

**INTEGRATING GUIDED LEARNING INTO COMMUNITY LANGUAGE
LEARNING (CLL) PROCEDURE TO IMPROVE STUDENTS' SPEAKING
ACHIEVEMENT**

A Thesis

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2024**

ABSTRACT

INTEGRATING GUIDED LEARNING INTO COMMUNITY LANGUAGE LEARNING (CLL) PROCEDURE TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT

By

Shalsa Shafamarwa

This research aimed to find out the significant difference of speaking between students who are taught through Integrating guided learning into CLL procedure and the original of CLL and the aspect of speaking that improves the most after being taught through integrating guided learning into CLL procedure. The subject of this research was the students of SMAN 15 Bandar Lampung. It took two classes as the sample. First, the experimental class was taught by integrating guided learning into CLL procedure and the control class was taught by using the original of CLL. This research applied the quantitative approach. The data were collected through speaking tests given to the students before and after receiving the treatment. The data on the speaking test of the students were analyzed by using Independent Sample T-Test and Paired Sample T-Test. The result shows that there is a significant difference in the students' speaking achievement after being taught by using integrating guided learning into CLL procedure since the significant result is 0.000. Moreover, the result shows that the vocabulary appears to have the highest improvement compared to the other aspects. In short, Integrating guided learning into CLL procedures can help students speak more fluently and use vocabulary more effectively.

Keywords: *Guided Learning, Community Language Learning, Speaking Achievement*

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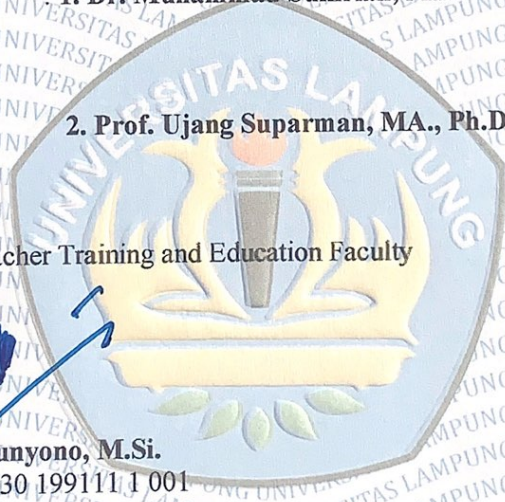
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MOTTO

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِنْ كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ ﴿٧﴾

“And ‘remember’ when your Lord proclaimed, ‘If you are grateful, I will certainly give you more.’”

(QS Ibrahim [14]: 7)

DEDICATION

She dedicates and presents this thesis to:

Her beloved parents:

Hamidin, S.Pd., M.M. and Dewi Indriani, S.Pd.

Her beloved siblings:

Arkan Zanadin Hamid
and Najwa Kamila Fatih

Her almamater:

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I. INTRODUCTION

This chapter presents at elaborating the background of the problem, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

Speaking is one of crucial elements in learning English because it functions to communicate thus, that the students need to master. According to Rao (2019), speaking is one of four basic skills of language and it has a widely important role in daily life, because it is the main skill in communication. It is necessary for the students to be able to speak in a language that they can deliver ideas in a communication properly. Moreover, Brown (1994) states that speaking is an interactive process of creating meaning that involves producing, receiving, and processing information. The structure and meaning of speaking are influenced by the environment in which it is spoken, including the individuals themselves, their common experiences, physical environment, and the audience for which it is intended. When learning to speak, students must be able to master more than just language production skills.

However, it is still difficult for students to be fluent in English. Students must be proficient in English especially in oral communication. On the other hand, many people exhibit their incapacity and constantly stating that they do not want to speak English. It happens because some students find it difficult to talk in front of

the class. Shame, fear of making mistakes, and anxiety when speaking English are a few challenges that students encounter. There are numerous factors affecting learners to speak. Tuan and Mai (2015) claim there are some factors such as motivation, confidence and anxiety are become the issue that should be taken care of by the teacher. Nonetheless, there are several factors involved in speaking failure and causing an acute sense of anxiety while they speak such as lack of vocabularies, improper grammatical, and fears of mistakes (Thornburry, 2005).

Moreover, Horwitz et al. (1986) mention that the highest anxiety-producing experience is speaking in the foreign language. Regarding the statement above, anxiety is the biggest fear in students' speaking achievement due to their limitation of vocabulary mastery that make students do not want to have communication or express their feeling orally. As stated by Yopez (2023) that one of the most difficult aspects of learning a language is expanding one's vocabulary. It is because the lack of vocabulary affects the students to feel anxious (Nurmansyah and Nurmasari, 2018). Having a limited vocabulary can impede effective communication, leading to frustration and self-consciousness during conversations. Hence, vocabulary knowledge significantly impairs EFL students' capacity to communicate in real life. Therefore, students feel shy because they do not know what they want to speak. In directly is not accepted, students' habit to communicate passive in English leads them decreasingly capable of communicating. Thus, it is important to emphasize vocabulary learning strategies in teaching methods and frameworks and highlight the significance of vocabulary instruction in enhancing the oral skills development of EFL learners (Khan et. al, 2018). It becomes the vital role of prioritizing vocabulary learning strategies in learning English.

