**THE EFFECTIVENESS OF COMMUNITY CIRCLE STRATEGY ON STUDENT’S ENGLISH SPEAKING SKILLS OF THE TENTH GRADE AT MA ALBALAGH BULUTIGO**

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| **INFO ARTIKEL** |  |
| Diterima : 10 Juli 2024Disetujui : 10 Agustus 2024Dipublikasikan : 20 September 2024 | **Abstrak**: *Penelitian ini bertujuan untuk mengevaluasi efektivitas Community Circle Strategy dalam meningkatkan kemampuan berbicara Bahasa Inggris siswa di MA Al Balagh Bulutigo. Penelitian ini terdiri dari 8 tahap, termasuk pengamatan, Uji pre-test dipertemuan kedua, pengimplemetasian strategi, dan post-test dipertemuan terakhir. Penelitian dilakukan terhadap 24 siswa kelas X MA Al Balagh. Metode yang digunakan adalah kuantitatif\_dengan pendekatan\_pra-eksperimen. Data dari pre-test dan post-test diperiksa untuk normalitas menggunakan uji Kolmogorov-Smirnov, yang menunjukkan bahwa data berdistribusi normal. Analisis selanjutnya menggunakan uji T-test untuk menentukan signifikansi (Sig.). Hasil uji T menunjukkan bahwa nilai signifikansi (p = 0,000) < α (0,05), yang menunjukkan bahwa tidak ada cukup bukti untuk menolak hipotesis nol (H0), sehingga hipotesis alternatif (Ha) diterima.Hal ini menunjukkan bahwa penguasaan kosakata siswa secara signifikan meningkat setelah perlakuan.Penelitian ini menegaskan bahwa pembelajaran menggunakan Community Circle Strategy efektif dalam meningkatkan kemampuan berbicara siswa.***Abstract**: *This research was supposed to evaluate the effectiveness of the Community Circle Strategy in enhancing students' English-speaking skills at MA Al Balagh. This research consists of 8 stages, including observation, pre-test examination at the second meeting, implementation of strategies, and post-test examination at the final meeting. The study was conducted on 24 students of class X at MA Al Balagh. The method employed was quantitative with a pre-experimental approach. Data from pre-tests and post-tests were examined for normality using the Kolmogorov-Smirnov test, indicating that the data were normally distributed. Further analysis utilized the T-test to determine significance (Sig.). The results of the T-test indicated that the significance value (p = 0.000) < α (0.05), suggesting insufficient evidence to reject the null hypothesis (H0), thus accepting the alternative hypothesis (Ha). This indicated a significant improvement in students' vocabulary mastery following the treatment. These findings affirm that employing the Community Circle Strategy was effective in enhancing students' speaking skills.* |
| **Kata Kunci:** Effectiveness, Community Circle Strategy, Student’s Speaking  |
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In contemporary times, many people struggle with communication across different languages because they lack confidence in speaking. English, as a second language, serves as a universal means of communication among individuals from diverse countries. English serves as the predominant language in Scientific research, education, business, the internet, travel and tourism, media, newspapers, software development, medicine, engineering, information technology, banking, and various other domains. As a result, a vast majority of foreign language learners prioritize mastering English as their primary mode of communication. According to Rao (2019), English is extensively spoken globally and has attained the status of a global language. Moreover, communication becomes a means to convey emotions and ideas. Effective communication begins with individuals' willingness to express themselves, making it essential for students to develop this skill.

Developing effective speaking skills is crucial for students in educational landscape. Beyond academic achievement, the ability to articulate thoughts clearly and confidently enhances communication, fosters critical thinking, and prepares students to achieve success in their future professional endeavors and personal interactions. As Jack (2008) asserts, speaking serves three distinct functions: interaction, transaction, and performance. The interaction among individuals is also facilitated by interpersonal intelligence, enabling students to establish personal relationships and foster social connections that attract the attention of others, leading to success. According to Goleman (2011), people with strong interpersonal intelligence typically thrive in careers that require teamwork and extensive interaction with others. According to Goh (2017) stated that speaking activities are often viewed more as opportunities for practicing rather than as activities primarily focused on learning. Due to student perceives speaking as the most challenging aspect in practice. Therefore. the researcher tried to change learning method use the community circle strategy on learning proses.

