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# THE USE OF COMMUNITY LANGUAGE LEARNING METHOD TO IMPROVE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMP MUHAMMADIYAH 2 PEKANBARU

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***Abstract:** The aim of this research was to find out if the community language learning method could improve students' speaking ability of the second year students of SMP Muhammadiyah 2 Pekanbaru. The participants were 30 students. The data was collected by using observation sheets, speaking tests, and field notes. The test was used to collect the quantitative data and the observation sheets were used to collect the qualitative data. After accomplishing this research, the writer concludes that the use of CLL method in speaking recount text can improve the students' speaking ability. The result of pre-test shows the average score of students speaking ability was 45.5. It improved to 67,7 on the post-test 1 and 76,7 on the post-test 2. It was also proved that that the use Community Language Learning could improve the students' behavior in learning especially in speaking ability. They are more active and have a great motivation during the process of teaching and learning since they are free to explore their idea and share to their friends. In addition, applying story telling technique could also improve students' ability to speak English in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.*

**Keywords:** Community Language Learning method, Speaking Ability

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**Abstrak:** Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah metode pembelajaran bahasa secara kelompok dapat meningkatkan keterampilan berbicara siswa tahun kedua SMP Muhammadiyah 2 Pekanbaru . Para peserta adalah 30 siswa. Pengumpulan data dilakukan dengan menggunakan tes lembar observasi, tes, dan catatan lapangan. Tes digunakan untuk mengumpulkan data quantitative dan lembar observasi digunakan untuk mengumpulkan data kualitatif. Setelah menyelesaikan penelitian ini, penulis menyimpulkan bahwa penerapan dari metode pembelajaran bahasa secara berkelompok dalam berbicara teks recount dapat meningkatkan kemampuan berbicara siswa baik pada siklus pertama dan siklus kedua. Hasil dari pre tes menunjukkan skor rata-rata siswa hanya 45,5. Meningkat menjadi 67,7 pada post-test 1, dan 76,7 pada post-test 2. Hal ini juga membuktikan bahwa penerapan metode pembelajaran bahasa secara berkelompok bisa meningkatkan kebiasaan siswa dalam belajar khususnya dalam berbicara. Siswa menjadi lebih aktif dan memiliki motivasi yang baik selama proses mengajar dan belajar karena mereka bebas untuk memberi ide dan berbagi dengan siswa lain. Selain itu, menerapkan metode pembelajaran bahasa secara berkelompok juga bisa meningkatkan kemampuan siswa berbahasa Inggris dalam hal tata bahasa, kosakata, pengucapan, kelancaran, dan pemahaman.

**Kata kunci:** Metode Pembelajaran Bahasa Secara Berkelompok, Kemampuan Berbicara

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## INTRODUCTION

Language is a system for expression of meaning. The primary function of language is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate each other. They may know and understand what they speak communicatively because of English. Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college.

English in the Junior High School is taught from the first to the third year. It is hoped that at the teaching-learning process, the students are able to use the four major skill of English. They are able to read, listen, write, and speak in English through themes that are selected based on the level of students development and interest, because language is a system for the expression of meaning (Richards, 1986).

Based on curriculum 2006 (School Based Curriculum) for Junior High School, in term of speaking, students are expected to be able to pronounce the word and express some texts correctly. However in SMP Muhammadiyah2 Pekanbaru teaching and learning speaking in the classroom has some problems. Based on the writer's experience when practice teaching, the writer found that speaking English is still a difficult skill for Junior High School. It was based on observation and interview with the teacher and students. It was found that most of the students had low ability in speaking English. And many students could not reach score 70 as the Minimum Achievement Criteria (KKM) as stimulated by SMP Muhammadiyah 2 Pekanbaru.

