

## IMPROVING STUDENT'S SPEAKING SKILL BY USING COMMUNITY LANGUAGE LEARNING APPROACH AT EIGHTH GRADE SMP N 10 TARAKAN

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### ABSTRACT

*Community Language Learning is a method where the teacher becomes a counselor in the classroom, so that the relationship between teacher and students is more towards the practice of English in the classroom. The purpose of this study is to improve students' English speaking ability by using the Community Language Learning method in the eighth grade of SMP N 10 Tarakan and to describe students' perceptions related to the use of the method. This study used Classroom Action Research design with a total of two cycles and each cycle had four meetings, and involved participants as many as 25 eighth grade students. The research data were obtained from document data, interviews and students' speaking test results. The data were analyzed qualitatively using descriptive statistics and qualitatively using thematic analysis. The results showed that in the first cycle students who scored above the KKM were 11 students and for the second cycle it increased to 21 students. The challenges in using the community language learning method are: teacher and student readiness, teaching media and evaluation of students' speaking ability due to limited time allocation conditions.*

**Keywords:** Speaking Skill, Community Language Learning Method, Improvement

## INTRODUCTION

Speaking is an important skill that English learners or beginners must master in learning English. Nevertheless, students must have mixed feelings such as fear and anxiety, even nervousness to say and express their thought in English, making it difficult to speak English. Speaking is a kind of either productive or active skill (Wulandari, 2014). Although the four skills are equally important, speaking becomes the most important tool for communication that needs to be accomplished. In other words, the goal of the language is communication and the aim of speaking in a language context is to promote communicative efficiency.

Speaking as an interactive process of making meaning that includes producing, receiving, and processing information (Burns and Joyce, 1997). Speaking is communication or conversation between two people exchanging information or they have communication or conversation needs. Speaking is a productive skill, it involves putting a message together, communicating the message, and interacting with other people. people speak for many reason –to be sociable, because people want something, want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of

something happening and so on (Lindsay and Knight, 2010).

Speaking is a complex skill requiring the simultaneous use of several different abilities, which often develop at different rates. Based on Romero (2006) suggests that oral communication is based on four dimensions of competencies: grammatical competence (phonology, vocabulary, word, and sentence formation); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are like together); and finally, strategic competence (compensatory strategies to use in difficult situations). Learners should develop all these abilities to acquire a high oral level of the foreign language, but she adds that in recent years, with the influence of the communicative approach, more importance is given to fluency, trying to achieve a balance with the traditional accuracy.

Teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning (Brown, 2000). In another word, teaching is guiding students in the learning process, creating conditions for effective learning, and allowing interactions. The student response in the teaching process will reflect the success of teaching speaking. According to Fulcher (2003), many factors cause difficulty in speaking, and they are (a) inhibition. Learners are often inhibited about trying to say things in a foreign language in

the classroom: students are worried about making mistakes, fearful of criticism, or simply shy of attention, (b) nothing to say. Learners cannot think of anything to say, have no motivation to express themselves, (c) low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all, (d) mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

English is one of several subjects that must be mastered by students. In learning English, speaking is one of the English among listening, writing, and reading skills. Each skill in English has its portion of its implementation in the 2013 curriculum, mainly in junior high school curriculum. In Curriculum 2013, all skills must be conveyed to students during the learning process. For example, they use listening skills when they want to understand the teacher's explanation. Furthermore, the students use their writing skills for expressing ideas in the form of sentence, essay, article, and etc. In addition, the students apply their reading skill for gaining information. Finally, speaking skill is shown through dialogue making between students.

Referring to the previous examples, SMP Negeri 10 Tarakan implements in the curriculum 2013 in which the learning approach is competency-based by

strengthening authentic learning and assessment to achieve attitudinal competence, knowledge, and skills. Reinforcement of learning is given through a scientific approach that encourages students to be able to observe, question, try to collect data, associate or reason, and communicate better (Kemendikbud, 2013).

