

**DEVELOPING PROCEDURES OF COMMUNITY LANGUAGE LEARNING
METHOD BASED ON PERFORMANCE GROUP WORK TO IMPROVE
STUDENTS' SPEAKING ACHIEVEMENT AT THE
TENTH GRADE IN SMKN 1 GADINGREJO**

(A Thesis)

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2023**

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**Submitted in a partial fulfilment of
The requirements for S-2 Degree**

in

**Master English Education Study Program
Language and Arts Education Department
of Teacher Training and Education Faculty**



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ABSTRACT

DEVELOPING PROCEDURES OF COMMUNITY LANGUAGE LEARNING METHOD BASED ON PERFORMANCE GROUP WORK TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT THE TENTH GRADE IN SMKN 1 GADINGREJO

By:

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The purposes of this study are to identify whether there is a statistically significant different of the students' speaking achievement after they were taught using developing procedures of Community Language Learning (CLL) method based on performance group work, between homogenous and heterogeneous group work and to identify the students' perception about the use of CLL method. This study was quantitative study. In collecting the data, the researcher used Pre Test and Post Test speaking. The subjects of this study were the students at the tenth grade of SMKN 1 Gadingrejo, Pringsewu. The result of this study showed that Sig. (2-tailed) value for both homogenous and heterogeneous class is 0.05 (p 0.000). It means that score of Pre Test and Post Test speaking for both classes in the implementation of this method is significantly different. Then, about the students' perception, both of homogenous and heterogeneous class mostly gave positive perception for five indicators ; confident, difficulties, stress, interest and motivation. This method was recommended to be applied by English teacher because it can improve students' speaking achievement.

Keywords : Community Language Learning, homogenous, heterogenous, perception, group work.

Research Title : **DEVELOPING PROCEDURES OF COMMUNITY LANGUAGE LEARNING METHOD BASED ON PERFORMANCE GROUP WORK TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT THE TENTH GRADE IN SMKN 1 GADINGREJO**

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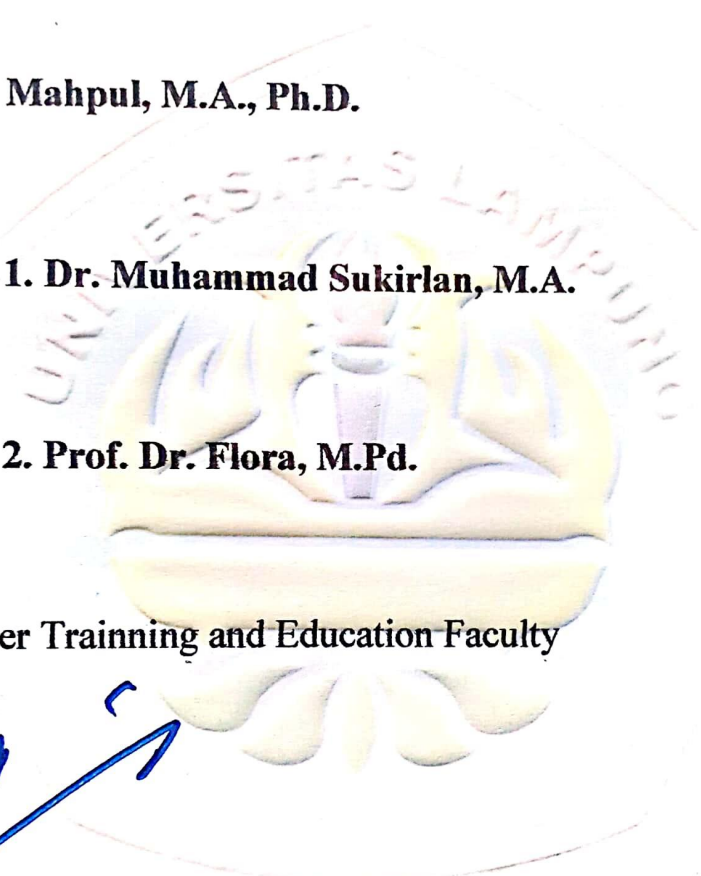
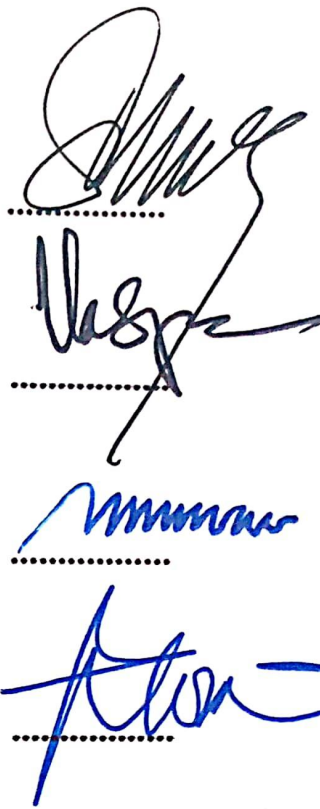
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa :

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CURRICULUM VITAE

Heri Susanto was born in Datar Lebuay, Pulau Panggung, Tanggamus on July 14th. 1986. He is the second child of five children from Mr. Muhroni and Ms. Rohayati. He has one older sister, one younger brother and two younger sisters. His parents are farmers in Ambarawa, Pringsewu, Lampung.

