



The Implementation of Community Language Learning (CLL) to Improve Students' Speaking Achievement at Vocational School in Lampung

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Abstract

The purpose of this study is to identify whether the Community Language Learning (CLL) method could improve Students' Speaking Achievement. This study was quantitative study. In collecting the data, the researcher used Post Test and Pre-Test Speaking. The subject of this study was the students in SMK Yasmida Ambarawa, Pringsewu, Lampung. The result of this study showed that the t value is 4.219. For the t value is 4.219 t table 2.064 And for the sig. (2-tailed) value was is 0.05 (p 0.000). It can be concluded that there was a significant difference between the pretest and posttest scores of the students in Implementation of CLL Method. It was supported the gain of pre and post-test was 5.80. Thus, the further researcher is suggested to use another skill in English by Implementing Community Language Learning (CLL).

Keywords: *Community Language Learning; Implementation; Achievement Gain and Skill*

Introduction

Speaking is an important means for communicating. Bahadorfar and Omidvar (2014) and (Maharani, 2016). Nowadays, Living in the of globalization era, being able to speak English will be a necessity in order to be able to build social relationships and to create good communications with other people who come from different countries. (Nunan, 1995) argues that the important factor of studying language is speaking when the language is a natural language or target language and the achievement is quantified by the skill of language students to complete discussion in the language being studied. Based on the explanation above, speaking is a crucial skill in communication process, express and give reactions when the students have a discussion and dialogue with others.

Through speaking, human can deliver their ideas, feeling, knowledge, opinion or message to other. In indonesia, the students in senior high school are still get difficulties to be able speak english well, because english is as the second language. In line (Alharbi, 2015) stated that learning to speak English is not an easy task. In addition, Nunan (1999) claims that the ability to function in another language is generally characterized in terms of being able to speak that language. People measure the mastery of a language by seeing whether one can speak the language or not. To make students easier in practicing english in communication, as the teacher we must give more opportunities for the students to communicate or speak each other in the class and one of the way is by Implementing Community Language Learning (CLL).

Community Language Learning (CLL) is called as a ‘humanistic’ methodology which involves psychological aspects with students working together to develop their skills in the language that they want to or have to learn. This method is firstly developed by (Curran, 1976) and his associates, where the teacher functions as a counselor and the students function as the clients. Curran is a specialist in counseling and a professor of psychology at Loyola University, Chicago.

In Indonesia, English is the second language which is used by people. The government gives special attention and it has been done as one of Compulsory Subject for the students in all level, start from elementary school, junior high school and senior high school. It should be, the students face it fluently for communication, but in fact, there are still many students get difficulties in using English for communication. Even though there are many methods can be used to increase students’ speaking, CLL method is chosen by researcher. The studies about The Implementation of CLL had been well documented, but the study of Implementing CLL in novice level of students in vocational school is still rare. So that the researcher will conduct the research The Implementation Of Community Language Learning (CLL) To Improve Students’ Speaking Achievement.

This study will focus to identify whether the Community Language Learning (CLL) method could improve Students’ Speaking Achievement At The Tenth Grade in SMK Yasmida Ambarawa.

Literature Review

In previous study, (Azam, 2012) stated that Community Language Learning (CLL) had significant effect for achievement students’ speaking. The result of student’s speaking achievement was increase. In line Prabhavanthy (2012) stated that the community language learning method is useful for students to achieve the target language. The students had more time to practice their English, able to ask the teacher as a counselor while finding the difficulties about the vocabularies that they wanted to share their friends. Brown (2008) stated that the teacher has a role as counselor who helps students in their activity in learning process if the students face difficulties to speak English. For Curran, as was stated by (Chimombo, Counseling-learning/community language learning: A method, 1993), viewed all learning as progressing over five stages paralleling the five stages of human development, via: 1st the first stage is called the embryo, the second stage the fetus, then comes the birth stage followed by adolescence and finally adulthood. In language learning, stage 1 is the stage when the learner (client) knows nothing and totally depends on the teacher (counselor), who knows everything. Then a little bit later she grows up to become an independent learner. In the third stage the learner is increasingly able to say what she wants using her native language with the counselor’s help to translate her utterances into the target language. Then there is a basic difference between stages 3 and 4 when the client can present utterances correctly and the counselor’s role is only to correct any incorrect utterances and to advise how to make better utterances. (Halimah, 2014) stated that the use of CLL showed students success in speaking. They enjoyed their lesson more, and were motivated interested and confident during teaching learning process. Fauziyah (2018) suggested that CLL in teaching speaking could be applied and developed by English teacher to have better teaching speaking. (Halimah, 2014) recommended that the CLL method should be extended for teaching-learning other language skills, such as phonology, conversation skills, interpreting, and drama. (Curran, 1976) does not provide explicitly the procedure of teaching foreign language through CLL. Cited in the book “Teaching English As A Foreign Language”, (Setiyadi, Teaching English As A Foreign Language, 2020) stated that Language teachers have to develop principle of CLL by considering condition and situation where language learners are learning a foreign language. The procedure of CLL may be developed in different ways, depending on the culture, the proficiency level, and the classroom setting. There are procedures are recommended when teaching-learning using the CLL Method:

