

# CHAPTER 1

## INTRODUCTION

### 1.1 The Background of the Study

Language is a system for expression of meaning. The primary function of language is for interaction and communication. As a global language, English plays an important role in the world. Although English is not a language with the largest number of native speakers, English has become the bridge between two or more parties with different languages to communicate one another. It is also stated by Harmer (2007: 1) that English has become a lingua franca that is widely adopted for communication between two speakers whose native languages are different from each other's. Moreover, one or both speakers are using it as a 'second' language.

Speaking is a language skill that can be performed by any speaker of a language although this skill may be acquired naturally. Speaking involves at least two people; one speaker and one listener. Thronbury (2005: 1) states that speaking is so much a part of daily life that people take it for granted. Thus, speaking is important to be learnt as early as possible especially in vocational high schools. As one of the basic skill of English, speaking has an important role in language learning process. In school, the student learns how to speak English easier because there are teachers and friends who can be their their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

This condition makes English becomes important to be mastered. Based on curriculum 2006 (School Based Curriculum) for Junior High School, in term of speaking, students are expected to be able to pronounce the word and express some texts correctly. As prove, based on the writer's observation and interview in SMK Teladan Medan, there were some problem that the writer found from the students. It was found that most of the students had low ability in speaking

English. Many students could not reach score 70 as the Minimum Achievement Criteria (KKM) as stimulated by SMK Swasta Teladan Medan. The problem might come from the students and the teacher. First, most of the students made many mistakes in speaking English like grammatical mistakes, pronunciation, and poor of vocabularies. Second, many student also pronounced words incorrectly when they were speaking. Then, the teacher often become the center of the class. Those ways were not effective because the students were bored and they needed much time to be able to master English especially in speaking. Realizing the problem above, the writer assumed that an appropriate method is needed in improving students' motivation and a good atmosphere (condition) during teaching learning process is also such an important point that should be considered too.

In this study, the writer intended to improve the students' ability in speaking by applying Community Language Learning (CLL) method where was originally developed by Charles Curran. CLL is a model of education was extended to language learning contexts which learners in a classroom were regarded not as a "class" but as a "group" in need certain therapy and counseling" said Charles Curran (1972:89). Students can learn from their relationship and their interaction with each other as well as their interaction with the teacher. A spirit of corporation, not competition, can prevail. In CLL the student determines what is to be learned and makes the role of the teacher as the facilitator in learning activity. CLL can stimulate the students to express their mind in the class and represents the use of counseling-learning theory to teach languages. After knowing this case, the writer tried to apply CLL to improve speaking ability of the second year students of SMK Negeri 5 Medan.

Based on the explanation above, this study specifies in teaching speaking by using CLL. Using this method, it is believed that the teacher will be able to motivate the learners. Thus,

the writer is interested in doing a research about improving speaking ability through CLL at the 11th grade in SMK NEGERI 5 MEDAN.

### **1.2 The Problem of the Study**

The problem of study for this research is “Does CLL method improve speaking ability of eleventh grade students at SMK Negeri 5 Medan?”

### **1.3 The Objective of the Study**

The objective of the study is to find out whether CLL method significantly affects on speaking ability of eleventh grade students at SMK Negeri 5 Medan.

### **1.4 The Scope of the Study**

There are many ways that can be used to improve students speaking ability, such as Communicative Language Teaching Approach, Action Learning Strategy, Debate Technique, Think-PairShare. In this study the writer only focuses on how to improve speaking ability using CLL method for eleventh grade students of SMK Negeri 5 Medan in the academic year 2018/2019.

### **1.5 The Significances of the Study**

The result of study will be hopefully useful and meaningful for:

1. The writer, to increase writer's knowledge especially for English Department of Training and Education Faculty, HKBP Nommensen University, and to apply it in teaching learning process.
2. The junior of English Department, get the references when they do the study.

3. English teachers, to add their knowledge and enlarge their understanding how to improve speaking ability through CLL method.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 The Nature of Speaking**

Studying English without practice speaking is useless. Speaking is a productive skill (Spratt et al., 2005: 34). It involves using speech to express meaning to other people. The essential

components mentioned to exist in speaking are the speakers, the hearers, the message and the response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected to each other which the listener can get the message of the conversation. In the same respect, Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the 10 ability to process information and language 'on the spot'. It needs the ability to assist in the management of speaking turns and non-verbal language. Therefore, spoken fluency is required to reach the goal of the conversation.

