



The Influence of CLL on EFL Learners' Speaking Skill

Muhammad Ilyas

Universitas Islam Riau

email: m.ilyas@edu.uir.ac.id

Abstract

Some students in the university got some difficulties to express their ideas, especially expressing in foreign language such as English. How to start communication and interaction sometime need someone to stimulate. The phenomenon often encountered in various levels of education even to the students college. The students tended to be very subjective towards topics, their peer or even partner. In the teaching and learning process, the teacher not only transfer the information to the students but also facilitate the students, stimulate to learn English and provide the technique suitable with the students' need. Teaching English language might be carried out through several techniques, one of them was CLL (Community Language Learning). In this technique, students were treated as clients who could express their problems to the counselor as well as in the community. In addition, the teacher played the role of translator to help students express themselves using English. This means that learners had enough opportunities to speak without worrying about their limitations in using English. The results showed that CLL helped students to express ideas systematically. The ideas were organized well, understandable, and standardized. In addition, CLL improved the result of students' score in speaking skill. The mean score increased from 54.74 in pre-test to 72.86 in post-test. It means that CLL gave good influence on students' speaking skill.

Key words : *Community Language Learning (CLL), Technique, Speaking*

Pengaruh CLL terhadap Keterampilan Berbicara Mahasiswa Bahasa Inggris

Abstrak

Beberapa siswa di universitas mengalami kesulitan untuk mengekspresikan ide-ide mereka, terutama mengekspresikan dalam bahasa asing seperti bahasa Inggris. Cara memulai berkomunikasi dan berinteraksi kadang membutuhkan seseorang untuk mendorong siswa dalam berbicara. Fenomena ini sering dijumpai di berbagai jenjang pendidikan bahkan hingga perguruan tinggi. Para siswa cenderung sangat subjektif terhadap topik, atau bahkan terhadap teman mereka sendiri. Dalam proses belajar mengajar, dosen tidak hanya mentransfer informasi ke siswa tetapi juga memfasilitasi siswa, mendorong untuk belajar bahasa Inggris dan menggunakan teknik yang sesuai dengan kebutuhan siswa.

Pengajaran bahasa Inggris dapat dilakukan melalui beberapa teknik, salah satunya adalah CLL (*Community Language Learning*). Dalam teknik ini, peserta didik diperlakukan sebagai klien yang memiliki kebebasan untuk mengekspresikan masalah mereka kepada konselor. Selain itu, guru memainkan peran sebagai penerjemah untuk membantu siswa mengekspresikan diri mereka menggunakan bahasa Inggris. Ini berarti, siswa memiliki cukup kesempatan untuk berbicara tanpa khawatir tentang keterbatasan mereka dalam menggunakan bahasa Inggris. Hasilnya menunjukkan bahwa CLL membantu siswa menjadi mudah untuk mengekspresikan ide secara sistematis. Ide-ide yang diungkapkan terorganisir dengan baik, dapat dimengerti, dan dapat distandarisasi. Selain itu, CLL juga dapat meningkatkan hasil skor siswa dalam keterampilan berbicara. Skor rata-rata meningkat dari 54.74 dalam pretes menjadi 72.86 pada postes. Artinya, terdapat pengaruh yang signifikan dari penggunaan CLL terhadap kemampuan berbicara siswa.

Kata Kunci: *CLL, Teknik Mengajar, Kemampuan Berbicara*

1. INTRODUCTION

English is a very important language in over the world. In Indonesia, English as the first foreign language that is one of the compulsory subject which is taught from elementary school, junior high school, senior high school until university. In curriculum of 2006 the aim of English teaching in Indonesia is to enable students to have the ability in developing communication competence both oral and written form in achieving functional literacy level, to have the awareness about the essence and the importance of English in increasing competition in global community, and the last is to develop the students' comprehension about interrelatedness between language and culture.

Speaking is an important skill in language because the goal of learning language is to develop proficiency in speaking and communicative efficiency. By

speaking, we can convey information and ideas, and maintain social relationship by communicating with others. Especially in globalization era, speaking English is very important, because we cannot imagine how if we meet different people from the other countries and we cannot make a conversation with them, English can help us to make a conversation because it is an international language. Speaking ability is related to communicative competence. Foreign language learning started to be viewed not just as potentially predictable development process but also as the creation of meaning through interactive negotiation among learners. It means that communicative competence is the aspect of our competence that enables us to convey and interpret the message and to negotiate meanings inter-personally within specific context. (Brown, 2000) There are several reasons why the researcher were interested in

investigating the contribution of learning habit to speaking ability at English Study Program of FKIP/Faculty of Teacher training and education of Islamic University of Riau. First, the students who had learned English, sometimes rather hesitate when they should spoke English with others. They were not sure with their English. They often embarrassed to say anything when they did not understand what other students talked to or when they realized that others did not understand them.

