IMPROVING STUDENTS' SPEAKING SKILL AT GRADE X AT SMA NURUL HASANAH TEMBUNG THROUGH COMMUNITY LANGUAGE LEARNING METHOD

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ABSTRACT - This study aims to determine the application of the Community Language Learning method in improving students' speaking skills in English. The research was conducted on students of grade X SMA Nurul Hasanah Tembung. Based on the percentage of completeness of student learning outcomes, it can be seen that at the stage of the first cycle, the mastery of student learning outcomes was obtained by 65% and in the second cycle, the mastery of students' learning outcomes increased to 74%. While the average value of the two cycles shows that there are 23 students (74%) who experience completeness, while as many as 8 students (26%) do not experience completeness in the students' English speaking skills using the Community Language Learning method. Thus, it can be stated that this research is successful and it is proven that the use of the Community Language Learning method can improve students' English speaking skills. where 70% of the total number of students can follow the learning process well and have achieved an average score of 70.

Keywords: Speaking Skills, English, Community Language Learning Method

INTRODUCTION
Background

English has an important role in life, and education is no exception. So that English lessons have been taught to students starting from elementary school education to higher education levels. Thus, students are expected to have the ability to speak English which will later be able to help them in developing the science and technology they have learned and to apply them after completing their education. However, there are still many students who consider English subjects to be very difficult subjects to learn, so it is not uncommon for this to affect the learning outcomes obtained by students.

It must be admitted that English subjects have different characteristics from other subjects. Students are required to be able to master a variety of vocabulary and must also pay attention to the rules contained in it. In addition, students must also be able to implement it by speaking. This condition requires students to have skills in speaking English.

In speaking English, speaking skills are not an easy thing to learn in a short time, considering that these skills require students to understand grammar and it is necessary to practice speaking skills as often as possible.

However, students' English speaking skills in Indonesia still have various problems. The tendency of students to still have many difficulties and even fear when practicing it, sometimes students feel ashamed, feel inferior, have a heavy tongue and so on to speak in English. Of course, this problem is an answer to the question why English speaking skills are still one of the aspects of language that are difficult to achieve well, especially at school.

This problem certainly needs to be addressed immediately, especially for English teachers. This is because this skill is also an indicator for students' success in learning English. Therefore, a teacher must be able to create a learning system that attracts interest, attention and can be accepted easily.

According to Arsyad (2019), "The implementation of the learning activity process has two very important elements for a teaching staff to possess, namely elements of learning methods and elements of learning media. Both have interrelationships, the selection and use of a learning method will affect the type of teaching media that will be used and of course also have an impact on students' abilities.

Furthermore, according to Arsyad (2019) "The choice of a medium in learning must pay attention to the characteristics of the material to be delivered and also based on the characteristics of students and adjust to the ability of students to receive and use the learning media."

One method that fits these criteria is the Community Language Learning method. The CLL method was born in 1972 and was developed by Charles A. Duran. This method started from an idea to apply the concept of psychotherapy in language teaching. Of course, this is appropriate if applied in learning English which is considered by students to be very difficult and even scary. With the application of this method, it is hoped that students will gain new experiences in the English learning process and are expected to attract interest, attention, and be accepted easily which in turn will be able to improve their English language skills. Based on these considerations, this research focuses on "Improving Sudents' Speaking Skill of Grade X Students of SMA Nurul Hasanah Tembung Through Community Language Learning Method."

According to Iskandarwassid (2011) "Basically speaking skills are skills to reproduce the flow of the articulation sound system to convey wishes, feelings, needs, and desires to others. This skill is also based on the confidence to speak naturally, honestly, correctly, and responsibly by eliminating psychological problems such as shyness, low self-esteem, tension, heavy tongue, and others."