He began his study at SD Negeri 7 Ambarawa, Pringsewu. After he graduated from elementary school in 1998, he continued his study at SMP Negeri 3 Pringsewu in Sumberagung and graduated in 2001. Then, he continued his study at SMU Negeri 2 Pringsewu, in Ambarawa. He graduated in 2004. Furthermore, in 2004 he continued his study in D3 (Diploma three) of English Department Programme in Lampung University and graduated from this Programme in 2007. Then, in 2009, he continued bachelor degree in STKIP PGRI Bandarlampung and graduated in 2011. Next, he extended his study for his Master in English Education Study Program, Lampung University in 2020.

DEDICATION

The writer dedicates this work to:

1. His beloved Parents – Muhroni and Rohayati.
2. His beloved wife Cory Kurniawati and Children – Fatahillah Al Azhar, Falah Sayyid Ibrahim and Muhammad Khoir Al Gaza.
3. His beloved brother and sisters, Siti Aminah, Rahmat Hidayat (Alm), Muji Mualifah, Noni Oktavia Sari and families.
4. His Almamater and Lecturers – University of Lampung.
5. His Friends in Master of English Education Study Program batch 2020.
6. All teachers and staffs in SMK Yasmida Ambarawa and SMK Negeri 1 Gadingrejo Pringsewu Lampung.

MOTTO

“Manusia terkadang suka membuat rumit dari hal yang sederhana, sekedar mengakui bahwa kita kalah, salah, belum sukses, itu sangat rumit, ruwet dan akhirnya kita tidak bahagia”. (*Confucius*).

“Tetaplah menjadi orang baik, yang keberadaannya dicari, kehadirannya dinanti, kepergiannya dirindui, kebajikannya diteladani dan kelak, kematiannya ditangisi”.

(*Heri Susanto*).

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9. His beloved brother and sisters, Siti Aminah, Rahmat Hidayat (Alm), Muji Mualifah, Noni Oktavia Sari and families.
10. His friends in Master Degree of English Department batch 2020. Thank you for the time we had together. I could not find any better friends than you all.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, August, 2023
The Writer

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I. INTRODUCTION

1.1. Background of the problem

Language is a means of communication used to communicate each other by human. Communication can be either orally or in written form. Communication which is done orally is called speaking. Among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language. As we know that English is an international language, people need to learn English, which is used to speak in all over the world like education, bussiness, sport event, and others. Regarding to these reasons, the importance of English as Foreign Language or Second Language, the teaching English foreign language in speaking is very important thing. Richards & Renandya, (2002) as cited in Omposunggu (2018), said that a large percentage of world's language learners study English in order to develop proficiency in speaking. Besides, being able to speak is one of the indicators of mastering the language. Nunan (1995), argues that the important factor of studying language is speaking when the language is a natural language or target language and the achievement is quantified by the skill of language students to complete discussion in the language being

studied. Based on the explanation above, speaking is a crucial skill in communication process, express and give reactions when the students have a discussion and dialogue with others. Through speaking, human can deliver their ideas, feeling, knowledge, opinion or message to other. In addition, Nunan (1999), claims that the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the mastery of a language by seeing whether one can speak the language or not.

In previous study, Ur (1996) as cited by Tuan & Mai (2015), stated that there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. In other study, Pathan (2014), also found the same problems in getting students to talk in the classroom. They felt afraid to make mistakes when they were speaking in the classroom. These problems can be the result in the students having low ability in speaking English. As the English teacher, we must give more opportunities for the students to communicate or speak each other in the class during teaching learning process. It is in order to make students easier in practicing English in communication. One of the way is by Developing Procedures of Community Language Learning (CLL) in learning process.

Community Language Learning (CLL) is called as a ‘humanistic’ methodology which involves psychological aspects with students working together to develop their skills in the language that they want to or have to learn. This method is firstly developed by Curran (1976), and his associates, where the teacher functions as a counselor and the students function as the clients. Curran is a specialist in counseling and a professor of psychology at Loyola University, Chicago.

The previous research, Masbiran & Fauzi (2017), stated that CLL is effective for teaching skills. They applied community language learning into two classes and one class who got community language learning resulted significant effect for their speaking ability. In line with that, Azam (2012), stated that CLL had significant effect for achievement students’ speaking. The result of student’s speaking increase. In other research, Halimah (2014), recommended that the CLL method should be extended for teaching-learning other language skills, such as phonology, conversation skills, interpreting, and drama.

In other research, Samimy & P. Rardin (1994), suggested that some features of a humanistic and learner centered Method such as CLL can be instrumental in creating a less anxiety provoking environment, thereby making language learning more enjoyable and productive. The findings also underscore the effect that negative and positive emotions can have on adult second language acquisition.

Curran does not provide explicitly the Procedures of teaching foreign language through CLL. There are Procedures recommended when teaching-learning using the CLL Method :

- 1) Translation. Learners form a small circle. A learner whisper a message or meaning he or she wants to express, the teacher translate it into (and may interpret it in) the target language and the learners repeat the teacher's translation.
- 2) Group work. Learners may engage in various group tasks, such as small group discussion of topic, preparing a conversation, preparing a summary of a topic for presentation another group, preparing story that will be presented to the teacher and the rest of the class.
- 3) Recording. Students record conversation in the target language.
- 4) Transcription. Students transcribe utterances and conversation they have recorded for practice and analysis linguistic forms.
- 5) Analysis. Students analyze and study transcription of target language sentences in order to focus on particular lexical usage or in the application of particular grammar rules.
- 6) Reflection and observation. Learners reflect and report on their experience of the class, as a class or in a groups. This usually consists of expressions of feelings – sense of one another, reaction to silence concern for something to say and so on.
- 7) Listening. Students listen to a monologue by teacher involve element they might have elicited or overheard in class interaction.

