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## THE INFLUENCE OF USING COMMUNITY LANGUAGE LEARNING (CLL) METHOD TOWARD STUDENTS' SPEAKING ABILITY AT EIGHT GRADE OF SMP N 1 BATANGHARI

### Abstract

The objectives of this research is To find out whether the result student's score by using CLL method maximal and to find out how far the result of influence using CLL method. The subject this research is the eight grade of SMP N 1 Batanghari. This research is to know influence of using CLL Method toward students' speaking ability. the result shows that  $t_{\text{Count}} = 2,8403$ ; moreover the researcher looked at  $t_{\text{table}}$  for  $\alpha = 1\%$  shows  $t_{\text{table}} = 2.70$  and for  $\alpha = 5\%$  shows  $t_{\text{table}} = 2.02$  or it means  $t_{\text{count}} > t_{\text{table}}$ . It is obtained that  $H_a$  is accepted while  $H_o$  is rejected. It means that there is the influence of CLL Method toward students' speaking ability. CLL Method is more effective, because by using CLL Method the mobilization of interaction of students is higher than by using Roleplay Method. So as the conclusion both of these Method are effective to be applied in teaching speaking for the eight grade of SMP N 1 Batanghari.

**Keyword:** Influence Using CLL Method Toward Student's Speaking Ability

### INTRODUCTION

Language is a set of rules used by human as a tool of their communication. The use of language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it effectively for their sake of their communication. They cannot communicate well. Even worst, they cannot understand each other.

Speaking is one of the important skills in English beside listening, reading, and writing. Every student has to study speaking when they study English. The students are not only able to listen, read, and write but also speak, because in speaking, they have to able to pronounce the word in English. Some students in Senior High School are very difficult in speaking English because they think pronouncing the word is like studying math. In syllabus, for speaking competence, the students have to understand the transactional conversation, text, or monolog in daily life context. So, the teacher expects the students to be able to use English for daily communication and discuss some topic in English either in the class or outside class environment.

Based on the pre survey data about speaking ability that be gotten by the researcher, it shows that students' score at SMP N 1 Batanghari into speaking ability are still low. consist of 32 students. The score minimum passing grade for speaking class is 70. Meanwhile, there are 12 students pass the minimum passing grade and 20 students did not pass the minimum passing grade.

That majority of students have the low ability in speaking. And then the students who get score in medium level are noted about 30% and the last, there are about 5% of students in high level. This fact is still far from what hoped and it needs the ways to change to the better one. This fact is happened because the technique that be used by the teacher is not interesting to the students. So, it is necessary for English teacher to make the speaking teaching more interesting and to motivate the students.

### THEORETICAL FRAMEWORK

There are some literature overviews which make the researcher interested to do this research. The first previous research was conducted by Sahril (2011), Entitled "The Effect of

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Using Community Language Learning Method Toward Students Speaking Ability An Experimental for Eight Grade SMP Darul Hikmah Mataram” the objective of this research want to know how far the increasing students’ speaking performance thought community language learning daily English For Eight Grade SMP Darul Hikmah Mataram. The students’ ability in speaking through daily speaking practice program will be helped the students’ English speaking ability especially in increasing pronunciation, intonation, and fluency.

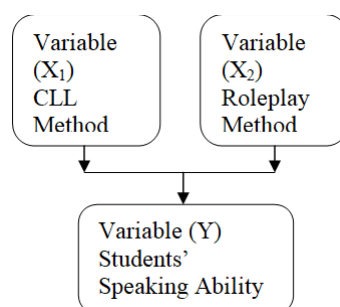
The second previous research was by executed by Aulia Eri Diyah Latifah (2013) with the title “Improving the Speaking Ability of the Seventh Grade Students of SMP 1 Undaan Kudus by Using Role Play” The research was conducted in the seventh-grade students of SMP 1 Undaan Kudus in the second semester of academic year 2012/2013.”. The objectives of this research are to know trough role play can improve their speaking ability, so the writer uses spoken test to measure it. The next step is the researcher do the research, the writer uses cycles. The difference between those two previous researches with this research are, sample and variable. The title of this research is the influence of Using Community Language Learning (CLL) Method toward Students’ Speaking Ability at Eight Grade of SMP Negeri 1 Batanghari.

