

**TEACHING STUDENT SPEAKING SKILL THROUGH COMMUNITY LANGUAGE  
LEARNING (CLL) FOR STUDENTS' ENGLISH PROGRAM IN THIRD SEMESTER  
OF STAIN PALOPO  
(A Classroom Action Research)**



**A THESIS**

Submitted To English Language of SI Tarbiyah Department Of State College For Islamic Studies  
Of Palopo In Partial Fulfillment of Requirement For The Degree of Sarjana Pendidikan Islam  
(S.Pd) English Teaching

**By**  
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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT SEKOLAH TINGGI  
AGAMA ISLAM NEGERI  
(STAIN) PALOPO  
2013**

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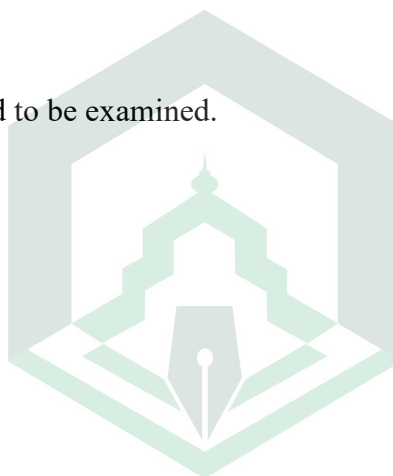
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**CONSULTANT APPROVAL**

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(CLL) for Students' English Program in Third Semester of STAIN Palopo  
(A classroom action research)

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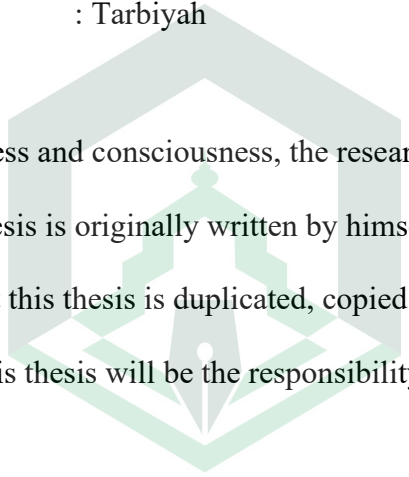
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for students' English Program in Third Semester  
of STAIN Palopo. (Classroom Action Research)**

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.  
Demikian untuk proses selanjutnya.

*Wassalamu Alaikum Wr. Wb.*

**Pembimbing I**

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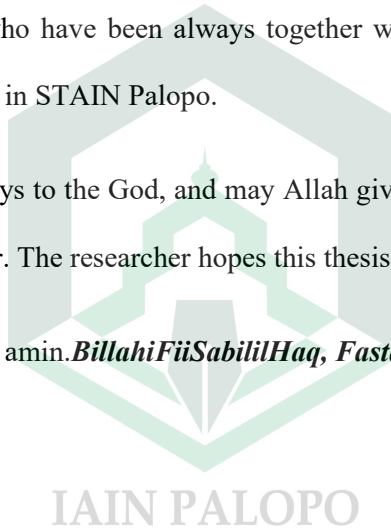
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Palopo, February 7<sup>th</sup> 2013



**The Researcher**





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## ABSTRACT

**Neneng Suriani, 2013. Teaching Students Speaking Skill through Community Language Learning (CLL) for Students' English Program in Third Semester of STAIN Palopo.(Classroom Action Research). Under Supervisor: Prof.Dr.H.M.Said Mahmud Lc.MA as the first consultant and Jufriadi,S.S.,M.Pd as the second Consultant.**

**Key words, Teaching, Speak, and Community Language Learning (CLL).**

This study attempt to teach students' ability in speaking skill through community language learning in third semester of STAIN Palopo . There was research question that discussed, namely to find out the appropriate way in teaching students speaking skill trough CLL at the third semester of STAIN Palopo.

This study used Classroom action Research method. The sample of this research is all of the students' English program at STAIN Palopo,But in this research the researcher used subject in tadris B.

The number of subject that taken were 15 students, consist of 14 females and 1 male student. The research instruments were used to collect data namely observation sheet that the observer done, after had done test of speaking by discussing to find out students ability in speaking. Besides that, the researcher used interview guide to know perception of students about that topic of discussion. The researcher also used a hand phone and camera to record the activity of discussion and also take a picture.

Students given topic of discussion by the researcher used CLL principle to conduct discussion, the students divided into two groups and from that group they got opportunity from the researcher to speak, from that condition the researcher got score, it can be the result of scoring students speaking test.The result of scoring speaking test the cycle 2 "table 10" ( 78,4) more higher than cycle "Table 3" (68,7) indicates that the students ability in speaking in STAIN palopo at the tadris B is improved. It can be seen through the feedback of discussion when the researcher gave the question about the topic of discussion and also the result of scoring speaking test.

In this case, the researcher used CLL method because which makes the students easy to speak, beside that make relationship among the other students, they more easy to express their opinion and gave them interesting topic in discussion.



# CHAPTER I

## INTRODUCTION

### *A. Background*

Comprehension should be considered the heart of speaking interaction, and the major goal of that speaking should be the provision of learning activities that will enable students to think about how to practice their speaking.

Communicative and whole language instructional approaches promote integration of speaking, listening, reading and writing in ways that reflect natural language use. But opportunities for speaking and listening require structure and planning if they are to support language development<sup>1</sup>.

Students need the comprehension that can help them to get high confidence and good cooperation each other from speaking.

The most important factor that can influence the learning outcome is a comprehension. Speaking as a course offered at schools and universities plays an important role in improving human development. Through speaking, a learner can acquire of knowledge or ideas to improve his grade point average, to change this behavior and to complete for good place in any aspect of life in the world.

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<sup>1</sup> Mary Ann Cunningham. *Improving Adult English Language Learners' Speaking Skills* Florez National Center for ESL Literacy Education. June 1999. Assessed on September 11<sup>st</sup> 2012.

Good speaker must be able to speak, exploring ideas, working out some aspect of the world or simply being together. Good speaker can built a relationship each other they get new learning experience and the use language for communication.

There should be an appropriate strategy and technique which can be applied. Strategies and technique are very important in speaking. Therefore, the teacher should realize that if one is not able to speak well, the students feel bored and not interested to speak and they don't have any confidence to speak. If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating.<sup>2</sup>

Based on the interview result with some students of English department STAIN Palopo, in teaching speaking, some students said that, teaching speaking is boring, if the teacher doesn't have good method or technique to increase speaking for students. Because there are many students face many problems in speaking. namely, they less vocabulary, they difficult to arrange words, it make them confused, they don't have enough confidence to speak .Related to explanation above, and the writer found that, in English department of STAIN Palopo, especially at the third semester students, the learning process is ineffective. It prove that, in the class when the students learn about speaking, some of them interest to speak but the others students no , they have not brave to speak and convey their idea, the students also seldom to

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<sup>2</sup>Jeremi Harmer, *The Practice of English Language Teaching*,( New York: Longman group UK, 1991).P.5

build relationship with the other students. Therefore, the researcher used Charles Curran model and named that too as “Counseling-learning “. His model proved very effective in learning process, because in this method of teaching language the class is considered a group the basic philosophy behind the process of learning with this method is the interpersonal relationship.

Teachers can enable learners to present ideas to individualpeers, peer groups and entire classes of students<sup>3</sup>.

There are many strategies and technique which can be used in teaching speaking, but the researcher is trying to take Community Language learning (CLL) method to teach students speaking skill because in this method of teaching language the class is considered a group the basic philosophy behind the process of learning with this method is the interpersonal relationship. Community language learning (CLL) is an approach in which students to work together to develop what aspect of a language they would like learn. Teacher acts as a collaborator although sometimes this role can be changed.

Based on above, the writer interest to do research about teaching students speaking skill Through CLL for the third semester of STAIN Palopo.

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<sup>3</sup>Trudy Wallace, Winifred E.Stariha and Herbert J. Walberg,*Teaching Speaking, Listening and Writing*, International Academy Of Education.p.10

### ***B. Problem Statement***

What is the Appropriate Way in Teaching Students Speaking Skill through Community Language Learning (CLL) at the Third Semester of STAIN Palopo?