Ideally, senior high school students should be able to be fluent in speaking, but with certain problem students have not fully achieve the target. There are several methods which can solve students' anxiety. However, in this case, the researcher uses Community Language Learning (CLL) since the method involves psychological aspects as students participate in developing their language skills, whether they are able to learn or not. Firstly, CLL is introduced and developed by Charles A. Curran (1976) a specialist in counselling and professor of psychology at Loyola University, Chicago. However, CLL has a principle which is language Counsellor-Client relationship from counsellor dependency to independence.

According to Nagaraj (2009), CLL promotes teachers to see their students' speaking skills as it facilitates students to have an intellect, connections, feelings, desires, and etc. When practicing a community language, the students decide what needs to be learned and the teacher roles as a facilitator of the learning process. Hence, Community Language Learning (CLL) tries to alter the dynamic between the teacher and the students in order to decrease the anxiety associated in the learning process. The use of the community language learning approach can enable students to express their thoughts in learning process. The first step in putting CLL into practice is to explicitly define the academic task. Next, the students are given an explanation of the framework of CLL.

The main components of the CLL approach are outlined in an instruction document that is provided. The students are encouraged as part of the instructions to explain "why" they reached to the conclusions they did about the solutions. They are additionally advised to pay close attention to what each group member has to say. Experience has taught that those who have the loudest voice or the students

who talk the longest can easily dominate group decision-making. Therefore, it requires that each group member must be given the chance to share their thoughts.

There are several previous studies that discussed CLL. First, Amaniarsih and Darmayanti (2023) revealed that 70% of the total number of students can follow the learning process well and has reached an average score of 70. It means that the implementation of Community Language Learning to teach speaking had proved highly successful. Second, Rakasiwir et al. (2023) proved that students gained confidence when speaking English due to the effects of CLL which means that they become more willing towards using the language in their daily activities. Thus, CLL has a positive effect for making students to be more communicative in speaking English because it makes them feel confident. Third, Masbiran and Fauzi (2017) mention that CLL serves as beneficial approach for teaching skills. They applied community language learning in two classes. Additionally, students who acquired community language learning were having significant improvements in their speaking achievement.

However, there are some weaknesses in implementing CLL in the learning process. The first weakness is from the research result which stated by Halimah (2018). It is found on her study that the teacher felt difficult to get contextual material since the material used was decided by the students themselves. Thus, the students discussed various topics while practicing their speaking which result to the unfocused discussion. In addition, Sari et al. (2020) suggest further researcher who wants to implement CLL to be more motivated to discover the main factors which could create beneficial instructional activity in implementing CLL. In other words, the implementation of CLL should consider students' engagement with the learning

content to make the learning process become more meaningful. Thus, to achieve that goal, it is important for teachers to facilitate students with gradual activities by focusing on one content.

Furthermore, language teachers have to develop the CLL concept by taking into consideration the situations that occur while students are learning a foreign language (Setiyadi, 2020). By having the consideration, teacher may give some guidelines in the form of instruction at the beginning of the process to lower the student's anxiety. In addition, Zainil (2006) mentions that learning English speaking skills should be adjusted contextually so that it can help students mastering the language. Therefore, in the first step of procedure in teaching speaking English, Setiyadi (2020) mentions that the language teacher briefly gives summary about content of the dialogue. It is not translated but equivalent translation of key phrases should be given for the language learners to comprehend the dialogue. Thus, the principle which mentioned before can be used in teaching and learning process. It intends to encourage students to acquire contextual material that will be given. The instruction given can be a guidance from the material or topic will be discussed, so the students have a prior knowledge which can help them to generate ideas or feelings that they will express thus, students' oral communication confidently by having the instruction from the teacher which in the form of commands, illustrations, or statements. Moreover, it also possible to make the discussion more focused as the students will put their attention to the teacher's instruction. The guidance given by the teacher can lead the students to discuss the same topic so the discussion will not go out of the context. Therefore, by giving guidance in the process of implementing CLL may give chance for students to share

ideas in a more focused way while improving speaking fluently, vocabulary, and pronunciation.

Additionally, giving guidance in the practice of speaking English skills can be in the form of brainstorming (Zainil, 2006). The teacher allows students by encouraging the students to express their ideas in simple ways as well as systematically guiding the way they speak. This enables the students to develop their speaking abilities. In this case, teacher provides students with guidance that in line with the learning content to help them in preparing themselves before performing their speaking. Thus, the students' anxiety can be reduced. Prior knowledge helps the students to recall and make use of what they have been taught through a complex network of interrelated information that they bring to the classroom. The prior knowledge and experiences influence the thought of ESL learners in the language classroom and new learning experiences are often constructed based on their prior knowledge (Wenk, 2017).

