65        |
| 15 | Fatma Amirotul Askiya  | 65       | 70        |
| 16 | Fita Astrit Ferinda    | 75       | 75        |
| 17 | Galang Firmansyah      | 65       | 75        |
| 18 | Grania Shakhi          | 75       | 85        |
| 19 | M. Abdul Ghani         | 70       | 85        |
| 20 | M. Dhoni Saputra       | 65       | 75        |
| 21 | Nisa Isma Wardhani     | 55       | 75        |
| 22 | Rachma Dwi Larasati    | 65       | 75        |
| 23 | Rachma Dwi Prastiwi    | 60       | 70        |
| 24 | Rosma Ayu.M            | 55       | 70        |
| 25 | Silfia Adi Tazkiatur.R | 60       | 85        |
|    | <b>TOTAL</b>           | 1515     | 1860      |
|    | <b>MEAN</b>            | 60,60    | 74,40     |

From the table above, it could be seen that the highest pre-test score in experimental class was 75, while the lowest pre-test score was 45. The highest post-test of experimental class was 85, while the lowest post-test score was 65.





**Figure 4.1**  
**Chart of Mean, Median, and Modus score of experimental class**

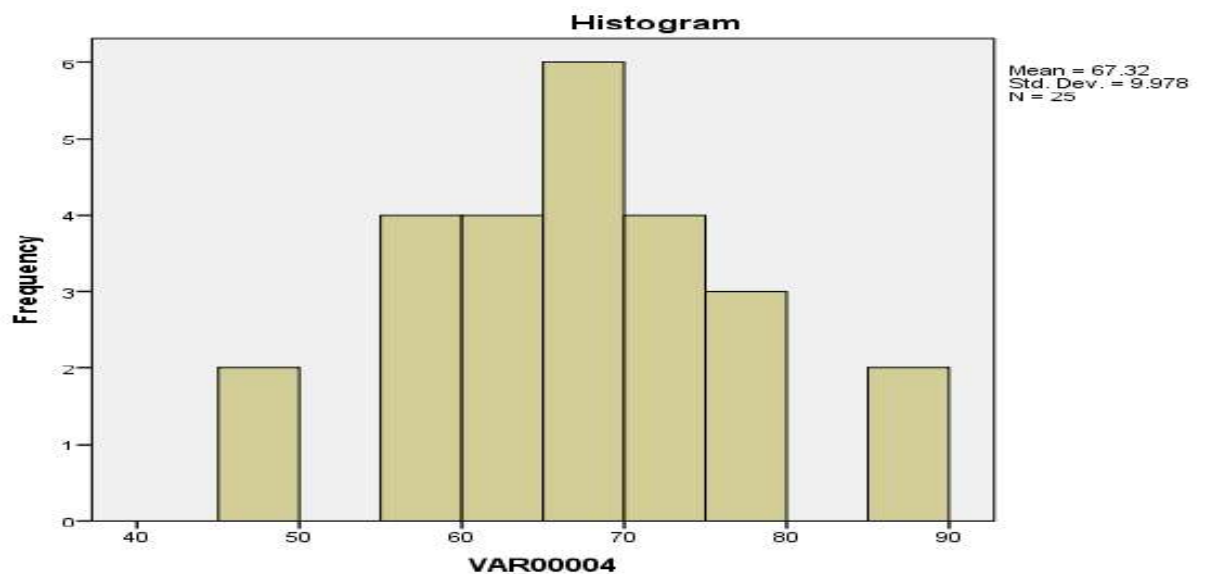
From the chart above, it could be seen that the mean score of pre-test was 60,60 and post-test was 74,40 the struggle of deciamal numeral is 61 and post-test was 74. It could be seen the difference of the average score between the pre-test and post-test of experimental group after using CLL method was 3,80. It means that there is an increased of test result after getting some treatments using CLL method The median score of pre-test was 65 and post-test was 75. The modus score of pre-test was 55 and post-test was 75.

