

IMPLEMENTATION OF COMMUNITY LANGUAGE LEARNING (CLL) IN TEACHING VOCABULARY

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Abstract

Penelitian ini bertujuan untuk mengetahui (1) proses penerapan *community language learning* dalam pengajaran *vocabulary*, (2) permasalahan yang muncul dari penggunaan CLL dalam pengajaran *vocabulary* pada *content words*. Sampel dalam penelitian ini adalah siswa kelas VIII.10 SMPN 1 Kalianda. Data didapat melalui lembar observasi dan kuisioner. Hasil dari penelitian ini menunjukkan bahwa proses penerapan CLL dalam pengajaran *vocabulary* menggunakan *picture sequence* berjalan dengan baik dan permasalahan yang dihadapi siswa yaitu siswa mengalami kesulitan dalam menggunakan bahasa Inggris secara langsung dikarenakan mereka tidak mengetahui makna dan pengucapan kata terutama pada kata keterangan.

This research was intended to find out (1) the implementation process of Community Language Learning in teaching vocabulary, (2) the problems coming from using CLL in teaching vocabulary in term of content words. The sample of this research was class VIII.10 of SMPN 1 Kalianda. The data were collected by using observation sheet and questionnaire. The results of this research showed that the process of implementation of CLL in teaching vocabulary by using picture sequence ran well and the problems faced by students were the students felt difficult in using English directly because they did not know the meaning and pronunciation of words especially in adverb.

Keywords: *community language learning, content word, picture sequence.*

INTRODUCTION

English is one of the subjects that should be learned by students both in formal and informal school in Indonesia. Students learn English as a foreign language whereby they learn English only in a classroom setting. As a result, students still get difficulties to communicate in English. For example, students feel difficult to send idea, message and feeling. Although they have learned English since Elementary school, they still have difficulties to send their message to others. The student got difficulties to produce and respond what people have said because they do not understand the meaning of the words or sentences in spoken or written form.

Students who want to use English are required to master language components such as structure, vocabulary, and pronunciation. Vocabulary is one of the important language components because of the mastery of vocabulary is very necessary to enable the students to communicate. Similarly, when students read English book, they must be able to know the words in used in the text.

Meanwhile, to know and understand the meaning of words in communication both spoken and written form, students must master words well. According to Kridalaksana as cited in Leny (2006), vocabulary is a component of language that maintains all of information about meaning and using word in language. Vocabulary is one of necessary thing to support English mastery of students.

There are many factors that make the students difficult to learn new vocabulary. As a good teacher in language teaching, she/he must make interesting English class for students. In order to make interesting class, the teacher should use

suitable and available methodology. In this research, the researcher tried to implement Community Language Learning in teaching vocabulary. The researcher thought vocabulary using a picture sequence material based on the principle of CLL.

CLL is one of method in language teaching. This method is introduced and developed by Charles A. Curran. In CLL, teacher is not only as an instructor in teaching learning process that transfers and gives knowledge to the students, the teacher should be a counselor. According to Setiyadi (2006), in CLL this kind of relationship is considered basic to learning a foreign language. The teacher functions as the counselor and the learners as his/her client.

Therefore, the objectives of the research are 1) to find out the implementation process of Community Language Learning in teaching vocabulary, 2) to find out the problems coming from using Community Language Learning in teaching vocabulary in term of content words.

METHODS

The purpose of this research were to find out the implementation process of CLL in teaching vocabulary and the problems coming from using CLL in teaching vocabulary in term of content words. The researcher taught vocabulary to the students through CLL by using picture sequence in 3 meetings. In the first and second meeting the researcher hoped that she could identify the process of learning and in the third meeting the researcher could identify the problems of learning.

The researcher used observation sheet and questionnaire for collecting data. The observation sheet in the process of implementation of CLL was used by English teacher to observe. And questionnaire about the problem of students that they felt in the process of teaching learning vocabulary was distributed by students to support the data.