The problem might come from the students and the teacher. There were some problems that the writer found from the students. First, most of the students made many mistakes in speaking English like grammatical mistakes and poor of vocabularies. Second, many student also pronounced words incorrectly when they were speaking. The last problem was the student lack of motivation in speaking class. Then, the problems were faced from the teacher. The teacher seldom taught them by using asking and answering questions about the text. Then, the teacher often become the center of the class. Those ways were not effective because the students were bored and they needed much time to be able to master English especially in speaking.

Realizing the problem above, the writer assumed that an appropriate method is needed in improving students' motivation and a good atmosphere (condition) during teaching learning process is also such an important point that should be considered too. In this research, the writer intended to improve the students' ability in speaking by applying Community Language Learning method. The use of Community Language Learning in teaching speaking might encourage the students thinking and let them develop and create the motivation about English.

Nagaraj (2010) cites that CLL method 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 makes the role of the teacher as the facilitator in learning activity. CLL method aims to remove anxiety from learning by changing the relationship between the teacher and students. Community Language Learning method can stimulate the students to express their mind in the class. It happens because Community Language Learning concerns with their sight sense and can be seen by them. Students are helped to raise their intrinsic motivation by which they are expected to learn English for their enjoyment and knowledge themselves (Nagaraj, 2010).

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Community Language Learning (CLL) as one kind of method in language learning where the learners become members of 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. Learners are expected to listen attentively to the knower, to provide meanings they wish to express utterance without hesitation to support fellow members of community, to report deep inner feelings as well as joy and pleasure, and to become to the other learners (Curran in Richard, 1986).

After knowing this case, the writer tried to apply Community Language Learning Method to improve speaking ability of the second year students of SMP Muhammadiyah 2 Pekanbaru.

### **The Nature of Speaking**

Studying English without practice speaking is useless. Speaking skill is a productive skill and a process of revealing information ideas, ideas and mind. Tarigan (1981) argues that speaking skill is the ability to utter articulate sounds or words to express and convey thought, ideas and feelings.

Chastain (1988) cites that speaking is a productive skill which involves many components. It is more than making the right sounds, choosing the right words or getting constructions. Many students regard speaking ability as the measure of knowing a language. These students define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication (Burnkart, 1998).

Harmer (2001) states that in many situations productive skill is combined with the practice of receptive skills. The communication between two or more people is a blend of listening and speaking where the comprehension of what has been said is necessary for what the participant says next. Wherever people intend to learn to understand a spoken language, they use the language by speaking in order to express their idea, feeling and experience and so on. Harris (1974) states that speaking is a complex factor requiring the simultaneous use of a number of different abilities. He also states that speaking ability has four components, they are:

1. Pronunciation; it includes vowel, consonant, stress and intonation of pattern. In this case, the students who are able to pronounce English correctly will be marked as foreign accent.
2. Grammar; it means the ability to use sentences in general of structure using.
3. Vocabulary; it includes the right and appropriate use of words. A spoken word is a sequence of sounds, which communicate an idea to the mind of another person. It means that the larger the vocabulary of the listener, less risk of misunderstanding.
4. Fluency; it includes the ease and speed of the flow of speech. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and “ums” and “ers”. The signs indicate that the speakers do not have to spend a lot of time to find the items to express their messages.
5. Comprehension; Communication can happen in doing speaking if someone comprehends what he says and what other people say to him and what other

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people want him to do. Oral communication certainly requires a subject to respond to speech as well as to initiate it.

### **Community Language Learning Method**

Curran (1976) state that the concept of community refers to group with the task of learning is applied specifically. It has been used in this method because such relationship mentioned above is applied specifically to groups with the task of learning a second language. In this community, the language teacher and the learners build the intense atmosphere of warmth, security and support one another among them during the classroom activity. This kind of security and support from another in the group is really typical in this method and almost the exact opposite of the atmosphere in the schooling.

Nagaraj (2010) cites that 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.

