

CHAPTER 1

INTRODUCTION

This chapter discusses the introduction of the study. It elaborates on the background of the study, research question, purpose of the study, significances of the study, scope of the study, and definition of key terms.

1.1 Background of the Study

Mastering English is an important thing to be done nowadays. It is because English is an international language for communication around the world and it is learned and used by most of the people in this world. Kusmaryati (2009) also states that English becomes the first foreign language that is taught in Indonesia from elementary school up to college even becomes one of the subjects in the national examination. In learning English, four skills are necessary to be mastered by the learners. Those skills are listening, speaking, reading, and writing. "To teach those four basic language skills, teachers have to use some methods that can give the chance to the students to be involved in the teaching and learning processes" (Richards and Rodgers, 1998). It means that schools, teachers, and students as well decide the success of achieving the educational outputs on the school level. In other words, teachers have duties in formulating the proper aims and constructing, the right lesson material according to the needs, interests, and children's development phases, choosing the method and teaching media, and constructing the right program and right

evaluations. Thus, the school can experience accelerated learning concerning that curriculum development is arranged in an order that the students can to construct their learning actively, creatively, and effectively.

Students who are taught through a good method was get the chance to actively involved in the teaching and learning processes, especially concerning those four basic language skills that must be mastered by the students. The relationship between this study and the explanation above was derive the meaning which helps the students in shaping the learning goals. Those goals are attitude, knowledge, values, and skill. These goals was enable the students to form skills that can be applied when facing real problems within society.

Schools are demanded to create outputs that are competent in expressing ideas, meanings, and information in various contexts. Students have to apply the concept that they learn by doing the interaction with other students. It means that the students can practice communicating based on the language structure. As more and more demands to increase their communicative skill, educators have recently turned their attention to speaking where communicative skill is the ability to use language and express information. Speaking is one of the skills of language in communicative language learning that should be primarily taught to the students. It is very important in learning since speaking skill determines the students' success in carrying out communication in real situations. The teachers have to teach the students how to express when they want to give and respond to the information, their feelings, ideas, as well as opinions to the others. It means that the students are expected to be able to use the language effectively. So, the teachers must give

the appropriate way of teaching the students. The teacher can decide this by paying attention to the students during the class activities. To do so, students have to meet the four basic characteristics of successful speaking activities.

“There are four characteristics of successful speaking activities are (1) learners talk a lot, (2) participation is even, (3) motivation is high, (4) language is an acceptable level. Learners talk a lot means that during the class activities, the teacher doesn't dominate the class, but the students have the same chance to participate in the class activities. The motivation is so high and it can be seen from the way of students' talk. The last characteristic is when the students know what they are talking about using simple sentences they have learned. It means that the language is at an acceptable level” (Davies, 1988:261). So, speaking is one of the skills that have an important part in teaching language. One of the functions of speaking for students is that it makes them brave in conveying their thought and like to speak in English in front of the class.

Every student has to understand and has good speaking skills. Brown (in Richard and Rodgers, 1986) states “many kinds of methods can be used to teach speaking in the teaching and learning process or to make conversations well. Speaking becomes an essential part of human communication since speaking becomes an activity that we do mostly in our everyday lives”. According to Brown (2001), speaking is one of the skills which is very important for the students. It is dealing with the students' needs, after studying English, the students should be able to speak English. It is because the most important point is to make the students able to use English to communicate in

their real-life. Therefore, speaking is very important for EFL learners. Furthermore, Chaney (in Kayi, 2006) states that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a fundamental part of the second language so that speaking should be taught in the way it can increase students’ communicative skills because only in that way the students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances”. Therefore, speaking activity should be given more emphasis on the process of teaching and learning.

Every education has a curriculum used by the school to reach its goals. Curriculum 2013 is applied from elementary school to senior high school. In applying the curriculum, the government prepares the syllabus to be adapted by the teacher in each school. SMP Negeri 1 Sawan also used curriculum 2013 as their curriculum. In curriculum 2013, English teaching is expected to increase students' communicative competence. It means that the students have a skill (1) to understand discourse (written and spoken discourse) and (2) to produce spoken and written discourse (Permendikbud No.81A/2013). The main focus in this research was speaking skill, it means that the students were expected to have the skill to produce spoken discourse.