This critical article argues that considering these CLL characteristics is highly helpful in enhancing the speaking skills of Indonesian secondary school students. This main argument is based on the potential advantages of Community Language Learning for speaking achievement, such as lowering language anxiety, promoting active involvement, and raising self-esteem and confidence. As there are several drawbacks related to the use of CLL, this research offers important solutions to the issues with students' English-speaking achievement by integrating guided learning into CLL procedure.

1.2. Research Questions

Based on the background explained above, it comes into conclusions to formulate the research question below:

1. Is there any significant difference between students who are taught through Integrating guided learning into CLL procedure and the original of CLL?
2. What aspect of speaking improves significantly after being taught through Integrating guided learning into CLL procedure?

1.3. Objectives of the Research

Based on the research questions mentioned in the previous section, the objective of the research is mentioned in the following:

1. To find out the significant differences between students who are taught through Integrating guided learning into CLL procedure and the original of CLL
2. To find out which aspect of speaking that improve the most after being taught through Integrating guided learning into CLL procedure.

1.4. Uses of the Research

Hopefully, this research will be able to bring some expected benefits as follows:

1. Theoretically, the research findings might help support the previous theory about Community Language learning and information task technique.
2. Practically, this research is expected to provide teachers with a new insight that might be taken as a guideline in teaching speaking so that the students could comprehend English texts well and optimize their speaking achievement.

1.5. Scope of the Research

The research investigated the students' speaking achievement through integrating guided learning into CLL procedure and the original of CLL. Based on the *kurikulum merdeka* in senior high school, the researcher implemented the material and test. The material and test were involved based on the syllabus of the *kurikulum merdeka* for the eleventh-grade students of senior high school. However, this research was focused on the guided learning to overcome students' speaking anxiety in terms of CLL procedure.

1.6. Definition of Key Terms

Briefly, the definition of terms in this research could be elaborated as follows:

1. Speaking

Speaking refers to the oral expression of an interactive process of constructing meaning. It covers students' ability to orally communicate their ideas, including giving information, asking questions, and daily life communication skills.

2. Community Language Learning

Community Language Learning (CLL) is a language teaching method which involves psychological aspect and students work together to develop what skill of languages they would like to learn.

3. Guided Learning

Guided learning is an instructional sequence for small groups which is integrated into lessons to provide a bridge between whole-class teaching and independent work. It is direct teaching and it works best when students are acquiring and developing concepts or skills in a subject

II. LITERATURE REVIEW

This chapter discusses by some chapters, those are: Concept of Speaking, Aspects of speaking, Teaching Speaking, Community Language Learning (CLL), Guided Learning, Integrating guided learning into CLL procedure, Theoretical Assumption, and Hypothesis.

2.1. Concept of Speaking

Speaking is the expressive of language to interact with other people (Flucher and Glen, 2003). Speaking is not a simple skill as people think. The majority of speaking involves interacting with one or more individuals, listening to understand how they are feeling, and persuading others to take action. While speaking refers to a skill that in both first and second languages needs equal attention to literary skill (Bygate, 1987). Speaking, then can be seen as a vital tool for interpersonal communication. Bailey (2005) stated that speaking is a productive aural/oral ability that consists of making orderly verbal utterances to convey meaning. Based on the definitions given above, speaking is one of language skills that is frequently used by most people globally to communicate in both formal settings and informal settings. The purpose of speaking is to convey meaning, which involves creating, receiving, and processing data that can help two people understand one another when they are communicating. In other words, speaking can be viewed as an interactive method of information delivery. People cannot readily communicate

with others without understanding a variety of vocabulary, grammar rules, and pronunciation.

If both people speak in the same language, they can easily understand each other and communicate about its intended meaning. It may be challenging for both people to communicate when a foreigner lives in a country and tries to speak with a native, since their languages are different. First, it is possible that a foreigner and a native speaker converse by gesturing to each other. From the definition, it is clear that speaking is both a talent with a significant role in a language and a quick technique to gain up a new language.

2.2. Aspects of Speaking

According to Harris (1974), there are five components which are generally recognized in analyzing speaking, as follows:

1. Pronunciation

Pronunciation involves the segmental aspects of vowels, consonants, and other sounds, intonation patterns, emphasis. Pronunciation is a way to ensure sound is generated. In the process of communication, one has to properly pronounce and produce the words in spoken inside of an intent to miscommunicate

2. Grammar

Grammar guides us on how to use words, or more specifically, how to use them appropriately and choose the suitable words for each context. We have to understand some concepts and guidelines that constitute generative grammar.

3. Vocabulary

Vocabulary is one of the elements in language that a person needs master in order to talk or write something. The acquisition of a mastering vocabulary is crucial

for effectively using a second language since without a good vocabulary, students will be unable to put the structures and functions students have acquired for effective communication to use. It means that mastering a language is one of the crucial aspects of communicating.

