



**THE EFFECTIVENESS OF USING
COMMUNITY LANGUAGE LEARNING (CLL)
TO IMPROVE STUDENTS' MASTERY OF SPEAKING SKILL
FOR TRANSACTIONAL CONVERSATION**

**(An Experimental Study of the Eighth Grade Students
of MTs Miftahul Ulum Tambakromo in the Academic Year of 2010/2011)**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
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PERNYATAAN

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi / Tugas Akhir /Final Project yang berjudul:

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Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakbenaran, saya bersedia menerima akibatnya.

Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang,

Yang membuat pernyataan

TRI YULIANA PUSPITASARI

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MOTTO AND DEDICATION

A JACK OF ALL TRADES IS MASTER OF NONE.

A ROLLING STONE GATHERS NO MOSS.

(CECILIA G.SAMEKTO)



Dedicated to:

My parents Suparno and Suciati

My sisters Indah and Ari

My beloved Faris

My extended family

My friends in “Salma Kos”

My friends of English Department ‘07

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ABSTRACT

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Key words: community language learning, speaking skill, transactional conversation, experimental study.

This final project is based on research which attempts to examine the effectiveness of using Community Language Learning (CLL) to Improve Students' mastery of Speaking Skill for Transactional Conversation. In doing this research, I used tests which concerned in speaking. In this pre-experimental research, the subjects of the research were the eighth grade students of MTs Mifathul Ulum Tambakromo in the academic year of 2010/2011. There was one class of students participated in this research. They were students of VIII A as an experimental group. The experimental group was given different treatments by using CLL and conventional method.

There were four meetings for the experimental group. One meeting was for a pre-test, two meetings were for treatments using CLL method and one meeting for a post-test of CLL. The data collected were analyzed, and the statistical analysis of the results showed that the average of a pre-test for the experimental group was 66.11. After the experimental group was given treatments using CLL, the score of the group increased, in which mean of the experimental group using CLL method was 71.05. The improvement of the post-test in the experimental group after receiving treatment using CLL method was 4.94.

The result of applying t-test based on the difference of two means revealed that obtained value (8.8) was higher than t-table value for $\alpha = 5\%$ and $df = 74$ (2.03). It means that there was a significant difference difference in speaking for transactional conversation ability between the pre-test and post-test of the students who were taught using CLL. Results indicate that in the end, CLL method is an effective technique to improve students' ability in speaking for transactional conversation. It is suggested to the teachers to apply the method as one of alternative teaching methods in speaking class.

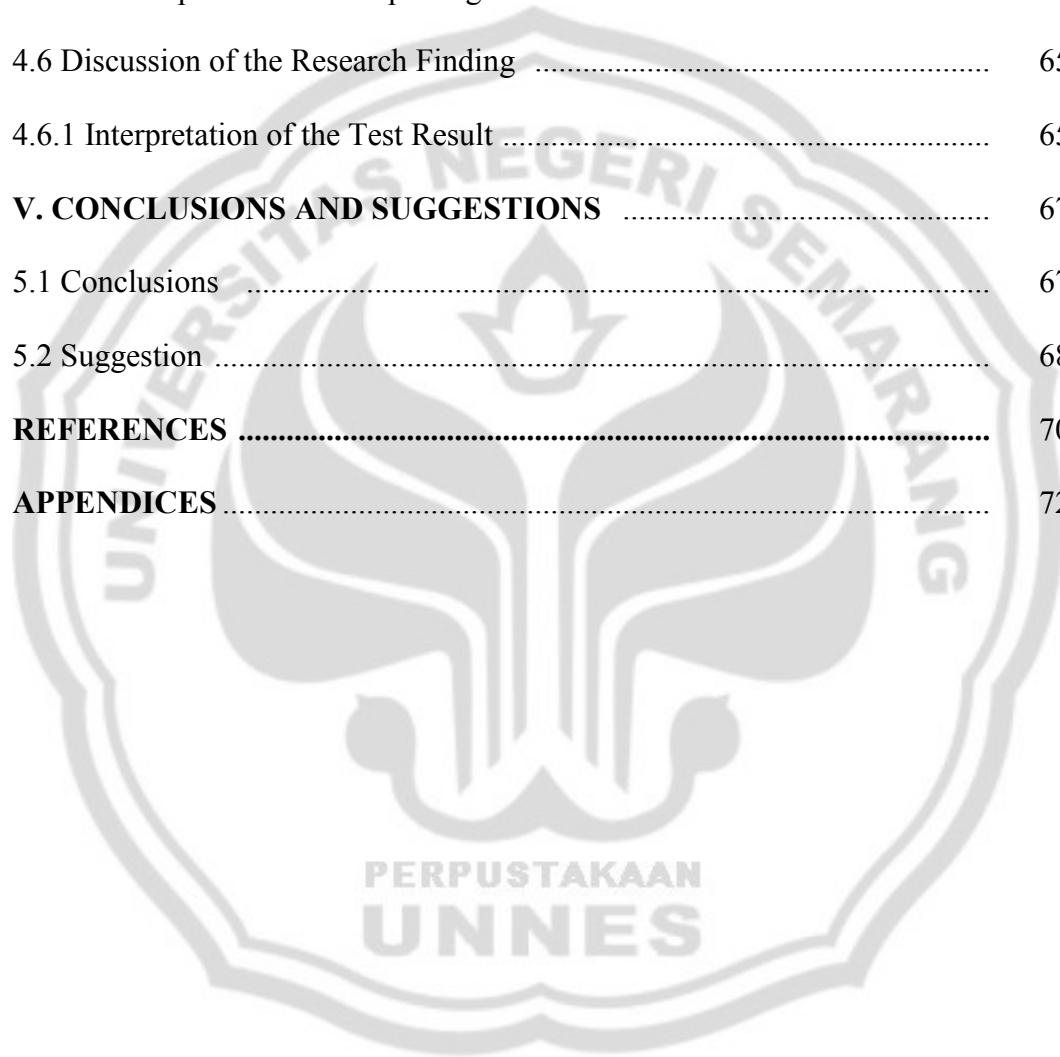
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CHAPTER I

INTRODUCTION

This chapter consists of background of the research, reasons for choosing the topic, statement of the problem, objective of the research, significance of the research, hypotheses, and outline of the research report.

1.1 Background of the Research

Men in the world have many differences with others such as cultures, genders, races, languages, etc. One of the differences which has an important part in a society is a language. It is very important because we as social beings always need a language to communicate to each other. Richards et al (1986:130) state that “a language is viewed as a vehicle or tool for communicating messages and meaning.” So we can conclude that the medium to make a communication is a language. Language is not only used for communication in everyday life but also used in education, science, and research. In other words, a language plays a key in relationship among human being.

In my experience, a language is the most important thing as the medium in human communication because without a language we cannot convey our feeling, ideas, and thought with another easily although there is another way to communicate with others that is by using signs or gestures as media in communication.

In the globalization era, a language has an important role in the world that becomes the most important thing in communication. There are so many languages that exist in the world but not all of people can master all of those languages. We are demanded to acquire more than one foreign language since the native language cannot be used to communicate with other people around the world; it means that our native language is not an international language.

English is one of international languages which has an important part for most people around the world. Because the position of English as a foreign language in the world is important for communication and also has a crucial role in almost every field, such as social, economic, politic, and education, it is chosen as one of the subjects taught in schools by Indonesian government. The government also hopes that it can be more easily to make channel of communication with the global community.

English in Indonesia has been taught from elementary schools up to universities as a foreign language. But the facts show that many students who have learnt English are still unable to apply it in oral practice. The government should take a look at several factors that obstacle the qualities in education, such as student's factors (desire, willingness and motivation), teacher's factors (technique, media, teaching skill, etc), relevant curriculum and other possible factors.

Based on *KTSP*, English learning process in Junior High School, especially in MTs, is targeted to enable the students to achieve the functional grade. It facilitates students to communicate writtenly and spokenly in order to

face their daily problems. *Depdiknas* (2006:277) states that English in Junior High School has some objectives as follows:

- a) Developing student's communicative competence in the form of spoken and written to achieve functional literacy level.
- b) Developing students' consciousness about the importance of English to increase nation competitiveness in the global society.
- c) Developing student's comprehension about dependability between languages with culture.

In learning English, we have to have ability to communicate in English either in spoken or written. There are four skills of a language that have to be mastered; they are listening, speaking, reading, and writing. But actually, there are so many problems that are obviously met by a learner in learning English such as in the term of vocabulary, grammar, speaking etc. Most of students' problem in studying English is that they often face the difficulties in communicating with others. It appears because of limited vocabulary and bad grammar. Based on the problems above, a teacher must solve these problems by improving his skills in teaching English.

Based on my experience, when students fear to make a mistake in doing communication in front of the class, the teacher must help the students to become brave to convey their ideas through speaking. She or he must give a spirit to the students by saying that learning English is interesting and not difficult. The teacher must give an appropriate way to make the students feel comfortable when learning English especially in speaking. The way that must be used is by

becoming a counselor for students. Students must take parts in every activity in classroom with guidance from the teacher because with a teacher's guidance, students can feel more secure, confident, and not fear to make a mistake.

Students can successfully do an oral communication not only depend on their competence but also because of the appropriate method that is used by a teacher that makes the students feel comfortable.

Based on the elaboration above, I want to know the effectiveness of using Community Language Learning (CLL) in improving students' mastery in speaking skill for transactional conversation. I limit the research by focusing on the use of a tape recorder to record the students' conversation in improving speaking skill especially for transactional conversation. In this case, I want to assert that CLL is effective to improve the students' mastery in speaking skill for transactional conversation.

1.2 Reasons for Choosing the Topic

There are some reasons why I chose this topic:

- a) The unsatisfactory result of English teaching in Indonesia that there are many high school graduates who still cannot communicate well in English.
- b) Students in Junior High School still find difficulties to speak in English. One of the reasons is that they are still worry to make a mistake in doing speaking activity because of the lack in grammar and vocabulary.

- c) CLL is one of the teaching methods that is very appropriate for students to be more active and brave in speaking English especially in making a conversation.

1.3 Statement of the Problem

The problem that I want to raise in this research is how effective is the use of Community Language Learning (CLL) in improving the students' mastery of English speaking skill for transactional conversation to the eighth grade students of MTs Miftahul Ulum Tambakromo?

1.4 Objective of the Research

The objective of the research is to find out whether or not the use of CLL in teaching transactional conversation is effective to improve student's speaking skill of Junior High School students.

1.5 Significances of the Research

I hope the result of the research is useful to:

- a) The teacher of MTs Miftahul Ulum Tambakromo to know the problem of the students in speaking English especially in making a conversation.
- b) The teacher of MTs Miftahul Ulum Tambakromo to improve their qualities in teaching by using CLL method as one of the methods in learning English.
- c) The students in improving their skills in language especially their speaking skill for transactional conversation by using CLL.

1.6 Hypotheses

There are two hypotheses in this research. They are the null hypothesis (H0) and alternate hypothesis (H1).

- (1) H1: there is a significant difference in the achievement of the students who are taught transactional conversation by using CLL.
- (2) H0: there is no significant difference in the achievement of the students who are taught transactional conversation by using CLL.

1.7 Outline of the Research Report

This report is divided into five chapters. Each of them can be explained as follows:

Chapter 1 is introduction which consists of background of the research, reasons for choosing the topic, statement of the problem, objective of the research, significances of the research, hypotheses, and outline of the research report.

Chapter II is review of related literature consisting of review of the previous study, general concept of speaking, general concept of transactional conversation, general concept of CLL, characteristic of junior high school students, experimental research theory, and theoretical framework of the research.

Chapter III is method of investigation which consists of research design, population and sample, variable, instrument for collecting data, method of collecting data, and method of analysing data.

Chapter IV is research finding and discussion, which consists of the analysis of treatment results to the students of MTs Mifathul Ulum Tambakromo. In addition, the last chapter is the conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II presents the review of related literature which discusses review of the previous studies, general concept of speaking, general concept of transactional conversation, general concept of CLL, characteristic of junior high school, experimental research theory, and theoretical framework of the research.

2.1 Review of the Previous Studies

In the area of teaching speaking, there have been a number of researchers conducting some researches. One of them was conducted by Jelisha Erlystyana (2010) who writes about “The Backward Drill in Teaching Pronunciation in Transactional Dialogues.” She wanted to prove whether the use of backward drill is effective in improving pronunciation in transactional dialogue or not. She chose backward drill that has purposes to break down the troublesome sentence into smaller parts and through this step the teacher was able to give the students troublesome line. Finally, the results of the Jelisha’s research prove that backward drill method is good and effective because it is done repeatedly and continuously. Backward drill method also makes the quality of the students’ pronunciation in one kind of transactional dialogues improves. It is supported by the significant difference between the pre-test (4.21) and that of the post-test (6.5). This

progression can be reached after applying backward drill method and giving treatments in each cycle.

The next researcher working into this topic is Dyah Nur Arianti (2008) who wrote about “Improving Students Speaking Ability through Retelling Technique.” She investigated about the effectiveness of retelling technique to improve students’ speaking ability. It investigated the retelling activity that retells a story the students have heard or read. It helps them focus on their understanding of what they read and challenges them to communicate what they have learned with others. The result of Dyah Nur Arianti shows that retelling technique is effective to improve students’ speaking ability. It is supported by the results of the post-test which is higher (84) than the pre-test (74).

Prastyo Dwi Nugroho (2009) wrote about “The Use of Communicative Activities in Teaching Speaking to Improve Students’ Fluency.” He investigated whether the use of communicative activities improves the English speaking fluency or not. According to a research done by Prastyo Dwi Nugroho, he found the results which show that the implementation of communicative activities improves the English speaking fluency. There is significant difference between the result of the pre-test and that of the post-test. The result of the post-test is higher than pre-test. By applying the t-test for the independent samples, the observed statistic is 8.46, whereas the critical value is between 1.671 and 1.658.

Considering the researches above, I have found out many ways in teaching speaking. But there is still an area of studies that has not been explored. It is the teacher’s method in teaching English especially for transactional conversation by

using CLL. It is focusing on counseling techniques; consequently, a learner is not taught as a student but as a client. Whereas, a teacher has a role as a language counselor. It is the reason I choose the effectiveness of using CLL to improve students' mastery in speaking for transactional conversation as the topic of my research.

2.2 General Concept of Speaking

2.2.1 Definition of Speaking

According to Glen Flucher (2003:23), "speaking is the verbal of language to communicate with other. It is not easy as people imagine. Most speaking involves interaction with one or more participant and it deals with listening and understanding of how of the participants are feeling and other to do something." Whereas, speaking means a skill which deserves attention every bit as much as literary skill, in both first and second languages (Bygate, 1987: vii). In other words, speaking can be defined as an important tool to communicate with other. There is another definition about speaking from Bailey (2005: 48), "Speaking is a productive aural/oral skill consists of producing systematic verbal utterances to convey meaning."

From the definitons above, it can be said that speaking is a skill of a language that is often used by almost people in the world to communicate in school even in daily life; and the goal of speaking itself is to convey meaning which involves producing, receiving and processing information that can make both of people understand in making communication. In other words, it can be

said that speaking is an interactive process to deliver information. Without mastering a number of words, grammar, and pronunciation, people can not communicate easily with others.

2.2.2 Speaking as a Skill

Speaking is an interactive activity using a language done by speakers by combining codes and messages. Speaking in a foreign language itself is more difficult than speaking in a native language. Many people assume that speaking is the hard skill among listening, writing, and reading skill. That is because speaking is an interactive activity between two or more people and usually the person you are talking to is waiting for you to speak right away to them.

According to Florez, as quoted by Bailey and Nunan (2005: 2), "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information." The main goal of learning speaking is to enable students to communicate with other people by using English language being learned. The communication here means to talk to others orally or in the spoken form. It is necessary to pay attention to some aspects like aim, time, and subject since English structure is quite different from Indonesian one.

Bygate (1987:3) states that, "By giving students 'speaking practice' and 'oral exam' we recognize that there is a difference between knowledge about a language, and skill in using it. This distinction between knowledge and skill is crucial in the teaching of speaking." It means that oral test or speaking practice is an important thing that must be given to the students to test whether or not they can speak fluently.

According to Bygate (1987: 5-8) there are two basic ways in which speaking can be seen as a skill. They are motor perceptive skill and interaction skill:

1) Motor Perceptive Skill

Motor perceptive skill involves perceiving, recalling and articulating in the correct sounds and structure of the language. These skills cannot be ignored in speaking.

2) Interaction Skill

Interaction skill covers making decisions about communication, such as what to say, how to say it and how to develop it, in accordance with one's intentions, while maintaining the desired relation with others. In addition to these, interaction skills also involve the ability to use language in order to satisfy particular demands.

2.2.3 Components of Speaking

According to Brown (2004:172), "the following six components of speaking are generally recognized in analysis of speech process such as pronunciation, grammar, vocabulary, fluency, task, and comprehension."

Because the component of speech process has an important role in communication, the component of speech process must be completed to make process of communication well. In another side, Ramelan (2003: 22) says that, "there are two speech features consist of segmental features (sound units or pronunciation) and suprasegmental features (stress, intonation, pitch, etc)."

Based on the explanation above, I can conclude that in learning speaking, we must consider the component of speech process (pronunciation, grammar, vocabulary, fluency, task, and comprehension) and also speech features (segmental and suprasegmental features) in order to become understandable in doing communication with others. Understandable in this case means that people

understand what the speakers say depend on the clarity of their sound so the process of communication is able to run successfully.

2.2.4 Basic Types of Speaking

Students can improve their speaking skills through mastery in these types of speaking below. According to Brown (2004:141), there are five basic types of speaking:

- 1) Imitative. It is one of types of speaking performance that is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
- 2) Intensive. A second type of speaking performance is intensive and it is the oral language that designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture - cued tasks including simple sequences; translation up to the simple sentence level.
- 3) Responsive. The third type of speaking for performance is responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt, with perhaps only one or two follow up questions or retorts.
- 4) Interactive. The length and the complexity of the interaction, which sometimes includes multiple participants is the factor that differentiate between responsive and interactive speaking. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production uses colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.
- 5) Extensive. It includes speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Based on the explanation above, I use two of the basic types of speaking which is appropriate with my topic; those are imitative and interactive. I prefer to use imitative because the method that I use in my topic is community language

learning. Community language learning itself is a method that uses an imitative way in producing sound. I also use interactive assessment in my study because it has the same characteristic with my topic which discusses the way in improving speaking skill especially transactional conversation. The characteristic is that both of them need interaction and the interaction itself can take in the form of transactional language, which has the purpose of exchanging specific information.

2.2.5 Role of Speaking in Teaching Language

Communication can flow easily if both of people have the same language so they understand each other about the content of the communication. When there is a foreigner stays in a country and wants to communicate with a native person, both of them may have a difficulty in doing communication because they have different languages. Firstly, perhaps the foreigner communicates with a native speaker by using gestures to make them understand each other. From the example above, we can see that speaking is one of skills which has an important part in a language and also the fast way in learning a language. Through speaking we can know how far students have been mastering the language that can be seen from the way of students in conveying their feeling, ideas, thought, and also their fluency in speaking in English. From the goal of speaking above a teacher must give the appropriate way in teaching the students. The teacher can decide this by paying attention to the students during the class activities. Davies (1988:261) adds that:

There are four characteristics of successful speaking activities; they are: learners talk a lot, participation is even, motivation is high and language is an acceptable level. Learner talk a lot means that during the class activities, the teacher doesn't dominate the class, but the student has the

same chance to participate in the class activities. The motivation is so high and it can be seen from the way of students' talk. The last characteristic is when the students know what they are talking about using simple sentences they have learnt; it means that the language is at an acceptable level.

Based on the explanation above, I can conclude that speaking is one of the skills that has an important part in teaching language. One of the functions of speaking for students is that it makes them to be brave in conveying their thought and like to speak in English in front of class.