- 8) Free conversation. Students engage in free conversation with teacher or with other learners. This might include discussion of what they learned as well as feeling they had about how they learned.

In other research, Nagaraj (2009), as cited in Mutaqin (2019), stated steps in CLL, as follow :

- a. Group Task
- b. Tape Recording the students' conversation,
- c. Transcribing,
- d. Students' Reflections on the experiences in the learning process,
- e. Listening Reflections,

Those are five types of students' work in CLL's form which is required pupils to be active.

Setiyadi (2020), in the book "Teaching English As A Foreign Language" stated that Language teachers have to develop principle of CLL by considering condition and situation where language learners are learning a foreign language. The Procedures of CLL may be developed in different ways, depending on the culture, the proficiency level, and the classroom setting. One of the Procedures of CLL that the researcher wants to identify deeply is about performing group work.

Usually, in teaching learning process, the teachers divide the students' group randomly. They can use many ways, namely by listing the group member based on their registration students' number, gender, by asking the

students to count the number start from one till ten and repeat it, then the students must remember about their number because it is their group and other. All of the ways are used to divide the group but, actually, the teachers are not unaware that they divide it randomly. Through this research, the researcher will discuss it deeply by developing the Procedures of dividing the group in CLL class.

Brown (2001), as cited by Kasim (2015), stated that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. While Ricards, Platt, & Heidi (1996), as cited by Kasim (2015), defines group work as a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. In this era, the focus of language learning is on communicative competence, rather than linguistic competence; many scholars intensify the key role of communicative competence in language learning which is obtained in groups rather than in an isolated way; in the study of Roseth, Johnson, and Johnson (2008), it was revealed that cooperative goal structures (in comparison with competitive or individualistic goal structures) led to more positive peer relationships and higher achievement. Storch (2005), stated that all students were positive about group and pair work. In line, Christianson and Fisher (1999), found that students gained a deeper understanding of course content in the lab/discussion sessions than lecture sessions.

In previous study, Kasim (2015), stated that the teacher has an important role in guiding group works, in implementing of Group Work in classroom,. The teacher should always look at the group whether it is on the right track or not, make the students focus, intervene them where it is necessary, and monitor their work to improve their learning achievements. In teaching-learning process, English teachers are usual to divide their students into some groups. Davidson (1990), stated when assigning groups, the teacher needs to look at the task that would be given. If the task involves working on a specific skill, Procedures, or set of facts, homogeneous groups are useful. The teacher will then be able to address the low-ability students as a group when one of the members raised a question. The teacher will also be able then to have an idea on where the students are weak in collectively as a group and address the matter accordingly. However, when the task involves working on open-ended problem-solving tasks and learning how to communicate, heterogeneous groups are most appropriate. Johnson & Johnson (1994), recommended that for cooperative learning, it is best if heterogeneous groups with diversity in ability, ethnic background, socioeconomic status and gender are formed to maximize learning. In other research, Brandt (1990) stated when a heterogeneous group is formed by achievement, better ranges of improvements are seen rather than random placement of students. In ability grouping, students are grouped in a variety of more flexible ways so that they spend some portion of a school day in heterogeneous groups and some portion in homogeneous groups.

Based on the explanation above, researches about Community Language Learning Method to Improve Students' Speaking Achievement has been well documented, but studies on Developing Procedures of Community Language Learning Method Based On Performance Group Work To Improve Students' Speaking Achievement is very rare. Performance group work in this research that will be developed as one of the procedure of CLL by using Homogenous and Heterogenous group work. As we know that in original procedures of CLL, Curran does not provide explicitly the Procedures of teaching foreign language through this method. So that the researcher focus his research on **Developing Procedures of Community Language Learning Based On Performance Group Work To Improve Students' Speaking Achievement At The Tenth Grade In SMKN 1 Gadingrejo.**

1.2. Limitation of the Problem

It is impossible for the researcher to overcome all the problems of language skills in English learning process and method used, hence, the researcher focused **Developing Procedures of Community Language Learning Based On Performance Group Work To Improve Students' Speaking Achievement In SMKN 1 Gadingrejo.** This research will be conducted to the students at the tenth grade in first semester at SMKN 1 Gadingrejo, Pringsewu – Lampung in Academic Year 2022-2023.

1.3. Formulation of the Research Questions

Based on the research background above, this research can be formulated in the following question:

- 1) Is there statistically significant difference of the students' speaking achievement taught through Developing Procedures of CLL Method Based On Performance Group Work, between homogenous and heterogenous group work?
- 2) How is the students' perception of the implementation Developing Procedures of CLL between the different group of students?

1.4. Objectives of the Research

In relation to the statement of the problem above, the objectives of this research are determined as follow:

- 1) To identify statistically significant different of the students' speaking achievement after taught through Developing Procedures of CLL Method Based On Performance Group Work, between homogenous and heterogenous group work.
- 2) To identify the students' perception of the implementation Developing Procedures of CLL between the different group of students.

1.5. Uses of the Research

In accordance with the objective, these uses are:

1) Theoretically

The result of this research can be one of the references in speaking learning theory.

