

**THE USE OF COMMUNITY LANGUAGE LEARNING (CLL)
METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY
(A Study at SMA Swasta Muhammadiyah Padangsidimpuan)**

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ABSTRACT

This aim of this research study is to know whether the result of Use Community Language Learning (CLL) Method to improve Students' Speaking Ability is higher than use conventional method. The problem is formulated 1) To know how far the students' speaking ability by using conventional method. 2) To know how far is the improvement of students' speaking ability by using Community Language Learning method. This research designed as Quantitative by using Classroom Action Research (CAR. The sample was 32 of senior high school of SMA Swasta Muhammadiyah Padangsidimpuan by use cluster random sampling technique. The finding of this research is 1) The mean score of students' speaking ability before and after using CLL method in pretest, posttest 1 and posttest 2 is 59.5, 70,5 and 78.25 categorize "enough" . 2) The students' percentage who pass the KKM of students' speaking ability before and after using CLL method in pretest, cycle 1 1 and cycle 2 is 15.62, 53.12 and 90.25 categorize in "good". So, the hypothesis is accepted.

Key words: *CLL Method; speaking ability; students*

INTRODUCTIONS

Communication is deals with human live in every side of our activities, every profession, every needs in this life. According to Delahunty& Garvey (2010) communication occurs when one person acts with the intention of influencing the mind of another, for example, by getting him/her to entertain some idea, and when that other person recognizes the first person's intention to influence his/her mind. Communication is a vital part of our daily routines. We sit in school and listen to teachers, read books and magazine, talk to friends, watch television and communicate over the internet. Therefore, communication is inherent in various aspects

of any field such as in the workplace, school, department store, public place, although inside the house.

The ability to effectively communicate with other people is an important skill. Through communication, people reach some understanding of each other, learn to like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully and responsibly, but without sacrificing their own needs and integrity.

In learning English, there are four skills that students have to be mastered, those are

listening, speaking, reading and writing. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves. The four language skills are important but speaking seems to naturally be the most important.

Many expert of English described about speaking is crucial in language teaching. As Bygate (1987) state that speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions.

In fact, the writer found the problem of this research which are students in senior school. Students still have difficulty speaking English words and don't know how to pronounce them. Then, students still feel less confident and anxiety, they just want to speak if the teacher asked them. It can be seen from the number of the students were still difficult to achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) for English subject, which was determined by school that is 75 (seventy five). A number of students reach under 75 which this is not pass the KKM. Therefore, the role of the teacher is needed to be able to practice and direct students in speaking ability.

Based on observation, the writer found students found difficulty in developing their ideas in a topic because of lack of ability in speaking. Usually this can affect their confidence in doing speaking in English. There is a sense of concern about errors in pronunciation which of course will affect the meaning of the language. The cause of the obstacles in speaking ability can occur due to lack of interest, practice, and the other person who is able to speak in a foreign language. To

teach speaking, there are several things that really need to be considered, namely how to activate all of language elements, such as vocabulary, grammar, pronunciation and fluency.

Teaching methods that have been described by an expert and it will make possible to help teachers find methods that are suitable for teaching speaking. Various types of methods have been created which refer to the proper use of both the teacher as the method applier and the student as the subject for the application of the method. The writer has found a method that has been applied by other researchers:

The journal from GunaldiMasbiran and AndiFauzi (2017) about *Speaking Skill In Using Community Language Learning (CLL)*. They stated that by using this method could optimize the used of all the potential of the students and also kept the attention of students to remain focused on the learning process. This method aims to improve student learning activities in the classroom, such as asking, answering or disprove and automatically can improve their speaking ability. Another research was conducted by Nur Kemala Sari, Jismulatif and M. Syarfi (2014) entitled *The Use Of Community Language Learning Method To Improve Speaking Ability Of The Second Year Students Of SMP Muhammadiyah 2 Pekanbaru*. In the study, the students more confidence 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.

Based on previous study from a number of researchers, the writer found that the CLL method was feasible to be applied in speaking teaching to improve the students' speaking ability. Based on the above explanations, the research problems as follows: 1) How far is the students' speaking ability by using conventional method in senior high school? 2) How far is the improvement of students' speaking ability by using Community Language Learning method in senior high school?

The writer describes the purpose of a research as follows:

- 1) To find out how farther students' speaking ability by using conventional method in senior high school
- 2) To find out how far the improvement of students' speaking ability by using Community Language Learning method in senior high school.

The writer can formulate the hypothesis of this research as follows: "There is a significant improvement of students' speaking ability through Community Language Learning (CLL) method.

Çakir (2014) viewed CLL is primarily based on the principles of teaching English for communication. Some of the significant CLL principles can be outlined as follows:

- 1) It is important to establish a mutual relationship between the learner and the teacher in order to create a safe learning environment; students tend to learn more effectively when they feel secure.
- 2) Language is for communication. Therefore, students should be encouraged to communicate as frequently as possible during the lesson.