In CLL, students are 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. Community Language learning is a good method for practicing communication. It is also good method for beginners who just first study their second language. Using this method can help beginner to reduce their anxiety in the classroom. And the important thing from this method considers the student to be “whole person”. It is not only to think about students’ intellect but also their feeling in learning language.

Whereas, the Role playing is an extremely valuable method for study english especially in spaking. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur. And Role-play is a powerful and effective teaching method for children and adult and can be adapted to deliver any learning objectives from simple to complex concepts. IT really lends well to practice communication skills, debate complex ethical issues or explore attitudes and beliefs. The success lies in the construction and delivery with careful facilitation.

Based on the explanation above, it can be concluded that the differences of using CLL and Roleplya are in the role. CLL method is more simple in operation than Roleplay Method where the teacher have to combine the students who have heterogeneous of competence and performance into group. Nevertheless, Roleplay is more interesting because in this methoe is available where every student has to be active to get score for their group. Nevertheless, in this case, CLL method is easier received by students, and it can make them easier to develop their speaking ability.

According to difference of both of those techniques, it is suggested that the researcher can apply these techniques in the research especially in teaching speaking. Meanwhile, for the students, it is suggested that the finding of this study gives them the alternates to develop their speaking ability. Considering of the idea above, the researcher assumes that CLL and Roleplay Method seems to be able to develop students’ speaking ability, and the thinking framework can be illustrated as follow:



Note;

X<sub>1</sub> : Experiment Class Using  
CLL Method

X<sub>2</sub> : Control Class Using  
Roleplay Method  
Y : Students' Speaking Ability

## RESEARCH METHOD

Kind of the approach of this research is quantitative approach. The design of this research is True Experimental design, and the form of the design is True Experimental Pre-Test and Post-Test Control Group Design. It is called True Experimental Design because in this design, the researcher can control all of variables that influence the experiment. So, the internal validity (quality of research) can be high. The main characteristic of True Experimental Design is the sample that be used as experiment or control group taken randomly from the certain population. In this design uses two groups, which each of group is given the treatment and the results are gathered at the end. In this research, the first class is as experiment class with Community Language Learing (CLL) Method and the second class is as the control class with Roleplay Method. The formula of the design can be seen from the table 3.1 below.

Table 3.1 Pre-test Post-test Control Group Design

Class	Pre Test	Treatm ent	Post Test
(M) (R) Experiment	T-1	X <sub>1</sub>	T-2
(M) (R) Control	T-1	X <sub>2</sub>	T-2

Accepted by Karwono (1992:77)

Note;

M : Matching  
R : Randomly  
T-1 : Pre-Test  
T-2 : Post-Test  
X<sub>1</sub> :Treatment Using CLL Method  
X<sub>2</sub> : Treatment Using Roleplay Method

The Pre-Test is given by the researcher before treatment. The researcher wants to know how far the students' ability in speaking. And the Post-Test is given after treatment. In this research, the researcher uses four times of treatments to both experimental class and control class

The population of this research is all of students of SMP N 1 Batanghari. The total members of population are 626 students. There are 21 classes which consist of six classes for seven grade, six classes for eight grade, and six classes for nine grades.

In this research, the researcher will take two classes of the Eight grade of SMP N 1 Batanghari as the sample. In this research, the researcher will use Cluster Stratified Random Sampling This sampling will be used by researcher in order to define the level of class that becomes the experiment and control classes. And finally, the researcher got VIII A class is as experiment class with the treatment using CLL method and VIII E class is control class with the treatment using Roleplay Method.

In collection the data, the researcher uses some tests, they are pre-test and post-test. Pre-test is used to find out the students' scores before the treatment will be applied, and post-test is used to measure how far the influence of the students' speaking ability using CLL and Roleplay method. After giving the test and finding the result of the test, student's score of pretest and posttest will be calculated to find out the normality of test and the homogeneity of test. The objective of normality of test is to know distribution of the data following whether it is normal distribution or no. Some statistics technique especially parametric statistic said that the data must follow the normal distribution. And the objective of homogeneity of test is to know whether the variance of the data homogeneous or not.