The communication between two or more people is a blend of listening and speaking where the comprehension of what has been said is necessary for what the participant says next. Wherever people intend to learn to understand a spoken language, they use the language by speaking in order to express their idea, feeling and experience and so on. Manser in Oxford Learner's dictionary (1995: 398) speaking defined as:

- a. Say things; talk or address about the planning.
- b. Be able to use language.
- c. Make a speech.
- d. Make a known express say the truth.
- e. Speaking terms known, somebody well enough to speak to him.
- f. Speak one's mind express one's opinion openly.
- g. Speak for somebody, in purposing.
- h. Give somebody's views, etc
- i. Give evidence for somebody; speak out give (an opinion)

For the definition above, the writer concludes that speaking is a form of expressing something for other for getting response or a way of conveying message in order to make understanding of wishes to another and to contribute all of them, in the other way we can use speaking neither verbal nor non verbal action. Fulcher (2003:23) states that speaking is the verbal use of language to communicative with others.

Speaking is fundamental of human communication. Speaking consists of producing systematic verbal utterances to convey meaning. Communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Hughes (2001:115) states that:

1. Speaking is fundamentally on interactive task.
2. Speaking happens under real time processing constrains.
3. Speaking is more fundamental linked to the individual who produce it than the written from it.

Someone speaks because he wants to express his ideas, feelings and desires to other people. He wants to communicate with others and needs language as a tool for communication.

In relation to speaking activity, Nunan (1999:225) points out some aspects to discuss, the nature of speaking: characteristics of communicative competence, discourse versus dialogue, interpersonal and transactional language, purpose for speaking, genre theory and speaking. However, due to the topic of this theory, it would be very important for students to have communicative competence, rather than the two other aspects because can apply in spoken language and relative or not absolute which depends on the cooperation of all the participants involved in speaking. interpersonal and transactional language but the writer only focus to

transactional because this is the type which is used in teaching learning process, and purposes for speaking.

## **2.2 Communicative Competence**

The understanding of communicative competence has been influenced by the field of pragmatics and the philosophy of language, including work on speech acts. Savignon (1970:9) defines communicative competence as “the ability to function in a truly communicative setting—that is, in a dynamic exchange in which linguistic competence must adjust itself to the total information input, both linguistic and paralinguistic of one or more interlocutors”. In other words, it can be stated that someone can achieve communicative competence through the mastery of the language grammar, uttering the words, a number of vocabulary needed, experiencing the language which through enough natural conditional practice.

After gaining the communicative competence, one can put words or sentences to express his idea, feeling, and desires. So, the nature of speaking is the activity to verbalize grammatically organized meaningful words as a means of expressing ideas, feeling, and desires.

One who does not have knowledge about the language or who does not have communicative competence in language will not be able to take part in the speaking activities. In doing this, one has to follow the rule or the system of the language to convey what he wants to deliver to other people. He has to use the correct expressions of the language. If he does not follow its nature, even though he uses English words but not in correct expression, then there will not be any communication at all or at least there will be miscommunication.

As an example, if we do not know “how do you do?” it is not understood means, there must be a response by saying “I do well”. It is grammatically correct, but it does not respond communicatively.

There are four characteristics of communicative competence according to Savignon (1985:49):

1. Knowledge of rules of speaking.
2. Knowledge of the grammar and vocabulary of the language.
3. Knowing how to use and respond to different types of speech acts.
4. Knowing how to use and language appropriately.

For students who are taught how to speak well all aspects, about characteristics of communicative competence are so suitable for communicative competence but point number one: knowledge of rules of speaking is most effective to be used for speaking. It is very important to be practiced by the students because they will have knowledge of how to speak well, what must be done in speaking, what must be used in speaking and others based on the rules of speaking which can improve their ability in speaking.

### **2.3 Transactional Language**

Actually, there are five types of speaking such as imitative, intensive, responsive, interactive, and extensive. The writer will choose interactive type in implementing the media. Interactive can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal which has the purpose of maintaining social relationships.

Transactional language is one of types of speaking which has interaction and it includes more participants to give the message as an aim. Brown&Yule (1994:14) said in transactional situation, where information transference is the primary reason for the speaker choosing to speak, the language tends to be clearer, more specific than in primarily interactional situation. So



they assume that normal speaker of language achieve an ability to express their need to communicate information. Speaking is also one of the language arts that is most frequently.