Generally, the students' problems are lack of ideas when conveying something, mispronunciations, grammatical errors, and the most common one is a lack of vocabulary, so they will have difficulty in speaking English. Romastha (2019) said that the low ability of students to speak in English is influenced by various factors, including the lack of students' English communication practice in everyday life, the presence of student anxiety such as nervousness, and the most common is lack of vocabulary that students have so that they will have difficulty in speaking English or have no idea what to say.

Teachers have to think more positively about learner-centered methods to involve the learners by concentrating more on the activities related to speaking skills (Rao, 2019). When learners work in pairs or groups, they work independently and try to speak more and produce many sentences. This will certainly be helpful for their confidence levels and inspire them to practice these speaking skills whenever and wherever they get the opportunity to speak. Students were often inhibited from learning a second language (Curran, 1976). In his

method, teachers are viewed more as counselors and are expected to facilitate language learning as opposed to teaching it. He believed that creating a humanistic learning community would lower students' defenses and encourage open communication, so it allows students to comprehend and absorb language more efficiently. This approach is an example of an effective approach. The attempt of using effective approaches aims to make students more emotionally comfortable within the classroom, get relaxed and open, so they will be able to perform better.

Community Language Learning (CLL) methods can help develop students' speaking skills. This method can build a trusting relationships between students, and diminish students' debilitating anxiety. Thus, the students have the opportunity to practice to improve their speaking skills in English. By implementing a system such as friendships to act like classmates, students can make students more courageous in speaking English. Community Language Learning is the method which is using by teachers to consider their students as whole persons. Whole persons mean that teachers consider not only their student's intellect, but also have some understanding of the relationship among student's feelings, physical reactions, instinctive protective reactions, and desire to learn. The teachers who use this method want their students to learn how to use the target language communicatively. In the class, the teachers become a counselor. It

doesn't mean the teachers trained their students in psychology (Masbiran, 2017).

Community Language Learning is the approach that patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers, but rather are trained in counseling skills adapted to their roles as language counselors. The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and to aid him linguistically (Kurnia, 2019).

The benefits of this method are that the teacher becomes a counselor than a teacher in the classroom, so the students will enjoy the class. This method can build a trusting relationship between students, and diminish students' debilitating anxiety. Thus, the students have the opportunity to practice enough to improve their speaking skills in English. Some empirical studies showed that this approach can help the students in improving their speaking (Damayanti, 2021; Ibrahim. *dkk*, 2018; Masbiran & Fauzi, 2018). The focus of their study was to see the effect of CCL on students' anxiety, to find learning methods that were more

effective than conventional methods, and to identify the effects of CCL on students' speaking skills. Meanwhile, the difference between this study and the previous study is the research subject, namely junior high school students, and how to apply it in the classroom.

## METHODOLOGY

This research utilized Classroom Action Research (CAR) method to investigate how the Community Language Learning Method could improve the students' speaking skill at SMP N 10 Tarakan and describe the students' perspective toward the method used. Essentially, action research was a cycle of "research-action-research-action" that was carried out to solve a problem until it was resolved. Action research is a form of self-reflective inquiry undertaken by participants (teachers, students, or principals, for example) in social (including educational) situations to improve the rationality and justice of: their own social or education practice, their understanding of this practice and the situations in which the practice is carried out (Kemmis and Taggart, 1988).

This research was conducted in class VIII - 4 at SMP Negeri 10 Tarakan which was located in Jl. Amal lama, this place was located in the Amal Lama area. The subject of this research was the students of class VIII - 4 of SMP Negeri 10 Tarakan, class consisted of 25 students including 11 females and 14 males. In this research, the

researcher used Classroom Action Research (CAR), which consists of four meetings in one cycle. Those were planning, actions, observation, and reflection.

This research was planned in 2 cycles namely, cycle 1 and cycle 2 (each cycle consists of four meetings), each cycle followed the steps of classroom action research. The instruments of data research used by the researcher are: test and open observation. The researcher collected the data by using primary and supporting data techniques. The primary data took from the test, and the supporting data took from open observation sheet.

There are two indicators of success in this research, they were: 65 % of students pass the minimum score and 65 % of students are motivated. It could be said that adopted the community language learning technique or method had improved students' speaking skill if 65% of students received grade from KKM that were higher than what had been determined. In addition, it was expected that the community language learning approach could encourage students to speak English, and improved their skill.

