

THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL) TOWARD STUDENTS SPEAKING ABILITY FOR THE ELEVEN GRADE STUDENT OF SMK TELADAN BATAM

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Abstract

Many students in Indonesia do not like English. They get difficulties, boredom and confusing in learning it. English teacher should be able to motivate the learners in learning this foreign language. Harmer (1993: 3) states motivation means a kind of drive that encourages somebody to pursue a course action. It should be done by every English teacher in order that the students are interested to learn this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the students will like it without boring and despair. Community Language Learning (CLL) as one kind of method in language learning, "The learners become members of a community – their fellow learners and the teacher to learn through interaction with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to the teacher, to freely provide meanings they wish to express, to repeat target utterance without hesitation, to support fellow members of the community

Keywords: Language Learning, Student, High School

INTRODUCTION

There are many languages used as a means of communication by people all over the world. One of them is English, it has a role as an international language. It is known as the first foreign language taught in Indonesia. It is started from Elementary School up to University, because it is important for developing the science.

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English teacher should be able to motivate the learners in learning this foreign language. Harmer (1993:3) states motivation means a kind of drive that encourages somebody to pursue a course action. It should be done by every English teacher in order that the students are interested to learn this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the

students will like it without boring and despair.

Community Language Learning (CLL) as one kind of method in language learning, “The learners become members of a community – their fellow learners and the teacher to learn through interaction with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to the teacher, to freely provide meanings they wish to express, to repeat target utterance without hesitation, to support fellow members of the community, to report deep inner feelings of frustrations as well as joy and pleasure, and to become counselors to other learners” Curan in Richard, at.all, (1986: 120).

In learning English there are four skills which are necessary to be mastered by the learners. Those skills are listening, speaking, reading and writing. Referring to the title, the writer limits the explanation to the speaking. Speaking skill is very important skill that must be mastered by every language learners, because one is called mastering a language when he/she is able to communicate the language they learn. In order to master this skill, a teacher as an educator has to use a good method in teaching learning process. In this case, the researcher concerns to “the effectiveness of CLL toward students’ speaking ability for the eleven year students of SMK TeladanBatam” because CLL has not been practiced in the field by most English teachers.

Statement of Problem

Based on the background of the research, the research are :To what extent

is the achievement of the speaking ability for the eleven year students of SMK TeladanBatam in the school year 2014 / 2015 ?, To what extent is the effect of CLL towards students’ speaking ability for the eleven year students of SMK TeladanBatam in the school year 2014?

Objective of the research

Based on the research statement, this particular study aimed at finding out: The achievement of the speaking ability for the eleven year students .andThe effectiveness of CLL toward students speaking ability for the eight years students of SMK TeladanBatam in the school year 2014 / 2015

LITERATURE REVIEW

Brief Account on Language Teaching-Learning in CLL Theory

In presenting this sub heading, the writer need to elaborate the theory of language as follows:

“Language is a systematic means of communicating ideas or feeling by the use of conventionalized sign, sounds, gestures, or marks having understood meaning” Webster in Munawar, (2002: 1). People all over the world used language as a means of communication. It is one of the ways of how to express the ideas, feeling and wishes. So, language can be expressed not only by words but also by signs and gestures.From the above illustration that language is speech, which has its own roles and is used to transfer meaning between individuals. It seems that language gave impetus to the coming up of behavior approach on language teaching, then language teaching emphasis on linguistic system of the target language. So, master on language learning was measured on how

well the learners mastery the rules of the target language.

