ENCOURAGING STUDENTS TO IMPROVE SPEAKING SKILLS THROUGH COMMUNITY LANGUAGE LEARNING

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Abstract. Particularly for speaking skill, the students often find some problems. The problem frequently found is that their native language causes they difficult to use the foreign language. Other reason is because lack of motivation to practice the foreign language in daily conversation. English teacher should be able to motivate the learners in learning this foreign language. Motivation is a change of energy in a person's which is characterized by the emergence of affective and reaction to achieve the goals. It should be done by every English teacher in order that the students are interested to learn this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the students will like it without boring and despair. This research focused to find out whether community language learning method able to overcome the problem. It is proved by the difference between pre-test and post-test result of the three components speaking ability and final score of the students speaking ability

Keywords: Community language learning, Speaking Skills, Encouraging Students

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INTRODUCTION

Indonesia is a multicultural society. There are many ethnically and linguistically distinct groups inhabited the archipelago. This reach refers to the diversity of skillfully ethnic language speakers. Those natives are born within the culture that bound them with the richness of their native language. This will give uneasy situation toward youngsters who are studying at any government institutions. Indonesian students, most of who have already equipped by their native language systems, are facing a difficult situation when they have to study a different language. Those students are learning to comprehend and master the national language, Indonesian language. Then at another year those students have to comprehend and master a selected foreign language, English language.

Anida (2018) stated English is taught as an integrated subject to develop the students’ language competences. It is learned by the students in order to communicate. Thus, speaking becomes one of the important skills to master. Its success is measured in terms of the ability to carry out the conversation in an interactive process. Despite it is significant, using English for daily activity is something very rare. It is only used in the classroom and some particular requirements in a proficiency test.

The students in SMK Muhammadiyah Parepare based on researcher observation often find some problems. The problem frequently found is that their native language causes they difficult to use the foreign language called interference. The problem was studied by some previous studies (Yusri et all., 2018; Yusri et all., 2018; Romadloni et all., 2017; Mantasiah & Yusri, 2018). Other reason is because lack of motivation to practice the foreign language in daily conversation. English teacher should be able to motivate the learners in learning this foreign language. Shaheen et al (2013) stated motivation is a force that modifies or directs behaviour; while learning is actually a modification of behavior which is permanent in nature and is caused by various psychological factors. It should be done by every English teacher in order that the students are interested to
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learn this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the students will like it without boring and despair.

The researcher tries to use Community language learning to overcome the problem above. Ariza (2002) wrote Charles Curran’s Community Language Learning (CLL), focuses on strategies that reduce anxiety, as the teacher plays the role of understanding and empathetic counselor. The method developed by Charles A. Curran and his associates. 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.

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 freely provide meanings they wish to express, to repeat target utterance without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counselors to other learners” Curran in Richard (2014)

LITERATURE REVIEW

Many linguists have definition about speaking. Brown (2001) stated that speaking is literally defined as to say things, express thought aloud, and uses the voice. He also said that spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processed on line. According to Oxford, speaking is to know and be able to use a language orally (1995). In the other hand, Bygate in Leon (2010) stated that speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages. Besides the statements above, Urr (1996) classified characteristics of a successful speaking activity, they are learners talk a lot, participation is even, motivation is high, and language is an acceptable level. Based on the ideas, the researcher defines that Speaking is one of the components of language that has function to express feeling, opinion, ideas, and emotions. Speaking is the produce the articulation of sound to express or state, also deliver the opinion and wish. Furthermore, speaking is more than just a message being transmitted from a speaker to a listener.

1. The Importance of Speaking

The capability of human to speak well, and accurate are very needed in delivering a wishes, thought, and etc. in order that the partner can understand what the speaker talks about. Referring to the importance of speaking ability, Haryanto (1994: 26) said that “human delivers a message and it is accepted by the communicant, so it had been occurred a communication between communicator and communicant”. If the communicant does not understand what the message conveyed is about, it will occur misunderstanding. The above opinion indicated that speaking ability is very important to everyone, because speaking is an instrument of social interaction. Furthermore, the speaking is a work that constitutes a complex problem and it is so important. Also, it cannot be separated from practice every day in daily life. To speak well, right and fluently, it needs more courses practice, although actually everyone had a potency of speaking skill.

