

**FOSTERING STUDENTS' SPEAKING ABILITY AT SECOND SEMESTER  
OF ENGLISH EDUCATION THROUGH INFORMAL LEARNING AT IAIN  
SURAKARTA. (ACTION RESEARCH)**

**A THESIS**

**Submitted as a Partial Requirements for the Undergraduate Degree in  
State Islamic Institute of Surakarta**



**By:**

**FUSKHO NUR IMTIKANA**  
**SRN 13.32.2.1.202**

**ENGLISH EDUCATION DEPARTMENT  
ISLAMIC EDUCATION AND TEACHERS TRAINING FACULTY  
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

**2018**

**ADVISORS SHEET**

Subject : Thesis of Fuskho Nur Imtikana  
SRN: 13.32.2.1.202

To:  
The Dean of Islamic  
Education  
and Teacher Training Faculty  
IAIN Surakarta  
In Surakarta

*Assalamu'alaikum Wr. Wb.*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Fuskho Nur Imtikana

SRN : 133221176

Title : **Fostering Students' Speaking Ability at Second Semester of English Education through Informal Learning at Iain Surakarta. (Ar: Action Research)**

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Undergraduate Degree in IAIN Surakarta.

Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Surakarta, July 10<sup>th</sup> 2018

Advisor,



**Zainal Arifin, M.Pd**

**(NIP. 19730820 200312 1 003)**



### RATIFICATION

This is to certify the Undergraduate degree thesis entitled "*Fostering students' speaking ability at second semester of English education through informal learning at IAIN Surakarta. (Action Research)*" by Fuskho Nur Imtikana has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate degree in The State Islamic Institute of Surakarta.

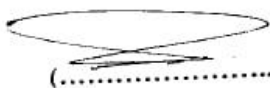
**Chairman** : Muntaha, M.Pd

NIP. 19850221 201503 1 003

()

**Secretary** : Zainal Arifin, M.Pd

NIP. 19730820 200312 1 003

()

**Main Examiner** : Dr. Imroatus Solikhah, M.Pd

NIP. 19770316 200912 2 002

()

Surakarta, July 10<sup>th</sup> 2018

Approved by

The Dean of Islamic Education and Teacher Training Faculty

()

**Dr. H. Gusoto, M.Hum.**

NIP. 19670224 20000 3 1001



## DEDICATION

This thesis is dedicated to:

1. *My beloved parents (Mr. Muhammad Musta'in and Mrs. Istantini Dianawati).*
2. *My beloved Sister and Brother (Sarah Faudah, Fadhil Rizal Ahmad and Fadhil).*
3. *My partner who always helps and supports me; Reno Eko Prasetyo.*
4. *My best friend who always helps and supports me; Aisyah Rosyida and Annisalina Syarifah. Also my other supporter; Lina Rufida*
5. *My friends of Fantastic Class.*
6. *My Almamater IAIN Surakarta.*

**MOTTO**

*Do the best and pray, Allah will take care of the rest.*

*Success is not final; failure is not fatal: It is the courage to continue that counts.*

*(Winston S. Churchill)*

## PRONOUNCEMENT

Name : Fuskho Nur Imtikana  
 SRN : 13.32.2.1.202  
 Study Program : English Department  
 Faculty : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis title "*Fostering students' speaking ability at second semester of English education through informal learning at IAIN Surakarta. (Action Research)*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 10<sup>th</sup> July 2018

Stated by,

  
 Fuskho Nur Imtikana

SRN. 13.32.2.1.202

SRN. 13.32.2.1.202







## ACKNOWLEDGMENT

Alhamdulillahirobbil ‘alamin, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *Fostering students' speaking ability at second semester of English education through informal learning at IAIN Surakarta (Action Research)*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from individuals and institutions. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir, S.Ag, M.pd., the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M.Hum as the dean of Islamic Education and Teacher Training Faculty of State Islamic Institute of Surakarta.
3. Dr. Imroatus Solikhah, M.Pd., as the Head of English Education Department of State Islamic Institute of Surakarta.
4. Zainal Arifin, M.Pd., as the advisor, who has given guidance, deeply attention, help, advices and corrections to revise the mistake during the entire process of writing this thesis.
5. All of lectures at English Education Department and English Letters program and also official employees of Islamic Education and Teacher Training Faculty.
6. Her beloved parents who always love and give the best encouragements.
7. Her beloved brother and sister who always support her.
8. Her partner who always support her.

9. Her best friends; Aisya, Annisa, Lina, Okty, Dama, Via, and Lia. *"Thank you for your supports."*
10. Her best friends of Fantastic class, thanks for teaching me the means of patience, hardship, and happiness.
11. All of my friends and relatives that I cannot mention them one by one. *Thanks for everything.*
12. Thanks to IAIN Surakarta, English Education Department Community. *Thanks for approving me to study here.*

The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 10<sup>th</sup> July 2018

The researcher



Fuskho Nur Imtikana



## TABLE OF CONTENT

|                                       |      |
|---------------------------------------|------|
| TITLE .....                           | i    |
| PAGE OF APPROVAL .....                | ii   |
| RATIFICATION.....                     | iii  |
| DEDICATION .....                      | iv   |
| MOTTO .....                           | v    |
| PRONOUNCEMENT.....                    | vii  |
| ACKNOWLEDGEMENTS .....                | viii |
| TABLE OF CONTENT .....                | ix   |
| ABSTRACT.....                         | xii  |
| LIST OF TABEL .....                   | xiii |
| LIST OF APPENDICES .....              | xiv  |
| CHAPTER I INTRODUCTION.....           | 1    |
| A. Background of the Study.....       | 1    |
| B. Identification of the Problem..... | 4    |
| C. Limitation of the Problem .....    | 5    |
| D. The Problem Formulation .....      | 6    |
| E. The Objective of the Study.....    | 6    |
| F. Benefit of the Study.....          | 7    |

|   |    |
|---|----|
| G. Definition of Key Terms .....                            | 8  |
| CHAPTER II REVIEW ON RELATED LITERATURE.....                | 10 |
| A. Theoretical Description .....                            | 10 |
| 1. Speaking.....  | 10 |
| a. Definition of speaking .....                             | 10 |
| b. Components of speaking .....                             | 11 |
| c. Difficulties of speaking .....                           | 16 |
| 2. Informal Learning.....                                   | 18 |
| a. Definition of informal learning .....                    | 18 |
| b. Aspect of informal learning .....                        | 19 |
| 3. Teaching speaking.....                                   | 21 |
| a. Teaching Speaking .....                                  | 21 |
| b. Reason for teaching speaking .....                       | 21 |
| c. Types of classroom speaking performance.....             | 22 |
| d. The roles of the teacher during speaking activities..... | 25 |
| e. Assessment of speaking .....                             | 27 |
| 4. Community Language Learning.....                         | 30 |
| a. Definition of community language learning.....           | 30 |
| b. Design of community language learning .....              | 31 |
| c. Procedures of community language learning.....           | 33 |
| d. Objectives of community language learning .....          | 35 |
| 5. Film/video as media for learning.....                    | 36 |
| a. Definition of film/video .....                           | 36 |
| b. Reason for using film/video as a learning media.....     | 37 |
| B. Previous Related Study .....                             | 38 |
| C. Hypothesis .....   | 39 |

|  |    |
|--|----|
| CHAPTER III RESEARCH DESIGN .....                  | 40 |
| A. Research Method .....                           | 40 |
| B. Setting of Study .....                          | 41 |
| C. The Subject of Research .....                   | 42 |
| D. Procedure of Research .....                     | 43 |
| E. Technique of Collecting Data .....              | 47 |
| F. Technique of Analyzing Data .....               | 49 |
| CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION ..... | 54 |
| A. Research Findings .....                         | 54 |
| 1. Identifying the problem .....                   | 54 |
| 2. Research Implementation .....                   | 58 |
| a. The first cycle .....                           | 58 |
| b. The second cycle .....                          | 72 |
| B. Discussion .....                                | 83 |
| CHAPTER V: CONCLUSION AND SUGGESTION .....         | 91 |
| A. Conclusion .....                                | 91 |
| B. Implementation .....                            | 93 |
| C. Suggestion .....                                | 94 |
| BIBLIOGRAPHY .....                                 | 96 |
| APPENDICES .....                                   | 99 |

## ABSTRACT

Fuskho Nur Imtikana. 2018. *Fostering Students' Speaking Ability at Second Semester of English Education through Informal Learning at Iain Surakarta (Action Research)*. Thesis. English Department, Islamic Education and Teacher Training Faculty.

Advisors : Zainal Arifin, M.Pd.,  
Key words : CLL, informal learning

CLL (Community Language Learning) is a method that can gain communication between students and teacher to improve speaking ability that in this research CLL based by informal learning to help learning process in the community. The objectives of this research are (1) To find out fostering students' speaking ability through informal learning using CLL at second semester of English education of IAIN Surakarta in the academic year 2018/2019. (2) To find out for what instant fostering students' speaking ability through informal learning using CLL at second semester of English education of IAIN Surakarta in the academic year 2018/2019.

This study is action research. It was implemented based on Kemmis and McTaggart. This research was conducted by using action research, with 6 students of the second semester of English education of IAIN Surakarta participating in this research. The procedures used were planning, acting, observing, and reflecting. It was done into two cycles in each cycle consisted of three meetings. The researcher used supplementary collaborative action research with speaking lecture. The subject of this study is students of second semester of IAIN Surakarta. The data were collected from tests. Techniques of analyzing data are (1) Assembling the data, the researcher observed the teaching learning process to know the implementation of teaching speaking conducted by the researcher then the researcher took a note as the field note for every meeting. Besides that, the researcher also conducted test to know the improvement of the students. (2) Coding the data, the researcher described the qualitative data to know the process and the result of this research. Data qualitative was commonly displayed in the sentence form. After coded, the data were analyzed by using qualitative data analysis. (3) Comparing the data, the researcher compared the data of the students' performance in cycle 1 and cycle 2 to know their improvements. The researcher also developed tables to set the data out and display them in a concise form. (4) Building interpretation, the researcher developed an explanation of the data that had compared. (5) Reporting the outcomes, the researcher presented the research outcomes to know the implementation of the research and to know whether the treatment was successful or not.

The findings of research can be explained into 2 cycles. The result of the study showed the mean score's of pre-test was 1.8 that there were 2 students could not speak English; 3 students still got difficulties to speak English; one student could produce basic sentences without using rules of grammar, then the mean score of post-test 1 was 3.6 that the improvement occurred in grammar and vocabulary although they still had mispronunciation, thus the improvement between pre-test and post-test 1 was 1.8. The mean score of post-test 2 was 5.4 that all of students were better in using grammar and choosing vocabulary, thus the improvement between post-test 1 and post-test 2 was 1.8 so the total improvement of the mean score from pre-test until post-test 2 was 3.6. Therefore, the criteria of success had been determined. It is crucial to note that CLL through informal learning can improve the speaking ability. Clearly, it gives positive improvement on students' active participation, confidence and their competences of speaking especially grammar, pronunciation and vocabulary. In short it can be described that the method of teaching and learning creates good, enjoyable circumstances and reduces the boredom and stress of learning process.



**LIST OF TABLES**

|  |    |
|--|----|
| Table 3.1 Schedules of Research.....                                     | 41 |
| Table 3.2 Cyclical Action Research model.....                            | 42 |
| Table 3.3 Band Description .....   | 49 |
| Table 4.1 Score of Pre-test of Students' Speaking Ability .....          | 57 |
| Table 4.2 Score of Post-test 1 .....                                     | 65 |
| Table 4.3 The Improvement of Students' Score in Cycle 1 .....            | 71 |
| Table 4.4 Score of Post test 2.....                                      | 78 |
| Table 4.4 The Improvement of Students' Score in Cycle 2.....             | 81 |
| Table 4.5 The improvement of Students' Score from Pre-test until Cycle 2 | 82 |

**LIST OF APPENDICES**

|                                   |     |
|-----------------------------------|-----|
| Appendix 01 The RPS Cycle 1 ..... | 98  |
| Appendix 02 The RPS Cycle 2 ..... | 99  |
| Appendix 03 Evaluation .....      | 100 |

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Problems which are found on the students of second grade of English Education at IAIN Surakarta that was lectured by Mr. Puput Ariyanto precisely at C and D class in English speaking ability is the students still continue to take speaking courses in the second semester although they didn't enough understand about the previous material (first semester) that contains basic skills. The problems can be seen through the observation. The indicators are the students commit very basic mistakes in pronouncing the familiar words, get difficulty on making simple sentences and have confused to distinguish word classes. Problems appear without any solutions to improve their speaking ability meanwhile the students should take speaking subject gradually from first semester until second semester, if they get difficulties to comprehend the material in every semester make them unable following the subject. Hardly the students concern with their problems and continue the speaking subject in the next semester although they got bad score in the first semester even at every assignment and midterm test in the second semester.

