

## **CHAPTER I INTRODUCTION**

### **A. The Background of the Study**

English is known as a foreign language or second language that plays an important part especially in academic purposes. At present, it is considered that English has an important role in teaching and learning process. Indonesia is one of the countries which are aware of the importance of English on its educational affairs. Even Indonesia puts English as one of required subjects that students should pass national examination. As a result, a lot of schools in Indonesia put a serious attention on English.

Learning English involves four language skills that students should have; listening, speaking, reading, and writing. Speaking is one of the four language skills which is included in the curriculum of Teaching English as a Foreign Language (TEFL). Spratt says, “speaking is one the four language skills; reading, writing, listening, and speaking. Speaking and writing are productive skills. It means that unlike listening and reading, they belong to productive language rather than receiving it. Speaking is a productive skill, this skill could be sometimes formal and informal depending on the speech and the level of formality. Speaking is higher skill rather than the other skills. Native speaker is an expert knowing how to speak grammatically and out-grammatically but second language learners do know how to say things those are colloquial (idiomatic expressions).

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce,

1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Based on the curriculum 2004, the students are intended to have the English ability in listening, speaking, reading, and writing. Meanwhile Widdowsoon (in Yenita, 1982: 57:59) defines that speaking is the physical embodiment of abstract system which involves the manifestations either of the phonologically system or of the grammatical system of the language or both. For example in “he speaks clearly” clarity or distinctiveness of speech refers to the manner in which the phonetic system of the language is manifested in “he speaks correctly” the meaning is what he says conforming to the accepted reveals for sentences formation. According to Mukminatien (1999: 4) Speaking ability is complicated because it covers various language components (Grammar, vocabulary, pronunciation, etc). It refers not only to the grammatical system of the language but lexical system.

In learning second language, one will deal with linguistic and communicative competence; linguistic competence is the mastery of the sound system and basic structural pattern of language. In other words, it is to know about language. In short, the writer can say that communicative competence is to know how to use the language effectively in conversational exchange.

Based on the writer’s observation at SMA SwastaDwi Tunggal of Tanjung Morawa in March 2013, the writer found that most of students had problem in speaking. Most of students just kept silent while teacher was explaining the topic

by speaking English. While performing their own dialogue, they got confused what to say at one another. They spoke in a very limited vocabulary, grammatical mistakes, and also inappropriate pronunciation.

Dealing with the fact previously mentioned, the writer was interested to apply Community Language Learning (CLL) Method on research in teaching speaking. Richards and Rodgers (1986:113) says that, "Community Language Learning (CLL) is the name of a method developed by Charles Arthur Curran and his associates. As the name indicates, CLL derives its primary insights, and indeed as organizing rationale, from Rogerian counseling. Counseling, as Rogerians see it, consists of one individual (the counselor) assuming "insofar as he is able the internal frame of reference [of the client], perceiving the world as that person sees it and communicating something of this emphatic understanding" (Rogers 1951). In lay terms, counseling is one person giving advice, assistance, and support to another who has a problem or is in some ways in need.

CLL is most often used in the teaching of oral proficiency. With some modifications, the writer applied this method by situating the students in groups consisting of two or four members. In addition, the students got opportunity to have group discussion which allowed them to take advantages of this learning process.

Kamel and Al-Jamal (2009:11) on their research concluded that students who studied English grammar by using CLL tended to have high linguistic competence when compared to student who studied English grammar by using the traditional method. The researchers recommended that curriculum planners and teachers of English the CLL for teaching English language.

Koba, Ogawa, and Wilkinson (2000) found in this paper that the CLL approach was effective for Japanese students of English, whose anxiety was often high because English was far different from Japanese. The CLL approach seemed useful for listening and speaking and also useful for adult learners. Therefore, the CLL approach should be especially effective in cases where students' native language was a non cognate language of the target language. The CLL approach seemed worth trying.

Azizah (2013) reported on her study that Community Language Learning (CLL) was effective in speaking teaching for the eight year students of SMP N 2 Banyubiru in the school year of 2013/2014. After giving the treatment, it showed that the mean of post test of experimental group was higher than control group.

In short, the writer simplified that to overcome the problem of teaching speaking, particularly in transactional speaking, the teacher needed to apply CLL which would intend the enthusiasm of students in learning activities. Applying CLL Method was expected to solve the problem and to bring a significant improvement in students speaking achievement.

## **B. The Problem of the Study**

Based on the background of the study, the research problem was formulated as the following:

“How can Community Language Learning (CLL) Method improve students' speaking achievement significantly?”

### **C. The Objective of the Study**

The objective of the study was to investigate the significant improvement of students achievement in speaking through Community Language Learning (CLL) Method.

### **D. The Scope of the Study**

The scope of this study was focused on the use of CLL method to improve students' speaking achievement and the limit term to be achieved was transactional speaking particularly on using expressions of making, accepting and declining an invitation. The students were the second grade students of senior high school.

### **E. The Significances of the Study**

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

#### **1. Theoretically**

The result of this study was expected to find out method of improving students' speaking achievement by using Community Language Learning (CLL).

#### **2. Practically**

- a. The result of this study was expected to be able to widen the skill of teachers in using Community Language Learning Method in order to improve student's speaking skill.
- b. The students will be motivated in studying and widening their idea, because they will do the work together with their friends.