2. Theory of Learning

In Oxford learner pocket dictionary (2009: 244) defines learning is knowledge gained by study, acquiring or getting of knowledge of subject or skill by studying, experience or instruction. Meanwhile, the community language learning view of learning is contracted with two other types of learning. The first is a putative learning. In this view the intellectual and factual process alone are regarded as the main intent of learning, to the neglect of engagement and involvement of the self” Curran in Richards (2014: 117). The second of learning is behavioral view or animal learning “in which learners are
‘passive’ and their involvement limited” Curran in Richards (2014: 117). Within this views, the development of the learner’s relationship with the teacher is the central. The successful in language learning follows from a successful relationship between learner and teacher, and learner to learner. So that, the teacher divides the learning into five stages and compared to the ontogenetic development of the child.

The first is “birth” stage, feeling, of security and belonging are established. The second is the learner’s abilities improve, the learner as child begins to achieve a measure of independence from the parent. The third, the learner “speak independently” and may need to assert his own identity, often rejecting unasked advice. The fourth stage sees the learner merely works upon improving style and knowledge of linguistic appropriateness. By the end of the stage, the child has become adult. The learner knows everything like the teacher does and be a knower for a new learner.

3. Definition of Community Language Learning Method

Community Language Learning Method (CLLM) is the approach that patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers, but rather are trained in counseling skills adapted to their roles as language counselors. The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client (Curran, 1976).

4. Stages Involved in Using CLLM

Richards and Rogers (1986) explain five stages involved in using this method. They are as follows:

a. Stage 1

First, he expresses only to the counselor and in English what he wishes to say to the group. Each group member overhears this English exchange but no other members of the group are involved in the interaction.

1) The counselor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language in phrases of five or six words.

2) The client turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrase. This is the client's maximum security stage.

b. Stage 2

1) The client turns and begins to speak the foreign language directly to the group.

2) The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

c. Stage 3

1) The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.

2) Same as 3 above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.

d. Stage 4

1) The client is now speaking freely and complexly in the foreign language. He/she presumes group's understanding.

2) The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed.
The client is sufficiently secure to take correction.
e. Stage 5
1) Same as stage 4.
2) The counselor intervenes not only to offer correction but to add idioms and more elegant constructions.
3) At this stage the client can become counselor to the group in stages 1, 2, and 3.

RESULT AND DISCUSSION

In this part, the researcher discusses the result finding above according to the scope of this research. In experimental class, the researcher started the activities by greetings, asking the students’ condition, checking the students’ attendance list and explained about material. Then, the researcher gave instruments to the students and explained how to do the instrument. During the treatment, the researcher with the researcher helper joined with the students group and tried to help them to speak up. For the first meeting, every student can’t say anything. The problem frequently found is that their native language causes them difficult to use the foreign language, that’s why the researcher should help them to say what the students want to say word to word. This method is one of the fifth stages of community language learning. Students looked enjoyed during teaching and learning process.

After giving the treatment for eight times to each class, there were improvements of the students score from pre-test to post-test. It was showed by mean score of posttest in experimental class was 7.7 and posttest in control class was 3.3. It shows that mean score of post-test by the students in both the classes are different which the mean score in post-test was higher than in pre-test and after applying in t-test formula, the result computation of t-test were -0.83 for pre-test and 4.79 for post-test. If we consulted with the t-table value with the degree of freedom (df) = n₁+ n₂ - 2 = 20 + 20 - 2= 38 and level significant α = 0.05= 1.697 were significantly different.

This indicated that the null hypothesis (H₀) is rejected and alternative hypothesis (Hₐ) is accepted. It means that the students’ speaking ability to the eleventh year students of SMK Muhammadiyah Parepare after being taught through community language learning method is better than before being taught through community language learning method. The result of the tests had shown that most of students are in poor classification score in pre-test. It was shown that the researcher observation that indicated that the students’ speaking ability was low before giving treatment. But in the posttest, most of them got good and very good classification score. It indicated that the students’ achievement in post-test increased because during treatment they were taught through community language learning to improve speaking ability of the eleventh year students’ of SMK Muhammadiyah Parepare.