### ***C. Objective Of The Research***

To find out the Appropriate Way in Teaching Students Speaking Skill Through Community Language Learning (CLL) at the Third Semester Of STAIN Palopo .

### ***D. Significance Of This Research***

The findings of this research are hopefully to be very meaningful information and reference as theoretical and practical information for the teacher who teach English at the English Study Program of The State College Islamic Studies (STAIN) Palopo

This research can be practical information to English teachers too as an alternative method at the STAIN to guide students improve their Speaking Skill through Community Language Learning (CLL). Hopefully, the result of this research brings useful information to improve students' Speaking Skill through Community Language Learning (CLL) especially at STAIN Palopo.

### ***E. Scope of Research***

The scope of the research is restricted in improving students Speaking Skill through Community language learning (CLL) for the third Semester of STAIN Palopo. This limitation is based on the consideration that they have learnt about



speaking and Using Community Language Learning (CLL) for the Third Semester of  
English Department In Tadris B.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous studies*

There are few researchers who have conducted previous research aimed at Improving Students Speaking Skill.

1. Muh.Takdir Said that, having conducted the treatments by using explaining Word technique, it is found that this technique can give significant development toward the students' speaking ability in English. It means that explaining word technique can develop speaking skill at the second year English study Program of STAIN Palopo<sup>1</sup>

2. Hasriani said that, one of the effective techniques to improve students speaking skill is debating activity especially by using Australasian Parliamentary debate system. So if the teacher wants to improve students' speaking achievement they should try this way<sup>2</sup>.

The similarity of these thesis are discuss about speaking skill and differences this thesis are the one talk about using explaining word technique and the other using debating activities. Therefore the researcher using different method namely CLL method to improve speaking skill.

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<sup>1</sup> Muh.Takdir *Improving speaking Skill By Explaining Word To the Second Year Students' English Study Program of STAIN Palopo.*(Thesis :2010) p.73

<sup>2</sup> Hasriani,*Improving Students' Speaking Skill through Debating Activity at The Eleventh Grade of SMA Negeri 2 Palopo.*(Thesis : 2009) p.71

According to some research, researchers will use Community Language Learning (CLL) to this research to improve Speaking skill of student, because more important and interesting for student and for the teacher itself.

### **a. Definition Of Speaking**

Speaking is the productive aural /oral skill .it consists of producing systematic verbal Utterances to convey meaning.<sup>3</sup>

Speaking to yourself can be "dangerous" because men in white coats may come and take you away. That is why you should make every effort possible to find somebody to speak with.<sup>4</sup>

Based on some understanding of the above researchers concluded that Speaking is something very fundamental in learning English because it covers four basics skills in English.

#### **1. Principles For Designing Speaking Techniques**

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.

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<sup>3</sup> David Nunan,*Practical English Language Teaching*.p.48

<sup>4</sup> <http://www.englishclub.com/speaking/assessed> on september 12nd 2012

g. Encourage the development of speaking strategies.<sup>5</sup>

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

### 1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

### 2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language.

### 3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments.

### 4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

### 5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

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<sup>5</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York.: Longman, NY, 2001), p. 275.

## 6.Extensive ( monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

### c. Community Language Learning (CLL)

#### 1. Background of CLL

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages.

This methodology is not based on the usual method by which language are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problem a person encounters in the learning of foreign languages.<sup>6</sup>

Within the language teaching tradition Community Language Learning is sometimes cited as an example of a "humanistic approach." Links can also be made between CLL procedures and those of bilingual education, particularly the set of

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<sup>6</sup> Currant, Charles A. *Counseling- learning in second Languages*. Apple River, Illinois: Apple River press,1976.p.8

bilingual procedures referred to as "language alternation" or "code switching." Let us discuss briefly the debt of Community Language Learning to these traditions.

As the name indicates, CLL derives its primary insights, and indeed its organizing rationale, from Rogerian counseling. Counseling, as Rogerians see it, consists of one individual (the counselor) assuming "insofar as he is able the internal frame of reference [of the client], perceiving the world as that person sees it and communicating something of this empathetic understanding<sup>7</sup>".

## **2. Definition of CLL**

Every age has its popular methods of teaching. This teaching methodology has been undergoing a sophisticated evolution. In the age of Greek philosophers the lecture method was the ideal one as there were no advance media in that age. In the same way the people of our advance age loves the methods that use multimedia profligately. In the beginning of 17th century council learning was invented.it is much in vogue in the present age but with some different nomenclature surly with some useful amendments.

Charles Curran developed that education model and named that too as "Counseling-Learning". His model proved very effective in learning process. The learners were considered as clients and their needs were fulfilled by counselor, i.e. teacher. The modified form of this method is the community language learning. In this method of teaching language the class is considered a group the basic philosophy

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<sup>7</sup> Richard, Jack. C & Rodgers Theodore. *S Approach and Methods in Language Teaching*. 1986.p.113

behind the process of learning with this method is the interpersonal relationship. The learners and teacher interact in this context and facilitate learning by valuing and prizing each individual. This process decreases the anxiety through the support of interpersonal communication among interactive learners<sup>8</sup>.

Community language learning (CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor and a paraphrase, while the learner acts as a collaborator, although sometimes this role can be changed.<sup>9</sup>

This method advises teachers to consider their students as ‘whole persons’. Whole-person learning means that teachers consider not only their students’ intellect, but also have some understanding of the relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn.

There were advantage and dis advantages to a method like CLL. The effective advantages were evident. CLL was an attempt to put Rogers’s philosophy into learning.<sup>10</sup>

The threat of the all – knowing teacher, of making blunders in the foreign language in front of classmates, of competing against peers – all threats that can lead to a feeling of alienation and inadequacy – were presumably removed.

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<sup>8</sup> [http://EzineArticles.com/?expert\\_Akram\\_Saqib](http://EzineArticles.com/?expert_Akram_Saqib)

<sup>9</sup> Ibid.p.113

<sup>10</sup> Brown, H.D. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Second Edition, Addison Wesley Longman, inc.2001.p.26

There were some practical and theoretical problems with CLL. The counselor – teacher could become too nondirective. The students often needed direction, especially in the first stage, in which there was such seemingly endless struggle within the foreign language. Another problem with CLL was its reliance on an inductive strategy of learning.

It is a typical method of language learning and in this method Students sit in a circle, with the teacher and use their first language to develop an interpersonal relationship. This relationship increases the students with the others.

Student express himself in native language and teacher translate it back in target language. The learners attempt to reiterate it in the English used by the teacher. In the same way other students follow the process. This process continues for quite some time until learners are able to apply the words in new language without teacher's translation<sup>11</sup>.

### **3. Community Language Learning has following principles:**

- a. Building a relationship with and among students is very important.
- b. Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn non-defensively when they feel secure.
- c. Language is for communication.

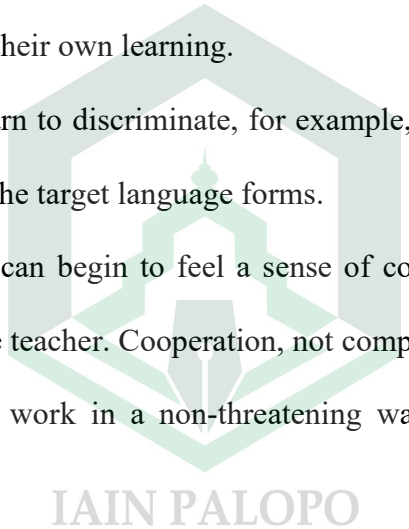
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<sup>11</sup> Ibid.p.113



- d. The superior knowledge and power of the teacher can be threatening. If the teacher does not remain in the front of the classroom, the threat is reduced and the students' learning is facilitated. Also this fosters interaction among students, rather than from student to teacher.
- e. The teacher should be sensitive to students' level of confidence and give them just what they need to be successful.
- f. Students feel more secure when they know the limits of an activity.
- g. Teacher and students are whole persons. Sharing about their learning experience allows learners to get to know one another and to build community.
- h. Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere. Learners feel free to lower their defenses and the learning experience becomes less threatening.
- i. The teacher 'counsels' the students. He does not offer advice, but rather shows them that he is really listening to them and understands what they are saying. By understanding how students feel. The teacher can help students gain insights into their own learning process as well as transform their negative feelings, which might otherwise block their learning.
- j. The students' native language is used to make the meaning clear and to build a bridge from the known to unknown. Students feel more secure when they understand everything.
- k. The teacher should take the responsibility for clearly structuring activities in the most appropriate way possible for successful completion of an activity.