The source of this research was the students of the second year of Junior High School. Second year classes consisted of 10 classes, the researcher chose one class of second year. The subject was the students of class VIII.10 consisted of 35 students. The researcher used purposive sampling. In purposive sampling, sample is chosen by researcher based on researchers' theoretical knowledge (Setiyadi: 2006).

RESULTS AND DISCUSSION

Results

The first objective of this research was to find out the implementation process of Community Language Learning in teaching vocabulary. To find out the process, the researcher conducted the teaching learning process into three meetings. The researcher prepared the materials that would be taught for each meeting before. The results of the research are explained as follows.

Based on the principle of CLL that was applied in this research, at the beginning of first meeting the students' attention was good enough to the researcher because it was first meeting but they were still less in involving themselves to understand the lesson. Most of the students were very uncomfortable to express their words

although they are allowed use the mother tongue, but they still did not dare to say something. They said that they did not know the words in English.

Then the researcher explained that words in Indonesian would be translated in English and the students are allowed to use English directly. Some students mentioned the words in English directly and the researcher corrected the pronunciation. And some students asked the researcher the word in English and the researcher guided them. The students started enthusiastically when some students tried in mentioning the words and it seems easier. Then the teaching learning process ran well.

The students' feeling themselves as client was good enough although several students still felt difficult to express their idea in English or Indonesian; it was because they still lacked of confidence and vocabulary. They needed adaptation with the technique and it made them less comfortable with the technique and class situation. The students were good enough in self-correction especially pronunciation in teaching learning process after the researcher have corrected their words.

The second meeting was different with the first meeting because there was development of students' activities. In this meeting the students paid attention well to the researcher and fortunately they could be involved themselves to understand the lesson much better. The students were comfortable to express their words by using the mother tongue because they have learnt the rule of teaching learning before. The students were enthusistic to follow the teaching learning process.

The students' feeling themselves as client was good so that the students easier to express their idea in English or Indonesian and then the students were more confidence. The students asked the researcher when they did not know the words in English. It made the students comfortable with the technique and the class situation. The students was good in self-correction especially pronunciation and sentence in teaching learning process after the researcher has corrected their words or grammar.

At the third meeting there was no significant difference with the second meeting because at the third meeting they have already accustomed with CLL. The students paid attention well to the researcher as usual and they could be involved themselves to understand the lesson very well. The students were very comfortable to use the mother tongue because they have learnt the rule of teaching learning before. Most of students mentioned their words in English directly. The students' feeling themselves as client was good and the students were very confidence. It made them comfortable with the technique and the class situation. The students believed that the mistakes would be corrected and they learn from it.

And in this meeting, the topic of material was familiar with the students, but it made the researcher gets difficulties to control and correct the students' pronunciation. The researcher tried to make class quiet and organized the students to mention the words one by one alternately. The pictures at third meeting were 6 pictures so that the students got imagination more from the pictures. At the end of class, the students was good in self-correction especially pronunciation and in

teaching learning process after the researcher have corrected their words. As usual, the teaching learning process ran well.

Table 1. The Total Words Mentioned by Students in the Meetings.

No	Content Word	Meeting 1	Meeting 2	Meeting 3
1.	Noun	18	23	21
2.	Adverb	2	3	5
3.	Adjective	5	7	14
4.	Verb	5	7	13

The researcher found the data from the observation sheet that was observed by teacher after implementing the principle of CLL in teaching vocabulary. The researcher tried to be good counselor, as we know based on Curran (1976) in Setiyadi (2006), A counselor does not mean someone trained in psychology, but it means that someone who is skillful understand of the struggle student's face as they attempt to internalize another language. The researcher put the principles of CLL into practice as follows:

1. The researcher opened the class by greeting and asking some questions about students' activities in teaching learning English with their English teacher, then the researcher explained about the rule of teaching learning process and the first explanation was the students are allowed to use Indonesia or English directly in presenting their ideas. The researcher hoped the student will feel secure because feeling security was necessary in this method.