Larsen-Freeman (1986) recommends the procedures of teaching Community Language Learning Method as follows:

1. Tape Recording Student Conversation  
Students choose what they want to say, and their target language production is recorded for later listening/dissemination
2. Transcription  
Teacher produces a transcription of the tape-recorded conversation with translations in the mother language - this is then used for follow up activities or analysis
3. Reflection on Experience  
Teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/understanding
4. Reflective Listening  
Students listen to their own voices on the tape in a relaxed and reflective environment
5. Self correction  
The teacher stating anything in the target language the student wants to practice, giving them the opportunity to self correct.
6. Small Group Tasks  
Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class

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## RESEARCH METHODOLOGY

The research was conducted at SMP Muhammadiyah 2 Pekanbaru. The research was conducted in August to September 2014. The participants of this research were the second year students of SMP Muhammadiyah 2 Pekanbaru. The writer used class VIII 2 to be as the participants of the research. There were 30 students at all.

This study was conducted by the writer is a classroom action research. Classroom Action Research is a cycle process; planning, action, observation, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy (Kemmis and Taggart, 1988). Here, the teacher can apply a certain treatment in order to improve the students' ability in speaking by using Community Language Learning method. Then the teacher can give more treatments until the goals of the learning are reached.

The instrument of this research was "*Speaking Test*". The writer gave a pre-test before applying the treatment to measure increase of students' speaking ability before being taught through Community Language Learning. The test was speaking test in the form of recout text. The material was tested related to School based Curriculum or KTSP which is suitable for their level. The writer gave pre-test to know how far the competence of the students in speaking skill before the treatment. Then, after giving pre-test, the writer applies Community Language Learning method. Next, the teacher taught the students how to use Community Language Learning method. Finally, the writer gave post test in the last meeting. The writer gave the post-test by asking the students to perform the text from the topic given in front of the class. The purpose of this test is to know how good the students' speaking ability in expression the text through Community Language Learning. The student's speaking results were rated by three raters. The factors evaluated were grammar, vocabulary, pronunciation, fluency, and comprehension.

## FINDINGS AND DISCUSSION

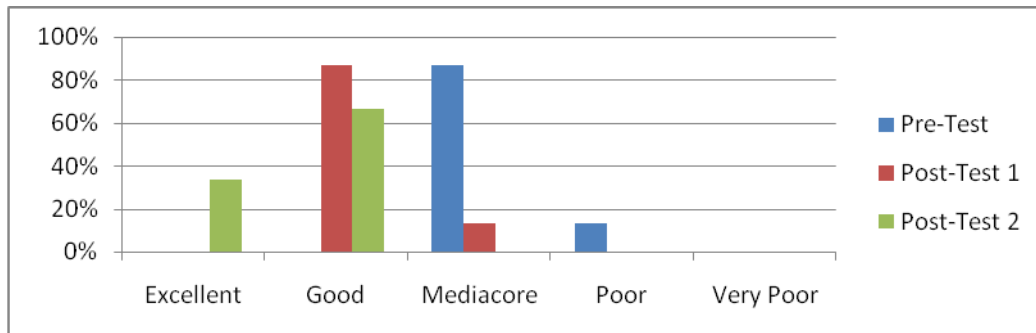
From this research, the writer found that there was improvement in students' ability in which could be seen and compared from the pre-test to post-test 1 to post-test 2.

Table 4.1 Improvement of Students' Speaking Ability from Pre-Test to Post-Test 1 to Post-Test 2

Score	Ability Level	Pre-Test		Post-Test 1		Post-Test 2	
		F	P	F	P	F	P
81-100	Excellent	0	0%	0	0%	10	33,33%
61-80	Good	0	0%	26	86,67%	20	66,67%
41-60	Mediocre	26	86,67%	4	13,33%	0	0%
21-40	Poor	4	13,33%	0	0%	0	0%
0-20	Very Poor	0	0%	0	0%	0	0%

To see the improvement, the data from the table above was also presented on the chart below:

Chart 1.Improvement of Students’ Speaking Ability from Pre-Test to Post-Test 1 to Post-Test 2



From the chart above, it could be seen that in the pre-test, the students were in the level of ‘Mediocre’. While in the post-test 1 and post-test 2, the students were in level of ‘Good’.