Accordingly, studying English without practice speaking is useless. Speaking is a productive skill that can be observed directly and empirically

(Brown, 2003: 140). Speaking skill is a process of revealing information ideas, ideas and mind. Speaking subject not only can be acquired through formal setting such as school but it also be achieved with informal learning (community) in everywhere, anywhere and anytime due to sometimes it cannot suffice students' necessary.

Learning does not stop when a person leaves school that there is informal learning who never have opportunity to attend school, but this does not mean that do not learn that occurs throughout one's life span (Ainsworth and Eaton, 2010: 12). Formal learning is virtually often utilized as learning system in education whereas the informal learning has the equal position. *Informal learning should no longer be regarded as an inferior form of learning whose main purpose is to act as the precursor of formal learning; it needs to be seen as fundamental, necessary and valuable in its own right, at times directly relevant to employment and at other times not relevant at all* (Coffield 2000: 8).

Combining their problems and desires to achieve the same purpose through a community as speaking education center for them which based on informal learning to work together with formal learning is a solution to help students gain additional knowledge excluded class. Boud and Middleton (2003: 2) states that informal learning is often not acknowledged as learning within organization or community. Additionally, informal learning becomes the basic learning of the community as learning process to foster the students' speaking without tied by the government. Flexibility of the learning enables

the students commenting to each other as a way to assist their relation that the students can study and share their experiences. Le Clus (2011: 362) asserts that informal learning is represented by a range of strategies including conversation, social interaction, teamwork and mentoring. Informal learning involves interaction between people and is not limited to a predefined body of knowledge.

The researcher applies a technique to solve the problems for assisting the students' achievement with community language learning (CLL) method. The method also bases on aspects of the psychology and competences in speaking to help students speaking fluently. La Forge (1971: 55) stated that CLL represents an attempt to put the insights gained by modern group psychology to work in education, specifically in the teaching and learning of foreign languages. Creating a community with informal learning is a combination to face the problems seeing not only competences but also psychological factors affecting the success in the speaking. Psychological factors come as insecure feelings to make a mistake although the researcher try to make the enjoy situation using informal learning. The good relationship between the students and the researcher will be created being a natural learning.

Seeing that in the speaking necessitates the students master not only the speaking competences but the psychological factor also be needed. Ur (1996: 121) discusses that there are some problems faces by the learners in speaking activities. By using informal learning that learning undertaken anywhere and anytime can ease in the learning process even the high motivation (mental

processing) appears as well. The researcher will gather the students to study together for creating enjoyable situation and sharing their skills each other. Usage of informal learning and CLL that can support students to study language easily as their place to practice their speaking ability in every day and every time because the learning not only happen in the classroom whereas the learning can be conducted outside the class on agreed time

Based on the theories above, the researcher wants to describe about the teaching learning process of speaking by second semester of English education at IAIN Surakarta. Therefore the writer is interested in conducting a research entitled **“Fostering students’ speaking ability at second semester of English education through informal learning at IAIN Surakarta (Action Research).**

## **B. The Identification of The Problem**

The research problems that arise in this study are about speaking skill of second semester of English Education at IAIN Surakarta are most of the students commit very basic mistakes in pronouncing the familiar words, get difficulty on making simple sentences and have confused to distinguish word classes.

Whereas, problems appear without any solutions to improve their speaking ability meanwhile the students should take speaking subject gradually from first semester until second semester, if they get difficulties to comprehend the material in every semester make them unable following the subject. Unable mastering the material of first semester causes the students

encounter difficulties to go along with the material of second semester that affect their score. To overcome these problems, the researcher should find and apply approach, method and media to foster their speaking ability in order to make the participant getting easier in studying. The method used in this research is CLL which uses informal system and community to gain the students' speaking ability.

### **C. The Limitation of the Study**

The research only concerns with “fostering speaking ability”. In this research, the researcher takes the case at the second semester of English education at IAIN Surakarta. The researcher only focuses on informal system to solve students' speaking problems. The research is going to discuss why the use of the informal learning can foster the students' speaking ability, how the processes to foster their speaking ability, what the community language learning activities will be effective to improve the students' speaking ability.

### **D. Problem Formulation**

Based on the previous explanation the researcher presents the following problems:

1. How is the implementation of teaching speaking by using CLL (community language leaning) through informal system at second semester of English education at IAIN Surakarta in the academic year 2018/2019?

2. For what instant the implementation of CLL (community language leaning) at informal learning foster students' speaking ability of second semester of English education at IAIN Surakarta in the academic year 2018/2019?

#### **E. The Objectives of the Study**

This thesis is written to introduce the readers to the topic which becomes a current issue in the teaching English as foreign language. This study is arranged to analyze and to find the strategy in the upgrading teacher's teaching ability. The objectives of writing this thesis are mentioned as follows:

1. To find out fostering students' speaking ability through informal learning using CLL at second semester of English education of IAIN Surakarta in the academic year 2018/2019.
2. To find out for what instant fostering students' speaking ability through informal learning using informal learning at second semester of English education at IAIN Surakarta in the academic year 2018/2019.

#### **F. The Benefits of the Study**

The research result is expected to give some benefits for several sides. Below are some benefits of this research:

1. Theoretically
  - a. The result of the research can be used as an input in English teaching learning process especially in developing speaking skill.



b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

c. The finding of this research will enrich the theory of students' speaking skill.

2. Practically benefit

a. For student:

- 1) To improve students' skill speaking in daily activity.
- 2) To make the activity in classroom fun.
- 3) It can be something new for students in studying English.

b. For teacher:

- 1) This action research can help the teacher to know the implementation fostering students' speaking ability using CLL (community language leaning) through informal system.
- 2) The teacher can develop his/ her creativity to make innovation and interesting media to teach speaking in order that teaching and learning process not monotonous.
- 3) The result of the research is expected to give contribution for teaching learning process especially in teaching speaking at college.

c. For the college

This research can be used as resources in developing activities of teaching and learning speaking.

d. For the other researchers

The result of the research can be used as reference for other researchers that will conduct a research on teaching learning speaking skill.

## **G. Definition of Key Terms**

To avoid misinterpretation, the terms of this study are defined as follows:

### 1. Speaking Skill

The skill or the ability to communicate orally gives expression for another people. Knowing and able to use a language orally or making a speech (Hornby, 1986:827).

### 2. Informal Learning

Le Clus (2011: 362) asserts that informal learning is represented by a range of strategies including conversation, social interaction, teamwork and mentoring. Informal learning involves interaction between people and is not limited to a predefined body of knowledge.

### 3. Community Language Learning method

CLL represents an attempt to put the insights gained by modern group psychology to work in education, specifically in the teaching and learning of foreign languages. It is called “community”, as opposed to “individual” learning. In the traditional language teaching and learning situation, the teacher gives the instruction during the class period (La Forge, 1971: 55)

## CHAPTER II

### REVIEW ON RELATED LITERATURE

#### A. Theoretical Description

1. Speaking
  - a. Definition of speaking

Speaking is a process to produce the sentences directly to the listener in the fast process for delivering the speaker's idea. Speaking is a productive skill that can be observed directly and empirically (Brown, 2003: 140). The speaker should monitor what they say because in the speaking is tied under circumstances, listener, and culture. Thornbury (2005: 3) states that self-monitoring is a process that happens concurrently with the stages of conceptualization, formulation, and articulation. It means if we want to be a good speaker monitoring the conceptualization, formulation, articulation should be concerned. Not only that the speaker should know how to use the formulation (grammatically rules of sentence), but spelling (articulation) in every word also should be pronounced correctly because it affect the meaning (conceptualization) of sentences or it can be meaningless. Accuracy in choosing word can influence point to the message to listener that can cause the misunderstanding/misinterpretation. It can be nothing if the speaker doesn't use the rules of speaking activities in the communication. It means the conceptualization of words should be got by the listener. Therefore, speaking competences is required in constructing meanings as concept/idea which is

formed being sentences. Speech is not always unpredictable because processes which are so fast causing a difficulty to monitor usage of words. According to McKay (2006: 421) we are constantly monitor our speech to convey information in the most appropriate and effective way possible. It means that speaking is required in the communication that the speaker must say to express the messages effectively in order the message can be conveyed.

Based on the previous definitions above, we concluded that speaking is a process conveying the concept effectively that is tied by the grammatical and articulation as way to deliver the message to the listener directly.

#### b. Component of speaking

Speaking is a complex skill that doesn't work without helped by the other components as basics to achieve speaking competent. Fulcher and Davidson (2007: 94) stated that there are five components of speaking skill that can be defined as follows:

##### a) Pronunciation

Pronunciation is so important to be taught to the students because it is one of competences in speaking English which help the students to communicate using English clearly. It is pointed out as a way to produce words in the speaking for delivering their ideas. Pronunciation includes all those aspects of speech which make for an

easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Frasher, 2001: 6).

Therefore it can be an effective conversation when it is used with using correct pronunciations because miss pronunciation being the sentences can be meaningless or the purpose cannot be reached by the listener. In the study by Gilbert (2008: 2) states that emphasis that conveys the wrong meaning, or thought groups that either run together or break in inappropriate places, cause extra work for the listener who is trying to follow the speaker's meaning. It means that if the speaker must be able speak fluently as an achievement of speaking becomes the messages can be carried on to the listener clearly.

In teaching second language, being a hard work for the teacher conveys teaching pronunciation to the students at the first time because the difficulties in distinguishing between sounds in the new language that doesn't exist in the first language, but use of learning media can be helpful to improve their ability easily. For the students using the dictionary can help them knowing the correct pronunciation through phonetic symbols, but the teacher's responsibility to teach the way reading the phonetic symbols. For the teacher can use diverse media in the teaching pronunciation which may use a proper media can be beneficial in delivering the pronunciation.

b) Grammar

Grammar is way to combine small units (words) into larger units (sentence). English grammar is the structure of expressions in the English language. This includes the structure of words, phrases, clauses and sentences. Grammar being an important aspect in English, seeing every skill needs the grammatical structure. Another term for grammar in this sense is syntax. Grammar is the central component of language which connects between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other (Nelson, 2001: 1). Grammar is tied on rules of principles which are used to generate sentences in written or oral forms.

Nevertheless, grammar being a basic in forming sentences which cannot be separated in learning English. The meaning of a sentence can be different to be interpreted depend on the grammatical structure. Use of tenses will give a different effect on a sentence although combination between noun, verb, object and adverb is same. In additional, learning grammar must be mastered by students as one of the language basic. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001: 12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid listener's misunderstanding

c) Vocabulary

The others competent of speaking can be nothing without vocabulary where it is a foundation in making oral or written sentences. Vocabulary is a bridge between concepts and the things to delineate the construct in conveying the purpose of the ideas that is given to the listener. From the explanation above can be concluded that the grammar is the knowledge of meanings of words. Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002: 580). It can be told that sentences are produced by combination of vocabularies to express their thought and feeling.

The vocabulary is basic learning in teaching language to the students as the first step in studying language. In the vocabulary is divided into two types including productive and receptive vocabulary. Productive vocabulary is the set of words that an individual can use when writing or speaking and receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading (Hiebert and Kamil, 2005: 3). Taking the conclusion that vocabulary becomes a foundation in making sentences where it must be studied in order the speaking, listening, writing, reading can be mastered.

#### d) Fluency

In the general terms, fluency is a call as someone who has competent to speak without pause, but it is so difficult because we

need to take a breath and think a concept and formula in the speaking. Scoot (2005: 7) stated that if the speaker – produce – one – word – at – a – time – like – this – no matter how accurate the results are, the speaker will not normally be judged a fluent speaker. It means the frequency of pausing can measure what the speaker say fluently or not.