- 3) The teacher stands behind the students in order to facilitate the learning process.
- 4) The teacher should respect the learners' level of confidence and transmit to them what needs to be done to be successful.
- 5) Learners need to know the limits of a teaching activity so that they feel more secure.
- 6) As the teacher and the learners are whole persons, they can share learning experiences, thus getting to know one another and building a sense of community.
- 7) Considering that each learner is unique, the teacher, as a counselor, values the learners and their ideas; s/he and always listens to them without giving any advice in order to understand how they feel about the learning process
- 8) A learner as a client uses his native language to make the meaning clear and to build a bridge from the known to the unknown, since understanding classroom interaction facilitates learning.
- 9) Learners are required to attend to one ask at a time and are offered quit reflection period in order to learn.
- 10) Learners have a choice in what they want to practice, as they have an inner wisdom about where they need to improve.
- 11) Students work in groups to feel a sense of community; thus, they can learn from each other as well as the teacher. Cooperation, rather than competition, is encouraged.

- 12) The teacher should correct the errors that learners have produced in a nonthreatening way.
- 13) By reading their sentences to the other members of the class, learners develop a sense of community and build trust, which helps to reduce the threat of the new learning situation.
- 14) When material is new or too familiar, learning tends not to take place. Retention will best take place somewhere in between novelty and familiarity.
- 15) Apart from the language, learners also reflect on what they have experiences. Thus, they have an opportunity to learn about the language, about their own learning, and about how to learn from one another in a community.
- 16) The syllabus is generated primarily by students in the beginning stages. Students are more willing to learn when they have created the material themselves.

Action research conducted in the field of education by practitioners of education and the environment in the scope of the class, thus this research is known as classroom action research. According to Mahmud (2008), classroom action research is a research conducted systematically reflective of various actions taken by the teacher who is also a researcher, since the preparation of a plan to an assessment of real actions in the classroom in the form of teaching and learning activities, to improve the conditions of learning undertaken. In addition Creswell (2012) state that action research designs are systematic procedures done by teacher (or other individuals in an educational setting) to gather information about, and subsequently improve,

the ways their particular educational setting operates, their teaching and their student learning. Therefore, this research is for the teacher can develop their teaching skill to improve students' score and solve the problem of learning process.

METHODOLOGY

The research was conducted in SMA Swasta Muhammadiyah Padangsidempuan. the sample was 32 students at XI grade. this research used two kind of instruments to collect the data they are: observation, test :pre test, treatment and pot test. The method of this research is Quantitative by using Classroom Action Research (CAR). In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs.

Classroom action research (CAR) consists of three words that can be understood Arikunto (2014), as follows:

Research, activities that look at an object, use certain methodological rules to obtain data or information that is useful to improve the quality of things that interest and are important to researchers.

Action, an intentional activity carried out with a specific purpose, which in this study takes the form of a series of activity cycles.

Class is a group of students who at the same time receive the same lesson from a teacher. The limits written for the notion of the class are the old sense, to cripple the wrong understanding and to be widely understood by the public with "the place where the teacher teaches".

The writer tries to get the average of students' speaking score within before the implementation and every cycle in order to know how well the CLL method in the classroom.

The formula :

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : mean

X : individual score

N : number of student

Afterwards, the writer wants to get the class percentages which pass the target score of the minimal mastery level criteria or Kriteria Ketuntasan Minimal (KKM). The formula:

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

P : The Class Percentage

F : Total Percentage Score

N : Number of Students

The last, the writer analyzes the students' speaking score from pre-test up to

post-test. This step is use for students to know whether there is improvement of their score or not.

The formula:

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

P : Percentage of Students'Improvement

y : Pre-test Result

y^1 : Post-test 1

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

P : Percentage of Students' Improvement

y : Pre-test Result

y^2 : Post-test 2

THE RESULT

This research uses the Classroom Action Research (CAR) to obtain the data which presented in the previous chapter. Based on the data analysis, the writer conclude that implementation of community language learning (CLL) method is effective to improves students' speaking ability and interest in learning English. It can be proved through several results of the data from pretest to posttest. The mean of the scores of the pretest before using CLL is 60.75. After conducting the whole cycles of this Classroom action research, the students' mean score in the posttest 1 (cycle 1) there were 13 (53.12%) students who passed the KKM and their mean score of test is 71. Meanwhile, the mean score of the posttest 2 (cycle 2) is 78.75. The percentage in the last cycle showed there were 28 (87.5%) students who passed the KKM. Therefore, CLL method can be an alternative strategy to improve students' speaking ability and improve students' participation in English conversation in English class. The hypothesis of this research is accepted.

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