2.3 Transactional Conversation

2.3.1 Definition of Conversation

Conversation is an oral activity which is done by two or more people. It is about communication which allows the speakers to learn from each other about a topic in different views. Conversation is able to run successfully if there is a mutual connection between the speakers so they both can relate in some senses.

Conversation is an important part of communication that causes the successful activities between people, especially the coordination of work, the formation of friendship and for learning (<http://en.wikipedia.org/wiki/Conversation>, 20-1-2010 at 10 a.m). It means that conversation is one of the important ways which can be used by people in the world to communicate with others to deliver a message.

2.3.2 Definition of Transactional Conversation

Transactional conversation is an oral activity which has a function to exchange specific information. Jack C.Richards (2008:24) states that:

Talk as a transaction means a situation where the focus is on what is said or done. The central focus of it is a message and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.” The conversations we have in that situation are relatively predictable. We know what to expect. Some of us call such conversations "transactional" because they are essentially about exchanging information and forth of ideas and reactions.

Transactional conversations are often dysfunctional. They often sustain or degrade already bad situations, such as when a couple gets in one of their habitual arguments. But transactional conversations can run fruitful if the participants can exchange ideas freely without rocking their boats. (<http://www.co-intelligence.org/P-TA-TF-conversations.html>, 20-1-2010 at 10 a.m)

The term of transactional conversation can be defined as conversation which is used for marketing, invitation, ordering and so on. Transactional speaking informs and persuades others of things. (<http://www.interscience.wiley.com/journal/114117480/>, 20-1-2010 at 10 a.m)

From the definitions above, I can conclude that transactional conversation is a necessary part in daily communication. We can help students to solve the problem in doing communication with others through learning transactional conversation. When we are communicating with someone outside the classroom, we usually do transactional purposes.

2.3.3 Role of Transactional Conversation in Language Teaching

Spoken language is both interactional and transactional, and teachers must focus on one aspect that is more needed in class. Brown and Yule (2008:29) states that, “talk as transaction is more easily planned since current communicative material are rich a resource of group activities, information-gap activities, and role

plays that can provide a source for practicing how to use talk for sharing and obtaining information.” It means that teacher in teaching spoken language should focus on teaching longer transactional turns. It is more easily to introduce a transactional conversation to the students at first. It is because the transactional conversation is the simplest material that easy understanding for the students and also more needed by them for practicing how to use talk for sharing and obtaining information. Whereas, talking as an interaction is the most difficult skill to teach because it is more complex if it is given to the students. A teacher must use an awareness-raising approach in teaching interactional language, such as conducting listening to a recorded L1 conversation before a similar L2 recording for monolingual classes.

Based on the explanation above, I can conclude that transactional dialogue has a necessary role in education, especially in language teaching. Transactional conversation itself is very useful for people in the world in doing communication to each other. According to many facts which show that transactional conversation is important, I prefer to choose it as one of materials that should be given to the students because there are so many students who face some difficulties in doing conversation particularly transactional dialogue. It can be easier to teach English speaking for students by introducing a transactional dialogue firstly.

2.4 General concept of Community Language Learning

2.4.1 Definition of Community Language Learning

Community Language Learning (CLL) method is a method which concerns with counseling technique where the teacher has a role as a counselor who helps the students in every activity of learning process if they face some difficulties to speak in English. According to Jack C. Richards (1986:113):

Community Language Learning (CLL) is the name of a method developed by Charles A. Curan which is designed for monolingual conversation classes where the teacher-counselor will be able to speak the learners' L1. The intention is that it will integrate translation so that the students will disassociate language learning with risk taking. It is a method that is based on English for communication and learner-focused. Although each course is unique and student-dictated, there are certain criteria that should be applied to all CLL classrooms, namely a focus on fluency in the early stages.

This methodology is not same with the usual methods by which languages are taught. It is an approach that concerns with counseling techniques. It means that the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but as a language counselor.

According to Charles Curan (1972), as quoted by Brown (2001:25), "learners in the classroom are regarded not as a "class" but a "group" that need certain therapy and counseling." So, there are no big gap between a teacher and students which usually build a comfortable atmosphere. The group will be the supportive community for the students to communicate in the target language. In addition, Larsen Freeman (2000:128-129) states that, "the teacher facilitates communication in the classroom. In this role, one of his major responsibilities is

to establish situation likely to promote communication. Above all, students are communicators.”

Each of the participants in CLL class has his or her own role. According to Jack C.Richard (1986:120-122):

Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to repeat target utterances without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counselors to other learners. The teacher, meanwhile, has role to provide a safe environment in which ‘clients’ can learn and grow, and operate the class activities, without conventional materials, depending on student topic to shape and motivate the class. Whereas, a textbook is not considered a necessary component; materials may be developed by the teacher as the course develops.

In relation to above explanation, I conclude that community language learning is a method which is very appropriate in teaching English for improving speaking ability. In working the method, the teacher will ask the students to arrange their seats into a circle because CLL itself is a method that concerns with a group work. In this method, students are asked to act certain characters in the certain situations within the materials which are not merely from textbook. The group will be the supportive community to encourage the students to be brave to speak; and the teacher can hold a role as a counselor who guides and helps them express what they want to say by giving them the target language translation in chunks. They, in the group are also given evaluation and suggestion to each other which will build a conducive environment in the community.

2.4.2 Procedures of Community Language Learning

According to Richards and Rodgers (1986:113), the procedures of CLL are divided into four:

- 1) First, a group of learners make their seats become a circle with the teacher standing outside the circle.
- 2) A student expresses a message in the native language and the teacher translates it into the foreign language in a warm, accepting tone, in a simple language in phrases of five or six words.
- 3) The student turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrase.
- 4) Record the students' talk into a cassette after they are more fluent in expressing their idea in the foreign language.

Although CLL primarily means as a 'whole' approach to teaching, I have found it equally useful for an occasional lesson, especially with teenagers. It enables me to refocus on the learner while my students immediately react positively to work in a community. They take exceptionally well to peer-correction and by working together they overcome their fear of speaking. I have also found quieter students are able to offer corrections to their peers and gladly contribute to the recording stage of the lesson. It is a teaching method which is very useful for teachers to make the situation of learning activity becomes more interesting.

2.5 Characteristic of Junior High School student

The characteristic between middle school learners are different than younger learners. Teachers and parents can enhance the students' willingness in doing learning activities by understanding the cognitive and social characteristics of middle school learners. By using the right instructional strategies, we can make the students become successful in learning something new. (http://EzineArticles.com/?expert=Mark_Pennington, 20-1-2010 at 10 a.m)

1) Middle School Cognitive Development

In the area of middle school, most students have begun developing their ability in understanding symbolic ideas and abstract concepts. According to Piaget's classifications, "Students will range in development from the concrete operational stage of development to the ability of the formal operational stage." In fact, studies show that brains of students grow slowly during these years, so cognitive skills of learners may expand at a slower rate; however, revision of these skills can certainly be reinforced. Generally speaking, most students have some characteristics: curious and willing to learn things they consider useful, enjoy solving real problems, focus on themselves and how they are perceived by their peers, resist adult authority and assert independence, think critically.

2) Middle School Social Development

Most middle scholars experience conflicting values due to their changing roles within their family structure and the increasing influence of peers. Most students share the following characteristics: need to feel part of a peer group, be more active in learning activities that involve working with their peers, need frequent physical activity and movement, need adult support, guidance, and calm direction.

3) Middle School Instructional Strategies

Students of Junior High School are very concerned about the labeling that takes place. Labels and stereotypes are externally imposed (by other students and, sometimes their parents) and internally imposed (by the students themselves). The weaknesses in reading ability causes students' self-esteem become decreased.

Teachers need a brilliant idea to be extremely mindful of student self-perceptions and those of their peers. A few tips may be helpful: all students need some help in some area; if students have a strong willingness to try something new everyday, students will significantly improve their reading; note students own progress and see what they have learnt in their class everyday.

Based on the explanation above, I try to conclude that the characteristic of Junior High School students is similar to children who like to imitate whatever they see and listen especially from adult like parents and teachers. Related to the characteristic of students, the method of teaching that is appropriate for them is CLL. It is appropriate because CLL applies an interesting way in teaching.

2.6 Experimental Research Theory

The experimental research is a systematic and scientific approach of research in which the researcher manipulates one or more variables, and controls and measures any change in other variables. According to Fraenkel and Wallen (1993: 241), “experimental research is unique in two very important respects: it is the only type of research that directly attempts to influence a particular variable and it is the only type that can really test hypotheses about cause and effect relationship.” Gall (2003:366) adds that it represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as science. It means that, I can manipulate the independent variable in an experimental research. I, as the writer is the one who absolutely arranged and decided the nature of the treatment, what is going to

happen to the subject of the study and to whom it is to be appropriate length of time. As Gall (2003:366) says, “in experimental study, the writer manipulates at least one independent variable, controls relevant variables and observes the effect on one or more dependent variables.” Therefore, in this reserach there are various designs of the experimental design, such as pre-experimental design, quasi experimental design, and true experimental design. I choose pre-experimental study as my research design in my research.

Hartoyo (2009:31) states that, “Pre-experimental design is a design which a single group is often studied but no comparison between an equivalent non-treatment group is made.” In this pre-experimental design, there are four designs; those are the one-shot case study, one group pre-test and post-test experimental design, experimental and control groups post test only design, and two experimental groups post test only design. One of the designs I use in my study is one group pre-test and post-test experimental design. There is a benefit in this design as stated by Heffiner that is the inclusion of a pre-test to determine baseline scores. Whereas, the aim of this design is to evaluate the influence of a variable (Leedy, 1997: 232-233).

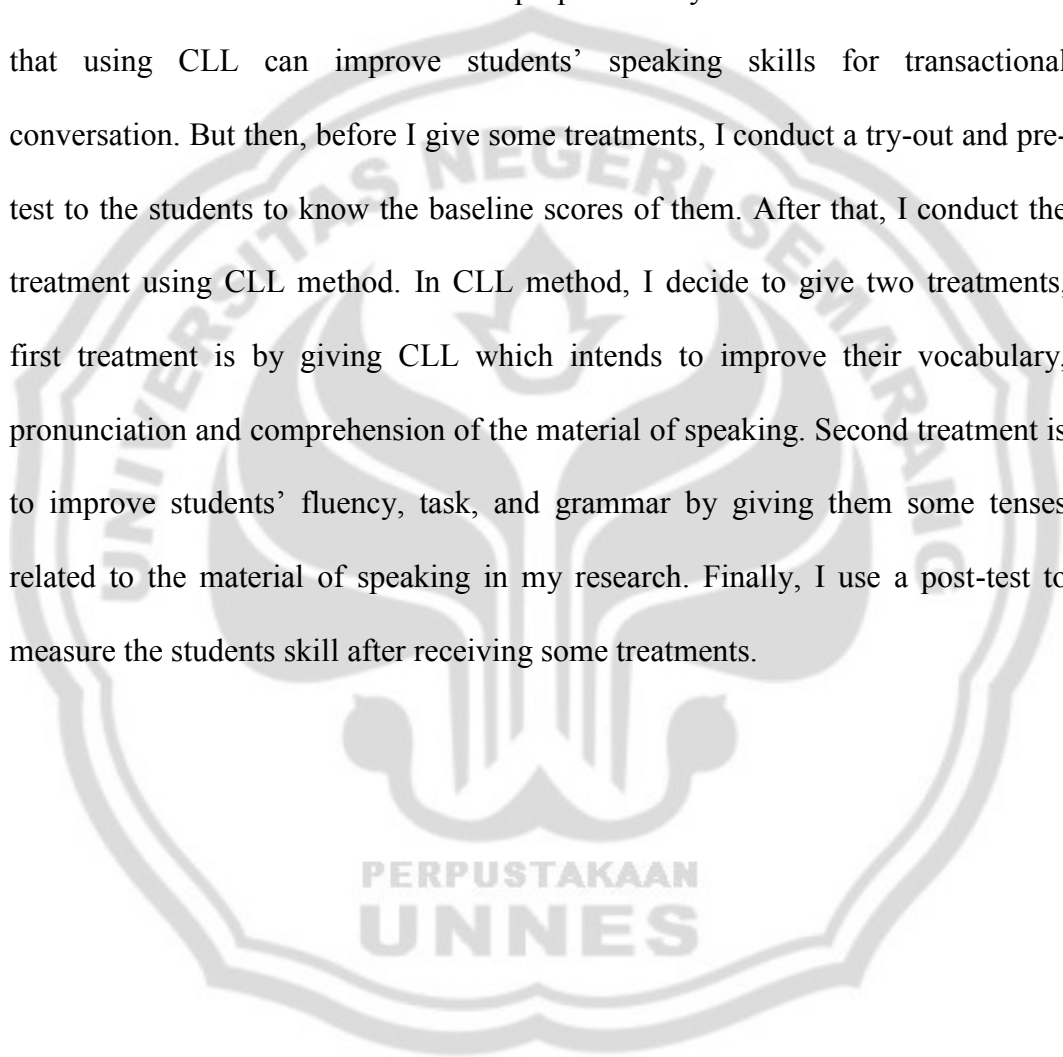
The first step using this design is by giving a pre-test to one group, conducting a treatment using CLL method for about twice in my second treatment, and the last is a post-test. One group pre-test post-test design itself is designed only using one group. Besides, there is no control group or comparison group used in this study.

2.7 Theoretical Framework of the Research

Speaking is a skill which has a function as a medium to communicate with others, the skill which can make the students become easy and better in making communication in the real life. Speaking or making conversation is not as easy as people imagine. Most speaking involved interaction with one or more participants. This research focuses on speaking field especially speaking for transactional conversation. It intends to improve the students' speaking skills that include six aspects such as grammar, vocabulary, comprehension, fluency, pronunciation, and task. By using CLL in my research, I hope student's motivation in learning process of speaking will increase and can be more active in doing speaking activity.

According to Charles A. Curran (1972), as quoted by Brown (2001:25), "Learners in the classroom are regarded not as a "class" but a "group" that need certain therapy and counseling." So, there is no big gap between a teacher and students that usually builds a comfortable atmosphere in a class. The group will be the supportive community for the students to communicate in the target language. In addition, Larsen Freeman, (2000:128-129) states that, "The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situation likely to promote communication. Above all, students are communicators." From that theory, I got an inspiration to conduct a research in speaking skill field especially speaking for transactional conversation. Finally, I got the topic of the research, that is the effectiveness of using CLL method in improving speaking skill for transactional conversation. To find out the

effectiveness of using CLL in improving speaking skill for transactional conversation in my research, I used experimental research which needs quantitative data. To collect the data, I use a research design, i.e. one group pre-test and post-test experimental design. In this research design, I must give the students some treatments relate to the purpose of my research which is to reveal that using CLL can improve students' speaking skills for transactional conversation. But then, before I give some treatments, I conduct a try-out and pre-test to the students to know the baseline scores of them. After that, I conduct the treatment using CLL method. In CLL method, I decide to give two treatments, first treatment is by giving CLL which intends to improve their vocabulary, pronunciation and comprehension of the material of speaking. Second treatment is to improve students' fluency, task, and grammar by giving them some tenses related to the material of speaking in my research. Finally, I use a post-test to measure the students skill after receiving some treatments.



CHAPTER III

METHOD OF INVESTIGATION

Chapter III presents the method of investigation. It is divided into several parts. They are approach of the study, research design, population and sample, variable, instrument for collecting data, method of collecting data, and method of analysing data.

3.1 Approach of the Study

The study approach I use in my reserach is descriptive quantitative. In conducting my research, I use experimental research design, especially pre experimental research study which uses descriptive quantitative approach. It means that the data are analyzed quantitatively by using statistical procedures to calculate the numeral data that are gathered. The descriptive quantitative approach is used to gather the numeral data from the experimental research which uses CLL method to teach transactional conversation to improve students' speaking skill.

3.2 Research Design

In my research, I use pre experimental research study as my research design. There are four kinds of pre experimental research study, they are one shot-case study, one group pre and post tests experimental design, experimental and control groups post test only design, and two experimental groups post test only design (Hartoyo, 2010). From kinds of pre experimental research design above, I use the

second design which is called one group pre and post tests design. In this research design, there is only one group that is used in experimental research. Therefore, I only use one class as the experimental group in collecting the data, whereas the other classroom is used to measure the validity and reliability of the test items that will be used in the experimental group. In this case, I use two classes as the try out group and the experimental group which the students have the same competence for making this research more reliable. So, I decide to choose class VIII A for the experimental group and class VIII B for the try-out group.

There are some steps in conducting the research to get the data. Firstly, I choose the population, then, I take the sample. After that I conduct the try-out activities to the try out group. Then, I conduct an experiment by giving a pre-test to the experimental group as a sample. Afterwards, I give treatment activities to the students by using CLL method. After giving some treatments using CLL method, I give a post-test to them. It is essential to get the data about their improvement in learning process especially speaking learning activity. The research design can be seen in table 3.1 as follows:

Table 3.1
Research Design

Pre-Test	Treatment (CLL method)	Post-Test (CLL method)
O ₁	X	O ₂
Key: O ₁ : giving the students a pre- test before conducting some treatments X: giving treatment to the students using CLL method O ₂ : giving a post-test to the students after receiving treatment using CLL method.		

3.3 Population and Sample

3.3.1 Population

According to Arikunto (2006:130) “A population is the whole of object of experiment.” A population can be defined as persons or items in such place that have been chosen as the object of experimental research. The population of this research is all of the eighth grade students of MTs Mifathul Ulum Tambakromo in the academic year of 2011/2010. There are three classes. They are VIII A, VIII B, and VIII C. Each class consists of 38 students. It means that the total amount of the population is 114 students. The reason why this population is chosen is due to the objective of this research. I intend to see whether or not the use of CLL to teach speaking for the eighth grade students of MTs Mifathul Ulum Tambakromo improves the students’ speaking ability for transactional conversation.

3.3.2 Sample

Arikunto (2006:109) states that, “A sample is a part that can represent all the population observed.” It can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey when dealing with people.

In this research, it is more convenient to study subject in naturally occurring groups or clusters. To gain the sample for this research, I use a cluster sampling. This means that I pick up the sample from the available population. The sample of this research is one class of the eighth grade students of MTs Miftahul Ulum Tambakromo. They are VIII A students, who still actively study in the academic year of 2011/201

3.4 Variable

Variable is anything that can take on different value. Based on Hartoyo (2010:107) states that, " variables can be considered as a construct, operationalized construct or particular property in which the researcher is interested. He also mentions types of variable, the dependent variable and independent variable."

3.4.1 Independent variable(X)

In experimental research, the independent variable means what causes or influences the outcome. From this definition, the independent variables of this research is the use of CLL method in improving speaking skill for transactional conversation.

3.4.2. Dependent variable(Y)

It means variable that is influenced by the independent variable. The dependent variable used in the research is students' mastery of English speaking skill for transactional conversation.

3.5 Instrument for Collecting Data

Instrument is an equipment for collecting data and the role of it is very significant for gathering the data accurately. According to Saleh (2001:31) the word instrument refers to "research tools for data collecting." The instruments that I use in this research are tests. The tests are formed in two parts. They are a pre-test and a post-test.

3.5.1 Test

According to Brown (2004: 3), “A test is an equipment for measuring the ability, knowledge, or performance of a person in a given domain.”

In this research, I use two tests: pre-test and post-test. The pre-test is given at the beginning and the post-test is placed at the end. The comparison between the pre-test and post-test after using CLL method scores will show the students’ speaking ability for transactional conversation related to the students’ fluency in speaking.

I use a live conversation as the test item for oral communication in this research, since as stated by Brown (2004: 176), it is said to be the most credible, or natural type of speaking test.

3.5.1.1 Try-out of the Instrument

A test is good if the test is valid and reliable. The test that is given to the students should fulfill the qualities of a good test. The suitable way to make a good test is through a try-out. A try-out is done before the test is administered to know the validity and reliability of the test items. After conducting the try out, it can be seen which items should be used in the test. The try-out is conducted to the students in class VIII B on March 24th 2011.

