

CHAPTER I

INTRODUCTION

A. Background

Language plays an important role in human life. One tries to acquire, learn and use language as a means of communication, and simultaneously as social symbol of humanity. The most important thing in using language is how to utilize it as tool of communication and interaction (Al-wasillah 1990:41). It will be more important to consider that basic consideration of language is communication, and it will be used to deliver idea, needs and feeling one another. When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language (Wardhaugh, 2006:1).

Learning foreign languages, especially English, it seems not only monopoly of the civilian educational institutions, military institutions also proved successful in it. One of them is intensive training for selected military members. Known as LDS (*Latihan Dalam Satuan*) Bahasa Inggris is deliberately organized with the aim that every selected member of the military who join the program can master foreign languages, especially English language within the time set just about 6 months. Furthermore, in turn it is also expected to support the achievement of the armed forces to be able to communicate with international community, by the time they are doing the Foreign Service (Based on interviews with Kapten CZI Hanif Tupen, S.T. as a coordinator of the LDS Bahasa Inggris).

Asrama Yon Zipur 9 is one of the military institutions located in Ujung Berung Bandung. There have been held an intensive training for selected members. The purpose of this intensive training is to prepare the soldiers in order they can master the English language. Which later the selected soldiers will be done the Foreign Service. And the most emphasized in this intensive training is the ability to speak that is very important for smooth communication (Based on interviews with Kapten CZI HanifTupen, S.T. as a coordinator of the *LDS Bahasa Inggris*).

The important role of English for soldier is very real. This is because sometimes they will be done foreign Service. In fact, most of soldiers are not be able to communicate when they are in duty .According to the experiences narrated by Kapten CZI Hanif Tupen, S.T., most of soldier are lack of confidence, it is also a factor why they can not communicate with well.

There are some methods in language teaching. One of them is Community Language Learning (CLL). In Community Language Learning (CLL) class, we are supported by a small community of learners and it includes classic method or traditional. CLL is one of the so-called 'designer' methods which arose in the flurry of methodological experimentation in the 1970's (along with The Silent Way, Suggestopedia, TPR etc.), which form part of the Humanistic Approach to language learning. The key features of all these innovative methodologies are that; they all in some way flouted the current language teaching orthodoxy, that they all had a *guru* who was regarded by devotees of the method with something approaching religious awe, and they all developed from outside language

teaching, they were all fairly rigidly-prescriptive, and they all emphasized the learners' responsibility for their own learning (Maley,2011).

Knowing that theoretical view and empirical phenomenon, it is interesting to investigate the effectiveness of Community Language Learning strategy in improving military student's speaking ability at Intensive class in Asrama Yon Zipur 9. Based on the above description, the writer will conduct the research under the title: THE EFFECTIVENESS OF COMMUNITY LANGUAGE LEARNING IN IMPROVING MILITARY STUDENTS' SPEAKING ABILITY (An Experimental Study at the military class of Asrama Yon Zipur 9 Ujung Berung Bandung).

B. Statement of Research Problems

To make the problem clear, it is necessary for the writer to limit the problem. The limitation of the problem as follows: The effectiveness of using Community Language Learning in speaking ability. Based on the above statement, the writer formulates the statements of research into three main questions:

- a. What good is military students' ability in speaking skill taught by using Community Language Learning strategy?
- b. What good is military students' ability in speaking skill if taught by using conventional teaching speaking?

- c. How significance is the difference between military student's ability in speaking skill if they are taught by Community Language Learning and conventional teaching speaking?

C. Purpose and Significant Research

In accordance with the main problem above, the aims of this research will be directed:

- a. To investigate the effectiveness of military students' ability in speaking skill taught by using Community Language Learning strategy.
- b. To investigate the effectiveness of military students' ability in speaking skill taught by using conventional teaching speaking.
- c. To investigate the significant difference between military students' ability in speaking skill taught by using Community Language Learning and conventional teaching speaking.

D. Research Significances

Research significance discusses about the benefits of this research. Therefore, this research is expected to give some contributions to anyone who reads and relates to this research. These research significances are as follows:

1. Theoretical Significance

Theoretically, the results of this research are hoped to be used for either source or material references for anyone who wants to develop speaking ability by using Community Language Learning in English teaching and learning.

2. Practical Significance

For the writer, this research is expected to give valuable experience in developing English knowledge, especially in using Community language Learning.