Meanwhile, according to Musaba (2012), "Speaking skills can be divided into several types, including 1) Storytelling, storytelling is an act of telling a story orally, 2) Debate, namely exchanging ideas openly to discuss issues that are still a matter of concern. and cons by paying attention to certain rules and regulations, 3) Discussion, which is a scientific meeting to exchange ideas on a problem, 4) Interview, is a question and answer activity with someone who is required to be asked for information or his opinion on a matter, 5) Speech, namely a public speaking activity that expresses his opinion, or gives an overview of a matter, 6) Lecture, is an activity of speaking in public in a certain situation for a particular purpose and to a certain listener, 7) Conversation, is a dialogue between two or more people . namely communication through spoken and written language spontaneously between two or more people.

Through these actions, a person will have skills in speaking. Likewise with skills in speaking English, students must be given the opportunity and are often trained to get used to their speaking skills in English. To develop speaking skills in English, it is necessary to have a method that is in accordance with the characteristics of the material to be delivered and of course with the characteristics of the student.

The application of the Community Language Learning (CCL) method in learning English is expected to eliminate students' anxiety or fear when studying it, this is because this method focuses more on counseling guidance, where students are considered as clients, while the position of a teacher is a counselor who understands feelings and problems. faced by their clients. Therefore this method is also often referred to as the counseling method.

By understanding the feelings of anxiety and fear experienced by students, teachers can eliminate students' negative feelings into positive energy for learning. Besides that, sometimes many students seem passive in speaking English in learning because students are afraid of being seen and considered stupid by their friends. This is where the role of a teacher is to be able to help students get out of their fears so that students can advance from one stage to another.

In this position, the existence of a teacher is no longer seen as a threat figure who corners mistakes and corners students' limitations, but becomes a counselor figure who focuses his attention on students and their needs. This method emphasizes the role of the affective domain in cognitive learning. So in his approach, a teacher must see his students as a group that needs therapy and counseling in which the social dynamics in this group are very important. When a student feels comfortable and familiar with the teacher and friends in his group, he can express and express himself. In addition, the attitude that makes him feel nervous and doesn't dare to speak will begin to decrease because he has felt close and comfortable with his group environment.

There are several things that must be considered by a teacher in order to master this method. The five stages of mastery are the Embryonic Stage, Self-Assertion Stage, Birth Stage, Reversal Stage, and Independent Stage.

1. Embryonic Stage is a stage where the dependence of students on the teacher is very large. At this stage, the teacher is tasked with eliminating or reducing students' negative feelings by providing proper guidance and counseling. The teacher explains what activities are expected and gives students time to reflect on their experiences.
2. Self-Assertion Stage is the stage where students have received moral support from their classmates to share English and find identity as speakers of that language. At this stage, students have begun to dare to break away from their teacher a little and use English directly with other friends.
3. Birth Stage is the stage where students gradually begin to reduce the use of their mother tongue. He has begun to feel his habit of using English and this creates a sense of security between them.
4. Reversal Stage is the stage where the relationship between students and teachers has reached a level of mutual trust. Each no longer feels a psychological barrier, and this mutual trust is also found among other students. In this fourth stage, students are no longer silent during learning meetings as in the first stage, but are more active in lively conversations.

5. Independent Stage is the stage where students have mastered all the learning materials. At this stage, students expand their English and learn social and cultural aspects from native speakers.

RESEARCH METHOD
Type of research
The type of research applied in this research is Classroom Action Research (CAR). According to Arikunto (2016), "Classroom Action Research is a learning activity in the form of an action, which is intentionally raised and occurs in a class simultaneously with the intention of improving the learning process." In this study, Classroom Action Research was carried out to improve the English speaking skills of Grade X students of SMA Nurul Hasanah Tembung through the Community Language Learning method.

Research Location and Object
This research was conducted at SMA Nurul Hasanah Tembung, which is located at Jl. Beringin Tembung Village, Kec. Percut Sei Tuan, Deli Serdang , North Sumatra. Meanwhile, the object of this research is the students of Grade X SMA Nurul Hasanah Tembung Even Semester for the 2021/2022 Academic Year.

