

The Effect of Applying Community Language Learning Method on the Students' Achievement in Speaking

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Abstract

This study aims to find out the effect of applying community language learning method on the students' achievement in speaking. The population of the study was the first year student at Man 2 Model Medan. In this study the sample is 50 students where 25 students took as experimental group and 25 students rest was control group. The data of this study was collected by oral test . It was applied in pre test and post test, then the scores were analyzes by using t-test formula. The result of the analysis showed that t-observed value is higher than t-table value ($t_{observed} > t_{table}$) at the level os significant 0.05 with the degree of freedom 48. It means that there was a effect of applying community language learning method on the students' achievement in speaking.

Keywords: Community Language Learning, Students' Achievement, Speaking.

INTRODUCTION

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2004:267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002:204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying

messages directly without any accompanying speech. Brown (2004:237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. In their discussion on the nature of spoken language, Nunan (1989:26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Nunan (1989:28) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989:32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listener as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the 9 learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Research Question

In relation with the background of the study mentioned, the problem is formulated in the form of question as follows “Is the student’s speaking achievement taught by Community Language Learning Method is higher than the students taught by Lecturing?”

Community Language Learning

Since community language learning is the name of a method which was introduced by Curran that oriented on humanistic approach. One term to community language learning Method is counseling learning where it is a non-direct therapies approach which is designed to easing the learners in acquiring the target language.

In accordance with the statement above, the writer particularly needs to formulate the example of community language learning takes place in the classroom. A group of learners sit in a circle with the teacher standing outside of the circle, and a student’s whispers a message in the native language (L1): next, the teacher translates the message of the learners into the foreign language (L2), while, the students repeats the messages in the foreign language into a cassette; students compose further messages in the foreign language with teacher’s help; so students reflect about their feelings and wishes. It means that the client-counselor in psychological counseling have relationship between the learner-knower in community language learning method.

Furthermore, community language learning method represents the use of counseling-learning theory to teach languages.

1) Design of CLLM

This design of CLLM discusses about activities of teaching learning using CLLM technique such as: type learning and teaching activities, learner roles, and teacher roles.

a. Types of Learning and Teaching Activity

In accordance with types of learning and teaching activity, here community language learning involves learning task and activities take place in learning and teaching process as follows:

- ✓ Translation. Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into the target language, and the learner repeats the teacher's translation.
- ✓ Group work. Learners may 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 other group. Preparing a story that will be presented to the teacher and the rest of the class.
- ✓ Recording. Students record conversations in the target language.
- ✓ Transcription. Students transcribe utterances and conversation they have recorded for practice and analysis of linguistic forms.
- ✓ Analysis. Students analyze and study transcriptions of target language sentence in order to focus on particular lexical usage or on the application of particular grammar rules.
- ✓ Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups.
- ✓ Listening. Students listen to a monologue by the teacher involving elements they might have elicited or over hear in class interactions.
- ✓ Free conversation. Students engage in free conversation with the teacher or with other learners.

b. Learner Roles

In community language learning method, here the learners roles as the part of community, their fellow learners and the teacher and learn through interacting each other with the member of the community. Learners are expected to listen attentively what the counselor advised, provide them a chances freely whatever the meanings they wish to expressed, to repeat target utterance without hesitation, to report deep inner feelings and frustrations and to become counselors to other languages. Meanwhile, Curran in Richard, et. all (1986: 121) states that there are five stages of communicative language learning Method as follows:

- ✓ The learners is like an infant that completely dependent on the counselor for linguistic content. Here the learner repeats utterances made by the teachers in

target language and overhears the interchanges between other learners and knower.

- ✓ The child achieves a measure of independence from the parent. In these stages, the learners begin to establish their own self affirmation and dependence by using simple expressions and phrases they have previously heard.
- ✓ The separate existence stage. In this stage, the learners begin to understand others directly in the target language.
- ✓ A kind of adolescence. In this stage, the learners function independently although his or her knowledge of the foreign language is still rudimentary.
- ✓ The independent stage. This last stage explained the learners refine their understanding of register of the vocabulary as well as grammatically correct language use.
- ✓ Furthermore, learning is a whole person process and the learner at each stage is involved not only in the accomplishment of cognitive (language learning) but also in the solution of affective conflicts and respect for the enactment of values.