The formula of homogeneity of test as follow;

$$F_{hitung} = \frac{\text{Highest Variance}}{\text{Lowest Variance}}$$

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The variance of the data is homogeneous if  $F_{\text{ratio}}$  is less or equal to  $F_{\text{table}}$ . After the result of This test is used to

Normality and Homogeneity of test is gotten, the researcher continues to find know whether the hypotheses proposed by the researcher are proved or not. The hypothesis test can be measured by t-test with the formula as follow;

$$\text{t-test: } \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With;

$$S_g^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Note;

X1 : Mean score of the  
Experiment class

X2 : Mean score of the  
Control class

S : Variant

N1 : Number of students in  
Experiment class

N2 : Number of students in  
Control class

## RESULT AND DISCUSSION

This research was carried out at the eight grades of SMP N 1 Batanghari. There were seven classes at the eight grade; they were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F and VIII G. As the sample, the researcher took two classes; they were VIII A as experiment class and VIII E as control class. The total students from the two classes were 64 students. The sample was taken by using Cluster Stratified Random Sampling technique. To apply this technique, the researcher used the data from the teacher as data to divide the students into three parts based on the level of speaking ability. From VIII A class there were 7 students of high level, 9 students of average level, and 14 students of low level; and from VIII B class there were 5 students of high level, 10 students of average level, and 15 students of low level. So, the total samples of research were 60 students and each class consisted of 30 students.

The implementation covered try-out and test. The try-out was administered at the eight grade of SMP N 1 Batanghari. Try out was done to measure the validity and reliability of the instrument test. If the result of try-out had been valid and reliable, so the instrument test could be used as the instrument for this research. After the researcher gained the data from try-out, the researcher did the research to give treatment in experiment class by applying CLL Method and control class by applying Roleplay Method. After that, the researcher gave post-test after giving the treatment to know the differences of both classes.

Before doing the research, researcher administered the test to know the validity and reliability of instrument. Researcher took other class to do it. Besides, the students test result is equal level with the students of experiment and control class. This test was done to measure the level of validity and reliability of the instrument of test. The test was oral test and it consisted of five themes. The students' score was taken based on the students' performance and adjusted based on the scoring rubric of speaking ability. In this research, the validity instrument used the content validity where the instrument of test was arranged based on the material that be taught, and also it was suitable with the curriculum that be used in the relevant school.

After getting the result of validity instrument, the researcher calculated the data of try out using Product Moment formula to know its correlation, and from the calculation result, the researcher got score 0,99 for the correlation between rater I and rater II. After that, to get the reliability of the instrument of test, the correlation result was calculated using Spearman Brown formula. From the calculation, it was obtained the result of the test was 0,99; and based on

criteria of prediction index reliability, it has very high reliability. It means that the instrument of test can be used in this research.

After researcher got the result of validity and reliability of the instrument, the researcher conducted the pre-test. The function of pre-test is to know the students' achievement in speaking ability before giving treatment. And from the pre-test, the researcher found that in experiment class, the highest score of pre-tests is 59, and the lowest score is 42; whereas in control class the highest score is 57 and the lowest score is 40. After that the researcher conducted the post-test. The post-test was administered after treatment. The post-test was administered in order to see the significance of students' speaking ability using CLL and Roleplay Method. Then after getting the result of the data of post-test, the researcher found that in experiment class the highest score is 79 and the lowest score was 62; whereas in control class the high score of post-test was 77 and the lowest score of post-test was 60.

By using the pre-test and post-test data, the researcher could continue the calculation to find out the normality and homogeneity of test. The normality was employed to know whether that test come from the population have the normality distribution or not. Based on the calculation it was obtained that  $\chi^2_{Count}$  of pre-test and post-test of experiment and control class were lower than  $\chi^2_{daf}$  for the significance level of 5% ( $\alpha = 0.05$ ) and also 1% ( $\alpha = 0.01$ ) in the reality. It means that both samples in this research come from the population that has normal distribution. Then homogeneity of test was employed to know whether the variance of the data homogeneous or not. Based on the calculation it is obtained that  $F_{Ratio}$  of pre and post-test is lowest than  $F_{Table}$  for the significance level of 5% ( $\alpha = 0,05$ ) and 1% ( $\alpha = 0,01$ ). It means that both of samples in this research come from the population have the variance equality.