Research Stages
In Classroom Action Research (CAR), the research is divided into 2-3 research cycles. The cycle will be stopped if the research data obtained is saturated, meaning that students have experienced an increase in English speaking skills through the Community Language Learning method. According to Kemmis and Taggart (in Arikunto, 2016), "each cycle consists of several stages carried out using an action research model, namely, Planning, Action, Observation, Reflection."

At the planning stage, the researcher begins to design what actions must be taken in the pre-cycle activities, then the researcher begins to determine the goals to be achieved in learning, after the goals are set, the researcher then develops a learning plan and makes instruments, observation sheets and evaluation tools for the evaluation process. results of learning activities.

Furthermore, at the action stage, the teacher begins to carry out learning activities using the Community Language Learning method. At this stage the researcher begins to observe the activeness of students in participating in learning activities according to the guidelines for the observation sheets that have been prepared. In the implementation of this action stage, it is open to dynamics and changes, which are adjusted to the facts that occur in the field.

Then at the final stage of the cycle, reflection and action planning are carried out for the next cycle. The reflection action was carried out jointly between the researcher and the teacher. Furthermore, the data obtained were then analyzed descriptively qualitatively. The instrument in this study is the observation sheet.

Research Instruments
Some of the instruments used to measure students' skills in speaking English using the Community Language Learning method include:
1. Speaking Test

This instrument is used to measure the level of students' speaking skills. Assessment in this instrument using a Likert scale. The indicators are as follows:

Table 1. Scale Likert

Criteria	Scale	Predicate
Very good	5	Completed
Good	4	Completed
Enough	3	Enough and complete / Enough but not complete
Less	2	Not complete
Very less	1	Not complete

The lattice of the instrument used as an assessment can be seen below:

Table 2. Assessment Instrument Grid

Assessment Variables	Indicator	Scale				
		5	4	3	2	1
Linguistic Factor	1. Clarity of pronunciation					
	2. Intonation accuracy					
	3. Accuracy of language rules					
	4. The suitability of the order of discourse					
Non-Linguistic Factors	1. The accuracy of the information submitted					
	2. Conformity between information					
	3. Smoothness					
	4. Pronunciation, attitude, appearance, facial expressions					

The value obtained from each of the indicators above will then be searched for the presentation of the overall results of respondents' answers using the following formula:

$$P = \frac{\sum x}{n} \times 100\%$$

Information :

P = Score percentage

$\sum x$ = Number of answers given by students

n = Maximum number of scores

Meanwhile, to determine the level of success of students in English speaking skills using the Community Language Learning method based on the assessment formula as follows:

Table 3. Guidelines for Scoring Students' English Speaking Skills

No	Categori	Interval
1	Very good	85 – 100
2	Good	75 – 84
3	Enough	60 – 74
4	Less	50 – 59
5	Very Less	0 – 49

2. Observation Sheet

The observation sheet is used to assess the level of student activity in participating in English learning activities using the Community Language Learning method by referring to the grid of observation sheets as listed below:

Table 4 Grid of Student Participation Observation Sheet

No	Categori	Indicator
1	Reception	1. Students follow the learning process seriously 2. Students ask if they have difficulty 3. Students pay attention to the teacher's explanation 4. Students take notes on the explanation given by the teacher
2	Response	1. Students read student worksheets well 2. Students carry out the orders given by the teacher 3. Students answer the questions posed by the teacher 4. Students express their opinion.

3. Documentation

The documentation in this study is in the form of report cards of student learning outcomes in the previous semester which researchers use as a comparison to student learning outcomes before and after the implementation of the Community Language Learning Model.

Data Analysis Technique

In this research, the data analysis technique used is data reduction. Data reduction is an act of selecting data that can be obtained in the field, then simplifying it and transforming it into an easy-to-understand narrative text.