Even though, speaking minimum standard score that was determined from the MTsN 6 Ponorogo was 70. So, the students need the treatments to improve their speaking skill. The result of students' score in experimental class could be seen in table below:

**Table 4.2**  
**Frequency Distributions of pre-test in experimental class**  
**Pre-Test Experimental Class**

| Score    | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 45 | 3         | 12.0    | 12.0          | 4.0                |
| 50       | 1         | 4.0     | 4.0           | 8.0                |
| 55       | 6         | 24.0    | 24.0          | 12.0               |
| 60       | 2         | 8.0     | 8.0           | 24.0               |
| 65       | 8         | 32.0    | 32.0          | 40.0               |
| 70       | 3         | 12.0    | 12.0          | 52.0               |
| 75       | 2         | 8.0     | 8.0           | 100.0              |
| Total    | 25        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that there were various kind of students' pre-test speaking score in experimental class. There were 12% or 3 student who got score 45, 4% or 1 student who got score 50, 24% or 6 student who got score 55, 8% or 2 students who got score 60, 32% or 8 students who got score 65, 12% or 3 students who got score 70, 8% or 2 students who got score 75. It was clearly explained in the following histogram:



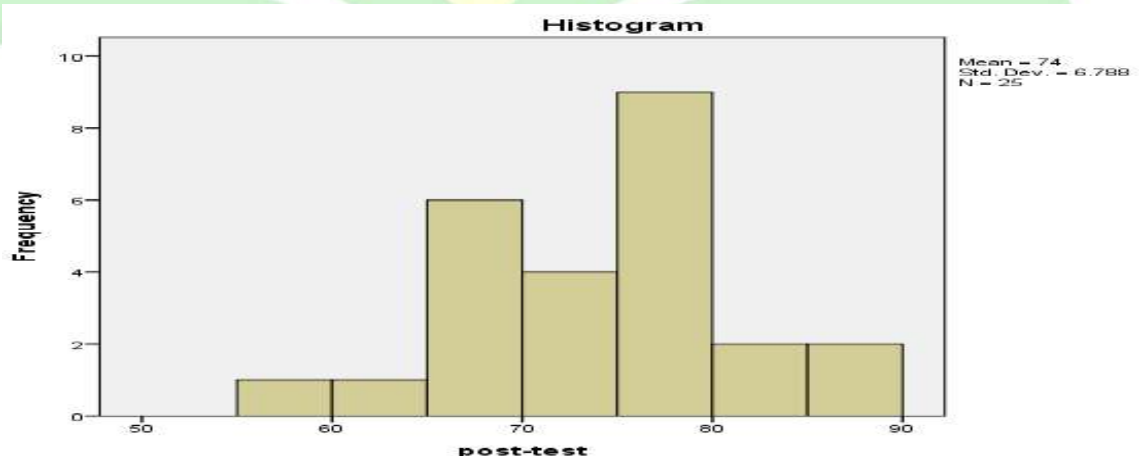
**Figure 4.2**

### Histogram of pre-test in experimental class

**Table 4.3**  
**Frequency Distribution of post-test in experimental class**  
**Post-Test Experimental Class**

| Score    | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 65 | 3         | 12.0    | 12.0          | 4.0                |
| 70       | 4         | 16.0    | 16.0          | 8.0                |
| 75       | 12        | 48.0    | 48.0          | 16.0               |
| 80       | 3         | 12.0    | 12.0          | 32.0               |
| 85       | 2         | 6.0     | 6.0           | 48.0               |
| 85       | 1         | 4.0     | 4.0           | 100.0              |
| Total    | 25        | 100.0   | 100.0         |                    |

Based on the table above, it could be seen that there were various kind of students' post-test speaking score in experimental class. There were 12% or 3 student who got score 65, 16% or 4 student who got score 70, 48% or 12 students who got score 75, 12% or 3 students who got score 80, 6% or 2 students who got score 85, 4% or 1 students who got score 85. It was clearly explained in the following histogram:



**Figure 4.3**

**Histogram for post-test in experimental class**

## 2. Students' Speaking Score of Control Class

In this research, the researcher taught in control class with teachers' lecturing. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in second meeting and third meeting the researcher taught them without treatment. In the last meeting the researcher took the score of post-test.

