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THE COMPARATIVE STUDY BETWEEN THE STUDENTS' ACHIEVEMENT IN SPEAKING ENGLISH BY USING COMMUNITY LANGUAGE LEARNING AND COMMUNICATIVE LANGUAGE TEACHING AT ELEVENTH GRADE STUDENTS OF *SMAN 1 TALAGA*

A THESIS

Submitted to the English Education Department of Tarbiyah Faculty of Syekh Nurjati in Partial Fulfillment of the requirements of Islamic for Islamic Scholar in English Education (S.Pd.I)



By

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Reg Number: 58430565

**THE ENGLISH EDUCATION DEPARTEMENT OF TARBIYAH
FACULTY OF SYEKH NURJATI STATE INSTITUTE FOR
ISLAMIC STUDIES
CIREBON
2012**



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ABSTACT

DEDE SURAHMAN : THE COMPARATIVE STUDY BETWEEN THE STUDENTS' ACHIEVEMENT IN SPEAKING ENGLISH BY USING COMMUNITY LANGUAGE LEARNING AND COMMUNICATIVE LANGUAGE TEACHING AT ELEVENTH GRADE STUDENTS OF SMAN 1 TALAGA.

The students negative feeling and do not understand the lesson of English. Especially in speaking English, their still difficult speaking English and no refers to the production of individual sounds. The ideal condition, the students can understand what the teacher explains about the lesson and situation of conducive. The general aims of the research are to know the students' achievement in speaking English by using community language learning and Communicative language teaching. Then, to know the significant and positive comparison between these methods.

The theory of Magnesen is the human brain more quickly grasps the information comes from a moving visual modality. These modalities of accessing any kind of movement, the activity of the body, emotions, coordination, and other things related. Based on the theory, actually related between these methods, there are community language learning and communicative language teaching.

The method of the research is quantitative. It means that the researcher for analyze data. The research based on the result of the students' achievement in speaking English by using community language learning and communicative language teaching does the research by using the formula of statistic, especially by using formula of T-test.

From the calculation formula, it indicated the students' achievement in speaking English by using community language learning is 8.1 which is categorized "very good". The students' achievement in speaking English by using communicative language teaching is 6.7 which is categorized "good". In this case, it is known that t_{test} is bigger than t_{table} ($4.67 > 2.00$) it means, there is a positive and significant difference between the students' achievement in speaking English by using community language learning and communicative language teaching.

The result of the students' achievement in speaking English by using community language learning is the student ability in speaking English to increase before it. The students' achievement in speaking English by using communicative language teaching is the student to become like learning English. There is positive and significance difference between the students' achievement in speaking English by using community language learning and communicative language teaching. The teacher must to use the some methods like this community language learning and communicative language teaching, so that the learning process is conducive and not boring in the class.



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PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, Most Gracious, Most Merciful. All praises and thankfulness be to Allah. My invocation and safety always be given to Prophet Muhammad (peace be upon him) his family, his companions, and his followers up to the of the world.

This thesis is entitled in **“THE COMPARATIVE STUDY BETWEEN THE STUDENTS’ ACHIEVEMENT IN SPEAKING ENGLISH WITH USING COMMUNITY LANGUAGE LEARNING AND COMMUNICATIVE LANGUAGE TEACHING AT ELEVENTH GRADE STUDENTS OF SMAN 1 TALAGA”**. Presented to the English Education Department of Tarbiyah Faculty of Syekh Nurjati State of Institute for Islamic Studies Cirebon in partial fulfillment of the requirements for the degree of Islamic English Scholar Education Department.

In this opportunity, the writer would like to express sincere gratitude and appreciation to:

1. Allah swt, is my God.
2. Prof. Dr. H. Maksum, MA. The lector of Syekh Nurjati state Institute for Islamic Studies.
3. Dr. Saefudin Zuhri, M.Ag, the dean of Tarbiyah Faculty.
4. Dr. Hj. Huriyah Saleh, M.Pd. Chairwoman of English Education Department of IAIN Syekh Nurjati Cirebon.



