



ENHANCING SPEAKING PROFICIENCY THROUGH THE COMMUNITY LANGUAGE LEARNING APPROACH: AN EXPERIMENTAL STUDY AMONG EFL LEARNERS

MENINGKATKAN KEMAMPUAN BERBICARA MELALUI PENDEKATAN PEMBELAJARAN BAHASA KOMUNITAS: STUDI EKSPERIMENTAL DI ANTARA PEMBELAJAR EFL

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Abstract

The aim of this research was to investigate: (1) the application of the Community Language Learning (CLL) model on students' speaking competence, (2) the students' speaking competence before and after the implementation of the CLL model, and (3) whether there is a significant effect of the CLL model on students' speaking competence. The population of this study consisted of 248 tenth-grade students at SMA Negeri 5 Padangsidempuan. Using systematic sampling, a total of 35 students were selected as the sample. This research employed an experimental method. Data were collected through observation and speaking tests, and the results were analyzed using a paired-sample t-test. The findings revealed that the application of the CLL model on students' speaking ability scored 3.6, categorized as "Very Good". The students' mean speaking score before the implementation of CLL was 78.51 ("Good"), which increased to 83.42 ("Very Good") after the treatment. The t-test calculation yielded a t-value of 7.15, which exceeds the critical t-value of 2.03 at a 5% significance level (df = 35). Therefore, it is concluded that there is a statistically significant effect of the Community Language Learning model on students' speaking competence among tenth-grade students at SMA Negeri 5 Padangsidempuan.

Keywords : Community Language Learning Model, Speaking Competence, EFL Learners.

Abstrak

Tujuan penelitian ini adalah untuk menyelidiki: (1) penerapan model Pembelajaran Bahasa Komunitas (CLL) pada kompetensi berbicara siswa, (2) kompetensi berbicara siswa sebelum dan setelah penerapan model CLL, dan (3) apakah terdapat pengaruh signifikan model CLL terhadap kompetensi



berbicara siswa. Populasi penelitian ini terdiri dari 248 siswa kelas 10 di SMA Negeri 5 Padangsidempuan. Dengan menggunakan metode pengambilan sampel sistematis, sebanyak 35 siswa dipilih sebagai sampel. Penelitian ini menggunakan metode eksperimental. Data dikumpulkan melalui observasi dan tes berbicara, dan hasilnya dianalisis menggunakan uji t sampel berpasangan. Hasil penelitian menunjukkan bahwa penerapan model CLL pada kemampuan berbicara siswa mendapat nilai 3,6, yang dikategorikan sebagai “Sangat Baik”. Rata-rata nilai berbicara siswa sebelum penerapan CLL adalah 78,51 (“Baik”), yang meningkat menjadi 83,42 (“Sangat Baik”) setelah perlakuan. Perhitungan uji-t menghasilkan nilai t sebesar 7,15, yang melebihi nilai t kritis sebesar 2,03 pada tingkat signifikansi 5% ($df = 35$). Oleh karena itu, disimpulkan bahwa terdapat pengaruh yang signifikan secara statistik dari model Pembelajaran Bahasa Komunitas terhadap kompetensi berbicara siswa kelas 10 di SMA Negeri 5 Padangsidempuan.

Kata Kunci : Model Pembelajaran Bahasa Komunitas, Kompetensi Berbicara, Pembelajar EFL.

1. INTRODUCTION

English functions as a global language spoken worldwide. In Britain and the United States it serves as a native tongue and is used formally in fields such as law, administration, commerce, and education. Schools in nearly every country include English in their curricula. In Indonesia, English is taught at all educational levels, so students are expected to achieve proficiency. The government believes that strong English skills allow Indonesians to access a wide range of knowledge from English-language printed materials. The aims of learning English in senior high school and the degrees are: 1) Develop communication competence both oral and written to get informational literacy, 2) Realize the nature and the important of English to increase nation competence in globalization society, and 3) Develop students understanding of relationship of language and culture.

