**THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL) ON SPEAKING SKILL IN SENIOR HIGH SCHOOL**

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**Abstrak:**

Dalam penelitian ini membahas mengenai pengaruh penggunaan metode Pembelajaran Bahasa Komunitas terhadap keterampilan berbicara siswa kelas X dan dilatarbelakangi oleh tidak adanya penggunaan metode kelompok di sekolah dan permasalahan yang dihadapi siswa, terutama dalam berbicara bahasa inggris. Tujuan penelitian ini adalah untuk mengetahui apakah metode pembelajaran bahasa komunitas terdapat perbedaan yang signifikan atau tidak terhadap keterampilan berbicara siswa dalam mencakup beberapa hal seperti kosa kata, tata bahasa, pengucapan dan kelancaran. Peneliti menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimental. Populasi dalam penelitian ini adalah siswa kelas X SMA Mancengan Darussalam tahun ajaran 2022/2023 dengan jumlah 23 siswa. Sampling dalam penelitian ini menggunakan teknik cluster (non random) sampling. Sehingga dalam penelitian ini sampel yang digunakan adalah siswa kelas XA yang berjumlah 11 dan kelas XB yang berjumlah 12. Dalam penelitian ini pengumpulan data menggunakan pre-test dan post-test yang berfungsi untuk mengetahui keterampilan berbicara yang dimiliki siswa sebelum dan setelah diberikan perlakuan. Hasil penelitian ini adalah tidak terdapat perbedaan yang signifikan antara siswa kelas XA dan XB dalam keterampilan berbicara dengan menggunakan metode Community Language Learning (CLL). Hasil penelitian ini adalah tidak terdapat perbedaan yang signifikan antara siswa kelas XA dan XB dalam keterampilan berbicara dengan menggunakan metode Community Language Learning (CLL). Hasilnya diperoleh dari nilai signifikansi lebih besar dari 0,05 yaitu 0,041 < 0,05 dan nilai F\_hitung > F\_tabel yaitu 4,767 > 4,32. Dengan nilai rata-rata hasil dari pre-test dan post-test meningkat yaitu 43,6957 dan 50,8696.

**Kata Kunci**: Pengaruh, Pembelajaran Bahasa Komunitas, Keterampilan Berbicara, Mancengan Darussalam, Recount Teks

***Abstract:***

*This studied discusses the effect of used the Community Language Learning method on the spoke skills of class X students and is motivated by the absence of the used of the group method at school and the problems faced by students, especially in spoke English. The purpose of this studied was to find out whether or not there is a significant difference in the community language learning method on students spoke skills covering several things such as vocabulary, grammar, pronunciation and fluency. Researcher use a quantitative approach to the type of experimental research. The population in this studied were class X students of SMA Mancengan Darussalam for the 2022/2023 academic year with a total of 23 students. The sampling in this studied used a cluster (non-random) sampling technique. So that in this study the samples used were 11 class XA students and 12 class XB. In this studied, data collection used a pre-test and post-test which functioned to determine students spoke skills before and after being gift treatment. The results of this studied were that there were no significant differences between students of class XA and XB in spoke skills used the Community Language Learning (CLL) method. The results of this studied were that there were no significant differences between students of class XA and XB in spoke skills using the Community Language Learning (CLL) method. The results are obtained from a significance value greater than 0.05, namely 0.041 <0.05 and the value of F\_count > F\_table, namely 4.767 > 4.32. With the average value of the results of the pre-test and post-test increased, namely 43.6957 and 50.8696.*