For the teachers, this research is expected to give some variations of teaching by using new strategy to improve the process of teaching learning English. Moreover, this research aims to make aware teachers to think that new strategy are not both something expensive and difficult to get but new strategy are both something cheap and easy to do. For example, English teacher can apply Community Language Learning as alternative strategy in teaching speaking.

For the students, this research is expected to give fun direct experience to the students. It can help to solve problem of the students' difficulties on speaking because Community Language Learning can increase motivation through students' direct experience in teaching and learning English.



E. Rationale

Community Language Learning (CLL) is a method of learning, it takes principle for the more general counseling learning developed by Curran (1972) was inspired by Rogers view of education in which learning in a classroom are regarded as a "group" rather than a "class" a group are of certain therapy and counseling. In this method there are two roles that should be played in the process of language teaching and learning. The first role is counselor, which is played by

the teacher and the second role is the clients, which are played by a students (Prasastie:2008).

This method is based on several theories. First, it is based on the idea that what is actually learnt by a human being is generally in his cognitive and affective areas (Subiyakto, 1988). It means that a learner gets all of the inputs from outside world through his mind, which can be considered as his cognitive ability and also through his feelings, which can be considered as his affective ability. Creating a learning atmosphere that facilitates a learner to communicate and interact with others freely seems to be the best way to maximize a learner's cognitive ability as well as his affective ability (Prasastie,2008).

The second theoretical base of this approach is quite similar to the first. According to Pateda (1991:103) who quoted from Atmodarsono (1984:22) as an effort to learn a second language, Community Language Learning is based on several factors in a learner's mind such as attitude, emotion and motivation. It is clear from this statement that this method is dealing mostly with the internal factors of a language learner. Pateda (1991:103) also mentions that this method is based on the interactional theory as well. It means that language can be used by an individual as a mean to have an active interaction with others in a community.

The next theoretical premise of this approach is basically directed to achieve the personal needs of the individuals. It is confirmed by Tarigan (1989:232) that this approach is based on a particular assumption saying that a person as an individual needs to have an understanding and assistance from others

to go through the process of achieving not only their personal values but their personal goals as well.

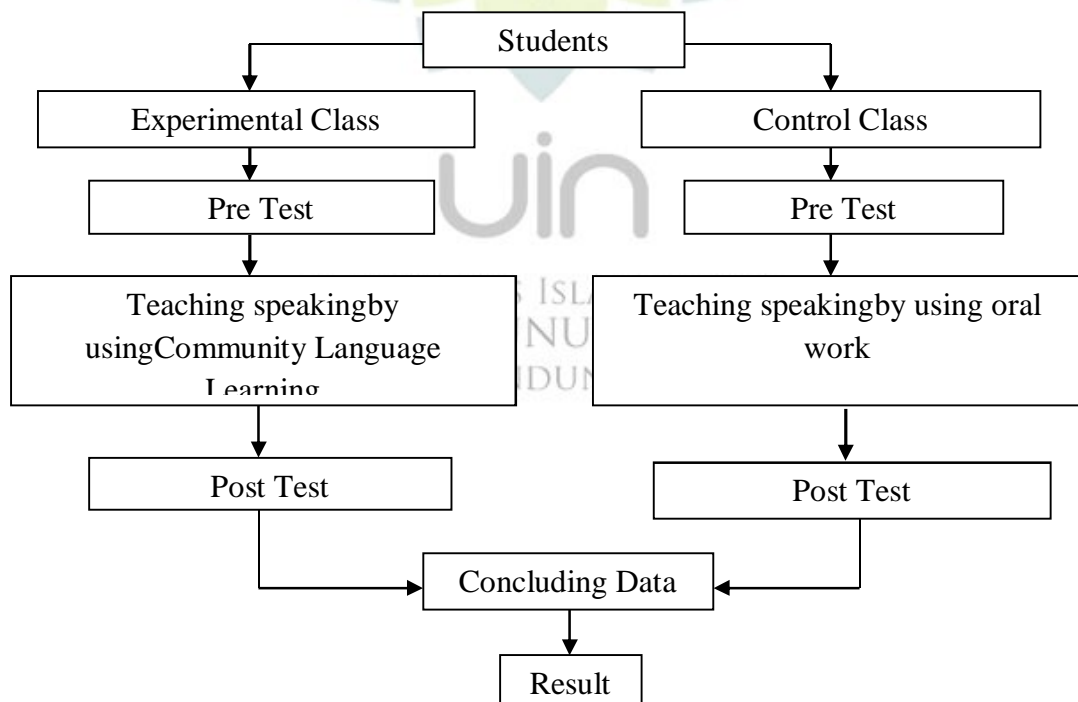
The some steps of Community Language Learning method that can be conducted in real life taken from Brown (2000:104) above can be developed further as shown in the work of Subiyakto (1988:49-80) below:

1. The groups of student are limited from 5 to 10 people in order to get a more effective teaching process. The students are asked to choose a topic based on the general agreement among them. Once they are ready, they record their sentences or utterances one by one.
2. After taping for 20 minutes, the teacher stops the activity and asks the students to listen carefully and play the recorded sentences or utterances of the students.
3. After listening to the tape, the teacher stops the tape to give a chance to the students to make some suggestions to improve the recorded sentences or utterances.
4. On the next meeting, the students are asked to listen to the record once again and write down the transcription of the record together.
5. After reading the transcription written by the students, the teacher can determine which language structures that should be learnt more thoroughly.
6. By using the sentences made by the students, the teacher can give the instruction to change a form of sentence into another form of sentence, for

example from statements into questions. The teacher can also give other language exercises, for example making sentences or utterances to invite special responds from the students.

After observing the work system of Community Language Learning, the researcher will try to investigate the effectiveness of Community Language Learning on military student speaking ability by using experimental method of investigation. To make it clearer, the researcher will describe the above rationale in the following chart:

Figure 1.1. The Model of Research of Teaching Speaking by CCL



F. Hypothesis

Hypothesis is from two words, “hypo” is under and “thesa” is true. It’s a prediction of possible outcome of study that must be proven by the experiment. So, hypothesis is a tentative statement about the research problem until proven by the collecting data (Arikunto, 2006: 71).

Two hypothesis of the study were formulated as follows:

$$H_0 = X_1 = X_2$$

H_0 : There is no significance difference of military students’ speaking ability between the class using teaching Community Language Learning strategy as a treatment and class without treatment.

$$H_a = X_1 \neq X_2$$

H_a : There is significance difference of military students’ speaking ability between the class using Community Language Learning strategy as a treatment and class without treatment.

G. Research Methodology

The writer chooses experimental study because it is the only type of research that directly attempts to influence a particular variable and it is the only way to investigate about cause and effect relationship. The basic idea of experimental research is tries something and systematically observes what

happens. In an experimental study, the writer looks at the effect of at least one independent variable on one or more dependent variables.

The independent variable in experimental research is also frequently referred to the experimental or treatment variable. The dependent variable, also known as the criterion or outcome variable, refers to the results or outcomes of the study. The researcher will investigate to analyze two variables (Johnson and Christensen, 2010: 231). They are about Community Language Learning strategy (X) and speaking ability (Y). Community Language Learning as an independent variable speaking ability as a dependent variable.

There are two groups taken for this study. First is the Experimental Group (EG) which will be treated by the strategy of Community Language Learning. Second is the Control Group (CG) which will be treated by using non-Community Language Learning strategy or conventional speaking.

The experimental design in this study is described schematically as the following:

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG
Table 1.1 Experimental Design

Sample	Pre Test	Treatment	Post Test
Experimental Group	X1e	T	X2e
Control Group	X1c	-	X2c

Notes:

X1e : Students' speaking achievement of experimental group in pre test

X1c : Students' speaking achievement of control group in pre test

X2e : Students' speaking achievement of experimental group in post test

X2c : Students' speaking achievement of control group in post test

T : Treatment using the strategy of Community Language Learning

1. Research Type

Quantitative research is a type of educational research in which the researcher decides what to study; asks specific, narrow question; collects quantifiable data from participants; analyze these numbers using statistics; and conducts the inquiry in unbiased, objective manner (Johnson and Christensen, 2010: 46).

The characteristic of quantitative research are an emphasis on collecting and analyzing information in the form of numbers, an emphasis on collecting scores that measure distinct attributes of individuals and organizations, an emphasis on the procedures of comparing groups or relating factors about individuals or groups in experiments, correlation studies, and surveys.

In this research the data will be taken from pre-test, post-test, interview and observation. Pre-test and post test include a quantitative analysis because it is asks specific and narrow question. And then, observation and questionnaire include qualitative data because asks broad and general questions. In this case, pre-test and post-test is as the primary data and observation and interview are as the secondary data. So, this research mainly employs quantitative analysis.

2. Population and Sample

Population is a large (sometimes infinitely large) group about which some information is desired (Kranzler and Moursund, 1999: 77). The population of this

research is all military students of Intensive class at Asrama Yon Zipur 9 Ujung Berung Bandung which consist of 80 students.