Success Indicator

The indicators used to measure the success rate of learning English speaking skills for students of Grade X SMA Nurul Hasanah Tembung Through Community Language Learning Method are provided that the minimum standard value obtained by students reaches 70% of the total number of students and has achieved the class average score. 70.

RESEARCH RESULTS AND DISCUSSION
The Description of Preliminary Condition

Pre-test action activities really need to be done first before action planning is carried out. This activity aims to determine the preliminary abilities and learning problems of Grade X students of SMA Nurul Hasanah Tembung before the implementation of the Community Language Learning method in learning English. In this activity, students are free to determine the chosen topic to be delivered in English. The results of this activity can be seen in the table below:

Table 5 Results of Students' English Speaking Skills at the Pre-Cycle Stage

No	Code	Score	Predicate	Information

	Students			Completed	Not Completed
1	S1	65	Enough		√
2	S2	77	Good	√	
3	S3	86	Very Good	√	
4	S4	55	Less		√
5	S5	57	Less		√
6	S6	48	Very Less		√
7	S7	81	Good	√	
8	S8	57	Less		√
9	S9	66	Enough		√
10	S10	69	Enough		√
11	S11	79	Good	√	
12	S12	63	Enough		√
13	S13	81	Good	√	
14	S14	83	Good	√	
15	S15	47	Very Less		√
16	S16	69	Enough		√
17	S17	87	Very Good	√	
18	S18	61	Enough		√
19	S19	53	Less		√
20	S20	83	Good	√	
21	S21	81	Good	√	
22	S22	90	Very Good	√	
23	S23	83	Good	√	
24	S24	42	Very Less		√
25	S25	68	Enough		√
26	S26	66	Enough		√
27	S27	63	Enough		√
28	S28	48	Very Less		√
29	S29	75	Good	√	
30	S30	79	Good	√	
31	S31	57	Less		√
Amount	2119			13	18
Average	68	Persentase		42%	58%

Source: Pre-cycle research results, 2022

Based on the table above, from the results of the students' pretest activities, it is known that the average score of English speaking skills of Grade X students at SMA Nurul Hasanah Tembung only reached 68. Of the 31 students, only 3 students got very good predicates. A total of 10 students got good predicate. A total of 9 students got the predicate enough. While 5 students get the predicate less and there are 4 students get the predicate very less. Meanwhile, in terms of completeness, it can be seen that there are only 13 students with a percentage of 42% who experience completeness, while the remaining 18 students with a percentage of 58% are declared incomplete. These results can also be illustrated in the following diagram:
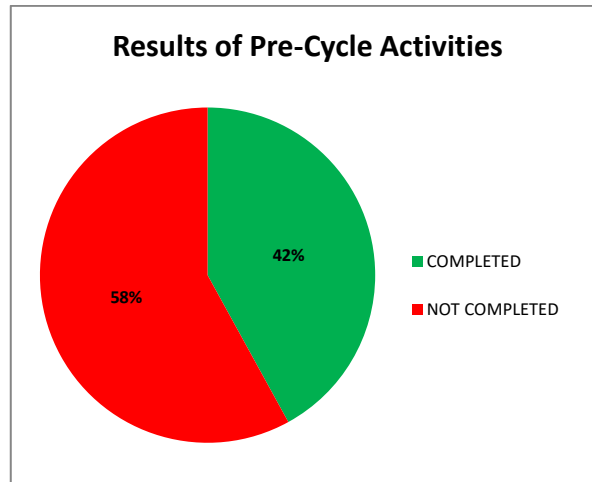
Figure 1. Results of Students' English Speaking Skills at the Pre-Cycle Stage

From the results of the pre-action, it is considered necessary to make improvements and make efforts to improve the students' English speaking skills by using the Community Language Learning method in the Cycle I action.