In pre-test and post-test 1, there were no students achieved level ‘Excellent’, it increased become 33,33% in post-test 2. Then for the level of ‘Good’, there was no student who achieved this level in pre-test, then it increased become 86,67% in post-test 1 but decreased become 66,67% in the post-test 2. For ‘Mediocre’ level, 86,67% of students achieved it in pre-test, then it decreased become 13,33% in the post-test 1 and there was no students achieved it in pots-test 2. For level ‘Poor’, there were 13,33% of students achieved it in pre-test, the decreased become 0% in post-test 1 and post-test 2. Furthermore, there was no student who was at ‘Very Poor’ level in the entire test.

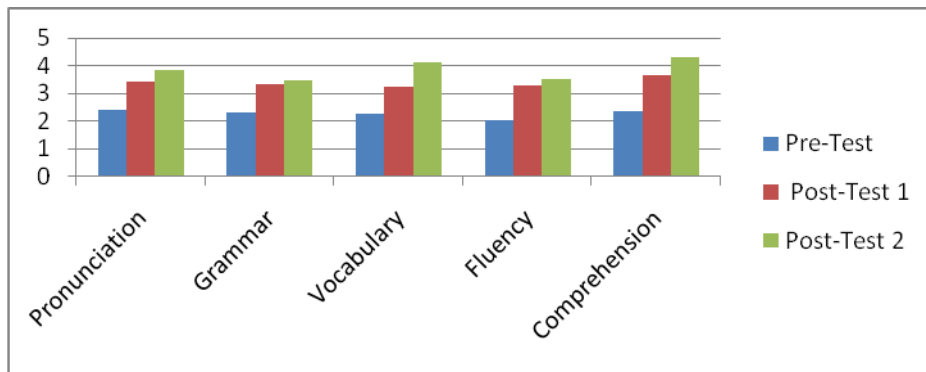
In addition, the writer also presented the improvement of students’ speaking ability in each aspect.

Table 4.2 Improvement of Students’ Ability in Each Aspect of Speaking

Variable	Aspect of Speaking				
	P	G	V	F	C
<b>Pre Test</b>	2,40	2,30	2,28	2,04	2,36
<b>Post Test 1</b>	3,44	3,33	3,22	3,29	3,64
<b>Post Test 2</b>	3,84	3,46	4,12	3,54	4,23

The data from the table above can be seen in the following chart.

Chart 2.Improvement of Students' Ability in Each Aspect of Speaking



For 'Pronunciation', the average score of students in pre-test was only 2,40 and then it increased into 3,44 in post-test 1 and increased again into 3,84 in post-test 2. For 'grammar', in pre-test score was only about 2,30 and it become 3,33 in post-test 1 then increased into 3,46 in post-test 2. While the score for 'vocabulary' is 2,28 in pre-test and it increased into 3,29 in post-test 1 and become 4,12 in post-test 2. The score of 'fluency' which was 2,04 in pre-test, then it become 3,29 in post-test 1 and become 3,54 in post-test 2. The last one was 'comprehension' which was 2,36 in pre-test and increased into 3,64 in post-test 1 and become 4,23 in post-test 2.

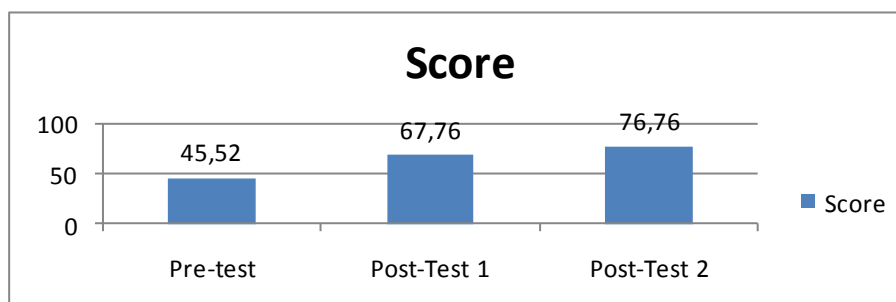
Furthermore, the writer also presented the improvement of the students' real score.

