

CHAPTER I INTRODUCTION

A. Background of the Study

Many students in Indonesia do not like English. They get difficulties, boredom and confusing in learning it, because it is not their mother tongue. English teacher should be able to motivate the learners in learning this foreign language. Many problems and activities are faced by the students and also the teachers. But, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should hard work at home, that is by repeating again what they get at the school from the teacher to recognize or memorize the materials.

Speaking is a complex aspect in language learning. By speaking, we can convey information and ideas, and maintains social relationship by communicating with others. In an addition a large percentage of the world's language learners study English in order to be able communicate fluently. Many language learners regard speaking as the most important skill they can acquire and asses their progress in terms of their accomplishments in spoken communication.

In oher side of first year student MAN 2 Model Medan, speaking is also one of the difficult part when they learn this foreign language. It shows that there were still limited interaction and life in speaking class. Almost all of students were unwilling to express their feeling or opinion using their English language. The informal interview toward the teacher conducted by researcher also shown that

almost all of students were lack of and passive in their speaking class where there was a little interaction each of student to another.

In other instance, the students often get failure in their learning because of many factors, such as feeling strange to the materials, confuseing and un-interesting situation in teaching learning process in the classroom. So the teacher's duty is how to develop the student's potential in studying English especially in speaking. Speaking is one of the components of language that has function to express feeling, opinion, ideas, and emotions. Motivation is important thing that influence in teaching learning process. By motivation, the students expected able to learning the material given by teacher. Harmer (2003:3) states motivation means a kind of drive that encourages somebody to pursue a course action. It should be done by every English teacher in order that the students are interested in learning this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the students will like it without boring and despair.

In learning English there are four skills which are necessary to be mastered by the learners. They are listening, speaking, reading and writing. Referring to the title, the writer limits the explanation to the speaking only. Speaking skill is very important skill that must be mastered by every language learners, because one is called mastering a language when he/she is able to demonstrate the speaking skill. .Teacher's duty is not only to explain the materials, or select suitable materials, but also they should also give the guidance, advice, support and motivation

to the students whenever they need it. In order to improve students' motivation in speaking ability, the teachers choose suitable method and concern with student motivation in speaking.

Community Language Learning Method which is a method of teaching a foreign language developed by Curran and in it takes principal from general Counselling Learning, which refers to the relationship between a counsellor (the teacher) and the clients (the learners). The basic theoretical premise is that the human individual needs to be understood and aided in community with others striving to attain the same goals. This is a very special kind of community-involvement result in which the language learners and their language teacher build an intense atmosphere of warmth. The language learners never feel isolated and alone because everybody belongs to the group and everybody sits in a "community" and sense positive regard of everyone else.

The basic principle of the methodology is to establish interpersonal relationships between the teacher and learners to facilitate learning. Community Language Learning was designed to ease the anxiety of Foreign Language Learners in educational contexts and promote group dynamics. In CLL, the aim is to involve the learner's whole personality. The teacher understands the fears of the learner and vulnerabilities as they struggle to master another language. By being sensitive to the learner's fear, the teacher can turn the negative energy of those fears into positive energy and enthusiasm for learning. This methodology is not based on the usual methods by which languages are taught rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and

threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The language-counseling relationship begins with the client's linguistic confusion and conflict. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy.

In this part, the writer states the relevant research which is possible to add the readers view on the effect of using Community Language Learning Method (CLL) towards speaking ability.

From the explanations above, we can assumed that Community Language Learning Method can be an appropriate method in improving motivation in speaking, because CLL class begin with a warm atmosphere between a language teacher and language learners, they support each other and the teacher's function is not only as the language teacher but also as a counselor who is always ready whenever the students need her/ her help. In this CLLM, the teacher is always creative in triggering students' eagerness in teaching learning process by presenting various activities, such as; the teacher gives the students chance , in refference to the background above, the researcher was interested in knowing wheter community language leraning can be alternative solution to motivate the students in speaking class or not. The researcher was going to find reality about effects of teaching resullts using community language learning methode especially in speaking ability. Hopefully, the students' attitude toward their speaking class can change to be more interactive.

B. Problem of Study

Based on the background of the study, the research problem can be formulated as follows:

Is the student's speaking achievement taught by Community Language Learning Method is higher than the students taught by Lecturing?

C. Objective of the Study

Based on the research statement, this particular study aimed at finding out:

Students' achievement in speaking taught by using CLLM is significantly higher than taught by using Lecturing.

D. Scope of the Study

The subject of this study is the first year students of MAN 2 Model Medan 1 in academic years 2013/2014

E. Significance of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically

a. The result of this study is expected to be able widen the skill of teachers in using CLLM in order to improve student's speaking ability an experimental.

b. As a reference to other researchers who want to study CLLM more intensively in teaching speaking.

2. Practically

- a. The result of this study is suggested to apply the Community Language Learning Method (CLLM) and motivation to increase the students' competences in English speaking ability.
- b. The use of CLLM in speaking can make the students are more enjoyable in doing their tasks associated with the speaking materials.

