

CHAPTER I

INTRODUCTION

This chapter elaborates on background, research questions, research purposes, the significance of the research, limited of the study, rationale, and previous research.

A. Background

In EFL speaking classes, it is reported that many students get problems in developing their speaking skills. The problems include grammatical mistakes, poor vocabulary, and less motivation (Nur, 2013). The problems are caused by multiple aspects, such as their low self-confidence, their limited vocabulary, and the strong interference of their mother tongue (L1). Daulay (2019) said some of the problems faced by students in speaking are arising from themselves. They always think that speaking English is difficult, so their interest in learning becomes less. Additionally, they have problems with accent and pronunciation, because they are affected by their mother tongue so they have difficulty when pronouncing English words. Lastly, their vocabulary is limited so they cannot express their ideas freely when speaking English.

To deal with these problems, the teacher should find engaging activities that can solve the students' problems. It aims to make students more comfortable in the learning, their attention increases, and builds their self-confidence. Puspitasari (2011) said when students feel afraid of making mistakes in speaking English, the teacher's job is to help the students grow their self-confidence and gives an understanding that learning English is very interesting and not difficult as long as we want to practice.

In responding to the problems, community language learning (CLL) could be a solution. It is a method like a counselor-client relationship. The teacher's job is as counselor which guides the students and the students are the clients. Damayanti (2012) states in the CLL method the students must communicate using English without afraid or shame. The teacher provides more opportunities for students to practice speaking English based on whatever they want to say. Then, when the

students do not know the target language the teacher's role as a controller is to tell about the target language. The purposes are to give enthusiasm for the students to express their ideas, so the students will increase in learning English, especially in speaking.

CLL has been studied by some previous researchers. First, Natalia (2017) investigated how the CLL affected to the students' speaking ability on the Grade Eleven of SMA Negeri 1 Buay Madang OKU Timur, South Sumatera. She found that the students who were taught through the CLL method performed higher than students who were not taught the method. Second, the previous research by Nurhasanah (2015) used the CLL method to know the development of students' participation in speaking class. The research is Classroom Action Research conducting pre-test and post-test within 2 cycles. Each cycle consists of planning, acting, observing, and reflecting. The result shows that the students' participation and motivation were increased.

Based on the researcher's limited observation at Grade Eight of Baabussalam Islamic Boarding School in Bandung, West Java, the students had problems of speaking English affected by two factors, which are external and internal. In the observation, the researcher distributed a questionnaire exploring the source of English-speaking problems to the students.

The external factors are that the students did not have sufficient sources of learning. They learned only from the teacher's lecture. Moreover, they were not supported by good school facilities, for example library or language laboratory. These facilities are important in support the student's learning. According to Dimiyati (2013) the school facilities and infrastructure are very important as a means to assist and facilitate the students in the learning process. In the other sides, as boarding students, they have little time to learn, especially in learning English because they have other demands that they should do.

In internal factor is the students having a bad attitude towards English lessons. In their brains learning English is difficult, so their interest when study becomes less. Even, there are some students said that they are only Indonesian, so

learning English is not important. Therefore, they deserve to be participants for this research and need a solution to at least reduce some of their difficulties.

The researcher considers CLL as a method that can be used in teaching English to improve students' speaking ability. The research could give a more comprehensive picture of how CLL is done in the classroom. It does not explore the effect of CLL but investigates the process of the implementation of CLL by the researcher and the students' responses toward the method.

B. Research Questions

Based on the background explanations, this research are formulated into the following problems, they are:

1. How is the process of the implementation of CLL method in teaching speaking skills?
2. How are the students' responses of the implementation of CLL method toward students' speaking skills?

C. Research Purposes

This research has the following purpose, they are:

1. To analyze the process of the implementation of CLL method in teaching speaking skills.
2. To analyze the students' responses of the implementation of CLL method toward students' speaking skills.

D. The significance of the Research

There are several significances in this research. *Practically*, CLL can gives beneficial for the teacher as a teaching method to help the students in improving their speaking skills.

Theoretically, CLL can be material information that useful in teaching-learning based on some studies which have been done regarding the students' speaking skills.