3.5.1.1.1 Discriminating Power

According to Arikunto (2006), “Discriminating power is calculated from the number of students in the upper and lower group who answered correctly and the number of all students in the upper and lower group.” To find out the

discriminating power of the instrument used in this research, I used the discriminating power formula:

$$DP = \frac{M_H - M_L}{\frac{\sum x_1^2 + \sum x_2^2}{n_i n_i - 1}}$$

where: DP : discriminating power

M_H : mean for the upper group

M_L : mean for the lower group

$\sum x_1^2$: the sum of deviation scores for the upper group

$\sum x_2^2$: the sum of deviation scores for the lower group

n_i : the number of students for the upper or lower group

The criteria are:

NO	DISCRIMINATING POWER	CATEGORY
1.	$D \leq 0.2$	POOR
2.	$0.30 < D \leq 0.4$	SATISFACTORY
3.	$0.4 < D \leq 0.7$	GOOD
4.	$0.7 < D \leq 1$	EXCELLENT

The example of computation for item number 1 is:

$$DP = \frac{3.000 - 1.80}{\frac{0 + 0.45}{4.86 \cdot 4.86 - 1}}$$

$$t \text{ hitung} = 7.772$$

$$t \text{ table} = 2.101$$

So, the item number 1 is excellent.

From all of the computation, it is obtained that 2 items are poor, 2 items are satisfactory, 2 items are good, and 4 items are excellent.

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 8 items from 10 items of the try out test are accepted as the instrument. They are number 1,2,3,4,5,7,8, and10.

3.5.1.1.2 Level of Difficulty

Level of difficulty is calculated from the number of students who answer correctly and the total number of the students. A good test is a test which is not too easy and difficult. To know the difficulty level of instrument used in this research, I used the level of difficulty formula:

$$P = \frac{B}{JS}$$

Where,

P: item difficulty

B: the number of the students who answered correctly

JS: the total number of the students

According to Arikunto (2006:210), the item validity of the test is categorized into 3 levels; difficult, medium, and easy.

The criteria are:

$0.0 < P \leq 0.30$ is said to be difficult

$0.30 < P \leq 0.70$ is said to be medium

$0.70 < P \leq 1.00$ is said to be easy

The computation of level of difficulty for item number 1:

$$P = \frac{24.5 + 19.5}{72} = 0.61$$

So, the item number 1 is medium.

From the computation of all items validity, it is found that there are 3 items are easy, 5 items are medium, and 2 items are difficult.

3.5.1.1.3 Validity of the Test

Gronlund (1998:226) states that “validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.” In other words, test validity is a test that measures what it is supposed to measure. To ensure the validity of the test, I will do two kinds of tests. The first is face validity and the second is content validity of the test.

Hughes (1989: 27) says that “a test is said to have face validity if it looks as if it measures what it is supposed to measure.” Further he states that “by comparing the test specification with the test content, the content validity of the test can be checked. Before the test is constructed, the test specification is made.”(1989:22) This test specification provides a basis in constructing the test. Since this is an individual judgement, strong relation between test specification and test content determines the content validity of the test itself.

In this study, to investigate the validity of the instrument, I use Product Moment formula stated by Arikunto (2006:170). The formula is as the following:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

Where: r_{xy} : validity of the instrument

- N : the number of the students
 X : the score of each component of speaking
 Y : the sum of all composition's score

Then the computation for item number 1 is like this below:

$$N : 18$$

$$\sum xy : 690.25$$

$$\sum x : 44$$

$$\sum y : 276$$

$$\sum x^2 : 1936$$

$$\sum y^2 : 76176$$

$$\text{So, } r_{xy} = \frac{18 \times 690.25 - (44 \times 276)}{18 \times 113.5 - (44)^2 \quad (18 \times 4302) - (276)^2}$$

$$r_{xy} = 0.7639$$

$$r_{\text{table}} = 0.468$$

By using the Product Moment formula, I get the index validity of number 1 is 0.7639. Then I consult the table of r product moment with N= 18 and significant level 5% in which r is 0.468. Since the result of computation is higher than r in the table, the index validity of item number 1 is considered to be valid. From the 10 items, 8 items are valid, and 2 items are invalid. The invalid items are number 6 and 9. Those which are invalid must be rejected so those will not be used as the instrument of post test. The complete data can be seen in Appendices.

3.5.1.1.4 Reliability of the Test

A reliable test is consistent, it means that the results of the test are still similar if the same test is given to the same students or matched the students on

two different occasions. According to Bachman (2004: 157), “reliable test scores are mostly a reflection of test takers’ levels of ability, and not measurement error.”

The degree to which a test is reliable can be estimated with a reliability coefficient (r_p). The ideal coefficient for a perfecting reliable test, according to Brown (1988: 98), is = 1.0. To determine the reliability of the test, it can be calculated with the Alpha formula stated by Arikunto (2006: 196), as the following:

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

where: r_{11} : reliability of the instrument

k : the number of aspects

$\sum \sigma_b^2$: the sum of the aspect variances

σ_t^2 : the unbiased estimator of the population variance of the test scores

$$\text{Total variance: } \sigma_t^2 = \frac{\sum Y^2 - ((\sum y)^2 : N)}{N}$$

$$\sigma_t^2 = \frac{4302 - ((276)^2 : 18)}{18}$$

$$= 4.118$$

$$\text{Each Item variance: } \sigma_b^2 = \frac{\sum X^2 - ((\sum x)^2 : N)}{N}$$

$$\sigma_{b1}^2 = \frac{44 - ((44)^2 : 18)}{18}$$

$$= 0.35$$

$$\sigma_{b2}^2 = \frac{49 - ((49)^2 : 18)}{18}$$

$$= 0.15$$

$$\sigma_{b5}^2 = \frac{47.5 - ((47.5)^2 : 18)}{18}$$

$$= 0.23$$

$$\sum \sigma_b^2 = 289.70$$

The computation of reliability test with alpha formula :

$$r_{11} = \frac{6}{6-1} \left(1 - \frac{289.70}{4.118} \right)$$

$$= 0.804$$

From the result above, the reliability of the test is 0.804, for $\alpha = 5\%$ with $N = 18$, the r -table = 0.468. Since the value result from the computation is higher than the critical value, it can be concluded that the instrument used in this research is reliable.

3.5.1.2 Pre-test

A pre-test is administered at the beginning of the experiment. This test is intended at knowing the basic ability or competence and baseline score of students related to speaking fluency. I use a live conversation as a method for oral communication in the pre-test.

In this section, I give some topics about transactional conversation, such as accepting and refusing invitation, asking and giving information, asking and offering something, etc.

3.5.1.3 Post-test

A post-test is conducted at the end of the experiment. The aim is to find out whether the experiment affects the participants. The post-test measures students' speaking ability for transactional conversation related to fluency. It is administered after the experiment is done.

I use a live conversation for oral communication in the post-test. I direct the students to talk about transactional conversation, such as refusing and accepting invitation, asking and giving information, requesting and offering

something, etc. I give the participants with specific topics to help them easy to make the conversation.

3.6 Method of Collecting Data

The objective of this research is to find out whether or not the use of CLL in teaching transactional conversation is effective to improve student's speaking skill in terms of fluency, quality and amount of communication, and effort to communicate. In order to find out the result of the research, I conduct a research consisting of the following steps.

First, I conduct the try out to the try out group class that is class VIII B. I choose a different class because I want to know and measure the validity and reliability of the test before it is used in experimental group.

Secondly, I conduct a pre-test to the eighth grade students of MTs Miftahul Ulum Tambakromo especially VIII A. The pre-test uses a live conversation about simple dialogue of transactional conversation. I prefer to use a pre-test because it has a benefit that is to determine the baseline score of each student. The pre-test scores are accumulated using the oral proficiency score category. Then, I teach speaking in the experimental group using CLL method. At this stage, I divide the students into five groups and ask the students to arrange their seats become a circle in order to make the learning activities become easier. I as the teacher in the classroom only has a role as a counselor for students. In other words, I facilitate students' ability to express their ideas in the target language. I physically remove myself from the circle, thereby encourage the students to

interact with one another. According to Rardin and Tranel (1988), as quoted by Larsen Freeman (2000:100), “the community language learning method is neither student-centered, nor teacher centered, but rather teacher-student-centered, with both being decision-makers in the class.” In doing my research, I give the topic or material which is delivered to the students. Firstly, I give the example about how to do a good conversation by modeling it. I begin to speak in a native language or bahasa Indonesia and then I translate it in English. After I believe that the students have understood with my explanation, I ask the students to try to do the conversation like me. But firstly, the students speak in a native language after that I help them by translating it into English, in other words they imitate what they have heard from me. I use a recorder to record the conversation of the students. After recording the students’ conversation, I review the results of the students’ conversation that have been recorded and then I transcribed it. The last, the students and I discuss the transcript together until the students understand with the material. I conduct the treatment twice.

After the two meetings using CLL method, I give a post-test to them. I score the results of the post-test from the experimental group that use two treatments, compute the data gathered from the pre-test and analyze the results of the computations from the data of the results of the pre-test and post-test. Finally, I interpret the results of the data analysis.

3.7 Method of Analyzing Data

In this research, I use descriptive quantitative. In this term of descriptive quantitative, I use statistical procedures to calculate the numeral data that are gathered. According to Ary (1985:95), “statistical procedures are methods that are used for handling quantitative information in such a way as to make that information meaningful.”

As mentioned in the research instruments, there are pre-test and post-test as the way to collect the data. The result of the pre-test and post-test of the students are recorded and used to improve the subject’s speaking fluency in transactional conversation. The analysis itself cannot be separated from the problems of the research, since the results of the analysis are used to answer the problems. An oral proficiency scoring category (Brown, 2004: 172) is used to gauge the score of each student in the pre-test and post test. The oral proficiency scoring category is as follows:

A. Grammar	1	2	3	4
B. Vocabulary	1	2	3	4
C. Comprehension	1	2	3	4
D. Fluency	1	2	3	4
E. Pronunciation	1	2	3	4
F. Task	1	2	3	4

Based on my experience, the oral scoring category above shows the interval score of speaking from 1 up to 4. Score 1 means the poor score; 2 means the fair score; 3 means the good score: and 4 means the excellent score from the oral scoring category. So, if the students get the poor score, it means that they are far from the perfectness of the good criteria in speaking. Whereas, if the students get the upper or excellent score, it means that they are almost perfect in speaking.

I use the oral proficiency scoring category because it is the scale that gives primary emphasis to speaking fluency. According to Brown (2004: 172), “there are six categories in the oral proficiency scoring that range from poor (1) to excellent (4)”. The following are the numerical ratings that are used to describe each category:

Table 3.2
Rubric Assessment of Speaking

Component of speaking	Numeral rating			
	1	2	3	4
Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have confident control of the grammar.	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.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on	Can understand and participate in any conversation within the range of his experience with a high degree of precision

			practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	of vocabulary.
Comprehension	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Comprehension is quite complete at a normal rate of speech	Can understand any conversation within the range of his experience.
Fluency	No specific fluency description. Refer to other four language areas for implied level of	Can handle with confidence but not with facility most social situations, including introductions and	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate

	fluency.	casual conversations about current events, as well as work, family, and autobiographical information.		e in any conversation within the range of this experience with a high degree of fluency.
Pronunciation	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Accent is intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Errors in pronunciation are quite rare.
Task	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.	Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.	Can participate effectively in most formal and informal conversations on practical, social, and professional topics.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.

In using the scale, I determine a proper description for each category and then underlined the number in the corresponding column.

To give activities clearer picture of how I use Schulz Communicative Competence Scale and how to interpret the data, I now give an example. Below is the use of the oral proficiency scoring categories:

A. Grammar	1	<u>2</u>	3	4
B. Vocabulary	1	2	3	<u>4</u>
C. Comprehension	1	2	<u>3</u>	4
D. Fluency	1	2	<u>3</u>	4
E. Pronunciation	1	<u>2</u>	3	4
F. Task	1	2	3	<u>4</u>

The data from the test are used mainly to see the result of the research that indicate the effect of the treatment on the subjects' improvement. The gaining scores between the pre-test and post-test using CLL method are compared. The data from the experimental group are collected using the table below.

Table 3.3
Data Collecting of Experimental Group

Cases	Experimental Group	
	Pre-Test	Post-Test (CLL method)
1		
2		
3		
....		
N		

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, I present the findings of the research and test result of the effectiveness of CLL in improving students' speaking skill for transactional conversation. The data were obtained through the result of the speaking test at MTs Miftahul Ulum Tambakromo.

4.1 Activities of Experimental Research

There are four main activities in this research; those are a try-out, a pre-test, treatments using CLL method, and a post-test of CLL method. The activities are conducted in different time.

4.1.1 Try out

A try-out was given before doing the pre-test because it was used to know the discriminating power, level of difficulty, validity, and reliability of the test items. It was given to the other class which was not used as an experimental group research, i.e. class VIII B. I did not use VIII A (the experimental group) as my subject in the try-out because I wanted to know the quality of item test that I used before conducting the experimental research. The try-out was given on March 24th 2011. In the try-out, the students were given 10 items of speaking test for transactional conversation. I asked the students to work in pairs because the test was about transactional conversation, and the conversation itself was an activity

that needed two or more people to communicate each other. After I conducted the try-out, I had the result score of the try-out. The result of the try out showed that students got rather satisfying scores. The mean score of the try-out was 6.5. It meant that students approximately could make a conversation especially transactional although it is still far from perfectness. From 10 items which were given in the try-out, only 8 items often used by the students in speaking test. The numbers which were not chosen by the students were 6 and 9. They were categorized as invalid items and the valid numbers were 1,2,3,4,5,7,8, and 10.

Table 4.1
Students' scores of try-out

Code	Grammar	Vocabulary	Fluency	Pronunciation	Task	Comprehension	Score	% score
R-1	3	3	3	2.5	3	3	17,5	74
R-2	3	3	3	3	3	3	18	76
R-3	3	3	3	3	3	3	18	76
R-4	3	3	2	3	3	3	17	72
R-5	3	3	2.5	2.5	2.5	3	16.5	70
R-6	3	3	3	3	2	2.5	16.5	70
R-7	2	3	2.5	3	3	3	16.5	70
R-8	2	2.5	2.5	3	3	3	16	68
R-9	2.5	3	2.5	2.5	2.5	3	16	68
R-10	3	3	2	3	2	3	16	68
R-11	2.5	2.5	2	2.5	3	3	15.5	66
R-12	3	3	2	2	3	2	15	64
R-13	2	2.5	3	2	3	2	14.5	62
R-14	2	2	3	2.5	2	3	14.5	62
R-15	2	2.5	2	2	2	2	12.5	54
R-16	1	3	2	2	2	2	12	52
R-17	2	2	2	2	2	2	12	52
R-18	2	2	2	2	2	2	12	52
Σ	44	49	44	45.5	46	47.5	276	1176
M	2.44	2.72	2.44	2.52	2.58	2.63	12.9	65.3

From the calculation above, it shows that the mean of grammar was 2.44, vocabulary was 2.72, fluency was 2.44, pronunciation was 2.52, task was 2.58, and comprehension was 2.63. Therefore, the mean of the try-out was 65.3.

The try-out which had been done, also had an analysis result based on discriminating power, level of difficulty, item validity, and reliability. Those aspects influenced the number of items that were used in a test. Therefore, those aspects were very important to calculate.

4.1.1.1 Discriminating Power

Discriminating power is calculated from the number of students in the upper and lower group who answered correctly and the number of all students in the upper and lower group. After calculating the item number 1, the discriminating power of it was 7.772. Therefore, the criterion of the item number 1 was excellent.

In the discriminating power, there are 4 categories. They are poor, satisfactory, good, and excellent. From 10 items of the try-out test, there were 2 items that were poor, 2 items were satisfactory, 2 items were good, and 4 items were excellent.

4.1.1.2 Level of Difficulty

Level of difficulty is calculated from the number of students who answered correctly and the total number of the students. A good test is a test which is not too easy and difficult. According to Arikunto (2006: 210), the item difficulty of the test is categorized into 3 levels; difficult, medium, easy. After calculating the item number 1 for example, the index of difficulty level was 0.61. According to the criteria, the difficulty level of item number 1 was medium.

As mentioned in the previous chapter, there are 3 categories for level of difficulty. There are difficult, medium, and easy. After calculating 10 items of the

try-out test, there were 3 items which were easy, 5 items which were medium, and 2 items which were difficult.

4.1.1.3 Item Validity

Validity means standard or criterion that shows whether the instrument is valid or not. Item validity is used to find out the index validity of the test. In the computation of item validity, the validity index of number 1 was 0.764. Then the writer consulted the table of r product moment with $N= 18$ and significant level 5% in which r was 0.468. Since the result of computation was higher than r in the table, the index validity of item number 1 was considered to be valid. From the 10 items, 8 items were valid and 2 items were invalid. The invalid items were number 6 and 9. Since there were 8 valid items, I only used 8 items.

4.1.1.4 Reliability

A reliable test is consistent; it means that if the same test is given to the same students or matched the students on two different occasions, the test should yield similar result. According to Brown (1988:98), it is defined as the extent to which the test result can be considered consistent or stable. The reliability of the test is calculated from the number of items, the mean scores, and the total variants. A test is considered to be reliable if r_{11} (result of calculation) is higher than r in the table. From the calculation, the computation obtained 0.804, for $\alpha = 5\%$ with $N= 18$, the r -table = 0.468. Since the r_{11} was higher than r_{table} , the test was considered to be reliable.

4.1.2 Pre Test

A pre-test was given before doing the experiment. The pre-test was given in class VIII A on March 26th 2011. In the pre-test, the students were given eight items of speaking test especially for transactional conversation. This was to know the students' ability in mastering the speaking skill for transactional conversation in daily life. This test was done in pairs and they were only given approximately 3 minutes to discuss with partner. After that, they were asked to perform in front of class to do the conversation activities for about 2 minutes.

4.1.3 Treatments using CLL Method

In conducting the experiment, the students were given two treatments after the pre-test. The first treatment was conducted on April 7th 2011, and the last treatment was conducted on April 9th 2011. The purpose of these treatments was to apply the use of CLL in improving students' speaking skill for transactional conversation. In the first meeting, I gave the topic or material which was delivered to the students. Firstly, I explained the material and gave the example about how to do a good conversation. I began to speak in a native language or Bahasa Indonesia and then I translated it in English. After I believed that students had understood with my explanation, I gave the students several kinds of topic dialogue to try to do conversations like me. However, before that, I divided the class became 5 groups and each group consisted of 7 to 8 students. I asked the students to arrange their seats became a circle in order to make the learning activities easier. Each group chose one topic dialogue and it must be different with the other groups. In doing the conversation in groups, firstly, the students spoke in

their native language, after that I helped them as a counselor by translating it into English, in other words they imitated what they had heard from me. I facilitated students to express their ideas or thought in the target language. I physically removed myself from the circle, thereby encouraging the students to interact with one another. After I believed that students could practice the conversation on the right track, I recorded the conversation of each group in a tape recorder. Then, I replayed the cassette and showed the conversation that had been recorded and also transcribed the dialogue together with the students. By transcribing the content of the dialogue that had been recorded in the tape, the students became more understand about the dialogue and some expressions available in the cassette. Not only reviewing the content of the dialogue but also I gave the meaning of the difficult words or vocabulary consisted in the dialogue. After I gave them vocabulary in the dialogue, I taught pronunciation by helping them to read and pronounce the words correctly. In the last meeting or the second treatment, the students were given different topics of transactional conversation in order to be more fluent and able to speak. In this meeting, I also tried to treat grammar especially the use of present tense, past tense and present future tense. I gave the grammar to the students because I wanted to help them to be more able and easier to make a dialogue. In the last meeting, the students enjoyed the teaching and learning process when they were taught using CLL. It could be seen from the student's interest in the use of CLL to help them more fluent and able to speak in English.

4.1.4 Post-test of CLL Method

A post-test was given after all treatments of CLL had been already done. The post-test was given in class VIII A on April 10th 2011. The test items were not different with the pre-test.