4. Fluency

The best way to develop fluency is probably to let the air stream of speech follow you as some parts of it go beyond what you can understand.

5. Comprehension

Speaking effectively involves understanding not only how to use certain language components, such as grammar, pronunciation, vocabulary, and fluency, but also when, why, and how to utilize them. Those are five components that should be fulfilled by the students to be mastered in speaking achievement.

2.3. Teaching Speaking

The teaching method is defined in terms of sequential and general set of classroom standards to achieve language objectives (Setiyadi, et al., 2018). Several students are unable to communicate appropriately with foreigners since they do not know how to explain what they want to say and how to say it. Since speaking is important, English teachers teach speaking or provide speaking activities in each subject of the lesson in order to assist students in improving their speaking abilities. As it can be seen on the procedure of integrating guided learning into CLL procedure in teaching speaking. There are five principles in teaching of speaking context (Nunan, 2003):

1. In the context of learning, recognize the difference between a second language and a foreign language.

2. Allow students to practice each of fluency and accuracy.
3. Employ group or pair work to provide students with opportunities to speak freely.
4. The plain-speaking task requires negotiation of meaning.
5. Teaching and practice of both transactional and interactional speaking are included in design class activities.

2.4. Community Language Learning (CLL)

Community Language Learning is a method which is introduced by Charles A Curran and his associated. He is a professor of psychology and a counsellor at Loyola University of Chicago, Community Language Learning (CLL) is developed for the first time in 1961. According to Prabhavanthy (2012), students can acquire the target language through the community language learning method. The students are able to communicate in English and when they are having trouble in saying certain words or phrases, they can ask the teacher for guidance. So, the students are able to continue their speaking until they are proficient in English, the teacher roles as a learning facilitator. The community language learning approach had an impact on speaking abilities, in accordance with several recent research. Halimah (2018) CLL method can reduce students' anxiety during the teaching-learning process for EFL speaking. In addition, Richards asserts (1986) The Community Language Learning (CLL) method entails counselling techniques, and the teacher acts as a counsellor who assists the students in all aspects of the learning process if they have any difficulties speaking English. In line with the theory from Freeman (2000:128–129), "the teacher facilitates communication in the classroom. His principal purpose in this role is to create circumstances that are likely to encourage conversation. Students are communicators first and foremost.

The researcher uses some procedures of teaching CLL which is adapted from Stevick's work (1980:149):

1. Recording

Since they were not able to remember the whole statement, the students recorded it in component parts. The teacher spoke a part of the expressions and they spoke the part and recorded it. By doing so, the tape was fully composed of the student's voices and was totally in the target language.

2. Reflection: Listening to the tape and writing the conversation down

Students and teacher then listened to the audio twice, once without interruption and once stopping after each statement. The teacher and students then replayed the recording, and the students wrote comments on the white board. The students provided an English literal translation alongside the Indonesian. The teacher did not allow the students to make a duplicate of the written expression.

3. Discrimination

The teacher then explained the statement and asked students not to read the written terms on the white board. The entire passage is read three times by the teacher. First, the teacher read each word aloud and actually translated it into English. Second, the reading is active and read loudly as if it is a discussion. Third, reading in a cheerful and enthusiastic tone of voice is excellent. The students are divided into groups which consist of three persons and instructed to create their own sentences in English based on the sentences they have learned.

4. Reflection

The teacher informs students that they will be conversing in English for a few minutes. There will be no questions or answer between the teacher and students

because it is a monologue. There is a long silence after the speech, and the students begin to tell what the teacher said. The teacher confirmed or rejected what the students assumed.

2.5. Guided Learning

Guided learning is an instructional sequence for small groups which is integrated into lessons to provide a bridge between whole-class teaching and independent work. It is direct teaching and works best when students are acquiring and developing concepts or skills in a subject. It can also be used to consolidate and refine skills and understanding (Britain, 2004). Guided learning enables teachers to support and challenge students by intervening in a sustained and proactive way at the point of learning, as students read, write, talk, design, plan, make or practise. It helps to develop personalised learning since it is a means of tailoring teaching and learning to the needs of individual students. It does this by grouping students to provide structured support and challenge inside or outside normal lessons to address aspects of progress and specific needs.

Guided learning builds students' directions through focused intervention, interaction, and collaboration. In guided learning, the teacher does more than 'listen in', or 'join in'. It is a place where teacher will continue to teach, but are much closer to the students. Guided learning provides students with guided instruction in learning to facilitate student understanding. A major goal of the guided instruction phase in the gradual release of responsibility model is to create an environment for students where they can begin to apply what they are learning (Fisher and Frey, 2008). The instruction is active and interactive in guided learning.