Someone can be called as a fluent speaker

- If they do pauses may be long but not frequent
- They usually filled using em or uh to as expression in filling the pause
- Pauses occur at meaningful transition points
- There are long runs of syllables and words between pauses

From the definition above, measuring someone being a fluent speaker if they rarely pause in their speaking. Achievement of fluency in speaking can be difficult at the first where difference of sounds between the mother tongue with the foreign language. Therefore fluency can be got by practicing to enhance continually. As we know that the fluency reflects natural use of language that can be predicable.

#### e) Comprehension

The last components of speaking which it can be reached by the speaker if they have passed the four components of speaking. It is categorized as a process in understanding what they said to the listener to avoid misunderstanding information. It can be said that the



comprehension can be reached by the short time. The speaker should pass the procedures which is complicated.

From the explanation above, speaking skills can be improved using five components in order the students can speak fluently. It can be passed through step by step from first component until the five components. In this research, helping the students in improving their speaking use movie which it can help students not only get the funny but they also get examples that help students to figure out about the correct pronunciations, grammars and get new vocabularies.

c. Difficulties in speaking

According to Ur (1996: 121) there are some problems faces by the learners in speaking activities. Those problems can be explained as follows:

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2) The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only little time to talk. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

4) The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

In this case, the problems faced by the students are pointing to a psychological and mental aspect. Even though, they have the desire to speak the effects of others may be a barrier for them to advance their speaking because the rate of the use of mother tongue leads to exposed feelings.

2. Informal learning

a. Definition of informal learning

Important to realize formal and non-formal learning in teaching process which should be held by constitution comes up the informal learning as nature of learning process. Cross (2006: 16-17) informal learning often flies under the official radar. It can happen intentionally or inadvertently, no one takes attendance for community, no one assigns grades, for success in life and work is the measure of its effectiveness. No one graduates, because learning never ends. Examples are learning through observing, trial-and-error, calling the help line, asking a neighbor, traveling to a new place, reading a magazine, conversing with others, taking part in a group, composing a story, reflecting on the day's events, burning your finger on a hot stove, awakening with an inspiration, raising a child, visiting a museum, or pursuing a hobby. Hodkinson, Colley and Malcolm (2003: 4) Informal learning concerns everyday social practices and everyday knowledge, and is seen as taking place outside educational institutions. In what follows, we begin by focusing primarily upon contrasting understandings of learning, and then go on to examine more directly some of the arguments about knowledge.

b. Aspects of informal learning

Hodkinson, Colley and Malcolm (2003, 2-3) suggest four aspects of formality/informality, as a heuristic device for doing this. They are:

1) Process :

- Democratic, negotiated or student-led pedagogies are often described as informal.

- Learning process is trained by a guidance counselor and a friend or work colleague.

## 2) Location and setting

- The workplace, local community or family
- Open-ended, with few time restrictions, no specified curriculum no predetermined learning objectives no external certification, etc.

## 3) Purpose

The extent to which learning has formal/informal attributes related to purposes depends upon the dimension concerned. Informal learning leads the learner to bring their determination and initiation to the learning.

## 4) Content

It covers the nature of what is being learned and develops of something new.

## 3. Teaching speaking

### a. Teaching speaking

Teaching speaking is an aspect of teaching a language to improve students' speaking ability which is committed with using techniques/methods to easier achieving learning goal. In the speaking class, the students are demanded being active to express their though, but the teacher should be active as well. The achievement can be gotten if students and teacher have good interactions in the learning speaking. It can be passed through a

discussion by the teacher and students to make good relation. In addition that interaction also can help the teacher to measure how the students' ability. The goal of learning English speaking is to help students in looking up their speaking ability up for expressing their thought and feeling and having communication with others which make an interaction and reaction in English. It can be work well using some technique. The goals and the techniques for teaching conversation are extremely diverse, depending on the student, teacher and overall context of class. (Brown, 2005: 267-268).

From the definition above, the speaking class can prepare the students in English speaking. The advantage of the speaking class are firstly it will be an opportunities for the students practicing speaking well including vocabulary, pronunciation, intonation, and word stressed which can help students knowing usage of the language. As we know that they will be able to use words and phrases fluently without very much conscious thought because their brain has memorized the words and phrases. Secondly, based on the CLL (community language learning) they have to practice more or we can say that the students as centered-class. It means when the students have errors in speaking it will be better for teacher to give correction at last which help students to analyze their error and make the students to more focus

b. Reason for teaching speaking

Harmer (2007: 123) stated that there are three main reasons for getting students to speak in classroom:

- 1) Speaking activities provide rehearsal opportunities and changes to practice real life speaking in the safety of the classroom.
- 2) Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing.
- 3) The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

It means that the speaking courses can really help students to improve their ability which is in the classroom the students can commit activities in practicing English and the teacher can help the students foster students' ability using a CLL method.

c. Types of classroom speaking performance

According to Brown (2005: 141-142) has categorized four assessment tasks of oral production:

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a

sentence, while this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

From this level, the students can remind some dialogues/words to be used in the conversation. It is likely can help them to ask identity of someone including the name, age, address, etc. it can be used not only for once but it can be also twice or more. Usually, It can be applied by using cognitive approaches which the teacher demanded the students to remember the words after explaining the function of words. At this stage, the students are dominated by the kinder garden or the beginner which the teacher hopes the students can give questions to someone.

This level is related as at first step when the person wants studying first language and second language. The differences between it is located on the level awareness. They should study consciously when they get process the second language, but the first language does not. In this research, the students also do consciously this step in getting new vocabularies from 100 phrasal verbs video.

## 2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

This level occurs increasing by practicing speak using English that students can apply the correct pronunciation and grammatical on simplest sentences that is made by them. It is caused a progress occurs when someone practice speaking more in every day. They being more creative make a sentences using grammatical rules and avoid a mispronunciation. 100 phrasal verbs video also has audio that can help them to apply correct pronunciation and some example that can be analyzed them by seeing sequences the examples as understanding where phrasal verb is located.

### 3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The students more understands in usage of words when the words can be a respond in spite of only using the simple answer.

### 4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. The progress which is done by the students can affect their ability not only for an aspect but also the improvement towards grammar, pronunciation, and vocabulary to give effect in speaking English fluently. It occurs



because they face the processes in learning speaking as a practice to deep their ability and find out the mistakes that can be their learning. The students can respond fast that being them to engage in long conversation.

#### 5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

The higher level in assessing speaking which the students must make the audients/ listener understanding what we say. The speaker has to choose accurately the words in order misunderstanding cannot be got the listener. The component of speaking should be mastered as well. Remembering in this level, the speaker is a center of the time. It is such making a speech, getting an oral report, or making conclusion in presentation.

Based on the explanation above that the stages can decide how the teacher treats the students through combination between technique, media, materials, etc. The process in learning speaking will be passed by everyone to improve their ability especially speaking skill.

#### d. The Roles of the Teacher during Speaking Activities

Part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing. According to Harmer (2007: 25), the teacher roles can be divided into 4 roles:

1) Controller

For example, the teacher always acts as a controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning, in other words, for them to have agency. Being a controller may work for grammar explanations and other information presentation, for instance, but it is less effective for activities where students are working together cooperatively on a project, for example.

2) Prompter

Encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed is a teacher role as promoter.

3) Assessors

At other times, we may need to act as feedback providers (helping students to evaluate their performance) or as assessors (telling students how well they have done or giving them grades, etc.).

4) Resource

We also need to be able to function as a resource (for language information, etc.) when students need to consult us and, at times, as a language tutor (that is, an advisor who responds to what the student is doing and advises them on what to do next).

From the definition above, all of the teacher's roles can be chosen depending on the class. In the speaking class, as a teacher should giving time to practice speaking for students become helping students accustom using English. There is nothing wrong with teachers getting involved, but the teacher doesn't dominate. Although it is probably better to stand back that they can watch and listen to what's going on, students can also appreciate teacher participation at the appropriate level.

Sometimes, however, teachers will have to intervene in some way if the activity is not going smoothly. This means that the teacher can be involved but not too much. If someone can't think of what to say, or if a discussion begins to dry up, the teacher will have to decide if the activity should be stopped because the topic has run out of steam or if careful prompting can get it going again. Prompting is often necessary but, as with correction, teachers should do it sympathetically and sensitively.

e. The Assessment of speaking

Speaking score is so important to measure how the well the students speak English being tested. This research uses band description of IELTS that was taken from Cambridge Assessment English.

| <b>Bandscore</b> | <b>Skill Level</b>       | <b>Description</b>   |
|------------------|--------------------------|--|
| Band 9           | Expert user              | You have a full operational command of the language. Your use of English is appropriate, accurate and fluent, and you show complete understanding.   |
| Band 8           | Very good user           | You have a fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. You may misunderstand some things in unfamiliar situations. You handle complex detailed argumentation well. |
| Band 7           | Good user                | You have an operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. Generally you handle complex language well and understand detailed reasoning.        |
| Band 6           | Competent user           | Generally you have an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. You can use and understand fairly complex language, particularly in familiar situations.                   |
| Band 5           | Modest user              | You have a partial command of the language, and cope with overall meaning in most situations, although you are likely to make many mistakes. You should be able to handle basic communication in your own field.                         |
| Band 4           | Limited user             | Your basic competence is limited to familiar situations. You frequently show problems in understanding and expression. You are not able to use complex language.   |
| Band 3           | Extremely limited user   | You convey and understand only general meaning in very familiar situations. There are frequent breakdowns in communication.  |
| Band 2           | Intermittent user        | You have great difficulty understanding spoken and written English.  |
| Band 1           | Non-user                 | You have no ability to use the language except a few isolated words.   |
| Band 0           | Did not attempt the test |  |

4. Community language learning
  - a. Definition of community language learning

There are many various definition of CLL Method from many theories, but it is impossible to discuss all of them. Therefore, the writer only chooses several definitions that based on her opinion are important to talk about.

The basic principle of the methodology is to establish interpersonal relationships between the teacher and learners to facilitate learning. Community language learning was designed to ease the anxiety of foreign language learners in educational contexts and promote group dynamics. In CLL, the aim is to involve the learner's whole personality (Nagaraj, 2009: 179). CLL encourages teachers to view their students as whole persons, including their intellect, relationships, feelings, desires, etc. In community language learning the student determines what is to be learned, and make the role of the teacher as the facilitator. The teachers can indicate her acceptance of the students, by understanding students' fears and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to further their learning.

CLL aims to remove anxiety from learning by changing the relationship between the teacher and student. According to La Forge (1971: 55) CLL represents an attempt to put the insights gained by modern group psychology to work in education, specifically in the teaching and learning of foreign

languages. It is called *community*, as opposed to *individual* learning. In the traditional language teaching and learning situation, the teacher gives the instruction during the class period.

It means that community language learning is a method which emphasis on the students' feelings to create an interaction between students and teacher without blocks in language learning.

b. Design of community language learning

Design of CLL occurs by two distinct and fundamental kinds: interactions between learners and interactions between learners and knower. Interactions between learners are unpredictable in content but typically are said to 'involve exchanges of affect. Learner exchanges deepen in intimacy as the class becomes a community of learners. The desire to be part of this growing intimacy pushes learners to keep pace with the learning of their peers. Interaction between learners and knower is initially dependent. The learner tells the knower what he or she wishes to say in the target language, and the knower tells the learner how to say it. (La Forge 1983: 50). It means the learning is centered on student or the purpose of learning will be fruitful depends on students.

1) Syllabus

Community Language Learning is most often used in the teaching of oral proficiency, but with some modifications it may be used in the teaching of

writing. CLL does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they will be covered (Richard & Rodgers, 2001 : 93).

## 2) Types of learning and teaching activities

As with most methods, CLL combines innovative learning tasks and activities with conventional ones. They include:

- a) Translation. Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.
- b) Group Work. Learners may engage in various group tasks, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.
- c) Recording. Students record conversations in the target language.
- d) Transcription. Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.
- e) Analysis. Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.