4.2 Description of overall Result

As discussed in chapter III, after conducting the pre-test and post-test, I scored the students' performance to know their speaking ability. After I got all of the scores, I calculated the mean of the pre-test and a post-test of CLL method.

The mean of the pre-test score of experimental group was 66.11. Whereas, the mean of the experimental group which used CLL method was 71.05. So, the mean of pre test was lower than mean of post test and it means that there is an improvement of test result after conducting the experimental research.

4.2.1 Result of pre test

I described the average score of the pre-test in every aspect of speaking in the results of my research. Those aspects were vocabulary, grammar, comprehension, fluency, task, and pronunciation that influenced each other. The results could be seen on the following table:

Table 4.2

Students' scores of Pre-test

Code	Grammar	Vocabulary	Fluency	Pronunciation	Task	Comprehension	Score	% score
R-1	2,5	3	2	2	2,5	3	15	64
R-2	2	2,5	2	2,5	2,5	2,5	14	60
R-3	2	2,5	2	2	2,5	3	14	60
R-4	3	3	2,5	2,5	3	3	17	72
R-5	2	2,5	2	2	3	3	14,5	62
R-6	2,5	2,5	2,5	2	2,5	3	15	64

R-7	2	2,5	2	2	2,5	3	14	60
R-8	2,5	2,5	2	2,5	2,5	2,5	14,5	62
R-9	2,5	3	2	2,5	2,5	3	15,5	66
R-10	2,5	2	2	2,5	2,5	3	14,5	62
R-11	2	2,5	2	2,5	2,5	3	14,5	62
R-12	3	3	2	2,5	3	3	16,5	70
R-13	2,5	2,5	2	2,5	3	3	15,5	66
R-14	3	3	2,5	2,5	3	3	17	72
R-15	2	2,5	2,5	2,5	3	2,5	15	64
R-16	2,5	3	2,5	2,5	2,5	2,5	15,5	66
R-17	2,5	3	2,5	2,5	2,5	3	16	68
R-18	2,5	2,5	2,5	2,5	2,5	3	15,5	66
R-19	2,5	2,5	2,5	2,5	2,5	2,5	15	64
R-20	3	3,5	2,5	3	3	3	18	76
R-21	3	3	2,5	3	3	3	17,5	74
R-22	3	3	2,5	3	3	3	17,5	74
R-23	2	2	2	2,5	2,5	3	14	60
R-24	3	3	2,5	2,5	3	3	17	72
R-25	2,5	2,5	2	2,5	3	2,5	15	64
R-26	2	2,5	2	2	2,5	3	14	60
R-27	3	3	2,5	3	3	3	17,5	74
R-28	2,5	2,5	2,5	2,5	2,5	2,5	15	64
R-29	2,5	2,5	2,5	2,5	2,5	2,5	15	64
R-30	3	3	2,5	2,5	3	3	17	72
R-31	3	3	2,5	3	3	3	17,5	74
R-32	2	2,5	2	2,5	2,5	3	14,5	62
R-33	3	2,5	2	2,5	2,5	3	15,5	66
R-34	3	3	2,5	2,5	3	3	17	72
R-35	2,5	2,5	2	2	2,5	3	14,5	62
R-36	2	2,5	2	2,5	2,5	2,5	14	60
R-37	2,5	2,5	2,5	2,5	3	3	16	68
R-38	2,5	2,5	2	2,5	2,5	3	15	64
Σ	95	102	85.5	94	103	109.5	1976	2512
M	2.5	2.68	2.25	2.47	2.71	2.88	52	66.11

From the calculation, it showed that the mean of grammar was 2.5, vocabulary was 2.68, fluency was 2.25, pronunciation was 2.47, task was 2.71, and comprehension was 2.88. Therefore, the mean of the pre-test was 66.11.

4.2.2 Result of Post-test using CLL Method

Here, I also described the result of the post-test using CLL method after describing the result of the pre-test. The result was described in six aspects like in the pre-test result.

Table 4.3
Students' scores of Post test (CLL method)

Code	Grammar	Vocabulary	Fluency	Pronunciation	Task	Comprehension	Score	% score
R-1	2,5	3	2	2	3	3	15,5	66
R-2	2,5	2,5	2	2,5	2,5	2,5	14,5	62
R-3	2,5	3	2,5	2,5	2,5	3	16	68
R-4	3	3	3	3	3	3	18	76
R-5	3	3	2,5	2,5	3	2,5	16,5	70
R-6	2,5	3	2,5	2,5	3	3	16,5	70
R-7	3	3	3	3	3	3	18	76
R-8	2,5	2,5	2	2,5	3	2,5	15	64
R-9	3	3	2	3	3	3	17	72
R-10	3	3	2,5	2,5	2,5	3	16,5	70
R-11	2,5	3	2	2	3	3	15,5	66
R-12	3	3	3	3	3	3	18	76
R-13	3	3	2	2,5	2,5	3	16	68
R-14	3	3,5	3	3	3	3	18,5	78
R-15	3	3	2,5	2,5	3	3	17	72
R-16	3	3,5	2,5	2,5	3	2,5	17	72
R-17	3	3	3	3	3	3	18	76
R-18	3	3	2,5	3	3	3	17,5	74
R-19	2,5	3	2,5	2,5	3	3	16,5	70
R-20	3	3	2,5	3	3	2,5	17	72
R-21	3	3	3	3	3	2,5	17,5	74
R-22	3	3	2,5	3	3	3	17,5	74
R-23	2,5	3	2	2,5	2,5	3	15,5	66
R-24	3	3,5	3	3	3	3	18,5	78
R-25	3	3	2,5	2,5	3	3	17	72
R-26	2,5	2,5	2	2	3	3	15	64
R-27	3	3	3	3	3	3	18	76
R-28	3	3	2,5	2,5	3	3	17	72
R-29	3	3	2,5	2,5	3	2,5	16,5	70
R-30	3	3	2,5	3	3	3	17,5	74
R-31	3	3,5	2,5	3	3	3	18	76
R-32	3	3	2	2,5	3	3	16,5	70
R-33	3	3	2,5	2,5	2,5	3	16,5	70
R-34	3	3	2,5	3	3	3	17,5	74
R-35	2,5	3	2,5	2,5	3	3	16,5	70
R-36	2,5	2,5	2	2,5	2,5	3	15	64
R-37	2,5	3	2,5	2,5	3	3	16,5	70
R-38	2,5	3	2	2,5	3	3	16	68
∑	107.5	112	93.5	101	110.5	110.5	637	2700
M	2.83	2.95	2.46	2.66	2.91	2.91	16.76	71.05

From the data on the table, it could be seen that the mean of grammar was 2.83, vocabulary was 2.95, fluency was 2.46, pronunciation was 2.66, task was 2.91, and comprehension was 2.91. Therefore, the mean of the post-test (CLL method) was 71.05.

Table 4.4
The Average Scores of Pre-Test and Post-Test of CLL

	Experimental Group using CLL method
Average Score of Pre Test	66.11
Average Score of Post-Test	71.05
The Difference between Pre Test and Post Test	4.94

Based on the table above, it could be seen the difference of the average score between the pre-test and post-test of experimental group after using CLL method was 4.94. It shows that there is an improvement of test result after getting some treatments using CLL method.

Besides comparing the average score, I also compared the average scores of each aspect in speaking skill scoring. I found that the difference score in each aspect of post test after treatment using CLL method was better than score of pre test before receiving treatment. The difference was shown on the table as follows:

Table 4.5
The Result of Pre-Test and Post-Test Average Scores of Each Speaking Aspect

Speaking Aspect	Experimental Group	The Average Score of Pre-Test	The Average Score of Post-Test
Grammar	CLL method	2.5	2.83
Vocabulary	CLL method	2.68	2.95
Fluency	CLL method	2.25	2.46
Pronunciation	CLL method	2.47	2.66
Task	CLL method	2.71	2.91
Comprehension	CLL method	2.88	2.91

4.3 Difference between Two Means

As mentioned above, the mean of the pre-test in the experimental group was lower than the mean of the post-test in the experimental group using CLL method. Nevertheless, I could not infer that the difference between the two means was significant. Hence, to determine whether the difference between the two means was statistically significant or not, I applied t-test formula. Here is the formula:

Hypothesis

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

The Calculation

Formula :

$$t = \frac{MD}{\sqrt{\frac{\sum^2}{N(N-1)}}}$$

H_0 is accepted if $t > t_{(1-\alpha)(n_1+n_2-2)}$

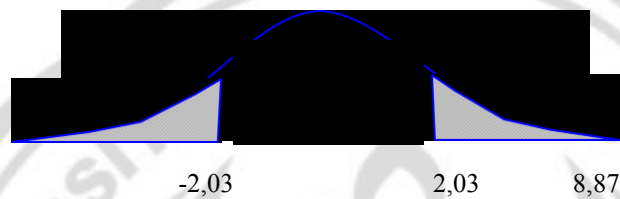
No	Resp	X_{e1}	X_{e2}	D	d	d^2
1	T-1	66,00	64,00	2,00	-2,95	8,6870
2	T-2	62,00	60,00	2,00	-2,95	8,6870
3	T-3	68,00	60,00	8,00	3,05	9,3186
4	T-4	76,00	72,00	4,00	-0,95	0,8975

5	T-5	70,00	62,00	8,00	3,05	9,3186
6	T-6	70,00	64,00	6,00	1,05	1,1080
7	T-7	76,00	60,00	16,00	11,05	122,1607
8	T-8	64,00	62,00	2,00	-2,95	8,6870
9	T-9	72,00	66,00	6,00	1,05	1,1080
10	T-10	70,00	62,00	8,00	3,05	9,3186
11	T-11	66,00	62,00	4,00	-0,95	0,8975
12	T-12	76,00	70,00	6,00	1,05	1,1080
13	T-13	68,00	66,00	2,00	-2,95	8,6870
14	T-14	78,00	72,00	6,00	1,05	1,1080
15	T-15	72,00	64,00	8,00	3,05	9,3186
16	T-16	72,00	66,00	6,00	1,05	1,1080
17	T-17	76,00	68,00	8,00	3,05	9,3186
18	T-18	74,00	66,00	8,00	3,05	9,3186
19	T-19	70,00	64,00	6,00	1,05	1,1080
20	T-20	72,00	76,00	-4,00	-8,95	80,0554
21	T-21	74,00	74,00	0,00	-4,95	24,4765
22	T-22	74,00	74,00	0,00	-4,95	24,4765
23	T-23	66,00	60,00	6,00	1,05	1,1080
24	T-24	78,00	72,00	6,00	1,05	1,1080
25	T-25	72,00	64,00	8,00	3,05	9,3186
26	T-26	64,00	60,00	4,00	-0,95	0,8975
27	T-27	76,00	74,00	2,00	-2,95	8,6870
28	T-28	72,00	64,00	8,00	3,05	9,3186
29	T-29	70,00	64,00	6,00	1,05	1,1080
30	T-30	74,00	72,00	2,00	-2,95	8,6870
31	T-31	76,00	74,00	2,00	-2,95	8,6870
32	T-32	70,00	62,00	8,00	3,05	9,3186
33	T-33	70,00	66,00	4,00	-0,95	0,8975
34	T-34	74,00	72,00	2,00	-2,95	8,6870
35	T-35	70,00	62,00	8,00	3,05	9,3186
36	T-36	64,00	60,00	4,00	-0,95	0,8975
37	T-37	70,00	68,00	2,00	-2,95	8,6870
38	T-38	68,00	64,00	4,00	-0,95	0,8975
Sum		2700,00	2512,00	188,00	0,00	437,8947
Mean		71,05	66,11	4,95		

$$MD = \frac{\sum D}{N} = \frac{188,00}{38} = 4,95$$

$$t = \frac{4,95}{\sqrt{\frac{38(38-1)}{38}}} = 8,87$$

For $\alpha = 5\%$ and $dk = 38 - 1 = 37$, $t_{(0,95)(28)} = 2,026$



Based on the computation above, I obtained that t_{value} was 8.8 and the t_{table} was 2.03 so the t_{value} was higher than t_{table} . It meant that there was significant difference between mean of the pre-test and post-test using CLL method.

4.3.1 Normality

1. Normality test for pre-test

Hypothesis

Ho : The data distributed normality

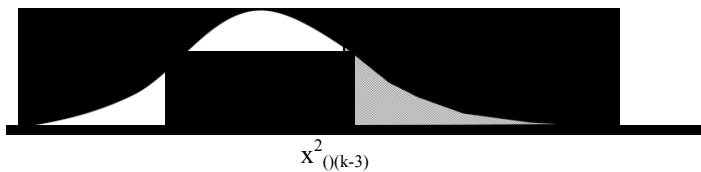
Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(\hat{O}_i - E_i)^2}{E_i}$$

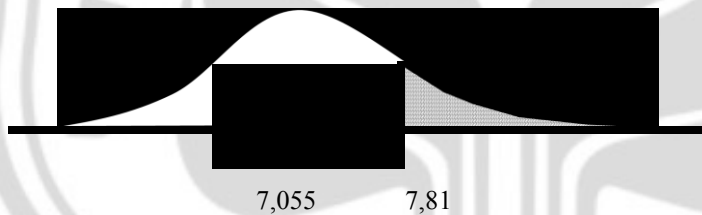
Ho is accepted if $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=	74,00	Panjang Kelas	=	2,3
Minimum Score	=	60,00	Mean (X)	=	66,1
Range	=	14,00	S	=	4,8
Class with	=	6,0	N	=	38

Class Interval	X	pz	p	Z	Ei	Oi	(Oi-Ei) ²		
							Ei		
58,00 - 60,00	57,50	-1,81	0,4646	0,0842	3,201	6	2,448		
61,00 - 63,00	60,50	-1,18	0,3803	0,1726	6,557	6	0,047		
64,00 - 66,00	63,50	-0,55	0,2078	0,2408	9,151	11	0,374		
67,00 - 69,00	66,50	0,08	0,0330	0,2289	8,700	5	1,574		
70,00 - 72,00	69,50	0,71	0,2620	0,1483	5,636	5	0,072		
73,00 - 75,00	72,50	1,34	0,4103	0,0654	2,487	5	2,541		
	75,50	1,97	0,4757			38			
							χ^2	=	7,055

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, χ^2 table = 7,815



Because $\chi^2 < 7,81$ then the pre test is said to be normally distributed.

2. Normality test for post-test

Hypothesis

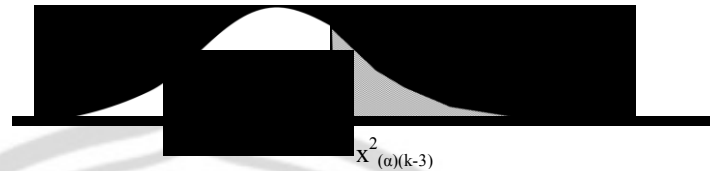
- Ho : The data distributed normality
 Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

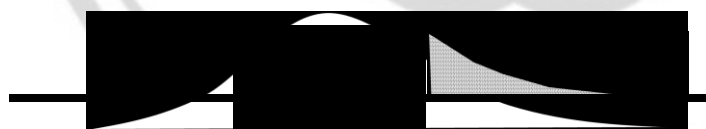
Ho is accepted if
 $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=	78,00	Panjang Kelas	=	2,7
Minimum Score	=	62,00	Mean (X)	=	71,1
Range	=	16,00	S	=	4,2
Class with	=	6,0	N	=	38

Class Interval	x	pz	p	z	Ei	Oi	(Oi-Ei) ²	
							Ei	
60,00 - 62,00	59,50	-2,78	0,4973	0,0170	0,646	1	0,193	
63,00 - 65,00	62,50	-2,06	0,4803	0,0709	2,693	3	0,035	
66,00 - 68,00	65,50	-1,34	0,4094	0,1788	6,794	6	0,093	
69,00 - 71,00	68,50	-0,61	0,2306	0,2735	10,395	9	0,187	
72,00 - 74,00	71,50	0,11	0,0429	0,2539	9,648	11	0,189	
75,00 - 78,00	74,5	0,83	0,2968	0,1668	6,337	8	0,437	
	78,5	1,79	0,4636			38		
							$\chi^2 =$	1,134

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi^2_{\text{table}} = 7,815$



1,134 7,81

Because $c^2 < 7,81$ then the post test is said to be normally distributed.

4.3.2 Homogeneity

Hipotesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

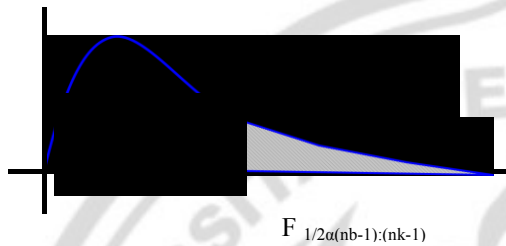
$$H_a : \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula :

$$F = \frac{Vb}{VK}$$

Ho is accepted if $F \leq F_{1/2\alpha(nb-1);(nk-1)}$



	Post test	Pre test
Sum	2700	2512
N	38	38
\bar{X}	71,05	66,11
Variance (s^2)	17,2404	22,6913
Standart deviation (s)	4,15	4,76

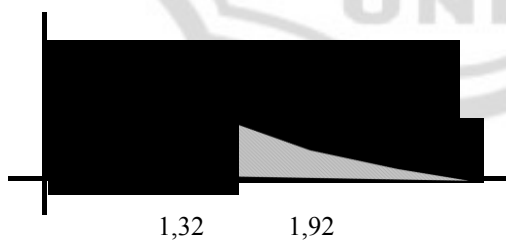
$$F = \frac{22,69}{17,24} = 1,3162$$

For $\alpha = 5\%$ with:

$$df1 = n1 - 1 = 38 - 1 = 37$$

$$df2 = n2 - 1 = 38 - 1 = 37$$

$$F_{(0.025)(37;37)} = 1,92$$



Since F value < F table, the pre test and post test of experimental group have the same variance

4.4 Description of Students' Overall Ability before Treatment

4.4.1 The Experimental Group

Before giving the treatments, I found that the ability of the students to speak in English especially in transactional conversation was low. The scoring of the test is based on some components of speaking skill modified from Brown's oral proficiency scoring system. They are grammar, vocabulary, fluency, pronunciation, task, and comprehension. Each of the six components consists of score rank from 1 up to 4. The students mean score in the pre-test was only 66.11 and mostly, they lacked in pronunciation and grammar. The pre-test conducted before the treatment showed that when they were asked to make a dialogue about transactional conversation, their dialogue consisted of very poor pronunciation and mostly inappropriate pronunciation. The grammar was very difficult to understand. The students' vocabulary was so limited that made them become difficult to make a conversation. The description of each aspect was explained as follows:

(1) Grammar

In the pre test, students were still weak in their grammar when doing conversation because they still made mistakes and forgot in using the patterns of each tense. They did not understand how to produce some sentences into a good structure. Some of them were still confused in using *to be*, *pronoun* and *possessive pronoun* like these example:

- Who your name?
- Me will buy some fruit

- I name is Mona

After looking the samples above, I thought that grammar was not difficult aspect in learning English. The problem may arise because the students were careless in identifying sentences and lazy to learn more about grammar that caused them forgot in using the right tenses.

(2) Vocabulary

Students had limited vocabulary, it could be seen when they faced some situations in the questions, and they got difficulties to know the meaning of the situation. They still needed a dictionary to translate the meaning of each question. Because of the limitation of vocabulary, it made students' conversation could not be easily understood.

(3) Fluency

Based on the aspect of fluency, the students still used “ums” or “ers”. They seemed confused to use the right words and afraid to make some mistakes in pronouncing words because they seldom practiced speaking in front of class.

(4) Pronunciation

Mostly, students were not able to pronounce the word correctly. They still made mistakes in pronouncing some words, such as “certainly” as [ˈsɜ: tɪli] but they pronounced it as [ˈsɛntʃrɪli]. Other examples, students should pronounce “course” as [kɔ: s] but they pronounced it as [kɔ:rs]. They should pronounce “sure” as [ʃʊə(r)] but they preferred to say [ʃʊr]. From example above, it showed that they pronounced words as how they were written.