The teacher's intervention to promote effective learning is necessary if guided learning is to be successful. According to Vygotsky, this particular kind of intervention to promote learning is referred to as "mediation". A key aspect of a teacher's role in supporting learning in general and directed learning in particular is the idea of mediation, or intervening. Rodgers (2004) also suggested that "teachers support student's learning by jointly participating in problem solving, focusing the student's attention to the task, and motivating the students". Fisher (2010) examined teachers' actions during small-group guided instruction as they scaffolded students' understanding. Expert teachers use a process that has four components: questions to check for understanding, prompts for cognitive and metacognitive work, cues to alter the learners' attention, and direct explanations. Here are the explanations:

1. Questions to check for understanding

During guided learning, it is crucial to ask questions to ensure understanding. The purpose of understanding-testing questions is to help teachers measure how well their prior lessons have been retained. The purpose of the questioning is important because it is not automatically included within this category merely because there is a punctuation mark. In other circumstances, questions serve as guides for learners and are more appropriately referred to as prompts. While a teacher asks a question to evaluate a student's understanding, the student's response reminds the teacher of what the student has learned and is unaware of (Cazden, 2001).

2. Prompts for cognitive and metacognitive work

Models, templates, and frames are used by the researcher as prompts. Some exercises required students to build knowledge using a framework that was made

especially for them. Examples of this include studying authors and employing mentor texts to comprehend and imitate their speaking (Corden, 2007).

3. Cues to alter the learners' attention

The teacher can draw the learner's focus to an aspect of information that will aid them in solving a problem or attract attention to an error or misunderstanding by employing cues. Teachers utilized a variety of cues, including visual, verbal, gestural, physical, and environmental. The researcher utilizes visual cues such as illustrations or pictures. Students frequently simply neglect the visual information, but pointing it out to them develops understanding. The following visual cues were employed by the teachers in this study to assist with their students' learning.

4. Direct explanations

Teachers provided students specific information in the form of explanations and models when questions revealed a lack of understanding and prompts and cues did not solve the problem. As stated by Thompson (2009), "Giving explanations, examples, or the answer; explaining the answer; connecting previous discussion; posing a leading question for the student; and planning what the student should do next".

2.6. Integrating guided learning into CLL procedure

The table below are the differences between the procedure of teaching English by using original of CLL and Modified CLL through guided learning.

No.	Community Language Learning (CLL)	Integrating Guided Learning into CLL Procedure
1.	-	Showing picture (Visual Cues guideline)
2.	Recording	Recording
3.	Listening to the tape	Listening to the tape
4.	Writing the conversation	Writing the conversation
5.	Passive listening and writing sentences	Passive listening and writing sentences inserted explanation and giving example. (Direct Explanation and Question to check for understanding guideline)
6.	-	Giving some vocabularies that will be explained. (Prompts for cognitive and metacognitive work guideline)
7.	Reflection	Reflection

Regarding to the table above, there are differences between the procedure of teaching CLL from Stevick and the modified CLL through guided learning. Here are the explanations from the table above:

1. Showing picture

In this step the researcher uses visual cues as a guideline. It guides the student's focus into an object material that will help the student in solving a problem or outlining a mistake or confusion (Hu and Goodale, 2000) The teacher uses picture as a cues guideline in order to lead students' prior knowledge. Since the teacher will teach descriptive text, it contains of present tense. In addition, on the part of speech the teacher will be more focus on adjective.

2. Recording

In this step the teacher asked the students to record the expressions as chunks since they are unable to remember an entire expression. The teacher speaks a part of the expression, and the students record it. Hence, the recording is entirely composed of the students' voices and it entirely to the target language.

3. Listening to the tape

After recording about the chunks, the students will listen the recorder twice. The first record will be played without interruption, then the second record will be stopping after each sentence, in order to recall the general meaning of the sentences.

4. Writing the conversation

After listening the tape recording the teacher and students play the record while the teacher writes down on the whiteboard. Therefore, the teacher translated the Indonesian expression into English.

5. Passive listening and writing sentences inserted explanation and giving example.

After listening and writing the record, the teacher provides explanation and giving example as the guideline on this procedure. Moreover, the teacher will ask to make a group which consists of 4 students in each then, the teacher will explain the material about linguistic and structure in descriptive text. Since the teacher will teach descriptive text, it contains of present tense. In addition, the part of speech that will be taught by the teacher will be more focus on adjective. Thus, the students will have some input about the material, it can help them to be more independent in speaking English since they understand about topic that they want to deliver in oral form (Thomson, 2009).

6. Giving some vocabularies that will be explained

The teacher will use prompting using models, templates, and frames guideline. After providing some input about the material explained, the students will create some sentences relying on the vocabulary provided by the teacher (Corden, 2007).

The vocabulary offered as insight is intended to assist them in investigating their prior knowledge.

7. Reflection

In this phase, the students can deliver their ideas about the topic given independently because they have some input about descriptive text.

2.7. Theoretical Assumption

CLL can be utilized in building students speaking achievement from dependent to independent. While the procedures of CLL is going on due to the learning process of teaching and learning speaking it makes anxious students who struggle in expressing ideas become independent, and thus they are able to express their own ideas in speaking without being anxious. Furthermore, since they have prior knowledge as an input of the material that they have learned along the procedure of teaching and learning through CLL, students can freely offer ideas. However, the teacher also gives some guidelines while the procedures of CLL in the teaching and process.

