

CHAPTER I

INTRODUCTION

A. The Background of The Study

Communication in a language is carried out through two basic human activities, namely speaking and listening. Speaking is a basic skill which takes particular role to communicate and to express the ideas or feelings in human activities. Speaking is also a tool of communication for students to communicate with the teachers and classmates. Through speaking the teacher can convey the lessons and the students can expand their knowledge. The students can convey what they do not understand about the lesson. That is why the speaking skill is really needed in teaching and learning English.

However, speaking skill is still a problem to many students. Based on the writer's observation in SMK N 2 Tebing Tinggi in March 2015, many students could not speak English fluently. From some interviews with the students concerning how they become so poor in speaking English, the writer found that it was because of the lecturing method which is always applied by the teacher. The students were asked to memorize the conversation stated in the text book, then practiced it in front of the class. Therefore, it didn't give the chance for students to express their own ideas and also did not encourage them to be confident in speaking English well either. It can be seen from the students' low score in speaking.

Table. 1.1 Students' Score of Speaking Competence

Semester	Score	Students	Percentage	Mean
1 st semester	<70	22 students	68,75 %	57,19
2014/2015	≥70	10 students	31,25 %	

Source of evidence: Students' accumulation score of Grade XI students at SMK N 2 Tebing Tinggi academic year 2014/2015

One more reason causing their low ability in speaking English is that they frequently used Bahasa Indonesia in the English class as their own mother tongue to communicate, even the teacher also frequently applied Bahasa Indonesia in the class. They felt anxious when they had to speak in English. As the result the students became comfortable doing so, as stated by Harmer, J. (2011)

However, a lot will depend on when students use their L1. If on the other hand, they are doing an oral fluency activity, the use of a language other than English makes the activity essentially pointless. Furthermore, as teachers we will want to promote as much English use as possible. So we will try and insist on the use of English in language study and oral production activities, but be more relaxed about it in other pedagogic situations, though we will continue to encourage students to try to use it as often as possible. (Harmer, 2011 : 132)

Therefore teachers are better to speak English as much as possible in the class because if they keep using Bahasa Indonesia, students will not see the need to speak English either.

Those situations actually did not facilitate the learners to improve their speaking skill. Thus, the writer decided to focus on cooperative learning method to face this situation as the solution. Gillies (2010) argues that students who are placed in the classroom situations have little opportunities to interact with others. Some of them will only enjoy in speaking and interacting to friends close to their seat. It is different if they learn in group, so they can get the understanding of

materials and ideas because they can share and brainstorm together than in individual class (Willis, 2007).

One of the methods in teaching speaking English that is relevant to these students' need is Community Language Learning (CLL). Community Language Learning promotes effective communication between group members. Each member of the group is responsible not only for increasing their own understanding and the improvement of their thinking but for those of their fellow group members as well (Meagher & Devine, 1993:157). This concept then needs a good teamwork and provides such a communication within the group and also with the class members.

In CLL method, the students are allowed to use their native languages in their groups, then the teacher helps to translate that into English (target language). This can be seen on the CLL design which is the Translation design that can help students to feel comfortable and not afraid to deliver message in English, because the teacher will always help for their translation need.

The basic procedure of CLL can be seen as derived from the counselor-clients relationship. The students' utterance which is provided by the teacher or the knower is recorded to be analyzed later. There is often reflection period during which students comment frankly on how they feel about the activity. In all of these cases teachers help students achieve what they want, offer help and counsel to the community of the class. The job for teacher here is to facilitate rather than to teach.

From the explanation above, the researcher believes that all of the students in the class will be more active in teaching and learning process by using Community Language Learning. It also can increase the motivation and achievement of students in speaking skill. In line with the discussion, the writer chooses “The Effect of Community Language Learning on Students’ Achievement in Speaking Skill” as the title of her study.

B. The Problem of The Study

In relation to the background of the study, the problem of this study is formulated as “Is students’ achievement in speaking skill taught by Community Language Learning higher than that taught by using lecturing method?”

C. The Objective of The Study

The scope of this study is to investigate whether the students’ achievement in speaking skill taught by Community Language Learning is higher than that taught by using lecturing method.

D. The Scope of The Study

The scope of this study is focused on the use of Community Language Learning on students’ achievement in speaking skill which can be used in encouraging the students to speak English effectively. The researcher limits the study only on the application of Community Language Learning in speaking skill.

E. The Significance of The Study

The result of this study is expected to be useful for:

- 1) English teachers as an alternative teaching method to improve their students' speaking ability.
- 2) Students of English as a technique to help them become fluent in speaking English.
- 3) Researchers who are interested in research related to CLL.