(5) Task

In the pre-test, they ignored the structure of grammar in speaking English because they thought that grammar was not important. They just considered that they would get scores from the teacher if they spoke in front of class without noticing their grammar and vocabulary.

(6) Comprehension

Talking about comprehension, they did not know and understand the meaning of the questions so well. They only knew the meaning of the question by using a dictionary. So without a dictionary, they could not do anything about transactional conversation.

4.5 Description of Students' Overall Ability after Treatment

4.5.1 The Experimental Group using CLL Method

In this part, the results of the students' ability in speaking especially transactional conversation were collected and described. I found that the students' ability improved. It could be seen from the table in the post-test result where the students scores increased and the mean of the post-test was 71.05. Students mean scores improved until 4.84. In the treatment, the students were given the material about transactional text especially for conversation and some sample dialogues of it. After given some material, I taught the students with a different method in speaking English i.e. by using CLL method. This method was used to improve the students' ability in speaking skill because this method gave a comfort atmosphere in doing speaking. I asked the students to make a circle in order to focus their mind in this activity. By making a circle, students could be more relaxed and

comfortable. So they could freely convey their ideas without feel afraid to make a mistake because I helped them to translate the difficult words. This point was the reason of using CLL i.e. to make them feeling comfortable and relaxed. By feeling comfortable, they would be easier to speak in English and not be afraid to perform it in front of class. In the post-test, first they made a dialogue about transactional conversation with their partner and after that they performed it in front of class. The result was satisfying. They could make a conversation with their partner which was communicative and understandable. Although they only used limited vocabulary, they were able to make fewer mistakes in grammar and pronunciation. It could be concluded that the use of “CLL” in teaching speaking for transactional conversation to improve students’ ability in speaking skill was effective.

It could be seen from their performance of the oral skill that they also considered in good pronunciation of every word and appropriate intonation for each utterance. I tried to explain them based on each aspect as follows:

(1) Grammar

In the post-test, the grammar of the students increased after I helped them to brush up the materials and the result was rather satisfying. Although not all of students could use the grammar features correctly, but some of them could apply their knowledge to create some dialogues about transactional text.

(2)Vocabulary

They who had high motivation in learning English developed their creativity by using new vocabulary. It was shown by wider vocabulary that was used by the students in making conversations.

(3) Fluency

Talking about fluency, they were rather fluent in speaking than before although they seldom used “urm” or ‘ers”. The reason of the improving of the students’ fluency was because the test used was the same with the question in the pre-test. So they could prepare the dialogue before the test so well.

(4) Pronunciation

Because the students’ pronunciation was still lack in the pre-test before, and I wanted to improve their pronunciation, I drilled them with new vocabulary before the lesson. After I drilled them with the new vocabulary related to the topic, the result was good.

(5) Task

Problem still found in this aspect was the students still ashamed to speak loudly.

(6) Comprehension

In the post-test, the comprehension of the students was better after getting some treatments. They understood about the transactional text and the expressions used in transactional text more.

4.6 Discussion of the Research Finding

4.6.1 Interpretation of the Test Result

The aim of this research is to investigate whether or not the use of CLL method is effective to improve students' speaking skill for transactional conversation. Based on the results of the calculation, it can be concluded that there is significant difference in speaking for transactional conversation ability between pre test and post-test of the students in the eighth graders of MTs Miftahul Ulum Tambakromo.

The result of the t-test was 8.8 and the critical value of the t_{table} was 2.03. Since the t_{value} was higher than the t_{table} , there was significant difference between the two means of pre-test and post-test. It indicated that after getting treatment of CLL, the experimental group achieved better results than before receiving treatment of CLL.

From the explanation above, it shows that CLL is one of the appropriate method for teaching English especially speaking skill for transactional conversation. By using this method, students become be brave and active to speak in English because of the comfortable atmosphere which developed by teacher and students in the classroom. The other benefit of using CLL method is to make the students become more secure to work in community, because by working together they overcome their fear of speaking. Also, it can make the quieter students are able to offer correction to their peers and gladly contribute in oral activity. According to Charles Curan (1972), as quoted by Brown (2001:25), "learners in the classroom are regarded not as a "class" but a "group" that need

certain therapy and counseling.” So, there are no big gap between a teacher and students which usually build a comfortable atmosphere. The group will be the supportive community for the students to communicate in the target language. It is one of my reason why I choose CLL as a method which I use in my research.



CHAPTER V

CONCLUSION AND SUGGESTIONS

In chapter V, I drew some conclusions and suggestions with the hope that they will be useful for the readers.

5.1 Conclusion

The results of the research show that using CLL method is effective to improve students' speaking skill for transactional conversation. The results of the research showed that the pre-test score of students before receiving treatment using CLL was 66.11 in average. The average scores of the post-test for the experimental group after receiving treatment using CLL method was 71.05. The significance different scores from the pre-test to the post-test of the experimental group using CLL were 4.94. From this calculation, it can be seen that the gaining level of speaking for transactional conversation of the experimental group after receiving treatment using CLL activity is higher than the experimental group before receiving treatment using CLL method. The other results can be drawn by looking at the test of significance. As the computation explained in the previous chapter showed that the t-test value was 8.8 and the t_{table} was 2.03, so it was higher than t_{table} . It means that there was significant difference in speaking for transactional conversation ability between the pre-test and post-test of the students who were taught using CLL.

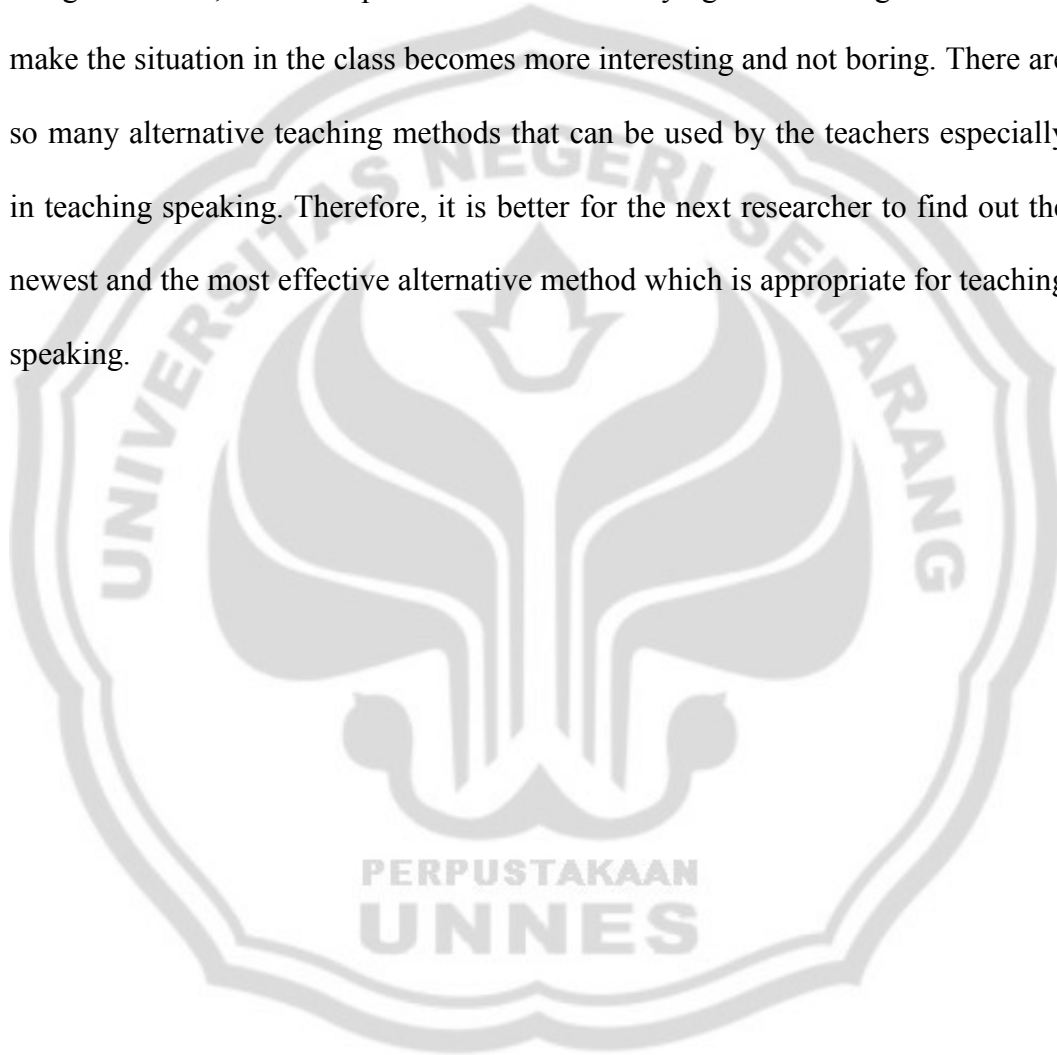
5.2 Suggestions

After drawing a conclusion above, I recommend some suggestions. These suggestions are intended to the better English language teaching. The first, I recommend suggestion for students. I think that students should encourage themselves to learn English especially speaking for transactional conversation by using CLL. By using this method, students can be brave to convey their ideas and feelings or speak in front of many people. Not only be brave in speaking but also students can be easier and faster to learn English especially speaking because this method uses some ways which are very appropriate for students. Students can feel so comfortable and relaxed in doing learning activities. They are not worried to make some mistakes in speaking because they can ask the teacher that has a role as a counselor in the speaking activities if they face some difficulties in producing English words.

Secondly, I give suggestion for teachers. Since CLL method can improve the students' ability in speaking skill for transactional conversation, I think that the teacher can use it as an alternative method that can be used in teaching English especially for speaking. By using this method, teacher can be easier in doing teaching activities because students will learn about English speaking for transactional conversation and practice to make some dialogues in groups independently. Then, students become more brave and confident in delivering their idea. It is one of the methods that increase the feel of interest of students in learning something new that cause improvement of the students' speaking skill.

So, the teacher only has a role as a counselor. She or he only helps and leads them if they face a difficulty in making a conversation.

For the last suggestion, I recommend for the researcher. I think that it is important to use a method in doing teaching activities. It is important because by using a method, it can help the teacher in conveying the teaching material and make the situation in the class becomes more interesting and not boring. There are so many alternative teaching methods that can be used by the teachers especially in teaching speaking. Therefore, it is better for the next researcher to find out the newest and the most effective alternative method which is appropriate for teaching speaking.



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Appendix 1

Students' scores of try-out

Code	Grammar	Vocabulary	Fluency	Pronunciation	Task	Comprehension	Score	% score
R-1	3	3	3	2.5	3	3	17,5	74
R-2	3	3	3	3	3	3	18	76
R-3	3	3	3	3	3	3	18	76
R-4	3	3	2	3	3	3	17	72
R-5	3	3	2.5	2.5	2.5	3	16.5	70
R-6	3	3	3	3	2	2.5	16.5	70
R-7	2	3	2.5	3	3	3	16.5	70
R-8	2	2.5	2.5	3	3	3	16	68
R-9	2.5	3	2.5	2.5	2.5	3	16	68
R-10	3	3	2	3	2	3	16	68
R-11	2.5	2.5	2	2.5	3	3	15.5	66
R-12	3	3	2	2	3	2	15	64
R-13	2	2.5	3	2	3	2	14.5	62
R-14	2	2	3	2.5	2	3	14.5	62
R-15	2	2.5	2	2	2	2	12.5	54
R-16	1	3	2	2	2	2	12	52
R-17	2	2	2	2	2	2	12	52
R-18	2	2	2	2	2	2	12	52
Σ	44	49	44	45.5	46	47.5	276	1176
M	2.44	2.72	2.44	2.52	2.58	2.63	12.9	65.3

Appendix 2

Validity of the Test

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{N\sum X^2 - (\sum X)^2 \quad N\sum Y^2 - (\sum Y)^2}$$

Where: r_{xy} : validity of the instrument

N : the number of the students

X : the score of each component of speaking

Y : the sum of all composition's score

Then the computation for item number 1 is like this below:

N : 18

$\sum xy$: 690.25

$\sum x$: 44

$\sum y$: 276

$\sum x^2$: 1936

$\sum y^2$: 76176

$$\text{So, } r_{xy} = \frac{18 \times 690.25 - (44 \times 276)}{18 \times 113.5 - (44)^2 \quad (18 \times 4302) - (276)^2}$$

$$r_{xy} = 0.7639$$

$$r_{\text{table}} = 0.468$$

The index validity of number 1 is 0.7639. Then I consult the table of r product moment with N= 18 and significant level 5% in which r is 0.468. Since the result of computation is higher than r in the table, the index validity of item number 1 is considered to be valid.

Appendix 3

Reliability of the Test

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

where: r_{11} : reliability of the instrument

k : the number of aspects

$\sum \sigma_b^2$: the sum of the aspect variances

σ_t^2 : the unbiased estimator of the population variance of the test scores

Total variance: $\sigma_t^2 = \frac{\sum Y^2 - ((\sum y)^2 : N)}{N}$

$$\sigma_t^2 = \frac{4302 - ((276)^2 : 18)}{18}$$

$$= 4.118$$

Each Item variance:

$$\sigma_{b1}^2 = \frac{\sum X^2 - ((\sum x)^2 : N)}{N}$$

$$\sigma_{b1}^2 = \frac{44 - ((44)^2 : 18)}{18}$$

$$= 0.35$$

$$\sigma_{b2}^2 = \frac{49 - ((49)^2 : 18)}{18}$$

$$= 0.15$$

$$\sigma_{b5}^2 = \frac{47.5 - ((47.5)^2 : 18)}{18}$$

$$= 0.23$$

$$\sum \sigma_b^2 = 289.70$$

The computation of reliability test with alpha formula :

$$r_{11} = \frac{6}{6-1} \left(1 - \frac{289.70}{4.118} \right)$$

$$= 0.804$$

From the result above, the reliability of the test is 0.804, for $\alpha = 5\%$ with $N = 18$, the r-table = 0.468. Since the values result from the computation are higher than critical value, it can be concluded that the instrument used in this research is reliable.

Appendix 4

Discriminating Power

$$DP = \frac{M_H - M_L}{\frac{\sum x_1^2 + \sum x_2^2}{n_i n_i - 1}}$$

Where: DP : discriminating power

M_H : mean for upper group

M_L : mean for lower group

$\sum x_1^2$: the sum of deviation scores for upper group

$\sum x_2^2$: the sum of deviation scores for lower group

n_i : the number of students for upper or lower group

The criteria are:

NO	DISCRIMINATING POWER	CATEGORY
1.	$D \leq 0.2$	POOR
2.	$0.30 < D \leq 0.4$	SATISFACTORY
3.	$0.4 < D \leq 0.7$	GOOD
4.	$0.7 < D \leq 1$	EXCELLENT

The example of computation for item number 1 is:

$$DP = \frac{3.000 - 1.80}{\frac{0 + 0.45}{4.86 \cdot 4.86 - 1}}$$

t hitung = 7.772

t table = 2.101

So, the item number 1 is excellent.

From all of the computation, it is obtained that 2 items are poor, 4 items are satisfactory, 2 items are good, and 2 items are excellent.

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 8 items from 10 items of the try out test are accepted as instrument. They are number 1,2,3,4,5,7,8, and10.



Appendix 5

Level of Difficulty

$$P = \frac{B}{JS}$$

Where,

P: item difficulty

B: the number of the students who answered correctly

JS: the total number of the students

In which number of students who answer the items correctly:

$0,0 < P \leq 0.30$ is said to be difficult

$0.30 < P \leq 0.7$ is said to be medium

$0.70 < P \leq 1.00$ is said to be easy

The computation of level difficulty for item number 1:

$$\begin{aligned} P &= \frac{24.5 + 19.5}{72} \\ &= 0.61 \end{aligned}$$

So, the item number 1 is medium.

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Appendix 6

Students' scores of try out

Code	grammar	vocabulary	Fluency	Pronunciation	Task	Comprehension	score	% score
R-1	3	3	2	2,5	3	3	16.5	70
R-2	3	3	2,5	2,5	2,5	2.5	16	68
R-3	2	2,5	2,5	3	3	3	16	68
R-4	2	2	3	3	2	2	14	60
R-5	2	2	2,5	2,5	2	3	14	60
R-6	2,5	3	2,5	2,5	2,5	2.5	15.5	66
R-7	2,5	2,5	2	2,5	3	3	15.5	66
R-8	2	2,5	2,5	2	3	2	14	60
R-9	2	2	2,5	2,5	2	3	14	60
R-10	2	2	2	2	3	3	14	60
R-11	2,5	3	2,5	3	3	2.5	16.5	70
R-12	3	3	2,5	2,5	3	2,5	16.5	70
R-13	2	2	3	2,5	3	3	15.5	66
R-14	2,5	3	2	2	2,5	3	15	64
R-15	2,5	2	2,5	2,5	2	2,5	14	60
R-16	2	2,5	2	2,5	3	3	15	64
R-17	2,5	2,5	2,5	2,5	3	3	16	68
R-18	2	2,5	2,5	3	2	2	14	60

Appendix 7

Students' scores of Pre test

Code	Gram mar	Vocabul ary	Flue ncy	Pronuncia tion	Task	comprehen sion	score	% score
R-1	2,5	3	2	2	2,5	3	15	64
R-2	2	2,5	2	2,5	2,5	2,5	14	60
R-3	2	2,5	2	2	2,5	3	14	60
R-4	3	3	2,5	2,5	3	3	17	72
R-5	2	2,5	2	2	3	3	14,5	62
R-6	2,5	2,5	2,5	2	2,5	3	15	64
R-7	2	2,5	2	2	2,5	3	14	60
R-8	2,5	2,5	2	2,5	2,5	2,5	14,5	62
R-9	2,5	3	2	2,5	2,5	3	15,5	66
R-10	2,5	2	2	2,5	2,5	3	14,5	62
R-11	2	2,5	2	2,5	2,5	3	14,5	62
R-12	3	3	2	2,5	3	3	16,5	70
R-13	2,5	2,5	2	2,5	3	3	15,5	66
R-14	3	3	2,5	2,5	3	3	17	72
R-15	2	2,5	2,5	2,5	3	2,5	15	64
R-16	2,5	3	2,5	2,5	2,5	2,5	15,5	66
R-17	2,5	3	2,5	2,5	2,5	3	16	68
R-18	2,5	2,5	2,5	2,5	2,5	3	15,5	66
R-19	2,5	2,5	2,5	2,5	2,5	2,5	15	64
R-20	3	3,5	2,5	3	3	3	18	76
R-21	3	3	2,5	3	3	3	17,5	74
R-22	3	3	2,5	3	3	3	17,5	74
R-23	2	2	2	2,5	2,5	3	14	60
R-24	3	3	2,5	2,5	3	3	17	72
R-25	2,5	2,5	2	2,5	3	2,5	15	64
R-26	2	2,5	2	2	2,5	3	14	60
R-27	3	3	2,5	3	3	3	17,5	74
R-28	2,5	2,5	2,5	2,5	2,5	2,5	15	64
R-29	2,5	2,5	2,5	2,5	2,5	2,5	15	64
R-30	3	3	2,5	2,5	3	3	17	72
R-31	3	3	2,5	3	3	3	17,5	74
R-32	2	2,5	2	2,5	2,5	3	14,5	62
R-33	3	2,5	2	2,5	2,5	3	15,5	66
R-34	3	3	2,5	2,5	3	3	17	72
R-35	2,5	2,5	2	2	2,5	3	14,5	62
R-36	2	2,5	2	2,5	2,5	2,5	14	60
R-37	2,5	2,5	2,5	2,5	3	3	16	68
R-38	2,5	2,5	2	2,5	2,5	3	15	64

Appendix 8

Students' scores of Post test (CLL)

