



The use of community language learning (CLL) method to enhance the students' english speaking of AMIK Medicom Medan

Rani Rakasiwir¹, Marlina Tampubolon², Masriani Mery Rosmida Silalahi³, Ricky Asi Erwindo Siahaan⁴

¹Computer Engineering, AMIK Medicom, Medan, Indonesia

^{2,4}Informatics Management, AMIK Medicom, Medan, Indonesia

³Computerized Accounting, AMIK Medicom, Medan, Indonesia

ARTICLE INFO

Article history:

Received Jun 28, 2023

Revised Jul 15, 2023

Accepted Jul 22, 2023

Keywords:

CLL
CommunityLanguage Learning,
English Speaking,
Miles,
Huberman & Saldana

ABSTRACT

This study deals with The Use of Community Language Learning (CLL) Method to Enhance the students' English speaking of AMIK Medicom Medan. The objectives of this research were to The Use of Community Language Learning (CLL) Method to Enhance the students' English speaking of AMIK Medicom Medan. Descriptive qualitative method was applied in this study. The data of this study were the utterances of students in interview with total number 30 students during conversation class. Data will be analyzed using the method of Miles, Huberman & Saldana (2014: 33). CLL had good result of students' learning and can enhance students' English speaking at AMIK Medicom Medan. Furthermore, CLL has been given positive response to students. In addition, there were innovations that were dynamic, flexible and creative.

This is an open access article under the [CC BY-NC](#) license.



Corresponding Author:

Rani Rakasiwi,
Computer Engineering,
AMIK Medicom,
Jl. Darat No.74, Petisah Hulu, Medan Baru, Medan 20152, Indonesia
Email: ranirakasiwi3@gmail.com

INTRODUCTION

Language has an important meaning in the world of film. Language is essential to film because most activities performed by language. Keraf in Smarapradhipa (2005:1), providing two language understanding. The first notion of language as stated means of communication between members of public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. As communication, (Julia Wood: 2004), communication is a systemic process in which individuals interact with and through symbols to create and interpret meanings. Speaking is a procedure for sharing information, and it is the skill most people need to communicate in everyday life. It means, speaking is the ability to express the personal feeling, opinions, ideas, and to tell the stories in spoken language, Fisher & Frey cited (Sofyan, 2021)

English as the International language plays an important role in this era. It is the first international language used for international trade, tourism, education, and other important international affairs to communicate among nations in the world including students in the Academic. Most of students consider that learning English is very difficult to understand and feel unimportant with the existence of English at the moment. In fact, English is very important in the world of work. In learning language, the most fundamental concept is psychology. Individual instances of learning range all the way from the simplest change in behavior resulting from practice to the most complex of those in the category of the higher mental processes. Charles A. Curran in his book, "Counseling- learning: a whole-person model for education" (1972) has developed a language teaching model based on a relationship between teacher and learner that resembles that of a client and counsellor (Curran : 1972, p. 113). Curran explains that the teacher/counsellor by "Understanding the language of feeling, answers in the language of cognition" (as cited in Richards, Dudeney & Rodgers, 2001, p. 95). Thus, Fisher and Frey in (Ramadhani, 2020) adopted the speaking definition put forth by Cooper and Morreale: "Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. In addition, Hughes (2002:135) states that speaking is fundamentally an interactive task; speaking happens under real time in processing constrains and it is more fundamentally linked to the individually who produces it. CLL method promotes small scale classrooms where the students or learners can learn from each other and feel comfortable enough to overcome learning anxieties.

(Abdulah, 2018) said that many students tend to be passive during class because they are too frightened to speak because of speaking anxiety. Students of AMIK Medicom Medan think that English is one of the difficult subjects because these students are not able to speak English while English has an important role in AMIK Medicom Medan. Students are required to be able to speak English after graduation because AMIK Medicom Medan has equipped students with knowledge in English every semester where students must face English subject for second semesters which have two credits in semester one and two. Even though, English has been implemented in second semesters, some students cannot speak English optimally.

It can be state that speaking is not easy (Halimah, 2018). The students speaking skill evaluate by using some indicators such as accent, grammar, fluency, comprehension, vocabulary, and pronunciation (Halimah, 2018); Leong & Ahmadi,; Akhyak & Indramawa in (Gufrina, 2019).