Transactional language, carried out for the purpose of conveying or exchanging apesific information, is an extended from of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech:

Steve: What is the main idea in this essay?

Tania: The United Nations should have one more authority.

Steve: More authority than what?

Tania: Than it does right now.

Steve: What do you mean?

Tania: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapon.

Steve: You do not think the UN has the power now?

Tania: Obviously not. Iraq is still manufacturing nuclear boms.

### **2.3.1 Purpose for Speaking**

Many ways gaining speaking task that we can do to collect students score. According to Nunan (1999:229), speaking task and carried out by telling, chatting, calling, discussing, gossiping, answering, and ordering, and others. Based on the purposes for speaking, all of these criteria are important, but the effectiveness to the students' speaking purposes are only telling, calling, discussing, answering, and ordering. The students can use the actualization in the teaching learning process such as:

1. To tell what is the information which they know. For example, the teacher says something about the information from news based on the topic in teaching learning process. The students tell something about the news by their words.
2. To call someone in the classroom. For example, the student calls his friends to borrow or give something and to excuse to the teacher when wants to go out from the class.
3. To discuss the material in teaching learning process. For example, the teacher asks the students to discuss the topic based on the group. In discussing, they will tell bout their ideas, suggestions, and views.
4. To answer the question. For example, the student answers the question from the teacher or the other students when teaching learning process.
5. To order something. For example, the student orders himself like pen, books,or food to his friend or his teacher.

All of the purposes for speaking and the applications in the classroom make the students speaking spontaneously.

### **2.3.2 Elements of Speaking**

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’. According to Jeremy Harmer (2004:269) there are fours language features they are:

1. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of english (as in saying I would have gone) but also to use fluent ‘connected speech’ (as in I’d’ve gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r) or weakened (through contractions and stress patterning).

2. Expressive devices: native speakers of English change the pitch and the stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.
3. Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing, or expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.
4. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

### **2.3.3 The Concept of Teaching Speaking**

Teaching is an activity where one tries to help and to lead someone in getting, changing or developing skills, attitude, idea, appreciation, and to knowledge. From a communicative, pragmatic view or the language classroom, listening and speaking skills are closely intertwined. Brown (2002:256) explains about perspective in teaching speaking to the more practical consideration as follows:

#### **1. Conversation Discourse**

The conversation class is something of a stigma in language teaching. The goals and the techniques for teaching conversation are extremely diverse. Depending on the students, teacher, and overall context.

## 2. Teaching Pronunciation

There has been some controversy over a role of pronunciation work in a communicative, interactive course of study because the overwhelming majority of adult learner will never acquire an accent-free command of a foreign language.

## 3. Accuracy and Fluency

Classroom must not become linguistics course but rather than the locus of meaningful language involvement, or so the argument went. Fluency is an initial goal in language teaching. Yet accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.

## 4. Affective Factor

One of major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of burting things out that are wrong stupid.

### **2.3.4 The Function of Speaking**

In general there are many functions of speaking but according to Yule & Brown (1983:1), there are three, namely: talk as interaction, talk as transaction, and talk as performance. Each of these speeches active is quite distinct in terms of form and function different teaching approaches.

#### 1. Talk as Interaction

Talk as interaction, means the conversation that describe interaction and serve as a primary social function. When people meet, they exchange greetings, engage in small talk, recount experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Some of the skills involved in using talk as

interaction are opening and closing conversation, choosing topics, making small-talk, turn-talking, interrupting, and so on.

Mastering the art of talking as an interaction is difficult and may not be a priority for all learners. However students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss of words when they find themselves in a situation that requires talk for interaction. They feel uneasy in presenting a good image of themselves and sometimes avoid situations which call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk in conversation can be an important factor in the process of speaking.

## 2. Talk as Transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately rather than the participants and how they interact socially with each other.

There are two different types of talk as interaction. One is situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g. asking someone for the time). Accuracy may not be a priority as long as information is successfully communicated or understood. The second type are transactions which focus on obtaining goods or services, such as checking in at the hotel. Some of the skills involved in using talk for interaction are explaining a need or intention, describing something, asking questions, confirming information, making suggestions, and so on.