There are three kinds of guideline that the researcher will apply in this research such as visual cues, Providing Direct Explanations and Modelling, and Prompting Using Models, Templates, and Frames. Regarding to the integrating of guided learning into CLL procedure, there will be significant improvement in students' speaking achievement. The researcher will identify the significant difference between students who are taught by using the principle of CLL and those who are taught by using the modified with guided learning in addition, the

researcher will define the most aspect of speaking which improves the most after being taught by using the integrating guided learning into CLL procedure.

2.8. Hypothesis

There is a hypothesis related to the research questions, which is:

1. There is a significant difference of students' achievement in speaking achievement between those who are taught by integrating guided learning into CLL procedure and those who are taught through original CLL.

Therefore, the theories that have been discussed in this chapter are concept of speaking, aspects of speaking, teaching speaking, concept of CLL, integrating guided learning into CLL procedure, theoretical assumption, and hypotheses.

III. METHOD

In this chapter, the researcher discusses the research methodology covering design, variables, setting of the research, data source, instruments, validity and reliability, data collecting technique, data analysis, and hypothesis testing.

3.1. Design

The researcher used quantitative design in which this research was utilized true experiment in order to see the significant difference of students' speaking achievement after being taught by integrating guided learning into CLL procedure. In this research, there were two groups which were experimental group and control group. Therefore, in the experimental group the students were given treatment by integrating Guided Learning into CLL procedure. In addition, the control group were with the original of CLL. The researcher used *Independent Group T-test* to analyze the data of the first research question as this study, it aimed to compare the result from control and experimental group after receiving the treatments. Moreover, to answer the second research question the researcher used *Paired-Sample T-test* in order to measure the aspect of speaking which improved the most. The research design presented as follows:

G1: T1 X T2

G2: T1 O T2

Notes:

G1 : Experimental group

G2 : Control Group

T1 : Pretest

T2 : Posttest

X : treatments (Modified CLL)

O : treatments (Original CLL)

3.2. Variables

The research variable was employed to assess the dependent variable, which is assessed in order to collect the necessary relevant data customer and reach a conclusion (Sugiyono, 2018). In this research there are three variables, as follows:

1. Students' speaking achievement as dependent variable (Y).
2. Integrating CLL with Guided Learning and original as independent variable (X_1).

3.3. Setting of the Research

The research was conducted in SMAN 16 Bandar Lampung. In this research, the researcher used two classes as the sample. The first sample was control class which were taught using the original of CLL on the other hand, the experimental class was taught using the integrating of CLL with guided learning. It was applied once a week for each class.

3.4. Data source

In this research, the population was the eleventh-grade students of SMAN 16 Bandar Lampung. The researcher gained the sample by using purposive sampling. The population of the sample was two classes, the first class was X science 1 as a control class which consist of 30 students and the second class was X science 3 as the experimental class which consist of 32 students. The first class

was taught by integrating guided learning into CLL procedure on the other hand, the second class were taught by using the original of CLL.

3.5. Instrument

The aim of this research was to find out the students' speaking achievement by giving some speaking test to the students. There were pre-test and post-test in spite of the speaking test, it recognized the significant difference in the students' speaking due to the integrating guided learning into CLL procedure and the original of CLL. There were two tests, the first was the pre-test. It was to investigate the students' speaking achievement before giving the treatment. Second, the post-test was conducted after giving the treatments.

1. Pre-test

This was administered to examine whether the students background knowledge before applying the treatments. The pre-test was taken to assess the ability of the students before implementing the integration of guided learning into CLL procedure in experimental class and the original of CLL in control class. In addition, the pre-test was given to the students on the first meeting.

2. Post-test

After delivering the treatment, a post-test was administered in order to explore students' speaking achievement in both classes. This test indicated the level of students' speaking achievement and showed how they intended to perform after delivering the treatment.

3.6. Validity and Reliability

In the terms of fulfilling the criteria of a good test which should be considered of validity and reliability.

1. *Validity of the test*

The validity of instrument is depended on how accurately it measures what is intended to be measured (Setiyadi, 2018). The content validity of the tests is concerned with whether it is adequately representative and comprehensive for the test.

a. *Content validity*

The content validity of the test is concerned with whether it is adequately representative and comprehensive for the test (Setiyadi, 2018). It refers to the measure in which the test defined a representative sample of the subject matter material. The quality of the sample, rather than the form of the examination, reflected the focus on content validity. The researcher will identify the syllabus from *kurikulum merdeka* of English subject at the eleventh grade in Senior High School. In addition, the researcher will discuss with the English teacher regarding to the sample of the research in SMAN 16 Bandar Lampung.

b. *Construct Validity*

According to Hatch and Farhady (1982), validity explains which instrument measures the particular skill or objectives which are intended to be measured and appropriate with the criteria. Since it intends to measure the validity of the student's ability for speaking is appropriate, there should be evidence to support the assessment has been conducted. It is realized by considering construct validity whereas determine the result of validity. In this research, speaking

achievement towards CLL was investigated. The pre- and post-tests for speaking were administered to use CLL. In short, the methods employed in this research fulfill the criteria of validity. The researcher used the table checklist in order to measure the content and construct validity.