Sample is a subset of a population, a smaller group selected from the population (Kranzler and Moursund, 1999: 77). Technique of sampling in this study is random sampling. Simple random sampling is one form of the general set of sampling procedures referred to as probability sampling. As Birchall (2005) said “This is the ideal choice as it is a ‘perfect’ random method. Using this method, individuals are randomly selected from a list of the population and every single individual has an equal chance of selection”.

The sample of this research is 80 military students of the intensive class at Asrama Yon Zipur 9 Ujung Berung Bandung. The first class is 44 military students as experimental group and the second is 36 military students as the control group.

3.Data Collection

The term data refers to the kinds of information researchers obtain on the subjects of their research. Demographic information, such as age, gender, ethnicity, religion, and so on, is one kind of data. An important decision for every researcher to make during the planning phase of an investigation, therefore, is what kind of data he or she intends to collect.

The data device (such as a pencil and paper test, a questionnaire, a rating scale, and so on) the researcher uses to collect data is called an instrument. This research uses test and observation to collect the data (Johnson and Christensen, 2010: 89).

a. Tests

Test is a series question or exercise and other tools that used for measure skill, intelligentsia, knowledge and talent some groups or individual (Arikunto, 2006: 180). These are two tests that the researcher will use: pre test and post test.

-Pre Test

Pre test is a test given to the students before they begin the treatments. The subject of this pre test is 80 military students of intensive class of Asrama Yon Zipur 9 Bandung. The pre test is used to measure basic skill of students' speaking ability before they are taught by use Community Language Learning and oral work methods. The test used in gaining data is multiple choice items and true false items.

-Post Test

Post test is a test given to the experimental and control group after the third meetings, or after the treatments for experimental group. The aim of the post test is to find out the effectiveness of Community Language Learning as alternative teaching strategy to improve students' speaking ability. The subject and the shape of test are same with pre test.

b. Interview

The oral interview has been widely used as a research tool. Kvale (1996: 14) remarks, as an *inter-view*, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge

production, and emphasizes the social situations of research data. In an interview, the researcher conducts a face to face interview with the teacher who had taught the military students before. The purpose of the interview in this research is to gather data in experimental situations. On other word, this interview use to get the data about objective conditions at Intensive Class of Asrama Yon Zipur 9.

c. Observation

The study will use observation technique to collect and to know the data that will be investigated. Observation is monitoring, included an activity of making cares to some object with used all of the five senses (Arikunto, 2006: 156). This study will observe the general condition of Intensive class in Asrama Yon Zipur 9 such as visions, missions, mottos, the geographical location and the class facilities.

H. Data Analysis

DANDUNG

a. Testing the normality for pre test in experimental class and control class by conducting the procedure as follow:

1. Calculate the mean

$$\text{Mean } (\bar{x}) = \frac{\sum X}{N}$$

(Sudjana,2005:70)

2. Calculate the standard deviation (S)

$$\text{Standard deviation (S)} = \sqrt{\frac{\sum(x - me)^2}{n}}$$

(Sudjana, 2005: 93)

which shows the degree of group variation or measurement of standard deviation of median.

3. Calculate the t-test

$$t\text{-test} = \frac{\bar{x} - \mu_0}{\frac{S}{\sqrt{n}}}$$

(Sudjana, 2005: 193)

4. Looking at t-table from distributin table with level of significant of two tail test is 1%, and degree of freedom (df) = $n - 1$.

b. Determining the homogeneity test of two variants by conducting the steps as follow

1. Determining score F

Formula

$$F = \frac{\text{the largest variance}}{\text{the smallest variance}}$$

(Sudjana, 1992:249)

This formula is used to examine the hypothesis of population that has two variants alike.

2. Determining the degree of freedom of data

$$df_{\text{numerator}} = n_1 - 1$$

$$df_{\text{denominator}} = n_2 - 1$$

Degree of freedom is used to determine criteria of examination distribution population

3. Determining homogeneity of data with criterion

- It is called homogeneous if $F_{table} > F_{count}$
- It is not homogeneous if $F_{table} < F_{count}$

c. Testing the differences between the two interrelated averages as can be looked for the t-test by using the formula

1. Determining the t-test by using formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where by:

$$S^2 = \frac{(n_1 - 1)S_1 + (n_2 - 1)S_2}{n_1 + n_2 - 2}$$

2. Make a decision testing of hypothesis