2) Practically

a) The student

By using Developing Procedures of CLL Method Based On Performance Group Work, It is hoped that the students' speaking achievement can be improved, the students between high and low achievement in speaking English can collaborate in a group, improve their speaking ability in class. They can communicate using English well so that they can communicate fluently, communicatively and collaboratively with their friends. The students will be more active in learning English speaking in the class.

b) The Teacher

It is useful for the English teachers to improve their teaching strategy by using Method and technique, so that the teacher can manage the class well, especially in speaking activities. The English teachers are also expected to innovatively create interesting speaking activities, interesting technique in dividing students in groups, help students to speak and express their mind in the class.

c) The Reader

This study may give some information to the reader about how to learn English speaking and to improve students' speaking achievement in teaching and learning process by developing the Procedures of CLL Method.

d) The Writer

The writer will get new experience and knowledge of learning English speaking in the classroom for the future by using Developing Procedures of CLL Method. He also gets new experience in doing research and Developing Procedures of CLL Method to improve students' speaking achievement.

1.6. Scope of the Research

The scope of this research was focused on **Developing Procedures of CLL Method Based on Performance Group Work To Improve Students' Speaking Achievement**. The data have been taken by researcher to **The Students at The Tenth Grade of SMKN 1 Gadingrejo, Pringsewu – Lampung in Academic Year 2022-2023**.

1.7. Definition of Terms

A. Teaching

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

B. Learning

Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally.

C. Speaking

Speaking is a productive skill in conveying the message from the speaker to the listener.

D. Community Language Learning

Community Language Learning is a teaching method that can be used by teachers and lecturers to develop the confidence of EFL students and to motivate them as well as, in this case, help them to improve their EFL speaking ability. It is called as a 'humanistic' methodology which involves psychological aspects with students working together to develop their skills in the language that they want to or have to learn.

E. Group Work

Brown (2001), stated that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. While Richards & Rodgers (1986), defines group work as a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Davidson

(1990), stated when assigning groups, the teacher needs to look at the task that would be given. If the task involves working on a specific skill, Procedures, or set of facts, homogeneous groups are useful. The teacher will then be able to address the low-ability students as a group when one of the members raised a question. The teacher will also be able then to have an idea on where the students are weak in collectively as a group and address the matter accordingly. However, when the task involves working on open-ended problem-solving tasks and learning how to communicate, heterogeneous groups are most appropriate.

F. Achievement

Travers (1970), stated that achievement is the result of what an individual has learned from some educational experiences. In other research, De Cecco & Crawford (1977), as cited by Tien Rafida (2016), stated that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances.

II. LITERATURE REVIEW

This chapter presents the theories related to the research. It covers a number of aspects, such as review of related literature. This chapter reviews the related literature about definition of Speaking, Teaching Speaking Community Language Learning, Students' Perception and Students' Achievement.

2.1 Review of Previous Research

Speaking English as foreign language is difficult. Bailey in Nunan (1999), stated that speaking is harder than reading, listening, or writing. It is different from reading or writing, speaking happens in real time; usually the person we are talking to is waiting for us to speak right then. We cannot revise what we want to say. We cannot plan all words and sentences what we are going to say. People speak spontaneously.

In previous study, Alharbi (2015), stated that learning to speak English is not an easy task. In line with this, Ghiabi (2014), stated that to be fluency in English speaking, the students needs a lot of practice and strong will-power to keep practicing. But, in fact, there are still many problems for the students to be fluency in speaking. Leong & Ahmadi (2017) stated that English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency,

and comprehension. In related study, Gani, Fajrina & Hanifa (2015), stated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills. Being able to speak English becomes a necessity in order to build social relationship. When the students have been have close social relationship each other in the class, they will enjoy practice their speaking with their friends. Lastly, According to Ur (1996) as cited in Hosni (2014) stated that there are many factors that cause difficulty in speaking, and they areas follows: 1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say. Students have no motive to express themselves. 3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue..

Based on the speaking problems above there were two factors that were mainly the causes of their low scores, namely: 1) problems related to the students' ability to learn Speaking EFL, and 2) problems related to the lecturer's/teacher's ability to teach Speaking EFL. In other research, Arifin (2017), said that the two main factors that cause the emergence of problems in speaking EFL are factors to do with the lecturer and factors to

do with the students. The other research, Alharbi (2015), found three main factors causing the emergence of problems in teaching-learning speaking, namely: (i) the ability of the lecturers in teaching, (ii) the methods used, and (iii) the students don't get enough or make enough opportunities to practice speaking English EFL both inside the classroom and out of it.

For increasing students' speaking skill, teacher can use many approach to be implemented. One of the method is Community Language learning (CLL). This method was developed by Curran (1976) which concern with counselling technique. Brown (2008), stated that the teacher has a role as counselor who helps students in their activity in learning process if the students face difficulties to speak english. For Curran, as was stated by Chimombo (1993), viewed all learning as progressing over five stages paralleling the five stages of human development, via: 1st the first stage is called the embryo, the second stage the fetus, then comes the birth stage followed by adolescence and finally adulthood. In language learning, stage 1 is the stage when the learner (client) knows nothing and totally depends on the teacher (counselor), who knows everything. Then a little bit later she grows up to become an independent learner. In the third stage the learner is increasingly able to say what she wants using her native language with the counselor's help to translate her utterances into the target language. Then there is a basic difference between stages 3 and 4 when the client can present utterances correctly and the counselor's role is only to correct any incorrect utterances and to advise how to make better

utterances. Nagaraj (2009), recommended six steps when teaching-learning using the CLL Method, via: (i) recording the students' speaking, (ii) transcribing the students' speaking, (iii) reflections on the experiences in the learning process, (iv) reflective listening, (v) self-correction and finally (vi) small group tasks.

