

# IMPROVING STUDENTS' SPEAKING ABILITY BY USING COMMUNITY LANGUAGE LEARNING AT SMK MOCH. SROEDJI JEMBER IN 2018/2019 ACADEMIC YEAR

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## ABSTRACT

Speaking English is needed to be mastered by students as the next generation. But, many students face some problems in learning speaking English related to students' speaking competences and active participation. Therefore, it is important to conduct a research entitled "Improving Students' Speaking Ability by Using Community Language Learning". In this research, the problems are (1) How can students' speaking ability be improved by implementing Community Language Learning at SMK Moch. Sroedji Jember in 2018/2019 academic year? (2) How can students' participation on speaking activities in the classroom be improved by implementing Community Language Learning at SMK Moch. Sroedji Jember in 2018/2019 academic year?

The design of this research is classroom action research. The research subject is X class that consists of 20 students. The data are collected by using speaking test and observation checklist. Due to the analysis of data, percentage formula is used. In this research, the percentage of students' speaking ability and active participation in cycle 2 are more than 70% as the criteria of success. It is in line with the hypothesis which assumes that Community Language Learning can improve the tenth grade students' speaking ability by reducing students' speaking anxiety through recording students' utterance intensively and correcting the students' mistakes by themselves and improve students' active participation by discussing topics that are suggested by the students at SMK Moch. Sroedji Jember in 2018/2019 academic year

Based on the findings of this research, it can be concluded that Community Language Learning can improve the tenth grade students' speaking ability by reducing students' speaking anxiety through recording students' utterance intensively and correcting the students' mistakes by themselves and improve students' active participation by discussing topics that are suggested by the students at SMK Moch. Sroedji Jember in 2018/2019 academic year. Therefore, Community Language Learning is recommended to use for teaching speaking English to the tenth grade students at SMK Moch. Sroedji Jember in 2018/2019 academic year.

**Keyword:** Community Language, Learning, Students' speaking ability

## **INTRODUCTION**

English is one of international languages. It is used by almost every country in the world as their second language. Living in this globalization era that having cooperation with other countries in terms of education, business, and politics are common, understanding English is necessary especially for speaking in order to be able to communicate with people who come from different countries. Therefore, students as next generation should master English, especially in speaking.

Learning speaking English is not easy especially for foreign students. Halimah (2018, p.205) stated that speaking is considered as the most difficult skill. Therefore, there are some problems that are encountered by both the teacher and the students during teaching-learning speaking English in the classroom.

This condition exists in the tenth grade English class at SMK Moch. Sroedji Jember. Based on the information from the English teacher, Students do not easily participate in speaking activities in the classroom. Students tell the teacher that they are shy to talk because of worrying about making mistakes in grammar and pronunciation, and having lack vocabulary which can influence their fluency. It can be seen from students' speaking scores which show that there are only 8 students from 20 who get  $\geq 65$  as the minimum standard score.

Brown (2001, p.269) stated that shyness and anxiety are considered as the main causes of students' reluctance to speak. Based on the information from the English teacher and students' speaking score, it can be concluded that students have low

speaking ability. Therefore, the researcher tries to find out a way that can help the students increase their confidence to speak in the classroom to improve their speaking ability.

Community Language Learning is considered as an appropriate method. This is in line with Halimah (2018, p.209) who found that the students were motivated to participate more in the teaching-learning processes for EFL speaking since Community Language Learning reduce their anxiety during the teaching-learning process. Community Language Learning uses counseling-learning theory to teach foreign language where the teacher becomes a counselor and the student as a client.

The purposes of this research are to know how the implementation of Community Language Learning can improve students' speaking ability and active participation at SMK Moch. Sroedji Jember in 2018/2019 academic year.

## **REVIEW RELATED OF LITERATURE**

### **Community Language Learning**

Community Language Learning or being known as counseling learning is a method for teaching language. This method was developed by Charles A. Curran and his associations in 1970s. Çakir (2014, p.164) stated that Community Language Learning represents the use of counseling-learning theory to teach languages. Freeman & Anderson (2011, p.118) explained that teacher in Community Language Learning treats students as whole person which means that teachers consider not only their students' intellect, but also have some understanding of the relationship among students' feelings, physical

reactions, instinctive, protective reactions, and desire to learn.

### **Principles of Community Language Learning**

Successful learning in Community Language Learning requires elements which are collected under acronym SARD (Curran, 1976 in Setiyadi, 2006, p.101). Furthermore, he explained that S stands for security. Both the teacher and students should feel secure unless they will find difficulty in teaching-learning process. A stands for attention and aggression. Various learning tasks should be prepared to increase students' attention and aggression unless the students will not involve in learning process optimally. R stands for retention and reflection. Understanding what has been learned and being able to remember it easily later and spending time for reflecting what has been learned. And D stands for discrimination. Students need to identify the sounds that they heard, the meaning of the words that they learned and the grammatical usage.

Based on the basic principles of Community Language Learning above, the researcher formulates the procedures which being implemented on this research as group, discussion, record, reflection, listening and transcription, and self-correction.

### **Speaking Skill**

Halimah (2018, p.206) stated that speaking is an ability used by a person as a tool for expressing, sharing, and communicating one's ideas, opinions, desires, or feelings to others based on the context, participants, experience, environment, and purpose. Moreover, Gani et al (2015, p.19) argued that speaking is an ability to

express opinions, thoughts, facts, and feelings to creatures orally.