Talks as performance in an audience such as morning talk, public announcements, and speeches.

## **2.4 Community Language Learning**

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 while the learner acts as a collaborator (client), although sometimes this role can be changed.

CLL represents the use of counseling learning theory to teach language. As the name indicates, CLL derives its primary insights, and in the same indicate CLL as the counseling theory, means that teachers as a counselor giving advice, assistance, and support to their students whose have a problem or is in some way in need. In this case CLL indicates on counseling metaphor to redefine the role of the teacher (as counselor) and Learners (as the client) in the language classroom. So the first basic of the procedure from CLL can thus be seen as derive from the counselor-client relationship (Richard, 1986:90). This method examined to advise the teacher to consider their students as “whole-Person”. Whole person learning means the teacher consider not only their students’ feelings and intellect, but also have some understanding of relationship among students’ physical reactions, their self-confidence, competence, their instinctive reactions and their desire to learn.

The teachers can indicate her acceptance of the students, by understanding students’ fears and being sensitive to them, he/she can help students overcome their negative feelings and turn them into positive energy to further their learning. CLL aims to remove anxiety from learning by changing the relationship between the teacher and student.

#### **2.4.1 Principles of Community Language Learning**

In this CLL method is expected to solve the problems in teaching English subject focus on speaking by seeing the principles of CLL. According to Sidha Karya (2012) there are seven principles of CLL:

1. Building a relationship with and among students is very important.

2. Any new learning experience can be threatening. Students feel more secure when they have an idea of what will happen in each activity. People learn no defensively when they feel secure.
3. 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.
4. The teacher should be sensitive to students' level of confidence and give them just what they need to be successful.
5. Teacher and students are whole persons. Sharing about their learning experience allows learners to get to know one another and to build community.
6. 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.
7. Learning at the beginning stages is facilitated if students attend to one task at a time.

The teacher encourages student initiative and independence, but does not let students flounder in uncomfortable silences.

#### **2.4.2 Teacher's and Students' Role**

##### **1. Role of The Teacher**

The teacher in CLL is regarded as a "counselor" or "knower" whose role is to respond to the "client" (learner) calmly and non-judgmentally in a supportive manner, and help him/her understand his or her problems better by providing opportunities to sort out , order and analyze problems (Richards & Rodgers, 2002). Depending on the stages of learning, most of the roles defined by Harmer can be attributed to the CLL teacher, including counselor, supportive, input provider (translator), imitator, prompter, mentor, human computer, controller, creator of safe

environment, motivator, friend, expert, facilitator, organizer, conductor, orchestra leader, actor, and so on. Of these roles, being a counselor has great importance, as the teacher should be able to understand and support the learners and to overcome negative feelings that might hinder learning. The other significant responsibility of the CLL teacher is to create and maintain a safe and non-threatening learning environment by becoming supportive and encouraging them to take part in the learning activities, so that learners can feel secure and free to actively participate throughout the learning process.

## 2. Role of The Students

In CLL, students are not viewed as learners who are required to produce communication from the beginning, but as clients who become members of a community where they can interact with other members and learn by working collaboratively. The students' feelings are key to success, and this issue should be emphasized by the teacher. At the beginning of the learning process, the students are very dependent upon the teacher; however, they have the right to decide what they want to learn. According to Richards and Rodgers (2002), students undergo five stages during the interaction with the teacher; in each stage, students have different roles and responsibilities. In the first stage, students, like infants, are totally dependent on the teacher, who is recognized as the knower of linguistic content. In the second stage, they begin to establish their own selfaffirmation and independence by using simple expressions and phrases they have previously heard. They begin to understand others directly in the target language in the third stage. In the fourth stage, students begin to function independently with limited knowledge of the foreign language. The last stage, the independent stage, is one in which they refine their understanding of register, as well as grammatically correct language use.



They may become counselors to less advanced students while profiting from contact with their original knower.

### **2.4.3 The Advantages of Community Language Learning**

1. CLL is an attempt to overcome the threatening affective factors in EFL and ESL.
2. The counselor allows the learners to determine type of conversation and to analyze the language inductively.
3. The student centered nature of the method can provide extrinsic motivation and capitalize on intrinsic motivation.