Richard (1986: 12) stated that the teaching of language in the sixteenth to the early of nineteenth century was greatly oriented on the teaching of grammatical points of the language. The teaching activity was dominated by the activity of translating sentences into target language. Therefore, some methods have their own fundamental purpose that is to enable the learners to use target language communicatively, but as they were expanded from different view on language, they had different characteristics, grammar translation method, for instance give more emphasis on the linguistic system of the language, based on the structural view of language which seen language as a system structurally related to elements for coding of meaning, while Community Language Learning (CLL) is based on the view that language is vehicle for realization of interpersonal relation and performance of social transaction between individuals. Then, "the CLL view of learning is contracted with two other types of learning. The first is relative learning viewed that "the intellectual and factual process alone are regarded as that main intent of learning, to the neglect of engagement and involvement of the self". The second is the behavioral view as "animal learning" in which learners are "passive" and their involvement limited". Curran (in Richard, et al, 1986: 117)

Concept of CLL

The community language learning is the name of a method which is oriented on humanistic approach. Another term of Community Language Learning is counseling learning where it is a non-

direct therapies approach which is designed to ease the learners in acquiring the target language. In accordance with the statement above, the writer particularly needs to formulate the example of community language learning takes place in the classroom. A group of learners sit in a circle with the teacher standing outside of the circle, and a student whispers a message in the native language (L1); next, the teacher translates the message of the learners into the foreign language (L2), while, the student repeats the messages in the foreign language into a cassette; students compose further messages in the foreign language with teacher's help; so students reflect about their feelings and wishes. It means that the client-counselor in psychological counseling have relationship between the learner-knower in community language learning.

Furthermore, community language learning represents the use of counseling-learning theory to teach languages.

Design of CLL

In accordance with types of learning and teaching activity, here community language learning involves learning task and activities take place in learning and teaching process as follows:

1. Translation. Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into the target language, and the learner repeats the teacher's translation.
2. Group work. Learners may engage in various group tasks, such as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to other group. Preparing a story that will be presented to the teacher and the rest of the class.

3. Recording. Students record conversations in the target language.
4. Transcription. Students transcribe utterances and conversation they have recorded for practice and analysis of linguistic forms.
5. Analysis. Students analyze and study transcriptions of target language sentence in order to focus on particular lexical usage or on the application of particular grammar rules.
6. Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups.
7. Listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.
8. Free conversation. Students engage in free conversation with the teacher or with other learners.

Learner Roles

In community language learning, the learners roles as the part of community, their fellow learners and the teacher through interacting with each other and the member of the community. Learners are expected to listen attentively what the counselor advises, provides them a chances freely whatever the meanings they wish to expressed, to repeat target utterance without hesitation, to report deep inner feelings and frustrations and to become counselors to other learner. Meanwhile, Laforge (in Richard, 1986: 121) stated that there are five stages of Community Language Learning as follows:

1. The learners is like an infant that completely dependent on the counselor for linguistic content. Here the learner repeats utterances made by the teachers in target language and

- overhears the interchanges between other learners and knower.
2. The child achieves a measure of independence from the parents. In this stage, the learner begins to establish their own self affirmation and dependence by using simple expressions and phrases they have previously heard.
3. The separate existence stage. In this stage, the learners begin to understand others directly in the target language.
4. A kind of adolescence. In this stage, the learners function independently although his or her knowledge of the foreign language is still rudimentary.
5. The independent stage. This last stage explained the learners refine their understanding of register of the vocabulary as well as grammatically correct language use.

Furthermore, learning is a whole person process and the learner at each stage is involved not only in the accomplishment of cognitive (language learning) but also in the solution of affective conflicts and respect for the enactment of values.

Teacher Roles

In teaching learning activity, the teachers have significant roles to capture all the learners' problem and then to solve it well. The teacher (counselor) role is to respond calmly and non-judgmentally, in a supportive manner and help the client try to understand his or her problems better by the applying order and analysis to them. Concerning with the statement above, Richard, (1976: 26) stated that "one of functions of the counseling response is to relate affect.....to cognition. Understanding the language of 'feeling', the counselor replies in the language of cognition"

In the teacher role, he/she operates in supportive roles and providing the target language translation and imitation on request of the clients. Later, interaction may be initiated by the students and the teacher monitors the learners' utterances, providing assistance when it is requested. So, the students are to be increasingly capable to accept the criticism and the teacher may directly intervene to correct deviants' utterances, supply idioms and advice on usage of words as well as well usage of grammar.