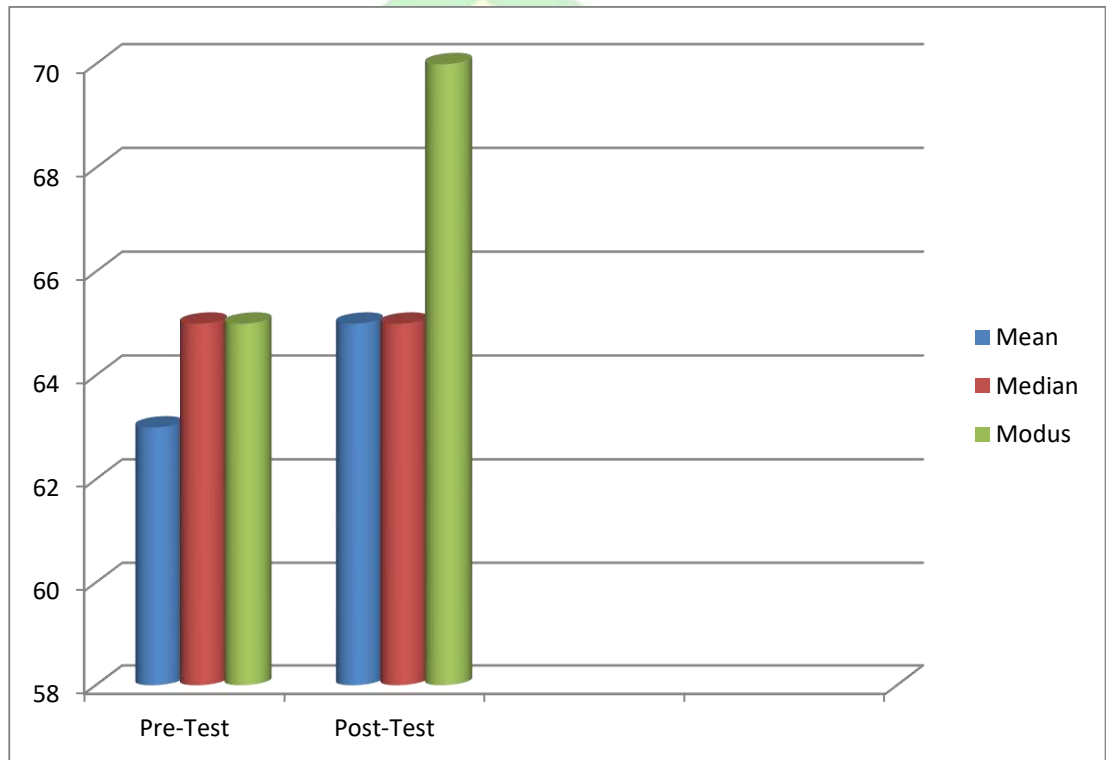
So, the researcher got the results of pre-test and post-test from the students of control class. It showed in the table below:

**Table 4.4**  
**Students' Speaking Score of Control Class**

| No | Name                    | Score    |           |
|----|-------------------------|----------|-----------|
|    |                         | Pre-Test | Post-Test |
| 1  | Ananda Widya            | 65       | 70        |
| 2  | Anisa chelsea R.A       | 65       | 60        |
| 3  | Aphinka Angelia P.N     | 45       | 50        |
| 4  | Ardhine Riswando        | 70       | 70        |
| 5  | Astama M.Nur Gaffar     | 50       | 55        |
| 6  | Asti Aulya Nur Fadhila  | 65       | 65        |
| 7  | Ayu nisa Sofia. R       | 65       | 60        |
| 8  | Dina Wulan Agstina      | 70       | 75        |
| 9  | Fania Ayunda W          | 45       | 50        |
| 10 | Giwank Enggar P         | 55       | 55        |
| 11 | Hengky M Kurniawan      | 60       | 66        |
| 12 | Hilya Fatimah Auliya    | 65       | 59        |
| 13 | Jelita Aura M           | 70       | 70        |
| 14 | Maghfira Izzani. M      | 75       | 75        |
| 15 | Muhammad al-aziz        | 50       | 55        |
| 16 | Natasya Adityas W       | 75       | 70        |
| 17 | Tri Yuanita W           | 65       | 65        |
| 18 | Vania Salsabila W       | 75       | 70        |
| 19 | Widhi Yanti Nuraini     | 65       | 65        |
| 20 | Zakky Maulana Abdi. W   | 60       | 70        |
| 21 | Zahra Wuidhatus Tsaniya | 65       | 60        |
| 22 | Zara Syafa Nur Fahira   | 55       | 50        |
| 23 | Sinta Al Munawarah      | 45       | 50        |
| 24 | Wahyu Aditya Putra      | 60       | 65        |
| 25 | Yolanda                 | 70       | 75        |
|    | <b>TOTAL</b>            | 1678     | 1732      |

|  |             |       |       |
|--|-------------|-------|-------|
|  | <b>MEAN</b> | 63,12 | 64,28 |
|--|-------------|-------|-------|

Based on the table above, it can be seen that the highest pre-test score of control class was 75, while the lowest pre-test score was 45. The highest post-test of control class was 75, while the lowest post-test score was 50.



**Figure of 4.4**  
**Chart of Mean, Median, and Modus score of experimental class**

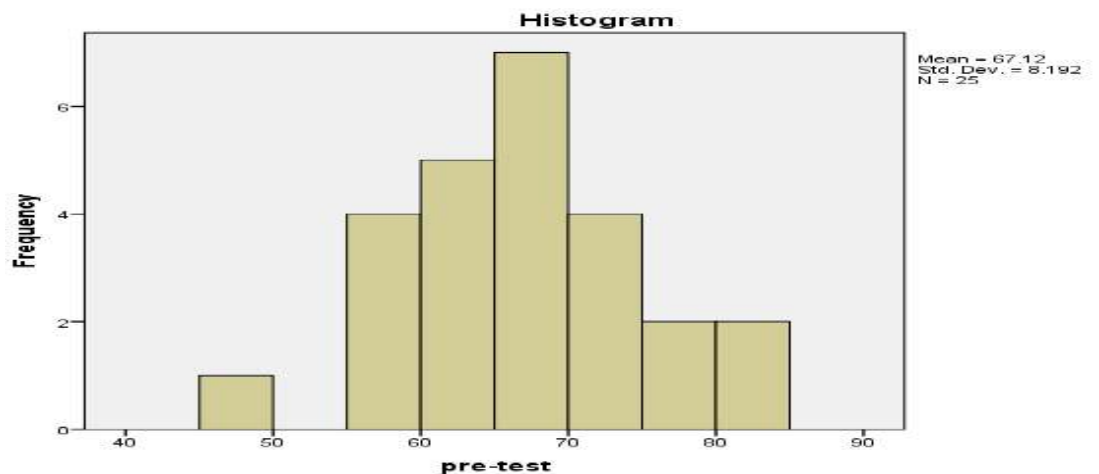
From the chart above, it could be seen that the mean score of pre-test was 63,12 and post-test was 64,28 the struggle of deciamal numeral is 65 and post-test was 65. It could be seen the difference of the average score between the pre-test and post-test of control group after using CLL method was 1,16. It shows that there is no sinificancy score of test result after getting some treatments using saintific approach. The median score of pre-test was 65 and post-test was 60. The modus score of pre-test was 65 and post-test was 70.