This study aims to find out how to Use of Community Language Learning (CLL) Method to Enhance the students' English speaking of AMIK Medicom Medan. The Importance of Research is carried out because fluency in speaking English is one of the requirements for jobseekers if they want to work in a benefit company. AMIK Medicom Medan must prepare good human resources, one of which is the student's fluency in speaking English. With English fluency, students will have high competitiveness. Previous research looked at students' interest in speaking English using Community Language Learning (CLL). Based on previous research students' ability to speak English has a high interest, so the achievement of speaking English students rose significantly. he teacher or lecturer need mastering speaking well in the classroom to get success in teaching learning speaking process (Siregar, 2019) CLL is also capable of achieving English speaking students. Research that will be investigated by researchers is to find out how Use of Community Language Learning (CLL) Method to Enhance the students' English speaking of AMIK Medicom Medan.

"Language is a systematic means of communicating ideas or feeling by the use of conventionalized sign, sounds, gestures, or marks having understood meaning" Webster in Munawar, (2002: 1). People all over the world used language as a means of communication. It is one of the ways of how to express the ideas, feeling and wishes. Fisher and Frey (2007:16) adopted the speaking definition put forth by Cooper and Morreale: "Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. Whether in daily information interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt them to their listeners".

In community language learning, the learners roles as the part of community, their fellow learners and the teacher through interacting with each other and the member of the community. Laforge (in Richard, 1986: 121) stated that there are five stages of Community Language Learning as follows:

1. The learners are 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.
2. The child achieves a measure of independence from the parents. In this stage, the learner begins to establish their own self affirmation and dependence by using simple expressions and phrases they have previously heard.
3. The separate existence stage. In this stage, the learners begin to understand others directly in the target language.
4. A kind of adolescence. In this stage, the learners function independently although his or her knowledge of the foreign language is still rudimentary.
5. 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. Students are helped to raise their intrinsic motivation by which they are expected to learn English for their enjoyment and knowledge themselves (Nagaraj, 2010).

To improve the ability of students in learning language, it is better to involve psychological aspects like Charles Arthur Curran did when he has taught La Forge, his student. Curran has used a method called Community Language Learning (CLL). CLL is a method to react the sensitivity of learner for learning communicative intent. It should be noted that communicative intent is sometimes forced by the number and knowledge of learners. It has made CLL places unusual demands on teachers of language. They have to be highly fluent and sensitive to atmosphere in both L1 (Native Language) and L2 (Foreign Language). 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, (Jack C Richards and Theodore S. Rodgers, 1986 p. 113). His application of psychological counseling techniques for learning is known as Counseling- Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages, (Jack C Richards and Theodore S. Rodgers, 1986 p. 113). And related to the students, Community language learning has an effect to students' ability in speaking. The technique can help students make their own conversation in English and develop the speaking ability they have (Zaswita, 2019)

The Aspect of Speaking Ability

The process of speaking ability used to speak well and right is as what Haryanto (1994: 26) says that "A well speaking must be able to deliver right message and can be understood, familiar, by others or the listeners". Referring to the aspect of ability, Tarigan (1985: 42) states that "speaking activity may viewed from appropriateness of utterance, placement of stress, appropriateness of word choice, appropriateness of speaking target". While, Nurhadi (1987: 23) says that "the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension".

Speaking proficiency in the target language is influenced by various factors, as outlined by Brown (1994: 4). Firstly, chronological age plays a significant role, encompassing intellectual, personality, and social aspects. Hence, it becomes crucial for teachers to determine whether students are adequately prepared to engage in speaking activities. Secondly, grammar, an integral part of any language, involves phonology, morphology, and sentence structures, with Keraf (1991) defining it as the smallest units derived from sounds that distinguish meaning. Thirdly, vocabulary proves

essential for effective communication, enabling speakers to construct sentences and convey ideas proficiently. Nilawati (in Purba, 2020) emphasizes the critical importance of vocabulary as the central component of language. Fourthly, fluency is characterized by the ability to articulate thoughts without unnecessary hesitation, allowing speakers to use their speaking time productively and engage listeners effectively. Lastly, comprehension refers to the mind's capacity to understand and grasp meaning, extending beyond mere word recognition and pronunciation. Considering and developing these factors are essential for enhancing speaking skills in the target language.

RESEARCH METHODOLOGY

Descriptive qualitative method was applied in this research. Bodgan and Biklen (1992:30) said, "Qualitative research is descriptive. The data collected are in the form of words or pictures rather than numbers". Qualitative method describes social phenomena that occur naturally without any attempt to manipulate certain situation under study as in the case with experimental quantitative research. Moleong (2004: 6) states qualitative research as research that intends to understand phenomena about what is experienced by research subjects such as behaviour, perception, motivation, actions etc., holistically and by means of descriptions in the form of words and language in a particular context naturally and by utilizing various scientific methods.