Speaking is one of the language skills beside listening, writing and reading. Speaking means the activity of human to produce the sound by using organs of speech. The organs of speech namely mouth, lips, tongue, teeth, etc. Speaking is one of the simple activities. Because everyone is able to speak everywhere, anywhere, which is suitable with the situation and speaking does not need tool to do this activity. It is not like other skills in language that use tool to make their process occur, for instance writing needs the tools in doing the writing process, such as: pen, pencil, paper, etc.

Speaking has been learned and developed when someone was still a child or speaking is a process of giving opinion, statement or speech form to communicate someone which is arranged by speaker to the listener. Speaking skill has purpose to build and share knowledge through the use of verbal and non verbal symbols. By using the one media of speaking can give opinion statement and speech from one person to another person. In the curriculum of English in Senior high school, there are four skills that should be mastered by students such as listening, speaking, reading and writing. Speaking is very important in education. With speaking, someone can communicate with another person and can get a lot of information, knowledge and so on.

But in reality, there are some students who have low mastery in speaking. It is caused by many factors, such as internal and external factors. Internal factors come from inside of the students such as they are not interested in studying English it is caused by their lack of grammar, pronunciation, vocabulary and tenses. External factors come from outside of the students such as the students' family background, and the teacher does not use various methods to teach English. Further, the writer has done a test for students when doing pre test in SMA Negeri 5 Padangsidempuan by asking them to speech in form of speaking ability. From the test, the writer knows that some of the students get score 75 in speaking. Meanwhile, it is hoped that they get the average of 78. It means the average score of the students are still low. The students' speaking ability still needs improvement. There are some causes that cause the students get bad value, such as: the teacher seldom asks the students to sing a song as brainstorming to attract their attention before teaching and learning process so that they are



interested in learning English. The teacher also seldom gives new vocabularies when teaching that is caused the students can be bored when teaching and learning process.

In this case, the teachers have done some efforts to apply the curriculum, such as the teacher gives English course to the students, the teacher gives a song to the students before teaching and learning process, the teacher uses various methods to teach, and the teacher gives motivation to the students so that they can be more relax when teaching and learning process. The writer knows these facts from the interview to the English teacher of that school.

If this problem is not solved, the students will be born, inactive, and they do not participate in teaching learning process in class and in teaching learning process. The students will think that English is the difficult lesson and not an interesting lesson. They will not interest to follow English subject. In speaking there are many problems faced by the students, they often find many difficulties when they try to speak. In this case the writer thinks the speaking problem can be caused by several factors such as they are not able to give their opinion because of the topic is very difficult for them, they do not master grammar, vocabulary, pronunciation and they are not able to express themselves and they seldom do dialogue with other person and the very important thing the teacher does not use the suitable model but the teacher only uses the same model in teaching speaking that is lecture model in which the students will not be active.

To teach English speaking the teacher should use various models; therefore, the writer chooses a model, it is community language learning model. The writer assumes that by using community language learning model, the students' speaking ability will be improved to be better. Community language learning is a language-teaching model in which students work together to develop what aspects of a language they would like to learn. It is based on the counseling approach in which the teacher acts as a counselor and a paraphraser, while the learner is seen as a client and collaborator.

1. Nature of Students' Speaking Competence

Speaking is the process building and sharing meaning through the use of verbal and non verbal symbols. Using the language media in speaking can be done by having conversation with another person, one can get a lot of information knowledge, and so on. According to Luoma (2009:1), "Speaking skills are an important part of the curriculum in language teaching, and this make them an important object of assessment as well. Assessing speaking is challenging, however because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose". Next, Patiung (2015:1093) says, "Speaking is a command mean of communication within the community".

Based on the previous definitions, it can be stated that speaking is the process of sharing of knowledge, information, and so on through the use of verbal and non verbal symbols to the listener. There are many functions of speaking such as to introduce people, to express a need, gratitude, to take leave, to identify objects, to ask direction, to express agreement and disagreement, to express a failure to understand, to make purchase and so on.