Conventional method

There are many conventional method in teaching English, and the writer focus to lecturing method. Lecturing method of teaching is a method of delivering information and knowledge orally to a number of existing students generally follows passively (Muhibbin Shah 2000:34). It can only be said to be the most economical method to convey information, and most effective in overcoming the dearth of literature or reference in accordance with the reach of the purchasing power and savvy students. Lecturing is a teaching strategy where an instructor is the central focus of information transfer. Typically, an instructor will stand before a class and present information for the students to learn. Sometimes, they will write on board or use overhead projector to provide visuals for students. Students are expected to take notes while listening to the lecture. Usually, very little exchange occurs between the instructor and the students during a lecture.

The basic purpose of lecturing is the dissemination of information. As an expert in your field, you identify important information for the learner and transmit this knowledge in the lecture. The lecture strategy is recommended for high consensus disciplines – those in which there is agreement on the fundamental principles and procedures, such as math and natural science.

Though lecturing is considered the oldest strategy of teaching. It seems that most teachers still struggle with the mechanism that ensure the message is retained, the audience stays awake and the teachers receives a positive send off. It's a wonder that lecturing as a teaching strategy has survived.

Today only a few teachers know how to lecture. Teachers are not trained in giving good lectures, so except for the rare person who naturally knows they never learn. They are instead “warned” that lectures are discriminatory and make them better than their students; since there must be equality in the classroom, students must discuss to learn.

a) The advantages of lecturing

The following are the basic advantages of the lecture strategy:

- (1) It is provide economical and efficient strategy for delivering substantial amounts of information to large numbers of student.
- (2) It affords a necessary framework or overview for subsequent learning.
- (3) It offers current information from many sources
- (4) It provides a summary or synthesis of information from different sources.

b) The disadvantages of lecturing

There are disadvantages to using the lecture method as a primary teaching strategy. An effective lecture requires both extensive research and preparation and effective delivery skills to maintain students' attention and motivation. In addition, the lecture has other drawbacks:

- (1) It does not afford the instructor with ways to provide the students with individual feedback.

- (2) It is difficult to adapt to individual learning differences.
- (3) It may fail to promote active learning unless other teaching strategies, such as questioning and problem-solving activities, are incorporated into the lecture.
- (4) It does not promote independent learning.

Methodology

This study was an experimental research, since it described the quantitative degree in which variable were related. It was also reasonable that the writer intended to examine the cause and effect between variables, Community Language Learning Method (CLLM) and Speaking Ability an Experimental. This study tried to describe the effect of treatment of two distinctions, Community Language Learning Method (CLLM) and speaking ability. the research design was pre-test and post-test. Therefore, the design was called Research design. The study design is adopted from Ary, et.al (2002: 308) as follows:

Table 1. Research Design

| Group | Pre-test | Independent variable | Post-test |
|--------------|-----------------|-----------------------------|------------------|
| E | Y1 | X | Y2 |
| C | Y1 | - | Y2 |

Notes:

- E = experimental group
- C = control group
- Y1 = pre-test
- X = treatment on the experiment group
- Y2 = post-test

This research design presented several characteristics; (1) it had two groups of experimental subjects or treatment group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups were measured twice, the first measurement served as

the pre-test and the second as the post-test; (4) measurement on the dependent variable for both groups was done at the same time with the same test; and (5) the experimental group was manipulated with particular treatment.

The Population and Sample

1. Population of the Study

Population is the number of people or individual that has at least the same characteristics (Ary, 1979:32). In this study, the population was the first year students in MAN 2 MODEL MEDAN class X-1 and X-2 which assumption of the study included all students. They were two classes and consisted of 50 students. Since they were first grade so that they have to be trained more in speaking english for their future. The students were still actively learning English as one of the compulsory subject. In this research, the writer used random sample.

2. Sample of the Study

Arikunto (2002:143) states that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it can be taken between 10-15% or 20-25% or more that it.

The number of accessible population of the study was 50 students. The writer took all the students. . The sample was taken randomly from the population. To be clearer, population and sample was listed in the following table.

Table 2. The population and sample of the study

| Classes | Population | Sample |
|----------------|-------------------|---------------|
| X1 | Students | 25 students |
| X2 | Students | 25 students |

A. Instrument for Collecting Data

In any scientific research, instrument for collecting data is absolutely important. The accuracy of the result of research mostly depends on how accurate the use instrument is. Before research is carried out, the instrument for the data collection should be prepared well.

The writer used test as instrument for collecting data. Instrument is a tool uses to collect the data. Arikunto (1998:137) states that an instrument is important element to find out the result of research, so the writer has to prepare the instrument.. In line with the research problem, the speaking test used as an instrument. In this case, the students and described series of picture. The test was given to the sample and the results were gathered as the data of this study.