### **2.5 Previous Research**

Improving students speaking ability through Community Language Learning is an interesting field for research. Many researchers have conducted the research about improving students speaking ability through community language learning. Related to this study, the writer choose the previous research which are relevant to speaking ability based on community language learning. In this research, the writer takes the previous of literature from thesis as principle or comparison with this research.

The first was taken from Mirawati Abdullah (2014) Semarang. *Students' speaking ability through community language learning*. This research applied quasiexperimental method. The research data were collected through speaking test and questionnaire. The study concluded that: first, CLL improve the first semester students of SMP Negeri 19 Makassar to speak English significantly better than conventional method, the second the participants were highly interested in speaking English by community language learning.

The second researcher is Siti Nurhasanah (2009). *The Use of Community Language Learning Method to Increase the Students' Participation in Classroom Conversation*. This study

was carried out for the students of International Class Program State Institute of Islamic Studies (IAIN) Salatiga Batch 2013/2014 Academic Year 2013. Based on the results and findings, the students could develop their participation which can be seen by the increasing average between pretest and posttest from the cycle 1 to the cycle 2.

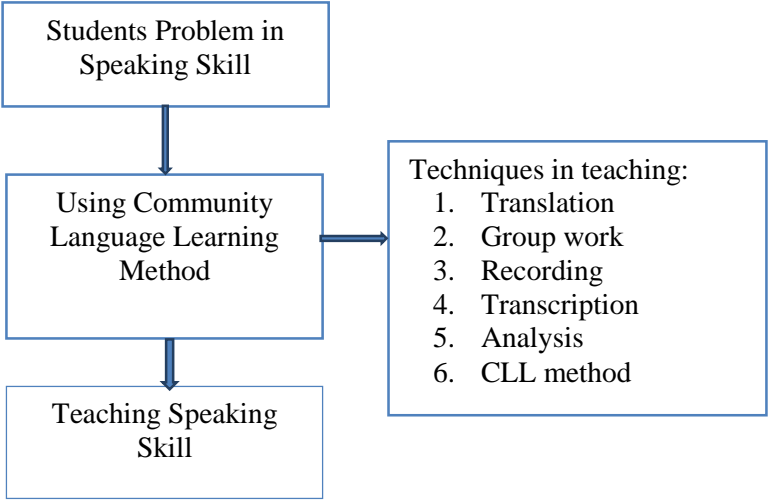
From those explanations above the research about “*Improving Speaking Ability Through Community Language Learning at SMK Negeri 5 Medan*” is never done yet before by the other writers. So, the writer interested to conduct this study.

