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COMMUNITY LANGUAGE LEARNING AS A METHOD OF TEACHING FOR SPEAKING COMPETENCE

A THESIS

Submitted to the English Education Department of the *Tarbiyah* Faculty of *Syekh
Nurjati* State institute for Islamic Studies Cirebon in Partial Fulfillment of the
Requirements for Islamic Scholar Degree in English Education



WATIAH

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ABSTRACT

WATIAH: Community Language Learning as A Method of Teaching for Speaking Competence

Learn to speak fluently and correctly is one of the goals for language learners, especially in English, because English is important in human life as a tool of world communication. Many students regarded that English is very difficult especially on speaking skill. Many factors that make students difficult to speak English, the factors are; unsuitable method of teaching, the students do not have motivation in learning English, the students are lazy to memorize vocabularies, and students are bored to word the method of English teaching. In these problems the teacher should find out the suitable theory or method to solve problems, In process of teaching and their learning.

Community Language Learning is one of method that is used by the writer to developing students' speaking skill. In this method there are 8 steps or strategies in learning activity as translation, group work, recording, transcription, reflection and observation, analysis discussion, and free conversation. By these strategies students will enjoy, fun, and responsible in learning and by these strategies can increase students' speaking competence.

In this research the writer uses qualitative research and type of the research is Content Analysis because the data in form of written and oral words which are descriptively, analyzed and not use treat numbering or statistic form. The writer tries to analyze the strategies of community Language learning in learning speaking. To acquire substantive theories, the writer uses primary data and secondary data source and the technique of collecting data the writer used library research.

Based on the analysis results there are many strategies which describe in this thesis such as, translation, group work, recording, discussion, analysis, reflection and observation and free conversation. In this chapter the writer analyze the strategies with learning speaking, is there big influence for students' speaking competence. Actually these strategies have strong correlations among one step with other steps, the purpose are to develop students' speaking competence and make students can speak fluently, correctly and appropriately. The succesful in learning activities depend on how the teacher can manage the classroom, and how students do activities goodly.

From the final research, the writer knows the appropriate method of speaking English is Community language Leaning Method. Because the teacher who use this method want their students to learn how to use the target language communicatively and make students confidence and alaways give the support that has a problems to build up their motivation in learning.



PREFACE

Bismillahirrahmanirrahim.

Praise is to Allah SWT, the God Al-Mighty, most gracious and most merciful, Lord of the universe, who has bestowed a divine gift of grace for each human being. With His mercy and permission, the writer has been able to finish her thesis. May invocation and safety always be given to our prophet, our leader, Muhammad Saw, the messenger of Allah and model provider of good who has guided us to the way that full of God's mercy.

This thesis entitled in "COMMUNITY LANGUAGE LEARNING AS A METHOD OF TEACHING FOR SPEAKING COMPETENCE" is a qualitative research presented to fulfill one of the requirements for Islamic Scholar of Tarbiyah Faculty, English Department of the State Institute for Islamic Studies Syekh Nurjati Cirebon.

In composing this thesis, there are many people who have participated, helped, and advised directly or indirectly, so in this opportunity the writer would like to convey her thankfulness to:

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The writer realized that the thesis is still far for being perfect and there are many mistakes either in the arrangement or in the content. So, all mistakes available in this thesis are becoming her responsibility.

Finally, the writer hopes this thesis will be useful to the readers especially, for himself and for the English Department of the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon.

Cirebon, on June 21st 2012

The writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Learn to speak fluently and correctly is one of the goals for language learners. Particularly foreign language especially English, now days many result of the research that showed less active our students to use English outside room. According Suyanto (2000 : 58) that is taken from “English for young learner’s book” state from some result of the research and interview with students of elementary school majority (87%) was pleased to learn English even though more than half (53%) acknowledged that difficulty.

Sense of fun learning English this is the first a positive provision. Beside this the students of elementary school are not ashamed to say and speak English. Therefore should be English learning in school need to be more focused on conversation or speaking skills and more be often using spoken language. According to Diane Larsen-Freeman (2000: 179) “the target language is spoken in the environment, it is widely used”.

Everybody who study English, Japanese, etc, their target just one is they want to able to speak and understand that language. Speaking is one of the most important subjects in school and it is one of the four language skill, by speaking the students can practice the organ of speech and get good pronunciation. Even if the person is smart on grammar, reading, writing, etc but if he cannot speak English well,



they would not be called smart in English because the size of a smart people in English is seen from his speaking ability.

In this thesis there are several reasons that made the writer to do this research. One of my reasons because this research different with the other, after the writer check four thesis of speaking. One of them argues that speaking is a big problem for the students in language learning. The students often feel difficult to speak English well and fluently and to improve the students' competence in speaking English; the teacher has applicated to audio lingual method. In this method the students more emphasized to speak what they have to pronunciation, intonation, fluency and accuracy grammar (Zulfa: 2006).