- f) Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feelings - sense of one another, reactions to silence, concern for something to say, etc.
- g) Listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.
- h) Free conversation. Students engage in 'free conversation with' the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned. (Richard & Rodgers, 2001: 94)

c. Procedures of community language learning

Richard & Rodgers, 2001: 125 presents a protocol of what a first day's CLL class covered which is outlined here:

- 1) Informal greetings and self-introductions were made.
- 2) The teacher made a statement of the goals and guidelines for the course.
- 3) A conversation session in the foreign language took place.
  - a) A circle was formed so that everyone had visual contact with each other and all were in easy reach of a tape recorder microphone,
  - b) One student initiated conversation with another student by giving a message in the L1.
  - c) The instructor, standing behind the student, whispered a close equivalent of the message in the L2.

- d) The student then repeated the L2 message to its addressee and into the tape recorder microphone as well.
  - e) Each student had a chance to compose and record a few messages
  - f) The tape recorder was rewound and replayed at intervals.
  - g) Each student repeated the meaning in English of what he or she had said in the L2 and helped to refresh the memory of others.
- 4) Students then participated in a reflection period, in which they were asked to express their feelings about the previous experience with total frankness.
  - 5) From the material just recorded the instructor chose sentences to write on the blackboard that highlighted elements of grammar, spelling, and peculiarities of capitalization in the L2.
  - 6) Students were encouraged to ask questions about any of the above.
  - 7) Students were encouraged to copy sentences from the board with notes on meaning and usage. This became their "textbook" for home study.

d. Objectives of CLL

Richard & Rodgers, 2001: 119 states that since linguistic or communicative competence is specified only in social terms, explicit linguistic or communicative objectives are not defined in the literature on Community Language Learning. Most of what has been written about CLL describes its use in introductory conversation courses in a foreign language. The assumption seems to be that through the method, the teacher can successfully transfer his or her knowledge and proficiency in the target

language to the learners, which implies that attaining near-native like mastery of the target language is set as a goal. Specific objectives are not addressed.

e. Students' roles

In Community Language Learning, learners become members of a community - their fellow learners and the teacher - and learn through interacting with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. 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. CLL learners are typically grouped in a circle of six to twelve learners, with the number of knower varying from one per group to one per student. CLL has also been used in larger schools classes where special grouping arrangements are necessary, such as organizing learners in temporary pairs in facing parallel lines (Richard & Rodgers, 2001 : 120). It means that the students is created being group that a group consists 6 students.

5. Film/video as media for learning

a. Definition of film/video

Technology has the important role in human life as development of globalization which in the educational world deems teacher to be creative in applying learning media. Media are the means for transmitting or delivering

messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction (Naz & Akbar, 2008: 35). Media is able to help the teachers delivering the material to students. Yet choosing the media is affected by the materials that are going to be taught to the students. Therefore, before designing materials, other aspects of the speaking process should also be considered, such as vocabulary, grammar, pronunciation, fluency, comprehension. Film/video is a media that includes aspects of speaking.

Film/video is richer than audio that speakers can be seen and their body movements give clues as to meaning, so do the clothes they wear, their location, etc that helps the students is easy to memorize. Background information can be filled in visually. Some teachers, however, think that video is less useful for teaching listening than audio precisely because, with the visual senses engaged as well as the audio senses, students pay less attention to what they are actually hearing (Harmer, 2007: 144). It means that learning methods, materials, and media should be combined well to achieve the purpose of learning. Use of technology as learning media will help the teacher easier to teach the materials. Video is one of development of technology which can be applied by English teacher which created from audio and visual as media learning to teach students speaking, listening, writing, and reading skills.

b. Reason for using film/video as a learning media

For teacher, use of video can give helps them in preparing materials. It is necessary to produce one's own material, tailored to immediate needs. Video tape is no more expensive than sound tape, and as video is no more difficult to operate than a tape recorder, video can thus be used creatively as a very useful adjunct (Haycraft, 1978: 112). It means that video provides a means of interactive instruction which is a very flexible medium. Having the ability to stop, start and rewind is absolutely invaluable. It provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate a point of historical reference. You also have the option to rewind a section of the film/ video to review a segment to ensure that children understand a key concept.

You can ensure to add further interactivity by copying activities, conducting discussions or repeating demonstrations and experiments in your classroom. Parisi (2016:116) states that watching English language movies help the students learn English phrases can be used in real life situations, improve vocabulary, catch authentic language, learn sentence patterns and become familiar with the different accents of native speakers, opportunities to listen to correct pronunciation and intonation patterns .Other than these benefits some websites mention that the visuals are more effective to the learners to listen to the language expressions and facial expressions and gestures helping the learners to focus on the verbal messages. For students, they can study through video in the outside class.

## **B. Previous Related Study**

The Researcher provided some information from the other researcher to prove the originality of this study. The first previous study was taken from Ima Damayanti, the student of The Syekh Nurjati State Institute (2011) who conducted the research entitled “Using role play in improving students’ speaking ability (A classroom action research in the second year students class VIII.1 of SMP PGRI II Ciputat)”. The method of data collection was observation, questionnaire and test. The research focuses on using role play to improve the students’ speaking ability.

The second previous study was taken from Maria Ulfa of Wijaya Putra University (2014) who conducted the research entitled, “enhancing speaking skills using the community language learning approach (An Analysis Study of the Elementary Fifth Grade Student’s in SDN 2 Gempol kurung)”. The research uses human computer technique of CLL method.

## **C. Action Hypothesis**

In this investigation, the researcher attempts to give a tentative solution to the problems, the hypothesis could be stated as follows: the speaking skill of the second semester of English education at IAIN Surakarta can be improved through informal learning using CLL (community language learning).

## CHAPTER III

### RESEARCH METHOD

#### A. Research Method

The method used in this study is Action Research (AR) method which inquires human action for solving the problems. It can be a basic by teacher to find out what works best in their own classroom. Hopefully the teacher can improve and develop teaching and learning. In education, action research not only can be applied in the teaching but also in some field including coaches, library, principles, and etc. The central idea of the *action* part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice (Burns, 2010: 2). Thus, it can be clear that the action research constitute approaches which are used by the teacher as evaluation and reflection with aims to bring change and improvement in practice. It doesn't imply looking at our teaching as if it is ineffective and full of problems, but it is felt can improve teaching being better. It means that aims in AR is not as the usual thing that teachers do when thinking about teaching, but a process to improve education by incorporating change and involves educators working together to improve their own practice through problematic situation.

Based on the statement above, action research in the formal learning is practical approach which is used by teacher to make collaboration between the students, learning media, situation, materials and teacher to learn better which is got by analyzing the problems to find out solve of the problems. It might be essential to improve the quality of learning. In this research, the lecturer and researcher did the collaboration, especially supplemental teaching. Supplemental teaching is this strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated (Stobaugh and Gichuru, 2016:73)

## **B. Setting of Study**

### **1. Setting of place**

The place of the research is in IAIN Surakarta, located on Pandawa St. Pucangan, Kartasura, Sukoharjo region, Central Java, 57168. This institute is one of the favorite institutes in Surakarta. There are about 7.814 students who come from different regions, such as Purwodadi, Boyolali, Sragen, Solo and so on. IAIN Surakarta has nineteen departments including English education Department with 1.389 students. Each grades consists some classes.



## 2. Setting of time

| No | Activities              | Time          |   |   |   |               |   |   |   |             |   |   |   |
|----|-------------------------|---------------|---|---|---|---------------|---|---|---|-------------|---|---|---|
|    |                         | Maret<br>2018 |   |   |   | April<br>2018 |   |   |   | Mei<br>2018 |   |   |   |
|    |                         | 1             | 2 | 3 | 4 | 1             | 2 | 3 | 4 | 1           | 2 | 3 | 4 |
| 1  | Observation             |               |   | √ |   |               |   |   |   |             |   |   |   |
| 2  | Pre-test                |               |   |   |   | √             |   |   |   |             |   |   |   |
| 3  | 1st Meeting             |               |   |   |   | √             |   |   |   |             |   |   |   |
| 4  | 2 <sup>nd</sup> Meeting |               |   |   |   |               | √ |   |   |             |   |   |   |
| 5  | Post-test 1             |               |   |   |   |               | √ |   |   |             |   |   |   |
| 6  | 1 <sup>st</sup> Meeting |               |   |   |   |               |   | √ |   |             |   |   |   |
| 7  | 2 <sup>nd</sup> Meeting |               |   |   |   |               |   |   | √ |             |   |   |   |
| 8  | Post-test 2             |               |   |   |   |               |   |   |   | √           |   |   |   |

*Table 3.1. Schedule of Research*

### C. The Subject of the Study

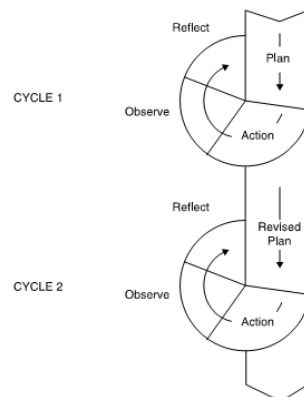
This subject of study was conducted to the second semester of English education at IAIN Surakarta. The subjects were got from voluntary student to

join the community. They consisted from 6 students, such as: AGS, ILM, RN, WLN, EN, TT.

#### D. Procedure of The Research

According to Kember (2000:25) the process of action research is cyclical or spiral process where each cycle consists of planning, action, observation and reflection, which usually leads to revise or totally a new plan and continuation of the action research process in second cycle, and so on until the student's achievement have reached particular limitation as purposed.

In order to make it easier, we would like to present a model of action research stated by Kemmis and McTaggart in Burns (2010:9), action research occurs through a dynamic and complementary process which consists of four steps in a cyclical process, as follows:



*Figure 3.2. Cyclical AR model based on Kemmis and McTaggart (1988) in Burns (2010:9)*

The Classroom Action Research using Kurt Lewin's design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. To make clear what happens in every phase, here are the explanations:

1. Plan

A plan is developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitor the practice. It is in this phase that the research questions and methods are explicated. It means you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider:

- a. What kind of investigation is possible within the realities and constraints of your teaching situation
- b. What potential improvements you think are possible.

In this case, the researcher prepared all of things that support the teaching process, for example the material, the media, and also the method. The activities in planning stage as follows:

- 1) Designing lesson-plan and preparing materials

RSP is a teacher activities orientation so that teaching learning process can be arranged well. Arranging RSP is analyzed through acquired activities by the students. In the first meeting, the researcher prepares materials about passion, hobby, and interesting thing. Then, the second meeting is about reviewing film “Harry Potter and the Philosopher’s Stone”.

- 2) Preparing students’ scoring
- 3) Preparing sheets for classroom observation to know the situation of teaching learning process when the method or technique is implemented.
- 4) Preparing a test including pretest and post test. For pretest, the researcher uses oral test to know the students’ profile of speaking skill by giving them an interview about their identity that were taken form part 1 of speaking IELTS test. For post test, the researcher gives oral test as well.

## 2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things. That means the researcher implements the plan or changes a practice and collects data. Data may be collected

from a variety of sources. The researcher implemented the teaching learning process of speaking skill by using community language learning (CLL). In the research action, the researcher arranged general plan as follows:

a. Opening

The researcher opened the class with using greeting and exchanged some chitchat to avoid the gap between students and teacher.

b. Main activities

In this step, the research applied some techniques based on CLL method:

- 1) Combination of listening, transcription and analyzing technique with handout, film and video the students listened and transcribed every word after that analyze examples including the grammatical and the lexical usage.
- 2) Free conversation and recording technique, students engaged in 'free conversation with' the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned but the sentences must use phrasal verbs and after that the students and teacher analyzed every sentences to correct it. If there is mistake the student could give the correction.

c. Closing

In this step, the researcher concludes about the material in the teaching learning process, tells about the next project and closes the class.

### 3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

In this phase, the researcher tried to find out how the students could improve using test.

### 4. Reflect

Experience and perceptions are used to identify an area of focus based on a problem. Time is taken to review what is already known about the problem or focus area and to learn more about the problem. This may include a review of the literature.

At this point, the researcher reflected, evaluated and described the effects of the action in order to make sense of what had happened and to understand the issue the researcher had explored more clearly. The researcher might decide to do further cycles of AR to improve the situation even more, or to share the story of her research with others as part of her ongoing professional development. The researcher made an evaluation on all that had observed to find the weakness and strengths of teaching activities already

carried out. Besides that, the researcher also observed the students' progress during the teaching learning process.

