



The Implementation of Community Language Learning (CLL) Method in Improving Skill at the First Grade of SMPN 16 Makassar

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Abstrak

Abstract

The objective of the research; (1) To find out the improvement of students' speaking skill by using Community Language Learning (CLL) method at the first grade SMPN 16 Makassar(2)To describe the teaching speaking by using Community Language Learning (CLL) method implemented at the first grade SMPN 16 Makassar. The first grade student in junior high schools are expected to be able to speak the simple utterances in English. The subject of this research was 32 students of VII.6 in SMPN 16 Makassar. The research method used was Classroom Action Research. The instruments used in this research were speaking tests and observation checklis. The result of the study showed that the students' responses in learning speaking was good. They enjoyed the activities using Community Language learning (CLL) method in class by having a discussion, sharing, and cooperating well. It means that there is an improving of students speaking skill after being CLL method. The students' improvement was proved by their speaking test results which increased from all test. In cycle one, all of students final scores were under 60. In the cycle one , no one of them got final score less than 60. From the cycle two, most of the students got final score more than 70. Then, the data of cycle three showed that all of the students got score more than 70. The researcher suggests the teachers to use a topic variation to make the learning process more enjoyable. Then, for the next researchers, they could use this study as a reference to do deepest research about teaching method. Finally, for the English learners, they should keep practicing speaking English every day to make their speaking skill better.

Key Words: speaking, skill, Community Language learning (CLL) method.

INTRODUCTION

Language is the most important thing as the medium in human communication because without a language we cannot convey our feeling, ideas and thought with another easily. Although there is another way to communicate with others that is by using signs or gestures as media in communication. In the globalization era, a language has an important role in the world that becomes the most important thing in communication. There are so many languages that exist in the world but not all of people can master all of those languages. According to expert, foreign language can be learned through these associative processes and by using target language and thus there is no need for innate language acquisition devices in the brain (Rosmand and Florence, 2004). English is one of international languages which has an important part for most people around the world. Because the position of English as a foreign language in the world is important for communication and also has a crucial role in almost every field, such as social, economic, politic, and education, it is chosen as one of the subjects taught in schools by Indonesian government. The government also hopes that it can be more easily to make channel of communication with the global community.

English in Indonesia has been taught from elementary schools up to universities as a foreign language. But the facts show that many students who have learnt English are still unable to apply it in oral practice. The government should take a look at several factors that obstacle the qualities in education, such as students' factors (desire, willingness and motivation), teachers factors (technique, media, teaching skill, etc.), relevant curriculum and other possible factors. Based on curriculum 2013, English learning process in Junior High School, is targeted to enable the students to achieve the functional grade. It facilitates students to

communicate writing and speaking in order to face their daily problems.

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

According to Pinter (2006), speaking starts with practicing and drilling set phrases and repeating models. It also means communicating with others in situation where spontaneous contribution are required. So, fluent speakers have to learn not only language but also what the appropriate things are to say in certain situation. It is difficult and lengthy process and master all sub skills. Richard (2006), states that the Community Language Learning (CCL) method as one kind of method in language learning, "where the learners become members of a community – their fellow learners and the teacher to learn through interaction with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counselors to other learners". The importance of the research is improving the students' English speaking skill through Community Language Learning (CLL) at the first grade of SMPN 16 Makassar. The researcher want to improve speaking skill because in learning speaking can increase the score of student' and student will be more familiar with English speaking in a school or in everyday life.

LITERATURE REVIEW

Batari (2013) explain that the students improve their speaking by using Community Language Learning (CLL) method in learning English. In this research the student still have difficulties to speak. The teacher still uses convesional method. The methods, the teacher only delivers verbally. The teacher did not use the effective method, so the students are not easy and bored to learning speaking in class. to improve students speaking skill, the researcher using Community Language Learning (CLL) method to help students in learning process. According to Glen (2003) Flucher, speaking is the verbal of language to communicate with other. It is not easy as people imagine. Most speaking involves interaction with one or more participant and it deals with listening and understanding of how of the participants are feeling and other to do something.