Then, the mean score of pre-test was 67,12, and post-test was 69,28. The result of students' score in experimental class could be seen in the following table

**Table 4.5**  
**Frequency Distribution of Pre-Test in Control Class**  
**Pre-test control class**

| Score    | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 45 | 3         | 12.0    | 12.0          | 12.0               |
| 50       | 2         | 8.0     | 8.0           | 20.0               |
| 55       | 2         | 8.0     | 8.0           | 40.0               |
| 60       | 4         | 16.0    | 16.0          | 52.0               |
| 65       | 8         | 32.0    | 32.0          | 68.0               |
| 70       | 3         | 12.0    | 12.0          | 84.0               |
| 75       | 3         | 12.0    | 12.0          | 100.0              |
| Total    | 25        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that there were various kind of students' pre-test speaking score in control class. There were 12% or 3 student who got score 45, 8% or 2 students who got score 50, 8% or 2 students who got score 55, 16% or 4 students who got score 60, 32% or 8 students who got score 65, 12% or 3 students who got score 70, 12% or 3 students who got score 75. It was clearly explained in the following histogram:

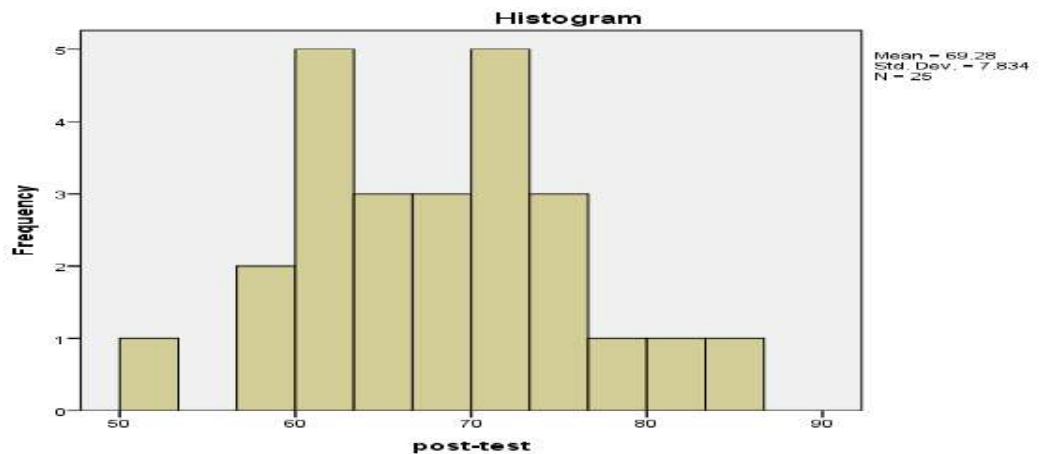


**Figure 4.5**  
**Histogram for Pre-Test in Control Class**

**Table 4.6**  
**Frequency Distribution of Post-Test in Control Class**  
**Post-test Control Class**

| Score    | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 50 | 4         | 16.0    | 16.0          | 4.0                |
| 55       | 5         | 20.0    | 20.0          | 12.0               |
| 60       | 3         | 12.0    | 12.0          | 32.0               |
| 65       | 4         | 16.0    | 16.0          | 44.0               |
| 70       | 6         | 24.0    | 24.0          | 56.0               |
| 75       | 3         | 12.0    | 12.0          | 100.0              |
| Total    | 25        | 100.0   | 100.0         |                    |

Based on the table above, it could be seen that there were various kind of students' post-test speaking score in control class. There were 16% or 4 student who got score 50, 20% or 5 students who got score 55, 12% or 3 students who got score 60, 16% or 4 students who got score 65, 24% or 6 students who got score 70, 12% or 3 students who got score 75. It was clearly explained in the following histogram:



**Figure 4.6**

## Histogram for Post-Test in Control Class

### B. Inferential Statistics

#### 1. Assumption Test

##### a. Normality Test

Normality test is used to know the data from both group is normal or not, which examined comes from the population or distribution.<sup>106</sup>In this research, the researcher was used Kolmogorov-Smirnov by using SPSS 23 version program. To know the results of calculation is normal or not, it can be calculated with Kolmogorov Smirnov. If t-value was lower than t-table ( $t\text{-value} < t\text{-table}$ ), the data is normal. The value of Kolmogorov Smirnov table for  $N = 25$  (for experimental class) and  $N = 25$  (for control class) at 5% level significance is 0,192.<sup>107</sup>

The calculation of normality test by using Kolmogorov Smirnov can be seen in the following table.

**Table 4.7**  
**Tests of Normality**

| Groups       | Kolmogorov-Smirnov <sup>a</sup> |    |        | Shapiro-Wilk |    |       |
|--------------|---------------------------------|----|--------|--------------|----|-------|
|              | Statistic                       | Df | Sig.   | Statistic    | Df | Sig.  |
| Experimental | 0.144                           | 25 | 0.192  | 0.965        | 25 | 0.052 |
| Control      | 0.123                           | 25 | 0.200* | 0.976        | 25 | 0.085 |

\*. This is a lower bound of the true significance.

#### Lilliefors Significance Correction

Based on the calculated of SPSS 23 version above, it can be seen that the test used one-sample Kolmogorov-Sminov test. The table above showed that the significancy score. In experimental class was higher than  $\alpha$  ( $0.192 > 0.05$ ), it means

<sup>106</sup>Sutrisno Hadi, *Statistik*, (Yogyakarta: Pustaka Pelajar, 2015),126.

<sup>107</sup>*Ibid*, 204-208.



that the data of experimental class was normal. And also in control class, the table showed that the score of sign. Was higher than  $\alpha$  ( $0.200 > 0.05$ ). it means that the data of control class was normal.

### b. Homogeneity Test

Homogeneity test is used to know the similarity of the populations.<sup>108</sup> Homogeneity test used to know before comparing some of groups. In this research, the research used SPSS version 23 program for windows to calculate the homogeneity test as follow:

**Table 4.8**  
**Test of Homogeneity**

| Levene's test for equality of variances | F     | Sign. |
|---|-------|-------|
|   | 0.724 | 0.399 |

Based on the result of homogeneity test in table above, it could be seen that the score of higher than  $\alpha$  ( $0,399 > 0.05$ ). It means that both, experimental and control class were homogenous.

### c. Testing of Hypothesis

After the researcher was testing the normality and homogeneity, then the researcher testing the hypothesis with compare the value of post-test experimental and post-test control class.

The most important characteristic of a "good" hypothesis is testability. A testable hypothesis is verifiable; that is, deductions, conclusions, or inferences can be drawn from the hypothesis in such a way that empirical observations either support or do not support the hypothesis.<sup>109</sup> If the hypothesis is on target, then

<sup>108</sup>*ibid*,204-208

<sup>109</sup>*ibid* 204-208

certain predictable results should be manifest. A testable hypothesis enablesthe researcher to determine by observation and data collection whether consequences that are deductively implied actually occur. Otherwise, it would be impossible either to confirm or not to confirm the hypothesis.

**Table 4.9**  
**Testing of Hypothesis**

| Groups       | Levene's Test for Equality of Variances | T-test for Equality of Means |       |       |    |                 |                 |                       |                                       |       |
|--------------|---|------------------------------|-------|-------|----|-----------------|-----------------|-----------------------|---------------------------------------|-------|
|              |   | F                            | Sig.  | T     | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Confidence Interval of the Difference |       |
|              |   |                              |       |       |    |                 |                 |                       | Lower                                 | Upper |
| Experimental | Equal variances assumed                 | 0.724                        | 0.399 | 2.277 | 48 | 2.227           | 4.720           | 2.073                 | 0.551                                 | 8.889 |
| Control      | Equal variances assumed                 | 0.303                        | 0.204 | 2.063 | 47 | 2.027           | 3.120           | 1.073                 | 0.249                                 | 8.891 |

The result of testing hypothesis show that the value of  $t_0$  between student's speaking score who were taught by CLL method and those were not taught by CLL method was 3,286. The result of computation using t-test formula of 5% signification level was 2,23 and also 1% signification level was 2,03.