Description of Cycle 1

In the action of this Cycle I activity, the researcher who also acts as a teacher in this study conveyed some of the mistakes made by students during the pre-action meeting. Researchers began to explain and give examples to students about the importance of accurate intonation of spoken words, expressions, attitudes and facial expressions in mastering English speaking skills. Furthermore, the researchers began to explain about the Community Language Learning learning method that would be applied in learning. The researcher explains about the understanding of the Community Language Learning learning method and the steps in implementing it. After the researcher gave an explanation and explanation of the material to be applied, the next step the researcher began to take action in learning English by applying the Community Language Learning method as follows:

1. Students are divided into several groups consisting of 4 to 5 students in each group.
2. Each group sits on a chair in a circle.
3. The researcher informs the students about what will be done, explains the procedure and determines the time limit.
4. The researcher shows and explains some pictures of warning signs to students.
5. Each group must make warnings based on certain situations given by the researcher, then they discuss (the teacher stands behind each group and helps what difficulties the students face). Then the results of their discussion were recorded (only the target language was recorded).

Based on the results of the action activities in Cycle I, it can be seen that the results obtained by students in learning English using the Community Language Learning method are as follows:

Table 6 Results of Students' English Speaking Skills at Cycle I . Stage

No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
1	S1	71	Good	√	
2	S2	84	Good	√	
3	S3	92	Very Good	√	
4	S4	59	Less		√
5	S5	62	Enough		√
6	S6	51	Less		√
7	S7	85	Very Good	√	
8	S8	60	Enough		√
9	S9	73	Enough	√	
10	S10	72	Enough	√	
11	S11	82	Good	√	
12	S12	73	Enough	√	
13	S13	83	Good	√	
14	S14	90	Very Good	√	
15	S15	49	Very Good		√
16	S16	69	Enough		√
17	S17	91	Very Good	√	
18	S18	68	Enough		√
19	S19	68	Enough		√
20	S20	83	Good	√	
21	S21	81	Good	√	
22	S22	92	Very Good	√	
23	S23	86	Very Good	√	
24	S24	54	Less		√
25	S25	78	Good	√	
26	S26	72	Enough	√	
27	S27	73	Enough	√	
28	S28	50	Less		√
29	S29	80	Good	√	
30	S30	81	Good	√	
31	S31	61	Enough		√
Amount		**2273**		**20**	**11**
Average		**73**	**Persentase**	**65%**	**35%**

Source: Pre-cycle research results, 2022

Based on the table above, it can be seen that the average value of students' English speaking skills at the stage of Cycle I using the Community Language Learning method has increased, where the average value of students reaches 73. Of the 31 total students there are 6 students who get very good predicate. good. A total of 9 students got good predicate. A total of 11 students got the predicate enough. While 4 students get the predicate less and there are only 4 students who get the predicate very less. While in terms of completeness there is also an increase, it can be seen that there are 17 students with a total percentage of 55% who experience completeness, while the remaining 14 students with a total percentage of 45% are incomplete. These results can also be illustrated in the following diagram:
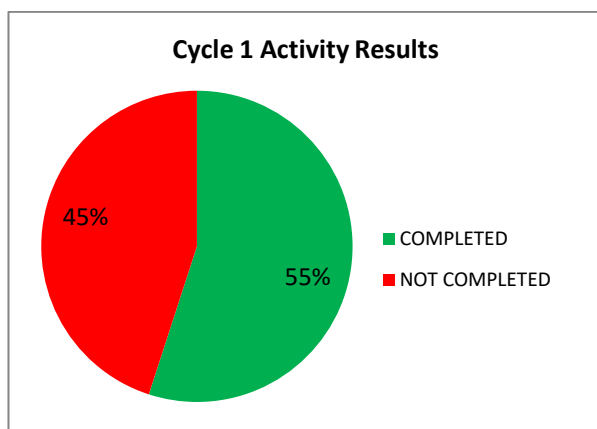
Figure 2. Results of Students' English Speaking Skills at Cycle I Stage

Based on the results of observations in Cycle I action activities, it can also be seen that most students have started to be motivated to take part in learning activities and have the courage to express opinions and ask questions. However, there are still some students who do not have clarity of pronunciation and articulation, pronunciation style, attitude, appearance, and facial expressions that are still flat without expression.