## FINDINGS

This research focused on investigating the implementation of the *Community Language Learning* method to improve students' English speaking skills at SMP Negeri 10 Tarakan. This study employed classroom action research with the

participant 25 students in the eighth grade of SMP Negeri 10 Tarakan. This study collected data from two cycles of action using *the Community Language Learning* method in teaching English, three meetings for implementing the community language learning and one meeting for carrying out the speaking test. Each cycle consisted of four meetings.

The stages were divided into four stages: the first one was planning, the second one was action or implementing, the third one was observation, and the last one was reflection. The researcher also collected the data from the open observation sheet and students' speaking test result after learning through *the Community Language Learning* method. The following briefly describes the first and second cycles of teaching English using the *Community Language Learning* method.

### **The Result of First Cycle**

The first cycle was done in four meetings with 2 x 40 minutes for each meeting. The meetings were conducted on May 29<sup>th</sup>, May 30<sup>th</sup>, June 12<sup>th</sup>, and June 14<sup>th</sup>, 2023 respectively. The first step before conducting the teaching and learning process, the researcher was preparing a syllabus; in the syllabus, the learning objective in the first cycle was the students could speak English fluently, the students could pronounce English vocabulary correctly, the students could use English vocabulary appropriately related to the topic

given by the teacher, the students could speak English with correct grammar, and students could understand the content of the conversation.

Based on the targeted learning goal, the researcher and the teacher collaborated to create an appropriate lesson plan, which put *the Community Language Learning* method as a teaching method used in this lesson. Regarding the lesson plan made by the teacher and the researcher collaborated, the teacher who taught this class set the time allocation to multiply by 40 minutes, divided into three main activities: opening, main activity and closing. Next, the teacher and the researcher collaborated in determining the learning material by considering the syllabus and learning content available in the textbook. Additionally, the topic is about self – introduction. Besides, the scoring rubric of speaking skill was prepared in order to assess students' progress in their speaking skill. Then, the researcher collected the data using the instruments of the study, namely speaking test and an open observation sheet.

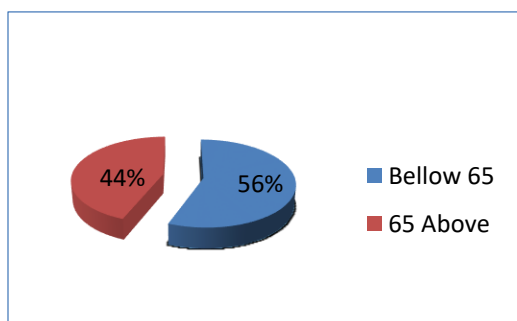
Finally, it was determining the criteria of success; the criteria of success was 65% of the students passing the minimum passing grade (65) of the English subject that set by the school.

In this first meeting, the teacher focused on introducing the community language learning method to the students and how to implement it in the classroom. The second meeting the teacher focused on



writing activities that are relevant to the material to be presented in front of the class. The teacher also was still re-explained and introduced the community language learning method that would be used in class. Since this was a new method for students and teacher but students would needed more time to adapt the method. In third meeting, the teacher focused more on the students' presentation although the teacher was still assisted a lot as a counselor. This was also supported by the continuation of writing exercises as before, but more in the presentation session. This was expected to help in some way to improved students' speaking skill, as well as their confidence to express something by speaking in front of the class. Than, last meeting in the first cycle, this meeting was also used to conduct the speaking test for the students as a form to see the students' improvement during the three meetings using the community language learning method.

### The Students Speaking Test Result



Based on Figure 4.2 above, the data

showed the students` results in the first cycle. The researcher found that 14 or 56% of students got scores below the student's minimum passing grade score, which was 65. Meanwhile, 11 or 44% of students got scores above the student's minimum passing grade score. These students generally needed help with their fluency, pronunciation, lack of vocabulary, grammatical errors and mistakes, and a problem understanding the topic of conversation or monologue. The first cycle failed because the percentage was below 65% of the total number of students who achieved the success criteria. It means that the researcher would be re-designed to conduct the next cycle.