The rest of the teacher role is particularly responsible for providing safe environment where the students (clients) can learn and grow. To support the above statement, Curran in Richard (1976: 6) describes the importance of a safe environment as follows;

As whole persons, we seem to learn best in an atmosphere of personal security, feeling secure we are freed to approach the learning situation with the attitude of willing openness. Both the learner's and knower's level of security determine the psychological tone of the entire learning experience.

Furthermore, teacher have responsibility for creating and maintaining a secure environment to learn in order that the learners can easier to capture knowledge and information given by the teacher during the teaching learning process take place.

Speaking Ability

Speaking ability consists of two words; speaking and ability. "Speaking is the capability to articulate the sound expressing and delivering thought, opinion, and wish". Tarigan, (1985: 21). In daily life, speaking is an activity to express thought and feeling orally. It means that, speaking is as the fundamental media to convey messages,

knowledge, emotions, feelings, ideas and opinions directly to the others. So, speaking is activity delivering language and communicating ideas, thought orally.

Meanwhile, ability is a power in doing something. Fitness for ability for being improved Hornby, (1968: 78). This ability is very potential capacity to do something physically or mentally. Therefore, speaking and ability cannot be separated. It is a unity. Furthermore, speaking ability is the capability of human to speak well and right in delivering a message, a wishes, a thought and an opinion.

The Aspect of Speaking Ability

The process of speaking ability used to speak well and right is as what Haryanto (1994: 26) says that "A well speaking must be able to deliver right message and can be understood, familiar, by others or the listeners". Referring to the aspect of ability, Tarigan (1985: 42) states that "speaking activity may viewed from appropriateness of utterance, placement of stress, appropriateness of word choice, appropriateness of speaking target". While, Nurhadi (1987: 23) says that "the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension"

Base on the above opinions, it can be said that aspect of speaking ability is determined by utterance, vocabulary, grammar, content, fluency, comprehension, the appropriate of words choice, familiar, and placement of stress. However, not all of them will described below, but to focus on the problem, the writer limits on the aspects of utterance, vocabulary, grammar and content, and meaning as follow;

1. The Utterance Ability

The utterance ability is one of the important skills in order that the message

is acceptable. So, the message must utter clearly. Referring to this statement, Tarigan (1985: 55) says that “the speaking process through discussion, briefing, argumentation, chatting, interview, asking and answering, to utter clearly since the expression of thought which is delivered to audience can be understood. Furthermore, as a good speaker should be able to choose and use words through appropriate sentence, a good intonation and as well as clearly utterance.

2. Vocabulary

Vocabulary cannot separate with the words, it can be a messages or an idea. This idea (message) has to convey it through speaking, whereas speaking is an expression of words orally and clearly. In this case, vocabulary should be mastered a lots in order that the communication is developed. Also, the speaker does not merely interact without having a lot of vocabulary. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener.

3. Grammar

Every language has difference grammar. “Grammar is a group of paradigm of structure generally covers the segment of phonology, morphology, and sentence” Keraf, (1991: 28).Keraf (1991: 30) states that, “the smallest unit which occurred from sounds, which distinguishing meaning is called grammar”. The expression of appropriate sound is almost determined to comprehend the speaking. It mean that speaking must have sentence structure called grammar, while, the grammar includes phonology, morphology, syntax and semantics.The definition of some terms above will not stated because it belongs to linguistic area. Furthermore,

well usage grammar will prevent to misunderstanding.

4. Content and Meaning

Content and meaning are important in speaking process. So, the speaker should plan or prepare content before expressing his/her ideas. Dealing with this statement, Tarigan (1985: 45) states that; “the content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about”.The content of speaking must be systematic, logical and attractive. So, it can be said that speaking process where the speaker must be able to speak systematically, logically and attraction in order to the listener understand what the speaker is meant.

The Factor of Speaking Ability

Speaking ability constitutes one of language skills which is derived from learning result. In general, there are two factors of the effect in learning process and learning result namely; internal and external factor. Hasanah in Cahyono (1997: 2) expresses two factors in the following;

Internal Factor

Internal factor is an element that effect learning process where this element eXsts on the learner and it is called entering behavior. There are some components of internal factor such as; (1) physical factor, (2) intelligence factor, (3) emotional factor, and (4) talent. Purwanto, (1985: 35)

1. Physical factor

Physical condition of people may affect in most his/her activities. For example, fat body may need longer movement then thin body. It means that, physical condition has very important role to capture knowledge and

information. It is a place where the knowledge and information is processed. If the physical condition is in compliance, it can not receive knowledge and convey it to the others.