### **E. The Technique of Collecting Data**

Technique of collecting data in this research using qualitative data and quantitative data. The qualitative data consists of observation. Meanwhile, the quantitative data uses questionnaire, pre-test and post-test. The completely explanation as follows:

#### **1. Observation**

Observation was done to identify teaching and learning activities, especially speaking activities directed by the real teacher, and to reveal problem of speaking activity in classroom.

#### **2. Test**

The test used in this study is pre-test and post-test which to know students' existing knowledge of speaking ability, the writer gives oral test to the students. After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test was done before implementing CLL method. Meanwhile, the post-test is implemented after using CLL method. The test is held on every second action of each cycle. Here are the rating scores of oral test using band description of IELTS:

| <b>Bandscore</b> | <b>Skill Level</b>       | <b>Description</b>   |
|------------------|--------------------------|--|
| Band 9           | Expert user              | You have a full operational command of the language. Your use of English is appropriate, accurate and fluent, and you show complete understanding.   |
| Band 8           | Very good user           | You have a fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. You may misunderstand some things in unfamiliar situations. You handle complex detailed argumentation well. |
| Band 7           | Good user                | You have an operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. Generally you handle complex language well and understand detailed reasoning.        |
| Band 6           | Competent user           | Generally you have an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. You can use and understand fairly complex language, particularly in familiar situations.                   |
| Band 5           | Modest user              | You have a partial command of the language, and cope with overall meaning in most situations, although you are likely to make many mistakes. You should be able to handle basic communication in your own field.                         |
| Band 4           | Limited user             | Your basic competence is limited to familiar situations. You frequently show problems in understanding and expression. You are not able to use complex language.   |
| Band 3           | Extremely limited user   | You convey and understand only general meaning in very familiar situations. There are frequent breakdowns in communication.  |
| Band 2           | Intermittent user        | You have great difficulty understanding spoken and written English.  |
| Band 1           | Non-user                 | You have no ability to use the language except a few isolated words.   |
| Band 0           | Did not attempt the test |  |

*Table 3.3. SPEAKING: Band Descriptors (public version)*



## **F. The Technique of Analyzing Data**

Data analysis could be done by viewing the result of the data collection. In this research, the data collected were qualitative and quantitative data. The data could be taken in teaching learning process of speaking and could be analyzed by investigating the data collection during the observation. The questions of this research were (1) how is the implementation of learning speaking ability using informal system? (2) for what instant the implementation at informal learning foster students' speaking ability. To answer those questions, there are five steps in analyzing the qualitative data according to McKiernan in (Burns, 1999: 156-160):

### **1. Assembling the Data**

Assembling was a process to collect the data including field note, journal entries, questionnaires, and so on. At this stage, the data were collected and reviewed to look for broad patterns, ideas or trends that seem to answer the questions. Here the researcher did some activities to collect the data. The researcher observed the teaching learning process to know the implementation of teaching speaking conducted by the researcher then the researcher took a note as the field note for every meeting. Besides that, the researcher also conducted test to know the improvement of the students.

### **2. Coding the Data**

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types. All of the data were described into more specific in this step then the data were identified and sorted into qualitative code. In this research, there was one type of code that was used to analyze the students' speaking aspects including code of the name of research subject. The researcher described the qualitative data to know the process and the result of this research. Data qualitative was commonly displayed in the sentence form. After coded, the data were analyzed by using qualitative data analysis.

### 3. Comparing the Data

Comparison was taken to see whether themes or patterns are repeated or developed across the different data gathering techniques or not. The main aim of this step was to describe and display the data and to interpret or explain them. In this research, the researcher compared the data of the students' participation and performance in cycle 1 and cycle 2 to know their improvements. The researcher also developed tables to set the data out and display them in a concise form.

In analyzing the numerical data, first the writer tries to get the average of students' speaking skill per action within one cycle. It is used to know how well students' score as a whole on speaking skill.

It uses the formula

$$\bar{X} = \frac{\sum x}{n}$$

X = mean

X = individual score

N = number of students

Second, the writer tries to get the class percentage. It uses the formula:

$$P = \frac{F}{N} \times 100\%$$

N

P = the class percentage

F = Total percentage score

N = number of students

Third, after getting mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2, In analyzing that, the writer uses the formula:

$$P = \frac{y_1 - y_2}{y_1} \times 100\%$$

P = percentage of students' improvement

y = pre-test result

y1 = post-test1

$$P = \frac{y2-y}{y} \times 100\%$$

P = percentage of students' improvement

y = pre-test result

y2 = post-test2

#### 4. Building Interpretation

This is the point of moving beyond describing, categorizing, coding, to make some sense of the meaning of the data. It is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged. In this step, the researcher developed an explanation of the data that had compared.

#### 5. Reporting the Outcomes

This last stage involves presenting an account of the research for others. In this step, the researcher presented the research outcomes to know the implementation of the research and to know whether the treatment was successful or not.

Finally, after analyzing all data, the researcher could describe the implementation of learning speaking ability using CLL (community language learning) through informal system and identify for what instant the implementation at informal learning using CLL (community language learning) fosters students' speaking ability.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter covers research findings and discussion of the research that was conducted by using Action Research at second semester of IAIN Surakarta. There are two cycles in the research findings that consist of planning, acting, observing, and reflecting. Meanwhile, the discussion presents the answer of problems formulation. There are the implementation of teaching speaking through informal learning and the improving of the students after the implementation of informal learning for teaching speaking.

#### **A. Research Findings**

In conducting the research, the researcher worked collaboratively with the English lecture, Mr. Puput whom is a collaborator and a teacher. The research was carried out in two cycles that each cycle had two meetings and one post-test was accomplished based on the research procedure. Each step is described below:

##### **1. Identifying problem**

Identifying problem was the beginning step conducted before carrying out the research. It was held to identify some problems that occur during teaching learning process and to analyze the teacher's way to teach the students. There were some activities for identifying problem with observing teaching learning process, interviewing the students and did pre-test for the

students. The result of observation and interview indicated that there were some problems in students' speaking skill.

The first interview was conducted with the students to found out the students' problems in speaking. The students said that got some difficulties in speaking, such as: difficulties in expressing their thought and feeling whereas know what they had to say are caused by lack of vocabularies, unable pronunciation of word and not sure about grammatical structure make them worried to speak. As like normal classroom, it contained many people that learning only run into several times that it can't reach every students. Actually students should have a practicing place to speak English yet due to the limited time will be taken by active students. Lack of confidence dropped their psychology.

The last step was the researcher conducted a pre-test to know students' speaking skill based on speaking aspects classified by Brown (2003:172-173). Pre-test was held on Monday, 4th April 2018 to the students whom joined the English community voluntarily. There students consisted from 2 boys and 4 girls as subject of the research. In the beginning of the lesson, the researcher greeted the students, introduced herself. The researcher tried to make a good relation with students. The researcher called one by one to undertake pre-test with doing an interview. The questions of interview were taken from website councilbritish that contains material in speaking IELTS test but the researcher just asked the students using part 1. It contained the

general questions, such as: their identity, their family, their hopes, their home town, etc.

Based on the score and result of pre-test, it could be concluded that students' speaking skill was low. The mean of students' score was 2.3, the highest score was 3 and the lowest score was 1. The result of pre-test can be seen in the following table.

Table 4.1. Score of Pre-test of Students' Speaking Skill

| <b>Number</b>                    | <b>Name of Students</b> | <b>Band Score of Pre-test</b> |
|----------------------------------|-------------------------|-------------------------------|
| 1                                | AGS                     | 2                             |
| 2                                | TT                      | 2                             |
| 3                                | RN                      | 1                             |
| 4                                | EN                      | 2                             |
| 5                                | ILM                     | 1                             |
| 6                                | WLN                     | 3                             |
| <b><math>\Sigma</math> (SUM)</b> |                         | <b>11</b>                     |
| <b>X (MEAN)</b>                  |                         | <b>1,8</b>                    |
| <b>Maximum Score</b>             |                         | <b>3</b>                      |
| <b>Minimum<sup>Score</sup></b>   |                         | <b>1</b>                      |



Based on the observation and the result of pre-test, the researcher concluded that most of students in the community had problems in speaking skill. The researcher categorized them into three achievement that were low, medium, and good achievement. In the low achievement, there were ILM that got 1 score indicated form score band was no ability to use the language expect a few isolated words because in whole of conversation he used Indonesia to answer questions mostly expected number 1 when the researcher asked “what is your name?” another question he tried to use English but finally he couldn’t do that, RN got 1 score because mostly she used Indonesia to answer the questions. It can be indicated that they had a little bit English proficiency in competences of speaking. In the medium achievement, there were TT, AGS and EN got 2 score because she could answer the questions partly using English but they got difficulty to understand some question. It could be seen when the researcher asked TT “what do you study now?” she answered IAIN Surakarta and the researcher asked “why do you choose the subject?” she answered “English” the researcher tried to ask again “why?” she answered “ooh, because I can learn more English” but when the researcher asked “what is your motivation in your life?” she answered “we do what we love is freedom”, another subject was AGS that when the researcher asked him “what do you study?” he got difficulty to answered and asked the researcher “what?” and then the researcher also asked “do you think that your home town is beautiful place to bring your children?” he

answered “yes” the researcher asked to give a reason, he answered that “my home town is very friendly grow up the children”. They also had mispronunciation like town, environment, grow up and comfortable. It can be indicated they can speak English although mistakes in speaking such as; they got difficulty to understand the question, but they can make a basic sentences despite they still had mispronunciation and incorrect grammar partly. In the good achievement, there was WLN got a best score in pre-test due to could understand the question and answered well although mistakes, such as: use of tenses and mispronunciation.

## **2. Research Implementation**

The aim of this research was to improve students’ speaking skill. The researcher used the community language learning as method and to teach speaking skill. In this research, there were two cycles. The first cycle was implemented on 9, 13 & 16 and April 2018. The second cycle was implemented on 20, 24, and 30 April 2018. The researcher used community language learning as the method to teach speaking skill.

### **a. The First Cycle**

There were three meetings of the cycle. The implementation of each meeting was described below:

#### 1) Planning

Before conducting the research, the researcher prepared the instruments such as:

a. Designing lesson-plan and preparing materials

RSP is a teacher activities orientation so that teaching learning process can be arranged well. Arranging RSP is analyzed through acquired activities by the students. In the first meeting, the researcher prepares materials about passion, hobby, and interesting thing. Then, the second meeting is about reviewing film “Harry Potter and the Philosopher’s Stone”.

b. Preparing students’ scoring

c. Preparing sheets for classroom observation to know the situation of teaching learning process when the method or technique is implemented.

d. Preparing a test including pretest and post test. For pretest, the researcher uses oral test to know the students’ profile of speaking skill by giving them an interview about their identity that were taken form part 1 of speaking IELTS test. For post test, the researcher gives oral test as well.

2) Acting

In this step, the researcher implemented community language learning as the method to teach speaking in English community through informal learning. It consisted of three meetings with each

meeting taken when students had free time. The activities in acting as follows:

a) First Meeting

The researcher conducted this meeting on Monday, March 9<sup>th</sup> 2018 at 10.20-12.00 in the J'elm cafe.

i. Opening

The researcher opened the class by saying basmallah together then the researcher created a good condition by asking them to make a circle. She gave the students' mind map about Community Language Learning (CLL) to give them understanding on how the study looked like and the benefits by joining this class.

ii. Main Activity

In the main activity, the students were given a topic to be discussed together which the topic is describing thing. The point of this process, the students should speak about three minutes. At the beginning, every student in the group read and discussed the material for 15 minutes. It contained about some vocabularies.

After that they had to present their thought and feeling related how to describe thing. The students tried to describe about their life such as; their identity, their

family, their dreams and their experiences. The researcher tried to help students making sentences, such as correcting students' mistake and helping to translate into target language. After that students repeat the right sentence. At the first, the students found difficulties for speaking English and getting shy yet the researcher tried with asking the students one by one.

