Community Language Learning to Improve Students' Speaking Skill

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Abstract	The aim of this research is to find out the improvement of students' speaking skill by using community language learning. Classroom action research was used to conduct this research with 20 participants of students XII IPS-2 at SMA N 2 Siabu in Academic Year 2019/2020. The data were collected from speaking test, observation and interview in cycle one and cycle two. The indicators of students' speaking skill are measured from accent, grammar, vocabulary, fluency and comprehension. The result of this research showed that the improvement of mean score of the students' speaking skill from cycle 1 into cycle 2 was categorized into very good category. **Key Words:** Community Language Learning; Speaking Skill; Teachers' Strategy; Vocabulary; Accent.
Abstrak	Tujuan dari penelitian ini adalah untuk membuktikan peningkatan keahlian berbicara siswa dengan menggunakan *community language learning.* Penelitian tindakan kelas yang terdiri dari dua siklus diaplikasikan pada penelitian ini dengan 20 siswa kelas XII IPS 2 sebagai partisipan di SMA N 2 Siabu tahun ajaran 2019/2020. Data dikumpulkan dari hasil tes berbicara, observasi, dan wawancara pada siklus 1 dan siklus 2. Indikator yang digunakan untuk evaluasi adalah aksen, tata bahasa, kosa kata, kemahiran dan pemahaman. Hasil penelitian ini menunjukkan bahwa peningkatan rata-rata skor tes berbicara siswa dari siklus 1 dan siklus 2 dikategorikan pada kategori sangat bagus. **Kata Kunci :** *Community Language Learning*; Keahlian Berbicara; Strategi Guru; Kosakata Siswa; Pengucapan.

INTRODUCTION

Speaking is a crucial problem for almost students as a foreign language in English teaching learning process. The students face some difficulties when they communicate in English. Speaking as interactive process to conduct the meaning involve producing, receiving and processing information (Nation, 2009). The process of speaking builds the interaction to express idea and feeling to receive of others. Speaking skill is very important as an essential tool for communication because English is a priority for much second language (Richard, 2001); Bahadorfar & Omidvar, 2014; Maharani, 2016). So, the essential case of speaking made student to improve their skill and fluency while they as a foreign language.

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 2008). This is one case that make speaking is difficult for students as a foreign language. The teacher or lecturer need mastering speaking well in the classroom to get success in teaching learning speaking process (Siregar, 2019). It needs evaluation and measure to get the ability and fluency of students in speak.

It can be state that speaking is not easy (Halimah, 2018; Al Harbi, 2015). The students speaking skill evaluate by using some indicators such as accent, grammar, fluency, comprehension, vocabulary, and pronunciation (Halimah, 2018; Leong & Ahmadi, 2017; Akhyak & Indramawa, 2017). All these indicators need to be mastered by the students in order to examine their ability in speaking.

In line with the statement that speaking is not easy activities for students as a foreign language, the students in SMA N 2 Siabu faced the same case. They have some problems in speaking skill and it influences their score in English. The first problem came from the students' anxiety to speak. They have kept in mind that speaking English is difficult so the interest to speak English was low. Besides, the problems come from the students' pronunciation and accent. The students at this school used *Bahasa Indonesia* and their mother tongue. The students speaking in English influence of their dialect from daily native language. Moreover, the students' problems came from vocabulary mastery. The

students have limited vocabulary so they cannot express their idea to speak English.

The students' problem need to solve by the researcher as a teacher also to improve their fluency in speaking English in daily teaching learning process. The researcher used a method to manage the class in speaking. There are many methods that suitable for increasing students speaking skill. The researcher has chosen community language learning (CLL) to apply in the classroom speaking class because the first thing that should be done for students was to increase their confidence in speaking English. Deal with the important one, community language learning can be solve the problems because the method is one of teaching method that used by teachers, lecturers or practitioners to build the confidence of students as a foreign language and can help them in speaking English.

Community language learning is a method came from Charles Curran which concerns with counseling technique where the teacher has a role as a counselor who helps the students in every activity of learning process if they face some difficulties to speak in English (Brown, 2008). As same with (Richard, 2002) community language learning (CLL) is based on the view that language is vehicle for realization of interpersonal relation and performance of social transaction between individuals.

Deal with this theory; some previous researchers have applied community language learning to students speaking skill. The first research has found that community language learning effective for teaching skills (Masbiran & Fauzi, 2017). They applied community language learning into two classes and one class who got community language learning resulted significant effect for their speaking ability. Community language learning has significant effect for achievement students' speaking (Azam & Siti, 2014 ; Irwandi & Eka Sukmawati,2015). It can be proved by the increasing speaking result of students'. That is because based on the observation, knowing that the students' can't express their ideas in foreign language and pronounce the words correctly and all of that caused of less vocabulary.