Azam (2012) stated that achievement of students' speaking ability was increase after implementing CLL in the class. Based on her observation that the students can't express their idea in foreign language and pronounce the words correctly because they were less vocabulary. Halimah (2014), stated that the use of CLL was success in improving students' speaking ability. They enjoyed their lesson more, and were motivated interested and confident during teaching learning process. Fauziyah (2018), suggested that CLL in teaching speaking could be applied and developed by english teacher to have better teaching speaking. In previous study, Halimah (2014), recommended that the CLL method should be extended for teaching-learning other language skills, such as phonology, conversation skills, interpreting, and drama. Curran does not provide explicitly the procedure of teaching foreign language through CLL. There are procedures are recommended when teaching-learning using the CLL Method :

- 1) Translation.
- 2) Group work.
- 3) Recording.

- 4) Transcription.
- 5) Analysis
- 6) Reflection and observation.
- 7) Listening.
- 8) Free conversation.

Setiyadi (2020) as cited in his book “Teaching English As A Foreign Language”, stated that Language teachers have to develop principle of CLL by considering condition and situation where language learners are learning a foreign language. The procedure of CLL may be developed in different ways, depending on the culture, the proficiency level, and the classroom setting. Through this research, the researcher would develop the procedure of CLL based on Group Work to improve students’ speaking achievement.

Burdett & Hestie (2009), stated that group work is a classroom activity in Communicative Language Teaching that creates a setting for peer-to-peer studying; group work involves students with each other in meaningful interaction for improving oral skills. While Richards & Rodgers (1986) defined group work as a learning activity which involves a small group of learners working together. In small group, it is hoped that the students will be more active when they are discussing the task from the teacher. They can practice their speaking with their friends. According to Davidson (1990), stated when assigning groups, the teacher needs to look at the task that would be given. If the task involves working on a specific skill, procedure, or set of facts, homogeneous groups are useful. The teacher will then be able

to address the low-ability students as a group when one of the members raised a question. The teacher will also be able then to have an idea on where the students are weak in collectively as a group and address the matter accordingly. However, when the task involves working on open-ended problem-solving tasks and learning how to communicate, heterogeneous groups are most appropriate. Both homogenous group and heterogenous group can be implemented in teaching learning especially in english learning in order to make the students active in their group. They can practise their english with their friends and teacher as a counselor when the students are facing the problem. In related study, Milrood (2022) , as cited in Cigdemoglu, Kapusuz & Kara (2014), stated that heterogeneous class is the one in which students' levels are different (in knowledge or background, different learning abilities or motivation level, etc.). His research finding stated that homogenous or heterogeneous grouping does not have an impact on the engineering students' understanding of communication systems through CPS (Cooperative Problem Solving) activities, but his study can guide further research towards effective group formation based on purposes. As stated by Jones and Carter (1994), high-ability students working with low-ability peers are usually more helpful to their friends and more active in speaking. We can say that it is heretoregenous because there were the combination students' group work between high-ability and low-ability.

Based on the previous studies, the researcher will propose Thesis focus on **Developing Procedures of Community Language Learning Method Based on Performance Group Work to Improve Student's Speaking Achievement.**

2.2. Speaking

2.2.1. Teaching Speaking

Li (2003) as cited in Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. There are many reasons why speaking is difficult aspect to master for the students, because they do not have enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English. Many of students cannot speak clearly when they talk with foreigner because they don't know how to express what they want to say and how to say that. Because of the importance of speaking, the English teachers teach speaking or include speaking activities in every topic of the lesson is to make the students have better speaking ability. It can be seen in lesson plan that teacher provide some exercises about speaking activities.

2.2.2 The components of speaking

According to Vanderkevent (1990) there are three components in speaking :

a) The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

b) The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign

2.2.3 Aspects of Speaking

Brown (2004) stated that there are five components of speaking concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

For the students, it is needed to arrange the sentence correctly to communicate. It is in line with explanation suggested by Heaton (1978), that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the students use the correct diction to communicate. If the students lack of vocabulary, they cannot communicate effectively or express their ideas both oral and written form. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d) Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a

language. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”.

2.3. Community Language Learning

Community Language Learning (CLL) is the name of method introduced and developed by Curran (1976) and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. Curran did not provide explicitly the procedure of teaching foreign language through CLL. There are some procedures used when teaching-learning using the CLL Method :

- 1) Translation. Learners form a small circle. A learner whisper a message or meaning he or she wants to express, the teacher translate it into (and may interpret it in) the target language and the learners repeat the teacher's translation.

- 2) Group work. Learners may engage in various group tasks, such as small group discussion of topic, preparing a conversation, preparing a summary of a topic for presentation another group, preparing story that will be presented to the teacher and the rest of the class.
- 3) Recording. Students record conversation in the target language.
- 4) Transcription. Students transcribe utterances and conversation they have recorded for practice and analysis linguistic forms.
- 5) Analysis. Students analyze and study transcription of target language sentences in order to focus on particular lexical usage or in the application of particular grammar rules.
- 6) Reflection and observation. Learners reflect and report on their experience of the class, as a class or in a groups. This usually consists of expressions of feelings – sense of one another, reaction to silence concern for something to say and so on.
- 7) Listening. Students listen to a monologue by teacher involve element they might have elicited or overheard in class interaction.
- 8) Free conversation. Students engage in free conversation with teacher or with other learners. This might include discussion of what they learned as well as feeling they had about how they learned.

2.4. Group Work

In grouping work, it is hoped that students can collaborate each other. They will be more active to communicate, discuss the material or case

of the lesson, and task which is given by teacher. Brown (2001) stated that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. While Richards & Rodgers (1986) defines group work as a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. According to Davidson (1990), when assigning groups, the teacher needs to look at the task that would be given. If the task involves working on a specific skill, procedure, or set of facts, homogeneous groups are useful. However, when the task involves working on open-ended problem-solving tasks and learning how to communicate, heterogeneous groups are most appropriate.