- l. Learning at the beginning stages is facilitated if students attend to one task at a time.
- m. The teacher encourages student initiative and independence, but does not let students flounder in uncomfortable silences.
- n. Students need quite reflection time in order to learn.
- o. Students learn when they have a choice in what they practice. Students develop an inner wisdom about where they need to work. If students feel in control, they can take more responsibility for their own learning.
- p. Students need to learn to discriminate, for example, in perceiving the similarities and differences among the target language forms.
- q. In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.
- r. The teacher should work in a non-threatening way with what the learner has produced.
- s. Developing a community among the class members builds trust and can help to reduce the threat of the new learning situation.
- t. Learning tends not to take place when the material is too new or, conversely, too familiar. Retention will best take place somewhere in between novelty and familiarity.

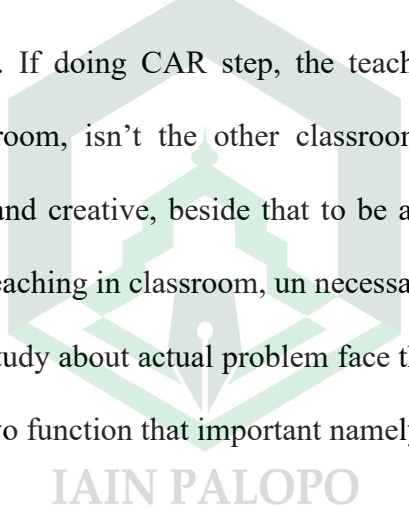


#### **4. Classroom Action Research (CAR)**

##### **a. Background of CAR**

Lately, CAR is trend to do by professional people to solve the problem and get enhancement quality in all aspects. Initially CAR pointed to solve social problem (Joblessness, Juvenile delinquency, and other) that amend in society.<sup>12</sup>In educational aspect, especially CAR amend become applied research.

CAR is very useful for the teachers to increase process of quality and good outcomes in classroom. If doing CAR step, the teacher will find solution for the problem in their classroom, isn't the other classroom, use the multi theory and technical that relevant and creative, beside that to be apply research, teacher do the principle duty namely teaching in classroom, un necessary leave the students, so CAR is one of research that study about actual problem face the teacher in that range, using CAR, the teacher has two function that important namely practitioner and researcher.



##### **b. What is Action Research?**

Action Research is the combination and interaction of two modes of activity – *action* and *research*. The action is located within the ongoing social processes of particular societal contexts, whether they be classrooms, schools, or whole organization, and typically involves developments and changes that eventuate in

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<sup>12</sup> <http://akhmadsudrajat.wordpress.com>. assessed on October 15<sup>th</sup> 2012

order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes.

The driving purpose for the AR process is to bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation<sup>13</sup>.

The AR process itself has been characterized as a spiral or cycle of movements between action and research ( Kemmis and McTaggart 1988; Burns 1999). As the researcher plans and undertakes actions to enhance the current situation, she also deliberately observes and documents what happens as a result of these actions. Often, the results of changes are unpredictable and reveal new or unexpected avenues for further action, which is then observed and documented further.

Although more complex and extended description of the steps in AR have been proposed, the most widely known model is that of Kemmis and McTaggart :

1. Develop a plan of critically informed action to improve what is already happening
2. Act to implement the plan
3. Observe the effect of the critically informed action in the context in which it occurs

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<sup>13</sup> Anne Burns , Richard Jack .C ( 2009)*Second Language Teacher Education.P.289*

4. Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Teachers new to research sometimes struggle to perceive how AR is positioned in relation to more familiar and better established research approach.

### **c. Why CAR is Important?**

There are many reasons why CAR is important for teacher to increase professional teacher. There are:

1. CAR is very conducive for teacher and sensitive in dynamics in the classroom. They more reflective and critic in their action that they do and their students.

2. CAR can increase the quality of teacher so to be professional teacher. Teacher is not practitioner that satisfied that they do for a long time without correction action and innovation, but also to be researcher in their wide.

3. Doing steps in CAR, the teachers get ability to repair one by one solves their problem in their classroom. Action that teacher do just factual and actual problem that develop in learning process.

4. CAR action teacher more creative because demanded to do new innovation in implementation and adaptation in many theories and technique and also material that used.

5. Applied of CAR in education and learning process have important aim to repair and develop practice of quality that equivalent to get instructional result, develop increasing skill of teacher increase relevancy, improve efficiency and also appear custom of researcher in teachers community.

#### **d. Types of Classroom Action Research (CAR)**

There are four types of CAR, namely 1) Diagnostic CAR 2) participant CAR 3) Empiric CAR and 4) experimental CAR . That more clearly, these are explanation of them:

1. Diagnostic CAR, is the research that past by guiding the researcher to do action. In this aim, the researcher diagnostic and enter in the situation of research. For example is if the researcher effort conflict between students in the school or classroom.

2. Participant CAR is the research follow in action in process of research that do the first meeting until finish in that research. Start in planning the researcher note and collecting data and then analyze the data and finally making report from that research. Participant CAR can conduct in the school but only the researcher that do until finish the research.

3. Empiric CAR is if the researcher do acting and opened what they do when do the action. The process of principal the researcher saves the note and collecting experience and doing gradually action.

4. Experimental CAR is if the researcher does in technique and strategy that effective and efficiency in learning process. The relation of learning process there are more strategy or technique that apply in this CAR and can definite which the way that more effective to achieve certain purpose.

#### **e. Models of CAR**

There are many models that use in educational ways namely: 1) Kurt Lewin model 2) Kemmis and Mc Taggart model 3) John Elliot model 4) Dave Ebbutt model.

1. Kurt Lewin model. This model in 1946. this concept conduct in one cycle and comprise with planning, acting, observing, reflecting in that while and elaborated by Ernest T. Stinger and comprise with planning, implementing, evaluating .

2. John Elliot model, this model more complete and detail because of that in each cycle comprise with more action 3-5 action and realization in learning process.<sup>14</sup>

#### **f. The Goal Of Classroom Action Research**

The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base.

Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data

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<sup>14</sup> <http://akhmadsudrajat.wordpress.com/penelitian-tindakan-kelas-part-II>. Assesed on October 15<sup>th</sup> 2012.

collection and analysis. Validity is achieved through the triangulation of data.

The focus is on the practical significance of findings, rather than statistical or theoretical significance.

Findings are usually disseminated through brief reports or presentations to local colleagues or administrators.

### **g. Steps to conduct Classroom Action Research**

#### 1) Identify a question or problem:

- a. What is the effect of X on student learning?
- b. The question or problem should look at something under the teaching control.
- c. The problem should also be an area which you are willing to change.
- d. Should also be feasible.

#### 2) Review Literature

- a. You need to gather two types of information: background and data.
- b. It may be much less extensive than traditional research.
- c. The use of secondary sources is usually sufficient

#### 3) Plan a research strategy

- a. It may take many forms: pretest, posttest, a comparison of similar classes to a descriptive case study of a single class or student.
- b. Both qualitative and quantitative methods are appropriate.
- c. It relies on triangulation of data to provide validity.



- d. To triangulate collect at least three types of data, e.g., student test scores, teacher evaluations, and observation of student behavior). If all data point to the same direction, you have some assurance of validity.
- e. Gather data
- f. Make sense of the data
- g. Take action

#### **h. Foundation Of CAR**

There were some processes in Classroom Action Research. The foundations were:

1. Reflective foundation

CAR is not researcher wish to prove something, but is spirit to repair the teacher effort. Doing reflecting is one step and first to find out disadvantage that the teacher do alone. Example, observation result, results of interview and also the result of test.