The students were allowed answering the question using Indonesian, when the students started introduction them self there are some mistakes, such as: at first, the researcher asked them: "address?" AGS answered "address Boyolali", after that the researcher asked them "is there any something wrong" they were just quiet and the researcher gave some clue using explaining "are you sure to follow noun using noun? The students realized and gave the correction "should put to be between nouns. The second, EN tried to tell her passion to study English and some mistakes can be found, such as mispronunciation and less grammatical structure. The researcher asked the EN to repeat her answer. The researcher corrected the mistake with asking one by one to give the right sentences and explaining about grammar, pronunciation and context

from the EN's mistakes. The third, TT described about herself that "I have one brother and one sister" and the researcher tried to explain that "u can use I have a brother and a sister" and explained about the context of that two sentences.

iii. Closing

Finally, the researcher asked them about how their feeling was after practice and gave them motivation. The students said that "aku bisa dapat tambahan ilmu mba" and then the students asked the researcher about how to improve their speaking ability. The researcher gave some tips. After that the meeting was closed with saying hamdallah together and the researcher said "Wassalamu'alaikum Wr.Wb".

b) Second meeting

The second meeting was conducted on Friday, April 13<sup>th</sup> 2018. The researcher as the counselor opened the class at 08.00 till 12.00

i. Opening

The meeting today was started by saying basmallah together then the researcher told that today we were going

to review movie “Harry Potter and the Philosopher’s Stone”.

ii. Main Activity

In the main activity, the students reviewed movie “Harry Potter and the Philosopher’s Stone” that used two subtitles. The point of this process, the students should speak about three minutes. At the beginning, every student watched the movie, but before movie started the students were asked to prepare note for helping them memorize the difficult and new word. After the movie was done, the students were asked to mention 10 words that were written on the white board by the researcher. The words or sentences consisted of *afraid, imaginable, pumpkin, warn, fit, go on, get off, mad, prune, blown up, insult, outrage, equipped, wonder, make a wave, apparently not, brought over, expect, codswallop, blimey, stick, onto, wicked, tripe, watch it, rotten luck, hang around, spell, expelled, holy cricket, pleasure, robes, shy, shortly, trumps, momentarily, robe, ceiling, forth, nothing, courage, feast, dismal, denied, headless, keep up, fancies, cheek, stick, grip, steady, out, have it your way, we are done for, notice, preoccupied, meddling*. After that the

students and researcher discussed the words or sentences relating with meanings and context. The students were asked to make sentences one by one using the words that each student should make five sentences. The researcher tried to help students making sentences, such as correcting students' mistake and helping to translate into target language. After that students repeat the right sentence. The students were asked to review the movie using their own word without preparation before.

iii. Closing

In the end of meeting, the researcher with the students made a conclusion about the material in that day and shared how to use two subtitles. Furthermore, the researcher gave motivation and to the students to be better in the post-test. The class was closed by saying *Hamdallah* together and the researcher said *Wassalamu'alaikum Wr.Wb.*

c) Third meeting

In the third meeting, Monday, April 16<sup>th</sup> 2018, the researcher gave post-test 1 of cycle 1. The class was started at 13.00-14.00. The researcher assessed the students' speaking skill.



i. Opening

The researcher opened the class by saying “*Assalamu’alaikum Wr.Wb*” and the class was started by saying basmallah together. The researcher started the class by explaining the aspects that would be assessed in the speaking test that was taken from speaking IELTS test. The topic was combination of study and hometown parts.

ii. Main activity

The speaking test was started. Many students looked nervous and always asked the researcher “mbak soalnya gak kaya gimana to?” but it was better than before where in the pre-test some of students answered half of the question using Indonesian. They looked enough confident but still be confused to generate sentences fast, got some mispronunciations and did wrong grammatical structure.

iii. Closing

The class ended, before the researcher closed the meeting, the researcher asked to the students about the difficulties they faced during. The researcher tried to show their mistakes and gave them motivation. Then the researcher closed the meeting by saying

“*Wassalamu’alaikum Wr.Wb*”. The detail score of post-test 1 as follows:

*Table 4.2. Score of Post Test 1 of Students’ Speaking*

*Performance at English Community from the Researcher and the Collaborator*

| No                | Name of students | Total Score of Six Aspect from Researcher | Total Score of Six Aspect from Collaborator |
|-------------------|------------------|---|---|
| 1                 | AGS              | 4   | 4   |
| 2                 | TT               | 3   | 3   |
| 3                 | RN               | 3   | 3   |
| 4                 | EN               | 4   | 5   |
| 5                 | ILM              | 2   | 2   |
| 6                 | WLN              | 5   | 6   |
| <b>SUM</b>        |                  | <b>21</b>                                 | <b>23</b>                                   |
| <b>MEAN</b>       |                  | <b>3,5</b>                                | <b>3.8</b>                                  |
| <b>MAX. SCORE</b> |                  | <b>5</b>                                  | <b>6</b>                                    |
| <b>MIN. SCORE</b> |                  | <b>2</b>                                  | <b>2</b>                                    |

From the table, the researcher could conclude that the sum score of the students' performance (the score from the researcher plus the score from the collaborator then divided by two) was 22 the mean score was 3,65 maximum score was 6 and the minimum score was 2. Most of the students got improvement in vocabulary and pronunciation aspects which from both of the aspects, the students also got improvement for comprehension, vocabulary, grammar and fluency but mispronunciation reduce the clarity at time.

### 3) Observing

#### a) First meeting

In implementing the action of first meeting, the teaching process was undertaken in J'elm café at 10.20 – 12.00 on their free time that helped increasing communication of students and the researcher. It was informal learning process that it could be done in everywhere and every time. After the learning process, the researcher concluded that some students got confused about making sentences actually they know about the vocabularies, such as: when one of students wanted to say “saya mendapatkan nilai jelek dibahasa inggris ketika SMA” yet the she got confused to generate the sentences and the researcher tried to help with guiding the student in making sentence. The students

paid attention when the researcher explained the material about how the pronounce words and what the meanings of words are. In the delivering the material, at first the researcher asked the students to pronounce the word, explain the meaning of word and change word into a sentence one by one. The students could not be active, they seemed less confident that the researcher should ask students one by one to make interaction. The students didn't concern about grammar and know that a word could change being noun, verb or adv.

b) Second meeting

In the second meeting, the students were more active and paid more attention to the teaching learning activity. They tried to find the difficult and new vocabularies form the movie. In the discussing the words or sentences, the researcher asked students to pronounce it. Some of them mispronounced the word and mentioned incorrect meaning of the word, the researcher asked to other students to correct the pronunciation and the meaning.

They were also active to ask the researcher about new words or sentences for them how the words could be interpreted like "keep up" that had meaning "ikuti" and the researcher tried to explain that it was phrasal verb and what the meaning of the words like "wicked, bloody hell, pumpkin and etc" the

researcher accounted for that it was like slang words. After that the researcher asked the students changed the word into sentence that the students did mistake in grammar due to they still got confused to know what the word included noun or verb or adv. The students felt more interesting using movie as media learning that gave students know about right pronunciation, usage of context of words. That could be seen when the students asked why “stick” had different meaning when the Hagrid gave Harry Potter a ticket, he said “Here is your ticket. Stick to your ticket. That’s very important, from the context of “stick” in the sentence was interpreted being “keep the ticket fast” and when the Madam Hooch taught first flying lesson, she said “Come on now, hurry up. Stick your hand over the broom and say up”, from this context “stick” had another meaning that was grab/take the broom. The students made note from vocabulary on white board to be their text book.

c) Third meeting

In the third meeting, the students had a post-test one. The test was started by calling one by one like an interview. The researcher asked them about their study and hometown that taken from part one of speaking IELTS test.

In the pre-test, the researcher categorized the students into three achievements that were low achievement, medium achievement, and good achievement. In the low achievement there were ILM, RN, TT, EN in the medium achievement was AGS, and in the good achievement was WLN. Students spoke bilingual language or got difficult answering the question in English and used Indonesia for low achievement, for example: when the researcher asked them reason in choosing the study, for examples: ILM answered “yak arena menurut saya, bahasa inggris itu sangat dibutuhkan disemua perusahaan makanya peluang kerjanya banyak, RN answered “karena ayah saya koki dan kakak saya juga pada gak bisa bahasa inggris, makanya saya pengen bisa bahasa inggris. For the medium achievement, in the pre-test he did misunderstanding when the researcher asked him, what do you study? AGS answered “study?” needed much times to understand and he tried to answer “English”. After that WLN got the good score in all aspect yet she had to improve her English ability. In the post test, the achievement could be seen from the score, all of the students improved their English ability.

In post-test 1, the researcher categorized the students into three achievements that were low achievement, medium

achievement, and good achievement. In the low achievement there was ILM in the medium achievement was RN, TT, EN, AGS and in the good achievement was WLN. In post-test one, some students were still bad in pronunciation, it was caused they got so nervous, so they didn't concern with it. All of students got mispronunciation with vegetable, they should say /vedʒtəb(ə)l/ yet they pronounce vegetable /vedʒeteɪb(ə)l/. Nonetheless, the low achievement also mispronounced in saying tomato /tɒmɑto/ besides the tomato had to pronounce /tə'mɑ:təʊ/. RN, TT and ILM got mistake in pronouncing spinach /spɪnɪdʒ/, she pronounced /spɪnɪdʒ/. in the low achievement that there was ILM had improvement in answering the question. In the pre-test, he answered the question using Indonesia but the post test one, he could answer using English when the researcher asked "which one (vegetable) do you like?" he answered "tomato" and the researcher asked the reason, he answered "because tomato benefits for my body" but he got difficulty when the researcher asked "how parents encourage children to eat more vegetable?" He answered the "i am supporting parents to make vegetable for children". In the medium achievement, they had improvement especially RN that in the pre-test she were categorized in the low achievement. RN

still did mispronunciation and had mistakes in choosing words, such as “fill fat”. Other subjects TT and EN could make basic sentences despite they still had mispronunciation, such as: vegetable, spinach and did mistake in grammatical structure, such as when EN said “because I think vegetables is more healthy for our life so vegetable average more better than another” that it should be healthier and better. TT also did mistake when she said “because vegetables have many vitamin that it should be many vitamins. AGS also did mistake, such as when he answered “I think children not know”, it should be children didn’t know. It can indicted they could improve their competences, such as; grammar and pronunciation. In the good achievement, WLN improved their speaking ability, such as; grammar, vocabulary and comprehension despite there was mistake in pronouncing vegetable but she did great when another did mistake in pronouncing spinach, she pronounced the spinach well.

From the observation, the researcher could summarize the mean improvement of the students’ speaking score from pre-test and post-test. The detail improvement as follows:



*Table 4.3. The Improvement of Students' Score in Cycle 1 of the English Community*

| Sum of the score of pre-test | Sum of the score of post-test 1 | Mean score of pre-test | Mean score of post-test 1 | The improvement of mean score |
|------------------------------|---------------------------------|------------------------|---------------------------|-------------------------------|
| 11                           | 22                              | 1,8                    | 3,6                       | <b>1,8</b>                    |

The sum score and the mean score of the students' performance of the post-test 1 above were the score from the researcher and the collaborator, while the sum score and the mean score of the pre-test were the score only from the researcher. The improvement of the mean score was gotten from the mean score of post-test 1 minus the mean score of pre-test. The result was 1,8. It means that the students' speaking skill was getting improved.

d) Reflecting

After observing the activities in cycle one, the researcher and the collaborator summarized that the use of community language learning could improve the students' speaking skill.

Some students could be more confident to speak in and they could increase their vocabulary mastery and pronunciation skill as well. However, the researcher was still found some problems in teaching learning process in the class, such as:

- 1) The students still got the anxiety to make sentences that distracted their concentration
- 2) They often mispronunciation that made a ambiguity
- 3) The students needed more time to generate the word
- 4) The grammar didn't be used in the sentences that the sentences seemed translate from Indonesia into English.

Thus, the researcher decided to conduct the second cycle to overcome the problems in the first cycle

#### **b. The Second Cycle**

##### **1) Revised Plan**

In the second cycle, the researcher revised plan for the teaching learning of speaking through informal learning. The researcher planned to give the students the same method due to help them to practice speaking. Besides that, the researcher tried to focus give them material using movie or video due to gain their vocabularies. Using movie could help to gain the students' attention. Learning of

grammar was not taught indirectly, the researcher gave it by analyzing sentences.