Sofyan stated that  $H_0$  was accepted if  $t_{table} > 0,01$ .<sup>110</sup> The researcher used T-test to analyze the data by using SPSS 23 program. The calculation results as follow

It means that  $2.277 > 0,01$  therefore,  $H_0$  rejected and  $H_a$  accepted. It can be conducted that there was significance difference between the students who were taught by using community language learning. and students who were not taught by using community language learning.

### C. Discussion

In this discussion the researcher tries to answer the hypothesis that CLL method is effective in teaching speaking of the new normal regulation at MTsN 6 Ponorogo. In this interpretation the researcher compared the result of  $t_{test}$  with  $t_{table}$ .

Syofian stated that  $H_0$  was accepted if  $t_{table} > t_{calculation}(t_{test})$ .<sup>111</sup> The researcher used  $t_{test}$  to analyze the data by using SPSS 23 program. The result of the research showed that  $t_{test}$  was 2.277 and value of  $t_{table}$  of  $db = 48$  was 2.063. It means that the value of  $t_{test}$  was higher than  $t_{table}$  ( $2.277 > 2.063$ ).<sup>112</sup>

It can be concluded that there was a significant difference score in speaking skill for the students who were taught by CLL method and who were not taught by CLL method.



<sup>110</sup>Sugiyono, *Statistika Untuk penelitian*, (Bandung: ALFABETA, 2015), 369.

<sup>111</sup>Sugiyono, *Statistika Untuk Penelitian*, (Bandung: ALFABETA, 2015), 160.

<sup>112</sup>Sutrisno Hadi, *Statistik*, (Yogyakarta: Pustaka Pelajar, 2015), 200.

## CHAPTER V

### CLOSING

#### A. Conclusion

From the result of the data analysis, it can be concluded that Community Language Learning method is effective in teaching speaking. There was significance score on students speaking ability who were taught by using CLL method. The result of this research was the mean of post-test in experimental class was 74,40 while the mean in control class was 64.28. It means that the mean score of post-test in experimental class was better than control class. By using t-test the result showed that value of t-test was 3.283. This score is higher than t-table ( $2.277 > 2.063$ ) in significant 5% with  $db = 48$ . So, it can be concluded students who were taught by using CLL method have a higher score than students who were not taught by CLL method. And it means that Community Language Learning method is effective in teaching speaking of the new normal regulation at MTsN 6 Ponorogo

#### B. Recommendation

Based on the result of the data analysis and conclusion, the researcher gives recommendation as follows :

##### 1. For English Teachers

The teacher should use an innovative and creative method for teaching and learning English. So, the students do not feel bored, scared, afraid, and pressured when learning English especially in speaking, which has a higher level of difficulty than the other lesson. Teachers can provide community language learning to teach their students. So, the students feel more relaxed, enjoyed, happiness and get them an unforgettable moment in learning speaking.