Therefore, it is deemed necessary to follow up on the action activities in Cycle II as well as to ensure that the Community Language Learning method is proven to be able to improve students' speaking skills in English.

Description of Cycle 2

In this Cycle II activity, the researcher started the learning with the following steps:

1. The researcher conveys the errors that are still made by students during the first cycle of action activities.
2. The researcher explained back to the students and gave examples of the importance of correct intonation, adjustment of voice pressure and volume, facial expressions, attitude, pronunciation style and appearance.
3. Researchers again convey and explain to students the material and learning media that will be used, namely the Community Language Learning method.
4. Researchers questioned students' understanding of the Community Language Learning method and the steps to be used.
5. After the researcher made sure the students could understand the material and the method to be used, the researcher then divided the students into several groups.
6. The researcher gives each group a choice of several materials, then each group chooses one of the materials given.
7. The researcher assigns each student to study the chosen material.
8. The researcher gives students time to read the material at least twice until they become familiar with it.
9. Each group then discusses (the teacher stands behind each group and helps what difficulties the students face). Then the results of their discussion were recorded.

Based on the results of the action activities in Cycle II, it can be seen that the results obtained by students in learning English through Community Language Learning method are as follows:

Table 7 Results of Students' English Speaking Skills in Cycle II Phase

No	Code Students	Score	Predicate	Completed	Not Completed
				Information	
1	S1	83	Good	√	
2	S2	87	Very Good	√	
3	S3	93	Very Good	√	
4	S4	62	Enough		√
5	S5	71	Enough	√	
6	S6	57	Less		√
7	S7	87	Very Good	√	
8	S8	72	Enough	√	
9	S9	76	Good	√	
10	S10	74	Enough	√	
11	S11	82	Good	√	
12	S12	68	Enough		√
13	S13	83	Good	√	
14	S14	90	Very Good	√	
15	S15	51	Less		√
16	S16	73	Enough	√	
17	S17	93	Very Good	√	
18	S18	72	Enough	√	
19	S19	75	Good	√	
20	S20	86	Very Good	√	
21	S21	84	Good	√	
22	S22	93	Very Good	√	
23	S23	88	Very Good	√	
24	S24	64	Enough		√
25	S25	80	Good	√	
26	S26	72	Enough	√	
27	S27	67	Enough		√
28	S28	57	Less		√
29	S29	80	Good	√	
30	S30	81	Good	√	
31	S31	66	Enough		√
Amount		**2367**		**23**	**8**
Average		**76**	**Persentase**	**74%**	**26%**

Source: Pre-cycle research results, 2022

Based on the table above, it can be seen that the average value of students' English speaking skills in the second cycle of action activities is increasing, reaching 76. Of the 31 students, there are 8 students who get very good predicates. A total of 9 students got good predicate. A total of 11 students got the predicate enough. While 3 students got the predicate less and there were no students who got the predicate very less. While in terms of completeness there is also a significant increase, it can be seen that there are 23 students with a total percentage of 74% who experience completeness, while the remaining 8 students with a total percentage of 26% are incomplete. These results can also be illustrated in the following diagram:
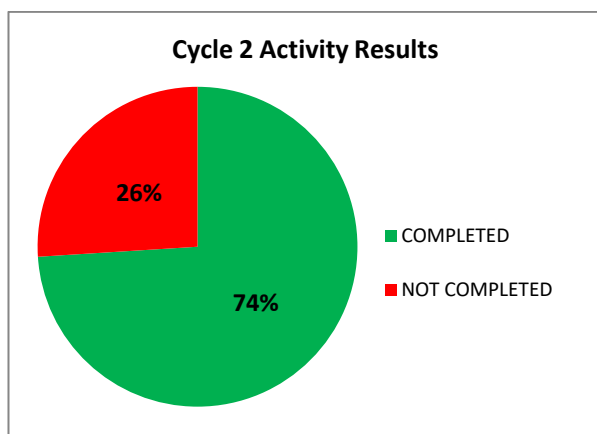
Figure 3. Results of Students' English Speaking Skills in Cycle II Phase