2. After the students felt secure, the researcher continued by distributing the picture sequence and gave instruction to the students to look the picture and then the students were asked to find out the word in their mind about the picture and then express in English or Indonesia. In this process, the researcher took position as a counselor to make positive condition for teaching learning process. The researcher hoped that picture sequence will take and increase the students' attention.
3. The researcher translated the word in Indonesia to English and gave back to the students, so the students followed the words and then the researcher corrected the mispronunciation until some of students were confident to speak English directly and then the researcher just gave correction to the mistake.
4. Next, the researcher gave a chance for the students to reflect about what they have been learned and then gave an example how to use the word in sentence. The teachers' presence was not a threat for the students because the teachers as counselor.
5. The last, the researcher recalled the words including the pronunciation, meaning, and grammar (usage) together with the students.

The second objective of the research was to find out the problems coming from using CLL in teaching vocabulary in term of content words at SMP Negeri 1 Kalianda. In order to answer the second research question, the researcher also gave the questionnaires after they were taught through CLL.

Table 2. The Students' Problem Based on Questionnaire.

No	Question	Students' Response		
		Happy	Was not happy	
1.	About students' feeling after taught by CLL	35 students	0	
		Yes	No	
2.	About whether the students felt comfortable being taught using the technique	35 students	0	
		Other answer	Yes	No
3.	About whether the students gave their focus and attention in learning vocabulary	1 student	30 students	4 students
		Other answer	Yes	No
4.	About whether the technique made the students easier to remember and imagine the vocabulary that they have learned	1 student	33 students	2 students
		Other answer	Yes	No
5.	About whether the students could be distinguished the pronunciation , meaning and using the vocabulary	1	26 students	8 students
		Pronunciation	Did not feel difficult	
6.	About the difficulties that are faced by the students in teaching learning process	29 students	9 students	
		Yes	No	
7.	About the difficulties in pronouncing the word in Indonesia or English	17 students	18 students	
		Adverb	Noun	
8.	About the word that was most difficult to mention in teaching learning process in term of content word About the word that was easiest to mention in teaching learning process in term of content word	34 students	28 students	
		Yes	No	
9.	About whether the researcher helped the students in teaching learning process	33 students	2 students	

		Yes	No
10.	About increasing of students' vocabulary		
	1. Noun	35 students	-
	2. Verb	33 students	2 students
	3. Adjective	31 students	4 students
	4. Adverb	25 students	10 students

From the result above, it was reported that implementation of CLL run well but the students still got difficulties in expressing the word in English because of they did know the words from Indonesia to English (words form) so they felt difficult how to spell and pronounce the words although they did not get difficulties in expressing words in Indonesia, and also based on the teaching learning process in three meetings, the students still made mistake in making sentence (grammar).

In term of content word that have learned in this research, it found that the most difficult words in learning vocabulary in term of content word was adverb; it means that picture sequence could not increase the adverb but it could increase the noun.

Discussion

CLL was a technique that has principles that would be implemented in the teaching learning process, based on the principle of CLL, the researcher tried to be good counselor and the students as client to support each other. As the researcher has explained before, the successful learning based on CLL needed SARD. SARD could not be separated from Communicative Approach. In this research the researcher entered experimental class for three meetings.

At the first meeting, the researcher began and closed the class by asking the question about the student's condition and it would be as introduction about the topic that had to be prepared by the researcher before. The question addressed to the students were intended to bridge the material and it hoped could make the students understand clearly about the technique that will be taught by researcher. All students paid attention in greeting and asking the condition, but when the researcher tried to build the student's confidence by asking their name, some of them smile and answered the question in a simple answer or their nick name was not in complete answer "My name is" and they said that they was not confident.