Brown in Kusmaryati (2009:14) says, "There are four aspects of speaking, they are: a. Grammar, b. Vocabulary, c. Fluency, and Pronunciation". Therefore, in this research the writer will discuss about the fourth factors one by one as follows:

a. Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences. It is needed by the students to arrange a correct sentence in the conversation. According to Hui (2011:22), "Grammar is needed for students to arrange sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form". Then, Heaton in Hui (2011:22) says, "The student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones".

Based on quotations above, grammar is the rules of the language for changing the form of word and applied linguistic realized the need to focus language teaching of communicative fluency on mastery of structure.



b. Vocabulary

Vocabulary is a core component of language proficiency and underpins how learners read, speak, listen, and write. In other words, vocabulary provides the expressive resources and communicative repertoire people use to convey meaning. It involves the ability to assign meaning to words and to recognize both the sounds and the written forms that represent those words. According to Hui (2011:24), "One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication". Then, Rora (2015:2) says, "Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words".

Based on the explanation above, the writer concludes that it is impossible to get speaking well without mastering the vocabulary, so vocabulary is one of the aspects that support the speaking activities; in other words, the students are expected mastering vocabulary well. Vocabulary is student's ability in selecting a word and applying the accurate form in the accurate situation.

c. Pronunciation

Pronunciation is one of the most important aspects that has to be mastered by someone when learning English, because pronunciation has purpose to pronounce sentences and dialogue orally by using articulation correctly. Then, Kline in Rora (2015:1) says, "Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking". Similarly, Gilbert in Rora (2013:1) says, "English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow".

Based on quotations above the writer concludes that pronunciation is one of the important in the speaking because pronunciation has purpose to produce of words, phrases, clauses, sentences, and dialogues orally by using articulation correctly. ticular person pronounces the words of a language.

d. Fluency

Fluency is indicates students' speed in speaking, slow, incomplete sentences, smooth, or speak like native speakers. Fluency is the extent to which speakers use the language quickly and confidently with few stations of unnatural pauses, false starts, words, searches, etc.

According to Hui (2011:23), "Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners". While, Brown in Hui (2011:23) say, "Signs of fluency include a reasonably fast speech of speaking and only a small number of pauses and ums or ers. These signs indicated that the speaker does not have to spent a lot of time searching for the language items needed to express the message".

Based on the explanation above, the writer concludes that fluency is ability of the speaker to produce the context of the sentences. Fluency is ability of the speaker to speak without the situation and the utterance produced is an appropriate to the context of the sentences.

2. Nature of Community Language Learning Model

Community language learning is a language-teaching model in which students work together to develop what aspects of a language they would like to learn. According to Setiyadi (2006:95): Community language learning (CLL) is the name of a method introduced by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University in Chicago. It is not doubt that this method has been inspired by the application of psychological counseling techniques to learning, which is called Counseling-Learning. Community language learning represents the use of Counseling-Learning theory to teach foreign languages.

While, Zainil (2008:27) says, "Community language learning is linked with language alternations where a message/lesson is presented first in the native tongue by the students and then in the target language by the counselor and the students".



Based on the explanation above the writer concludes that community language learning model is a kind of teaching model that used as a principled attempt to democratize the relationships between learners and teachers in the classroom. Community Language learning is a good model for practicing communication.

a. Steps of community language learning model

To do learning by using community language learning model, teacher must do a perception that is needed, to make the process walk fluently so the students interest to follow the learning. Activity in learning using community language learning model is to solve the question and problem that involved the specific activity. According to Setiyadi (2006:107) The steps of community language learning are: 1. The class begins with an informal meeting and everyone introduces himself or herself. 2. The knower makes a statement of the goal and guidelines for the course. 3. They form a circle so that everyone has visual contact with one another and everyone is within easy reach of the microphone of a tape recorder. 4. A volunteer student initiates conversation with other students by giving a message in their mother tongue. 5. By knower goes and stand behind the students, whispers an equivalent translation of the message in the target language. 6. The students repeats the message that has been translated into the target language and record his expressions in a tape recorder. 7. Each students in the group has a chance to express his/her message and record them. 8. The knower always stands behind the students who are saying their statements and translate their messages in the target language. 9. The tape recorder is rewound and replayed at intervals. 10. Each student repeats his message in the target language. 11. The knower chooses sentences to write on the blackboard that highlight some elements of language, such as grammar, vocabulary (translation) or pronunciation. 12. The students may ask questions about any of the elements discussed. 13. The knower encourages the students to copy sentences from the blackboard including the translation in their mother tongue. They copy becomes their textbook for home study.