2. Collaborative foundation

There were three groups that important in doing CAR, namely the teacher themselves that doing action, observer, namely the people who act to be observer to give suggestion to the teacher when the teacher do, and also the students itself who become the group of study that have responsibility is teacher. They got difference duty and significant role. The teacher is the people who have responsibility

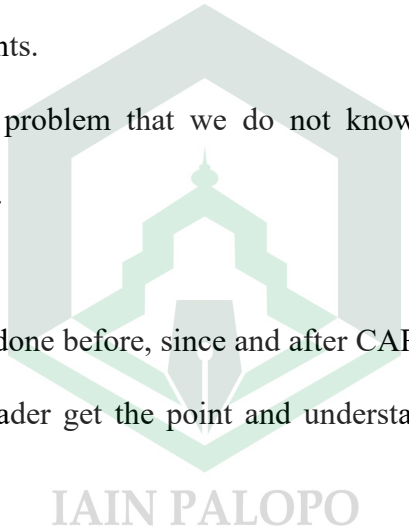
in CAR action that can cooperation to support and give objective data, that CAR get important thing.

### 3. The Risk Foundation

The risk foundation has meaning, which the teacher does must brave to responsibility all the problem that heaven, namely:

- a. Fail of risk action that they do, if the hypothesis that give not accepted.
- b. Demanding to do negative action from the other people namely from the parents or the chief of the students.
- c. There is important problem that we do not know to researcher, namely time problem is not effective.
- d. Whole Report

All aspects that done before, since and after CAR need arranging and report in whole report, so the reader get the point and understand what the meaning of that whole report also<sup>15</sup>.



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#### **i. Multiple intelligence**

The intelligences are languages that all people speak and are influenced, in part, by the cultures in which we are born. They are tools for learning, problem solving, and creating throughout life.<sup>16</sup>

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three

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<sup>15</sup> Prof. Dr.H. Wina Sanjaya, M.Pd.*Penelitian Tindakan Kelas*,kencana,2009,p.39

<sup>16</sup> Linda Campbell,Bruce Campbell & Dee Dickinson.*Teaching & Learning Through Multiple Intelligence*.PDF.

are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'.

Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.

Spatial intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.

Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.

Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

#### **j. Personal Differences**

Individual difference is whether people are more similar to themselves over time and across situations than they are to others, and whether the variation within a single person across time and situation is less than the variation between people<sup>17</sup>.

A related question is that of similarity, for people differ in their similarities to each other. Questions of whether particular groups (e.g., groupings by sex, culture, age, or ethnicity) are more similar within than between groups are also questions of individual differences.

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<sup>17</sup> <http://www.personality-project.org/revelle/publications/ids.html> . Accessed on March 6<sup>th</sup> 2013



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## CHAPTER III

### RESEARCH METHOD

This chapter deals with time and place of research, object of research, subject of research, procedure of research, method of collecting data, method of analyzing data, and working indicators.

#### *A. Time and Place of Research*

This research was held at the third semester of English students of STAIN Palopo.

#### *B. Object of Research*

The object of research was the implementation of community language learning (CLL) in improving students speaking skill. The research was held in the form of cycles namely: planning, acting, observing, and reflecting.


This research was held around two cycles. They were first and a second cycle was the series of activities which had close relation where the realization of the second cycle was continued and repaired from the first cycle.

#### *C. Subject of Research*

This research was done in the third semester of STAIN palopo, there were three classes, namely Tadris A, Tadris B and Tadris C. in this research the researcher used subject in Tadris B.

The students in the class were from different school and level of knowledge, most of them have different ability to study English, and they were more than 15 students in the class. This research was conducted in STAIN Palopo especially English Department. Even though, the teacher had taught the students based on the program, but English was seldom spoken by the students especially the students in tadaris B.

Actually, the students were more than 1 year study English but they seldom to apply their language especially speaking. Based on characteristic of CAR which includes:

- 
1. Certain focus that practice
  2. Learning activity or researcher itself
  3. Collaborator
  4. Dynamic process
  5. Planning action
  6. Sharing research experiment.<sup>1</sup>

a. Data Sources

1. Teacher
2. Students
3. Partner/collaborator

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<sup>1</sup>Kunandar,S.Pd., M.Si,  
*LangkahMudahPenelitianTindakanKelasSebagaiPengembanganProfesi Guru*,Ed.1,Jakarta : Rajawali  
Pers,2011.p.58



b. Action Procedure

The method that was used in this research was CAR method. It has four stages those are planning, action, observation, evaluation, or reflection.

This research was held around two cycles. They were first and second cycle and each cycle was the series of activity which had close relation. Where the realization of the second was continued and repaired from the first cycle. The cycle of classroom action research by John Elliot :

**Cycle 1**

1. Planning

- a. In this section, the researcher (teacher) prepares the materials that were given to the students.
- b. Making lesson planning based on the curriculum, and arranged the material of lesson planning and it should be speaking oriented.
- c. Making the observation checklist for observing the condition of learning process.

2. Acting

- a. Engage: giving material and method then they were asked relating to the material. The students given material by the teacher namely discuss about general problem that haven and after that students give opinion about the problem that haven. They divided

two groups, agree team and disagree team, they discussed about interesting topic they do that action to practice their speaking skill by speak one by one of them when discussion conducted. And the relationship among the students, I mean they cooperated each other in their each groups. .

b. Activate: making the students to be active in the class, the students were aware to speak and can share with their other students in the class, how to solve the problem and convey the idea in front of their friends and their teacher.

c. Study: the teacher did speaking works by correcting the pronunciation and how to solve the problem in general, they study to think and convey their opinion or idea to solve the problem that discussed.

They get new information and they can see in many aspects by discussing the topic that they got.

So, by doing the way the teacher knew that the students were able to pronounce, say or speak all of the points on the speaking objects, as the speaking skill was its orientation.

### 3. Observation

a. Identifying and making note about all of problems that the teacher got when teaching and learning process.

b. Doing evaluation which used the result of the study to know how far the students had improvement.

c. Giving the students a chance for giving suggestion in action research.

#### 4. Reflecting

The result of the data had been done, it was continued until could be made as the reflection after action research.

The reflection was discussed with a partner while the teacher should make research planning for the next cycle which repaired from cycle 1.

### Cycle 2

In this section, the teacher did the next action based on the value of cycle 1 reflection namely:

#### 1. Planning

- a. Continued the activities that had been done in cycle 1
- b. Repaired the weakness in the cycle 1
- c. Making planning again in the scenario planning process from the result of cycle 1 reflection.
- d. Action research repaired.

#### 2. Action

This stage, action was done to upgrade the result based on the cycle 1 reflection, the stages were the same with the previous cycle to encourage the students to speak English through Community Language Learning (CLL).As in the reasons of choosing CLL method as the teaching speaking<sup>2</sup>.

- a. Process learners, the students are able to feel and practice the aim is talked or discussed.
- b. Building a relationship among the students is important in this method.
- c. In groups, the students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.
- d. Teacher and students are whole persons. Sharing about their learning experience allows learners to get to know one another and to build community.

### 3. Observation

In doing observation at cycle 2 was almost same with the observation at cycle 1.

### 4. Reflection

Reflection was done to see the result of cycle 2 action process, to analyze, understand and make conclusion activity, researcher analyzed cycle 1 to know

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<sup>2</sup> Jo Bertrand, *Teacher, Material Writer*, British Council Paris, Pdf. Assessed on September 12<sup>nd</sup> 2012.

whether the action of this cycle reaches success if some of the following requirement were fulfilled:

a. Most of the students are active which shows that they are encourage in the learning process. And the students' active participation must reach 75% to get the requirement of the success the number of active students and the number of very active students will be accumulated.

b. Most of the students' perception shows that they agree or shows positive attitude toward the use community language learning (CLL) in their speaking class which is describe through observation sheet when they speaking through CLL Method.

#### ***D. Technique and Instruments of Collecting Data***

##### **1. Technique**

The collecting data techniques in the classroom are:

a. The test was showed at the end of each cycle. The test used is speaking test.

b. This method in all cycle. The researcher was held the observation and the observer was seen the activities and condition of the class.it done running well in every cycle.

c. The researcher was done interview the students are particular dealing with this method. Every Student gave opportunity to interview to collect the real data in this research.

## 2. Instrument

In collecting data the researcher was used some instruments as follows:

- a. Test of speaking
- b. Observation sheet
- c. Interview guide
- d. Tape recorder/Hand phone
- e. Camera

### ***E. Data Analysis***

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Speaking test result: students' score of speaking test was counted by using the formulas, as follow:
2. Activities of students during the learning process: this was analyzed by considering the students' participation and classified into passive and active classification.
3. Implementation of learning by community language learning ( CLL) analyzing the successful level of implementation, then it categorized into success, less success and not success.