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5. and as her first supervisor for his guidance and suggestions during her finishing this thesis.
6. Drs. Asep Kurniawan, M.Ag. as his second supervisor for having given guidance for his valuable comment and criticisms on my thesis.
7. All lecturers of the English Department of Tarbiyah for guidance during the writer studied at English Department.
8. Drs. Amunkari Russukma, M.Pd. as headmaster and Mrs. Yani Nurhayati, S.Pd. as the English teacher of SMAN 1 *Talaga Majalengka*, for their help and kindness the writer to do of research.
9. His beloved mother, father, for their everlasting love, care, and prayer.
10. His brothers, A Cecep, A Rudi, and his family, for their everlasting love and prayer.
11. All my friends, the big family of PBI-C, Ikhwah fillah of KAMMI Komsat IAIN Syekh Nurjati Cirebon, KAMMDA Cirebon and LDK Al-Ukhuwah of IAIN Syekh Nurjati Cirebon.

May Allah bless you all.

Finally, the writer sincerely hopes that this thesis will be useful, especially for the writer herself and generally for the readers.

Cirebon, September 2012

The Writer



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APPENDIX



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CHAPTER I INTRODUCTION

A. The Background of the Problem

The fact that language is a universal characteristic of human beings means that all languages are equal. Language varieties differ because over time they have adapted to the differing needs of their speech communities. According to Ronal Wardaugh (1972:3) that: “language is a system arbitrary vocal symbols use for human communication”. According to Oxford Learner’s pocket Dictionary (2000:240), “language is system of communication in speech and writing used by people of a particular country”.

Language is used in all things, is used in every time is used in every place. Based on the definition above, it’s clearly that language is system communication which used by everyone to interact and express their feeling and their idea. Language learning is a process that will have an oriented goal. Principally every student wants to get achievement in learning. Therefore, we must study of language.

A method is a coherent set of such links in the sense there should be some theoretical or philosophical compatibility among the links. The Method of teaching is very important in learning process for the Teacher and students. Especially is teaching process of English speaking in the classroom or out door.

The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently learners often evaluate their



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success in language learning as well as the effectiveness of their course on the basis of how they feel they have improved in their spoken language proficiency. Teachers and textbooks make us of a variety of approaches, ranging from direct approach focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies, Richard (1990:19). The researcher through the influence of method of teaching is very important. Because if the teacher using the method of teaching the better, so the students will to understand and happy in learning process.

According to Ricards and Rodgers (182:154) that: “a method was “an umbrella term for the specification and interrelation of theory and practice”. Based on the statement, it is clearly known if the learning process the teacher must suitable between theory and practice. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with the teacher and students roles and behaviors and secondary with such features as linguistic and subject-matter objectives, sequencing, and materials.

They are almost always thought of as being broadly applicable to a variety of audiences in a variety of context. The researcher through the influence of method of teaching is very important. Because if the teacher using the method of teaching the better, so the students will to understand and happy in learning process.



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Radin and Tranel (1983:100) have observed, “the community language learning method is neither student-centered, not teacher –centered, but rather teacher-student-centered, with both being decision-markers in the class”. The community language learning is the activities involving the whole person; it is a social process of growth from childlike dependence to self-direction and independence. The communicative language teaching, the activities involving real communication; carrying out meaningful tasks; and using language which is meaningful to the learner promote learning.

The writer chooses the students of *SMAN 1 Talaga* at eleventh grade as the population and sample of problems this research. Some observed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom. The researcher trying the teacher of English *SMAN 1 Talaga*, his name Mrs. Nurhayati, on May 14th and 19th 2012. She said the students still not yet understand in translation, and difficult for speaking in learning process. Then, the students’ don’t visible their abilities.

The ideal condition of the learning and teaching process, the students can understand what the teacher explains about the lesson and conducive. The students make the group to studies and discusses about the lesson, so that they more understand about the study of English especially in speaking English. The writer thinks available the different of the real condition and ideal condition in the school.



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Based on the statement above, the writer is interested to do research about the writer would like to try to overcome their difficulties of students' achievement in Speaking English, negative feelings and dependent upon the teacher by using the community language learning and communicative language teaching in learning and teaching process. So the writer chooses the topic about "The Comparative Study between the Students' Achievement in Speaking English by Using Community Language Learning and Communicative Language Teaching at Eleventh Grade Students of *SMAN 1 Talaga*".

B. The Identification of the Problem

1. The Field of the Research

The field of the research in writing this thesis is Method of Teaching. Especially the writer curious the comparative study between student achievement in speaking English by using Community Language Learning and Communicative Language Teaching in leaning process the classroom. It is necessary and important for the Teacher to choose the technique teaching the students, so that they understanding about the materials. Therefore the teacher can be choosing which the better technique.