Based on the explanation above, the writer concludes that the steps of community language learning model are: 1) Seat the learners in a circle around a tape recorder. The teacher is outside the circle. 2) Each learner in turn tells you what they want to say. This can be in English or in their L1. You reformulate/translate into authentic English, then the learner tapes it. 3) Build up a manageable chunk of conversation, stop, play the tape back and listen. 4) Write the conversation on the board. The learners ask you questions about the language, and you explain briefly. If necessary, write up a translation too. If they want to copy things down, they can at this point. 5) Ask the learners to have a short conversation, using the language you've got on the board. Then start the next round of taping.

b. Advantages of community language learning model

Advantages of community language learning model are creating a supportive community to lower student anxiety and help them overcome threatening affective factors, such as making errors or competing with peers. According to Deborah and Said (2006:13), "Strengths: CLL'S humanistic approach, which views students and teachers as a community, and thus the teacher as more facilitator than teacher, fits in nicely with current trends in education".

Based on the explanation above, the writer concludes that the advantages community language learning are this model consider the student to be whole person. It is not only to think about students' intellect but also their feeling in learning language.

c. Disadvantages of community language learning model

Disadvantages of community language learning model are in the beginning some learners find it difficult to speak on tape while others might find that the conversation lacks spontaneity, and we as teachers can find it strange to give our students so much freedom and tend to intervene too much.

According to Deborah and Said (2006:13), "Weaknesses: 1) CLL requires a number of conditions that may make it difficult to use in many situations. To be most effective, it requires teachers who are specifically trained in this method and also, ideally, trained in counseling techniques, and 2) CLL requires bilingual teachers and small, homogeneous classes.



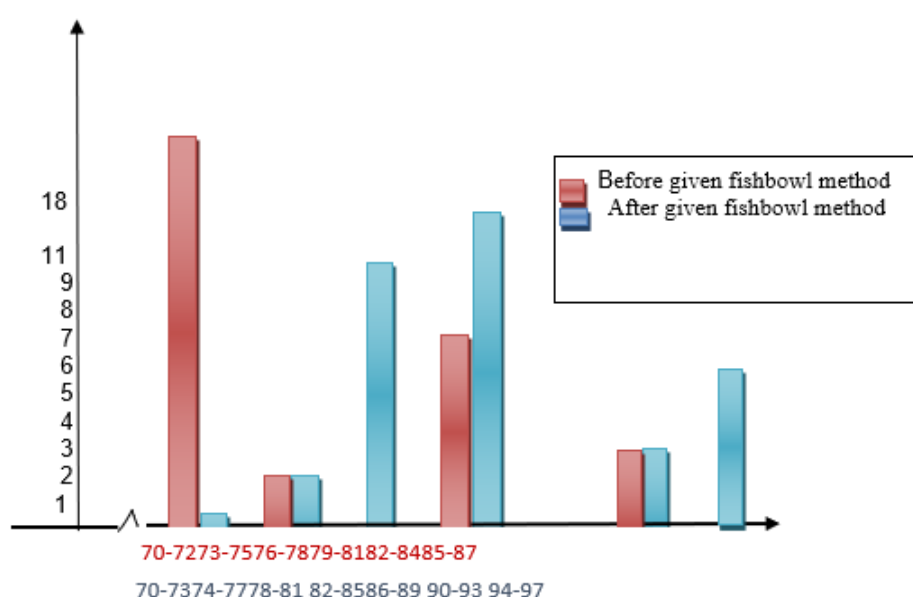
Based on the explanation above, the writer concludes that the disadvantages of community language learning model is in your efforts to let your students become independent learners you can neglect their need for guidance.