E. Rationale

Speaking is a process of producing and interactively receiving meaning and information (Bailey, 2005). Furthermore, according to Maharani (2016) speaking

is the ability to produce and express language based on the speaker's experience and environment. So, it can be concluded that speaking is an action to express the information or meaning from the giver to the receiver.

Harmer (2007) states there are several activities that the teacher gives to the students to engage them in the speaking class. The activities provide opportunities for the students to practice their English speaking. Through the activities, they could speak about their real-life or daily habits in the classroom. It allows the students to speak in English more and the teacher to wrap up the learning with her feedback. So, the students can understand what aspects of their speaking are good and what must be improved. Moreover, the activities could make the students' speaking more fluent and confident.

Learning to speak is a skill that is still required in Junior High School. The systematic research about the promotion of public speaking skills among elementary school children is unexpectedly scarce (Herbein et al., 2018). Many students feel uncomfortable because they are embarrassed when speaking in front of many people, especially when speaking English. They are afraid to utter incorrect pronouncements or words that would make them a joke for people. So, it keeps them do not have any support to do it.

Besides, the students will hard to understand the lesson when they feel bored, and their attention also will turns to others. Therefore, several methods can be used by the teacher to makes the teaching and learning process more creative and fun. In this research, the researcher tries to implement the CLL method in teaching English. CLL is a method developed by Charles A. Currant and his associates. This method was inspired by a counseling-leaning by Rodgers' view of education in which learning in the classroom is viewed as a "group", not a "class". Counseling is a person who provides advice, assistance, or support to people in need. Meanwhile, CLL itself refers to counseling where the teacher's role is as counselors and the learners are clients in the language class.

Curran argues that teachers must consider their students as "whole persons" to be successful in teaching a foreign languages. The point of a whole human being is that teachers pay attention and consider their comfort, feelings, physical

reactions, and their desire to learn, not just considering the intelligence of their students. With this method, the teacher wants the students to learn how to use a second language well. When the learning process, the role of the teacher is to guide the students, the teacher is also tasked with training students psychologically. Therefore, the teachers must know and understand the character of each student to facilitate their guidance.

In the process of applying the CLL method, the teacher divides the students into groups consists of 4-5 students, and then sit in a circle. After that, the teacher stands outside the circle and the teacher gives a topic. When learning begins, the students are free to say whatever they want to say and they are allowed to use their first language (L1). When the students do not know the target language that they want to say, the students can ask it to the teacher. After that, the teacher provides the target language to the student, and then the student repeats the target language that they received from the counselor.

From the descriptions above, it can be concluded that when teaching using the CLL, the student-centered is emphasized and teacher-centered is minimized. Therefore, using this method is a technique that is quite interesting in teaching students' speaking English.

F. Limited of the Study

This research focuses on two things. First, to explain the process of the implementation of the CLL method in speaking class. Second, describing the students' responses toward the method.

G. Previous Research

There is some previous research to support this study. First, Halimah (2018) investigated how the use of CLL affected the development of students' speaking skills. The students are the second-semester students of a university in West Java. This research is a classroom action research, employing three cycles. In each cycle, data were taken from observations, questionnaires, interviews, and tests. The research concludes that using CLL in the study was successful and it could make students more enjoy learning, more motivated, and increase their self-confidence.

Second, Muttaqin (2019) investigated the effect of material remedial learning using CLL to develop the students' speaking skill in Grade Eight of Multazam Junior High School in Semarang. The study is a classroom action research, employing two cycles. In each cycle, data were taken from observations and score ranking sheets. The research concludes that using CLL can make students feel comfortable when learning and their speaking skills increase.

Third, Fauzi (2017) compared two groups of students; those who received CLL and those who do not receive the method. The study was done on the second-semester students of ABA Persada Bunda in Pekanbaru. The study is an experimental design. It concludes the group which got CLL performed better in English speaking than the other group. It means CLL is effective in the speaking class.

The previous studies are different from this present study. The previous only focuses on the influence of the CLL method on students speaking skills. This research explores the process of the implementation of CLL and knowing the student's responses toward the method.