## 2) Acting

### a) First meeting

The first meeting was conducted on Friday, April 20<sup>th</sup> 2018. The class was started at 13.00 until 15.30.

#### i. Opening

The researcher and the students started the class by saying basmallah. Then the researcher created a good condition by asking them to make a circle and gave the print out of the vocabulary that would be studied. The researcher prepared you tube video that contained 100 most common vocabularies.

#### ii. Main Activity

In the main activity, the researcher and students watched the video. The point of this process, the students were asked to pronoun the words one by one. The researcher gave the happiness and sadness event as topic to be discussed in the meeting. After that they had to present their thought and feeling related what, where, why and how the event.

. The students tried to describe their experiences in the past. The students help each other in making sentences, such as correcting students' mistake and helping to translate into target language. After that students repeat the right sentence. In this moment, students could communicate another student asked after the students told their experiences, such as when TT tried to tell how regret her because she could not come a close friend's special event. Sometimes, the researcher gave correction in grammar since most of them told about their past event but they often used present tense.

iii. Closing

In the closing stage, the researcher asked the students to study the video at home. The researcher gave some tips. After that the meeting was closed with saying hamdallah together and the researcher said "Wassalamu'alaikum Wr.Wb".

b) Second meeting

The second meeting was conducted on Thursday, April 24<sup>th</sup> 2018. The class was started at 10.35 until 11.55.

i. Opening

As usual, the researcher and the students started the class by saying basmallah together then the researcher told that today we were going to review movie “Harry Pride and Prejudice”.

ii. Main Activity

In the main activity, the students reviewed movie “Pride and Prejudice” that used two subtitles. The point of this process, the students should speak about three minutes. At the beginning, every student watched the movie, but before movie started the students were asked to prepare note for helping them memorize the difficult and new word. After the movie was done, the students were asked to mention 10 words that were written on the white board by the researcher. The words or sentences consisted of *is let last, good heaven, tease at once, compassion, amiable, warts, mend, came off, miserable, delighted, regiment, beheld, vague, sonnet, barely, ought, apt, vanity, matchmaking, perish, odious, dote, defer, boast, fearsome, figures, vices, diverting, dine, irrational, imposing, at your service, exemplary, rectory, dwell, delicacy, impulse, chiefly, rehearsed, avowed, hint, despair, buckles, insist, requited, disapproval, contradict,*

*immense, dote, detained, lavish, oblige, personage, flatter, uproar, come along, brought up, dreadful, bestowed, call for, uncivil, tempt, derision, conceit, veiled, take up, forlorn.* After that the students and researcher discussed the words or sentences relating with meanings and context. The students were asked to make sentences one by one using the words that each student should make five sentences. The researcher tried to help students making sentences, such as correcting students' mistake and helping to translate into target language. After that students repeat the right sentence. The students were asked to review the movie using their own word without preparation before. They were excited for reviewing the movie caused the movie had romantic genre.

### iii. Closing

In the end of meeting, the researcher with the students made a conclusion about the material in that day and shared how to use two subtitles. Furthermore, the researcher gave motivation and to the students to be better in the post-test. The class was closed by saying *Hamdallah* together and the researcher said *Wassalamu'alaikum Wr.Wb.*

c) Third meeting

The third meeting was post-test in the second cycle that was conducted on Monday, April 30<sup>th</sup> 2018 at 10.35 until 11.55.

i. Opening

The researcher opened the class by saying “*Assalamu’alaikum Wr.Wb*” and the class was started by saying basmallah together. The researcher started the class by explaining the aspects that would be assessed in the speaking test that was taken from speaking IELTS test.

ii. Main Activity

The speaking test was started. Many students looked nervous and always asked the researcher “mbak soalnya gak kaya gimana to?” but it was better than before where in the pre-test some of students answered half of the question using Indonesian. They looked enough confident but still be confused to generate sentences fast, got some mispronunciations and did wrong grammatical structure.

iii. Closing

The researcher also informed the students that that day was the last meeting, she told to the students for always study hard. Finally, the researcher closed the class by saying “*Wassalamu’alaikum Wr.Wb*”.

The researcher summarized the score of post-test 2 in the detail, as follows:

*Table 4.4. Score of Post Test 2 of Students' Speaking*

*Performance at English Community from the Researcher and the Collaborator*

| No         | Name of students | Total Score of Six Aspect from Researcher | Total Score of Six Aspect from Collaborator |
|------------|------------------|---|---|
| 1          | AGS              | 7   | 8   |
| 2          | TT               | 5   | 6   |
| 3          | RN               | 4   | 4   |
| 4          | EN               | 6   | 6   |
| 5          | ILM              | 3   | 3   |
| 6          | WLN              | 7   | 8   |
| SUM        |                  | <b>32</b>                                 | <b>33</b>                                   |
| MEAN       |                  | <b>5,3</b>                                | <b>5,8</b>                                  |
| MAX. SCORE |                  | <b>7</b>                                  | <b>8</b>                                    |
| MIN. SCORE |                  | <b>3</b>                                  | <b>3</b>                                    |



From the table, the researcher could conclude that the sum score of the students' performance (the score from the researcher plus the score from the collaborator then divided by two) was 32.5, the mean score was 5.55 maximum score was 7 from the researcher and 8 from the collaborator, and the minimum score was 3 from the researcher and 3 from the collaborator. Most of the students got improvement in speaking aspects.

### 3) Observing

#### a) First Meeting

In implementing the action of first meeting of second cycle, the researcher concluded that some students improved their speaking ability and their confidence that helped them to be active in the community. The researcher didn't dominate in this meeting. The students and the researcher analyzed about context and pronunciation of every word, after that the students were asked to change word into a sentence one by one yet students still didn't concern about grammar especially in the tenses.

#### b) Second meeting

In the second meeting, the students were more active and paid more attention to the teaching learning activity. They tried to find the difficult and new vocabularies from the movie. In the

discussing the words or sentences, the researcher asked students to pronounce it. Some of them mispronounced the word and mentioned incorrect meaning of the word, another students tried to correct the pronunciation and the researcher tried to explain the meaning of word.

They were also active to ask the researcher about new words or sentences for them how the words could be interpreted like “watch” that had meaning “berhati hati”, and then the researcher explained that translating the sentences depended on the context because in the film the Jane tried to give Elizabeth an advice with said “Watch your tough”. Students not only studied about the context of word but they also understand the correct pronunciation.

The students also asked about phrasal verb because they found new words, such as: came off, come along, take up, and etc. After that the researcher explained and gave an advice to download apps (phrasal verb) from playstore.

c) Third meeting

The third meeting was the time for conducting post-test 2. It was conducted on Monday, April 30, 2018 at 10.35 until 11.55 in the E building. The students could do the test better than the previous cycle. Most of them were more confident to

answer the question, although they still paused like “emm” but the pronunciation improved.

In the post test 2, the researcher categorized the students into three achievements that were low achievement, medium achievement, and good achievement. In the low achievement there was ILM in the medium achievement was RN, TT, EN and in the good achievement were AGS and WLN. In post-test two, all of students got improvement of their speaking ability. ILM got improvement in all aspect especially use of grammar, when the researcher asked about unforgotten moment with his friend, he could answer using past tense despite next question he used present tense to express the past but he did mispronunciation in some part, such as: money (/monIy/) and study (/studI). In the medium achievement average got improvement in grammar especially use of past tense in some part. In the good achievement, they had good ability in speaking, just need more practice.

*Table 4.5. The Improvement of Students' Score in Cycle 2 of English Community*

|                          | Sum of the score of<br>post-test 1 | Sum of the score of<br>post-test 2 | Mean score of post-<br>test 1 | Mean score of post-<br>test 2 | The improvement of<br>mean score |
|--------------------------|------------------------------------|------------------------------------|-------------------------------|-------------------------------|----------------------------------|
| From the<br>researcher   | 21                                 | 32                                 | 3.5                           | 5.3                           | <b>1.8</b>                       |
| From the<br>collaborator | 23                                 | 33                                 | 3.8                           | 5.8                           | <b>2</b>                         |

The sum score and the mean score of the students' performance of the post-test 1 and post-test 2 above were the score from the researcher and the collaborator. The improvement of the mean score was gotten from the mean score of post-test 1 minus the mean score of post-test 2. The result was 1.9. It means that the students' speaking skill was getting improved.

#### 4) Reflecting

After the researcher and the collaborator observed all activities in cycle two, they found some improvements, such as:

- a) The students could answer the question that some of students got difficult to speak English.

- b) They could answer the question directly without preparation or memorizing the sentences.
- c) They could more concern about grammatical structure.
- d) The students' confidence increased. It was proved that they could speak in the community without anxiety..

And the detail improvement of the students' score from pre-test until cycle 2 assessed by the collaborator and the researcher as follows:

*Table 4.6. The Improvement of Students' Speaking Score from Pre-test until Cycle 2*

| No    | Students' Name | Pre-test Score | Post-test 1 Score | Post-test 2 Score |
|-------|----------------|----------------|-------------------|-------------------|
| 1     | AGS            | 2              | 4                 | 6,5               |
| 2     | TT             | 2              | 3                 | 5,5               |
| 3     | RN             | 1              | 3                 | 4                 |
| 4     | EN             | 2              | 4,5               | 6                 |
| 5     | ILM            | 1              | 2                 | 3                 |
| 6     | WLN            | 4              | 5,5               | 7,5               |
| Total |                | <b>11</b>      | <b>22</b>         | <b>32.5</b>       |
| Mean  |                | <b>1,8</b>     | <b>3.6</b>        | <b>5.4</b>        |

From the table above, we could see that there was an improvement of the students' speaking skill. The score of post-test 1 and post-test 2 above was the result of the merging of the score given by the researcher and the collaborator. The mean score of pre-test was 1.8, then the mean score of post-test 1 was 3.6, thus the improvement between pre-test and post-test 1 was 1.8. The mean score of post-test 2 was 5.4, thus the

improvement between post-test 1 and post-test 2 was 1.8 so the total improvement of the mean score from pre-test until post-test 2 was 3.6. By considering the improvements, the researcher concluded that CLL through informal learning can improve the students' speaking skill at the second semester of IAIN Surakarta in 2018/2019 academic year.

## **B. Discussion**

After analyzing the result of the research which had been gathered from several sources data such as field notes, the score of students' performance in post-test 1 and post-test 2, and lesson plan, the researcher concluded several findings to answer the research question as stated in chapter one. In the discussion, the researcher presented the implementation of teaching speaking by using CLL through informal learning to improve the students' speaking skill and the improvement of students' speaking skill after the treatment of using CLL through informal learning.

### **1. The Implementation of Teaching Speaking by Using CLL through informal learning**

This research was began on March 7<sup>th</sup>, 2018 and ended on April 30<sup>th</sup>, 2018. It was aimed to improve the speaking skill of the second semester of IAIN Surakarta by using CLL through informal learning. All of the actions had been conducted in two cycles. Based on the result of the actions in cycle 1 and cycle 2, the researcher decided to discontinue the research up to this

cycle. The implementation of CLL through informal learning and the complementary actions were successfully accomplished and the objective of the research had been achieved.

The data were obtained from the observation of teaching and learning process, and the students' performance in pre-test and post-test. In the beginning of the meeting, the students were not active, they were not confident to speak English actually they know some of vocabularies, correct pronunciation and grammatical rules but the problems they were accustomed to speak. The implementation of teaching learning activity by using CLL through informal learning generally ran well, although there were some weaknesses or problem in implementing it. The students learned about the way to use CLL to help them in speaking. There was not gap between students and counselor that help students being confident to speak since the learning made like studying together that had the same purpose. The students could improve their grammatical structure although learning was undertaken naturally since the students studied through practice and analyzed the mistake that helped them knowing usage. Getting new vocabularies and studying from the context also be got by students.

The implementation of teaching and learning activity by using CLL through informal learning in this research was almost similar with the implementation in the other countries, where the researcher can be a counselor and client. The point of CLL the students and researcher practice their



speaking ability and the correction always discuss if the mistakes come up. That can help the students get confidence and improve their speaking ability with practicing yet differences this research just lay on in application of learning system that use informal learning and formal learning. In the informal learning the students gather through the same purpose that is to improve their speaking ability.