***Keywords:*** *Effect, Community Language Learning, Speaking Skills, Mancengan Darussalam, Recount Text*

**INTRODUCTION**

T

he Community Language Learning (CLL) method or the group method is very useful for students in terms of counseling, especially in learning English in speaking skills. The Community Language Learning (CLL) method is also used with the aim that students learn how to use the target language (the language being studied) communicatively and effectively. In speaking skill has four components such as vocabulary, grammar, pronunciation and fluency. Most students have problems in speaking skills, such as feeling afraid of making mistakes when speaking, lack of comfort, feeling uncomfortable, even lacking or still feeling embarrassed about interacting between fellow students and their teacher, so students tend to be passive. Students also do not understand the components they have in speaking skills (Halomoan, 2019). By using the Community Language Learning (CLL) method, students can develop and cultivate social attitudes, resulting in high social sensitivity for each student. As well as teachers or counselors can guide students to eliminate the problems experienced. So with the background, the researcher determines the formulation of the research problem. Is there any significant difference in speaking skill between the students taught using CLL and those taught without CLL. The existence of this problem statement aims to find out whether the community language learning method makes a difference to students' speaking skills in covering several things such as vocabulary, grammar, pronunciation and fluency. Community Language Learning (CLL) proposed by Charles A. Curran. According to Charles A. Curran in Larsen – Freeman, CLL is defined as the right method used by teachers to develop students' intelligence and the relationship between feelings, physical reactions, protective reactions, instincts and students desire to learn (Masbirran & Fauzi, 2018). In this method there are activities that include group work, transcription, analysis, reflection and observation, and free conversation. While speaking is one of the components of language skills that is used as a tool or means to communicate and interact with other people to achieve certain goals and express ideas, thoughts, feelings, and thoughts, and so on. Syakur (Mora, 2010) suggests that speaking is a complex skill and includes four components consisting of vocabulary, grammar, pronunciation, and fluency (Haeri, 2022). To be a good speaker needs to be based on self-confidence, honesty, and responsibility by eliminating shame, low self-esteem, tension, heavy tongue, and so on (Manis, 2022). In addition, the use of the Community Language Learning (CLL) method has advantages, namely learning is more effective for eliminating students' fear and discomfort when speaking, teachers and students are able to determine the type of conversation and analyze foreign languages inductively, and increase student independence in learning and interacting . with other students or teachers (Gani, 2013). Meanwhile, according to Hermawan (2014), the purpose of speaking skills, namely students need to develop speaking skills to produce confidence in their pronunciation, train students to be able to speak with clear or precise articulation in pronunciation, speak well and be able to put them in the right situation , and so on (Dian Setyo, 2015).

**RESEARCH METHOD**

In this study, researcher used a quantitative approach to the type of experimental research. The type used is Quasi-Experimental which consists of the experimental group and the control group. The researcher collected data using a pre-test and post-test which functioned to determine the students speaking skills before and after being given treatment. In addition to using the cluster (non random) sampling technique, the population or research subjects were class X SMA Mancengan Darussalam for the 2022/2023 academic year with a total of 23 students. The data analysis technique is by scoring classification. To measure students speaking skills in the experimental group and the control group, the observed components included vocabulary, grammar, pronunciation, and fluency. After the research, data were collected through pre-test and post-test. Researchers analyzed the data using the SPSS version 22 windows program to calculate the sum of the criterion scores of the four components. As well as using the ANCOVA formula used by researchers to determine whether there were significant differences in speaking skills using the CLL method and without using this method in the experimental group and the control group.

**RESEARCH RESULTS AND DISCUSSION**

In this study the researcher took a 95% confidence level, meaning that he applied 5% or 0.05 of the research standard error, which is a numerical standard error for educational statistics. The calculated P value is 4.767. The degrees of freedom (df) consist of df1 and df2, namely df1 has a value of 1 (22) and df2 has a value of 21. Degrees of freedom (df2) has a value of 21 of f-critical with a significance level of 5% or 0.05, namely 4.32. Then $H\_{1}$ is accepted and $H\_{0}$ is rejected, as evidenced by a P-value of 0.000 <0.05 (α).

The results of the f-test are presented in the table below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source | Df | Mean square | F | Sig. |
| Corrected Model | 1 | 218.783 | 4.767 | .041 |
| Intercept | 1 | 59718.783 | 1301.163 | .000 |
| Group | 1 | 218.783 | 4.767 | .041 |
| Error | 21 | 45.96 |  |  |
| Total | 23 |  |  |  |
| Corrected Total | 22 |  |  |  |

These results are based on data taken in the form of a pre-test and post-test given to students. The following are the results of the pre-test and post-test on students, both the experimental group and the control group.

Tabel 1. The Pre-Test Score of Students Speaking X SMA Mancengan Darussalam

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Total** | **Score** | **Mean** |
| Experimental | 109 | 490 | 44.54 |
| Control | 115 | 515 | 42.91 |

Tabel 2. The Post-Test Score of Students Speaking X SMA Mancengan Darussalam

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Total** | **Score** | **Mean** |
| Experimental | 127 | 635 | 57.72 |
| Control | 133 | 665 | 55.41 |

So the conclusion of the hypothesis is that students who are taught with the CLL method are better than students who are taught without using the CLL method on the speaking skills of class X students of SMA Mancengan Darussalam. Thus there is an influence on the CLL method in class X SMA Mancengan Darussalam. So, there is a significant difference between class XA and XB students in their speaking skills using the CLL method.

**CONCLUSION**

Based on research conducted in class X Mancengan Darussalam High School, researcher concluded that there is significant difference between students of class XA and XB in speaking skills using the Community Language Learning (CLL) method. This is evidenced by student grades on pre-test and post-test. Researcher analyze scores on pre-test and post-test using product moments. Based on the results of the study obtained a p-value of 4.767 then compared with F-tabel, with a significant level of 0.05 (5%) and 21 degrees of freedom (n-2 = 23-2 = 21), and turned out to produce F-table of 4.32. This shows that F-count is smaller than F-table (4.767 > 4.32). So there is differences in students who are taught by the CLL method and without using the CLL method in class X Mancengan Darussalam High School.

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