In addition, the findings for the research problems in this research were gained through a content analysis design. Content analysis is defined as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns". (Yan 2019)

The data of this study were the utterances of students in interview with total number of 30 students during conversation in class. Data will be analyzed using the method of Miles, Huberman & Saldana (2014: 33). There are three phases of bias analysis data seen in the figure below:

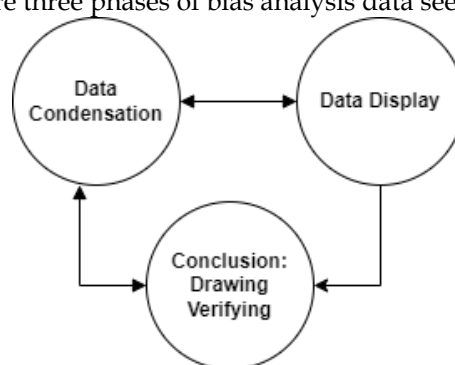


Figure 1. Miles, Huberman and Saldana's Interactive Model (2014:33)

Based on model above, It is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. Actually, so many class in the college, but the students chosen with total number of 5 students in the class, it meant there are 6 classes. The researcher chosen for the third semester with major Management of Informatics. Then, "Looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding", this statement is what has been stated by Miles and Huberman (1984) in Sugiono (2012) . In the qualitative research, the data can be displayed in the form of table, graphic, phi chard, pictogram and other equivalent of them. (Sugiono 2012). By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented. And the researcher began to do the next plan of the research based on what the researcher has experienced.

After evaluating the students, the researcher found out the evaluation result from that activity. Then, through Verifying the conclusion, the researcher asks the students after teaching learning process done. Then got conclusion through this method.

RESULTS AND DISCUSSIONS

The researcher found that the students were interesting to join and study in this activity. The researcher got this data from his interview to the students. The researcher found also that the students were spirit to study and confidence to convey the material in English in front of their friends. There are twenty one students had good response from this activity. These are some examples:

Most of them said that, the following was their expression about response to enhance their English. The interviewer asked the students this question "Does this activity can enhance your speaking skill?", then the student answered " Yeah, through this activity I feel this is my chance to gain my speaking skill. I feel free when my lips try to speak. Honestly I am too shy to speak English but when we do this activity I am enjoy". Based on her answer we know that this activity gave them positivity. Because this activity gave her a chance to enhance their speaking skill. Now we saw the expression about "yeah, through this activity I feel this is my chance....." From that expression we know that she had spirit in her mind to think that English is important and this is the time to start. From the expression about "I feel free when my lips try to speak" we know that she did not know how to express or how the way to try or to start for speaking English. But, when did this activity she started and tried. Sometimes, people did not want to start just because they think English is hard. Through CLL method, like the student above, she want to try. And we saw that the expressions about "I feel free" meant she enjoy also with this activity. Now we saw the expression about Honestly I am too shy" from that expression we know the students who think English is hard or knew they not master in English would be shy if we asked them to speak English, it looked similar with this student, she looked shy just because she thinks that her English is bad. Actually, the students would be able to speak in English if they want be confidents with he/her-self. With the expression "too shy" meant she shy but through CLL Method se was be brave and confident with herself. And we saw that the expressions about "but when we do this activity I am enjoy". From this expression meant that before this activity, she thinks that English is bored, hard, too monotone. But after we used CLL Method she enjoyed when teaching learning proceed did.

This activity became their opportunity to practice their English. Through this activity, the lecturer did not demand the students to be able to speak English perfectly. The important thing from this activity, the lecturer invited the students to speak English freely without caring the grammar. Then, the researcher asked the student their opinion about this activity. The researcher asked "What do you think with this activity?". Based on these questions, almost all of them had good opinion about this activity. In the class, all of students looked like interested and enjoy with this activity. The following was the representative data from the students. The student answered "I think this is very good because I know more about vocabulary. Student like me who hard to pronounce the words becoming enjoy." from the student's answer, we know that this activity was helpful for them to increase their knowledge about English. Based on her answer, she got knowledge about pronunciation and vocabulary from this activity. Previously, the students were not interested to study English but while teaching learning process do in English class. But, through this method, the students were happy to study and they wanted to practice their English with their friends without forcing them to speak up. They enjoyed with this activity. From her expression ".....very good because I know more about vocabulary,....." it meant that this activity can improve their vocabulary. Then, From her expression " who hard to pronounce the words....." it meant that this activity can improve their pronunciations. We know that pronunciation and vocabulary were two important components in speaking English. In speaking we must need many vocabularies to speak much. Then to make our speaking was good, we should have good pronunciation to make our speaking was clear and our interlocutor understood what we said.