Homogenous group means dividing group work based on students with High-high ability and Low-low ability in one group. Whereas heterogenous group means dividing group work based on students with High-low ability in one group.

2.5. Students' Achievement

Algarbel & Dasi (2001), stated that achievement is the competence of a person in relation to a domain of knowledge. Travers (1970), stated that achievement is the result of what an individual has learned from some educational experiences. Additionally, Crawford (1974) stated that achievement is the expectancy of finding satisfaction in mastering

challenging and difficult performances. Through this research, the researcher wants to measure the students speaking achievement after taught by using Developing Procedure of CLL Based on Performance Group Work

2.6. Students' Perception

According to Robinson (2013), asserts that there are five aspects of students' perceptions of treatment, namely various human senses; these include confidence, difficulties, stress, interest, and motivation. Another study, Davidoff (1987), said that perception is the process of organizing and interpreting incoming sensory data to develop an awareness of surroundings and self. Each person is exposed to a variety of stimuli every day that have an impact on their statements.

Here, the researcher details the students' reactions to the CLL teaching approaches to determine the perceptions of the two courses. In this study, the researcher would like to collect the data about Student's Perception about the use of Developing CLL Method based on Performance Group Work both Homogenous and Heterogenous to Improve Students' Speaking Ability.

2.7. The Theoretical Assumption

In this research, the theoretical assumptions is, speaking achievement of the students at SMKN 1 Gadingrejo Pringsewu lampung in academic year 2021-2022, is still low. There are many factors influence it namely, the students feel anxiety to make mistake when they speak in the class because lack of vocabulary, grammar, pronunciation, and accent, little chance to speak in the class, low motivation, Interest and independence, and other. Here, through Developing Procedure of CLL Method Based On Performance Group Work, It will improve students' speaking achievement. The researcher would like to identify the different significant improvement of students' speaking achievement after taught by using Developing Procedure of CLL Method Based On Performance Group Work and how does students' perception after taught by using Developing Procedure of CLL Method Based On Performance Group Work. So, if it has been proven, the teachers can revise and arrange the best way or planning to increase the students' speaking achievement through procedure of CLL method in heterogenous and homogeneous group work.

2.8. The Hypothesis

Setiyadi (2020), the hypothesis in study is statement about the distribution of variable or the relationship between two (or more) variables to be studied. He also defines that hypothesis is a tentative answer to the research question.

The hypothesis of the research are, the use of CLL by Developing Procedure of CLL Based on Performance Group Work improve students' speaking achievement to the students at the tenth grade in SMKN 1 Gadingrejo. In other words, there is different significant of students' speaking achievement before and after taught by using Developing Procedure of CLL Based on Performance Group Work, both Homogenous and Heterogenous Group Work.

There is the first hypothesis presented based on the research questions formulated in this study to answer the first research question, as follows:

H₀ : There is no significant difference in the students' speaking achievement after being taught through Developing Community Language Learning Method based on Performance Group Working, both Homogenous and Heterogenous Group Work..

H₁ : There is significant difference in the students' speaking achievement after being taught through Developing Community Language Learning Method based on Performance Group Working, both Homogenous and Heterogenous Group Work.

The second hypothesis is aimed to answer the second research questions which drawn as follows:

H₂ : Heterogenous group work is better to be implemented in Developing Procedure of CLL Method Based on Performance Group Work than Homogenous Group Work.

III. RESEARCH METHOD

This chapter presents the method used in this study. The research design, the research setting and subject, the research procedure, the data collecting technique, research instruments, and the data analysis techniques are explained below.

3.1. Setting (Time and Place)

The study has been conducted in SMKN 1 Gadingrejo, Pringsewu, Lampung in Academic Year 2022-2023. It is located in Jl. Bulukmanis, Kec. Gadingrejo, Kab. Pringsewu, Lampung. The study was conducted in this school because firstly, it is one of the favorite vocational school in Pringsewu Regency. The next reason is that based on the teacher who teaches in this school, there are still some students who get difficulty to master English speaking well.

The focus of this research is on **Developing Procedures of Community Language Learning Method Based on Performance Group Work to Improve Students' Speaking Achievement.**

3.2. Research Participants

In this research, the population is the students of SMKN 1 Gadingrejo, Pringsewu Lampung, at the tenth grade. The researcher has once meeting in a week. The population of the sample is three classes. Each class consist of 35 students but the students that follow the pre test and post test were 25 students

because the other had activities out of the class. Based on the information from the english teacher, the researcher found the students still get difficulty in speaking English.

3.3. Research Design

This research is quantitative research. The first class is given treatment as homogenous groups work and the second class is given treatment as heterogenous groups work. It was used to measure statistically significant difference of the students speaking achievement after taught through Developing Procedures of CLL Method Based on Performance Group Work..

The design of this research as follow :

Pattern K1 = T1 X1 T2

 K2 = T1 X2 T2

Explanation :

K1 = Class 1

K2 = Class 2

T1 = Pre Test

X1 = Treatment with homogenous group

X2 = Treatment with heterogenous group

T2 = Post Test

In this research design, the researcher used two classes of the students at the tenth grade in SMKN 1 Gading rejo.