In the teaching and learning process, basically, as an English teacher must begin attempting to teach foreign languages in a way that is more similar to first language acquisition for the students. However, the fact their endeavor seems completely difficult to encourage students to speak English. Richards (2003) mentions that feeling awkward to always say things in English

sometimes attack students that is becomes a problem toward English teaching. The students can listen, read, and writing English at their home, but there is no opportunity for the students to speaking English in their home or their daily life. It makes the students find difficulties in speaking English. If ones want the students to learn to speak, each of them must have many opportunities to speak during the lessons.

Teaching speaking is not an easy job. Most of the teachers are using the conventional way to teach speaking skills by asking the students to memorize and perform the dialogue in front of the class, without any feedback and also there is no discussion section. As a result, it makes the students think that speaking is only a process of memorization and student's difficult to speak up what is in their mind. The student's only said what they have been memorized. In fact, in teaching speaking skill is not only as of the matter of the memorization process. But more in expressing the students' ideas. According to Nunan (in Kayi, 2006) states that teaching speaking is not only teaching students to speak in a good pronunciation in the target language, but it can also be defined as teaching students to express their ideas in a good organization. In this case, students should be able to speak in an organized way, so that they can share their points of view to others clearly and meaningfully.

To increase the speaking activity in the teaching and learning process many kinds of methods can be used. According to Brown (2000:103) "there are five most popular methods of the 1970s, they are Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response, and

Natural Approach”. This study discussed more about CLL because this method is a unique way to deliver the material suitable for speaking skills. One of the contextually based learning methods which provide a secure classroom atmosphere as well as to increase student’s speaking skill in sharing ideas and experiences with other people is the CLL. According to Brown (2000), “this method is considered to be an interesting method to be discussed because it was not designed by a language teacher, instead it was created by a counselor who was also a therapist and a priest. The design of this method is based on a therapeutic approach to facilitate the learners of a new language to enter their independence and high level of trust in the target language”.

Richard and Rodgers (1986) also stated that “CLL draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the client) in the language classroom. This is termed as a whole person learning since true human learning is both cognitive and affective. The teacher takes over the conversation, but let students take the lead to whatever they want to talk. Moreover, learning takes place in a communication situation where the teacher and learners involved in an interaction. From the interaction, the intimacy then appears to be defined here as the desire to avoid isolation. The isolation is closely related to the student’s anxiety that often appears in language learning”. Horwitz and Cope (1991) have found that “anxiety typically centers on listening and speaking. They state that speaking in class is most frequently difficult for anxious students even though they are pretty good at responding to a drill or giving prepared speeches. All of the students as the subjects of the investigation in foreign language class answered that having to

Speak a foreign language in front of other students resulted in the most anxiety. Most of the students in the language classroom tend to be frightened to express ideas and experiences. This anxiety emerges because they do not feel secure in an inconvenient classroom atmosphere”.

According to Larsen-Freeman (1986), as cited by Ratminingsih (2014, 35), Community Language Learning (also called Counseling Language Learning) was developed by Charles A. Curran. He is a specialist in counseling, and a professor of psychology, from whom CLL is also known as Counseling Learning. Richards and Rodgers (2003) state that “Counseling is one person giving advice, assistance, and support to another who has a problem or is in some way needs help”. The teacher in counseling learning, hence, gives advice, assistance, and support to the students who need them in their struggling process of learning the language.

Based on the explanation above, the researcher was interested to use CLL method in teaching speaking. Moreover, the researcher found that the implementation of the CLL method in the teaching and learning process of speaking is believed to increase the students speaking skills. It is known from the result of the previous study which was conducted by Dziky (2012) which showed that there was a positive and significant effect of the Community Language Learning (CLL) method on the students’ achievement in English conversation.

The research which was conducted by Damayanti (2012) also showed there was a significant influence of using the CLL method on improving students’ speaking skills. The CLL’s effect can be calculated by using the one

group pre-test and post-test formula. It proved that the *tobserved* is higher than the *ttable*. As a result of this research, the researcher found that the use of the CLL method can improve the students' speaking skills.

Moreover, the research which was conducted by Pujasari (2014) also supports this research. The result data obtained from the treatment were analyzed using ANOVA 2X2 and Tukey test. The result of this research reveals that: (1) CLL is more effective than Situational Language Teaching in teaching speaking; (2) The students having high self-confidence have better speaking skill than those having low self-confidence; and (3) There was an interaction between teaching methods and students' self-confidence in teaching speaking. So, CLL is an effective method in teaching speaking to the second-grade students of Stikes Bakti Tunas Husada, Tasikmalaya.

