

## CLL (Community Language Learning) method and Students' Interest Towards Students' Speaking Ability

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### Abstract

This study investigate the Influence of CLL Method and Students' Interest towards the Eleventh Grade of SMA Negeri 1 Buay Madang OKU Timur". In this research, the writer wants to investigate the students' speaking ability which is being a necessary subject for the learners in their English communication. The main problem of this study "Is there a significant influence of CLL Method and Students' Interest towards the eleventh grade students' speaking ability of SMA Negeri 1 Buay Madang OKU Timur?". The objectives of this study were to find out whether or not CLL Method and students' interest influence the students' speaking ability and there was or no a significant interaction effect of CLL Method and students' interest toward the Eleventh grade students' speaking ability of SMA Negeri 1 Buay Madang OKU Timur. This study was purposed at investigating the influence of CLL Method and students' Interest toward the eleventh Grade students' speaking ability. The population of this study was 216 students of SMA Negeri 1 Buay Madang OKU Timur. From the population, there were 31 students taken as sample of experimental group and 32 students were as control group. The sample was taken using two stages random sampling. In carrying out the research, the writer used a factorial group design. Finally the calculation using a two-way ANOVA was used to measure an interaction between CLL Method and students interest on their speaking ability. Test of Between-Subjects Effects analyses, the interaction between high and low interest to technique was 0.000, the probability sig. of technique was 0.023, and the significant value of the techniques (CLL and conventional) and the students' interest were 0.923, and which is higher than the significant level of p-value 0.05, it meant that there was no interaction between students' interest and techniques. So, the research hypothesis that stated "there is no interaction between CLL Method and interest toward students' speaking ability" was accepted and the null hypothesis was not rejected based on the data on chapter four.

**Keywords:** CLL Method, Students' Interest and Speaking Ability.

### INTRODUCTION

Speaking is an active skill. It need thought to process the information, in other word, to produce or transferring and acquiring the information among other people, speaking is becoming a tool to complete the need of the people in doing the information. Dealing to the preceding, Brown, (1994: 67)" Speaking is an interactive process constructing meaning that involves producing, receiving and processing information". Meaning that, the mastery of speaking is really useful for the learners to communicate with others, maintaining the social life around them and for the most important side is the learners' easier expose their idea and able to transfer it.

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others, (Richards, 2008:22). So it is very necessary for the learners how to mastery speaking English because, most of the information that they acquire in daily life, but at the fact, speaking English is hard for the people because of some reasons. One of the reason is English is becoming foreign language, where the people just use it in a certain area. According to Ihsan, ( 2005:3) one of the reason why English is difficult to master by Indonesian, generally speaking is the fact that English as foreign language.

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of word a day, although some people- like auctioneers or politicians- may produce even more than that. So natural and integral is speaking that we forget how we once

struggled to achieve this ability-until, that is we have to learn how to do it all over again in a foreign language (Thornbury, 2005:1). According to Brown (1994; Burns & Joyce, 1997) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. From the statement, speaking is defined as the activity of socialization to transfer and receive the information. It applied a role of socialization among individual, such imitation, transaction, presentation and intensive. Meaning that, speaking had been an important tool for the people to communicate in their daily life. Thus, the mastering of using speaking was necessary for every individual, in order; the maintenance of their socialization was maintained intensively.

The difficulties of speaking English were faced by the learners. Based on the writer experience as a teacher of English, the learners were commonly confused to speak English when the teacher asks them to answer the question in English. They were not confidence and sometimes lack of vocabularies. Based on the data taken from the SMA Negeri 1 Buay Madang OKU Timur the students' speaking practice scores were under school standard value (70). Most of the problems, perhaps the strategies were used still conventional where the learners cannot develop their speaking skill. In other word, the teacher should find another strategy or if possible, replaced with the new one. Thus the teacher should creative to facilitate the learners in speaking achievement.