Related to the theories of CLL and informal learning, the researcher provided the CLL appropriate with the theory about the rule for using CLL of Nagaraj (2009, 179). The basic principle of the CLL is to establish interpersonal relationships between the teacher and learners to facilitate learning that is designed to ease the anxiety of foreign language learners in educational contexts and promote group dynamics. In process the researcher using CLL of Richard & Rodgers, 2001: 125, the researcher ask students to express their feelings about the previous experience with total frankness. From the material just recorded the instructor chose sentences to write on the blackboard that highlighted elements of grammar, spelling, and peculiarities of capitalization in the L2. Students were encouraged to ask questions about any of the above. Students were encouraged to copy sentences from the board with notes on meaning and usage. This became their "textbook" for home study. Informal learning appears to help process of learning is more comfortable and without gap between researcher and students.

Furthermore, the improvement on the teaching and learning process of speaking also affected the improvement on the students' speaking performance. The activities in the teaching learning process could increase the students' confidence, motivation, and interest in learning English especially for speaking activity between cycle 1 and cycle 2. The students got not only the new experience in doing speaking, but also a pleasure when they did the activity. Moreover in the cycle 2, the students became braver and more enjoy to speak up in a group. It also made all students became more active.

## **2. The Improvement of the Students' Speaking Skill**

The improvements of the students' speaking skill especially for the English community were about the improvement of students' confidence in speaking based on the researcher and the collaborator's observation and the improvement of students' mastery in all aspects of speaking based on the score of their performance.

From the score of the students' performance, the researcher concluded that the implementation of teaching and learning speaking by using CLL through informal learning could improve the students' speaking skill. It was also related with some theories in the chapter II about speaking skill, CLL and informal learning. For the criteria of the successful of speaking activity according to Ur (1996), the speaking activity by using CLL through informal learning was success. It was proved that the students could talk a lot than

before because CLL and informal learning helped them in detract their anxiety and gain communication between students and researcher. Secondly, the participation of the students' increased where all students got a chance to speak up to express their though. Thirdly, the students' were interested with the media in the learning. It made the students' motivation were getting increase. The students got the something new in learning English for speaking practice. The last, it was acceptable for the level of speaking types.

For the aspects of speaking classified by Fulcher and Davidson (2006: 94) stated that consisted of grammar, vocabulary, pronunciation, fluency and comprehension were also getting improve. By using CLL through informal learning the students' knowledge about vocabulary and pronunciation were increase because the students wrote the new vocabularies, studied about the context and pronounce them by repeated after the researcher. By learning and knowing their meaning, the students could increase their understanding about the word and they know about usage of it. The weakness, the students' mastery in grammar did not impressed in this implementation because the researcher wanted the students became brave and confident to speak in English first without keeping their minds on the grammar more however there were grammatical learning naturally. While for the fluency aspect, it followed the students' comprehension of speaking. The improvement of the students' speaking skill was concluded from the score of the students' performance.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After implementing action research at students of IAIN Surakarta of second semester, it can be summarized in some conclusion as a result of this study. Those conclusions can answer the research problems listed in chapter 1, they are about the implementation of teaching speaking by using learning using community language learning through informal learning and the improvement of students' speaking skill by using community language learning through informal learning at the second semester of IAIN Surakarta.

The first point is about the implementation of teaching speaking by using community language learning through informal learning is system learning that were undertaken by group or community to reach the same goals. the researcher ask students to express their feelings about the previous experience with total frankness. From the material just recorded the instructor chose sentences to write on the whiteboard that highlighted elements of grammar, spelling, and peculiarities of capitalization in the L2. Students were encouraged to ask questions about any of the above. Students were encouraged to copy sentences from the board with notes on meaning and usage. This became their "textbook" for home study.

There were some differences among the implementation of teaching speaking by using CLL conducted by the researcher and other teachers. In this research, the researcher helped the students to translate from L1 into L2

without the whispered technique, so all the students can studied how to make sentences and the researcher didn't translate by herself but the students made a sentences with helped by the researcher, while in the other countries, the teacher stood behind the student, whispered a close equivalent of the message in the L2

Besides that, the students studied through listening technique that the researcher tried to give through native speaker or using movie or film. Another researcher tried the students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.

The second point is about the improvement of students' speaking skill. From the observation during the action, it shows that CLL through informal learning can improve students' speaking skill especially it can improve the students' self-confident in speaking because the students were accustomed to speak. It also can increase their vocabulary mastery and pronunciation ability because before they perform, they and the researcher discuss about the vocabularies related to be discussed at the meeting. The improvement of students' speaking skill can be proved by the result of the test score. The mean score of pre-test from the researcher is 2.3 then mean score of post-test 1 from the researcher and the collaborator is 4.2, while mean score of post-test 2 from the researcher and the collaborator is 5.3. Thus, the improvement of pre-test and post-test one is 1.9 then the improvement of post-test 1 and post-test 2 is 1.1.

## **B. Implication**

In reaching the purpose of teaching learning process especially for speaking class, it is important to use method to undertaken learning. Thus, it will give good effects, not only for the students, but also for the teachers. The method can help teacher to deliver the material with using technique of method. The use of is an effective way to teach speaking, listening, reading and writing help the students understand the material that is given because a method have included all of the way to teach students. From the explanation above, it can be said that the implementation of teaching speaking by using CLL through informal learning can improve students' speaking skill especially in generating sentences. It also can be used as the way to achieve an optimum result in speaking skill.

However, combining CLL and informal learning is an interesting and helpful way that helps the teacher to deliver the material. It could help the students to detract their anxiety that the students can be more confident because there is no gap between students and teacher. The students looked more interested and enthusiast to join the community especially in speaking activity, and also they have place to practice speaking.

Based on the result supported by the all the data of the research, it is implied that the researcher's treatment to improve students' speaking skill by using CLL through informal learning is considered to be successful and the objective of this action research is considered to be achieved. In short, it is obvious that the teacher needs a method that helps students to improve their speaking ability.

### **C. Suggestion**

Referring to the conclusion above, there are some points the researcher would like to suggest as the following.

1. For the English teacher

Some English teachers who have ever found similar problem with that of the researcher found, the teachers may consider to apply CLL through informal learning for speaking activity to solve their teaching speaking problems since the CLL through informal learning provides various benefits for both the teacher and the students.

2. For other researchers

Use of a method in doing teaching activities is so important that 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 to know about student feel to decide method.

3. For the students

Speaking is not only skill assessed in teaching learning language, but also used in the daily life for communication with other people. It is necessary for the students to practice every time they want because in this day and later, speaking skill becomes the demand for every people to master it in every field of national and international level, such as business, education, health, etc.

## BIBLIOGRAPHY

- Brown, H. 2003. *Language Assessment Principles and Classroom Practice*. San Francisco State University.
- Assessment, Cambridge. 2018. *IELTS (International English Language Testing System)*, (Online), (<http://www.cambridgeenglish.org/exams-and-tests/ielts/results/>, accessed on 1 March 2018)
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Coffield, F. 2000. *The Necessity of Informal Learning*, Bristol: Policy Press.
- Colley, H., Hodkinson, P., & Malcolm, J. 2003. *Understanding informality and formality in learning*. *Adults Learning (England)*. 15(3): 7–9.
- Colley, H., Hodkinson, P., & Malcom, J. 2003. *Informality and formality in learning: A report for the Learning and Skills Research Centre*. Leeds, UK: Learning and Research Skills Centre, University of Leeds.
- Fraser, H. 2001. *Teaching Pronunciation: A handbook for Teachers and Trainers*. New South Wales: Department of Education Training and Youth Affairs (DETYA).
- Fulcher, G. and Davidson, F. 2006. *Language Testing and Assessment: An Advanced Resource Book*. London and New York: Routledge.
- Gilbert, J. B. 2008. *Teaching Pronunciation: Using the Prosody Pyramid*. Cambridge: Cambridge University Press.
- Harmer, J. 2001. *The Practice of English Language Teaching: Third Edition. Completely Revised and Updated*. Cambridge, UK: Longman.
- Harmer, J. 2007. *How to teach English*. Cambridge. London: Pearson Education Limited.
- Haycraft, J. 1978. *An Introduction to English Language Teaching*. London: Longman.
- Huang, Chiu-Ping (2009). *Making English Remedial Instruction Work for Low-Achieving Students: An Empirical Study*. Department of Applied Foreign Languages, Lунghwa University of Science and Technology: Taiwan.
- Luoma, S. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press.



- McCarthy, Michael., Dell, Felicity. 2004. *Phrasal Verbs in Use*. Cambridge: Cambridge University Press.
- Nelson, G. 2001. *English an Essential Grammar*. London and New York: Routledge.
- Nunan, D. 2004. *Task Based Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C and Rodgers, T.S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C and Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics: Third Edition*. London: Pearson Education Limited.
- Sapire, Edwan. 1921. *An Introduction to the Study of Speech*. New York: Harcourt.
- Stobaugh, Rebecca and Gichuru, Margaret. 2016. Co-Teaching Practices During Student Teaching. *The Renaissance Group*, 5(1): 53-73
- Svinicki, M. D. 2004. *Learning and Motivation in the Postsecondary Classroom*. Bolton: Longman.
- Thonbury, Scoot. 2005. *How to Teach Speaking*. Cambridge, UK: Longman.
- Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Wyatt. 2006. *Check Your English Vocabulary for: Phrasal Verb and Idioms*. London: 38 Soho Square.

## RENCANA PEMBELAJARAN SEMESTER (POST TEST 1)

Subject : Speaking

Department : English Education

### 1. Description of Subject

The course focuses on improving self-confidence, pronunciation and vocabulary building through doing language transcription, translation, recording, and discussion of various issues. Grammar and semantics will be discussed in semantics. Various language functions and activities will also be used in this course. Original materials from different sources such as you tube, songs, and film will be used.

### 2. Goal of the Subject

At the end of the course, students are expected to:

- a. Be able to communicate their feelings and thoughts using the appropriate expression
- b. Be able to apply the degrees of formality and informality in speaking appropriately
- c. Set clear objectives for speaking and organize talks in a logical manner
- d. Grow positive attitude toward speaking courses
- e. Have higher self confidence in speaking

| Me<br>eti<br>ng | The<br>purposeful<br>competence                       | Material             | Process                                   | Indicator  | Refere<br>nces |
|-----------------|---|----------------------|---|--|----------------|
| 1               | Describing something                                  | Handout              | Discussion, Analyzing, Translation        | <ul style="list-style-type: none"> <li>• Talking about thing</li> <li>• Comparing the thing</li> </ul>       |                |
| 2               | Expressin<br>g and enqui<br>ring<br>wants/desir<br>es | Movie “Harry Potter” | Free conversation, Translation, Analyzing | <ul style="list-style-type: none"> <li>• Expressing want/ desire</li> <li>• Enquiring want/desire</li> </ul> |                |

## RENCANA PEMBELAJARAN SEMESTER (POST TEST 2)

Subject : Speaking

Department : English Education

### 3. Description of Subject

The course focuses on improving self-confidence, pronunciation and vocabulary building through doing language transcription, translation, recording, and discussion of various issues. Grammar and semantics will be discussed in semantics. Various language functions and activities will also be used in this course. Original materials from different sources such as you tube, songs, and film will be used.

### 4. Goal of the Subject

At the end of the course, students are expected to:

- a. Be able to communicate their feelings and thoughts using the appropriate expression
- b. Be able to apply the degrees of formality and informality in speaking appropriately
- c. Set clear objectives for speaking and organize talks in a logical manner
- d. Grow positive attitude toward speaking courses
- e. Have higher self confidence

| Meeting | The purposeful competence                      | Material                                     | Process                          | Indicator  | References |
|---------|--|--|----------------------------------|--|------------|
| 1       | Expressing and enquiring happiness/unhappiness | Video about vocabulary happiness/unhappiness | Listening, Group-Work, Analyzing | <ul style="list-style-type: none"> <li>• Expressing happiness</li> <li>• Expressing unhappiness</li> </ul> |            |
| 2       | Expressing and enquiring happiness/unhappiness | Movie "Pride and Prejudice"                  | Listening, Group-Work, Analyzing | <ul style="list-style-type: none"> <li>• Expressing happiness</li> <li>• Expressing unhappiness</li> </ul> |            |