Code	Gram mar	Vocabul ary	fluen cy	Pronuncia tion	task	Comprehen sion	score	% score
R-1	2,5	3	2	2	3	3	15,5	66
R-2	2,5	2,5	2	2,5	2,5	2,5	14,5	62
R-3	2,5	3	2,5	2,5	2,5	3	16	68
R-4	3	3	3	3	3	3	18	76
R-5	3	3	2,5	2,5	3	2,5	16,5	70
R-6	2,5	3	2,5	2,5	3	3	16,5	70
R-7	3	3	3	3	3	3	18	76
R-8	2,5	2,5	2	2,5	3	2,5	15	64
R-9	3	3	2	3	3	3	17	72
R-10	3	3	2,5	2,5	2,5	3	16,5	70
R-11	2,5	3	2	2	3	3	15,5	66
R-12	3	3	3	3	3	3	18	76
R-13	3	3	2	2,5	2,5	3	16	68
R-14	3	3,5	3	3	3	3	18,5	78
R-15	3	3	2,5	2,5	3	3	17	72
R-16	3	3,5	2,5	2,5	3	2,5	17	72
R-17	3	3	3	3	3	3	18	76
R-18	3	3	2,5	3	3	3	17,5	74
R-19	2,5	3	2,5	2,5	3	3	16,5	70
R-20	3	3	2,5	3	3	2,5	17	72
R-21	3	3	3	3	3	2,5	17,5	74
R-22	3	3	2,5	3	3	3	17,5	74
R-23	2,5	3	2	2,5	2,5	3	15,5	66
R-24	3	3,5	3	3	3	3	18,5	78
R-25	3	3	2,5	2,5	3	3	17	72
R-26	2,5	2,5	2	2	3	3	15	64
R-27	3	3	3	3	3	3	18	76
R-28	3	3	2,5	2,5	3	3	17	72
R-29	3	3	2,5	2,5	3	2,5	16,5	70
R-30	3	3	2,5	3	3	3	17,5	74
R-31	3	3,5	2,5	3	3	3	18	76
R-32	3	3	2	2,5	3	3	16,5	70
R-33	3	3	2,5	2,5	2,5	3	16,5	70
R-34	3	3	2,5	3	3	3	17,5	74
R-35	2,5	3	2,5	2,5	3	3	16,5	70
R-36	2,5	2,5	2	2,5	2,5	3	15	64
R-37	2,5	3	2,5	2,5	3	3	16,5	70
R-38	2,5	3	2	2,5	3	3	16	68

Appendix 9

**STUDENTS' SCORE OF VIII A
(EXPERIMENTAL GROUP)**

NO	NAME	PRE- TEST	POST-TEST (CLL)
1.	AS M	60	64
2.	AA	60	62
3.	AS	64	70
4.	AM	74	78
5.	DM	64	70
6.	DR	60	68
7.	DN	64	68
8.	EW	66	68
9	E L	62	70
10.	FT	60	66
11.	FS	62	62
12.	F	70	76
13.	HRS	62	64
14.	HMT	70	74
15.	I A	60	64
16.	I Y	66	70
17.	IN	68	72
18.	IR	64	66
19.	KW	64	68
20.	KH	72	76
21.	L N	70	74
22.	ID	76	76
23.	MA R	62	66
24.	MU	68	72
25.	MH	60	66
26.	MRE	60	62
27.	NN	68	70
28.	NHD	62	68
29.	PJS	68	72
30.	RRT	72	74
31.	RIL	74	76
32.	ROH	62	68
33.	ST N	70	72
34.	SRLE	72	74
35.	UP	66	72
36.	YK	64	64
37.	YOJS	62	66
38.	ISBU	62	64
	Σ	2512	2700
	M	66.11	71,05

Appendix 10

t-test

Hypothesis

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

The Calculation

Formula :

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

H_0 is accepted if $t > t_{(1-\alpha)(n_1+n_2-2)}$

No	Resp	X_{e1}	X_{e2}	D	d	d^2
1	T-1	66,00	64,00	2,00	-2,95	8,6870
2	T-2	62,00	60,00	2,00	-2,95	8,6870
3	T-3	68,00	60,00	8,00	3,05	9,3186
4	T-4	76,00	72,00	4,00	-0,95	0,8975
5	T-5	70,00	62,00	8,00	3,05	9,3186
6	T-6	70,00	64,00	6,00	1,05	1,1080
7	T-7	76,00	60,00	16,00	11,05	122,1607
8	T-8	64,00	62,00	2,00	-2,95	8,6870
9	T-9	72,00	66,00	6,00	1,05	1,1080
10	T-10	70,00	62,00	8,00	3,05	9,3186
11	T-11	66,00	62,00	4,00	-0,95	0,8975
12	T-12	76,00	70,00	6,00	1,05	1,1080
13	T-13	68,00	66,00	2,00	-2,95	8,6870
14	T-14	78,00	72,00	6,00	1,05	1,1080
15	T-15	72,00	64,00	8,00	3,05	9,3186
16	T-16	72,00	66,00	6,00	1,05	1,1080
17	T-17	76,00	68,00	8,00	3,05	9,3186
18	T-18	74,00	66,00	8,00	3,05	9,3186
19	T-19	70,00	64,00	6,00	1,05	1,1080
20	T-20	72,00	76,00	-4,00	-8,95	80,0554

21	T-21	74,00	74,00	0,00	-4,95	24,4765
22	T-22	74,00	74,00	0,00	-4,95	24,4765
23	T-23	66,00	60,00	6,00	1,05	1,1080
24	T-24	78,00	72,00	6,00	1,05	1,1080
25	T-25	72,00	64,00	8,00	3,05	9,3186
26	T-26	64,00	60,00	4,00	-0,95	0,8975
27	T-27	76,00	74,00	2,00	-2,95	8,6870
28	T-28	72,00	64,00	8,00	3,05	9,3186
29	T-29	70,00	64,00	6,00	1,05	1,1080
30	T-30	74,00	72,00	2,00	-2,95	8,6870
31	T-31	76,00	74,00	2,00	-2,95	8,6870
32	T-32	70,00	62,00	8,00	3,05	9,3186
33	T-33	70,00	66,00	4,00	-0,95	0,8975
34	T-34	74,00	72,00	2,00	-2,95	8,6870
35	T-35	70,00	62,00	8,00	3,05	9,3186
36	T-36	64,00	60,00	4,00	-0,95	0,8975
37	T-37	70,00	68,00	2,00	-2,95	8,6870
38	T-38	68,00	64,00	4,00	-0,95	0,8975
Sum		2700,00	2512,00	188,00	0,00	437,8947
Mean		71,05	66,11	4,95		

$$MD = \frac{\sum D}{N} = \frac{188,00}{38} = 4,95$$

$$t = \frac{4,95}{\sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N^2}}} = 8,87$$

For $\alpha = 5\%$ and $dk = 38 - 1 = 37$, $t_{(0,95)(28)} = 2,026$



Based on the computation above, I obtained that t_{value} was 8.8 and the t_{table} was 2.03 so the t_{value} was higher than t_{table} . It meant that there was significant difference between mean of the pre-test and post-test using CLL method.

4.3.1 Normality

1. Normality test for pre-test

Hypothesis

Ho : The data distributed normality

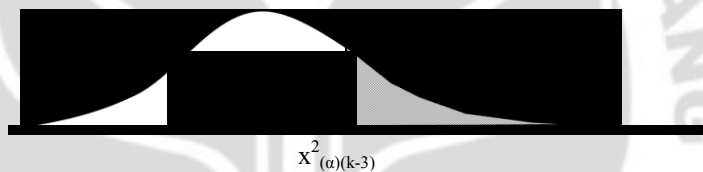
Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

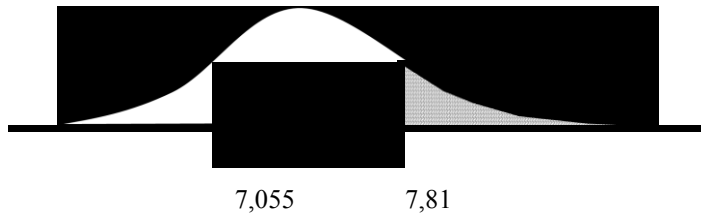
Ho is accepted if $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=	74,00	Panjang Kelas	=	2,3
Minimum Score	=	60,00	Mean (X)	=	66,1
Range	=	14,00	S	=	4,8
Class with	=	6,0	N	=	38

Class Interval	X	pz	p	z	Ei	Oi	(Oi-Ei) ²		
							Ei		
58,00 - 60,00	57,50	-1,81	0,4646	0,0842	3,201	6		2,448	
61,00 - 63,00	60,50	-1,18	0,3803	0,1726	6,557	6		0,047	
64,00 - 66,00	63,50	-0,55	0,2078	0,2408	9,151	11		0,374	
67,00 - 69,00	66,50	0,08	0,0330	0,2289	8,700	5		1,574	
70,00 - 72,00	69,50	0,71	0,2620	0,1483	5,636	5		0,072	
73,00 - 75,00	72,50	1,34	0,4103	0,0654	2,487	5		2,541	
	75,50	1,97	0,4757			38			
							χ^2	=	7,055

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, χ^2 table = 7,815



Because $c^2 < 7,81$ then the pre test is said to be normally distributed.

2. Normality test for post-test

Hypothesis

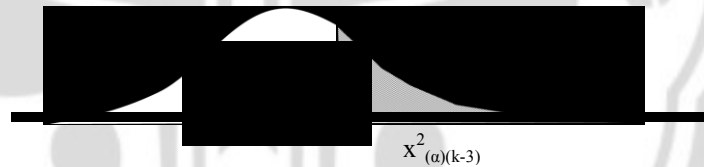
- Ho : The data distributed normality
 Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if
 $\chi^2 < \chi^2_{\text{tabel}}$

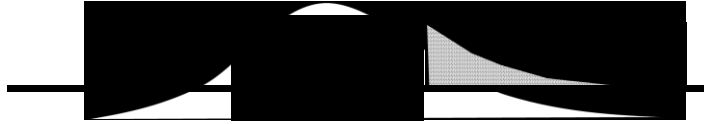


Maximum score	=	78,00	Panjang Kelas	=	2,7
Minimum Score	=	62,00	Mean (X)	=	71,1
Range	=	16,00	S	=	4,2
Class with	=	6,0	N	=	38

Class Interval	x	pz	p	Z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
60,00 - 62,00	59,50	-2,78	0,4973	0,0170	0,646	1	0,193
63,00 - 65,00	62,50	-2,06	0,4803	0,0709	2,693	3	0,035
66,00 - 68,00	65,50	-1,34	0,4094	0,1788	6,794	6	0,093
69,00 - 71,00	68,50	-0,61	0,2306	0,2735	10,395	9	0,187
72,00 - 74,00	71,50	0,11	0,0429	0,2539	9,648	11	0,189
75,00 - 78,00	74,5	0,83	0,2968	0,1668	6,337	8	0,437
	78,5	1,79	0,4636			38	
						$\chi^2 =$	1,134

7,815

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, χ^2 table =



1,134 7,81

Because $c^2 < 7,81$ then the post test is said to be normally distributed.

4.3.2 Homogeneity

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

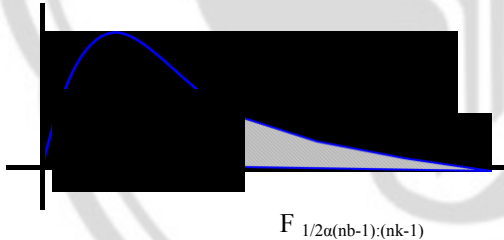
$$H_a : \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula :

$$F = \frac{V_b}{V_K}$$

H_0 is accepted if $F \leq F_{1/2\alpha (nb-1):(nk-1)}$



	Post test	Pre test
Sum	2700	2512
N	38	38
\bar{x}	71,05	66,11
Variance (s^2)	17,2404	22,6913
Standart deviation (s)	4,15	4,76

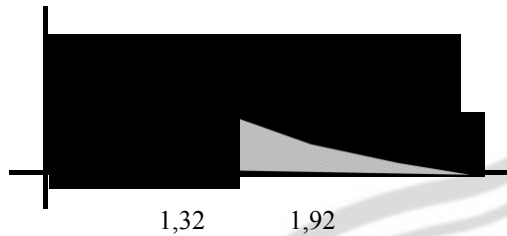
$$F = \frac{22,69}{17,24} = 1,3162$$

For $\alpha = 5\%$ with:

$$df1 = n1 - 1 = 38 - 1 = 37$$

$$df2 = n2 - 1 = 38 - 1 = 37$$

$$F_{(0.025)(37:37)} = 1,92$$



Since $F \text{ value} < F \text{ table}$, the pre test and post test of experimental group have the same variance



Appendix 11**TRY-OUT****Instruction:**

Make your own dialogue in pairs about transactional approximately in 3 minutes and you have to present it in front of the class orally. You may choose any topic. Here some alternatives alternatives:

1. You have a new neighbor and you want to be acquainted with her. You will give a cake to your new neighbor. (accepting something)
2. Your pencil is broken and Mita wants to help you by buying a new pencil to you.(refusing for help)
3. Mitha will conduct a birthday party tomorrow and she invites you. But you can't come because you must study at home.(refusing an invitation)
4. Mona will make spaghetti but she doesn't have a frying pan. She comes to my house and wants to borrow my frying pen.(asking permission)
5. Your sister will go to her friend's party but she does not have a nice shoes. She wants to borrow yours.(giving permission)
6. You and your mother have a lunch in restaurant. You call a waitress to order food from a menu in a restaurant.(ordering something)
7. You are a new student in your school. You want to go to the library but you don't know the location of the library. Finally, you ask one of your friends to show the library.(asking for help)
8. You are in the market with your friend and want to buy some fruits. But you are very confuse to choose a nice fruits.(giving an opinion)
9. You will go to Bali next month. And you want to check a flight information by making a telephone call.(open, extend, and close the speaking on the phone)
10. Your computer is broken down and you need some helps. You decide to ask your friend to repair the computer. (asking for help)

Appendix 12**PRE- TEST****Instruction:**

Make your own dialogue in pairs about transactional approximately in 3 minutes and you have to present it in front of the class orally. You may choose any topic. Here some alternatives alternatives:

1. You have a new neighbor and you want to be acquainted with her. You will give a cake to your new neighbor. (accepting something)
2. Your pencil is broken and Mita wants to help you by buying a new pencil to you.(refusing for help)
3. Mitha will conduct a birthday party tomorrow and she invites you. But you can't come because you must study at home.(refusing an invitation)
4. Mona will make spaghetti but she doesn't have a frying pan. She comes to my house and wants to borrow my frying pen.(asking permission)
5. Your sister will go to her friend's party but she does s not have a nice shoes. She wants to borrow yours.(giving permission)
6. You are a new student in your school. You want to go to the library but you don't know the location of the library. Finally, you ask one of your friends to show the library.(asking for help)
7. You are in the market with your friend and want to buy some fruits. But you are very confuse to choose a nice fruits.(giving an opinion)
8. Your computer is broken down and you need some helps. You decide to ask your friend to repair the computer. (asking for help)

Appendix 13

Treatment 1

Definition of Conversation

A conversation is [communication](#) between two or more people. Conversations are the ideal form of communication in some respects, since they allow people with different views on a topic to learn from each other. For a successful conversation, the partners must achieve a workable balance of contributions.

2.3.2 Definition of Transactional Conversation

The term of transactional conversation is defined as follows:

1. Transactional conversation is used for marketing, invitation, ordering and so on. Transactional speaking informs and persuades others of things. (<http://www3.interscience.wiley.com./journal/114117480/>, 20-1-2010 at 10 a.m)
2. Transactional language is message oriented and can be viewed as “business type” talk with the focus on content and conveying factual or propositional information. Transactional language is used for giving instruction, explaining, describing, and giving directions, ordering, inquiring, relating, and checking on the correctness of details and verifying understanding (Celce-Murcia, 2001:56)
3. Transactional conversation is conversation that have to do and the way to overcome the communication difficulties (School Based Curriculum 2004:78).

Example of Transactional Conversation

1. Vita is visiting his friend, Mela. At this time, Mela is in the backyard of her house.(asking for help)

Vita : Hi, Mela

Mela : Hi, Vita

Vita : What are you doing?

Mela : I'm planting a tulip now. Can you help me get the flower pot over there, please?

Vita : Yes, of course.

2. Monic has a new shoes and asked to Vina's opinion about your shoes. (asking for someone opinion)

Monic : Hi, Vina

Vina : H, Monic. Wow, is it your new shoes, Monic?

Monic: Yeah, you're right. What's your opinion about my shoes?

Vina: In my opinion, it's so beautiful especially the color's of shoes.

Monic: Oh, thank you.

3. Tere is calling Bella and want to borrow a novel.(start, extend, and end a conversation in a telephone).

Tere : (Dial Number)

Bella : Hello.

Tere : Hello. Could I speak to Bella?

Bella : Yes, this is Bella. Who is speaking?

Tere: I am Tere.

Bella: Hai Tere. What's up?

Tere: I am calling to borrow your novel. May I borrow it?

Bella : Yes, of course.

Tere: Thank you very much.

Bella: You are welcome.

Definition of Community Language Learning

Community language learning (CLL) is primarily designed for monolingual conversation classes where the teacher-counselor would be able to speak the learners' L1. The intention was that it would integrate translation so that the students would disassociate language learning with risk taking. It's a method that is based on English for communication and is extremely learner-focused.

Although each course is unique and student-dictated, there are certain criteria that should be applied to all CLL classrooms, namely a focus on fluency in the early stages, an undercurrent of accuracy throughout the course and learner empowerment as the main focus.

Instruction:

This is the topic dialogue for doing the conversation activity by using CLL method. Choose and make a dialogue of transactional conversation below approximately in 3 minutes.

1. Your neighbour is busy sweeping the backyard. You want to help but she refuses it. (Refusing a help)
2. You are in the canteen and you are talking about your favorite lesson. (giving an opinion)
3. You are playing on the beach. Your friend is on the beach too and he will buy ice cream. He asks you whether you want to buy ice cream, too. (Declining an offer something)
4. Bintang tries to phone Wisnu to ask him to join an English storytelling competition on Sunday. But when Bintang phones, Wisnu is out. Wisnu's sister answers the phone. (phone conversation)
5. Viko has a new car and you want to borrow his car. (asking permission)

Treatment 2

Instruction:

Choose one topic and make a dialogue of transactional conversation based on the topic below approximately in 3 minutes.

1. You and your mother are shopping in a mall. You want to buy a gown but you still confuse to choose between two beautiful gowns. (Asking for someone's opinion)
2. You want to use your brother's jacket (Asking permission)
3. You must type the invitation letter but you have not a computer.(Asking for help)
4. You are in the bus that is very crowded. There is an old man that is standing in the corner. You give your sit to the old man.(Accepting an offer of something)
5. Lina calls her father in his office. But Lina's father is meeting with client and his secretary answers the phone. Lina asks the secretary to tell him that her mother is sick.(Open, extend, and close the speaking on the phone)

Vocabulary I

1. Neighbor : tetangga
2. Acquainted : kenal
3. Broken : patah
4. Frying pan : wajan
5. Shoes : sepatu
6. Waitress : pelayan
7. Library : perpustakaan
8. Market : pasar
9. Confuse : bingung
10. Repair : memperbaiki

Vocabulary II

- A. Treatment 1
1. Backyard : halaman belakang
 2. Lesson: pelajaran
 3. Beach : pantai
 4. Competition : kompetisi
 5. Car : mobil
- B. Treatment 2
1. Gown : gaun
 2. Jacket : jaket
 3. Type : mengetik
 4. Corner : pojok
 5. Call : menelepon

Tenses

Simple present tense:

- (+) S + V1 + O
- (-) S + do/ does + not + V1
- (?) Do/does + S + V 1

Simple future tense:

- (+) S + will +V1 + O
- (-) S + will + not + V1+ O
- (?) Will + S + V1 + O

Simple past tense:

- (+) S + V2 + O
- (-) S + did + not + V1 + O
- (?) Did + S + V1

Expressions

A. Asking for help

Asking for help:	Response (+)	Response (-)
- Could you do me a favor? I'm busy	- Certainly	- I'm sorry,
- Would you be able to...? I have to go do	- Sure. What is it?	- Sorry, but
- Can I ask for your help? else	- Of course	something
- Could you please....? sorry, but I'm	- Ok. What can I do for you?	- I'm very
- Would you...,please?		afraid I can't.