B. Procedure for Collecting Data

1. Pre Test

In the pre-test, the students in the control group and experimental group were instructed to speak the description about picture that was spread to them. The pre-test had been administrated to see the student's ability before they were treated.

2. Treatment

In the language of experiments, a treatment was something done to a person that might have an effect. In order to find out the effectiveness of using CLLM, the sample had been treated by the writer in different ways. CLMM was used for experimental group and Conventional method for control group. The process of giving treatment to both groups had been conducted in three meetings. Therefore, there were eighth meetings for each group include pre-test and post-test.

3. Post Test

After the treatment had been done, both experimental and control group were given the post-test. The result of both groups was analyzed to find out if the effect of using CLLM on the students' achievement in speaking wheter it was significant or not.

C. Validity and Reliability of the Test

1. Validity of The Test

The validity of a test is the extent to which is measured what it is supposed to measure (Heaton, 1989:159). The aim of it will measure the skill, knowledge, ability, etc. The series of pictures use to stimulate the subject to build their

opinion. According to Heaton (1989: 89) the test used must be appropriate in term of our subject, the dependable in the evidence provides, and applicable to our particular situation. The picture comprehension tests in which (1) the picture out; (2) after subject was read. The writer gave time to the subject for 10 minutes; the interview always refers to the picture. In scoring value to each subject, the writer used weighting table Oller (1979), as follows

Table 3. Weighting Table

| Proficiency Description | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------------------|----------|----------|----------|----------|----------|----------|
| Accent | 0 | 1 | 2 | 2 | 3 | 4 |
| Grammar | 6 | 12 | 18 | 24 | 30 | 36 |
| Vocabulary | 4 | 8 | 12 | 16 | 20 | 24 |
| Fluency | 2 | 4 | 6 | 8 | 10 | 12 |
| Comprehension | 4 | 8 | 12 | 15 | 19 | 23 |

This study aims at knowing the students' achievement in speaking, where oral interview is one of the interviews more appropriately used to make the students' achievement in speaking and achievement in a language. (Nugiantoro, 2004: 229)

2. The Reliability of the Test

Reliability shows that a test refers to the consistency of a measure. Reliability is defined as the level of the internal consistency or stability of the measuring device. Brown (2004: 20) states that a reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results. It is one of characteristics of a good test. In this research, the data were obtained from trying out that was given before doing the research. To get the reliability of the test, the Kuder-Richardson 21 (KR-21) was applied:

$$R = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{K.S^2} \right)$$

Where :

R = the coefficient of reliability

K = Number of test item

M = the mean of the Score

S^2 = The standard deviation

The value of coefficient correlation was categorized in the following criteria:

0.00 – 0.20 = the reliability is negligible

0.21 – 0.40 = the reliability is low

0.41 – 0.60 = the reliability is moderate

0.61 – 0.80 = the reliability is substantial

0.81 – above = the reliability is very high

Calculation of mean (M):

Where :

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

M = mean

$\sum x$ = total scores of pretest

N = total sample

Calculation of Standard Deviation (SD)

$$SD = \frac{\sqrt{X^2}}{N}$$

D. The Analysis of the Data

After the data in the form of the students' scores on reading comprehension were obtained, the following steps were carried out:

- 1) Getting mean score of each group (the experimental group and the control group).

- 2) Comparing the mean score of the two groups.
- 3) Finding out which one is the higher.
- 4) Explaining the meaning of differences of the mean score.
- 5) Checking the significance of differences by using T-test. Explain the implication of the findings to the teaching of reading comprehension.

In order to know the difference effect between the two groups, the writer used T- test formula. The formula stated by Arikunto (2002:57), is as in the following:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{X^2 + Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

- t = the effect
- M_x = Mean of experimental group
- M_y = Mean of control group
- X^2 = the deviation square of experimental group
- Y^2 = the deviation square of control group
- N_x = the sample of experimental group
- N_y = the sample of control group

E. Statistical Hypothesis

The hypothesis of the study was statistically formulated and stated as the following:

$$\begin{aligned} \mathbf{H_o} &: \mathbf{NX1 = NX2} \\ \mathbf{H_a} &: \mathbf{NX1 > NX2} \end{aligned}$$

Where:

- H_o** = hypothesis null
- H_a** = hypothesis alternative
- X_I = the mean of the students' achievement in speaking ability that were taught by Community Language Learning method

X_2 = the mean of the students' achievement in speaking ability that were taught by applying conventional method

The Instrument for Collecting Data

1. Source of data

This research was done at MAN 2 Model Medan. The researcher was taken the source of data from the first year students' grade X (X-1 and X-2 class). Community Language Learning Method is chosen by researcher to do the study.