Second, some students sometimes did not have enough bravery to speak in front of people even their own language. They always felt nervous when they speak up in public. They were afraid of making mistakes because they worried if other people will laugh at them. The last reason was the common situation which happened in general speaking class. Most of the students got nervous when they require speaking English in front of the class. Sometimes, they also avoided this chance by giving many excuses.

Therefore, researcher tried to implement CLL in learning English as the use of a technique in the teaching and learning process that aims to make it easier for students to receive lessons, so what is the purpose of education can be achieved well.

Community Language Learning (CLL)

Community language learning is firstly developed by Charles A. Curran and his associates. Curran

(1976) stated that Community Language Learning (CLL) as one kind of method in language learning where the learners become members of community. Their fellows learners and the teacher to learn through interaction with members of community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to the knower, to provide meanings they wish to express utterance without hesitation to support fellow members of community, to report inner feelings as well as joy and pleasure and to become to the other learners.

Nagaraj (2009) cites that CLL encourages teachers to view their students as whole person including their intellect, relationship, feelings, desires, etc. In community language learning the student determines what is to be learned, and make the role the teacher as the facilitator. The teachers can indicate their acceptance of the students, by understanding students' fears and being sensitive to them, they can help students to overcome the negative feeling into positive energy to further students' learning. Community language learning aims to remove anxiety from learning by changing the relationship between the teacher and students.

Nagaraj (2009) added that the method include creating a supportive community to lower students anxiety and help them overcome threatening affective factors, such as making errors or competing with peers. In the beginning of the course, the learners are totally dependent on the teachers'

translation, but over time they are able to engage in more direct communication as they move towards independence. In addition, learners are free to talk about the affairs of daily life.

This approach to language learning encourages the meaningful use of language which the learner can store, synthesize and use in new situations. CLL allows learners to practice the structure or characteristic patterning of sentences and conversations. Moreover, it is believed that from the teachers' translation, learners will be able to induce a grammar for more complex than they are able to use on their own. One key reason this method seemed to work, was that it allowed the learners to continue using their L1, while promoting the L2. It is important to be aware of its existence, so that when the need arises, the strengths of CLL can be utilized.

The Nature of Speaking

Speaking is the most important factor of the four skills in language learning. Speaking is a language skill which should be developed in child life, which is preceded by the listening skill. The process of speaking skill is firstly begun from the process of listening. Increasing the listening skill is very beneficial for speaking ability. Speaking ability is related to communicative competence. According to Brown (2000) foreign language learning started to be viewed not just as potentially predictable development process but also as the creation of meaning through interactive negotiation among learners.

It means that communicative competence is the aspect of our competence that enables us to convey and interpret the message and to negotiate meanings inter-personally within specific context.

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. Speaking is expected to share understandings with other people using a foreign language. He needs to find the most appropriate words and also the correct grammar to convey meaning precisely and accurately. It is also very important to organize the discourse so that the interlocutor understands what the speaker says (Cameron, 2001).

Teaching Speaking by Using Community Language Learning

In this study, the teaching procedure has been referred to Larsen and Freeman (1986) as follow; (1) Tape recording. In this stage, students record conversation in the target language. (2) Transcription. In this stage, students transcribe utterances and conversation they have recorded for practice and analysis of linguistic forms. (3) Reflection and observation. In this stage, students reflect and report on their experience of the class, as a class or in groups. This usually consist of expressions of feelings-sense of one another, reaction to silence, concern for something to say, etc. Teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience. (4) Reflective Listening. In this stage,

students listen to a monologue by the teacher involving elements they might have elicited in class interaction. (5) Self correction. In this stage, the teacher stating anything in the target language of students practicing, giving them the opportunity to self correct. (6) Small group task. In this stage, students engage in various group tasks, such as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class. Referral teaching procedures have also followed from Curran stated that the key idea is that the students determine what is to be learned, so the teacher is a facilitator and provides support. In the basic form of CLL, a maximum of 12 students sit in a circle. There is a small portable tape recorder inside the circle. The teacher (who is termed the 'Knower') stands outside the circle. When a student has decided they want to say something in the foreign language, they call the Knower over and whisper what they want to say, in their mother tongue. The teacher, also in a whisper, then offers the equivalent utterance in English (or the target language). The student attempts to repeat the utterance, with encouragement from the Knower, with the rest of the group eavesdropping. When the Knower is satisfied, the utterance is recorded by the student. Another student then repeats the process until there is a kind of dialogue recorded. The Knower then replays the recording, and transcribes it on the board. This is followed by

analysis, and questions from students. In a subsequent session, the Knower may suggest activities springing from the dialogue. Gradually, the students spin a web of language.