And then the researcher continued to find out the result of hypothesis. The object of the research is to know whether there is any difference influence of STAD technique and TGT technique toward students' speaking performance and to know which one is more effective between STAD technique and TGT technique toward students' speaking ability. The researcher used t-test to prove the hypothesis proposed toward the result of post-test. Based on the calculation of post- test score and the result of criteria of the hypothesis on the table above, the result found that  $t_{Count} = 2,8403$ ; moreover the researcher looked at  $t_{Table}$  for the significant level  $\alpha = 1\%$  showed  $t_{Table} = 2.70$  and for the significant level  $\alpha = 5\%$  showed  $t_{Table} = 2.02$  or it means  $t_{Count} \geq t_{Table}$ . It means that there is the difference influence of CLL and Roleplay Method toward students' speaking ability; it's because the implementing procedure of CLL and Roleplay Method; and also students were more active in learning process by using CLL Method than by using Roleplay Method. And based on the average score of post-test of experiment class and control class, it shows that CLL method is more effective than Roleplay Method toward students' speaking ability; it's because the average score of post-test in experiment class was bigger than in control class, and then the mobilization of interaction of students by using CLL Method was higher than by using Roleplay Method.

## DISCUSSION

As description in the previous chapter, the objective of this research was to know whether there is any difference influence of CLL and Roleplay Method toward students' speaking performance, and to find out which one is more effective between CLL and Roleplay Method toward students' speaking ability. The result of calculation on the value of the pre-test and post-test score in each class (experimental and control) showed that the distribution is normal. In addition, the calculation, the hypothesis can be accepted because  $t_{Count}$  was 2,8403 and  $t_{Table}$  for  $\alpha = 1\%$  the table = 2.70 and for  $\alpha = 5\%$  the  $t_{table} = 2.02$ . It means that there is difference influence of CLL and Roleplay Method toward student's speaking performance, it's because the implementing procedure of CLL Method was simpler than Roleplay method; and also students were more active in learning process by using CLL Method than by using Roleplay method. And based on the average score of post-test of experiment class and control class, it shows that

CLL Method is more effective than Roleplay method to be applied in teaching learning English, it's because the average score of post-test in experiment class was bigger than in control class, and then the mobilization of interaction of students by using CLL Method than Roleplay method, and also to be used to encourage the students to be more active in speaking English.

## CONCLUSION

After the researcher finished the research and analyzed the data that obtained from the research, then some conclusion can be drawn. Based on the result of the analysis and computation of the data, the researcher concluded as follows; (1) there is difference influence of CLL Method toward students' speaking ability at Eighth grade of SMP N 1 Batanghari. It is proved based on the result of the test, where  $t_{Count} = 2,8403$ ; moreover the researcher looked at  $t_{Table}$  for the significant level  $\alpha = 1\%$  showed  $t_{Table} = 2.70$  and for the significant level  $\alpha = 5\%$  showed  $t_{Table} = 2.02$  or it means  $t_{Count} \geq t_{Table}$ , or it means that the hypothesis  $H_a$  in this research is accepted; , it's because the implementing procedure of CLL Method was simpler than Roleplay Method; and also students were more active in learning process by using CLL Method than by using Roleplay Method; (2) CLL Method is more effective than Roleplay Method toward student's speaking ability at Eighth grade of SMP N 1 Batanghari. It is proved based on the result of the average score of post-test of experiment and control class where the average score of post-test of experiment class is 70,17; whereas the average score of post-test of control class is 67,62, and then the mobilization of interaction of students by using CLL Method was higher than by using Roleplay Method. So, it can be concluded that CLL Method is more effective than Roleplay Method.

## SUGGESTION

After doing the research, the researcher has some suggestions related with the research has been done, they are; (1) In order to be able to be used by the teachers both of these techniques to teach their students especially in teaching speaking. So it is hoped students' speaking ability can be increased by CLL and Roleplay Method.

In order to be able to make the students become active and feel enjoy as long as following the teaching learning process when the teachers use this method. But to apply this method, the teachers have to follow the rules or steps of both of them correctly, so students won't be confused and the activity of learning will run well. The researcher also expects when the teachers use this method in instructional English, they must be careful in selecting technique for instruction especially in speaking. It means that the method might be interesting and appropriate with the curriculum and also could encourage the students' ability in speaking.

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