2. Intelligence factor

Intelligence constitutes a unique characteristics possessed by people. It is already exists since the infant was born. However, in its development it can not out from environment because it is one of the factors to shape the intelligence itself. For example, even the students have big potency, but if there is not any supports from his/her environment, the student intelligence is not maximum. It is in line with the above statement, it means that the development of person is determined by the characteristic factors to the person itself, so that this factor has importance roles in the development of their speaking ability.

3. Emotional factor

The happiness, safeness and afraid are kinds of emotions. It can give effect to his/her activities in learning process. The students can do everything enthusiastically as long as he/she feels happy and safe. So, the emotion of the learner is very influent.

External Factor

External factor constitutes a factor comes from outside of the learner. Referring to this problem, Paiman (1997: 249) states that “the factors comes from outside of learner are non-social factor and social factor”.

1. Non-social factor

Non-social factor consists of weather, times including morning, afternoon or night, condition of building and instruments used for learning. Those factors are very determined in learning and teaching process.

2. Social factor

Social factor is things accepted or acquired from the community particularly in family environment Purwanto, (1987: 78). In this case, social development is very complex and related to each other. Most of students learn from out of school, he/she can acquires many things of how behaviors is shaped, how relationship is build up and how to know each other among the others. So, the social factor is the most importance factor which determined the development of the learners in term of behavior, relationship among the others.

CLL in the teaching of Speaking Ability

There are two factors that support CLL in teaching-learning process, namely student factor and the teacher factor.

The Student Factor

1. Size of class

Generally, Indonesia has big classes not only from the Elementary School but also until to the University. But the sample of this study is Vocational High School that has at least forty students in number. Sometimes it causes a great problem, especially in teaching a foreign language. For instance, when the speaking ability is to be emphasized, the number of students undergoing the instruction is given and needs a special attention; otherwise the teacher will fail in his teaching.

The teacher does main step in teaching English speaking practice to his/her students. The class is divided into two groups. The first group is given an exercise in spoken English at the same time; the second group is given written an exercise on some pattern. Therefore, the second group must pay attention to the pattern which is repeated by the first group.

Composition of class

What the writer means by the composition of class is how the class is made up. The students may be included of these categories; (1) those who learn a language easily. These students have a natural aptitude towards the language. They have talent for learning a language, (2) those of high intelligence who make efforts in speech but respond well to the intellectual sides of the language, (3) those who have little intuition and must be stimulated by using medias, (4) those who have a tendency of wrote mastery, (5) those who don't respond to ordinary stimulate and need individual attention.

These levels intelligence are in influential on every subject, particularly foreign language learning. In relation to class composition, Morris (1966: 542) stated that, "in school teaching, harmonious progress depends greatly on the composition of class, while this factor is applicable to every subject. It is particularly decisive in foreign language teaching, where speech is major aim."

3. Attitude

The students may have a bad attitude towards the teacher as well as the subjects. The student who is very weak, for instance, in English is very reluctant to learn subject. The students may feel excited, happy, confident and adequate or he may feel bored, frustrated, angry and inadequate. For instance, when he gets confused in pattern drill, he may feel frustrated, after having repeated the same sentence a number of items, he may get bored, but when he can express his ideas correctly in English with his fellow students, he may feel excites. He may feel angry and inadequate his mind this way, "English is difficult because it is too difficult to me, I don't like it, I'm tired of learning it"

On the contrary, the students who experienced excitement during a conversation class, for instance, may express his feeling this way. "I enjoy learning English because it is easy for me...I can communicate with my pen pals in another country in English". Then consequently, the students' activity participates in every activities of English class.

4. Discipline

As defined by Hornby (1986: 77) stated that "Discipline is the exercise development and control of the main and character, intended to produce obedience and orderly behavior".