The other research have found that community language learning was better than lecture strategy in speaking class and the method increase students

motivation and interest to speak in English (Abdullah, 2017). She found that the use of community language learning improved the students' ability of speaking; it was proved by the mean score of posttest of students. Then, using community language learning enhances the students' interest in learning speaking.

The use of community language learning showed the students' success in speaking (Halimah, 2018). The students enjoyed their lessons more, and were more motivated, interested and confident during the teaching learning sessions. It is suggested that the findings of this study could be applied regularly and continuously or developed by the English teachers to have a better teaching speaking (Fauziyah, 2018).

The previous finding was the fact from other researcher to apply the community language learning in teaching speaking. The researcher convinced that the method also can improve students speaking skill of the students in SMA N 2 Siabu especially for XII IPS 2. Therefore, this research applied community language learning to find out the improvement of students' speaking skill and to find out the factors that influence the speaking.

METHOD

This research classified into classroom action research with two cycles. Each cycle consisted of two meetings and test at the end of each. The research was done at SMA N 2 Siabu with 20 students as participants from XII IPS 2 in academic yeas 2019/2020. The researcher collected the data by using instruments such as observation sheet, interview, and speaking test (oral test).

Speaking test is used to get the students' score in their speaking ability. The speaking test evaluate by the researcher from their accent, grammar, vocabulary, fluency, and comprehension. Observation sheet was used to observe teaching learning activities in the classroom. Researcher observed students' activities and teachers' activity during the teaching-learning process and the factors which influence the teaching-learning process.

The interview concerned with findings of the observation sheet to get more information and clarification of the findings from the students. Besides, the researcher have used interview to identify the students' problems in speaking

skill by using community language learning. The data which have been collected analyzed to get students' mean score and category in their speaking fluency.

RESULT AND DISCUSSION

The result of this research showed that community language learning can improve students speaking skill at XII IPS 2 SMA N 2 Siabu. The research was conducted into two cycles. Each cycle had four stages; plan, action, observation, and reflection. The two cycles consisted of four meetings. At the end of meetings, the students were given test to measure their achievement in speaking test.

The first result was gotten from students' speaking test (oral test). The test was scored by using scoring rubric from five indicators such accent, grammar, fluency, comprehension and vocabulary. The maximum score was 5 and the minimum was 1. Based on their result of speech, it was found that the students' speaking skill improved within each cycles. All the students improved from cycle one into cycle two.

The students mean score at the first cycle were 65.58 and the second cycle students' mean score were 78.6. From the students' percentage, the first cycle, there were 9 students got up 84 points (35.7%) and in second cycles there were 18 students got up 84 points (78.9%). To explain the extent of the students' speaking skill by using community language learning, the researcher presented through diagrams. The diagram shows the mean score of students' speaking skill in all indicators in each meeting from cycle one until cycle two.
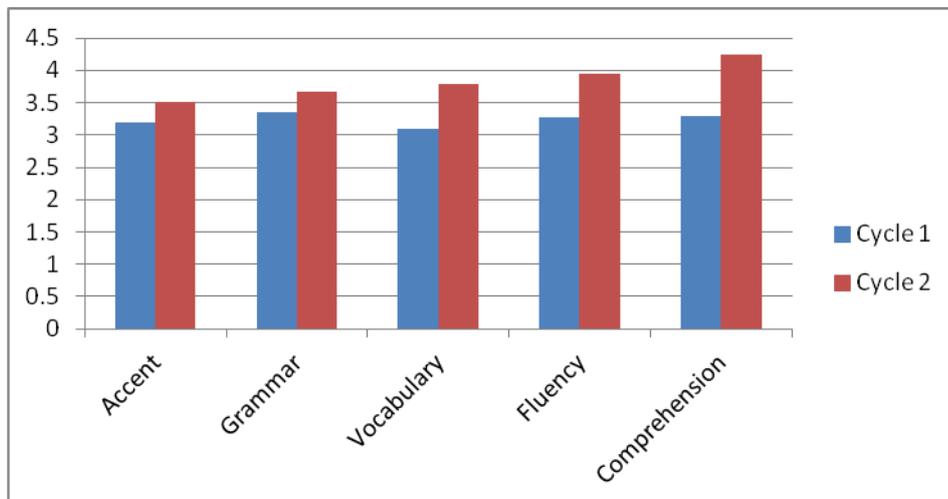

Diagram 1. Students' mean Score in Cycle 1 and Cycle 2

Based on the diagram, it can be seen that the students result increase from cycle one into cycle two. From the fifth indicators, in the first cycle the highest mean score was in grammar and the lowest score was in accent, while in the second cycle showed that the highest mean score was in fluency and the lowest mean score was in accent. The students speaking skill by using community language learning categorized into good.