After this study, the students were happy and interested to study English in this activity without caring the grammar. In this activity, the students must speak up one by one without thinking about good grammar. By using this method, the students became brave and self-confidence to practice English in their environment. Community Language Learning (CLL) can offer a counsellor, small study groups and autonomy over the learning process to the learners.

CONCLUSION

Community Language Learning (CLL) has shown positive results in enhancing students' English speaking skills at AMIK Medicom Medan. This approach provides learners with counseling support, small study groups, and the freedom to take charge of their learning process. Students have responded favorably to CLL, finding it dynamic, flexible, and creative. Through CLL, students have gained self-confidence in speaking English, which has made them more willing to use the language in their daily activities. However, it's essential to recognize that the study's findings might be limited to this specific educational setting and may not apply universally. For future research, it would be beneficial to conduct more extensive and longer studies involving a more diverse group of learners to validate CLL's effectiveness in various contexts. Additionally, exploring the long-term impact and identifying factors that contribute to students' confidence in speaking English through CLL would help refine and optimize this language learning approach.

References

- Brown, H.D. (1994). Englewood Cliffs, NJ; Prentice Hall.
- Curran, C. A. (1972). Counseling-learning: A Whole- person Model for Education. New York: Grune and Stratton.
- Gufrina. 2019. Community Language Learning to Improve Students' Speaking Skill. Community Language Learning to Improve Students' Speaking Skill. English Journal for Teaching and Learning Vol. 07 No. 02 December 2019 pages 252-261
- Halimah. (2018). Boosting Students' Ability through Community Language Learning. Studies in English Language and Education, 5(2), 204-216
- Haryanto, Yan. (1994). Pendidikan Bahasa Inggris. Jakarta: Universitas Terbuka.
- Hughes, Rebecca. (2006). Spoken English, TESOL, and applied Linguistics: Challenges for Theory and Practice. Great Britain: CPI Antony Rowe
- Keraf, Gorries. (1991). Tata Bahasa Indonesia. Jakarta: Nusa Indah
- Lexy J. Moleong, " Metodologi Penelitian kualitatif (edisi revisi)" (Bandung : PT Remaja Rosdakarya, 2010), 4.
- Machmud, K., & Abdulah, R. (2018). Using mobile phone to overcome students' anxiety in speaking English. SHS Web of Conferences, 42, 1-6.
- Miles, MB, Huberman, A.M, dan Saldana, J. (2014). Qualitative Data Analysis, A Methods Sourcebook, Edition 3. USA: Sage Publication.
- Moleong, Lexy J. (1995). Metodologi Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya
- Munawar, S.Pd. (2002). Buku Ajar: Teaching and Learning Untuk kalangan sendiri. Pusat Sumber Belajar Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Hamzanwadi Selong.
- Nurhadi. (1987). Bahasa dan Sastra. Malang: Kapita Selekta. YA-3
- Purba, C., N. (2020). Improving Students' Listening Comprehension through New Vocabulary Learning. Budapest International Research and Critics Institute-Journal (BIRCI-Journal). P. 1270-1279.
- Ramadhani, etc. 2020. The Increasing of Students' English Speaking by Using Community Language Learning (CLL) through Students English Association of LP3I (SEAL) at Politeknik LP3I Medan . Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume 3, No 3, August 2020, Page: 2534-2542 e-ISSN: 2615-3076(Online), p-ISSN: 2615-1715(Print)
- Richard, Jack C. and Theodore S. Rodgers. (1986). Approach and Method in Language Teaching. Cambridge: Cambridge University Press.
- Smarapradhipa. I. K. (2005). Teori Linguistik. Jakarta: Balai Pustaka Ubaidillah.
- Sugiono, Memahami Penelitian Kualitatif. (Bandung: CV. ALFABETA, 2012),
- Surahman et al., n.d.. (2021). The Effect of Community Language Learning and Emotional Intelligence on Students Speaking Skill. Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan, 24(1), 82-90. <https://doi.org/10.24252/lp.2021v24n1i8>
- Wood. J. T. (2004). Communication Theories in Action: An Introduction. 3rd ed. Belmont. CA: Wadsworth.
- Yan Zhang and Barbara M. Wildemuth, "Qualitative Analysis of Content",
- Zaswita, Hermi. (2019). Conversation Circle Technique of Community Language Learning (CLL) for Better Speaking Ability. Curricula: Journal of Teaching and Learning Vol 4 No 1, [https://ejournal.kopertis10.or.id/index.php/curricula/article/view/3573 /pdf21](https://ejournal.kopertis10.or.id/index.php/curricula/article/view/3573/pdf21)