This research support some researcher conducted by Sahril, and Rahman. In Sahril (2011:44) her research concludes that the use of community language learning method (CLLM) was effective in speaking teaching for the eight year students of SMP Darul Hikmah Mataram in school year 2011/2012. Sahril found that the mean score of pre-test and post-test for experiment group were 46.45 and 51.85, while for control group were 41.2 and 45.3. In testing the hypothesis, He used t-test formula. He found that t-test was 2.280 and t-table in significant rank 0.05 (5%) was 2.021. It proved that t-test was higher than t-table (2.280 > 2.021). So the alternative hypothesis was accepted. The other research is by Rahman (2006). It was the effectiveness of Community Language Learning Method (CLLM) through group work. He had taken 235 students as the population and only 20 students as the sample of the study. The result that found is community language learning method through group work in teaching speaking of second year students of Senior High School (SMA) Muhammadiyah Mataram in academic year 2005-2006 is very effective. He correlated the two variables. He has used the experimental
research for his design research. From the research, he found out the good result too. It means using group work technique has the better result.

After applying CLLM in teaching and learning process, the students speaking ability improved. The researcher concludes it by comparing the result of the pre-test and the post-test. Where, Before the students were taught by using community language learning method, most of them could not answer the researcher’s question well. In fact, they combine their language, Indonesia and English to answer the question. Some of the students’ reason were they did not know the meaning of the question that the researcher give, their vocabulary was lack and they felt shy caused of their anxiety in making mistakes in front of the camera and that will make their friends or researcher laugh to them. Therefore, although many things were in their mind they could only tell a little or nothing of them. After the students were taught by using community language learning method the result in the post-test shows that the students who difficult to convey their answer are better than before doing the treatment. The students’ pronunciation is better and their utterances more accurately and easy to understand. The following table reveals the improvement of the students’ speaking ability.

Table 1. Scoring Classification of the Experimental Class on Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Predicate</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classification</td>
<td>Score</td>
<td>F (%)</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>9,00 - 10,00</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>8,00 - 8,99</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>7,00 - 7,99</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>0,00 - 6,99</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above describes that the students speaking skill in experimental class improved. Where, in pre-test students score are classified into C, and D. There is 1 (5%) student got fair scores, 19 (95%) students got poor scores, and none students got A, and B scores.

Table 2. Scoring Classification of the Control Class on Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Predicate</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classification</td>
<td>Score</td>
<td>F (%)</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>9,00 - 10,00</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>8,00 - 8,99</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>7,00 - 7,99</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>0,00 - 6,99</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

While, in post-test students score are classified into A, B, C, and D. There were 2 (10%) students got A, 6 (30%) students got B scores, 5 (25%) students got C, and 7 (35%) students got D scores.

Students in control class also improved but only a little improvement. There only 10% improvements of them. Where 1 (5%) student got A score, 1 (5%) students got B score, none student got C score, and still 18 (90%) students got D scores.
Table 3. The Mean Score and Standard Deviation of Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>The Test of Experimental Class</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>2.8</td>
<td>1.64</td>
</tr>
<tr>
<td>Post-test</td>
<td>7.7</td>
<td>2.53</td>
</tr>
</tbody>
</table>

Table shows that the students speaking ability shows an increase. Where the mean score in pre-test is 2.8 and the standard deviation is 1.64. In the post-test, the mean score of the students improve up to 7.7 and the standard deviation 2.53.

CONCLUSION

Based on result of the data analysis and the discussion in the previous finding, it can be concluded that the application of community language learning method can improve the students speaking ability of the eleventh year students of SMK Muhammadiyah Parepare significantly. It is proved by the difference between pre-test and post-test result of the three components speaking ability and final score of the students speaking ability. Where, the result of the t-test in post-test is 4.79 while the t-table is 1.697. It shows that t-test value is higher than t-table value. By correlating this result with the testing hypothesis, it indicates that null hypothesis \( H_0 \) is rejected and alternative hypothesis \( H_1 \) is accepted.

REFERENCES