## ***F. Procedure of Research***

There were four procedures in carrying out of this research namely planning, acting, observing and reflecting. The research was done into three cycles each of which consisted of planning, acting, observing and reflecting.

There were three meetings in each cycle. At the last meeting of each cycle the researcher gave interview or tests to students that the researcher knows what they done in next cycle. In this research, the researcher acted as teacher and researcher. Researcher implemented community language learning (CLL) in learning teaching process. one of teacher of STAIN Palopo acted as observer and she observed the researcher's performance in teaching and students activities during learning and teaching process, the observer observe what happen in the class between the students and the researcher .She also gave idea and what should the researcher done next cycle. The observer prepared important point that the researcher repaired in the next cycle, in this method the observer very important to helped the researcher of the research.

The researcher and the observer made a planning together to do next step in every cycle, that help to success the researcher of the research.

### ***G. Working Indicators***

The working indicators of this research is 75, it means that the treatment is considered successful if the average score of students is 75. The active participant should be 70 %.





## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion:

#### A. Findings

##### *I. The explanation of cycle 1*

##### a. Planning

In planning section, the researcher prepared to carry out the action research class that required different tools which had been created and developed previously namely learning implementation plan (LIP/RPP), the supported instrument guidelines for observation sheet and camera. In this section, the researcher prepared what had to do in the action step<sup>1</sup>. In this section, the preparation which was prepared by the researcher before acting in the cycle 1 are:

1. Greetings and opening class to the students
2. Introduce to the students about the method that I used
3. The researcher explained the material about general topic that want to discuss, which would be implemented in the speaking class
4. The researcher told the students that they would like to practice of discussing and using CLL method.

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<sup>1</sup>Tawakal, *Encouraging Students to Speak English by Using Picture at the Second Level Students of ESC Family Palopo*, (Thesis : 2011),t.t.P.43

5. The researcher, partner and collaborator discuss about the students problem and activity since they teach in the class B.

6. The researcher gave chance to the students for expressing their difficulties in speaking class or in the learning process.

b. Action

Action based on the schedule of speaking conversation they are Friday and Saturday in STAIN Palopo. The material that had been presented in the cycle 1 was talking about general problem in daily routines.

It was 9<sup>th</sup> October 2012, the cycle 1 was done , the researcher started the class by telling the importance of speaking skill in English then researcher told the step and formed the students into two groups, each group consist 8 students. Before using CLL method, the researcher gave topic that discussed, the title of the material was:

“The humorist boy more interest than Handsome Boy”

The researcher took that topic because as we know a students like class B or the teenagers like a problem like that, because they usually faced it and they sometimes saw in their surroundings.

Based on interview before research, they like discuss about the teenagers problem namely love, Boyfriend or Girls friends and also friendship.

To encourage the students to speak, the researcher gave the problem that faced around them, and then they discussed the topic like that.

**Picture 1 in Cycle 1**

**The students divide into groups**



**Picture 2 in Cycle 1**

**start to discuss**



Meanwhile the students discussed about the topic the researcher and partner studied and observed the students active participation and once in a while the researcher corrected the students' mistakes in pronouncing and speaking.

c. Observation

Based on observation activity made by researcher and partner (observer) in the cycle 1, the researcher and observer observed that the students active in the class. In this class just some of students that speak and active because they find a difficult vocabulary in dictionary and asked with the other friends and the teacher, and the other less and shy to speak like the other friends because they shy to asked with their friends or sharing. They did not friendly and done alone. So he/she got a little chance

to speak. They actually wanted to speak it was claimed after giving a chance to the students to give suggestion and interviewed some of them.

The problem is that students at beginner and elementary level simply cannot access this information<sup>2</sup>. So using dictionary it little help the students to speak and find a word.

It was the problem that attracted the researcher and partner to rearrange the students' seat position. Then give the students opportunity to give opinion about the topic of discussion.

The other problem is, they just read their opinion in piece of paper or their books, and they can speak immediately. The observer means they just speak from their book not oral from their own word.as we know the one principle of speaking technique is give students opportunities to initiate oral communication.

**Table 1 in Cycle 1**

**The result of student's active participation**

<b>Respondent</b>	<b>Very active</b>	<b>Active</b>	<b>Less active</b>	<b>Not active</b>
<b>001</b>				
<b>002</b>				
<b>003</b>				
<b>004</b>				
<b>005</b>				

<sup>2</sup>Jaremi Harmer, *The Practice of English Language Teaching*, ( New York: Longman group UK,1991) P.175

006				
007				
008				
009				
010				
011				
012				
013				
014	-	-	-	
015	-	-	-	-
<b>JUMLAH</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>1</b>

Where:

1. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

2. **Active:** the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.

3. **Less active:** the student pays attention and gives responses once in a while.

4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 2 in Cycle I**  
**The percentage of students' active participation in cycle 1**

No	Classification	Frequency	Percentage (%)
1.	Very Active	2	13,3
2.	Active	4	26,7
3.	Less Active	7	46,7
4.	Not Active	2	13,3

$$P = \frac{F}{N} \times 100 \%$$

**Where:**

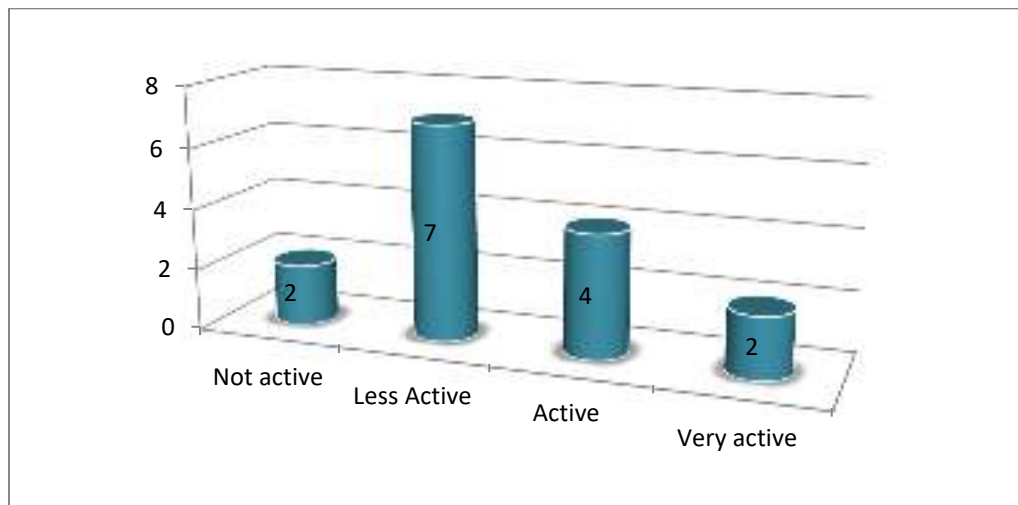
**P** = percentage

**F** = Frequency

**N** = total of students



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**Student's Participation in Cycle 1**



**Table 1 : Diagram The Students Participation**

**Table 3**

**The Result of Students' Scoring of speaking Test of Cycle 1**

NO	RESPONDENTS	Three Aspect of Speaking Assessment			SCORE
		Accuracy	Fluency	Comprehensibility	
1.	RD 01	2	3	4	70
2.	RD 02	4	3	5	80
3.	RD 03	2	2	2	60
4.	RD 04	2	3	4	70
5.	RD 05	4	3	5	80
6.	RD 06	2	2	2	60
7.	RD 07	1	1	1	50
8.	RD 08	2	3	4	70
9.	RD 09	2	3	4	70
10.	RD 010	3	2	4	70
11.	RD 011	1	1	1	50
12.	RD 012	5	3	4	80
13.	RD 013	2	2	2	60
14.	RD 014	5	3	4	80
15.	RD 015	1	1	1	50
	TOTAL				$\Sigma X = 1030$

Calculating the mean score of the students' speaking test of cycle I:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{1030}{15} \\ &= 68,7 \end{aligned}$$

**Table 4**

**The Rate Percentage Of Students' Score in the Area of Accuracy Cycle 1**

Classification	Score	Frequency	Percentage
Excellent	6	-	-
Very Good	5	2	13,4%
Good	4	2	13,4%
Average	3	1	6,6%
Poor	2	7	46,6%
Very poor	1	3	20%

The table above shows that the students' score in the area of accuracy of cycle I are varieties; in which there were no students (0%) got 'excellent', 2 students (13,4%) got 'very good', 2 students (13,4 %) got 'good', 1 students (6,6%) got 'average', 7 students (46,6%) got 'poor', and 3 students (20%) got 'very poor'.



average', 7 students (46,6%) got 'poor', and 3 students (20%) got 'very poor' classification.