In this present study, CLL method is applied for a different setting, to know whether or not this strategy is effective. What differs in this study was from the sitting position and media used, the media used in this study were a picture in apperception, the example of dialogue, and also in sitting position the students work in pair. This method is implemented on seventh-grade students of SMP Negeri 1 Sawan to investigate whether or not this method is effective on the seventh-grade students of SMP Negeri 1 Sawan.

Based on the observations in SMP Negeri 1 Sawan, in English teaching processes many teachers are still using the conventional method such as question and answer method, and explanation method as well. The method could not allow each student to be active in speaking English. This condition causes some problems such as the students to do less practice of speaking

English, the students feel less confident to speak English, and the students are fearful to speak English. In this case, this method makes students feel bored and there is no passion for following the teaching and learning process in the classroom. So, many students did not give full participation in their lessons. This can affect students' motivation in learning English. In this sense, the students usually less able to speak effectively.

After knowing this case, the researcher tried to implement the CLL method to examine the significant effect of the CLL method on the seventh-grade students' speaking skills at SMP Negeri 1 Sawan.

1.2 Statement of the Problem

The problem of the study can be stated based on the background above is "Is there any significant effect of the Community Language Learning (CLL) Method on the Seventh Grade Students' speaking skill at SMP Negeri 1 Sawan?"

1.3 Purpose of the Study

In accordance with the problem stated above, the purpose of the study is to examine the significant effect of the Community Language Learning (CLL) Method on the Seventh Grade Students' speaking skill at SMP Negeri 1 Sawan.

1.4 Significances of the Study

The significance of the study can be classified into two major types: theoretical and practical.

1.4.1 Theoretical Significances

Theoretically, the research is expected to provide empirical evidence to further researchers and a deeper understanding of the CLL method in speaking skills.

1.4.2 Practical Significances

Practically, this research is expected to give some benefits.

1.4.2.1 For Students

It is expected that the method proposed in this research will help them to learn English effectively and efficiently. This method is also guidance for the students to understand the material, it is very beneficial for the students in increasing their learning in English.

1.4.2.2 For Teachers

This study is expected to be helpful to give meaningful contributions to the teacher to get a deeper understanding of CLL and apply this method in their ways of teaching.

1.4.2.3 For Future Researchers

This study is expected to be beneficial for other researchers who are interested in conducting a similar study. In this sense, this study can be used as additional references for them.

1.5 Scope of the Study

Because of the limited time was given, this present research is primarily concerned with identifying the CLL method conducted by English teachers in the seventh-grade students at SMP Negeri 1 Sawan. In this research, the researcher specifies the problem in terms of the effect of using the CLL method by English teachers in the teaching program at SMP Negeri 1 Sawan.

1.6 Definition of Key Terms

A number of key terms used in the research are defined in the section. So, they can be understood without any ambiguity. The key terms as such are:

1.6.1 Conceptual Definition

1.6.1.1 Speaking

Hybel (2001:45) states that speaking is any process of communication, in which people share information, ideas, and feeling.

1.6.1.2 Community Language Learning (CLL)

“Community language learning (CLL) is a method in which students work together to develop what aspects of a language that they would like to learn. The teacher acts as a counselor and a paraphrase, while the learner acts as a collaborator, although sometimes this role can be changed” Curran (in Richards and Rodgers, 1986). According to Curran, this method refers to two roles: that of the knower (teacher) and student (learner). Also the method draws on the counseling metaphor and refers to these respective roles as a counselor and a client, counselor helps a client understand his or her own problems better by capturing the essence of the clients concern and relating the client’s affect to cognition in effect, understanding the client and responding in a detached yet considerate manner.

1.6.1.3 Conventional Method

Khalid and Azeem (2010:170) define the conventional method is common in education and it can not create active as well as creative students in the

classroom learning process. Conventional Method is a method usually used by the teacher in the learning process.

1.6.2 Operational Definition

1.6.2.1 Speaking

Speaking is a process of expressing ideas, opinions, or feelings to others in order to inform, to persuade, and to entertain that can be learned through the teaching and learning process in SMP Negeri 1 Sawan.

1.6.2.2 Community Language Learning (CLL)

Community Language Learning (CLL) is a method that is oriented on a humanistic approach. One term to the community language learning method is counseling learning where it is a non-direct therapy approach that is designed to help the learners in acquiring the target language. So, it is a method that represents the use of counseling-learning theory to teach the language.

1.6.2.3 Conventional Method

Conventional Method is the method which is used by the teacher in teaching speaking to students who belong to the control group or students who do not receive experimental treatment. In this study, the conventional speaking method was regarded as the method that is usually applied by the teacher in SMP Negeri 1 Sawan during the learning process of speaking.