It may because the students needed adaptation to express their ideas spontaneously and the researcher then the research explained the procedure and guidance of CLL and also explained that they are allowed to use Indonesian in answering and asking the question or in expressing their words in the teaching learning process. After that the researcher entered into while activities by distributing the pictures, then the students are given 5 minutes to understand and search for words related to the pictures and arranged the pictures together and then they expressed by raising hand but the researcher has explained about the content words before. The students who have mentioned the words and it was corrected by the researcher, the students asked to write the word into whiteboard and classified in term of content word.

At the beginning, most students felt difficult to express their word although in Indonesian and English. After the researcher guided and helped the students that

got difficulties in expressing the words then they felt better and confident to express their words. It is in line with Curran (1976) in Setiyadi (2006) says that the learners never feel isolated because everybody sits in a community and senses positive regard of everyone else. By guiding the students, the researcher was a counselor to build the student's feeling, this phase to build their security and confident. After the students felt secure and confidence, the researcher hoped the students could pay attention. This was security, attention and aggression phase.

At the second and third meeting there was not different way in teaching, the researcher opened and closed the class by greeting and then distributed the pictures and arranged the pictures. The material consisted of different picture, the first were 3 pictures, the second were 4 pictures and the third were 6 pictures. The material in third meeting was more complicated and it was about narrative. The researcher hoped that students could remember easier based on the picture, it is in line with Gerlach and Elly (1980), they states that pictures are more efficient and practice than words; the students are easier to remember that by using words. It is expose real situation that make students imagine the event on the picture.

Then they can explain and hold the meaning of the picture itself. The students needed imagination to find the words at the picture, although like that the vocabulary that was found by students in this meeting was more than before meeting, it may because the students were familiar with the pictures.

The pictures in first and second meeting needed arrangement and the third meeting did not. At this second and third meeting, the researcher also helped the student in need. At the second and third meeting, the students were more enjoying

and confidence. In this research, every meeting was observed by the English Teacher. Having taught and observed the teaching learning process directly, most students got difficulties in expressing the words because they did not know how to pronounce so that they felt comfort to express in Indonesian but the teacher also guided them to use English.

After the students had written the words in whiteboard, the researcher tried to recall the student's comprehension about the words by repeating the pronunciation and words. This was retention and reflection phase. Then the researcher asked the student to make simple sentence by choosing one word from the whiteboard. The sentence was expressed orally plus the meaning of words, then the researcher asked the student to write the sentence in whiteboard. It is in line with theory of Nation (1990) as cited in Susamai (2013), he argues that there are three things to be taught by teacher in teaching vocabulary. There are: teaching the words form, teaching meaning of the words, and teaching the uses of words.

After that, the researcher asked to the students whether the answer was right or wrong, the researcher and students corrected the sentence together and then the researcher explained the mistakes if there was a mistake. It told the students about the using of word in term of content words. Harmer (1993) states that learning vocabulary is very complex process, the students must be able to recognize it in its spoken and written form. This phase was discrimination phase.

Based on the result of questionnaire, most students were more confidence and comfortable to express their words in English or Indonesia although some of them were less confidence to use English, it because the stages of basic principles CLL

were intended to increase students' confidence in their educational relationship between students and teacher as counselor. As we know, based on the first stage of CLL that is explained by Curran, the students are allowed to express what they want to say to the groups in their mother tongue first. Then the researcher helped and translated the words, and then gave back the word to the students in English until the students began to express and use English directly to the group. The teachers' presence was not perceived as threat because the teacher tried to be counselor that will help the students in difficulties and the teacher facilitated the students to express more.

And in this teaching learning process, the students were able to express the vocabulary in term of content words especially noun because noun was the easiest word to mention and learn although the students said that adverb was the most difficult words to mention and learn because they could not see the words related to the pictures directly. However, it indicated that Community Language Learning by using picture sequence was good in teaching vocabulary.

CONCLUSIONS

Based on the objectives of the research, it can be concluded that (1) The process of implementation of CLL in teaching vocabulary by using picture sequence in the class VIII.10 of SMPN 1 Kalianda run well. (2) The problems faced by students were the students felt difficult in using English directly because they did not know the meaning and the pronunciation of words especially in adverb.

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