



**THE SPEAKING ABILITY
OF THE ELEVENTH GRADE STUDENTS
OF MAN 1 KUDUS IN ACADEMIC YEAR 2011/2012
TAUGHT BY USING COMMUNITY LANGUAGE LEARNING (CLL) METHOD**

**By
HUSNIA TSALISA AGNISA
NIM. 200832347**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

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in English Education**

By

**HUSNIA TSALISA AGNISA
NIM. 200832347**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

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ADVISOR'S APPROVAL

This is to certify that the Sarjana skripsi of Husnia Tsalisa Agnisa (NIM. 2008-32-347) has been approved by the skripsi advisors for the further approval by the Examining Committee.

Kudus, 13 June 2012

Advisor I

Titis Sulistyowati, SS, M.Pd
NIP. 19810402-200501-2-001

Advisor II

Rismiyanto, S.S, M.Pd
NIS. 0610701000001146

Acknowledged by
The Faculty of Teacher Training and Education
Dean,

Drs. Susilo Rahardjo, M.Pd.
NIP. 19560619 198503 1 002

EXAMINERS' APPROVAL

This is to certify that the Sarjana skripsi of Husnia Tsalisa Agnisa (NIM. 2008-32-347) has been approved by the Examining Committee as a requirement of the Sarjana Degree in the Teaching of English as a Foreign Language.

Kudus, 2 July 2012

Skripsi Examining Committee

Titis Sulistyowati, SS, M.Pd

NIP. 19810402-200501-2-001

, Chairperson

Rismiyanto, S.S, M.Pd

NIS. 0610701000001146

, Member

Drs. Muh. Syafei, M.Pd

NIP. 19620413-198803-1-002

, Member

Fajar Kartika, SS, M.Hum

NIS. 0610701000001191

, Member

Acknowledged by
The Faculty of Teacher Training and Education
Dean,

Drs. Susilo Rahardjo, M. Pd

NIP. 19560619 198503 1 002

MOTTO AND DEDICATION

Motto:

- ❖ Live is a struggle, so don't give up in reaching your dreams.
- ❖ Set your mind and your heart with the word "I can", so you can overcome all the problems you had.



This research is dedicated to:

- Allah SWT the Almighty.
- Her Beloved Parents:
AgNisA (Mr. Agus and Mrs. Anis.A)
- Her beloved boy:
Dani Hermawan.
- Her twins:
Ni'ama Tsanira Agnisa.
- All of my friends in Self Access Room (SAR)
- Everybody who supports her.

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The writer happily receives any constructive criticism and suggestion, but the writer hopes that it will be useful for those especially who are in the field of education. Thank you.

Kudus, 13 June 2012

Husnia Tsalisa Agnisa

ABSTRACT

Agnisa, Husnia Tsalisa. 2012. *The Speaking Ability of the Eleventh Grade Students of MAN 1 Kudus in Academic Year 2011/2012 Taught by Using Community Language Learning (CLL) Method*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisor Lecturer: (I) Titis Sulistyowati, SS, M.Pd. (II) Rismiyanto, S.S, M.Pd

Key Words: Speaking Ability and Community Language Learning (CLL) Method

Speaking is one of the English skills. It is expected that teachers teach speaking for the students in senior high school and they will get significant result of their teaching. In the other side, according to the writer's experience during teaching practice in MAN 1 Kudus, the writer got information that the speaking ability of the students is still low. It can be seen from the students' scores is lower than the minimal score (70) given by their teachers. To make the students can understand about speaking skill, the teachers use an appropriate method. One of the methods is Community Language Learning (CLL). Community Language Learning (CLL) as the method of teaching used by the writer.

The objective of this research is to find out whether there is a significant difference between the speaking skill of the eleventh grade students of MAN 1 Kudus in the academic year 2011/2012 before and after being taught by using Community Language Learning (CLL) method.

The writer uses quantitative experimental research to find out the answer from the statement of the problem. The writer has a plan to use CLL method in her research. The method is used to solve the problem speaking skill. Her research is using pre-test and post-test. The population is the eleventh grade students of MAN 1 Kudus in the academic year 2011/2012. The writer uses cluster random sampling to get the sample. The writer got class X1 S2 as experiment. The numbers of sample are 40 students. The writer used a test as instrument of the research. The test is oral test.

The speaking skill of the eleventh grade students of MAN 1 Kudus in academic year 2011/2012 before being taught by using Community Language Learning (CLL) method is *fair*. It based on the score criteria of speaking ability. It showed from the result of the test that mean is **53.00** and standard deviation is **5.60**. Meanwhile, the speaking skill of the eleventh grade students of MAN 1 Kudus in academic year 2011/2012 after being taught by using Community Language Learning (CLL) method is *good*. It is showed from the result of the test in which the mean is **70.05** and standard deviation is **8.52**. It is easy to understand from the mean score of pre-test and post-test that there is significant different. The mean of post-test is higher than the mean of pre-test. But, we have to examine the result of the scores by using t-test and t-table. Then, the result is t-test ($t_o = 17.81$) > t-table ($t_t = 2.021$). So, there is a significant different between the speaking skill before and after being taught by using Community Language Learning (CLL) method

After doing the research, the writer would like to give several suggestions; (1) The English teachers could use Community Language Learning (CLL) as method to teach speaking because this method is assume to improve the student's speaking skill, (2) The students should increase their habit to speak English, because of the habit of speaking they can easily communicate with other in English and (3) The next researchers can use Community Language Learning (CLL) method not only in speaking but also in listening, reading, and writing. Then, they also can develop this research deeper than the writer.