### The Results of TheTeacher and The Students Activities

In the first cycle of the *Community Language Learning* method, the researcher and teacher decided to increase the student's group work time in the third meeting. Because students preferred to work with their friends, the learning and teaching process was expected to be more effective, and the teacher became a student counsellor. It was also done because it saw the potential of *the Community Language Learning* method used in the group work section so that it would be more helpful in improving student's speaking skills.

In this part, other things were also found, namely, the interaction between teacher and student, students with other

students and also paying attention to students learning motivation. The interaction between teachers and students could have been more comfortable, especially when they needed to adapt to new learning methods. In interaction with other students, they showed different things because they interacted a lot when entering the group work session. Then, the student's motivation, even though it had not increased significantly, started showing their willingness to learn to speak, even just a little.

### **The Results of Second Cycle**

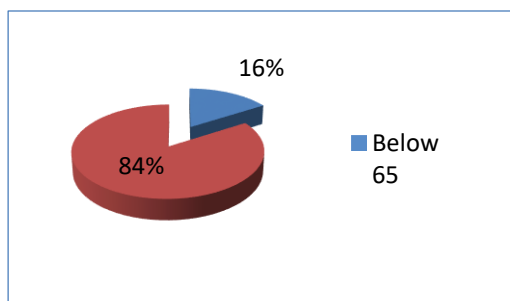
The first cycle was done in four meetings with 2 x 40 minutes each meeting. The meetings were conducted on August 04<sup>th</sup>, August 08<sup>th</sup>, August 10<sup>th</sup>, and August 15<sup>th</sup>, 2023 respectively. According to the result of the first cycle, the researcher revised the planning and prepared four meetings for the second cycle. Besides, the teacher also tried to improve the student's speaking skills. However, the teacher also tried to make the students more active during the teaching and learning process by allowing them to ask if they had any questions and prepare the students before starting the lesson. The teacher also gave more attention and guided them during the teaching and learning process.

In first meeting, the teacher focused on group monitoring and student

presentations. The teacher also reintroduced the community language learning method to the students as before. As in the previous meeting, the teacher also focused on group monitoring and student presentations. Group monitoring was carried out optimally as a form of encouraging the maximization of student presentations in front of the class. While student presentations are also very important, in addition to building self-confidence as well as to improve speaking skills in English. The third meeting was the last meeting to prepare the students for the speaking test in front of their English teacher. This meeting is intended to maximize student performance in honing students' speaking skills. The form of effort made was to increase student time for presentations and free translation sessions. The free translation session has a very positive impact on improving students' speaking skills, so this session is highly recommended. Last meeting the teacher and the researcher collaborated, teacher as a counsellor and researcher as an observer to observe the teaching and learning process. At this meeting, the teacher carried out a speaking test for students to see their improvement after three meetings using *Community Language Learning*.

### **The Students Speaking Test Result In Second Cycle**





Based on figure 4.4 above, the data showed the students' result in second cycle. The researcher found that 4 or 16% students got score below the students minimum passing grade score which was 65, meanwhile 21 or 84% students got score above the students minimum passing grade score. These students generally still had problems with their fluency, pronunciation, lack of vocabulary, grammatical error and mistakes, and also problem in understanding the topic of conversation or monolog. But, all students studied really hard to minimize mistakes and shortcomings in the first cycle. This was also of course due to the collaboration between teacher and researcher in order helped students using *Community Language Learning* method, as well as seen things that needed to be improved and developed from the first cycle. It could be concluded that the second cycle success because of the percentage was above 65% total number of students who achieved the criteria of success.