**Table 5**

**The rate percentage of students' score in the area of fluency of cycle I**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Excellent	6	-	-
Very good	5	-	-
Good	4	-	-
Average	3	8	<b>53,3 %</b>
Poor	2	4	<b>26,7%</b>
Very poor	1	3	<b>20%</b>

The table above shows that the students' score in the area of fluency of cycle I are varieties; in which there were no students (0%) got 'excellent' and 'very good', no students (0%) got 'good', 8 students (53,3%) got 'average', 4 students (26,7%) got 'poor', and 3 students (20%) got 'very poor' classification.

**Table 6**

**The rate percentage of students' score in the area of comprehensibility of cycle I**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	6	-	-

Very good	5	2	13,3%
Good	4	7	46,7%
Average	3	-	-
Poor	2	3	20%
Very poor	1	3	20%

The table above shows that the students' score in the area of comprehensibility of cycle I are varieties; in which there were no students (0%) got 'excellent' and 2 students (13,3%) 'very good', 7 students (46,7%) got 'good', 8 students (53,3 %) got ' average', 3 students (20%) got 'poor', and 3 students (20%) got 'very poor' classification.

#### d. Reflection

The reflection was done by the researcher and partner caused by there were still weakness in implementing or using community language learning (CLL) method and this was needed to be repaired.

There were significant weaknesses in the first cycle:

1. Most of students did not interest in speaking because the topic of discussion is not familiar to them. They confuse to speak because they lack of Vocabulary, why they lack of vocabulary, because they seldom to open a dictionary and lazy to asked with the other friends, it based in the interviewed some of students in Tadris B. they also hoped the teacher to write the difficult word that they don't

understand. Based on the interview result to the respondents, they interest to speak English but they lack of vocabulary.

Here were the interviews done by researcher towards some students:

- **Students 1**

.....

R = Bagaimanakah menurut pendapatmu tentang pembelajaran yang baru kalian ikuti ?

Rs = menurut saya menarik

R = Apakah kalian senang dengan pembelajaran yang baru kalian ikuti? Mengapa ?

.....( interview conducted on 9<sup>th</sup> October 2012)

- **Students 2**

.....

R = Apakah kalian senang dengan pelajaran yang baru kalian ikuti? Mengapa?

Rs = iya, karena speaking penting buat pengembangan bahasa kita

.....

- **Students 3**

.....

R = seberapa sulit speaking buat anda ?

Rs = menurut saya sulit dalam berbicara and khususnya dalam menghafal vocabulary

.....( interviewed conducted on 9<sup>th</sup> October 2012)

- **Students 4**

.....

R = bagaimana cara anda mengatasi kesulitan dalam speaking (berbicara)?

Rs = kadang ditulis dulu baru bisa menyampaikan pendapat.

.....

- **Students 5**

R = apa saja masalah yang anda hadapi dalam belajar bahasa Inggris?

Rs = masalahnya apabila kita berbicara kadang kadang kosakata yang kurang, jadi sulit buat berbicara

.....

To prove and get the valid data, the researcher also prepared an interview through video.

2. Most of the students were not really active in learning process, because the students just silent and see the other friends. Only 2 students were very active, 4 students were active, 7 students were less active and 1 were not active. It means that the students' active in class only 53,4 %

## *II. The explanation of cycle II*

### *a. Planning/ revised plan*

The researcher hoped in the cycle 2 the students would be more active in the class than before. The plan in the cycle 2 was closely same with cycle 1. in the cycle 2 the researcher made the students to be active in speaking class by using CLL method but in the cycle 2 the researcher and partner had a little different plan as it had been done in cycle 1, such as:

1. In the second cycle, the researcher prepare more interest topic in discussing, it means that each student got new idea to speak.
2. The researcher asked the students to sit in groups not separately
3. Asked the student to be more intense
4. The researcher made grouping in their seat, to discuss together, because one of principles of CLL is building a relationship with and among students.

At the end of the cycle 2, the students were given easy topic of discussion, to know the students perception about the topic and to encourage them to speak English. The researcher hoped in the cycle 2 would be success.

b. Action

All action in this cycle was based on the revised plan. The material in the cycle 2 was discussion and the topic of discussion is “The Examination should be banned in school or not’. At the beginning of the meeting of this cycle, the researcher did apperception such as asking some question related to the previous material then gave the students some motivational words by telling them how important the English speaking skill .

When the students were ready to study, the researcher asked the students to sit in groups to make discussion like in the previous meeting in the cycle 1.

Before moving to the core activity, once again the researcher posed a question about students’ condition and moods, the researcher asked how their condition, what they feel before study ,they like to study English or not and the last the researcher gave motivation to the students, how important English in our country and also in aboard.

As it was different from cycle 1, at this cycle the researcher did not arranged the student to sit in separately but in groups and make a cycle. The researcher want to saw the condition if the students sit make a cycle, it success or same with the first cycle.

From discussion like CLL method the researcher have looked and find out more and more information about the condition that heaven in society specially the teenagers. Once in a while, the researcher helped and activated the students to do

activity by posing question and invited the other students to do activity by posing questions and invited the other students to ask.



**Picture 3 in Cycle II**  
**Teacher given Topic of discussion**



**Picture 4 in Cycle II**  
**Process of discussion**



**Picture 5 in Cycle II**  
**prepare to give opinion**  
**And idea**

**Picture 6 in cycle II**  
**making idea**

When the researcher posed question, all of the students surprisingly answered and spoke out their mind more and they correctly found themselves success in speaking class.

c. Observation

Based on observation activity made by researcher and partner in the cycle 1, the researcher and partner observed the learning activity about condition of the learning and teaching process that covered the students' active participation in the speaking class by CLL method. As it was mentioned before that the students found their confidence, they found English as an easy language to speak. The researcher said to them that indeed English is easy. Then the researcher said to the students that he would give them more challenge. The students greeted the challenge enthusiastically.

The students were really encouraged, the researcher and partner knew this from their face and manners. This is a pretty good condition for the learning and the researcher is sure that they would convey the idea and they can speak to give their opinion to the researcher and their friend.

Furthermore, here were the partner's observation results in the cycle 2.

1. The students were able to figure out an idea and information
2. The students were more active than in the cycle 1 because they got much opportunity to speak.
3. The students were able to make their own language by speaking out their mind by using discussion.
4. The students found themselves being encouraged, because topic of discussion helped them to speak. They found new vocabulary, can give the opinion and practice to give idea and practice confidence.

5. The students were all involved in learning process, this would improve to successfulness of learning.

6. The students more active in speaking because their seat position is better than before in cycle 1. They more active to speak because they got motivation from their other friend to speak also.

Based on observer opinion, the students in cycle II more enthusiasm in making discussion, because they more got spirit and got solve their problem to found vocabulary because most of them bring dictionary to find difficult word, they got more spirit because they can cooperate with their groups to making idea and convey their opinion one by one of them, they supported each other to make opinion about the topic of discussion namely “Examination should be banned in the school or not”.

The observer saw also the teacher more interactive with their students to lead discussion process and the researcher also got more question about the topic with the students discussed, so the condition in cycle II more good than before.

#### **Picture 7 in Cycle II**

#### **The students answer the Question from The teacher in discussion**





Based on the observation activity made by the researcher and partner, it was satisfying because most students were active compared with the condition in cycle 1.