When we talk about something of course there are many elements that we should understand those are: that topic of what the speaking about, vocabulary grammar and also intonation. Topic of speaking is important to be mastered by speakers because by mastering the topic speakers will be easier to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speakers in order to speak well at least the speakers has enough vocabularies to express some idea. Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation, by using the appropriate intonation probably make the information successfully transferred to the listener. All of the elements are needed to make good understanding between speakers and listeners (Ni Wayan Darsini, 2013).

Harmer (2001), defines speaking ability as the ability to speak fluently

presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation. According to Brown is the following six components of speaking are generally recognized in analysis of speech process such as pronunciation, grammar, vocabulary, fluency, task, and comprehension." Because the component of speech process has an important role in communication, the component of speech process must be completed to make process of communication well. In another side, Ramelan says there are two speech features consist of segmental features (sound units or pronunciation) and suprasegmentally features (stress, intonation, pitch, etc) (Ramelan 2003).

There are many functions of speaking proposed by many practitioners. According to Richard, there are three functions of speaking; they are speaking as interaction, speaking as performance, and speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other. Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to

written language than conversational language. Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

Learning process is a process knowledge gained by students. Therefore, learning speaking process is a process knowledge gained by students in producing sound to communicate with other and the others side, they produce the sounds to give response back to understand each other what they want to express. In learning speaking process, the learners must confirm pronunciation, grammar, vocabulary fluency and comprehensions.

Definition CLL method from Diane Larsen-Freeman as quotes by Charles A. Curran, community language learning (CLL) is the name of a method developed by Charles A. Curran and his associated. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as counseling-learning. Community language learning represents the use of counseling-learning theory to teach languages. As the name indicates, CLL derives its primary insights, and indeed its organizing rationale. The basic procedures of CLL can thus be seen as derived from the counselor-client relationship. Larsen-Freeman, Diane clarifies the goal of the CLL method the teacher who use the community language learning method want their students to learn how to use the target language communicatively, the learner can express any other word in a foreign language well, and build believe in themselves. This method based on humanity side which to appreciate the student as human. There are some lacking and the superiority of CLL (Larsen Freeman, 2000). This method it's not based on the curriculum in the school. This method it's not

pay attention in differential in any students. This method is depending on the counseling with no good compiled curriculum. This method definite on little student in the class. As for the advantages, Pay attention in humanity the learner side. In a process teaching-learning the learner feels secure. Give freedom for the learner to be more expressive in to speak. Be able good relationship between teacher and student.

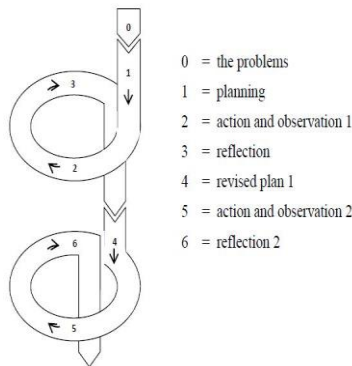
Brown (2004) states that teaching means showing or helping someone how to do something, giving instruction, guiding in the study of the something, providing with the knowledge, causing to know or to understand. Teaching as an activity for guiding and facilitating the learners to learn and setting the condition of learning. Teaching Speaking According to Harmer (2007), there are three reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teachers and students. Finally, 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.

METHOD

In this research, the researcher used class room action research (CAR) to solve speaking problem of students of SMPN 16 Makassar by using Communicative Language Learning (CLL) Method which consist of two cycles and each cycle consists of six meetings. The method has been employed by the researcher through four steps namely planning, acting, observing, and reflecting. Ferrance (2000) states Action Research (AR) is a process in which participants examine their own educational practice systematically and carefully using the techniques of the research. Kemmis and

Mc.Taggart (2010) in Burns describes the model or the procedure of classroom action research into four step They are; (1) planning, (2) acting, (3) observing, and (4) reflecting. The relations among them is called a cycle. It means that a cycle consists of planning, acting, observing, and reflecting.