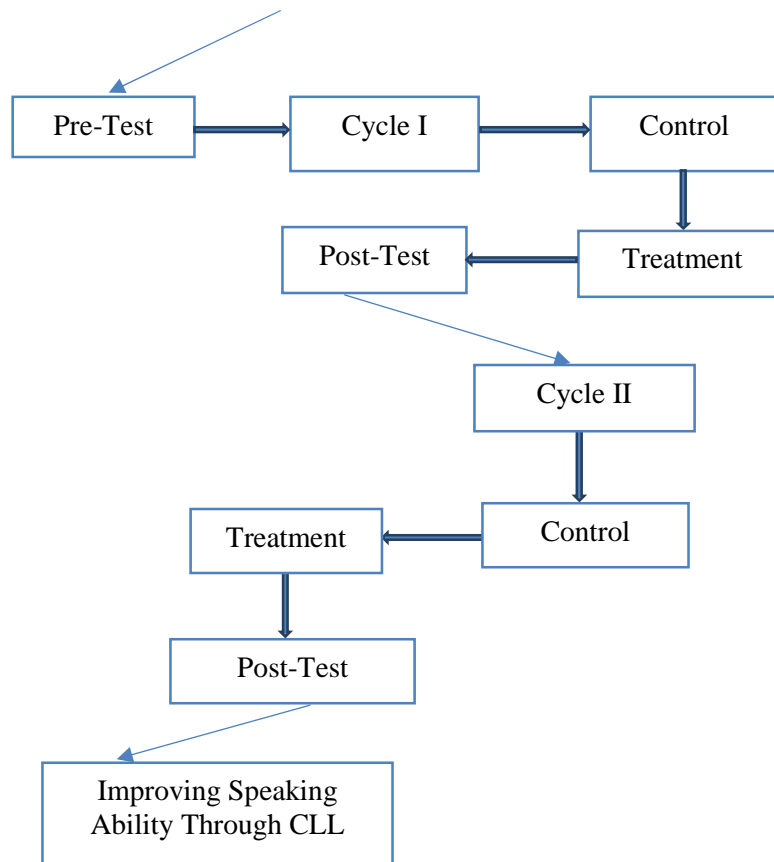
## **2.6 Conceptual Framework**

Speaking is a skill, just like swimming, driving a car, or playing ping-pong. It can be achieved only by practicing the speaking skill itself. Students achieve it if only they are studying in speaking class. They must practice it regularly in English class and out of the class. But the reality is they do not mind speaking in teaching speaking learning process.

To make students speak is not easy. A suitable and promising method should be applied. CLL is one of suitable and promising method that is believed can make students speak. This method has good effect to improve students’ speaking ability as follows: most of the students can express their idea, opinions freely and most of students can work in group freely. As the result, they are more confidence and more interaction in speaking class. Teaching speaking through CLL is a way to improve motivation and can stimulate students to use their newly acquired English. So, English teacher are expected to give the students a lot of chance to speak in everyday classroom learning process. They will enjoy the teaching learning process because they learn in active, interactive, and creative class.

Based on explanation above, it is expected that CLL in teaching speaking significantly improve students’ speaking ability. Simply, it can be seen at this simple chart:





**Figure 2.6**

**Conceptual Framework of Community Language Learning on Speaking Ability of The Eleventh Grade Students At SMKNegeri 5 Medan**

**(Marlina Isa Dora Hutabarat ; 2018)**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The study is Classroom Action Research (CAR). According to Wallace (1998: 17), classroom action research is different from traditional kinds of research because the process of action

research can be repeated by reframing the problem, collecting the fresh data, rethinking our analysis, etc until have the solution that satisfies the writer.

This study is Classroom Action Research, which is conducted in two cycles: Cycles I and II. Action research is a type of research insider investigation by researchers, in their own area as a focus for their study. The process of action research is reflective, deliberate, and systematic. In the study, each cycle will be done in four steps, namely planning, action, observation, and reflection. Cycle II is the improvement of Cycle I.

## **3.2 Population and Sample**

### **3.2.1 Population**

The population of this study will be carried out at theeleventh grade of SMK Negeri 5 Medan in academic year 2018/2019. Arikunto (2006:130) states that population is all the subject of research. The total number of the population in this research are 150 students into 6 classes, XI-TPM1 until XI-TPM3.

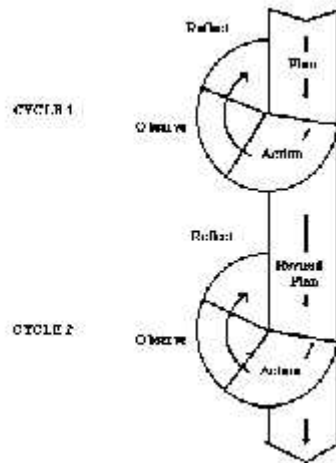
### **3.2.2 Sample**

Based on the population which was divided into three classes, the sample of this study would be XI-TPM1 class of SMK Negeri 5 Medan academic year 2018/2019, where the total number of the students were 30 students. There are some ways to obtain the sampling which cluster sampling, purpose sampling and random sampling. Purpose sampling also called judgement sampling, is the deliberate choice of a participant due to qualities the participant process. So, the writer used purposive sampling to obtain the sample.

## **3.3 Research Procedure**

The procedure of this study would be conducted in six meetings into two cycles. Kemmis and McTaggart (1998:34) states that there are four stage, they are namely; planning,

action, observation, and reflection. Before the writer conducted the research in class, the writer has to begin with identification phase in order to find problems that the students faced in the class during teaching and learning process, especially in speaking. Identifying the students' problems would be done by doing interviews with the students and the teachers.



**Figure 3.3 Action Research by Kemmis and McTaggart (1998)**

## 1. Planning

Planning is the arrangement for doing something. In planning it was considered everything which related to the action that would be done and it also prepare everything that needed in teaching and learning process. The research plan included the research proposal, lesson plans, teaching materials, instrument for collecting the data such as type record observation sheet, questioner sheet.