2. RESEARCH METHOD

Method of the research means the way that should be chosen to solve the problem of the research. Arikunto (2009:63) says, "Experimental method is the way to find out the cause-effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence". Anggoro (2007:4.2) says, "Population is the group of complete individual that each characteristic is going to be known". The population of this research is all the tenth grade of SMA Negeri 5 Padangsidempuan which is divided into eight classes and total are 248 students. Sudijono (2008:280) says, "Sample is a small proportion of population which should be researched chosen or determined for the analysis need. In other word, sample is part or piece of the population". The writer will use systematic sampling because it is suitable to get the sample in this research. According to Sugiyono (2013:123) says, "Systematic sampling is the technique of taking the sample according to the sequence from the population groups that has given serial number". Therefore, the total sampling of this research is 35 students. To collect the data, the writer uses observation and test. In analysis the result of the test, the researcher use t_{test} .

3. RESULT AND DISCUSSION

Based on the data analyzed, the observation sheet about the application of community language learning model on students' speaking competence of SMA Negeri 5 Padangsidempuan through 5 aspects of observation, obtained an average score 3.6 with Categorized "Very Good". The pretest, the researcher calculated the scores, it was found that the highest score was 85 and the lowest was 70. The mean of score of speaking ability before given community language learning model at the tenth grade of SMA Negeri 5 Padangsidempuan was 75.29 categorized "Good". The mean score of speaking ability after given community language learning model, the highest score was 95 and the lowest score was 70, the mean score was 84 categorized "Very Good". The description of the different data of before and after given community language learning model can be seen in the following histogram:





Based on the histogram, if we compared with pre test the score still categorized Good and after given post test the score was increased. Histogram shown the used of community language learning model is very good for increased students' speaking ability. From the research, it can be known that t_{test} is higher than t_{table} . ($t_{\text{count}} 7.15 > t_{\text{table}} 2.03$). It means that there is a significant effect of community language learning model on students' speaking competence at the tenth grade of SMA Negeri 5 Padangsidempuan or H_a was accepted.

DISCUSSION

After given pre test and post test to the students, the researcher finds the result of students' speaking competence before and after community language learning model. The score of students' speaking competence before community language learning is on the mean 75.29. Meanwhile the score of students' speaking competence after community language learning is on the mean 84. It can be seen that the students be more active on students' speaking competence after community language learning. Some of the research had been conducted are related to this research.

The researcher was found the result of students' speaking competence by used of community language learning with t_{test} is higher than t_{table} ($7.15 > 2.03$). So that the hypothesis was accepted. It means that there is a significant effect of community language learning on students speaking competence.

4. CONCLUSION

Based on the result of this research in chapter IV the researcher can concluded that: The application of community language learning model on students' speaking competence at the tenth grade of SMA Negeri 5 Padangsidempuan is 3.6. It is categorized "Very Good". The students' speaking competence before community language learning model at the tenth grade of SMA Negeri 5 Padangsidempuan is 75.29. It is categorized "Good". The students' speaking competence after community language learning model at the tenth grade of SMA Negeri 5 Padangsidempuan is 84 It is categorized "Very Good". The calculation of t_{test} formula is 7.15. While the sample consists of 35 students, where $N=35$ students. So, $(N - 1) = 35 - 1 = 34$. If we see the table score of t_{table} 5% significant level there is not df of 34. So, the writer takes the nearest df it is 34, the result is 2.03. After finding the score of t_{test} and t_{table} , both of the scores are compared. It is found that t_{test} is bigger than t_{table} ($7.15 > 2.03$). Based on the previous explanation, it has been found that the result of students' speaking competence after community language learning model is higher than the result of students' speaking competence before community language learning model. It means that there is a significant effect of community language learning model on students' speaking competence at the tenth grade of SMA Negeri 5 Padangsidempuan. Therefore, H_a in this research is accepted.

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