The community circle strategy in education is an effective instructional approach aimed at enhancing speaking and active listening skills among students. This aligns with Brown's statement (2004: 25) that within the classroom, students are viewed not merely as a class but as a community or group requiring specific therapeutic and counseling approaches. Consequently, there is minimal distance between teachers and students, typically fostering a comfortable class atmosphere. This strategy provides students with opportunities to articulate their thoughts, feelings, and values. Furthermore, the community circle offers significant benefits by enabling students to express and develop their ideas pertaining to the topic at hand, thereby facilitating early and thorough comprehension of the subject matter. Pachelova (2021) concluded that the community circle fosters reflection on personal attitudes as students articulate their own viewpoints and become familiar with their classmates' perspectives, facilitating constructive dialogue. The discussion circle provides a platform for sharing thoughts and listening to diverse viewpoints, while the reflective circle encourages the application of ideas to personal experiences (Bucci et al., 2017). The researcher rationale for employing this strategy is multifaceted. Firstly, it aims to broaden students' awareness that learning can occur through diverse methods. Secondly, it seeks to foster emotional engagement among students and enhance their mutual attentiveness during information assimilation. Thirdly, it endeavors to provide students with increased opportunities to demonstrate their speaking abilities and critically assess areas for improvement.

**METHOD**

The purpose of the research is to evaluate the effectiveness of using the Community Circle Strategy in enhancing students' English-speaking proficiency. The researcher employed a quantitative method to achieve the research objectives. Notwithstanding the availability of various research designs, such as Pre-Experimental Design, True Experimental Design, Factorial Experimental Design, and Quasi Experimental Design. The researcher opted for the Pre-Experimental Design as it aligns with the required research standards. According to Cohen (2007:274) explained that pre-experimental designs include the one-group pretest-posttest design and the one-group posttest-only design, which is a non-equivalent group design where only the posttest is conducted, the pre-experimental design with a single group pre-test and post-test is deemed appropriate for addressing the research problem. By observing a single class before and after the implementation of the strategy, the researcher can assess the progress in students' speaking abilities. If there is an improvement in post-test scores compared to pre-test scores, According to Babbie (2010) The research was divided into three parts: a pre-test, treatments, and a post-test. In experimental research, the goal is to test the accuracy of a hypothesis by giving certain subjects appropriate treatments it indicates that the use of the Community Circle Strategy has successfully enhanced students' English-speaking proficiency.

**RESULT**

The researcher conducted an assessment using pre-tests to evaluate students' speaking skills before implementing the Community Circle Strategy. This strategy represents a language learning method designed to stimulate student interaction, develop auditory sensitivity, and enhance concentration during group activities. Community Circle Strategy Through various exercises and different media, the strategy aims to improve the effectiveness of the Community Circle Strategy for tenth-grade students at MA Al Balagh compared to their previous performance. Prior to administering the intervention, the researcher administered a pre-test to assess students' speaking abilities before participating in the program designed by the researcher. Data used to assess speaking abilities were derived from scoring based on a rubric comprising five aspects in the eleventh-grade class at MA Al Balagh. From the final outcome, four proficiency levels were derived from the speaking assessment. The summarized findings of the pre-test were displayed in Table 1 below.

**Table 1. The Summarized of Pre-Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| pre test | 24 | 28 | 48 | 35.00 | 5.437 |
| Valid N (listwise) | 24 |  |  |  |  |

According to the pre-test outcomes, the mean pre-test score was computed. The pre-test's highest score was 35.00, while the lowest was 28.00, resulting in an average pre-test score of 35.00 with a standard deviation of 5.473.

Following seven sessions or treatments using the Community Circle strategy conducted by the researcher, students underwent a proficiency test or post-test. Below, the researcher presents the results of the scores achieved by students during the post-test in table 2.

**Table 2. The Summarized of Post-Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| post test | 24 | 52 | 80 | 70.00 | 9.869 |
| Valid N (listwise) | 24 |  |  |  |  |

According to the Post-Test outcomes, the mean Post-Test score was computed. The Post-test's highest score was 80.00, while the lowest was 48.00, resulting in an average Post-Test score of 70.00 with a standard deviation of 9.869.

In this research, the researcher employed a sample of 24 students per class to assess the impact of treatment on students' speaking abilities using the Community Circle Strategy. The two tables above indicated the average score for students in the post-test was 70.00, compared to 35.00 in the pre-test. This discrepancy illustrates a significant variation in mean scores between the two assessments, with the post-test mean surpassing that of the pre-test. This\_outcome indicates a noteworthy difference in the class's average performance.

**Figure 1.** **Comparison between Mean Pre-Test and Post-Test**

Based on the test results, it was found that the Community Circle Strategy is not very effective in improving English speaking skills among Grade Ten students at MA Al Balagh Bulutigo. The experimental class showed only a small increase from the Pre-Test to the Post-Test, with the average score going up minimally (35.00 < 70.00). The table below displays the average scores of the tenth-grade students before and after the test, calculated using SPSS version 25.