Teacher ought to make efforts to create a discipline atmosphere by trying to make situation so interesting, where the students have no tendency to do any other activities. So, the students are under the control of the teacher for the beginning of good discipline. The most important thing is the teacher should have the ability to give interest in his subjects. He must capable to create a favorable situation.

The Teacher Factor

A teacher plays very important role because he is one of the factors that may determine whether or not the teaching of language is successful. A teacher should have a lots of practical training, related to the materials is given, because it can make student have interests and understand well. While, the teacher who has high degree qualifications may give successful in the practical things. Morris (1966: 32) suggested qualifications the teacher should have: (1) general pedagogical training for the purpose of inculcating good working habits, (2) special training in the theory and practice language habits, (3) the

possession of a good speaking and reading voice, (4) good hand writing in the script and cursive lettering, (5) ability to sketch.

A qualified teacher should be able to use any method and materials, adapting it as the need for teaching learning process. For instance, if the teacher sees that the dialogues in the textbook are too long to be memorized by the students, he makes alternations concerning with the sentences of the dialogues. And if the dialogues are not in the line with the propose of his teaching he may have dialogues from other source composed by himself. To prove that the teacher is the most important factor in teaching a foreign language or speaking, the writer quoted what Dr. Jan Carnel Tan in Rahman (2006: 17) stated that; To achieve any improvement it is essential to have better teachers. He cannot assume that pupil will learn what their teachers never master. One quality of a good teacher is the ability to teach from any good book or bad or even with no book at all. The teacher on other hand can destroy or distort what even merits a good book may have”

Regarding to the teacher as one of the main factors determines the successful of the teaching foreign language. Patteson in Rahman (2006: 17) stated that: “in decided and my colleges have always been completely with on this, which was most necessary to improve the standard of English every where, was simply better teacher”. In addition to the qualification of a good English teacher mentioned above, an English teacher must have a good attitude toward his students. Of course, the learning atmosphere will affectively successful. But, in whatever condition, a teacher of English must be able to overcome inferable situations;

otherwise his teaching may result in a failure.

Theoretical Framework

In determining theoretical framework, the writer thinks based on the students’ problem in studying English. In teaching learning process, especially in English, many problems and activities faced by the students and the teachers. But, the successful of the students in studying English are mostly determined by themselves inside and outside of the school.

Other problems of face by students are strange to the materials, confuse and uninterested situation when teaching learning process in the classroom. So the teacher’s duty is of how to develop the student’s interest in studying English especially in speaking, because speaking is one of language components that have function to express feelings, opinions, ideas, and emotions. And through CLL as one of the methods can facilitated to teach speaking and it can be able to overcome the failure of students in studying it.

Therefore, the writer thinks that by investigating community language learning in teaching learning process will carry out the teaching learning better, and the achievement of students will be increased especially in speaking ability.

RESEACRH METHOD

Research Design

This study was an experimental research, since it described the quantitative degree in which variables were related. It was also reasonable that the writer intended to examine the cause and effect between two variables, community language learning (CLL) and speaking ability. According to Hadi

(1988: 56), that an experimental study is one of the precise methods to examine the cause and effect. In this study, the writer prepared or set up community language learning toward speaking ability, for the students who would be examined to answer speaking test. The idea was concerned with the statement of Arikunto (1998: 67) that by using an experimental design, the examiner intentionally revised appearance of the difference and then it was examined how the result was.

This study tried to describe the effect of treatment of two distinctions, community language learning (CLL) and speaking ability thus, the research design was pre-test and post-test. Therefore, the design was called a pre-test and post-test control group design. The research design was adopted from Ary, et.al (2002: 308) as follows:

Group	Pre-test	Independent variable	Post-test
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

Notes:

E = experimental group

C = control group

Y₁ = pre-test

X = treatment on the experiment group

Y₂ = post-test

This research design presented several characteristics; (1) it had two groups of experimental subjects or treatment group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups have been measured twice, the first measurement serve as the pre-test and the second as the post-test; (4) measurement on the dependent variable for both groups had be done at the same time with the

same test; and (5) the experimental group manipulated with particular treatment.

