

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Learning English is considered as a necessary in today's world. This statement supported by the adaptation of English in education as the foreign language subject, especially in Indonesia. The English education adapted in Indonesia is purposed to help students to use English to communicate or expand their social interactions to gain broader knowledge wether it is through written or spoken way. It means, English is an important language to learn these days. Accordingly, English learning language is taught as its four basic skills, there are speaking, listening, writing, and reading.

All of the skills are needed to be mastered by the learner but speaking, to most people, considered as the most important aspect to learn foreign or second language. Moreover, English is spoken by at least a quarter of the world's population in the last decade which is means speaking is the initial skill to measured wether the language is used or not. So, what is speaking ?

Speaking is a process of sharing meaning through verbal or non-verbal symbols in variety of contexts. It means, speaking is an activity that involves learner to speak using verbal or usually known as oral or using non-verbal symbols like gesture or body language. Speaking could be done by

monologue (alone) like speech or dialogue even more, like conversation, discussion, debate, roleplay or drama and so on.

Furthermore, speaking is not measured only as an activity of sharing meaning or gain information but also to process the information and language gained on the spot. It means, speaking is an activity where the speaker interact with other speaker and try to gain information through processing the information and language at the moment.

In order to support the explanation above, speaking has some necessary elements so speaking will be practiced well. There are : 1) connected speech characterized by assimilation, elision, linking, and contractions; 2) expressive devices such as changing the pitch and stress of sentences, varying volume and speed of a speech, showing emotions and attitudes; 3) lexis and grammar, which are important in spontaneous speech to show surprise, approval or disagreement; 4) negotiation language which is used for clarification or reformulation of statements (Harmer 2001: 269). Accordingly, the success in speaking involves interaction with other speakers and listeners, i.e understanding how to take turns and how others feel about the topic in various context. In the end, the processing information or speaking will be succed on the spot.

Unfortunately, speaking remains as one of the least- mastered skills. For students, there are many factors that prevent them in speaking in English

during class. There are some factors found by the researcher during observation (teaching practice) in SMAN 1 Pekanbaru. The first one is students oftenly afraid of making mistakes especially in grammar. The mistaken of using grammar oftenly prevent the students to speak in class because they do really focus on the using of grammar correctly than practicing them. This factor related to the next factor, that is lack of vocabulary. Students usually confused to express theirself because of their limitation of vocabulary. Moreover, students usually feel shy of speaking English. There are two reason of their shyness, social interaction (friends) and their limitation (knowledge). Their friends usually mock them whenever they speak English or as mentioned above, they are afraid of their limitation of English or did mistakes. Furthermore, the students' social interaction is usually lack of care of using English for speaking and pretend to avoid their friends that using English or respond their friend using Bahasa rather than English because they think it is not necessary to respond in English too.

In order to overcome the problems above, the researcher think the best way is by creating a condusive and friendly environment for practicing speaking. A condusive environment and friendly environment means, an environment where students feel free to express theirself without worrying any mistakes, applied during English lesson class. Condusive and friendly environment is supposed to encourage students to be active and have high self

confidence in using English. Moreover this environment is expected to gain relationship among students feeling, physical reactions, instinctive protective reaction, and their desire to learn.

Community Language Learning (CLL) is aimed to overcome the problems mentioned above and as the answer of creating conducive and friendly environment. CLL is a method of teaching English that developed by Charles A. Curran where the learner treated as the client and teacher as the counselor like psychologist with the client. CLL is firstly developed by Charles A. Curran and his associates. Curran is a specialist in counseling and a professor of psychology at Loyola University, Chicago. Community Language Learning (also called Counseling Language Learning) which is inspired by the humanistic psychology of Carl Rogers. As stated by Richards and Rodgers (1986: 113), Counseling- Learning is represented to teach languages by community language learning.

In this method, learners treated as client that has free will to express their problem to the counselor also within the community. Moreover, teacher played role as translator to help learners express themselves using English. It means, the learner had enough chance to speak up without worries of their limitation in using English language.

Moreover, this method did not force teacher to be trained as a psychologist, but played role as counselor like psychologist does. The teacher

just need to be care more about the students' feeling, difficulties in learning English and tried to understand them and change their negativity into positive vibes. So, the students will feel comfort and motivated to learn because of the teacher's acceptance of their limitation.