According to Mas'adah (2009) state in the reality students can be considered as having not been able to use English both in written especially in oral (speaking), they look confused even did not answer the question. In process English teaching and learning students always use their native language. From those problems teacher use a Communicative Language Teaching method in order to increasing students' quality of speaking and students don't use their native language any more. While according to Yani Mulyani (2006) state most of the students there still do not have a great interest in learning English. So in this case the writer would like to build up their motivation in learning English. The writer also want make a new condition on their English, especially on their speaking. Drilling treatment can develop their speaking better.



To develop speaking skill is one of the purposes of teaching and learning English, no response, passive, misunderstand, pronunciation, and the condition of psychology are becoming the problems of the tutor. Accordingly the tutor should find the suitable theory or method to overcome her problems in the process of teaching and learning (Latifah Bachrul Ilmi: 2009)

In process of teaching and learning English there are some approaches and methods which probably used by the teacher as appropriate in carrying out the process of teaching and learning English. In the fact the using of certain approaches in carrying out the process of learning English is changeable depending on situation whether seen from the result of teaching and learning or the effectiveness itself.

Some say that methods of teaching are prescriptions for language classroom behavior, and that teacher is encouraged by textbook publisher and academics to implement them whether or not the methods are appropriate for particular context (Pennycook 1989; Ricrads 1990; Holliday 1994). Any method is going to be shaped by teacher's own understanding, beliefs, style, and level of experience.

In method there is approach that have to done by teacher in order that learning activities can achieve the goals are hoped. According to Arthea J.S. Reed et al (1998: 331) approaches is the teacher students interaction approach in this technique, teacher and students develop a positive relationship that allows them to work together to find the causes of the misbehavior. They engaged in structured discussions to help the students build confidence and a strong self image.

In this case in her thesis the writer using Community Language Learning as an approach is method of teaching for language competence. Community Language Learning of Charles Curran in this approach, the teacher is a canceller and learners are clients. Language is a social process of collaboration and engaged not just their intellect, but their emotions and feelings, (2011: 127).

Each method has its strengths and weaknesses relativists believe, but they are not equally suited for all situation. Different methods are suitable for different teacher and learners in different contexts. Radin an Tranel, (1983: 100) have observed, the Community Language Learning method is neither students centered, nor teacher-centered, but rather teacher-students-centered, with both being decision markers in the class.

Teacher who use Community Language Learning method want their students to learn how to use the target language communicatively (Diane Larsen-Freeman, 2000: 98). It means they want their students to learn about their own learning, to take increasing responsibility for it, and to learn from one another. The nature of students-teacher interaction in the Community Language Learning method changes within the lesson and overtime. Sometimes the students are assertive, as when they are having a conversation.

Actually the Community Language Learning method not only focused on speaking but also on writing and listening but the writer want to show that Community Language Learning is very appropriate for speaking and by this method is hoped can increase the students' speaking in English. So in this thesis the writer



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create a title is “**Community Language learning as A Method of Teaching for Speaking Competence**”.

B. The Formulation of the Problem

To formulate the problem of the research, the writer tries to divide it into three parts as follows:

1. The identification of the problem

a. The field of the research

The field of the research of this thesis is “Method of teaching”.

b. The kinds of the problem

The researcher shows problems in learning speaking English. For example:

- The method of teaching unsuitable
- The students do not have motivation in learning English
- The students are lazy to memorize vocabularies
- The students are boring toward the method of English teaching
- Many method of teaching that focus on speaking, but not all of method of teaching can increase students’ speaking competence.





c. The main problem

The main problem in this thesis is many methods of English teaching that focus on speaking, but not all of methods of English teaching can increase the students' speaking competence. Many factors that make students difficult to speak English, the factors are:

- The method of teaching unsuitable
- The students do not have motivation in learning English
- The students are lazy to memorize vocabularies
- The students are boring toward the method of English teaching

2. The Limitation of Problem

One of the problems that the writer wants to explore in this thesis is the method of English teaching that can increase the students' speaking competence. The researcher would like to find out the method of teaching that appropriate to increase the students' speaking competence.

3. The questions of the research

Based on the statement mentioned above, the writer formulates some problems of the research as follows:

1. What is the Community Language Learning method?
2. What is the method of teaching that can increase the students' speaking competence?



3. How is the strategy of Community Language Learning as the method of teaching for speaking competence?

C. The Aims of the Research

The aims of the research that will be obtained are as follows:

1. To know the definition of Community Language learning
2. To know the method of teaching that can increase the students' speaking competence
3. To know the community Language learning's strategy as the method of teaching for language speaking competence

D. The Use of the Research

The usefulness of the research in writing this thesis the writer hoped to be able to:

1. The students can use the target language communicatively
2. To build up the self confidence of students
3. Give a way of learning to be learners to increase their competence on speaking



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