

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Speaking Skill

Speaking skill is a skill of using language to communicate using verbal or nonverbal symbols orally in different context that can be improved through learning language. As a skill, speaking is part of the four language skills (reading, writing, listening and speaking) and also known as a productive skill where the main point of speaking skill is to communicate orally (productive skill).

##### 2.1.1 Definition of Speaking Skill

The definition of speaking skill never be seperated from the definition of speaking itself. According to Bailey in Puspitasari (2011), “Speaking is a productive aural/oral skill consists of producing systematic verbal utterances to convey meaning.” It means, speaking is a productive skill of conveying meaning through utterances. Moreover, according to Chaney (1998) in Rahimy, R., & Safarpour, S. (2012), 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 learner need to learn to speak in different communicative circumstances. It

means, speaking is the process while speaking skill is the ability of speaking that important and can be improved through language teaching and learning.

On the same hand, Theodore Huebner in Mevada S, & Gurjar, C. (2015) says “Language is essentially speech, and speech is basically communication by sounds.” So, on the basis of above given definitions it can be said that speaking is a productive skill of building and sharing meaning through verbal and non-verbal symbols by using sounds.

### **2.1.2 Teaching Speaking**

There are some reasons why teaching speaking is a needed, and the researcher provides some experts’ opinion due to this topic.

According to Richards and Rodgers (2011) in Gurjar, C., & Mevada, S. (2015), the integration of speaking skill and other language skill could reveal the importance of speaking. For instance, the improvement of their vocabulary and grammar and then their writing skill could be developed through speaking.

Moreover, (Shumin, 1997) in Aliakbari, M., & Jamalvandi, B. (2010) stated that the central elements of communication in English Foreign Language teaching is speaking skill. In the same hand, MC Carthy,1998; Nunan, 2011) stated that the ultimate goal of acquiring a foreign or second language is through mastering speaking abilities and the other skills are overshadowed by its significance.

Furthermore, (Bygate, 1987) mentioned that, the learner are judged by this skill because it is the vehicle of social solidarity, social ranking and business.

The function and the importance of speaking skill are not the only reason but also there are some issues that need to be concerned.

Some of issues in speaking skills involves : a) lack of motivation; b) (Asei,2011) in Rahimy, R., & Safarpour, S. (2012) shy and afraid to give contribution; c) have no idea and d) lack of information of the materials. So, those are the reasons to teach speaking skill.

### **2.1.3 Indicators of Speaking Skill**

There are some indicators of speaking skill expressed by some experts. Brown (2004: 141-142) in Akhyak & Indramawan, A. (2013) stated that, immitative, intensive, responsive, interactive, interpersonal, extensive are the indication of someone has speaking competence. Those indicators also could be seen in class or speaking activity like Ur says (1999: 120) in Akhyak & Indramawan, A. (2013) as follows: a) students talk a lot; b) chances to talk; c) high motivation; d) language is within students' proficiency level.

Moreover, according to Harris (1969) in his book, Testing English As A Second Language, provides a grading speaking scale which contains five components (pronunciation, grammar, vocabulary, fluency and comprehension) to measure speaking skill.

### **2.1.4 Three areas of Speaking**

According to Azeem (2011: 38-39) Language learners need to recognize that speaking involves three areas of knowledge:

- a) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- b) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom. In what circumstances, about what, and for what reason.

## **2.2 Community Language Learning**

### **2.2.1 Definition of Community Language Learning**

According to Jack C Richards and Theodore S. Rodgers, 1986 p. 113 on Nurhasanah (2015), 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. As the name indicates, CLL springs its main insights and indeed its organizing rationale from Rogerian counseling. Rogers 1951 as mentioned in Richards and Rodgers (1986: 113), Counseling, as Ro-gerians see it, consists of one individual (the counselor) assuming "in-sofar as he is able the internal frame of reference [of the client], perceiving the world as that person sees it and something of this empathetic understanding". It means CLL is focused on the personal approach to build relationship among teachers and students. This statements also supported by La Forge (197: 45) stated that in the process of language teaching and learning, CLL emerged as an application of group counseling.

In community language learning, teacher play role as a counselor where the students play role as clients that have problems to be solved. The teacher (counselor) will help students (clients) to explore and resolve their problem while retaining personal autonomy. According to Nunan (1998: 236) states that the primary aim of CLL is to bring on a genuinely warm and encouraging 'community' among the learners and step-by-step move them from complete dependence on the teacher to complete autonomy.

### **2.2.2 Purpose of Community Language Learning**

Community language learning is aimed to build interaction among teacher and student as whole person as stated by Curran (1972) in Richards and Rodgers (1986: 117), in contrast, CLL advocates holistic approach to language learning, since ‘true’ human learning is both cognitive and affective. This is termed whole-person learning. Such learning takes place in a communicative situation where teachers and learners are involved in “an interaction . . . in which both experience a sense of their own wholeness.” It means, the teachers and learners relationship is the central in CLL.