## 2. Action

Action is the process of doing things to implement the planning. Here the students guide to speak up by CLL. After doing all steps, the students would be tested to speak up confidently without reluctant anymore. The writer would reflect and evaluate what the teacher would done in the classroom in order to make reflection and objective.

### **3. Observation**

In this phase, all the situation or condition that happened during the teaching learning process, the attitude of the students while learning would be observed. Observation would be done when the action was applied in the classroom. In this study, the writer used observation sheet and tape recorder to record the teaching learning process.

### **4. Reflection**

Reflection is a feedback process forms the action, which haddone before. Reflection is to help the teacher to make decision. Reflection has evaluated aspects to evaluate the effect of spacious issue and suggest the way to handle it. In this phase, the writer reflects everything that had be done. The reflection process based on the data; composition task, observation sheet and interview. Thus, based on the reflection process, the second cycle would be done. The second cycle will a revision on the first cycle.

### **3.4 Instrument of Research**

The writer gives task to collect data in the speaking test. By speaking, the writerchoose the conversation conduct the test to measure students' achievement to speak. In this research, the writer wouldget data by giving pre-test. A pre-test would give before the students get some activities of speaking ability through CLL. Evaluation test is used during the cycle to measure the students understanding. A post-test is given after students get some activities of speaking ability through CLL. It is used to measure the students' achievement after being taught.

In order to know the improvement of students' achievement, the writer analyzed the different between mean of pre-test and two evaluations of test scores.

### 3.5 Scoring the Test

In scoring the data of this research, oral test would be given to the students in order to evaluate the students' speaking competence. Some criteria were considered which should adapt FSI Proficiency Rating, the component which needs to be scored are: pronunciation, grammar, vocabulary, and comprehension.

Each component would be rated on four-point scale. It can be seen from the table.

**Table 3.5 Assessment in Speaking Ability**

Proficiency	Feature	Score
Pronunciation	Pronunciation frequently unintelligible.	0
	Frequent gross errors and very heavy accent make understanding difficult, requires frequent repetition.	2
	'Foreign accent' requires concentrated listening and mispronunciation leads to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	Marked 'foreign accent' and occasional mispronunciation that do not interfere with understanding.	2
	No conspicuous mispronunciation, but will not be taken for a native speaker.	3
	Native pronunciation, with no trace of 'foreign'.	4
Grammar	Grammar almost entirely inappropriate or inaccurate, phrases.	6
	Constant errors showing control of very few controversies, micro skill major patterns, and frequently preventing communication.	12
	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.	18
	Occasional errors showing imperfect control of some conversation, micro skill or some pattern, but no weakness that causes misunderstanding.	24
	Few errors with no pattern of failure.	30
	No more than two errors during the conversation.	36
Vocabulary	Vocabulary limited to minimum courtesy requirements.	4
	Vocabulary limited to the basic personal areas and very familiar topics (time, food, transportation, family).	8
	Choice of the words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.	12



	Vocabulary adequate to discuss special interest and any nontechnical subject with some circumlocutions.	16
	Vocabulary broad, precise and adequate to cope with complex practical problem and varied social situations.	20
	Vocabulary apparently as accurate and as extensive as that of an educated native speaker.	24
Fluency	Speech is a halting and fragmentary as to make conversation virtually impossible.	4
	Usually hesitant; often forced into silent by language limitations.	8
	Speed and fluency are rather strongly affected by language problem.	12
	Speed of speech seems to be slightly affected by language problem.	15
	Understands everything in normal educated conversation, expect for every colloquial or low-frequency items or exceptionally rapid or slurred speech.	19
	Understands everything in informal and colloquial speech to be expected of an educated native speaker.	23

### 3.6 Data Analysis Technique

The data gained is numeric and analyzed by using statistical computation. This data was used to know the average of students' mark and students' mastery learning in order to know their achievement. After conducting the test, the researcher would give score to the speaking test of the students.

The writer will elaborate the data analysis from the result of the achievement test. The writer will calculate the mean score of the achievement test. The mean score will be calculated by following formula:

$$X_{\bar{}} = \frac{X}{N} \times 100$$

Where:

**X** = The mean of students

**x** = The total score

**N** = The number of students

Next, to know the development of the students' score who competent in speaking test in each cycle, the following formula was applied:

$$P = \frac{R}{T} \times 100$$

Where:

**P** = Percentage of students

**R** = The number of students who get the point above 70

**T** = The total number of students who do the test