B. How to ask permission

- May I borrow, please?
- Could I use....., please?
- Can I....., please?
- Do you....., please?
- Would you mind.....?

Response:

- Sure - Of course not
- Of course - oh, never mind then
- Yes - It doesn't matter
- Certainly

- C. Asking for someone opinion
- What do you think of/ about.....?
 - What's your opinion about.....?
 - Do you think it's a good idea?
 - What are your views.....?
 - What's your view/ opinion?
- D. Giving your opinion
- I think so
 - I go with your opinion
 - In my view/opinion.....
 - I'd just like to say.....
 - From my point of view.....
 - Well, to my mind.....
- E. Saying you have no opinion
- I really don't have opinion about it.
 - I (really) don't know what to say
 - I couldn't say. I'm afraid
- F. Offering something
- Will you have.....?
 - Can I offer you a drink?
 - Won't you have.....?
 - Would you like.....?
 - What can I get you?
 - What will you have?
- G. Declining an offer of something
- No thank you
 - Not for me, thank you
 - No, I won't, thank you
 - Not this time, thanks
 - That's very kind, but I won't, thank you
- H. Accepting an offer of something
- Thank you - Yes, please
 - Thank you very much - Lovely/ Great
 - That would be very nice - That'd be delightful
 - Thank you, I would - Thank you so much
 - With pleasure
- I. Open, extend, and close the speaking on the phone
- If you want to start a conversation on the phone:
 - Is..... there?
 - Could I speak to please?

- If you want to do transaction to whom you phone:
 - I'm calling to.....

- If you want to end a conversation on the telephone:
 - Nice talking to you
 - Thank you
 - That's okay.



Appendix 14

POST TEST

Instruction:

Make your own dialogue in pairs about transactional approximately in 3 minutes and you have to present it in front of the class orally. You may choose any topic. Here some alternatives alternatives:

1. You have a new neighbor and you want to be acquainted with her. You will give a cake to your new neighbor. (accepting something)
2. Your pencil is broken and Mita wants to help you by buying a new pencil to you.(refusing for help)
3. Mitha will conduct a birthday party tomorrow and she invites you. But you can't come because you must study at home.(refusing an invitation)
4. Mona will make spaghetti but she does not have a frying pan. She comes to my house and wants to borrow my frying pen.(asking permission)
5. Your sister will go to her friend's party but she does not have a nice shoes. She wants to borrow yours.(giving permission)
6. You are a new student in your school. You want to go to the library but you don't know the location of the library. Finally, you ask one of your friends to show the library.(asking for help)
7. You are in the market with your friend and want to buy some fruits. But you are very confuse to choose a nice fruits.(giving an opinion)
8. Your computer is broken down and you need some helps. You decide to ask your friend to repair the computer. (asking for help)

Appendix 15

LESSON PLAN PRE TEST

The identify : MTs Miftahul Ulum Tambakromo

Subject : English

Class Semester : VIII/2

Time Allotment : 2x 40' (1 meeting)

Standard Competence : 9. Speaking

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Basic Competence :

9.1 Mengungkapkan makna dalam percakapan transaksional (to get something done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi, menolak pendapat, dan menawarkan/ menerima/ menolak sesuatu.

9.2. Memahami dan merespon makna yang terdapat dalam percakapan transaksional (to get something done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/ tidak menyetujui, memuji, dan memberi selamat

I. TEXT TYPE

Transactional Conversation

II. OBJECTIVES

In the end of the meeting 75 % of students are able to:

1. Recognize a transactional conversation
2. Make a short conversation of transactional in five minutes.
3. Perform it in front of the class, with the right:
 - Grammar
 - Vocabulary
 - Comprehension
 - Fluency
 - Pronunciation
 - Task

III. MATERIAL

1. Kinds of expression of transactional conversation
2. Vocabulary
3. Spelling
4. Intonation
5. Pronunciation
6. Grammar

IV. METHOD

1. Guided speaking
2. Practice and perform

V. LEARNING ACTIVITIES**Opening**

- (1) Greeting
- (2) Check the attendance list

Lesson

1) BKOF (building knowledge of the field)

- ❖ Students listen to the teacher about kinds of simple expression of transactional conversation.
- ❖ Students repeat what the teacher says about kinds of simple expression of transactional conversation.
- ❖ Students practice to pronounce that conversation all at once.
- ❖ Students practice to pronounce that conversation.

(2) Independent Construction of the Text (ICoT)

▪ **PRETEST**

- The students are asked to make a very short conversation about transactional conversation based on given situation from the teacher in pairs and then perform it in front of class.

Closing

- Teacher gives the reinforcement to the students.
- Teacher says good bye

VI. SOURCE OF MEDIA

1. Teacher who practices as a model
2. Tape Recorder
3. Book
4. Handout

VII. ASSIGNMENT

1. Pair Assignment

VIII. EVALUATION

Teacher evaluates with certain condition

1. Form of the Spoken test

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1	Students are able to respond the spoken of interpersonal and transactional text	spoken test	Performance	Look at the instrument
2.	Students are able to make a short conversation about transactional in pairs			
3	<p>Students are able to perform a spoken of interpersonal and transactional text in front of the class, with the right :</p> <ul style="list-style-type: none"> - Grammar - Vocabulary - Comprehension - Fluency - Pronunciation - Task 			

2. Instrument of evaluation

1) Speaking test

Instruction:

Make your own dialogue in pairs about transactional approximately in 3 minutes and you have to present it in front of the class orally. You may choose any topic. Here some alternatives alternatives:

1. You have a new neighbor and you want to be acquainted with her. You will give a cake to your new neighbor. (accepting something)
2. Your pencil is broken and Mita wants to help you by buying a new pencil to you.(refusing for help)
3. Mitha will conduct a birthday party tomorrow and she invites you. But you can't come because you must study at home.(refusing an invitation)
4. Mona will make spaghetti but she has not a frying pan. She comes to my house and wants to borrow my frying pen.(asking permission)
5. Your sister will go to her friend's party but she has not a nice shoes. She wants to borrow yours.(giving permission)
6. You are a new student in your school. You want to go to the library but you don't know the location of the library. Finally, you ask one of your friends for direction the library.(asking something)
7. You are in the market and want to buy some fruits. But you are very confuse to choose a nice fruits.(giving your opinion)
8. Your computer is broken down and you need some helps. You decide to ask your friend to repair the computer. (asking for help)

IX. Rubric of evaluation

Speaking (performance)

Students	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task	Note
1	4	4	4	4	4	4	Good
	3	3	3	3	3	3	Enough
	2	2	2	2	2	2	Less enough
	1	1	1	1	1	1	Poor

IX. Final of Evaluation

- Maximal total of score for each student: 100
- Student's score get by add 1, after that multiply 4.

Example:

Abi gets total of score: 84

So, his score: $(20 + 1) \times 4 = 84$

Tambakromo, 21 Maret 2010

Headmaster of
MTs Miftahul Ulum Tambakromo,

Teacher,

H. Rebin, S.Pd.I

Tri Yuliana P.
NIM.2201407058

Appendix 16**LESSON PLAN TREATMENT (CLL)**

The identify : MTs Miftahul Ulum Tambakromo

Subject : English

Class Semester : VIII/2

Time Allotment : 4x 40' (2 meetings)

Standard Competence : 9. Speaking

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Basic Competence :

9.1 Mengungkapkan makna dalam percakapan transaksional (to get something done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi, menolak pendapat, dan menawarkan/ menerima/ menolak sesuatu.

9.2 Memahami dan merespon makna yang terdapat dalam percakapan transaksional (to get something done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/ tidak menyetujui, memuji, dan memberi selamat

I.TEXT TYPE

Short dialogue of transactional conversation

II.OBJECTIVES

In the end of the meeting 75 % of students are able to:

- 1.Recognize a report text.
- 2.Imitate the spoken of transactional conversation
- 3.Make a short conversation of transactional and interpersonal in five minutes.
- 4.Perform it in front of the class, with the right:
 - Grammar
 - Vocabulary
 - Comprehension
 - Fluency
 - Pronunciation
 - Task

III.MATERIAL

- 1.Kinds of expression of transactional conversation
- 2.Vocabulary
- 3.Spelling
- 4.Intonation
- 5.Pronunciation
- 6.Grammar
- 7.Transcript of the conversation in recorder

VI.METHOD

- 1.Guided speaking
- 2.Practice and perform
- 3.Discussion

V.LEARNING ACTIVITIES

Meeting I

Opening

- 1.The teacher greets the students.
- 2.The teacher checks the attendance list

Lesson

(1)Building knowledge of Field (BKoF)

- Teacher reviews the last material by reminding the students what they have learned.
- Students listen to the teacher about kinds of simple expression of transactional conversation.
- Students repeat what the teacher says about kinds of simple expression of transactional conversation.
- Students practice to pronounce that conversation all at once.
- Students practice to pronounce that conversation.

(2) Modelling of Text (MoT)

- Teacher gives the example of the transactional conversation.
- Teacher gives the right pronunciation, intonation, expression, and stresses of the vocabulary when giving the example.
- Teacher stimulates the students to find the example of transactional text in the conversation.

(3) Joint Construction of the Text (JCoT)

- Teacher leads the students to make transactional dialogue in a circle using community language learning method.
- Students make a dialogue in native language and after that teacher as a counselor translate it in English.
- Students imitate what teacher said.
- Teacher record what the students said in English.
- Transcribe the conversation that has record and then discussed together.

(4) Independent Construction of the Text (ICoT)

- Teacher gives the homework to the students to make a transactional dialogue.
- Teacher gives the homework to the students to find the example of transactional dialogue.

Closing

- Teacher gives the reinforcement to the students.
- Teacher says goodbye.

Meeting II

Opening

- (1) The teacher greets the students.
- (2) The teacher checks the attendance list.

Lesson

(1) Building knowledge of Field (BKoF)

- Teacher reviews the last material by reminding the students what they have learned.
- Teacher asks some students to perform the transactional dialogue they have made as homework orally.
- Teacher makes comment about the students' performance and corrects the students Pronunciation, Grammar, Vocabulary, Comprehension, Content and Performance.
- Teacher asks the students to submit the example of transactional dialogue they have found.

(2) Modelling of Text (MoT)

- Teacher takes one of the examples of transactional dialogue from students' homework.
- Teacher stimulates the students to find the expression of transactional dialogue.

(3) Joint Construction of the Text (JCoT)

- Teacher leads again the students in a circle to make a transactional dialogue with community language learning method like the activity that have done in the last meeting .
- Record the conversation.
- Transcribe the conversation and discuss it together.

(4) Independent Construction of the Text (ICoT)

- Teacher asks the students to work in pairs to make a transactional conversation with their own topic.
- Teacher asks the students to perform the conversation in pairs.

Closing

- (1) Teacher gives the reinforcement to the students.
- (2) Teacher says goodbye.

VI.SOURCE OF MEDIA

1. Teacher as a model
2. Tape recorder
3. Transcript
4. Handout
5. Dictionary

VII.ASSIGNMENT

Pair Assignment

VIII.EVALUATION

1.Type

Speaking Test

- Individual Assignment

2.Objective

Students are able to:

- Recognize a transactional dialogue

- Encourage in learning English by the application of a media (tape recorder) as a treatment.
- Construct a transactional dialogue orally

3. Instrument

A. Subject : English
Grade : VIII/2
Time Allotment : 4x40'
Instruction :

1. Please make a circle
2. Make a dialogue about transactional based on topic from the teacher in group.
3. The duration is about 3-4 minutes
4. Communicate with your own word and if you face the difficulties in speaking, teacher will help you by translate it in English.
5. When the conversation goes on, teacher record the dialogue of the students.
6. After that, teacher transcribes the recorder and discusses it together.
7. Your spoken transactional conversation will be scored based on these considerations:
 - Grammar
 - Vocabulary
 - Comprehension
 - Fluency
 - Pronunciation
 - Task

Treatment 1

Definition of Conversation

A conversation is communication between two or more people. Conversations are the ideal form of communication in some respects, since they allow people with different views on a topic to learn from each other. For a successful conversation, the partners must achieve a workable balance of contributions.

Definition of Transactional Conversation

The term of transactional conversation is defined as follows:

1. Transactional conversation is used for marketing, invitation, ordering and so on. Transactional speaking informs and persuades others of things. (<http://www3.interscience.wiley.com./journal/114117480/>, 20-1-2010 at 10 a.m)
2. Transactional language is message oriented and can be viewed as “business type” talk with the focus on content and conveying factual or propositional information. Transactional language is used for giving instruction, explaining, describing, and giving directions, ordering, inquiring, relating, and checking on the correctness of details and verifying understanding (Celce-Murcia, 2001:56)
3. Transactional conversation is conversation that have to do and the way to overcome the communication difficulties (School Based Curriculum 2004:78).

Example of Transactional Conversation

1. Vita is visiting his friend, Mela. At this time, Mela is in the backyard of her house.(asking for help)

Vita : Hi, Mela

Mela : Hi, Vita

Vita : What are you doing?

Mela : I'm planting a tulip now. Can you help me get the flower pot over there, please?

Vita : Yes, of course.

2. Monic has a new shoes and asked to Vina's opinion about your shoes. (asking for someone opinion)

Monic : Hi, Vina

Vina : H, Monic. Wow, is it your new shoes, Monic?

Monic: Yeah, you're right. What's your opinion about my shoes?

Vina: In my opinion, it's so beautiful especially the color's of shoes.

Monic: Oh, thank you.

3. Tere is calling Bella and want to borrow a novel.(start, extend, and end a conversation in a telephone).

Tere : (Dial Number)

Bella : Hello.

Tere : Hello. Could I speak to Bella?

Bella : Yes, this is Bella. Who is speaking?

Tere: I am Tere.

Bella: Hai Tere. What's up?

Tere: I am calling to borrow your novel. May I borrow it?

Bella : Yes, of course.

Tere: Thank you very much.

Bella: You are welcome.

Definition of Community Language Learning

Community language learning (CLL) is primarily designed for monolingual conversation classes where the teacher-counselor would be able to speak the learners' L1. The intention was that it would integrate translation so that the students would disassociate language learning with risk taking. It's a method that is based on English for communication and is extremely learner-focused.

Although each course is unique and student-dictated, there are certain criteria that should be applied to all CLL classrooms, namely a focus on fluency in the early stages, an undercurrent of accuracy throughout the course and learner empowerment as the main focus.

Instruction:

This is the topic dialogue for doing the conversation activity by using CLL method. Choose and make a dialogue of transactional conversation below approximately in 3 minutes.

1. Your neighbour is busy sweeping the backyard. You want to help his but she refuses it. (Refusing a help)
2. You are in the canteen and you are talking about teenagers nowadays.(giving opinion)
3. You are playing on the beach. Your friend is on the beach too and he will buy some ice cream. He asks you whether you want to buy ice cream, too. (Declining an offer something)
4. Bintang tries to phone Wisnu to ask him to join an english storytelling competition on Sunday. But when Bintang phone, Wisnu is out. Wisnu's sister, answer the phone.(phone conversation)
5. Viko has a new car and you want to borrow his car. (asking permission)

B. Subject : English
 Grade : VIII/2
 Time Allotment : 4x45'
 Instruction :

1. Please make a circle
2. Make a dialogue about transactional based on topic from the teacher in group.
3. The duration is about 2-3 minutes.

4. Communicate with your own word and if you face the difficulties in speaking, teacher will help you by translate it in English.
5. When the conversation goes on, teacher record the dialogue of the students.
6. After that, teacher transcribes the recorder and discusses it together.
7. Your spoken transactional conversation will be scored based on these considerations:

- Grammar
- Vocabulary
- Comprehension
- Fluency
- Pronunciation
- Task



1	4	4	4	4	4	4	Good
	3	3	3	3	3	3	Enough
	2	2	2	2	2	2	Less enough
	1	1	1	1	1	1	Poor

IX. Final of Evaluation

- c) Maximal total of score for each student: 100
- d) Student's score get by add 1, after that multiply 4.

Example:

Abi gets total of score: 84

So, his score: $(20 + 1) \times 4 = 84$

Tambakromo, 21 Maret 2010

Headmaster of
MTs Miftahul Ulum Tambakromo,

Teacher,

H. Rebin, S.Pd.I

Tri Yuliana P.
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Appendix 17

LESSON PLAN POST TEST (CLL)

The identify : MTs Miftahul Ulum Tambakromo

Subject : English

Class Semester : VIII/2

Time Allotment : 2x 40' (1 meeting)

Standard Competence : 9. Speaking

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Basic Competence :

9.1 Mengungkapkan makna dalam percakapan transaksional (to get something done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi, menolak pendapat, dan menawarkan/ menerima/ menolak sesuatu.

9.2. Memahami dan merespon makna yang terdapat dalam percakapan transaksional (to get something done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/ tidak menyetujui, memuji, dan memberi selamat

I.TEXT TYPE

Transactional Conversation

II.OBJECTIVES

In the end of the meeting 75 % of students are able to:

1. Recognize a transactional conversation
2. Imitate a spoken of transactional text.
3. Make a short conversation of transactional in five minutes.
4. Perform it in front of the class, with the right:
 - Grammar
 - Vocabulary
 - Comprehension
 - Fluency
 - Pronunciation
 - Task

III.MATERIAL

- 1.Kinds of expression of transactional conversation
- 2.Vocabulary
- 3.Spelling
- 4.Intonation
- 5.Pronunciation
- 6.Grammar

VI.METHOD

- 1.Guided speaking
- 2.Practice and perform
- 3.Discussion



V. LEARNING ACTIVITIES

Opening

- (1) Greeting
- (2) Check the attendance list

Lesson

- 1) BKOF (building knowledge of the field)
 - Students listen to the teacher about kinds of simple expression of transactional conversation.
 - Students repeat what the teacher says about kinds of simple expression of transactional conversation.
 - Students practice to pronounce that conversation all at once.
 - Students practice to pronounce that conversation.
- (2) Independent Construction of the Text (ICoT)
 - **POST TEST**
 - Teacher assesses the students' performance.