2. METHOD

This research is a quasi-experimental. This design is similar to the pre-test and post-test group design, which the experimental group was not chosen randomly. The researcher took one class as the sample consisted of 38 students where all students were identified as the second semester students of English language education program of Islamic University of Riau. The researcher implemented the activities in lesson plans. While implementing the activities, the researcher also observed and made some notes of them. Here the detail procedures of the research:

a. Pre-test

Before the treatment was administered to the students, the pre-test was given in order to know the ability of students in speaking and also it was used to find out the initial capability of the class.

b. Treatment

CLL was used while teaching and learning process in the treatment. The purpose was to know the effectiveness of CLL in teaching speaking. In the teaching and learning process, the researcher applied and taught the teaching process based on the lesson plan.

c. Post-test

Post-test was done after treatment in order to know the

students' speaking skill after having been the treatment by using CLL.

The data were analyzed by using the following formula (Supranto, 2001) :

1. To find out the means score

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : Mean Score

X : Score

N : Number of students

2. To find out the variance

$$S_1^2 = \frac{\sum x_1^2 - (\sum x_1)^2 / N}{(N-1)}$$

S_1^2 : Variance

X_1 : Score of students

X : Mean score

N : Number of students

3. To find out the standard deviation

$$S = \sqrt{S_1^2}$$

S : Standard deviation

S_1^2 : Variance

After the pre-test and post-test was administered to the students, the researcher analyzed the data. The use of t-test was to know the score of the students learning English by using CLL. In order to check whether the score significantly different or not from pre-test to post-test, the formula as following:

to =

$$\frac{X_1 - X_2}{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}} \cdot \frac{\sqrt{n_1 n_2 (n_1 + n_2 - 2)}}{n_1 + n_2}$$

to : the t- test statistic

X_1 : the mean score of pre-test score

X_2 : the mean score of post-test score

S_1 : the variance of pre-test score

S_2 : the variance of post-test score

n : the total number of students

3. FINDINGS AND DISCUSSION

After CLL was applied in teaching speaking, the students' speaking skill has improved, it could be seen from the result of pre-test to post test.

Table 2. The result of pre-test and post-test

Points	Score
Mean score of pre-test	54.74
Mean score of post-test	72.86

From the above table 1, it was found that the mean score of pre-test was 54.74. and the mean score of post-test was 72.86. The points in table 1 can be explained as follow, the use of CLL gave good influence on students' speaking skill. The students got some improvement on their speaking. The mean score increased from 54.74 in pre-test to 72.86 in post-test. The calculation of pre-test and post-test score and also t-test of both score can be seen in the following:

Mean of post-test score:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \underline{27.69}$$

$$\begin{aligned} &= 38 \\ \bar{X} &= 72.86 \\ \text{Mean of pre-test score:} \\ \bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= \frac{2080}{38} \\ \bar{X} &= 54.74 \\ \text{Variance of post-test score:} \\ S_1^2 &= \frac{\sum X_1^2 - (\sum X_1)^2 / N}{(N_1 - 1)} \\ S_1^2 &= \frac{203805 - (2769)^2 / 38}{(38 - 1)} \\ &= \frac{203805 - 7667361 / 38}{37} \\ &= \frac{203805 - 201772.66}{37} \\ &= \frac{2032.34}{37} \\ &= 54.93 \\ \text{Variance of pre-test score:} \\ S_2^2 &= \frac{\sum X_1^2 - (\sum X_1)^2 / N}{(N_1 - 1)} \\ S_2^2 &= \frac{116846 - (2080)^2 / 38}{(38 - 1)} \\ &= \frac{116846 - 4326400 / 38}{37} \\ &= \frac{116846 - 113852.63}{37} \\ &= \frac{2993.37}{37} \\ &= 80.90 \\ \text{Standard deviation of post-test score:} \\ S_1 &= \sqrt{S_1^2} \\ &= \sqrt{54.93} \end{aligned}$$

$$\begin{aligned} &= 7.41 \\ \text{Standard deviation of pre-test score:} \\ S_2 &= \sqrt{S_2^2} \\ &= \sqrt{80.90} \\ &= 8.99 \\ \text{T-test:} \\ \text{t-obs} &= \frac{X_1 - X_2}{\sqrt{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}} \cdot \frac{\sqrt{n_1 n_2 (n_1 + n_2 - 2)}}{n_1 + n_2} \\ &= \frac{72.86 - 54.74}{\sqrt{(38 - 1)54.04 + (38 - 1)80.90}} \cdot \frac{\sqrt{(38 \times 38)(74)}}{38 + 38} \\ &= \frac{18.12}{\sqrt{1999.48 + 2993.3}} \cdot \sqrt{\frac{106856}{76}} \\ &= \frac{18.12}{\sqrt{4992.78}} \cdot \frac{326.888}{8.7} \\ &= \frac{18.12}{70.659} \cdot 37.57 \\ &= 9.63 \end{aligned}$$

$$\text{t-critical} = 2.00$$

It can be seen in the above calculation, there was slightly different in means. The t-obs value was (9.63). Meanwhile, t-critical value was (2.00) at the degree of freedom 62 (df (38 - 1) + (38 - 1) = 62) with a = 0.05 level of significant for two tail test was (2.00). So, it can be seen that t-obs was greater than tcritical. It mean that alternatif hyphotesis was accepted, it can be concluded that there was significant influence of CLL towards students' speaking skill.