**Table 7 in Cycle II**  
**The result of student's active participation**

<b>Respondent</b>	<b>Very active</b>	<b>Active</b>	<b>Less active</b>	<b>Not active</b>
<b>001</b>				
<b>002</b>				
<b>003</b>				
<b>004</b>				
<b>005</b>				
<b>006</b>				
<b>007</b>				
<b>008</b>				
<b>009</b>				
<b>010</b>				
<b>011</b>				
<b>012</b>				
<b>013</b>				
<b>014</b>	-	-		-
<b>015</b>	-	-	-	
<b>JUMLAH</b>	<b>2</b>	<b>8</b>	<b>4</b>	<b>1</b>

Where:

1. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

2. **Active:** the students responses the material by listening, speaking and interacting with others, whether to the teacher or his/her friends.

3. **Less active:** the student pays attention and gives responses once in a while.

4. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

**Table 8**

**The percentage of students' active participation in cycle 2**

<b>NO</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage ( %)</b>
1.	<b>Very Active</b>	2	13,3 %
2.	<b>Active</b>	8	53,4 %
3.	<b>Less Active</b>	4	26,7 %
4.	<b>Not Active</b>	1	0,07 %

$$P = \frac{F}{N} \times 100\%$$

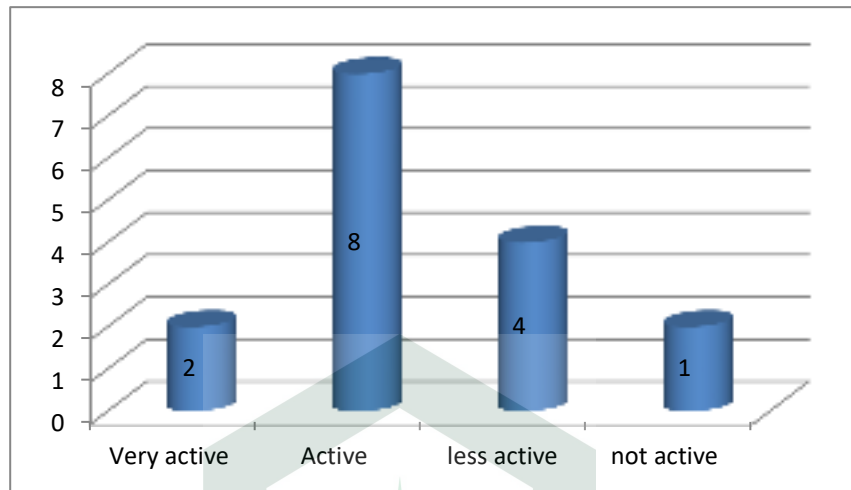
Where :

P = Percentage

F = frequency

N= total of students

### Student's Participation in Cycle 2



**Diagram 2**

Student's Participation in Cycle 2

**Table 9**

The result of Students Scoring of Speaking Test of Cycle 2

No	Respondents	Three aspects of speaking Assessment			Score
		Accuracy	fluency	Comprehensibility	
1.	RD 01	3	4	5	80
2.	RD 02	5	4	4	90
3.	RD 03	4	5	4	95
4.	RD 04	2	3	4	70
5.	RD 05	4	3	5	80
6.	RD 06	4	3	5	80
7.	RD 07	2	4	3	70
8.	RD 08	2	3	4	70
9.	RD 09	4	3	5	80

10.	RD 010	2	3	4	70
11.	RD 011	4	3	5	80
12.	RD 012	5	3	4	80
13.	RD 013	2	3	4	70
14.	RD 014	2	3	4	70
15.	RD 015	5	4	4	90
	<b>TOTAL</b>				<b>∑X= 1175</b>

Calculating the mean score of the students' speaking test of cycle 2:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{1175}{15} \\
 &= 78,4
 \end{aligned}$$

**Table 10**

**The Rate Percentage Of Students' Score in the Area of Accuracy Cycle 2**

Classification	Score	Frequency	Percentage (%)
Excellent	6	-	-
Very good	5	3	20%
Good	4	4	26,7%
Average	3	1	6,7%
Poor	2	7	46,7%
Very poor	1	-	-

The table above shows that the students' score in the area of accuracy of cycle 2 are varieties; in which there were no students (0%) got 'excellent' and 3 students (20%) 'very good', 4 students (26,7%) got 'good', 1 students (6,7 %) got 'average', 7 students (46,7%) got 'poor', and 0 students (0%) got 'very poor' classification.

**Table 11**

**The Rate Percentage of Students' Score in the Area of Fluency Cycle 2**

<b>Classification</b>	<b>Score</b>	<b>frequency</b>	<b>Percentage (%)</b>
Excellent	6	-	-
Very good	5	-	-
Good	4	5	33,4
Average	3	10	66,7
Poor	2	-	-
Very poor	1	-	-

The table above shows that the students' score in the area of fluency of cycle 2 are varieties; in which there were no students (0%) got 'excellent' and 0 students (0%) 'very good', 5 students (33,4%) got 'good', 10 students (66,7 %) got 'average', 0 students (0%) got 'poor', and 0 students (0%) got 'very poor' classification.

**Table 12**

**The Rate Percentage of Students' Score in the Area of comprehensibility Cycle 2**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Excellent	6	-	-
Very good	5	5	33,4%
Good	4	8	53,3%
Average	3	2	13,3%
Poor	2	-	-
Very poor	1	-	-

The table above shows that the students' score in the area of comprehensibility of cycle 2 are varieties; in which there were no students (0%) got

'excellent' and 5 students (33,4%) 'very good', 8 students (53,3%) got 'good', 2 students (13,3%) got 'average', 0 students (0%) got 'poor', and 0 students (0%) got 'very poor' classification.

#### d. Reflection

The researcher believes that CLL method would be an effective method to learn English especially to speak English. But the selected topic of discussion be familiar with the students' daily life although they found themselves had not been challenged, if we need the best result.

The process of evaluation that used observation checklist done by researcher and partner proved that at the last cycle (cycle 2), the students were totally involved in the learning process. They were also motivated and encouraged.

Based on the both explanation of cycle 1 and 2 above, in this research the data collected by observation, interview and discussion among the teacher, partner and collaborator. The data were presented which covered two fields, namely the findings about students' active participation to speak English by using CLL Method which the descriptions were explained by the result of observation checklist, and the next one is to know the students' perceptions which were explained by the result of interview using video.

### ***B. Discussion***

Looking the finding, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims describing the

students' improvement in speaking skill through Community language Learning. Based on the findings, the researcher presented the discussion of data given to the students at the third semester of English Department STAIN Palopo were Low in the cycle I than Cycle II.

#### 1. The cycle I

Based on the analysis from the students' test in the cycle I, the mean score in the first cycle is 68,7%. The criteria success in this research with the percentage 75%. The observation activities in the first cycle, the researcher found some weakness in learning process. They are: a) most of the students did not really active in learning activities, only 2 students' very active, 4 students active, 7 less active and 1 student not active. It means that the students active in class only 26,7% and 6,7% did not active. b) Some of students were still not familiar with the topic of discussion, is too hard for them because they lack of vocabulary. c) There were only some students active in giving responds about the discussion. d) The students speak by their selves, they did not care about the others friends, do one by one not in groups. e) They write down in their paper about the topic and made opinion about that, but they shy to speak in front of their friends, they do not have enough confidence to speak and convey their idea. In this cycle the researcher not success in applying the CLL method, so the researcher continues in the cycle II.

Based on the interview result to the respondent, the respondents were not really active, because they did not enough vocabulary to speak, because they seldom to open dictionary and asked to the teacher, so in the cycle II, the teacher command to

the students to bring a dictionary, and the teacher also wrote the difficult words in white board, that they easy to know what they speak. Actually they understand what the researcher mean, but they cannot speak, because they did not have enough confidence to speak, so the researcher solved the problem to make a cycle their position seat, if the position seat changed the students more have opportunity to speak and the researcher more easy to control who is the students that did not have opportunity to speak in discussion. The students sometimes combine with Indonesian language, because they reflex to speak.

When all the students in a group are working together to produce an advertisement, for example, they will be communicating with each other and more importantly co-operating among themselves. Working in groups is potentially more relaxing than working in pairs.<sup>3</sup>

The teacher did not understand about the topic of discussion because in cycle I the teacher did not prepare the material well and less of vocabulary about the topic, the researcher gave the topic of discussion based request from the students. So in cycle II the researcher solve that problem, the researcher prepare the material well namely read a book, search in the internet and find in the other media. The teacher also prepared the difficult vocabulary in topic of discussion, so the students easy to speak and know get more information from that topic.