3.4 Data Collecting Techniques

The research data were collected through pre test, post test and questionnaire. The objectives of the test will be to find out if there was a significant difference students' speaking achievement after taught through Developing Procedure of CLL Based on Performance Group Working, both Homogenous and Heterogenous Group Work. The test was speaking test to the students. There are some steps in collecting the data :

1. Pre Test

Pre test is used to know the students' background knowledge before treatment. In this pre test, the researcher gives 60 minutes to the students to prepare the dialogue in front of the class. The groups are chosen randomly. Each group consist of two students. The teacher explains what should the students do, what should they present and what aspect of speaking that will be scored. For the researcher, the result of pre test also will be used as consideration to make group of students with low, and high achievement in speaking while giving treatment in the second till fourth meeting.

2. Treatment

After pre test speaking to all sample at first meeting, the researcher continued the research by giving treatment to the sample from the second meeting till the the fourth meeting. It was based on the result of pre test score, between students with low and high achievement. Then, the researcher divided the students into small groups work consist of two

students. The first class was used the treatment as homogenous group work. It mean that the group works consist of student with high-high and low-low students achievement in one group. The second class used heterogenous group. It mean that group work consist of students with mix group or high-low students in one group.

Regarding the explanation above, the researcher would develop procedure of CLL by dividing group work based on the result of pretest score about speaking achievement. Each group consisted of two students. Homogenous group used students with high-high and low-low achievement, while mixed group or Heterogenous group member between students with low-high speaking achievement in one group.

3. Post Test

Post Test was used to identify the students' achievement after treatment. The researcher conducted post test also to measure whether there is improvement the students' speaking achievement and to find out the perception of the students after being given treatment of applying developing procedure of CLL based performance group work, both homogenous and heterogenous group work. The result of this test will be used to answer the research questions number one.

4. Questionnaire

The questionnaire had been given to all classes after post test. It was to investigate the students' perception after being given treatment by

researcher. The questionnaire consisted of 25 questions. This questionnaire was used to answer research question number two.

3.5 Research Instrument

An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and perception possibilities that you establish or develop in advance of the study (Creswell, 2012). The researcher had used the instruments:

1) Speaking scoring rubric

Scoring rubric by Brown (2004)

Aspect of Speaking	Rating Scale	Description
Fluency	1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and Auto biographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range on this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.
	2	Accent is intelligible though often faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word.
	4	Can understand participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker

2) Questionnaire about students' perception

For the second instrument in this research to collect the data, the researcher uses questionnaire to investigate the students' perception in learning english speaking through homogenous and heterogenous group work. It will use Linkert Scale. There were five each person is exposed daily to a variety of stimuli which affect their statements which covers five aspects of perception in perception of students after treatment namely various huamn sense. confidence, difficulties, stress, interest, and motivation which were adopted from questionnaire from Robinson (2001) as follow:

- (1) Strongly disagree (2) Disagree (3) Neither agree nor disagree
(4) Agree (5) Strongly agree

NO	INDICATORS	SCORE					CATEGORIES
		1	2	3	4	5	
1	I enjoy to be member of this group						Interest
2	This activity is very easy						Difficulty
3	I am relaxed in expressing my idea during discussion						Interest
4	I am stressed in expressing my idea during discussion						Stress
5	I feel confident while sharing my idea during discussion						Confident
6	The learning process is very interesting						Interest
7	I am motivated to learn english well through this discussion						Motivation
8	I just keep silent when discussion is running						Difficulty
9	I feel happy to discuss about the lesson with friends						Interest
10	I like to speak with my partner, it motivates me to study hard in learning speaking.						Motivation
11	I feel nervous if I am not in group with my close friends						Difficulty
12	I like to ask my teacher when I feel difficult to understand about the lesson						Difficulty
13	I do not like to study in group discussion						Interest
14	I never practice to speak english in the class because my teacher does not give me opportunity to do it						Difficulty

15	I feel difficult to share my idea in group discussion						Difficult
16	I often give explanation about the lesson/topic given by teacher to my friends						Interest
17	I like to choose my group member by myself						Interest
18	I enjoy to be group member with same gender						Difficulty
19	This activity makes me happy and helps me to have good social relationship with friends						Difficulty
20	I feel difficult to collaborate with passive students						Difficulty
21	I seldom practice my english speaking class						Difficulty
22	My friends give me more time to deliver my opinion about the topic of discussion						Stress
23	I feel shy to share my idea in group						Stress
24	I feel more comfortable to learn english speaking through speech than work in a pair						Confident
25	I get new vocabularies through work in pair						Stress

Adapted from Mahpul (2014).

3.6 Data Analysis

After collecting the data, from pre test and post test by using scoring rubric by Brown (2004), the researcher analyze it uses quantitative analysis. The oral speaking of pre test is used to measure students' speaking achievement before treatment while oral speaking post test is used to measure students' speaking achievement after treatment. In analyzing the data, the researcher uses SPSS statistic version 16. The researcher uses Independent Group T-Test. It is used to measure mean from the homogenous and heterogenous group work. After the teacher gets the data aspect of speaking that will be scored, all of the maximum score are added and then multiplied 4 so the maximum score will be 100. It will be the maximum score for pre and post test speaking. So, the researcher can display the result of pre test and post test in table as follow:

NO	NAME	SCORE OF PRE TEST	SCORE OF POST TEST
1	A	XX	XX
2	B	XX	XX
3	C	XX	XX
4	D	XX	XX
5	E	XX	XX
6	F	XX	XX
7	G	XX	XX
Dst	H	XX	XX

3.7 Research Procedure

The procedure of research that will be implemented by researcher as follow:

1) Determining population of the sample

The population of this research are the students of SMKN 1 Gadingrejo, Pringsewu-Lampung. The sample of this research are students at tenth grade consist of three classes. The first class is control class with random of group work. The second class is as homogenous group and the third class is as heterogenous group.