In this research, the researcher used Class Action Research by using Kemmis and Mc.Taggart model. This model was chosen by researcher because the steps continuously from planning the activities, action, observing and reflecting the action:



Model (Kemmis and Mc.Taggart)

Sample / Participants

This Classroom Action Research project conducted in SMP Negeri 16 Makassar. The subject of research was of the second grade student Class VII.6 in academic year 2017/2018 that consist of 32 students. The reason of choosing this school as the subject because there still lack of students' ability in speaking skill especially in accuracy (pronunciation, grammar, vocabulary, fluency and task.

Instrument

There were three instruments used in this research such as observation, testing and questionnaire.

1. Test

Based on Airasian and Russel (2008); test is a formal, systematic, procedure used to gather information about students'

achievement or other cognitive skill. Test was used to measure the students' achievement and in speaking skill using CLL after the learning process, the student's achievement was gathred by using testing. Test was conduted after the meeting at the cycle comploty performed by the researcher.

2. Observation

Arikunto (2005), argues "observation is an activity which concern to research object by the sense". In observation step, the researcher helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observes what is going on in the classroom and observed the effect of her teaching to improve students' speaking comprehension ability. Observation involves watching or listening to students carried out a specific activity or respond in a given situation. The observation in this research includes the observation checklist and observation list.

Data Analysis

The researcher used the oral proficiency scoring category because it is the scale that gives primary emphasis to speaking fluency. According to Brown, "there are six categories in the oral proficiency scoring that range from poor (1) to excellent (4)".

The final score of the each students test calculated by the formula:

$$\text{Final score} = \frac{\text{Final score} \times 10}{3}$$

RESULT

The researcher presents about the data analysis that was found during the implementation of the classroom action research in the first grade SMPN 16 of Makassar. The primary data all cycle test. The secondary data are observation checklist and observation list.

1. Cycle One

Cycle 1 was conducted in two meetings, there were on September 18th 2018 and September 21nd 2018. The first step in conducting cycle 1 was planning. In the first meeting, the teacher started the action step by greeting the students and checking their attendance. The process continued by explaining about the activities they would do. There was also an explanation about the learning strategy named Community Language Learnig (CLL) method. The next activity was explaining the material about "Introduction". The teacher did the review about the last activity in the previous week. The students got the example of how to intoduce themselves and another person. The next activity was explaining the material about "Introduction". The teacher did the review about the last activity in the previous week. The students got the example of how to intoduce themselves and another person. In this first meeting of cycle 1, the students did practice by using Community Language Learnig (CLL) method once. In this session, they cooperated enough, followed the instructions, and tried to do the instruction as well as the researcher expected. Overall, in the first meeting of cycle 1, the teacher was satisfied enough about the result.

The researcher observed and paid attention to the students discussion result and added more information related to the material in order to improve the students' understanding about the material at that day. As a whole, the students were very active in the discussion because they were happy to work with their groups. In this step, the teacher also observed the use of Community Language Learnig (CLL) method to improve students' speaking skill covering six aspects; they were grammar, vocabulary, pronunciation, comprehension, fluency, and task. From the observation, the students still made mistake in grammar and pronunciation, however it was less than the previous. It

seemed that the students became more cooperative in sharing and discussing the topic given by the teacher. They also paid more attention and interest to the English lesson. The purpose of this test was to measure the improvement of students' speaking skills and to check the students' understanding of the material they had learnt.