2. *Reliability of the test*

Setiyadi (2006) states that reliability is consistency of measurement. The researcher used inter-rater reliability to ensure the accuracy of the results and avoid subjectivity in the research. When the test score is independently assessed by two or more examiners or raters thus, inter-rater reliability was implemented. In this case, the researcher worked as the first rater while an English teacher from SMA Negeri 16 in Bandar Lampung as the second rater. It makes that both raters utilize the same scoring criteria before assessing the students' speaking achievement. Hence, the first and the second-rater use scoring criteria conducted from (Gronlund and Waugh, 2009) to measure how reliable the scoring is, this research used inter-rater reliability. Finding the coefficient of the scores between two raters, the researcher was examined the coefficient value by seeing the standard of reliability proposed by Setiyadi (2018):

1. A very low reliability has a range from 0.00 to 0.19.
2. A low reliability has a range from 0.20 to 0.39.
3. An average reliability has a range from 0.40 to 0.59.
4. A high reliability has a range from 0.60 to 0.79.
5. A very high reliability has a range from 0.80 to 0.100.

In this research, the researcher had already calculated the reliability. Regarding to the consideration above, the standard that should be achieved is high reliability so it can be concluded the correlation coefficient should be higher than 0.60. The result of this research was presented below:

Tabel 3. 1 Reliability of Pre-Test

			rater1	rater2
Spearman's rho	rater1	Correlation Coefficient	1.000	.654**
		Sig. (2-tailed)	.	.000
		N	30	30
	rater2	Correlation Coefficient	.654**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based to the table 4, there is a significant between the score from rater 1 and rater 2 of the pre-test since the significant values of the pretest is 0.000 with the correlation coefficient is 0.654. Thus, the reliability of the pre-test is high, since the coefficient is higher than 0.600 (Setiyadi, 2018). In addition, the result from the Reliability of Post-Test, as follows:

Tabel 3. 2 Reliability of Post-Test

			rater1	rater2
Spearman's rho	rater1	Correlation Coefficient	1.000	.741**
		Sig. (2-tailed)	.	.000
		N	30	30
	rater2	Correlation Coefficient	.741**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Therefore, the table 2 shows the correlation coefficient of the post test is 0.741, which means the score is higher than 0.600. Thus, it considers as a high reliability. In brief, there is a significant between the score from rater 1 and rater 2 of the post-test in control class.

3.7. Data collecting technique

1. Determining the subject of the research

The population of this research is all students of the second grade of SMAN 16 Bandar Lampung in the second semester of 2022/2023 academic year whereas the sample in this research are two classes of eleventh grade students in SMAN 16 Bandar Lampung.

2. Deciding the material of the research

The material is based on *kurikulum merdeka* for the eleventh-grade students in senior high school. The researcher will select some sample of descriptive text from English books and internet.

3. Administering the pre-test

The researcher administers the pre-test before treatment it intends to know the students' background knowledge. The pre-test was tested through the speaking test about descriptive text. The researcher gives 60 minutes to the students to prepare the dialogue in front of the class.

4. Giving treatment

In this research, there are two treatments to be applied in the different class. The first treatment was given through the original of CLL. Therefore, the second treatment was for the experimental class which was teaching CLL

through guided learning. The treatment was conducted in three times within 90 minutes for each meeting.

5. Administering the Post-test

The post-test was given in order to identify the significant improvement of students' speaking achievement after giving the treatment. The post-test was tested through the speaking test. The topic was tested is descriptive text. Whereas, the researcher given 60 minutes for students to prepare the dialogue spoken in front of the class.

3.8. Data Analysis

The students' scores were computed in teaching speaking by demonstrating in front of the class as follows:

1. Scoring the tests by using inter-rater.
2. Tabulating the result of the test and calculating all of the score.

The researcher used SPSS 26 to calculate the scores. Moreover, the researcher calculates students' scores in pre-test and post-test from control and experimental classes by using *Independent Sample T-Test* to answer the first research question whether there is any significant difference of students' speaking achievement between those are taught through Integrating guided learning into CLL procedure and the original of CLL. In addition, to answer the second research question the researcher was analyze the students' score in each aspect of speaking from control and experimental class by using *Paired-Sample T-Test*. Thus, the second research question about which aspect of speaking improves significantly in experimental and control classes

3. Composing a discussion regarding to the result.
4. Drawing the conclusion. The conclusion is developed from the result of statistical computerization that is Control Group Pre-test Post-test Design in SPSS 26.

