

CHAPTER I

INTRODUCTION

A. Background of Study

There are many languages used as a means of communication by people all over the world. One of them is English, which has a role as an international language. It is known as the first foreign language taught in Indonesia, starting from elementary school up to university, because it is important for developing science and technology. In the Holy Quran in Ar-Rum : 22, it is said,

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَتِكُمْ وَاللُّوَانِكُمْ إِنَّ فِي

ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

It means that it is very important for human being to know, learn, and understand each others in their lives. To communicate, they need a language as a tool. Language is not only used to interact with another but also used to communicate, share the information and develop science and technology.

There are many students in Indonesia do not like English. They get difficulties, boredom and confused in learning it because it is not their mother tongue and the teacher use the conventional methods such as asking to read or to write the

text. It also can be seen from their English performance in examination, their average score is very low. Moreover, most of the students cannot speak English.

Therefore, an English teacher should be able to motivate the learners in learning this foreign language. (Harmer 1993, p. 3) states, “Motivation means a kind of drive that encourages somebody to pursue a course of action”. It should be done by every English teacher in order that the students are interested to learn this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the students will like it without boring and despair, so is the result in good performance.

Community Language Learning Activities (CLLA) as one kind of method in language learning, where the learners become members of a community – their fellow learners and the teacher to learn through interaction with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to persons whose knowledge to provide meanings freely they wish to express, to repeat target utterance without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counselors to other learners (Curran, 1986, p.120).

CLLA is the most responsive of the methods we have reviewed in terms of its sensitivity to learn communicative intent. It should be noted, however, that this communicative intent is constrained by the number and knowledge of fellow learners.

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves. In fact, some English learners practice speaking standing alone in front of a mirror.

Speaking is one aspect should be mastered by language learners. It is significant for all language learners to reach the goal, their speaking ability to be fluent. To reach that goal, teachers have to use the appropriate method to teaching speaking effectively in the classroom. Speaking is basic function of language as communication instrument. Students who study at the school which use certain language like modern school will be a good speaker, different from students who study at the general school. They will get difficulties in using English to speak each other, it is caused by condition of school environment and media used in teaching them.

In learning English, there are four abilities which are necessary to be learned by the learners. Those abilities are listening, speaking, reading and writing. The writer limits the explanation to the speaking ability especially in teaching speaking.

Speaking ability is very important ability that must be mastered by every language learners. One is called mastering a language when he/she is able to demonstrate the speaking ability for communication. In order to master this ability, teacher as an educator and motivator has to use good method in teaching learning process.

The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have better understanding of our own selves, as Frost (1962, p. 13) once said: "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." Undoubtedly, the clarity in speech reflects clear thinking.

In this case, the writer thinks that using CLLA is relevant in teaching speaking to improve students' speaking ability. To know the effectiveness of using CLLA to improve students' speaking ability, the writer conducted a study entitled:

THE EFFECTIVENESS OF USING COMMUNITY LANGUAGE LEARNING ACTIVITIES (CLLA) IN TEACHING SPEAKING FOR THE EIGHTH GRADE STUDENTS OF MTS NOORHIDAYAH DARUSSALAM PALINGKAU LAMA IN ACADEMIC YEAR 2017/2018.

B. Statement of Problems

This study is conducted to answer this following questions:

1. How is the students' ability in speaking at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018?
2. Is there any improvement of the students' speaking ability by using CLLA at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018?
3. How is the effectiveness of using CLLA in teaching speaking at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in the academic year 2017/2018?

C. Objectives of Study

Based on the problem above, the purposes at the research can be set as follows:

1. To know the students' ability in speaking at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in the academic year 2017/2018.
2. To know the improvement of the speaking ability by using CLLA at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in the academic year 2017/2018.

3. To find out the effectiveness of using CLLA in teaching speaking at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018.

D. Hypothesis

Based on the objective of study, the hypothesis are:

Ha : Teaching speaking by using CLLA is effective to improve the students' speaking ability by use CLLA at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018.

Ho : Teaching speaking by using CLLA is not effective to improve the students' speaking ability at the eight grade of MTs Noorhidayah Darussalam Palingkau Lama in academic year 2017/2018.

E. Significance of Research

The result of the study is expected to be used theoretically and practically:

1. Theoretically
 - a. The result of this study is expected to be able to widen the teachers' understanding and ability in using CLLA in teaching speaking.
 - b. As a reference to other researchers who want to study CLLA more intensively in teaching speaking.

2. Practically

- a. The result of this study will encourage the teachers to apply the Community Language Learning Activities (CLLA) in English speaking ability.
- b. The use of CLLA in speaking can make the students are more enjoyable in doing their tasks associated with the speaking materials.

F. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. **Effectiveness** is the capability of producing a desired result. It means it has an intended or expected out come, or produces a deep, vivid impression.
2. **Community Language Learning Activities (CLLA)** is the name of method that represents the use of counselling-learning theory to teach language, where the learners become the members of a community – their fellow learners and the teacher to learn through interaction with members of the community.
3. **Teaching Speaking** is giving instruction to a person in order to communicate.

4. **Speaking** is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas, and feelings.