ABSTRAKSI

Agnisa, Husnia Tsalisa. 2012. *Kemampuan Berbicara Siswa Kelas XI MAN 1 Kudus Tahun Ajaran 2011/2012 Diajarkan oleh Menggunakan Metode Komunitas Bahasa Learning (CLL)*. Skripsi. Progd Pendidikan Bahasa Inggris Fakultas Pendidikan Keguruan dan Pendidikan Universitas Muria Kudus. Dosen Pembimbing: (I) Titis Sulistyowati, SS, M.Pd. (II) Rismiyanto, S.S, M.Pd.

Kata Kunci: Kemampuan Berbicara dan Metode Komunitas Belajar Bahasa (CLL)

Berbicara adalah salah satu kemampuan bahasa Inggris. Diharapkan guru mengajar berbicara untuk siswa di sekolah menengah atas dan mereka akan mendapatkan hasil yang signifikan dari pengajaran mereka. Di sisi lain, menurut pengalaman penulis selama praktek mengajar di MAN 1 Kudus, penulis mendapat informasi bahwa kemampuan berbahasa siswa masih rendah. Hal ini dapat dilihat dari nilai siswa lebih rendah dari nilai minimal (70) yang diberikan oleh guru mereka. Untuk membuat siswa dapat memahami tentang keterampilan berbicara, para guru menggunakan metode yang tepat. Salah satu metode adalah Community Language Learning (CLL). Komunitas Belajar Bahasa (CLL) sebagai metode pengajaran yang digunakan oleh penulis.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan signifikan antara keterampilan berbahasa siswa kelas XI MAN 1 Kudus pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan Bahasa Community Learning (CLL) method.

Penulis menggunakan penelitian eksperimental kuantitatif untuk mengetahui jawaban dari pernyataan dari masalah. Penulis memiliki rencana dari proses itu sendiri dalam penelitian. Rencananya adalah tentang sumber untuk mendapatkan data dalam usahanya untuk menemukan solusi untuk masalah. Sumber adalah studi kepustakaan yang mengacu pada aktivitas menggunakan perpustakaan dan riset lapangan tersebut yang mengacu pada aktivitas untuk mendapatkan data empiris, dengan menggunakan pre-test dan post-test. Populasi adalah siswa kelas XI MAN 1 Kudus pada tahun akademik 2011/2012. Penulis menggunakan cluster random sampling untuk mendapatkan sampel. Penulis mendapat X1 kelas S2 sebagai percobaan. Jumlah sampel adalah 40 siswa. Penulis menggunakan tes sebagai instrumen penelitian. Tes ini adalah tes lisan.

Keterampilan berbahasa siswa kelas XI MAN 1 Kudus pada tahun akademik 2011/2012 sebelum diajarkan dengan menggunakan Komunitas Belajar Bahasa (CLL) metode adalah adil. Hal ini menunjukkan dari hasil tes yang maksud adalah 53,00 dan deviasi standar 5,60. Sementara itu, keterampilan berbahasa siswa kelas XI MAN 1 Kudus pada tahun akademik 2011/2012 setelah diajarkan dengan menggunakan Bahasa Community Learning (CLL) metode yang baik. Hal ini menunjukkan dari hasil tes di mana rata-ratanya adalah 70,05 dan deviasi standar 8,52. Sangat mudah untuk memahami dari skor rata-rata pre-test dan post-test yang ada perbedaan yang signifikan. Rerata post-test lebih tinggi dari rata-rata pre-test. Tapi, kita harus memeriksa hasil nilai dengan menggunakan

t-test dan t-tabel. Kemudian, hasilnya adalah t-test (untuk = 17,81) > t-tabel (tt = 2.021). Jadi, ada perbedaan signifikan antara keterampilan berbahasa siswa kelas XI MAN 1 Kudus pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan Bahasa Community Learning (CLL) method

Setelah melakukan penelitian, penulis ingin memberikan beberapa saran: (1) Para guru Bahasa Inggris bisa menggunakan Community Language Learning (CLL) sebagai metode untuk mengajar berbicara karena metode ini berasumsi untuk meningkatkan keterampilan siswa berbicara, (2) The siswa harus meningkatkan kebiasaan mereka berbicara bahasa Inggris, karena kebiasaan berbicara mereka dapat dengan mudah berkomunikasi dengan lainnya dalam bahasa Inggris dan (3) Para peneliti berikutnya dapat menggunakan Community Language Learning (CLL) metode tidak hanya dalam berbicara tetapi juga dalam mendengarkan, membaca, dan menulis. Kemudian, mereka juga dapat mengembangkan penelitian ini lebih dalam dari penulis.



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