Table 4.3 Improvement of Students' Average Score

Variable	Average Score
<b>Pre-Test</b>	45,52
<b>Post-Test 1</b>	67,76
<b>Post-Test 2</b>	76,76

The data from the table above can be seen in the following chart.

Chart 3. Improvement of Students' Average Score





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The average score of students in pre-test was 45,52. It increased to 67,76 in post-test 1. In post-test 2, the students' average score was 76,76. It means that the students' average score in post-test 2 could reach the KKM which was 70.

Shortly, it was true that there was improvement of speaking ability of the second year students of SMP Muhammadiyah 2 Pekanbaru. So, the writer concluded that the use of Community Language Learning could improve the speaking ability of the second year students of SMP Muhammadiyah 2 Pekanbaru since the KKM score was achieved by the students.

## **THE STRENGTHS AND WEAKNESSES**

The strengths are as in the following:

1. Most of students were active in teaching and learning process because Community Language Learning method gave more opportunity to speak during the activity in class.
2. The students were interested because they could comprehend the material given by the teacher.
3. Applying Community Language Learning method is able to develop the students' social skill in teaching learning process which makes them have self-esteem to show their ability in using English.
4. Applying Community Language Learning method helps students to solve their problems in learning because they share with their friends in pair or in group.

In this research, the writer also found some weaknesses as in the following:

1. The writer was difficult to control students in teaching learning process while applying Community Language Learning method since there is group work, they preferred to talk with their friend, so the class became noisy in every meeting.
2. The recording activities in this method would waste the time because the students sometimes did not want to speak.

## **CONCLUSIONS**

The purpose of the research was to find out whether the teaching speaking by applying Community Language Learning method could improve speaking ability. From the research findings, it can be concluded that: First, CLL Method can improve the speaking ability of the second year students of SMP Muhammadiyah 2 Pekanbaru. It can be seen that in the pre-test there was no student who reached the KKM, then it increased become 9 person who could achieved it. Furthermore, in increased again into 24 students who reached the KKM which was 70. The average score of students in pre-test was 45,52. It increased to 67,76 in post-test 1. In post-test 2, the students' average score was 76,76. It means that the students' average score in post-test 2 could reach the KKM which was 70. Second, This strategy has good effect to improve students' speaking ability as follows: most of the students can express their idea, opinions freely and most of students can work in group freely. As the result, they are more confidence

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and more interaction in speaking class. Teaching speaking through Community Language Learning is a way to improve motivation and can stimulate students to use their newly acquired English. So, English teacher are expected to give the students a lot of chance to speak in everyday classroom learning process.

## **SUGGESTIONS**

Referring to the results and the discussion, the researcher suggests some points as follows:

1. Since there is significant improvement of the students' motivation in speaking ability after being taught by using Community Language learning, English teacher are suggested to use this method as variation in teaching Speaking to give students' interest, so they have motivation and do not bored to learn speaking English.
2. English teacher are suggested to put more attention toward their motivation of the students as a psychological aspect that influence their achievement especially their ability in English speaking. Motivation contributes to the students English speaking ability.
3. The teacher should improve their aspect in English Speaking. They are asked to more practice because almost of students has a bad fluency and comprehension. Especially for the students who are shy. It is necessity to build up their self confidence since they have already prepared the material at home.
4. In teaching speaking ability, it is advisable for teachers to use enjoyable material in their classroom, which can motivate the students to learn English, and also avoid students' bored.
5. Finally, the researcher hopes other researcher to be more motivated in conducting further investigation to find the main factors which can affect the positive instructional activity.

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