Place of the Research

The place of this research is in Vocational High School Teladanbatam, that location in [Jl. BrigjenKatamso, TanjungUncang, Batam.](#)

Population and Sample

Population of the Research

Population is the number of people or individual that has at least the same characteristics Hadi, (1984 : 21). In this study, the population of the research included all eleven year students of the SMK TeladanBatam in the school year 2014 / 2015 . They were four classes and consisted of 160 students. The students were still actively learning English as one of the compulsory subject.

Sample

Suharsimi (1987 : 24) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it can be taken between 10-15% or 20-25% or more that it.

The number of accessible population of the research was 160 students. The writer took 25%, and only took 40 as the sample of the research . The sample took randomly from the population. First, each of the four classes had been taken by using lottery and than from the result of the calculation of the four classes sample was drown. This means that X^A consisted of 10 students, X^B consisted of 10 students, X^C consisted of 10 students, X^D consisted of 10 students and all of the students were the subject of the research that was 40 students had been taken as the sample of study. To be clearer, population and sample was listed in the following table.

Table 3.1. The population and sample of the research

Classes	Population	Sample
X ^A	40 students	10 students
X ^B	40 Students	10 students
X ^C	40 Students	10 students
X ^D	40 Students	10 students

Technique of Data Collection

The data of the research were obtained by using a type of test, which used speaking test. In order to get data, the writer administrated the way to collect data as follows: (1) the writer spread out the picture comprehension test to each subject, (2) asking each students about the picture on the test to know their speaking achievement, The were two kinds of data collection gathered in this study, quantitative and qualitative data. The quantitative data showed the finding of students' ability in speaking in the form of mean score taken from pre-test and post-test while the qualitative data is the data taken from questionnaires. The process in collecting data were collected by using initial reflection (pre-test), reflection (post-test), and questionnaires. Firstly, before teaching was carried out, the students were given pre-test. This was conducted in order to find the Initial Reflection as well as to measure the pre-eXsting students' speaking ability. Secondly, in the post-test or Reflection the students were given spoken test in questionnaire was used. The sudents were asked to choose their own answer based on their opinions while the students were answering the test, their answer was recorded. The writer interrupted or asked the subject if their answers are not related to the test given. Before answering the question, the subjects were given 15 minutes to study the picture and answered in 10 minutes.

Technique of Data Analysis

After gathering the data, the research continued to the next step of analyzing the data. In data analysis, the writer used descriptive method. It means that after identifying each of the students writing. The research described the samples that have excellent, good, fairly good and terrible. Later, the result of this study leads the research to take conclusion.

Regarding the score and for the sake of data analysis

four main elements for writing skill are scored, namely, grammar, vocabulary, and mechanic and the last is fluency and relevance. The writer herself under the guidance of her first and second consultant scores them. Moreover to identify the individual sample writing raw score, the writer uses the following formula:

$$X = \frac{X_1 + X_2 + X_3 + X_4}{4}$$

Where:

X₁ = Grammar

X₂ = Vocabulary

X₃ = Mechanics

X₄ = Fluency and Relevant.

Compare the result

Compare the result of the mean score of the students ability in writing simple paragraph with the guidelines as issued by Heaton (1989:137).

Calculating the students score percentages:

$$P = x/n$$

Where:

P = proportion of sample

x = Number of students that includes in certain category

n = Number of sample

To analyze the data obtained, the writer used a descriptive method of analysis. To analyze the result of the test, the following steps would be wisely applied

- a. Identifying the samples scores.
- b. Inserting the students score into data table
- c. Identifying the students' individual deviation (d) of sample score.

The data from test result namely the students individual score analyzed statistically following the procedures below. First, find out the mean score of each treatment by using the formula:

$$Md = \frac{\sum d}{N}$$

Md = Mean score of deviation of pre-test and post-test

$\sum d$ = Sum of gain pre-test and post-test

N = the number of subjective.