From the explanation above, the researcher think Community Language Learning (CLL) is the best method to overcome the problems found in SMAN 1 Pekanbaru. This method is expected by the researcher to encourage students' lack of grammar and vocabulary because they are brave to speak up their difficulties. In the same hand, this method also expected to encourage students to be more care and active to contribute to their social interaction whose using English.

In short, learning English is important especially mastering speaking to help students' to communicate and expanding broader knowledge. However, the speaking skill was least- mastered skill in class caused by some problems found by the researcher. There were lack of grammar ability, lack of vocabulary and also shyness and lack of care. Therefore, to overcome the problems, the researcher choose Community Language Learning (CLL) as the best solution. CLL is a teaching method developed by Charles A. Curran which is inspired by the humanistic psychology of Carl Rogers. This method treated the students as client and teacher play role as counselor like in pschologist and his/her client. The focus of this method was to make student

comfort to express their problem during learning English and and try to find the solution. Moreover, teacher play role as translator to help students to overcome their limitation in speaking. At last, the researcher interested to study the effect of this method towards students' speaking skill of the second year students at SMAN 1 Pekanbaru.

1.2 Identification of the problem

There were some factors found by the researcher during observation (teaching practice) in SMAN 1 Pekanbaru. The first one was students oftenly afraid of making mistakes especially in grammar. The mistaken of using grammar oftenly prevent the students to speak in class because they did really focus on the using of grammar correctly than practicing them. This factor related to the next factor, that was lack of vocabulary. Students usually confused to express theirself because of their limitation of vocabulary. Moreover, students usually feel shy of speaking English. There are two reason of their shyness, social interaction (friends) and their limitation (knowledge). Their friends usually mock them whenever they speak English or as mentioned above, they are afraid of their limitation of English or did mistakes. Furthermore, the students' social interaction was usually lack of care of using English for speaking and pretend to avoid their friends that using English or responded their friend using Bahasa rather than English because they think it was not necessary to respond in English too.

1.3 Limitation of the Problems

There were some problems found by the researcher during observation (teaching practice) in SMAN 1 Pekanbaru. There were lack of using grammar, lack of vocabulary, shyness and also lack of care. Those mentioned problems are overcome by using Community Language Learning (CLL) method.

1.4 Formulation of the Problem

From the background of the study, identification of the problem, and limitation of the problems, there was a problem formulated as follows: “Is there any significant effect of CLL towards students’ speaking skill of the second year students at SMAN 1 Pekanbaru?”

1.5 Objectives of the Research

In relevant with the problems that have been stated previously, the objectives of the study was to find out whether or not there was significant effect of CLL towards students’ speaking skill of the second year students at SMAN 1 Pekanbaru.

1.6 Significance of the Research

The result of the research are expected to be useful for the teachers, students, school, and others researchers.

1. Teachers

This research can offer an alternative to solve some of the problems they face in teaching speaking. There are numerous approaches and method to teach speaking with its own characteristics. Therefore, CLL method is considered as the answer since it focus is to find solution of students' problem through relationship (counselor- client) among students and teacher. More over, improving knowledge about method to teach speaking and building intimate relationship among students and teacher.

2. Students

Improve students speaking skill and help students to find solution for the problem they face during learning English especially speaking skill. Moreover, to encourage student to be active in speaking English.

3. School

It can be really useful for increasing teachers quality in determining the appropriate method in teaching.

4. Researcher

An accomplished the purpose of getting Sarjana Pendidikan (S.Pd) degree in English Study Program Teacher Training and Education Faculty.

1.7 Definition of Key Terms

In order to avoid misunderstanding in this research, it is necessary for the research to define the following terms:

1. Effect, is a result of condition produced by a cause, something that happens when one thing act on another, Kamus Bahasa Inggris in Lestari (2017: 7).
2. Speaking is the process building and sharing meaning through the use of verbal and non-verbal symbols which is important in language learning and teaching because students need to learn to speak in different communicative circumstances, Chaney (1998) in Rahimy, R., & Safarpour, S. (2012). It means, speaking is a process of interaction which sharing meaning is the main point using verbal and non-verbal symbols in different context.
3. Community Language Learning (CLL) method was developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago (Richards & Rodgers, 2002). His application of psychological counseling techniques to learning is known as Counseling-Learning and was largely inspired by Carl Roger's humanistic psychology; Community Language Learning represents the use of Counseling-Learning theory to teach languages. In this respect, teachers as counselors, are in charge of overcoming the negative feelings that learners, as clients experience towards learning a new language, Richards and Rodgers in Cakir (2017).