2) Selecting the material

The material selected is based on the curriculum implemented in SMKN 1 gadingrejo. It about asking and giving information.

3) Administering pre-test speaking

After selecting the material, the researcher explain the aspect of speaking that will be scored by researcher. Next, the researcher gives pre test speaking to students. It is conducted to measure the students' achievement before treatment.

4) Giving treatment

For the next step, the researcher gives treatment to the sample. The treatment will be four meeting in the classes. The material is implemented in learning process by implementing Developing Procedure of CLL Based on Performance Group Work, both Homogenous and Heterogenous Group Work.

5) Conducting post test speaking

After giving treatment, the researcher conduct post test speaking. The students in their group both homogenous and heterogenous group perform in class. The researcher will find the mean score of pre test and post test speaking.

6) Administering questionnaire after treatment

The researcher administer the questionnaire to know the perception of the students after treatment in both of classes.

7) In analyzing the data, the researcher uses SPSS statistic version 16. The formula to analyze is Independent Group T-Test. It is used to measure mean from pre test and post test speaking. Is there statistically significant difference improvement of the students' speaking achievement before and after treatment, between control class and experimental class.

3.8. Validity and Reliability

3.8.1. Validity

In this study, the researcher uses quantitative research. There is three classes as the sample. The validity which used are content validity and construct validity.

a) Content Validity

Content Validity is concerned with whether the test is sufficiently representative and comprehensive for the test. (Setiyadi, 2020) stated about the content validity, the material which is given must be suitable with the curriculum. In this research, the researcher has identified the syllabus of English at the tenth grade in vocational school. The researcher also discusses it with English teacher at sample classes who teaches in SMKN1 Gadingrejo. The material about self identity and family relationship is in that syllabus.

b) Construct Validity

Construct Validity is the extent to which a test measures certain specific characteristic in accordance with the theory of language behaviour and learning. It examines whether the test is actually in line with theory.

3.8.2. Reliability

Setiyadi (2020), stated that Reliability is the consistency of a measuring instrument, or the extent to which the instrument can measure the same subject at different times but shows relatively the same results. Reliability is described statistically using correlation calculations by looking for a coefficient between 0 and 1, if the coefficient is close to 1 then the reliability is high. The table of coefficient reliability as follows:

NO	RANGE	RELIABILITY
1	0.000 – 0.200	Very low reliability
2	0.200 – 0.400	Low reliability
3	0.400 – 0.600	Average reliability
4	0.600 – 0.800	High reliability
5	0.800 – 1.00	Very high reliability

In this study, the reliability of the speaking test is using test-retest, and to compare the two test, that are pretest and post test speaking. For the result of pretest and posttest speaking, inter-rater reliability is used, and to find the reliability coefficient of the correlation between two raters, the researcher will use Cornbach Alpha.

V. CONCLUSION AND SUGGESTION

This chapter is the section on where presents the conclusion of the research findings and suggestions for English teachers who want to try to use **Community Language Learning Method Based On Performance Group Work To Improve Students' Speaking Achievement At The Tenth Grade In SMKN 1 Gadingrejo.**

5.1. Conclusion

For the conclusion, the implementation developing procedures of Community Language Learning/CLL Method in both of the class, homogenous and heterogenous group was positive. There was significant difference between students' pre test and post test both of the class, homogenous and heterogenous class. The study revealed that the heterogenous class performed better on the pre test and post test than the homogenous class. The students with high achievement was probably conducting the majority of the group's thinking and tended to be the leader. But in the homogeneous groups, there wasn't a person as the clear leader. The leader would always try to ask the partner to be active in discussion in group. The students' with high achievement helped the low one, so the students with low achievement feel helped and not ashamed to practice their speaking in class. But, in homogenous class, the students with Low-low achievement are in a group, they difficult to run learning process well. They feel confuse to start the discussion.

About the perception, both homogenous and heterogeneous class mostly give positive perception for Five Indicators of Perception towards the implementation of CLL learning methods. That are Confident, Difficulties, Stress, Interest and Motivation.

5.2. Sugestion

After doing this research, the researcher found some things that need to be considered. For the teacher, it is suggested that :

1. English teachers are recommended to apply Developing Procedures of Community Language Learning/CLL Method Based on Performance Group Work. One of the way to implement it, English teacher can divide the group based on students' score in speaking into Homogenous and Heterogenous group work in teaching speaking.

For further research, it is suggested that:

1. The researcher should be able to share to the students in dividing group/pair, it based on the data of pretest score in order to the researcher get the valid data in treatment until post test.
2. In dividing groups, there are still think that should be considered except the level of speaking achievement that are gender, ethnic background, and so on, in the composition of the group. At this point it may be helpful to revisit the previously quoted (Trotzer : 1989) wise call for "balance" in communication in a group.
3. The researcher should give extra attention to the students because there were many groups work/discuss in the same time.

Finally, those statements above represent the conclusion of this study during the research. Moreover, the suggestion above can be considered to conduct a better further research about Developing Procedures of Community Language Learning/ CLL Method Based on Performance Group Work both Homogenous and Heterogenous Class. In further research, other skill such as writing or reading can also be conducted whether it can be improved with Developing Procedures of Community Language Learning/ CLL Method Based on Performance Group Work both Homogenous and Heterogenous Class.

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