The researcher presents about the analysis of observation checklist and observation list that was noted along the implementation of the classroom action research at the first grade of SMPN 16 Makassar. The observation checklist consisted of the indicators that should be observed in order to know the improvements of students' attitude towards the teaching technique. The researcher presents about the analysis of observation checklist and observation list that was noted along the implementation of the classroom action research at the first grade of SMPN 16 Makassar. The observation checklist consisted of the indicators that should be observed in order to know the improvements of students' attitude towards the teaching technique. After collecting the data, the next step was same test analysis. The teacher was transcribing the students' records, analyzing the transcriptions, giving them score based on Brown Scoring System, finding out the final score of each student, and the last categorizing the final scores into poor, fair, good, or excellent speaking skill.

The result of cycle 1 was better. The data showed that the students' speaking skill increased after being taught by using of Community Language Learnig (CLL) method in the cycle one. The result of cycle one test showed that the students spoke better than before. It could be seen from the mean of each component which showed an improvement such as in grammar (3.84), vocabulary (2.71), fluency (2.96), pronunciation (2.62), comprehension (2.68), and task (2.43). There was a

significant improvement of students' speaking skill especially the fluency of sharing the idea. The data showed that 100% of the students already fair in speaking English. It could be said that all of students' speaking skill was near to good. From those data, all of the students were able to perform well in speaking. However, some students were still nervous when they performed in front of the class. Therefore, it influenced the quality of their grammar and pronunciation. The students still did mistakes in using the appropriate grammar and pronouncing some words. Meanwhile, the average of the cycle one was 56,67. However, it was not enough. The result was still below The Minimum Criteria Mastery of Learning of English Subject of SMPN 16 Makassar.

2. Cycle Two

In cycle one, the teacher tried to do better plans after knowing the weaknesses in cycle one. Cycle two was conducted in two meetings, there were on September 25th 2018 and September 28th 2018. The purpose of the cycle two activities was to find out how effective Community Language Learning (CLL) method in improve students' speaking skill. In this session, the students got more difficult task, but the steps and the method were similar with the cycle one. The material in this session was "how to make daily activity. The students practiced to pronounce the words and tried to express the meaning. After that, the students worked in groups as the previous meetings. The teacher arranged the sit student after the teacher divided students group. The teacher explained material daily activity and the teacher gave vocabulary about daily activities. The student shared the information needed for their group. The students were more active in class and performed their speaking skill confidently. Most of the students tried to take a part for every activity. Some of the students might

still make a mistake in their grammar and pronunciation, but they wanted to try to be better. The most important thing was they wanted to speak up and be active in class. The next data coming from the result of observation checklist list during the cycle one process. The researcher got the conclusion which is described in observation list as follows:

- a. Students' presence
- b. Students' attention to the teacher
- c. Students' cooperation
- d. Students' self confidence
- e. Students' understanding

The result of cycle two showed that the students' speaking skill increased significantly during the process of implementing community language learning (CLL) method in the one cycles. The result of cycle one test showed that the students spoke better than before. It could be seen from the mean of each component such as the mean of grammar (3), vocabulary (3.71), fluency (3.59), pronunciation (3.59), comprehension (3.46), and task (3.68) respectively.

Students were better in mastering vocabulary and pronunciation. The vocabulary variation increased, because students learnt many vocabularies in group and along the treatment. The task understanding and the ability to synthesize the idea also improved. From those data, most of the students were able to perform well in speaking. The mean of the cycle one test was 70.00. It was already higher than The Minimum Criteria Mastery of Learning of English Subject of SMPN 16 Makassar that was 68.75. There were 19 students or 60% of the students who already achieved more than Minimum Criteria Mastery of Learning of English Subject VII.6 at SMPN 16 Makassar. It could be said most of the students now can speak English well.