The second result was taken from observation sheet. In the first cycle, the condition of students in the classroom was no conducive. The students like their habitual action have a little motivation to study and didn't give full attention to the materials. The researcher asked them to speak but they gave a shy response. Solving these problems, the researcher and the collaborator discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the followed up of activity.

Moreover, in the second cycle there was an improvement of students in learning process. Some students who are not ready to study in the first cycle, they had been ready to start the study. But in this meeting, researcher also had problems in neatness control because some students sometimes could not be forbidden throwing papers and some students also made noise in. Based on the observation sheet, the teacher could explain the material better than the previous cycle even though there were some indicators had not been applied well. Thus, to make the students more active in practicing the expressions, the researcher gave the other examples of dialogue about the topic. Then, the researcher evaluated the students and monitored all the learning activities.

The students' speaking score in first cycle and second cycle, there were many problems that found in every meeting until to get the improvement of students' speaking skill from first cycle and second cycle. The problems were appeared because some factors that influenced students. The factors are accent, grammar, vocabulary, fluency and comprehension. The result of the interview, the students said that the difficulties of speaking English as foreign language because of their mother tongue. Their tongue was stiff. The students were difficult to pronounce the words so that they often wrong in pronouncing the English word. They were very rarely in using English in daily environment.

Besides, the students' problems in grammar were in building words because they were less in mastering words and patterns used to form the utterances. Students' mistakes in grammar were in using 'to be' in nominal sentences, in using to be 'is', in using to be 'are', in using 'because', in using preposition 'in' to show place, in using negative sentences, in using plural noun, in using past sentences, in arranging sentences, in using 'have', and in using possessive pronoun.

In addition, the students' problems were difficulty in searching adequate words. Because, when the researcher gave questions about how often they learn vocabularies at their home, nobody answered the questions. It means that, they just learned vocabularies at school and they would forget it after they went home. So, students were still low in vocabulary. In order to make vocabularies of students improved, the researcher had to give some vocabularies which are related to the topic. The researcher tried to memorize their vocabularies by using pictures and key words to practice at school or in the house and researcher gave some vocabularies related to the learning material before starting learning process for the next meeting.

The other problems faced by students were in their fluency. Most of students had disjoined sentences and restricted in length, slower caused by word searching. Halting and fragmentary were frequently occured while producing some difficult words to pronounciation. Some students felt something blocked their mouth has a result heavily to speak. For solving the concerning problems, there are some actions conducted by the researcher in second cycle. Some actions; researcher motivated them to train their speaking and to record their speech so that they could know about their ability. The last problems faced by students were in their comprehension even the words were familiar. The researcher motivated students to memorize more vocabularies.

The result of the research compared with previous research. Community language learning improves students speaking skill in all indicators although it was not significant for counting mean score. Similar with the result of previous research, the use Community Language Learning could improve the students' behavior in learning especially in speaking ability (Sari, Jismulatif, Syarfii, 2015). They are more active and have a great motivation during the process of teaching

and learning since they are free to explore their idea and share to their friends. In addition, applying story telling technique could also improve students' ability to speak English in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.

Community language learning has an effect to students' ability in speaking. The technique can help students make their own conversation in English and develop the speaking ability they have (Zaswita, 2019). Based on the result of the data analysis and the research finding that was conducted at grade XI Social Science of SMAN 6 Kerinci, it can be concluded that conversation circle technique of CLL produces better speaking ability of the students than memorization technique. It was proven by the analysis of mean scores and total scores in both groups and also the result of first hypothesis testing. Conversation circle technique assists students reduce their anxiety in speaking English, so that they can get better ability of speaking, particularly in creating a short conversation than those are in memorization technique. The research before have enhance the students speaking skill through community language learning by implemented one of CLL drill which that conversation circle technique. While the result of this research, the researcher used dialogue in students conversation to improve their speaking ability.

Community Language Learning (CLL) method increase students participationand achievement in English conversation in English class (Nurussofa, 2017). The findings showed that the improvement of students participation in English conversation activity in English class is significant after students got CLL method. It could be seen from the comparison between all the score of cycle I, cycle II. The findings displayed that students participation in English conversation activity in English class increased from Pre to Post- test able to develop students participation in English conversation activity in English class. The findings have same materials presented by conversation given to students in improving their speaking skill.

CONCLUSION

Based on the result of this research, community language learning can improve students' ability in speaking English and their interest to speak also enhancing. The indicators that influenced their speaking are the method itself, accent, grammar, fluency, comprehension and vocabulary.

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