One way to improve the students' speaking offered by the writer was CLL (Community language learning). Community Language Learning (also called Counseling Language Learning) created by Charles A Curran, a Jesuit priest and professor of psychology, and Paul La Forge inspired by the humanistic psychology of Carl Rogers. It aims to remove the anxiety from learning by changing the relationship between the teacher and student. The Counseling-Learning educational model is applied to language learning, and in this form it became known as Community Language Learning seeks to encourage teachers to see their learners as whole persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. (Nagaraj, P, 2009:179). CLL (Community Language Learning) is a method, which is designed to remove the students' fear and anxiety of the learning situation. This method is formed to make the learners are confidently and be opened to what they need from the study process. It aims to remove the anxiety from learning by changing the relationship between the teacher and student. This technique is used over a considerable period of time, until learners are able to apply words in the new language without translation, gradually moving from a situation of dependence on the teacher-counselor to a state of independence. The value of CLL has been its emphasis on whole-person learning; the role of a supportive, nonjudgmental teacher; the passing of responsibility for learning to the learners. The humanistic approach of CLL, which views learners and teachers as a community and thus the teacher as more facilitator than teacher, fits in nicely with current trends in education (Nagaraj, 2009:176). The teacher understands the fears of the learners and vulnerabilities as they struggle to master another language. By being sensitive to the learners fear, the teacher can turn the negative energy of those fears into positive energy and enthusiasm for learning". Refers to description of the CLL by Nagaraj and Harmer, CLL is defined as a method prepared for the learners who have a fear and anxiety of learning situation. Again, it CLL is designed to stimulate the confidence of the learners, by giving a change to have interaction with the teacher. After the teacher give the topic, the learners are allowed to give some ideas by using their own language, and perhaps it is useful for the task, and also it can make them confidence because they have contribution of the task.

Interest is a strong feeling at something or an activity which is considered as an attractive thing. From the psychological point of view Chang said the term interest has two meaning that involve, first an individual's internal orientation when he or she expresses to the something. Second the small difference between interest and motives as both of them are internal causes of an individual's behavior (Lee, Chao and Chan, 2011: 141). In other word interest refers to the effect of an attractive thing, it mean, interest feeling will appear when the thing showing the wonderful thing that can make a desire. Furthermore, interest can define interest as resulting human choice and exchange, rather than as being caused by someone factor outside of human action (Hulsmann, 2002: 78). Therefore, student's interest refers to what they like to do or focus on, consequently, the students

will give great attention and time to know and understanding the subject of study. In this research, the interest would be focused on whether students were interested or not at the English subject.

**METHODOLOGY**

This research would conduct factorial designed. Where, it would conduct four groups, they were two groups in experiment and control group. Experiment group was the class which would be treated by CLL (Community language learning) method; otherwise, control group was used conventional technique. In this research, questionnaire and test were really fundamental to support the success of research, so that's why the application of both should be done appropriately to find the fix data. There would be two instruments to collect the data in this investigation. First the writer would conduct questionnaire to classify the students' high and low interest. Then, second speaking achievement test was used to measure the students development of speaking.

**Questionnaire of Students' interest**

To know the classification of students who had high and low interest, it would conduct 20 questions. The question would emphasize on the importance of learning English which contained 10 positive questions and 10 negative questions. Positive questions purpose to know the students' high interest, in other word if students get high score of this part, the students would be classified into students list of high interest. Then, for the negative question was used to determine the students' low interest, meaning that if students get high score, they would be listed as low interest students.

**Students' Speaking Achievement Test.**

The test of this investigation would conduct oral test (conversation practice). It purposed to know how far the students speaking mastery, by allowing the learners having a conversation practice in front of class, otherwise the process of conversation practice will be recorded by teacher during the action, in order, It could ease the teacher to recognizing the students' speaking achievement based on scoring rubric which is adapted from Sharma (2012).

Population of this investigation would be the Eleventh Grade Student of SMA negeri 1 Buay Madang, which consist of 216 students.

Thus, the sample of this investigation was eleventh graders of SMA Negeri 1 Buay Madang OKU Timur which would be processed by conducting a technique of sampling. Two stage random sampling was purposed to apply in finding classification of student as the research.

**RESULT AND DISCUSSION**

**The Independent t-Test**

The independent t-test is used to find the differences between the two groups. Thus are experimental group who were taught speaking using CLL and control group who were taught using conventional. The result of the independent t-test could be seen in Table below.

Table 1  
 Independent t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
score	22,468	,080	10,918	61	,000	16,221	1,486	13,250	19,192
			10,808	42,770	,000	16,221	1,501	13,194	19,248

Table above showed the statistics calculation using independent sample test found the levene test 0.08 higher than 0,05, meaning the variance of the two groups were approximately equal. Then,

the p-output Sig was .000. When the p-output was lower than  $\alpha$  (.05), it could be predicted that the CLL method which was applied to increase students' ability in speaking was effective to be taught in a certain group.

### The Result of Two way ANOVA

In these statistical analyses, the writer applied two-way ANOVA which is concerned with the investigation of the interaction between one dependent variable (speaking ability) and two or more variables (CLL and interest). Actually there was one independent variable and one moderator variable that was interest. In this analysis, the writer wanted to investigate whether there was any difference speaking ability among the students who had different interest after the treatment.