Moreover, another purpose of CLL is to against isolation in class. According to Tranel (1968) in Richards and Rodgers (1986: 116) noted that, in order to avoid isolation from the group, the students of of the experimental group, were highly motivated to learn. In short, based on the statements above, CLL is expected to build whole person learning where the teacher and learner relationship is the central to avoid isolation within class and expected to gain intimacy in class.

### **2.2.3 Stages of learning in CLL**

In CLL method there are five divided stages of learning as compared to the ontogenetic development of the child. According to Richards and Rodgers (1986: 117) mentioned as follows:

1. Birth stage in this stage, learner has feelings of security and belonging are established.
2. The learners abilities improve, the learner as a child, begin to achieve a measure of independence from the parent.

3. The learner “speak independently” and may need to assert his or her identity, often rejecting unasked-for advice.
4. The learner as secure enough to take criticism.
5. The learner merely works upon improving style and knowledge of linguistic appropriateness. In this stage, child measured as an adult.

#### **2.2.4 Types of Teaching and Learning Activities**

According to (Richards and Rodgers (1986: 120) stated that, As with most methods, Community Language Learning combines innovative learning tasks and activities with conventional ones. They include:

- a) Translation. Learners from a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher translation.
- b) 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 another group, preparing a story that will be presented to the teacher and the rest of the class.
- c) Recording. Students record conversations in the target language.
- d) Transcription. Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.

- e) Analysis. Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.
- f) Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feeling-sense of one another, reactions to silence, concern for something to say, and so on.
- g) Listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.  
Free conversation. Students engage in free conversation with the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned.

#### **2.2.5 Procedure of Community Language Learning**

According to Richards and Rodgers in Pujasari (2014: 34) states the teacher might then form the class into facing lines for 3-minute pair conversation. These are seen as equivalent to the brief wrestling session by which judo students practice. Following this the class might be re-formed into small group in which a single topic, chosen by the class or the group, is discussed. The summary of group discussion may be presented to another group, who in turn try to repeat or paraphrase the summary back to the original group.



In the same hand, La Forge (1983) in Richards and Rodgers (1986: 124) states that, Generally the observer will see a circle of learners all facing one another. The learners are linked in some way to knowers or a single knower as teacher. The first class (and subsequent classes) may begin with a period of silence, in which learners try to determine what is supposed to happen in their language class. In later classes, learners may sit in silence while they decide what to talk about.

In an intermediate or advanced class, a teacher may encourage groups to prepare a paper drama for presentation to the rest of the class. A paper drama group prepares a story that is told or shown to the counselor. The counselor provides or corrects target-language statements and suggests improvements to the story sequence. Students are then given materials with which they prepare large picture card to accompany their story. After practicing the story dialogue and preparing the accompanying pictures, each group presents its paper drama to the rest of the class. The students accompany their story with music, puppets, and drums as well as with their picture. (La Forge 1983: 81-82 in Richards and Rodgers 2001: 96).

Finally, the teacher asks the learners to reflect on the language class, as a class or in group. Reflection provides the basis for discussion of contracts (written or oral contracts that learner and teacher have agreed upon and that specify what they agree to accomplish within the course), personal interaction, feeling toward the knower and learner, and the sense of progress and frustration. (Richards and Rodgers, 2001: 96)

Dieter Stroinigg, (in Stevick 1980: 185-186), in Richards and Rodgers presents a protocol of what a first day's CLL class covered, which is outlined here:

- a) Informal greeting and self-introductions were made.
- b) The teacher made a statement of the goal and guidelines for the course.
- c) A conversation in the foreign language took place:
  - 1) a circle was formed so that everyone had visual contact with each other.
  - 2) one student initiated conversation with another student by giving a message in the L1 (English).
  - 3) the instructor, standing behind the student, whispered a close equivalent of the message in the L2 (German).
  - 4) the student then repeated the L2 message to its addressee and into the tape recorder as well.
  - 5) each student had a chance to compose and record a few messages.
  - 6) the tape recorder was rewound and replayed at intervals.
  - 7) each student repeated the meaning in English of what he or she had said in the L2 and helped to refresh the memory of others.
- d) Students then participated in a reflection period, in which they were asked to express their feelings about the previous experience with total frankness.
- e) From the materials just recorded the instructor chose sentences to write on the blackboard that highlighted elements of grammar, spelling, and peculiarities of capitalization in the L2.

- f) Students were encouraged to ask questions about any of the items above.
- g) Students were encouraged to copy sentences from the board with note on meaning and usage. This became their “textbook” for home study.

### **2.2.6 Advantages of Community Language Learning**

According to Hariri (2013: 210) mentioned some advantages and disadvantages of CLL method as follows:

Advantages of this method are stated as:

1. Creating a supportive community to lower student anxiety
2. Help them overcome threatening affective factors, such as making errors or competing with peers

### **2.2.7 Designing tasks for community language learning**

#### **1. Objectives**

According to Richards and Rodgers (1986: 119) states that since linguistic or communicative competence is specified only in social terms, explicit linguistic or communicative objectives are not defined in Community Language Learning. Most of what has been written about it describes its use in introductory conversation courses in a foreign language.