- 1) Translation.
- 2) Group work.
- 3) Recording.

- 4) Transcription.
- 5) Analysis
- 6) Reflection and observation.
- 7) Listening.
- 8) Free conversation.

In other research, (Nagaraj, Application of community language learning for effective for effective teaching, 2009) stated steps in CLL, as follow:

- 1) Recording the students' speaking,
- 2) Transcribing the students' speaking,
- 3) Reflections on the experiences in the learning process,
- 4) Reflective listening,
- 5) Self-correction and finally
- 6) Small group tasks achieve a goal

Method

This study was quantitative study. In collecting the data, the researcher used Post Test and Pre Test Speaking. The subject of this study was the students at the tenth grade of SMK Yasmida Ambarawa, Pringsewu, Lampung in Academic Year 2022-2023. In collecting the data the researcher used Pre and Post Test speaking and scoring rubric by Brown (2004). Then, in analyzing the data the researcher used Independent group T-test in SPSS 25.

Result and Discussion

To identify the statistical calculation whether the Community Language Learning (CLL) method could improve Students' Speaking Achievement At The Tenth Grade in SMK Yasmida Ambarawa, here is a table with the explanation.

Table 1. The Comparison between Pre and Post Tests of Class Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	45.6	25	10.832	2.166
	Pretest	39.8	25	8.098	1.619

From the table above, it showed that the mean score on the pre-test was 39.80, and the mean score on the post test score was 45.60. Then, in Table 2, it displayed the results of statistical calculation for pre-and post-test of this research.

Table 2. Statistical Calculation between Pre and Post Tests Samples Test

		Paired Differences							
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Posttest - Pretest	5.80000	6.87386	1.37477	2.96261	8.63739	4.219	24	.000

Based on the table above, it is known that the t value is 4.219. For the t value is $4.219 > t$ table 2.064, it can be concluded that there is a significant difference between the pretest and posttest scores of the students. and for the sig. (2-tailed) value was < 0.05 ($p = 0.000$), so it means that scores of pre-test

and post-test for implementation of CLL Method at the tenth grade in SMK Yasmida was significantly different. It was supported the gain of pre test and post test was was 5.80.

The Implementing of CLL in learning process could improve students' speaking achievement. The students practice their english in paired, teacher was as counselor. The use of CLL to the students was to learn how to use the target language communicatively. By grouping, the students would interact each other everyday, it appeared that the less capable students have a strong propensity to become passive. The instinct is to believe that such students are not driven or interested, which would explain their lack of engagement. However, another explanation for their passivity is that they don't want to slow down their group because they feel embarrassed over not understanding something their group members do.

Conclusion and Suggestion

The use of community language learning improved the students' achievement to speak english; it was proven by and for the sig. (2-tailed) value was $p < 0.05$ ($p = 0.000$) and the t value is 4.219. For the t value is $4.219 > t$ table 2.064. the gain of pre and post test was 5.80. It can be concluded that there is a significant difference between the pretest and posttest scores of the students. The increase of gain score of post-test of students was 5.80. in improving the students' ability in speaking. Thus, the further researcher is suggested to use another skill in English by Implementing Community Language Learning. (CLL).

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