Before proceeding with the t-test to assess the research hypothesis, a normality test was performed to ascertain the distribution of data from the tenth-grade class. The Kolmogorov-Smirnov test was employed by the researcher, aided by SPSS software for data analysis across both groups. A significance value above 0.05 indicates normal distribution, A value below 0.05 indicates non-normal distribution. The data presented that the results of testing is normality distributed:

**Table 3. Normality Data Test**

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| **One-Sample Kolmogorov-Smirnov Test** |
|  | Unstandardized Residual |
| N | 24 |
| Normal Parametersa,b | Mean | 0E-7 |
| Std. Deviation | 9.80129956 |
| Most Extreme Differences | Absolute | .295 |
| Positive | .170 |
| Negative | -.295 |
| Kolmogorov-Smirnov Z | 1.448 |
| Asymp. Sig. (2-tailed) | .030 |

The results of the normality test indicate a significance value of 0.030 > 0.05, indicating that the data exhibited a significance level greater than 0.05, indicating that it conforms to a normal distribution.

In this research, the researcher employed a sample of 24 students per class to assess the impact of treatment on students' speaking abilities using the Community Circle Strategy. The table below indicates the average score for students in the post-test was 70.00, whereas it was 35.00 in the pre-test. This disparity indicates a significant difference in the mean scores between the two assessments, with the post-test mean exceeding that of the pre-test.

**Table 4. Test Statistic**

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| **Paired Samples Test** |
|  | Paired Differences | t | df | Sig. (2-tailed) |
| Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |  |  |  |
| Lower | Upper |
| Pair 1 | Pre-test - post test | -35.000 | 10.697 | 2.184 | -39.517 | -30.483 | -160.029 | 23 | .000 |

Based on the sample testing results above, the two-tailed significance value (p) was found to be 0.000. This indicates that the two-tailed significance value is less than alpha (α) (0.000 < 0.05) or (p < α). The objective of this study was to assess students' English-speaking proficiency before and after the implementation of the Community Circle Strategy, and to evaluate its efficacy in the tenth grade at MA Al Balagh Bulutigo.

In this research, a pre-experimental design was employed using the Community Circle Strategy. The research design employed was the One Group Pre-test and Post-test. The study involved administering a single pre-test during the initial session to evaluate English vocabulary proficiency before the intervention commenced, followed by seven treatment sessions, and concluding with a post-test administered at the end of the sessions.

Data processing was performed by using SPSS 25, involving the collection of pre-test and post-test data. Normality testing of the data was conducted using the one-sample Kolmogorov-Smirnov test to ensure data normality before proceeding with the T-test to determine data significance.

After processing with SPSS, the average pre-test score of students was 35.00. As indicated in Table 4.1, these pre-test scores did not meet the school's Criteria for Achievement of Learning Objectives (KKTP), which is set at 70.

After receiving implementation of strategy, as indicated in Table 4.2, the average student score significantly increased to 70.00. Additionally, Table 4.6 illustrates the difference between pre-test and post-test scores, showing an improvement from an average pre-test score of 35.00 to an average post-test score of 70.00. Although the average post-test score did not reach the Minimum Mastery Criteria (KKTP), this indicates a positive impact on students’ speaking ability.

The T-table result, Sig. (2-tailed), was (0.000) < α (0.05). With a significance value less than 0.05, there is insufficient evidence to reject the null hypothesis (H0), hence the alternative hypothesis (Ha) is accepted. This suggests that students’ speaking ability significantly improved following the treatment gave.

In conclusion, the treatment applied proved effective in enhancing English speaking proficiency among tenth grade students at MA Al Balagh Bulutigo. The research question regarding “Is Community Circle Strategy effective on English speaking ability of tenth grade students of MA Al Balagh Bulutigo?”. Therefore, it can be affirmed that the Community Circle Strategy is indeed effective in improving students’ speaking ability.

**CONCLUSSION**

Based on the research conducted at MA Al Balagh Bulutigo in the academic year 2023/2024, it can be concluded that the use of Community Circle Strategy was effective in enhancing students' speaking skills. The findings of the research indicated that this strategy helped students to acquire new information such as English phrases and expressions, and improves their pronunciation accuracy and interaction among peers during the learning process. This strategy can also serve as a reference for teachers in classroom teaching by integrating instructional media in each treatment.

a significant improvement in speaking skills was proved after implementing the Community Circle Strategy. The average post-test score (70.00) is higher compared to the pre-test score (35.00). In conclusion, teaching speaking skills through the Community Circle Strategy proves effective in enhancing the speaking ability of tenth-grade students at MA Al Balagh Bulutigo. The t-test results show significance with p (0.000) < α (0.05). Given that the significance value is below 0.05, there is insufficient evidence to reject the null hypothesis (H0); therefore, the alternative hypothesis (Ha) was accepted. It can be indicated a significant improvement in students' speaking ability following the treatment.

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