#### **2. Syllabus**

Community Language Learning does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and other language

items to be taught and the order in which they will be covered. The progression is topic-based, with learners nominating things they wish to talk about and messages they wish to communicate to other learners. The teacher's responsibility is to provide a conveyance for these meanings in a way appropriate to the learners' proficiency level. In this sense, then, a Community Language Learning syllabus emerges from the interaction between the learner's expressed communicative intentions and the teacher's reformulations of these into suitable target-language utterances. Specific grammatical points, lexical patterns, and generalizations will sometimes be isolated by the teacher for more detailed study and analysis, and subsequent specification of these as a retrospective account of what the course covered could be a way of deriving a CLL language syllabus. (Richards and Rodgers (1986: 119- 120)

### **2.3 Relevance Studies**

Some researcher shows that teaching by using CLL Method in teaching speaking skill, below the successful research are:

In 2014, Ratu Sarah Pujasari conducted a research entitled "The Effectiveness of Community Language Learning in Teaching Speaking Viewed from Students' Self-Confidence". The objectives of her study are: (1) to reveal whether Community Language Learning is more effective than Situational Language Teaching in teaching speaking; (2) to reveal whether students with high level of self-confidence have better speaking skill than those with low level of self-confidence; (3) to reveal whether there

is an interaction between teaching methods used and students' levels of self-confidence. This research involves three variables. Two independent variables are teaching methods (Community Language Learning and Situational Language Teaching) and students' level of self-confidence. The dependent variable is speaking skill. The research examines the effect of the two independent variables on the dependent variable.

According to the research finding, it can be concluded that Community Language Learning is an effective method in teaching speaking to the second grade students of Stikes Bakti Tunas Husada, Tasikmalaya in the academic year 2011/2012. However, in the implementation of the methods, a teacher must consider about the students' level of self-confidence. It is proved in the research, self-confidence influences the students' speaking skill.

In 2014, Maria Ulfa conducted a research entitled "Enhancing Speaking Skills using The Community Language Learning Approach". Her research analyzes on how far the community language learning (CLL) techniques can be applied in developing students' speaking skill in the elementary fifth grade student. How far the CLL method can be applied in teaching learning English language process, especially for speaking skill.

According to the research finding, she found out that CLL method is very important to be applied in English lesson class because through this method the

students can expand their mind and can make them feel secure during teaching learning process.

In 1972, Charles A. Curran conducted a research entitled “Counseling-Learning: A Whole-Person Model for Education”. In his research he conduct a new method of teaching language which is inspired by the humanistic psychology of Carl Rogers. His research known as Community Language Learning (CLL) or sometimes called by Counseling Language Learning.

Community language learning is aimed to build interaction among teacher and student as whole person as stated by Curran (1972) in Richards and Rodgers (1986: 117), in contrast, CLL advocates holistic approach to language learning, since ‘true’ human learning is both cognitive and affective. This is termed whole-person learning. Such learning takes place in a communicative situation where teachers and learners are involved in “an interaction . . . . in which both experience a sense of their own wholeness.” It means, the core of his research is teachers and learners relationship is the central in CLL Method.

In 2015, Siti Nurhasanah conducted a research entitled “The Use of Community Language Learning Method to Increase the Students’ Participation in Classroom Conversation”. She used Community Language Learning (CLL) method to increases the students’ participation in speaking class for the students of International Class Program State Institute of Islamic Studies (IAIN) Salatiga Batch

2013/2014 Academic Year 2013. She used Classroom Action Research (CAR) who accompanied by an observer. To know the students' participation, she conducted pretest and posttest within 2 cycles. Each cycle consists of planning, acting, observing and reflecting.

She shows that the students' participation increased not only their conversation but also their motivation. Based on the results and findings, the students could develop their participation which can be seen by the increasing average between pretest and posttest from the cycle 1 to the cycle 2.

#### **2.4 Theoretical Framework**

The aim of teaching speaking skill is to make learners able to use the language knowledge (three areas of speaking: mechanics, functions, and social and cultures rules and norms) of foreign or second language they have learnt into reality for communication purposes. However, the learning process itself usually prevent by some problems faces by the learners, as the researcher found during her teaching practice in SMAN 1 Pekanbaru, such as lack of understanding of using grammar, lack of vocabulary, shyness and also lack of care. Hence, those mentioned potential problems are needed to be solved in purpose to reach the learning speaking skill goal.

There are various method of teaching speaking skill that could be implemented by teacher to reach the aim of learning process. One of the solution is through Community Language Learning (CLL) method. By using CLL, learners

encourage to talk more because CLL placed learners as a client and teacher as a counselor, where the counselor try to find the solution for their client's problems. In short, the researcher believe, the learners will feel free to tell their problems to the teacher and together overcome them within the community, also the supportive relationship among learners will be built through some activities within.

## 2.5 Hypothesis

There were two hypotheses in this research. They were the null hypothesis (H0) and alternate hypothesis (H1).

- (1) H1: there was a significant difference in the achievement of the students who taught speaking skill by using CLL.
- (2) H0: there was no significant difference in the achievement of the students who taught speaking skill by using CLL.