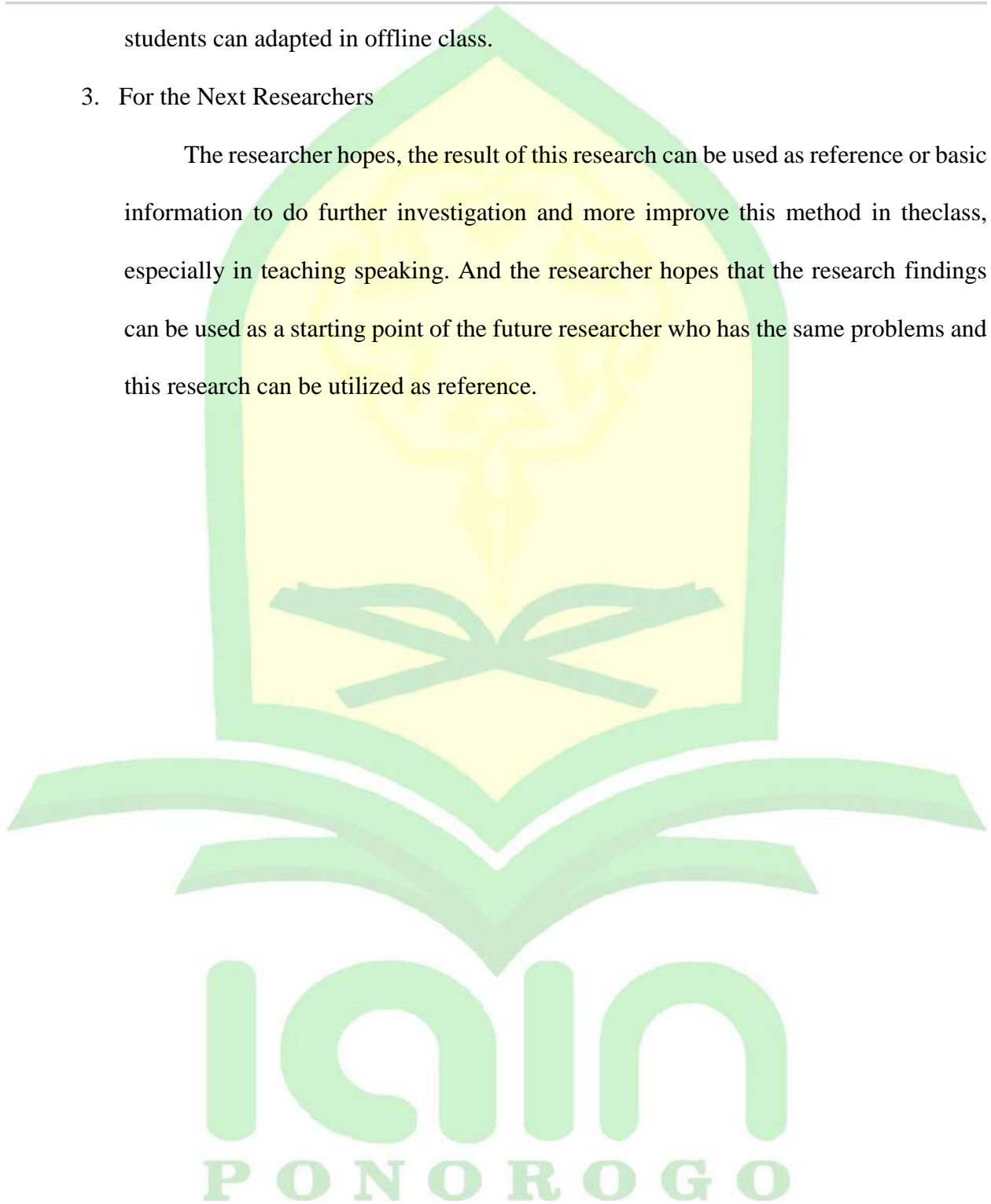
##### 2. For the Students

The researcher hopes the students have a high motivation to increase their speaking ability. With applied Community Language Learning method, the researcher

hopes that after they applied CLL method, students feel comfortable with each other, confident in themselves and focus on the English learning especially in speaking class rather than on other distractions and problems of the new normal regulation. And students can adapted in offline class.

### 3. For the Next Researchers

The researcher hopes, the result of this research can be used as reference or basic information to do further investigation and more improve this method in theclass, especially in teaching speaking. And the researcher hopes that the research findings can be used as a starting point of the future researcher who has the same problems and this research can be utilized as reference.



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