4. CONCLUSION

The learners felt doubtful in the beginning. However, after the research has been conducted, it proves that the use of CLL can improve their vocabulary, grammatical,

pronunciation, fluency, and comprehension. It can be seen from the mean score of the test from pre-test to post-test were also getting better. It means that the teaching of English by using CLL gave contribution to students' speaking skill. Based on the research findings and discussion. The researcher found the students that treated by the CLL method were more active in class especially in speaking activities compared the teaching before using CLL. In the class, the researcher found the students were more active in the class and interacted with their classmates. They were more confident to speak without worrying their limitation. Moreover, students were actively interacted with the researcher during class. Furthermore, during the post-test, they were brave to speak in answering the question eventhough they still had mistake, but it was less than in pre-test. It means that the method were effective to encourage students to engage in the lesson.

REFERENCES

- Ary, Donald. Lucy Cheser, and Asghar, R. 1979. *Introduction to Research in Education*. New York: Holt, Rinehart and Winston.
- Baron, J. 1992. *The effect of normative beliefs on anticipated emotions*. *Journal of Personality and Social Psychology*, 63, 320-330.
- Bligh, D. A. 1989. *Teach Thinking by discussion*. Michigan: Society for Research into Higher Education & NFER-Nelson.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. (third edition). New Jersey: Prentice Hall.
- Burn, Anne. 1999. *Collaborative Action Research for English Language Teacher*. United Kingdom: Cambridge University Press.
- Cameron, Lynne. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Chastain, Kenneth. 1988. *Developing Second Language Skills: Theory and Practice 3rd edition*. San Diego: Harcourt Brace Jovanovich.
- Curran, Charles A. 1976. *Counseling-Learning in Second Language*. Apple River, Illinois: Apple River Press.
- Creswell, J. W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education.
- Cryer, P. & Elton, L. (1992) *Active Learning in Large Classes and with Increasing Student Numbers* (Sheffield: CVCP Staff Development Unit).

- Cyril, J. 1988. *Communicative Language Testing*. New York: Prentice Hall.
- Gibbs, J. 1997. *Tribes: A New Way of Learning Together*. Sausalito, CA: Center Source System.
- Gie.1998.*Cara Belajar yang Efisien*. Yogyakarta: Liberti.
- Haines, S. 1989.*Projects for the English as a Foreign Language classroom*. London: Nelson
- Hardjana.1994. *Kiat Sukses di Perguruan Tinggi*. Yogyakarta: Kanisius.
- Harmer, J. 2005.*The Practice of English Language Teaching*. England: Longman.
- Kemmis and Mc Taggart. 1988. *The Action Research Planner*. Geelong, Victoria: Deakin University Press.
- Kartono, K. 1995.*Bimbingan Belajar di SMU dan Perguruan Tinggi*. Jakarta: Raja Grafindo Persada.
- Larsen, D. & Freeman. 1986. *Techniques and Principle in Language Teaching*. New York: Oxford University Press.
- Loekmono. 1994.*Belajar Bagaimana Belajar*. Jakarta: BPK Gunung Mulia.
- McKeachie, W. J. 1994.*Teaching tips: A guidebook for the beginning college teacher, 9th ed*. Lexington, MA: D, C. Heath.
- Nagaraj, P. 2009. *Application of Community Language Learning for Effective Teaching*. Bharathiar University. The Modern Journal of Applied Linguistics
- Rivers, W. 1987.*Interactive Language Teaching*. Cambridge: Cambridge University Press.
- Slameto.1995. *Belajar dan Faktor-faktor yang Mempengaruhinya*. Cet. II; Jakarta: Rineka Cipta.
- Sudarmono. 1994.*Tuntunan Metodologi Belajar*. Jakarta: Grasindo.
- Suharsimi Arikunto. 2010.*Prosedur Penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Supranto. J. 2001. *Statistik: Teori dan Aplikasi*. Jakarta: Erlangga.
- Thelen, H.A. 1960. *Education and the Human Quest*. New York: Harper and Row.
- Thornbury, Scott. 1994. *How to teach speaking*. Longman, Kanisius: Kesainc Blanc.
- Ur, Penny. 1996. *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.