3.9. Data Treatment

Though examining the hypotheses using the Independent Group T-test, three basic assumptions require to be fulfilled, they are:

1. The data are interval.
2. The data are taken from a random sample in a population (non-absolute).
3. The data are distributed normally.

3.9.1. Normality Test

The normality of the test has the main goal in order to know the data will be distributed normally or not. In determining the value of the normality test, the researcher applied *Saphiro Wilk* to analyze the data. The formula will be explained below:

H_0 : The distribution of the data is not normal.

H_1 : The distribution of the data is normal.

The level of significance is 0.05, weather H_0 is accepted if the result of the normality is higher than 0.05 ($sign > 0.05$). Thus, the result of Normality in this research are shown as follows:

Tabel 3. 3 Normality of The Test

Result	Class	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Pretest Experiment	.117	30	.200*	.953	30	.206
	Posttest Experiment	.164	30	.038	.942	30	.104
	Pretest control	.121	30	.200*	.937	30	.076
	Posttest control	.117	30	.200*	.941	30	.096

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As it can be seen on table 3.7, the data are distributed normally since the values of normality in experimental class are 0.206 for the pre-test and 0.104 for the post-test. Therefore, in control class the values of normality in pre-test and post-test are 0.76 and 0.96. It means the data are distributed normally in both test of the control class. In brief, H_1 is accepted since the significant of both classes are higher than 0.05.

3.9.2. Homogeneity Test

In analyzing the data, a homogeneity test needs to be conducted. The purpose of this test is to assess the similarity of the two classes' distribution in each class. Below are the hypotheses:

H_0 : The data is taken from two samples in the same variances (homogeneous).

H_1 : The data is not taken from two samples with the same variances (homogeneous).

If the significant level of test is higher than 0.05 it implies the alternative hypothesis (H_1) is accepted. After analyzing the data, the result is explained below:

Tabel 3. 4 Homogeneity of The Test

		Levene			
		Statistic	df1	df2	Sig.
Result	Based on Mean	.078	1	58	.781
	Based on Median	.034	1	58	.854
	Based on Median and with adjusted df	.034	1	57.974	.854
	Based on trimmed mean	.094	1	58	.760

Table 3.4 indicates that the result of homogeneity test is 0.781 which means that the significant is higher than 0.05. In Brief, the H_1 hypothesis is accepted.

3.10. Hypothesis Testing

The hypothesis in this study was examined at a significance level of 0.05, and if $\text{Sig} < \alpha$, or the level of significance is lower than 0.05 ($p < 0.05$), the hypothesis is accepted. It shows that there is only a 5% chance that the hypothesis is in error. The null hypothesis will be rejected if the p-value is less than 0.05 and reversed. SPSS Statistics Data 26 was applied to prove the hypothesis's quantitative data.

The hypothesis was examined by using *Independent Groups T-Test* to determine whether students taught by integrating guided learning into CLL procedure and those taught using the original of CLL have significant differences in their achievement in speaking.

V. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

In conclusion, there is a significant difference between students taught with the integrating guided learning into CLL procedure and the original of CLL. The integrating guided learning into CLL procedure, inserting some guided learning into the procedure of CLL are able to make students being independent in speaking. Therefore, the guideline from visual cues, direct explanation and question to check for understanding, and prompts for cognitive and metacognitive work are suggested to apply in CLL procedures. Integrating guided learning into CLL procedure has the potential to produce a lot the advantageous for improving speaking within their community. Moreover, by reducing stress and exhaustion, it facilitated students in understanding and increasing the vocabulary that the subject learned in the teaching and learning process. Briefly, students are independent in speaking without any hesitation because the English ability is improving.

5.2. Suggestions

1. Suggestion for the teacher

It is advised that English teachers apply integrating guided learning into CLL procedure in teaching speaking to decrease students' anxiety. Since CLL involves psychological aspects which make students learn without pressure. It is

because in the procedure of CLL, the teacher having various steps to assist students speaking from dependent to independent. Moreover, the teacher may integrate some guideline in the procedure of CLL to make the learning process in line with the topic discussed so, the students can pay more attention to the teacher's instructions, which can assist in focusing the discussion. To preserve the conversation within the context, the teacher's guidance can encourage students to engage in discussion regarding to the topic.

Moreover, the effectiveness of the CLL method depended on the teacher's competence in implementing guidelines in each stage of CLL such as the effectivity of the teacher in translating talks and managing the classroom and effective utilization of the time provided. Therefore, teachers should develop strategies for effective time management to maximize the utilization of the allocated class time. It may involve planning and structuring CLL sessions to ensure that each stage is efficiently executed within the given timeframe.

2. Suggestion for The Further Researcher

In this study, the researchers encountered limitation in analyzing the data. Based on the weakness on this research, the researcher propose that the further researchers are able to explore into more specific reasons of students' anxiety in speaking. Hence, the researcher suggests for employing qualitative methods to describe it. Moreover, for the further researcher it is necessary to pay more attention to the students' grammar since in this research, the researcher not really concerns to the grammar used.

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