Discussion

Based on the results of activities ranging from pre-cycle activities to cycle I and cycle II activities, it can be seen that the comparison of students' acquisition of mastery English skills is as follows:

Table 8 Results of Students' Completeness Score

Code Students	Score Siklus I	Score Siklus II	Average	Completed	Not Completed
S1	71	83	77	√	
S2	84	87	86	√	
S3	92	93	93	√	
S4	59	62	61		√
S5	62	71	67		√
S6	51	57	54		√
S7	85	87	86	√	
S8	60	72	66		√
S9	73	76	75	√	
S10	72	74	73	√	
S11	82	82	82	√	
S12	73	68	71	√	
S13	83	83	83	√	
S14	90	90	90	√	
S15	49	51	50		√
S16	69	73	71	√	
S17	91	93	92	√	
S18	68	72	70	√	
S19	68	75	72	√	
S20	83	86	85	√	
S21	81	84	83	√	
S22	92	93	93	√	
S23	86	88	87	√	
S24	54	64	59		√
S25	78	80	79	√	
S26	72	72	72	√	
S27	73	67	70	√	
S28	50	57	54		√
S29	80	80	80	√	
S30	81	81	81	√	
S31	61	66	64		√
Jumlah				**23**	**8**
Persentase				**74%**	**26%**

Source: Pre-cycle research results, 2022

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Based on the table above, it is known that there are 23 students with a total percentage of 74% who experienced completeness, while as many as 8 students with a total percentage of 26% did not experience completeness in the students' English speaking skills through Community Language Learning method. These results can also be illustrated in the following diagram:
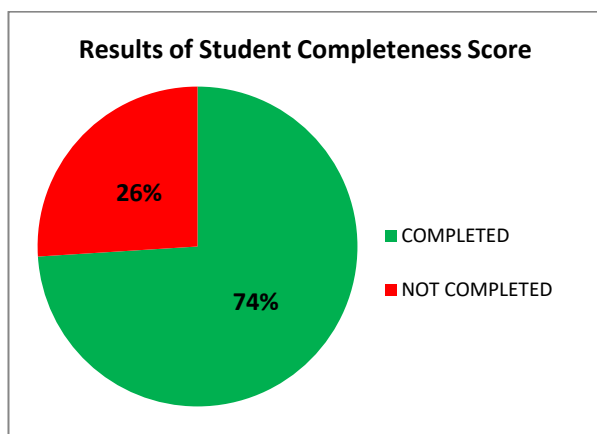

Figure 4. Results of Student Completeness Scores

Based on the above, this research is declared successful, thus it can be concluded that the Community Language Learning method is proven to improve students' English skills, where 70% of the total number of students can follow the learning process well and have achieved an average score. 70.

CLOSING
Conclusion
Based on the results of research and discussion, it can be concluded as follows:
1. Based on the percentage of completeness of student learning outcomes, it can be seen that at the stage of the first cycle, the mastery of student learning outcomes was obtained by 65% and in the second cycle, the mastery of student learning outcomes increased to 74%. While the average value of the two cycles shows that there are 23 students (74%) who experience completeness, while as many as 8 students (26%) do not experience completeness in students' English speaking skills using the Community Language Learning method.
2. Based on the results of the class actions carried out in 2 cycles for Class X students of SMA Nurul Hasanah Tembung, it can be stated that the Community Language Learning method can improve students' English speaking skills, where 70% of the total number of students can follow the learning process well and has reached an average score of 70.

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