2. Data

This research was conducted by using an experimental research. There were two randomized group used namely experimental and control group. The experimental group was taught by applying Community Language Learning Method while the control group was thought without applying conventional method (discussion). The population of this research was the first year students of MAN 2 MODEL Medan. The samples were taken randomly by the researcher, class X-1 for experimental group and class X- 2 for control group. The treatment was conducted in 3 weeks. Before giving the treatments, the researcher administered pre-test to both of the groups. The mean of the experimental group in the pretest is 57.7 while the mean score of the control group is 55.1 In control group the teacher asked the students to speak description text and translate the meaning of the unfamiliar words by using dictionary while in experimental group the teacher taught how to speak description text and found the meaning of the text by applying Community Language Learning Method. After giving treatments, the post-test was given to both groups. The mean score of the experimental group in the post test was 65.8 and the control group was 61.1. It proved that there are different scores between two groups.

The students in experimental group had higher score than those in control group did.

The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem.

1. Testing Reliability of the Test

In order to obtain the reliability of the test, the researcher used Kuder Richardson formula 21 (KR-21). The calculation showed that the coefficient reliability of the test was **0.43**, as Best states that the coefficient reliability ranges between 0.41- 0.60 is categorized as moderate (fair). It means that the test was reliable.

2. Analyzing the Data by Using t-Test Formula

T-test formula was used to calculate the difference a mean score in the pretest and post test of both experimental and control group in order to find t-observed. The result of the test was calculated as the following:

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left(\frac{X^2 + Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{8.2 - 6.1}{\sqrt{\left(\frac{24.97 + 72.88}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}} \\
 &= \frac{2.1}{\sqrt{\left(\frac{294.85}{48}\right)\left(\frac{2}{25}\right)}} \\
 t &= 3
 \end{aligned}$$

The calculation shows that t-observed was **(3)** and it was higher than t-table **(2.00)**.

3. Testing Hypothesis

The basic of testing hypothesis in this research were:

If t-observed > t-table, the hypothesis will be accepted

If t-observed < t-table, the hypothesis will be rejected

In this research, the value of the t-table for the degree of freedom (df) 48 at level of significance (α) 0.05 was 2.000.

The result of computing t-test showed that t-observed (t-obs) was higher than t-table as follows:

Table 1: The Result of the t-Test Calculation

| | |
|---------------------|-----------------------------|
| t – obs > t – table | (α = 0.05; df = 48) |
| 3 > 2.000 | (α = 0.05; df = 48) |

Based on the data above, the researcher concluded that alternative hypothesis (Ha) has been successfully. It means that “The students’ achievement in speaking ability taught by applying Community Language Learning Method is higher than taught by conventional method is really true in this research.”

A. DISCUSSION

In this point, the researcher presents the discussion about the achievement of the students’ speaking ability and the effect of Community Language Learning Method (CLLM) toward students’ speaking ability an experimental of the first year students of MAN 2 MODEL MEDAN 2013/2014

After calculating the data, the students’ speaking ability that facilitated by using Community Language Learning Method (CLLM), there was differences gain between experimental and control groups, and it can be seen on the means score gained of the two groups. The mean scores of experimental group was 65.8 and the mean score of control groups were 61.5. Related to the statements above, so the results indicates that means scores of experimental group was higher than the control group. It means that, Community Language Learning method (CLLM) had positive effect toward students’ speaking ability an experimental for the first year of MAN 2 MODEL MEDAN 2013/2014

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings, it can be concluded that there is a significant effect of applying CLLM on students' achievement in speaking. Teaching speaking through CLLM gives better result on the students' achievement in speaking than applying by lecturing. So the hypothesis can be accepted.

B. Suggestions

Based on the conclusion above, the researcher gives suggestions as follows:

1. The English teachers should apply CLLM in teaching speaking because this method is proved effective to improve the speaking ability to the students
2. The students should use CLLM because it helps the students to activate their prior knowledge and connect it with the new information provided in the text. Therefore, the students will be easier to speak.
3. It is suggested that teacher should stimulate and motivate the students to make the activity of speaking as a pleasure while applying CLLM
4. CLLM does not benefit the students who have a good understanding of a concept; it may benefit slower learners and those that do not have a wide knowledge of topics available to them.

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