2. The Kinds of the Problem

The kinds of the problem this thesis is the some students still difficult to understand about the lesson of English, especially in speaking English, so the result of the achievement in learning not maximal. It indicates that there is



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supposed to be their difficulties in the process of teaching and learning English or can also be considered as the kind of the problem in writing this thesis.

3. The Main of the Problem

The main of the problem in this research is to describe the students' achievement in speaking English by using community language learning and communicative language teaching.

C. The Limitation of the Problem

A clear limitation is important in any scientific observation since it will function as the line of the analysis. In conducting this research, the writer has limited the problem. In this case, the writer chooses *SMAN 1 Talaga*, and the Eleventh grade students as objects of the research. But to limit the research, according Roscoe in her book 'Research method for business' (1982 :253), for determining the measure which suitable in the research between 30 until 500 person. So that, the researcher takes 80 for two classes from all population 378 with mistake 10 % of eleventh grade, there are XI IPA 1 and XI IPA 2 (two classes). In this research, the writer just focus in Speaking English ability there are accuracy, fluency, pronounce, expression, and vocabulary. So, the writer takes a title "The Comparative Study Between the Students' Achievement in Speaking English by Using Community Language Learning and Communicative Language Teaching at Eleventh Grade Students of *SMAN 1 Talaga*."



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D. The Questions of the Research

The writer formulates the questions of the research into three questions, namely:

1. How is the students' achievement in speaking English by using community language learning?
2. How is the students' achievement in speaking English by using communicative language teaching?
3. Are there any positive and significant comparison studies between the students' achievement in speaking English by using community language learning and communicative language teaching?

E. The Aims of the Research

The aims of the research that will be obtained are as follows:

1. To know the students' achievement in speaking English by using community language learning.
2. To know the students' achievement in speaking English by using communicative language teaching.
3. To know the significant and positive comparison study between the students' achievement in speaking English by using community language learning and communicative language teaching.



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F. The Usefulness of the Research

The usefulness of the research in writing this thesis is to make the students easier in learning English, to increase the students' achievement in speaking English. Some methods using the teacher in learning process as the community language learning and communicative language teaching, to make the teacher easier in teaching English to the students, so that she or he uses the time effectively while teaching, and make the teacher creative in teaching. The student easier understanding and happily in learning process to get achievement in learning English. The significant of the research is very important to researcher, to know and to understand about the case study clearly in various perspectives and this should be supported by comprehensive literature review.

G. The Assumptions of the Research

The assumptions of the research are based on the research which was done. According to Ricards and Rodgers (1982:154), that: "a method was an umbrella term for the specification and interrelation of theory and practice". From her study of methods in Stevick (1980:2), that: "the some one became very interested in how to work with teacher control and student initiative in her teaching".

According to Ronal Wardaugh (1972:3) that: "language is a system arbitrary vocal symbols use for human communication". According to Oxford Leaner's pocket Dictionary (2000:240), "language is system of communication



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in speech and writing used by people of a particular country”. Language is used in all things, is used in every time is used in every place. Based on the definition above, it’s clearly that language is system communication which used by everyone to interact and express their feeling and their idea. Language learning is a process that will have an oriented goal. Principally every student wants to get achievement in learning. Therefore, we must study of language.

Achievement relates the acquisition of knowledge. Interesting can be said about rules and discipline. Rules of course, always in some sense impose restrictions, and thus to that extent interfere with the freedom, but they also allow for possibilities; for rules form a context within which a challenge of possible achievement it set of. John H. Chambers (1983:147). So, trough internalizing the rules of various activities and interest allergy makes the achievement possible. It means that if the teacher using the method creative like this community language learning and communicative language teaching, the student will sense interest in speaking English.

According to Nunan (1989:34) that: “Community language learning is learning the whole person”. It is a social process of growth from childlike dependence to self-direction and independence. According to Nunan (1989:34) that: “Communicative language teaching is activities involving real Communication; carrying out meaningful task, and using which is meaningful to the learner promote learning”. So, Method of teaching is very important in learning process for the Teacher and students. Especially is teaching process of

language in the classroom or out door. Many definitions of languages have been proposed. Therefore, if the teacher using the good method, so the students would to gets the achievement in learning English. The writer's trying to comparison study between the students' achievement in speaking English by using community language learning and communicative language teaching.

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