The teacher also less spirit in teaching, because the researcher less to read and study more about the strategy to mastering discussion and the result the students felt

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<sup>3</sup>Ibid.P.245



bored with that condition, so to solved that problem, in cycle II the researcher more prepare about the spirit in teaching namely asked to the other people that got more experience about that condition, read book about spirit and ect.

Besides that, the teacher should pay attention the condition of the class, like the position of chair before teaching, because if they seat general, they difficult to control but to solve this problem the researcher changed the seat position to easy control all of the students in the class and practiced them to more confidence to speak, other that the teacher should attention the condition of the students in study like their attention about the situation or they felt bored or not, because sometimes the students felt bored. The position of the chairin cycle I is not effective, because they just relax and did not attention the discussion, In addition, the researcher realize that there were still some weakness in teaching, like the position of the researcher when teaching, namely the researcher did not understand about soft skill to teach and explain about the topic of discussion, the researcher just sitting down in her chair when she explain and asked about the topic of discussion for the students.

The observer opinion in cycle I the students not interactive with the teacher because the topic of discussion is not familiar, the students want to speak but they did not have reference to conveyed their opinion, actually they can see in the reality, but they can speak without reference and helped from the teacher.

The topic of discussion is not their level because they still less vocabulary if the topics like that.

The observer also saw the teacher is not spirit because the students just some of them who active in discussion, the other students felt bored and they can do anything if their friends gave the opinion. The students did not bring dictionary to find difficult words, they also not interest with the topic.

Seat position of students in cycle I is not comfortable to them, because they did not have opportunity to speak and the researcher difficult to handle in discussion process, so in cycle I just active students gave the opinion, and the other just silent and saw their friends, finally they felt bored and sleepy.

Besides that, the teacher did not have references to write down the difficult word in white board because the researcher limited of information about the topic and the researcher also limited the time to handle discussion. It wastes the time to prepare making opinion by the students, the teacher did not limit the time to handle it, and the teacher did not have good planning to handle it.

In cycle I, the researcher gave the explanation to making group, but the students work by themselves, so it less to support their opinion, why the condition happened because the position seat of students is not supported. They cannot cooperation and built the relationship among the students.

The teacher just gave the topic and she did not ask to the students about the problem in that topic.

Between students and the teacher is make distance, so the process of discussion is not success.

## 2. The cycle II

This cycle is repaired from the cycle I. there are some changes in teaching process from the first cycle. The researcher was repaired the weakness in teaching in this cycle. So, there are developments from the students in the second cycle in teaching speaking skill. The mean of the students' test in the cycle is 78,4%. The result of the observation of the students activities showed that most of the students active 53,3% in learning activities. *See appendix*

The students are easier to discuss and easy to speak English, because the topic of discussion is very easy to understand and very real life, the can speak in many aspects, beside that most of them bring oxford dictionary to find difficult word that they found. While, the position of the chair in the cycle II is changed by the researcher, the students make a cycle or round in chair position, so they can face to face each other, besides that, the teacher more easy to explain and control of discussing process. Normally, students will soon far into a comfortable pattern of self-selection in where they sit.<sup>4</sup>

The students divided two groups namely affirmative and negative team of the discussion, so Willy dilly they should speak one by one and they can speak in many aspects. The teacher can give support of the idea and correct the grammar in speaking, it make the teacher easy to control the process of discussion.

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<sup>4</sup>Brown, H.D. *Teaching by Principles an Interactive Approach to Language Pedagogy*. second Edition, Addison Wesley Longman, inc.2001.p. 193

If the condition likes that, they brave to speak and conveyed their idea about the topic of the discussion, the topic of the discussion talk about “The examination should be banned in the school”. All of them have passed the examination, so they get information about that from their selves and from media or books.

The teacher has more spirit to handle discussion because she can see the reality of the problem and she can support and did not support the student’s opinion, to handle discussion.

So, the students had better achievement and the researcher has known that by using CLL method in teaching speaking can developed the students speaking skill.

Based on observation by observer, the process of discussion in cycle II more interesting because they can build the relationship among other students like the principle of CLL method, the teacher also more responsibility to success of discussion, she changed the way to handle of discussion in cycle II, in cycle II most of students got idea and conveyed their opinion about the topic of discussion, the students got opportunity to explore their speaking skill. The students when discussion more got spirit because they got opinion of the topic of discussion in general life, they got opinion in their problem and they more spoke in the cycle II.

Interpersonal relationship between students and teacher more intimate, so the teacher welcome with the students question and they can solve their problem together in discussion.

The student’s participation in learning speaking through CLL method based on the data analysis in cycle II, the students have good response. It can be seen by

developing of the student's spirit and motivation in learning and feedback from the students in discussion. They more gave question and fed back while discussion process So, students active in learning process and it make developing students speaking skill.



## CHAPTER V

### CONCLUSIONS AND SUGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapters.

#### *A. Conclusions*

Based on the result of data analysis and findings in the previous chapters, the conclusion that could be drawn from this study as follows:

1. Most of the second level students of Tadris B in STAIN Palopo either in the cycle 1 or cycle 2 were active and even very active when the students studied in speaking class by using CLL method.
2. In the cycle 1, the researcher (teacher) shared different topic of discussion to students then asked them to give opinion and researcher (teacher) asked them to speak English and convey their opinion about the topic of discussion.

And to active the students the researcher/ teacher posed some question to increase the discussion and to find out the different idea from the each speaker. Some students were able to speak out by their own way and actively spoke but there were some observed less active and even not active. It was just because of some students' lack of vocabulary to speak and they don't have basic to study English first. And it made the researcher and his partner to conduct the cycle 2 because the result of the students. Active participation showed that the criteria of success had not been

achieved which was determined 75% as the total of accumulation of very active and active classification.

3. In the cycle 2, based on the previous cycle the researcher ( teacher) did new plan such as rearranged the students seat positions but still in grouping, and then gave the each students opportunity to write their opinion in a piece of paper and after that speak one by one to give opinion or idea about the topic of discussion.

The researcher also got the easy topic for the student that they gave their idea to speak. It was 3 minutes given to the students' time to speak, invited one by one to speak. Once in a while, the researcher helped and activated the students to do activity by posing questions and helped them to finish their problem.

Above all, in this cycle 2 the researcher and partner got the better result. It was proven through the students' active participation that criteria of success had been achieved in the cycle 2.

a. The students' active participation in every cycle (cycle 1 and 2) prove that the students were really encouraged, the researcher and partner knew this from their face and manners. This is a pretty good condition for the learning process. That student can be active to speak because the teachers gave the easy topic of discussion.

Furthermore, in the cycle 2 the students were able to get idea to speak and new information. About the topic of the discussion, the students were more active than in the cycle 1 because they got much opportunity to speak the students were able to make their own creation by speaking out their mind by using CLL method. And the

students were all involved in the learning process this would improve the successfulness of learning.

4. The students' perception which was shown by questionnaire indicated that most of respondents had positive perception that using CLL method encourages the students to speak English.

### ***B. Suggestions***

Based on the conclusions above the researcher put some suggestion as follow:

1. To encourage the students to speak English, the teacher should apply an effective educational method for example by using CLL method.

2. The teacher should always bring the media or teaching aids to the every speaking class, because it will attract, motivate and encourage the students to speak out their mind.

3. It is suggested to English teacher to use CLL method when they are going to teach or discuss any English lesson, but the teacher must really chose the right topic as the learning discussion that more interesting.

4. Teacher should not give which is not familiar topic in discussing with the students' lives, because it will make the students a little bit confused

5. It is also suggested to English teacher to be more creative in using CLL method. For example they can also give more interest topic for the students.

6. The teacher should not give the difficult topic, it make the students confusing and the students will not focus and difficult to convey their opinion.



7. It will be better if the teacher arrange the students to sit in groups, not separately.

8. It more better if the teacher commands to the students to bring dictionary before starting to discussion, that they can find difficult word by their self.

9. It also suggested to English teacher to give motivation to the students after studying.

10. And finally, the teacher must be controlling the students in the class, they control not only what the students do, but also when they speak and what language they use.



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