3. Cycle Three

In cycle three, the teacher tried to do better plans after knowing the weaknesses in cycle two. Cycle two was conducted in two meetings, there were on October 2nd 2018 and October 5th 2018. The purpose of the cycle three activities was to find out how effective Community Language Learning (CLL) method in improve students' speaking skill. In this session, the students got more difficult task, but the steps and the method were similar with the cycle three. The material in this session was "how to make describe people. The students practiced to pronounce the words and tried to express the meaning. After that, the students worked in groups as the previous meetings. The teacher arranged the sit student after the teacher divided students group. The teacher explained material how to describe people or thing and the teacher gave vocabulary about adjective verbs. The student shared the information needed for their group. The students were more active in class and performed their speaking skill confidently. The students practiced to pronounce the words and tried to express the meaning. After that, the students worked in groups as the previous meetings. The students' sitting arrangement was same as the cycle one, so they worked with the same partners as before and did community Language Learning (CLL) method. Each student came in front of the class and did the cycle two test. The teacher recorded every sound coming from the students. The next step was still the same as the previous. The teacher was transcribing the students' records, analyzing the transcriptions, giving them score based on Brown Scoring System, finding out the final score of each students, and the last categorizing the final scores into poor, fair, good, or excellent speaking.

From the observation, it showed some improvement in the students' attitude towards the learning activity. They

understood their role and job. They respected and listened each other. They shared the information needed for their group. The students were more active in class and performed their speaking skill confidently. It can be concluded that in cycle three the students' participation in teaching learning process increased. The students were more talkative to speak and share their ideas. Overall, students did their job well in all activities along the process.

After conducting all cycles, there were no students in poor or fair category. All of the students were already good in speaking English. The result was very satisfying. The students made a significant improvement in grammar, vocabulary, comprehension, fluency, pronunciation, and also task. It can be seen from the data of each component result in the cycle test such as the mean of grammar (3.46), vocabulary (4.00), fluency (3.96), pronunciation (3.96), comprehension (3.96), and task (4.00) respectively. Moreover, the mean of the Cycle three was 79.68. It was higher than 70.00 as the school's Criteria Mastery of Learning. All students had passed the standardized score of the Criteria Mastery of the Learning. The result of cycle three test showed that the students spoke better than the previous cycle. It could be said the students' speaking skill improved after the treatment in two cycles. Moreover, the mean of the Cycle three was 79.68. It was higher than 70.00 as the school's Criteria Mastery of Learning. All students had passed the standardized score of the Criteria Mastery of the Learning. The result of cycle three test showed that the students spoke better than the previous cycle. It could be said the students' speaking skill improved after the treatment in two cycles.

The other improvements could be seen from the average of pronunciation, 2.62 for cycle 1, 3.59 for cycle two and it increased to 3.96 in the cycle two. The mean

of the cycle one test in comprehension also improved, for cycle one test, 3.46 for cycle two test, and 3.96 for the cycle three. The last component was task. The average of the cycle 1 was 2.43. Then the mean of the cycle two in comprehension was 3.68 and it increased to 4.00 in the cycle three.

The researcher conducted a classroom action research using use of Community Language Learnig (CLL) method in teaching speaking. The result in every test showed that students' speaking skill improved. The criteria to assess the improvement were grammar, vocabulary, comprehension, fluency, pronunciation and task.

CONCLUSIONS

The application of Community Language Learnig (CLL) method ran well and smoothly. The strategy was easy to be applied in teaching speaking to junior high school students. Moreover, the use of Community Language Learnig (CLL) method in teaching speaking improves students' motivation and interest in learning English. The students got into the habit of speaking in English that they rarely did before. Thus, the students' learning can be improved. Through the activities of, Community Language Learnig (CLL) method the students' speaking skill can be improved. It is proved by the result of the improvement result from cycle one test to cycle three test. The mean of the scores of the cycle one is 56.66; then for the cycle two is 68.75; and the last is 79.68 for the Cycle three. Those scores were good enough; and it also increased from a test to another test. The collected data showed that Community Language Learnig (CLL) method can be an alternative strategy to improve students' speaking skill. Students were interested in the application of Community Language

Learnig (CLL) method as a strategy in teaching learning English.

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