Closing

- Teacher gives the reinforcement to the students.
- Teacher says good bye

VI. SOURCE OF MEDIA

1. Teacher who practices as a model
2. Tape recorder
3. Book
4. Handout

VII. ASSIGNMENT

Pair Assignment

VIII. EVALUATION

Teacher evaluates with certain condition

1. Form of the Spoken test

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1	Students are able to respond the spoken of transactional text	spoken test	Performance	Look at the instrument
2.	Students are able to imitate a spoken of transactional text.			
3	Students are able to make a short conversation in pairs.			
4	Students are able to perform a spoken of transactional text in front of the class, with the right : - Grammar -Vocabulary -Comprehension -Fluency -Pronunciation			

	-Task			
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2. Instrument of evaluation

1. Speaking test

Instruction:

Make your own dialogue in pairs about transactional approximately in 3 minutes and you have to present it in front of the class orally. You may choose any topic. Here some alternatives alternatives:

1. You have a new neighbor and you want to be acquainted with her. You will give a cake to your new neighbor. (accepting something)
2. Your pencil is broken and Mita wants to help you by buying a new pencil to you.(refusing for help)
3. Mitha will conduct a birthday party tomorrow and she invites you. But you can't come because you must study at home.(refusing an invitation)
4. Mona will make spaghetti but she has not a frying pan. She comes to my house and wants to borrow my frying pen.(asking permission)
5. Your sister will go to her friend's party but she has not a nice shoes. She wants to borrow yours.(giving permission)
6. You are a new student in your school. You want to go to the library but you don't know the location of the library. Finally, you ask one of your friends for direction the library.(asking something)
7. You are in the market and want to buy some fruits. But you are very confuse to choose a nice fruits.(giving your opinion)
8. Your computer is broken down and you need some helps. You decide to ask your friend to repair the computer. (asking for help)

IX. Rubric of evaluation

Speaking (performance)

Students	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task	Note
1	4	4	4	4	4	4	Good
	3	3	3	3	3	3	Enough
	2	2	2	2	2	2	Less enough
	1	1	1	1	1	1	Poor

IX. Final of evaluation

1. Maximal total of score for each student: 100
2. Student's score get by add 1 and after that multiply 4.

Example:

Abi gets total of score: 84

So, his score: $(20 + 1) \times 4 = 84$

Tambakromo, 21 Maret 2010

Headmaster of
MTs Miftahul Ulum Tambakromo,

Teacher,

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Appendix 18**LIST OF STUDENTS OF VIII B
(Try-Out GROUP)**

NO	NAME	SEX	CODE
1.	Bl	P	R-1
2.	La	P	R-2
3.	San	P	R-3
4.	SWa	P	R-4
5.	SMu	P	R-5
6.	Tk	P	R-6
7.	Nkm	P	R-7
8.	Dw	L	R-8
9	Fti	P	R-9
10.	Hlm	L	R-10
11.	Dyh	P	R-11
12.	In	P	R-12
13.	Fti	P	R-13
14.	Mrta	P	R-14
15.	Sit	P	R-15
16.	Idh	P	R-16
17.	Si	P	R-17
18.	Snt	P	R-18

Appendix 19

**LIST OF STUDENTS OF VIII A
(EXPERIMENTAL GROUP)**

NO	NAME	SEX	CODE
1.	AS M	L	R-1
2.	AA	L	R-2
3.	AS	L	R-3
4.	AM	P	R-4
5.	DM	P	R-5
6.	DR	L	R-6
7.	DN	P	R-7
8.	EW	L	R-8
9	E L	P	R-9
10.	FT	L	R-10
11.	FS	P	R-11
12.	F	P	R-12
13.	HRS	L	R-13
14.	HMT	P	R-14
15.	I A	P	R-15
16.	I Y	P	R-16
17.	IN	P	R-17
18.	IR	P	R-18
19.	KW	L	R-19
20.	KH	P	R-20
21.	L N	P	R-21
22.	ID	P	R-22
23.	MA R	L	R-23
24.	MU	P	R-24
25.	MH	L	R-25
26.	MRE	L	R-26
27.	NN	P	R-27
28.	NHD	L	R-28
29.	PJS	P	R-29
30.	RRT	P	R-30
31.	RIL	P	R-31
32.	ROH	L	R-32
33.	ST N	P	R-33
34.	SRLE	P	R-34
35.	UP	P	R-35
36.	YK	P	R-36
37.	YOJS	L	R-37
38.	ISBU	P	R-38

Appendix 20

Transcript of Try out

1. Bl and La (R-1 and R-2)

Bl: Good afternoon

La: Good afternoon

Bl: What happen with you?

La: My pencil is broken

Bl: Can I help you to buy a pencil?

La: No, thank you.

2. Swa and Idh(R-4 and R-16)

Idh: Hi, can I borrow your shoes?

Swa: Of course.

Idh: Thank you very much.

Swa: You're welcome.

Idh: Good bye.

Swa: Bye bye.

3. In and Mrta(R-12 and R-14)

Mrta: Good morning, In.

In: Morning, Mar

Mrta: Can I borrow your frying pan?

In: Yes, with pleasure.

Mrta: Thank you.

In: You're welcome.

4. Fti and Sit(R-13 and R-15)

Fti: Hi, Siti. Can I help you?

Sit: My pencil is broken. What help you by buying a new pencil?

Fti: No thank you.

5. Dw and Hlm(R-8 and R-10)

Dw: Can I help your shoes?

Hlm: Yes,can

Dw: Thank you

Hlm: You're welcome

6. Fti and Dyh(R-9 and R-11)

Dyh: Good morning, Ani.

Fti: Morning too.

Dyh: How are you?

Fti: I'm fine.

Dyh: Can you come to my birthday party tomorrow?

FTi: I'm sorry, I'm not can come to you birthday party tomorrow, because i'm must study at home.

Dyh: Thank you very much

Fti: You're welcome.

7. San and Nkm (R-3 and R-7)

San: Good afternoon

Nkm: Good afternoon too.

San: Can I borrow your shoes?

Nkm: Of course.

San: Than you very much.

Nkm: You're welcome.

8. Tk and Si (R-6 and R-17)

Si: Good morning Tika.

Tk: Morning.

Si: How are you Tika?

Tk: I'm fine.

Si: Tika, tomorrow is my birthday, can you come to day birthday.

Tk: I'm sorry, I can't

Si: Ok, don't worry.

9. SMu and Snt (R-5 and R-18)

SMu: what your pencil broken?

Snt: Yes

SMu: Would you by buying a new pencil?

Snt: No, thanks.

Appendix 21**TRANSCRIPT OF PRE TEST**

1. MAR AND FT (R-23 and R-10)

MAR: Hi, Taufik

FT: Hi, Ali.

MAR: I want to inviting you to come to my birthday party.

Taufik: I'm sorry, I can't.

Ali: Why?

Taufik: I must to study at home

Ali: Ok, don't worry.

2. AHMAD SUPRIYADI AND DIAN RAKA SIWI(R-3 and R-6)

Supri: Why your pencil is broken?

Raka: Because my pencil fall.

Supri: What do you wants buying a new pencil?

Raka: No, thank you.

Supri: Why do you not wants buying a new pencil?

Raka: No, because I can buy by myself, thank you.

3. SITI NUR KHASANAH AND YAYUK ASTUTI(R-33 and R-36)

Yayuk: Can I ask for your help?

Nur: Sure, what is it?

Yayuk: can you help computer I broken down and I need some help?

Nur: Certainly.

Yayuk: Thank you very much.

Nur: You're welcome.

4. RIA RISTIKA AND RIRIN EKA (R-30 and R-31)

Ria: Hi, Ria.

Ririn: Hi, Ririn.

Ria: Can you come to my birthday party?

Ririn: I'm sorry, I can't.

Ria: Why?

Ririn: Because I must study at home.

Ria: Ok, don't worry

5. FITRI AND SRI LESTARI (R-12 and R-34)

Fitri: Could you do me a favor?

Sri: Sure, what is it?

Fitri: My computer is broken down. Can you repair it?

Sri: Certainly.

6. MELY AND NISA(R-24 and R-27)

Mely: Good morning

Nisa: Good Morning.

Mely: Why you look so sad? What happen with you?

Nisa: My pencil is broken

Mely: Can I help you by buying a new pencil?

Nisa: No, thank you.

7. IDA AYU AND ITA ROFIANA (R- 15 and R-18)

Ita: Good Morning.

Ayu: Morning.

Ita: Who your name?

Ayu: I name is Ayu

Ita: Would you like a cake?

Ayu: Yes, I like a cake.

Ita: This be cake for you

Ayu: Thank you

8. ULFA PUTRI AND DEWI MARYAM (R-35 and R-5)

Dewi: Did you like fruits?

Ulfa: Yes, I can

Dewi: Me will buy some fruits? Let's go us in the market.

Ulfa: Ok

Dewi: What your opinion about fruit apples?

Vika : In my opinion good.

9. DWI NUR AND ERIKA (R-7 and R-9)

Dwi: Good afternoon

Erika: Afternoon

Dwi: Who your name?

Erika: My name is Erika

Dwi: Would you like a cake?

Erika: Yes, thank you.

10. PUJI ASTUTI AND IDA (R-29 and R-16)

Puji: I'm sorry your pencil is broken

Ida: No, problem

Puji: I wants to help you by buying a new pencil to you

Ida: No, thank you.

11. INDAH AND HIMMATURROHMAH (R-17 and R-14)

Hima: Hi, Indah

Indah: Hi, Hima

Hima: What happen with you? You look so sad.

Indah: My pencil is broken

Hima: Can I help you?

Indah: I'm sorry, I can

12. IIS AND AMINATUL (R-22 and R-4)

Aminatul: Can I borrow a nice shoes?

Iis: Of course

Aminatul: Can you take that shoes?

Iis: Sure, I will take that.

Aminatul: Thank you

Iis: You're welcome.

13. KHOIRUN NISA AND LAILY (R-20 and R-21)

Laily: Hello, my name is Laily. I a new student in school. What's your name?

Nisa: My name is Nisa.

Laily: Can I ask for your help?

Nisa: Sure. What is it?

Laily: Could you do me to show the library?

Nisa: Of course. Let's go we there.

Laily: Thank you.

Nisa: Yes

14. KHOIRUL WAHYUDI AND NURHADI (R-19 and R-28)

Yudi: Why your pencil is broken?

Nurhadi: Because my pencil is fall

Yudi: What do you want buying a new pencil?

Nurhadi: No, thank.

15. NADA AND ROHMAD (R- 25 and R-32)

Nada: Morning

Rohmad: Morning

Nada: Why you look so sad?:

Rohmad: my pencil broken

Nada: Can I help you?

Rohmad: No, thanks.

16. HARSONO AND YOGA (R-13 and R-37)

Harsono: hey, why your pencil is broken?

Yoga: My pencil is broken because fall

Harsono: Do you want buy a new pencil?

Yoga: No, thank.

Harsono: Why do you not want buying a new pencil?

Yoga: No, because I can buy by myself, thank you.

17. REZA AND SABILUL (R-26 and R-1)

Reza: Your pencil is broken ?

Sabilul: Yes, because my pencil fall

Reza: Do you want buying pencil?

Sabilul:No, thanks.

18. ABDUL AZIZ AND EKO WAHYUDI (R-2 and R-8)

Aziz: Eko, me computer are broken down

Eko: Why?

Aziz: I don't know. Can you help I?

Eko: Yes, I can help you

Aziz: Thank you

Eko: You're welcome.

Aziz: Ok, don't worry.

19. FITA SARI AND IIN SETIA BUDI (R-11 and R-38)

Fita: Hay In.

In: Hay, Fita.

Fita: You looking so sad, Why?

In: I can't going to my friend's party because I don't have shoes . Can I borrow your shoes?

Fita: Yes.

In: Thanks.



Appendix 22

Transcript of Treatment 1 (CLL)

1. Group 1 (Aminatul, Iis, Dewi, Fita, Laily, Fitri, Ayu, Sri)

A: Morning.

B: Morning.

C: You look so busy, right?

D: Yes, exactly. My backyard is very dirty because there are so many leaves that falls from the tree.

E: Can I help you to sweep it?

F: No, thank you.

G: Why you refuse my hel?

H: I think, I can do it by myself, thanks.

I: OK.

2. Group 2 (Nisa, Mely, Siti, Dwi, Erika, Iin, Dian raka, Ahmad supri)

A: Hai, Jhon

B: Hai, Bob. Why you look so sad?

C: I feel so sad because I can't do the exercise of mathematic.

D: Why you can't do it?

E: Because mathematic is a difficult subject and I don't like it so much.

F: So, what's your favorite subject?

G: My favorite subject is English. How about you?

H: My favorite subject is Physic and I really don't like mathematic subject.

3. Group 3 (Ria, Ririn, Puji, Ida, Ita, Hima, Indah)

A: Good Morning.

B: Good morning.

C: How are you?

D: I'm fine.

E: I will buy ice cream. Do you want to buy ice cream too?

F: Why you refuse it?

G: Because my throat is rather sick.

4. Group 4 (Harsono, Yoga, Sabilul, Abdul Aziz, Eko Wahyudi, Fajar Taufiq, Khoirul Wahyudi)

A: Hello.

B: Hello, is Wisnu there?

C: No, he is not. He is out. By the way who is speaking?

D: I'm Bintang. I'm Wisnu classmate. I want to ask Wisnu to join an English story telling competition. Can you help me?

E: What is it?

F: Please, delivering my words to him

G: Ok.

H: Thank you, Nice talking to you.

5. Group 5 (Ali, Nada, Reza, Nurhadi, Rohmad, Yoga, Ulfa, Yayuk)

A: Good afternoon Viko.

B: Good afternoon, Jack.

C: Wow, your car is nice. Is it new?

D: Yes, certainly. My father gives me a car as my present of my birthday.

E: Wow, you're so lucky because your father is very love with you. By the way, can I borrow your car?

F: For what Jack?

G: I will go to my friend's party tonight. And I don't have a car.

H: But sorry Jack, I can't.

I: Ok, it doesn't matter.

Transcript of Treatment 2 (CLL)

1. Group 1 (Aminatul, Iis, Dewi, Fita, Laily, Fitri, Ayu)
 - A: Good Morning.
 - B: Good morning.
 - C: Do you want shopping with me?
 - D: Of course.
 - E: I want to buy a gown but I'm still confuse to choose between two beautiful gowns. What's your opinion?
 - F: I think both of them is good.
 - G: Ok, thank you.
2. Group 2 (Nisa, Mely, Siti, Dwi, Erika, Iin, Dian raka, Ahmad supri)
 - A: Good morning my handsome brother.
 - B: Good morning. What's wrong with you?
 - C: Well, could you lend me your jacket?
 - D: Yes, sure. Here is the jacket.
 - E: Thanks, my brother. I will return it on Saturday.
 - F: Ok, I'll be waiting for the jacket. May be we can have a dinner on Saturday night. What about that?
 - G: Yes, I'd love too. See you on Saturday night.
 - H: See you.
3. Group 3 (Ria, Ririn, Puji, Ida, Ita, Hima, Indah, Sri)
 - A: Good afternoon
 - B: Good afternoon
 - C: How are you?
 - D: I'm fine.
 - E: Can you help me?
 - F: Sure, what is it?
 - G: Can I borrow your computer?
 - H: For what?
 - I: For type the invitation letter.

J: Yes, no problem.

K: Thank you.

4. Group 4 (Harsono, Yoga, Sabilul, Abdul Aziz, Eko Wahyudi, Fajar Taufiq, Khoirul Wahyudi)

A: Hello, Sir

B: Hi.

C: You look so tired sir, please sit down in my sit.

D: How about you?

E: Don't worry sir, I can stand up. And I think you more appropriate to sit down in this sit.

F: Thank you very much.

G: you're welcome

5. Group 5 (Ali, Nada, Reza, Nurhadi, Rohmad, Yoga, Ulfa, Yayuk)

A: Good afternoon, Pura Persada Textil. May i help you?

B: Good afternoon, I'm Lina. I'm Mr. Haryanto's daughter. Could i speak to my father?

C: I'm sorry Lina, Mr. Haryanto is meeting with client.

D: Oh, Ok. But can you help me?

E: What is it?

F: Please, tell to my father that my mother is sick.

G: Ok, I will deliver it.

H: Thank you.

I: You're welcome.

Appendix 23**Transcript of Post Test of CLL**

1. ALI AND HARSONO (R-23 and R-13)

Harsono: Hello, Ali

Ali: Hello, Harsono

Harsono: Why your pencil is broken?

Ali: Because I have been falling my pencil.

Harsono: Can I help you by buying a pencil for you?

Ali: No, thank.

2. AHMAD SUPRIYADI AND DIAN RAKA SIWI (R-3 and R-6)

Supri: Good morning

Raka: Morning, my pencil is broken.

Supri: Can I help you?

Raka: No, thank you.

3. SITI NUR KHASANA AND YAYUK ASTUTI (R-33 and R-36)

Yayuk: Can you help me, Nur?

Nur: Sure, what is it?

Yayuk: I haven't a nice shoes, Can I borrow your shoes?

Nur: Certainly.

Yayuk: Thank you very much.

Nur: You're welcome.

4. RIA RISTIKA AND RIRIN EKA (R-30 and R-31)

Ria: Good afternoon, Ririn.

Ririn: Good afternoon, Ria

Ria: Can you come to my birthday party?

Ririn: I'm sorry, I can't.

Ria: Why?

Ririn: Because I must study at home.

Ria: Ok, don't worry

5. FITRI AND SRI LESTARI (R-12 and R-34)

Fitri: Can you help me?

Sri: Sure, what is it?

Fitri: My computer is broken down. Can you repair my computer?

Sri: Certainly.

6. MELY AND NISA(R-24 and R-27)

Mely: Hello, good morning

Nisa: Good Morning.

Mely: Can you help me?

Nisa: Yes, what is it?

Mely: Can I borrow your shoes?

Nisa: Of course, with pleasure.

Mely: Thank you.

7. IDA AYU AND ITA ROFIANA (R-15 and R-18)

Ita: Hallo, how are you?

Ayu: Hallo, I'm fine

Ita: Can you help me?

Ayu: Sure, what is it?

Ita: Can you repair my computer that broken?

Ayu: Yes, of course.

8. ULFA PITRI AND DEWI MARYAM (R-35 and R-5)

Dewi: What happen with your pencil?

Ulfa: My pencil is broken

Dewi: Can I help you to buy a pencil?

Ulfa: No, thank you.

9. DWI NUR AND ERIKA (R-7 and R-9)

Dwi: Good morning

Erika: Morning, what's wrong?

Dwi: Can I ask for your help?

Erika: Sure. What it is?

Dwi: Could you lend me your frying pan?

Erika: Of course.

Dwi: Thank you.

10. PUJI ASTUTI AND IDA (R-29 and R-16)

Puji: Good morning

Ida: Good morning

Puji: How are you?

Ida: I'm fine.

Puji: I'm sorry, your pencil is broken.

Ida: No, problem.

Puji: I want to help you by buying a new pencil to you. What you will?

Ida: No, thank you.

11. INDAH AND HIMMATURROHMAH (R-17 and R-14)

Hima: Good morning, Indah

Indah: Good morning, Hima

Hima: What happen with you? You look so sad.

Indah: My pencil is broken

Hima: Can I help you?

Indah: No, thanks.

12. IIS AND AMINATUL (R-22 and R-4)

Iis: Hi, Amin

Aminatul: Hi, Iis. Could you go to in the market with me?

Iis: Sure.

Aminatul: I'm confuse to choose a nice fruit. What your opinion about this fruit?

Iis: I think that's fruit is very good.

13. KHOIRUN NISA AND LAILY (R-20 and R-21)

Laily: Hai, Laily.

Nisa: Hai, Nisa.

Laily: Can I help you by buying a new pencil?

Nisa: No, thank you.

14. FAJAR TAUFIK AND NURHADI (R-10 and R-28)

Fajar: Hai, Hadi

Nurhadi: Hai, Fajar

Fajar: I will go to my friend's party but I don't have a nice shoes. Can I borrow your shoes?

Nurhadi: Yes, Of course.

Fajar: Thank you.

15. NADA AND ROHMAD (R-25 and R-32)

Nada: Hey, Rohmad

Rohmad: Hi, Nada

Nada: Rahmad, my pencil is broken and I only have one pencil. I must to do the exercise.

Rohmad: Can I help you to buying a new pencil?

Nada: No, thank you.

16. YUDI AND YOGA (R-19 and R-37)

Yudi: Hello Yoga

Yoga: Hello

Yudi: Why your pencil is broken?

Yoga: My pencil is broken because fall.

Yudi: Can I help you by buying a new pencil to you?

Yoga: No, thank you.

17. REZA AND SABILUL (R-26 and R-1)

Reza: Why your pencil is broken?

Sabilul: Because my pencil is fall

Reza: Do you want buying a pencil?

Sabilul: No, thanks.

18. ABDUL AZIZ AND EKO WAHYUDI (R-2 and R- 8)

Aziz: Eko, my computer is broken down

Eko: Why?

Aziz: I don't know. Can you help I?

Eko: Yes, I can help you

Aziz: Thank you

Eko: You're welcome.

Aziz: Ok, don't worry.

19. FITA SARI AND IIN SETIA BUDI (R-11 and R-38)

Fita: Hay In.

Iin: Hay, Fita.

Fita: You look so sad, Why?

Iin: I can't going to my friend's party because I don't have shoes . Can I borrow your shoes?

Fita: Yes.

Iin: Thanks.



Documentation

