

CHAPTER I

INTRODUCTION

1.1. Background of the Research

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 ≥ 65 as the minimum standard score. Students will not have any progress in speaking English unless this problem is solved. It is supported by Brown (2001, p.269) who 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.207) who stated that Community Language Learning is a teaching method that can be used by teachers, lecturers, and other language practitioners to develop the confidence of EFL students and motivate them as well as helping them in improving their EFL speaking ability. Halimah (2018, p.209) 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. Arifin (2017, p.45) who found that psychological aspect in English classroom needs to be considered because it will impact on students affective perceptions, teachers are not demanded to enrich in their pedagogical competence, but further they have to develop psychological awareness. Teacher in Community Language Learning sees students as a whole person as 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.

In the process, the students are divided into groups as a community. It is effective to alleviate students' anxiety in speaking classroom as Yalçın & İnceçay (2014, p.2624) explained that group work will break the monotony of the usual question-answer-feedback pattern and cause less fear for students. Being in group can give them safety that becomes a more supportive learning relatively.

Besides that, students are allowed to use their mother tongue in the learning process of Community Language Learning which is assumed that they will initially feel secure to express themselves in their native language in EFL context (Çakir, 2014, p.171). The use of native language in learning second language is needed as Nation (1997 in Arifin, 2017, p.42) stated that the teachers should have a positive attitude to L1 use so that students are not humiliated when they use L1 to assist L2 development. Therefore, the researcher is interested to use this method in conducting a research entitled: "Improving tenth grade students' speaking ability at SMK Moch. Sroedji Jember in 2018/2019 Academic Year".

1.2. Problem of the Research

Based on the background of the research, problems that should be answered by conducting this research 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' active participation on speaking activities in the classroom be improved by implementing Community Language Learning at SMK Moch. Sroedji Jember in 2018/2019 academic year?

1.3. Purpose of the Research

Based on the background of the research, the purposes of conducting this research are formulated as follows:

- 1) To know how the implementation of Community Language Learning can improve students' speaking ability at SMK Moch. Sroedji Jember in 2018/2019 academic year
- 2) To know how the implementation of Community Language Learning can improve students' active participation on speaking activities in the classroom at SMK Moch. Sroedji Jember in 2018/2019 academic year

1.4. Operational Definition of the Key Terms

An operational definition will become a guide to understand the concept of this research. The terms that should be defined operationally in this research are Community Language Learning and speaking ability.

1.4.1. Community Language Learning

Community Language Learning or known as counseling learning in this research refers to a language teaching method in which students in the classroom are divided into small groups and given an opportunity to use their mother tongue in the teaching and learning process to make them comfortable in learning a language that are integrated into some activities including discussing, recording, listening, transcribing, reflecting on the learning experience, and self-correction.

1.4.2. Speaking Ability

In this research, speaking ability refers to students' speaking competence in conveying thought, idea, and opinion confidently by considering vocabulary mastery, grammar, pronunciation, and fluency.

1.5. Significance of the Research

Basically, there are two kinds of research significance as follow: (1) the theoretical significance and (2) Practical significance. But there is only practical significance in this research. The result of this research gives strategy to solve problems in teaching speaking and it is expected to be useful for readers and teachers in providing meaningful information related to using Community Language Learning in teaching speaking effectively.

- Reader

For the readers as the next researchers, the result of this research is expected to give detailed information about implementing Community Language Learning in improving students' speaking ability for conducting further research related to teaching speaking by using Community Language Learning.

- Teacher

For the teacher especially English teachers, the result of this research is expected to give understanding of Community Language Learning implementation in teaching English to improve students' speaking ability.

1.6. Scope of the Research

This research focuses on improving students' speaking ability including pronunciation, grammar, vocabulary mastery and fluency of tenth grade students at SMK Moch. Sroedji Jember in 2018/2019 academic year.