### **The Results of The Teacher and The Student Activities In Second Cycle**

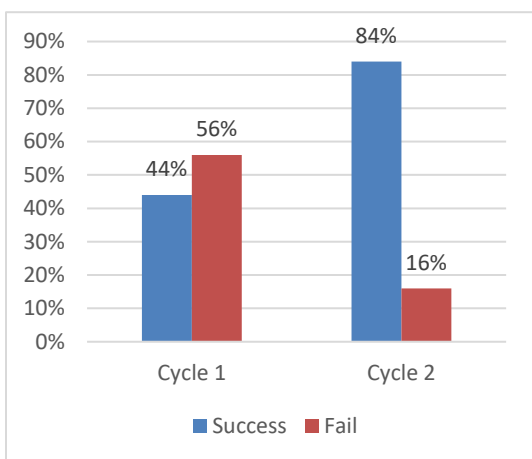
This section explains the analysis of the *Community Language Learning* method used in the teaching and learning process and related to the activities while using the *Community Language Learning* method. The several meetings above showed that the *Community Language Learning* method had significantly changed in the second cycle, especially in improving students' speaking skills.

In this second cycle with the *Community Language Learning* method, the researcher and teacher decided to increase the time for the free conversation part in the second and third meetings. Because, in this section the students were better and more active than in the previous meeting, this session is used by the students to provide input or comments and free practice related to material, which is then corrected by the teacher and recorded by students. This section is reproduced because it was a form of student practice for the speaking test at the last meeting in the second cycle. It was also done because it saw the potential of the *Community Language Learning* method used in the group work section so that it would be more helpful to improve student's speaking skills.

In this part, other things were also found, namely, the interaction between teacher and student, students with other students and also paying attention to students learning motivation. In interaction with other students, they showed different

things because they interacted a lot when entering the group work session and free conversation. Then, the student's motivation increased significantly, and they showed a willingness to learn to speak.

### The Students Achievement In First Cycle and Second Cycle



The diagram showed the students' speaking test results in the first and second cycles. The student's speaking test results in the first cycle could have been more successful. Based on the diagram above, it can be seen that only 44% of students succeed in achieving the minimum passing grade score, which is  $\geq 65$ . The cycle succeeded if 65% of the students reached the minimum passing grade.

In other words, the teaching and learning process in the second cycle was conducted well from opening, main activity, and closing.

### CONCLUSIONS

This research was focus on improving student's speaking skill through *Community Language Learning* method based on located wisdom at eighth grade SMP Negeri 10 Tarakan. The design of this study was classroom action research (CAR) with 25 students at Eighth grade of SMP Negeri 10 Tarakan. This research was conducted in two cycles which every cycle consists of four meetings.

The researcher conducted first cycle in four meetings started from May 29, 2023 until July 14, 2023. In this first cycle there were 19 students who got score below the minimum passing score and 11 students who could reached the minimum passing score which is 65. The students main problems in speaking based on first cycle result were grammar, vocabulary and fluency. The teacher problem in teaching speaking skill using *Community Language Learning* were the English teacher should arrange effectively for allocating the activities were opening, main activity until closing. Than, the english teacher should added intactive learning media and set the time of evaluation process.

In second cycle the researcher conducted the teaching and learning through *Community Language Learning* method for four meetings, based on the result of second cycle there were 4 students who got score below the minimum passing score and 21 students who achieved the minimum passing score. In second cycle,

the improvement of student's speaking skill was in the area of grammar, vocabulary, comprehension and fluency. The students could corrected their grammar mistakes and error sometime when they were speaking. Since they had enough vocabularies and good comprehension it helped them to minimized their their problem in rening their sentence in English with influence their fluency and pronunciation. The english teacher already overcome the problem faced in first cycle, meaning that in this cycle the use of *Community Language Learning* could help the student imroved their speaking skill.

Community language learning method has several benafits such as; 1) can create a warm trusting relationship between teacher and student, so the students could dismiss their anxiety and their struggling spoken english, 2) train the students become independent. Community language learning also has several drawbacks they are; 1) in order become independent the teacher might neglect the need for guidance, 2) teacher has to be highly proficient in target language, so it is time consuming to carried out because translation is an intericate and difficult. Althought *Community Languange Learning* method has several drawbacks the researcher still see the potensial of using this teaching method can help students to improve theair speaking skill. Based on students result from second cycle an english teacher can allowed the drawbaks

by arangging effectively for alocated the activities were opening, main activity until closing. Than, the english teacher added intactive learning media and set the time for each student of evaluation process.

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