The mean score obtained through the above formula are analyze and interpreted. Finally to computation of correlation coefficient of the two mean score is significant or not. For the sake of the computation applies the formula by Arikunto (2006:306):

Where:

Md = Mean score of deviation of pre-test and post-test

Xd = Deviation each sample

$\sum X^2d$ = Sum of deviation quadrate

N = thenumber of subject

RESULT AND DISCUSSION

This chapter presents the result of the investigation, which were based on the data analysis. The writer presents the statistics of the obtained data, which was intended to lead her to come to the

findings of this study. Latest on, the discussion is continued to the analysis and interpretation of the finding. The statistical computation covers the calculation of the mean score and the t-test to compare with the significance of the two mean scores.

Before concluding the finding of this study, the writer firstly describes about: (1) description of data analysis, (1.1) the achievement of students' speaking ability, (1.2) the achievement of CLL toward students' speaking ability, (1.3) hypothesis testing, and (2) discussion.

Description of Data Analysis

Based on the data obtained, the lowest score of the students who were in the experimental group was 29, and the highest was 82, while the lowest score of the students who were in the control group was 30, and highest was 75. The calculation has been done from the entire data and the mean (M) obtained was 60,05, and the standard deviation (SD) was 14,77.

To investigate result of CLL toward students' speaking ability, the writer used statistic descriptive for the categories in which it consists of the ideal maximum score (SMi) was 99, while the minimum scores was 16. So, the ideal mean score (Mi) gained was 57,7 and ideal standard deviation (SDi) was 13,83.

However, if the means are viewed from the groups of the sample, it is as shown in the following table:

Group	Manual Statistic		Lowest	Highest
	M	SD		
Experimental	60,05	14,77	29	82
Control	51	11,64	30	75

The mean (M) of speaking ability indicated that the existence of a tendency

that the students in experimental group a higher than students who were in control group. The average score of the students in experimental group was 60,05, which was included to the average category. While, the average score of students in control group was 51 and it was included as average category.

The Achievement of Students' Speaking Ability

The first research question proposed in the statement of the problem is to what extent is the achievement of the speaking ability of the ten grade students of SMK Teladan in the school year 2014/2015? To answer the question and to achieve the objective of the research, the result of the analysis is presented in appendix 01 and 04 on control group column. The result of the analysis about the students' achievement in speaking ability before being treated by CLL that the lowest score was 30 whereas the highest score was 75. the mean score was 51 and the standard deviation score was 11,64. Based on the result above, it indicates that the achievement of students' speaking ability of the ten grade students' of SMK Teladan is classified into average category.

The Achievement of CLL Toward Students' Speaking Ability

The second research questions proposed in the statement of the problem is to what extent is the effect of CLL toward students' speaking ability for the ten grade students of SMK Teladan in the school year 2014/2015? To answer the question and to achieve the objective of the research, the result of the research is presented in appendix 02 and 04 on experimental group column. The result of the analysis about students' achievement after being treated by CLL that the lowest score was 29, the highest was 82. the

means score was 60,05 and standard deviation was 14,77. IT is classified in to average category.

Hypothesis Testing

Based on the calculation of t-critical value (appendix 05), the researcher finally found that the result of the t-critical value was 2,10. This t-value then consulted to the t-table at the degree freedom (df) 38 (2,021). Because of df could not found in the table, so the researcher took the nearest to the certain degree of freedom as Arikunto suggested, and t-value was higher than t-table (2,104 > 2,021). This means that the alternative hypothesis (Ha) which is stated in chapter 1 of this study is accepted, while the null hypothesis (Ho) is rejected.

CONCLUSION

Based on the data analysis and the discussion in the previous chapter, the writer finally comes toward the conclusion. From the statistical analysis it is found that the mean score and the standard deviation of experimental groups were higher than control groups. Mean score and standard deviation of experimental group were 60,05 and 14,77, while the mean score of control group was 51 and the standard deviation was 11,64. However, the speaking ability of the students for both groups were included in the average category. The effect of CLL toward students' speaking ability in this research has positive effect. In briefly, the hypothesis stated previously is accepted.

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