Table 2  
Descriptive statistic of two way anova

Dependent Variable: score

Technique	interest	Mean	Std. Deviation	N
CLL	Low	63,43	5,095	14
	High	78,35	4,962	17
	Total	71,81	9,021	31
Conventional	Low	62,47	7,409	16
	High	65,31	7,689	16
	Total	63,94	7,558	32
Total	Low	67,31	9,874	30
	High	71,47	10,327	33
	Total	72,17	10,051	63

From the table above, it could be seen that the students who had low interest and were taught by using CLL method, achieved the mean of score (63,43) which was close to the best score of students' high interest (78.35). It meant that CLL Method was mostly effective used in teaching speaking both in high and low interest.

Table 3  
Test of between-subject effect

Dependent Variable: score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3712.368 <sup>a</sup>	3	1237.456	33.567	.000	.631
Intercept	299314.129	1	299314.129	8119.098	.000	.993
method	200.647	1	200.647	5.443	.023	.084
interest	3420.796	1	3420.796	92.791	.000	.611
method * interest	.351	1	.351	.010	.923	.000
Error	2175.061	59	36.865			
Total	309568.000	63				
Corrected Total	5887.429	62				

a. R Squared = .631 (Adjusted R Squared = .612)

Based on Table above, it was found the result test of between-subject effect indicate that the significant value of method\*interest was 0.923 with the criteria test if the probability (sig) > 0.05 it means "there is no interaction effect between students' average scores who were taught using CLL method towards students' speaking interest and it means the null hypotheses were accepted.. Meanwhile the interaction between techniques to the students' speaking achievement could be decided from probability Sig. of technique was 0.023. It meant that there was a significant difference of CLL method and conventional method on the students' speaking achievement. Furthermore, the interaction between students' interest, high and low interest, was shown from the Sig.  $0.00 < 0.05$  it shows, there was a significant interaction between high and low interest to the students' speaking achievement, meaning that the CLL method is influenced by the students' high interest.

Based on the data analysis, the students' ability in speaking taught using CLL Method had a significant increase. It was indicated that teaching speaking using CLL Method gave a significant difference on students' ability in speaking than conventional strategy. Some interpretations were

made based on the statistics analysis related to the researcher's finding. They are described as follows:

1. The interpretation was normality and homogeneity of the data. it found all the data in levene statistic were higher than 0.05, meaning that all the data were normal and homogeny.
2. In CLL, the aim is to involve the learner's whole personality. The teacher understands the fears of the learner and vulnerabilities as they struggle to master another language. By being sensitive to the learner's fear, the teacher can turn the negative energy of those fears into positive energy and enthusiasm for learning. This methodology is not based on the usual methods by which languages are taught rather the approach is 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. Related to ideas above that paired test is used to know the significant difference among the variable, where at the first paired table was the difference pre-test and post test of experimental group taught using CLL Method.
3. Independent t test was commonly used to know the difference between two groups. In this investigation, it found that the mean of the students were taught using CLL method in group statistic table was 80.16 while those who were taught using conventional technique got 63.94, it mean the two group are significantly different. Then, the levene test 0.08 was higher than 0.05, or in other word, the variance of the two groups were approximately equal. Furthermore, the output sig value was 0.00 was lower than 0.05, it could be predicted that the strategy (CLL method) was applied to increase students' speaking ability was effective.
4. Furthermore, the interaction between students interest, high and low interest, was shown from the sig  $0.000 < 0.05$  it meant, there was significant interaction between high and low interest to the students speaking achievement. Based on the data finding that CLL Method was mostly effective used in teaching speaking for those who had high interest.

## CONCLUSION

The conclusion from the study would be decided based on data finding and the data processed in this investigation, it would be concluded as the following description. Based on the findings and the interpretations above, the writer concluded that :

1. CLL Method influenced the eleventh grade students' speaking ability of SMA Negeri 1 Buay Madang OKU Timur. Because of several reasons :
  - a. Based on the data analysis of the students' speaking ability in experiment group that had high and low interest in the posttest with the mean is higher than mean of the pretest. Then, the significant of value was lower than 0,005. It means that the students' speaking achievement significantly increased.
  - b. Second, the result of t-independent test was the mean of posttest in experiment group is higher than posttest in control group, with the sig. value is lower than  $\alpha$  (0.05) two tailed. It could be concluded that experiment group and control group were significantly difference and CLL method was effectively to use in improving students' speaking achievement.
2. The second of the conclusion that the students' interest affected the eleventh grade students' speaking ability of SMA Negeri 1 Buay Madang OKU Timur. it means, there was a significant interaction between high and low interest to the students speaking achievement, meaning that, the CLL Method was influenced by the students' interest.
3. There was no interaction effect of CLL method and students' speaking interest toward students' speaking achievement of the eleventh grade students' speaking ability of SMA Negeri 1 Buay Madang OKU Timur.

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