Brown and Abeywackrama (2010, p.178) who explained that grammar, vocabulary, comprehension, fluency, and pronunciation are unitary definition of ability in assessing speaking. but, in this research, the researcher eliminates the comprehension because it can be represented by grammar as Kemper and Herman (2002, p.1) who stated that an ability of processing correctly word and phrase meanings, sentence grammar, and discourse or text structure is the basic of written and spoken language comprehension.

## **RESEARCH METHODOLOGY**

### **Kind of Research**

Classroom Action Research (CAR) will be used in this research. Arikunto (2013, p.129) stated that classroom action research is a strategy to solve a problem by taking action in the process of developing an innovation in detecting and solving the problem. Meanwhile, Ary et al (2010, p.512) stated that action research is about taking action based on the research and researching the action taken. In more detailed, Kemmis and MC Taggart (in Arikunto, 2013, p.137) described that each cycle of classroom action research consists of four stages. The four stages are; (1) planning, (2) acting, (3) observing, and (4) reflecting.

This research was done in 2 cycles with 4 stages mentioned above and 3 meetings for each cycle.

The research instruments used in this research are speaking test and observation checklist for collecting data. Speaking test is used for evaluating students' speaking ability while the observation checklist is

used to observe students' active participation.

## RESULT AND DISCUSSION

### Result of Speaking Test in cycle 1

Based on the students' speaking score, there were only 10 students or 50% who could reach  $\geq 65$  or more and 10 of them or 50% got  $\leq 65$ . Therefore, it can be concluded that the implementation of Community Language Learning in cycle 1 was not successful yet because it would be said successful if 70% students got  $\geq 65$ .

The students could not achieve the target score because they were not confident to speak in front of the class because they were still low in their grammar, fluency, and pronunciation. The weakness of those components can make students failed in speaking. It is supported by Shumin (2002, p.207) who stated that grammatical competence can make speakers use and understand English language structures accurately and unhesitatingly that has a contribution to their fluency as well as Harmer (2007, p.249) who explained that students should be able to use pronunciation that is always understandable because if the standard is lower than it, students will fail to communicate effectively. They needed more practice in grammar and pronunciation in order to be well in speaking.

**Table 4.1 Average result of students' active participation in cycle 1**

No	Meeting	Percentage (%)	
		Active	Passive
1.	1 <sup>st</sup> Meeting	45%	55%
2.	2 <sup>nd</sup> meeting	50%	50%

3.	3 <sup>rd</sup> Meeting	60%	40%
Average		51.6%	48.3%

But, it was not successful yet because the final result was only 51.6% while 70% was as the criteria of success in this research.

It happened because the students did not actively ask a question to the researcher or participate actively in sharing their opinion and suggestion in their group discussion due to their interest to the topics.

Based on the data above, the 1<sup>st</sup> cycle is failed. It can be seen from both the data of students' speaking ability and active participation which cannot achieve at least 70% as the criteria of success in this research.

### Result of Speaking Test in cycle 2

Based on the students' speaking score, the result of students' speaking test in cycle 2 was better than before. It was found that 17 students or 85% got  $\geq 65$ . It means that students' speaking ability was 35% improved. Through practicing speaking more, they made a progress in their grammar, vocabulary, fluency, and pronunciation and became more confident to speak. This is in line with Brown (2001, p.269) who stated that shyness and anxiety are considered as the main causes of students' reluctance to speak.

But besides that, there were still 3 students or 15% who could not achieve the target score. It happened because the students were still low in grammar and pronunciation. They need more practice in grammar and pronunciation.

**Table 4.2 Average result of students' active participation in cycle 2**

No	Meeting	Percentage (%)	
		Active	Passive
1.	1 <sup>st</sup> Meeting	75%	25%
2.	2 <sup>nd</sup> meeting	80%	20%
3.	3 <sup>rd</sup> Meeting	80%	20%
<b>Average</b>		<b>78.3%</b>	<b>21.6%</b>

Students' active participation on cycle 2 was better than cycle 1. It was 78.3%. It was similar to cycle 1; there was also an improvement from the 1<sup>st</sup> meeting to the 2<sup>nd</sup> meeting. It was 5% but it got the same result for the 2<sup>nd</sup> to the 3<sup>rd</sup> meeting. It happened because most of the students actively shared their opinion and suggestion in their group discussion after making an agreement related to the topics which they chose to discuss.

Based on the data above, the 2<sup>nd</sup> cycle is successful. It can be seen from both the data of students' speaking ability and active participation which can achieve more than 70% as the criteria of success in this research.

But besides that, there were still 21.6% who did not actively ask a question to the researcher or participate actively in sharing their opinion and suggestion in their group discussion. It happened because the students might not be interested on the topics discussed on that meeting. This is in line with Larsen- Freeman & Anderson (2011, p.126) who stated that students' desire to learn will be better when they have created the material themselves.

## CONCLUSION

Based on the findings of the result, it can be concluded that Community Language Learning can improve the tenth grade students' speaking ability by reducing students' speaking anxiety through recording students' utterance intensively and correcting the students' mistakes by themselves and improving students' active participation by discussing topics that are suggested by the students at SMK Moch. Sroedji Jember in 2018/2019 academic year.

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