

I. INTRODUCTION

A. Background of the Problem

In Indonesia, English is a foreign language that must be learned by all students at schools. English is one of the most useful language to study and use for international communication as well as the acquisition of science and modern technology (Hasan, 2002 : 13). The importance of English has been realized by people. In all fields, English is a compulsory subject to be studied but it always has a troublesome subject for students.

In learning English students still find problems how to write, how to read, how to tackle English test and how to speak in English correctly. Based on 2006 English curriculum, English consists of four skills and three components, the four skills are listening, speaking, reading and writing. The three components are phonology, vocabulary and structure. To master English they cannot be separated from one to another and students have to master the four skills as well as the language components.

For mastering English, grammar can not be neglected, it is one of the problem that students find in applying conditional sentences. Based on Kench (1981 : 173) that conditional sentences is not quite easy to learn by learners. In using conditional sentences students always find difficulty because the meaning of a conditional sentence determines which verb tenses needs to be used in the independent and subordinate clauses. The usage of conditional sentences is to express general or habitual fact, to make predictions about the future or to express future intentions and predictions, impossible or untrue condition in present or future, and to speculate about the past result of a condition that did not happen in the past.

Vocational High School (SMK) provides their students with skills in order to get job easily, they were prepared to work after graduation. They are learning what they need for getting job. Students of vocational high school begin to realize *what* and *why* they come into the classroom for learning, especially learning English subject. Different from General High School students, Vocational High School students learn special and practical subjects; they need great attention for gaining their learning purpose. The students need of learning will influence to the techniques and materials that teacher will apply in the classroom, especially in teaching-learning process of English subject.

Choosing appropriate materials is important things to improve students learning in English. And learning conditional sentence is relatively difficult for students of Vocational High School students (SMK students). They do not know how to use conditional sentences correctly as the form of conditional

sentences. The problem that students find in learning conditional sentences is not only affected by their weakness (vocabulary, pronunciations, applying grammar to make sentences, ect) in learning English but also by the choice of learning strategy or method that they have in learning English.

It is not easy to make students of Vocational High school (SMK) interested in learning English. Most of them say that learning English is too difficult and make them feel bored. Based on the writer's last experience from Teacher Training Program (PPL), SMK students can not make conditional sentences even in simple sentence, they are learning in a low level (Novice Level) and they can not improve their learning of conditional sentences in ordinary method. From this fact, good method or different method is needed to take students' interest in learning English. They need other method to learn conditional sentences. Since most of English teachers especially teachers of SMK still use ordinary method (ALM method) to teach, students can not improve their mastering of English. In improving students' English mastery, they must be taken in a condition to make them feel secure and comfort to get their learning.

To improve students' learning the writer use this method, namely Community Language Learning Method (CLL) this was developed by Curran (1976). It takes from general counseling learning, which refers to the relationship between the counselor (teacher) and the clients (students). This is very special kind of community-involvement result in which the language learners and

their language teacher build an intense atmosphere of warmth. The language learners never feel isolated and alone because everybody belongs to the group and everybody sits in a “community” and senses positive regard of everyone else (Curran, 1976 : 1) in Setiyadi (2000 : 41).

CLL derives its primary rationale from Rogerian Counseling, in which the counselor’s role is to respond calmly and non-judgmentally to the client’s problem, and to capture, in his / her response, the essence of what the client is trying to say, thereby applying order and analysis to the problem. In lay terms, counseling is one person giving advice, assistance and support to another who has a problem or is in some way in need. CLL draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and the learners (the clients) in the classroom. The basic procedure of CLL has two main steps: investment and reflection. In the investment phase, the learner commits themselves as much as they are willing, as they engage in a conversation with other members of the learning community. In the reflection phase, the learner stands back and looks at what they, as part of the community, have done in the investment phase. As they do so, they remain part of the community.

As the process of learning goes on, the student’s role changes in the direction of greater and greater security and independence. In addition to the learners, there is at least one resource person, who knows the target language, and also understands the native language of the learners and who has some expertise in a non-directive style of counseling. Mechanically, the procedure is uncomplicated: the learners, seated in a circle, simply talk with one another in

the foreign language, tape-record what they say, play it back, write it down and identify its component parts.

From the explanation above, the writer assumes that community Language Learning method can be appropriate method for learning especially in improving students' conditional sentences mastery. In Community Language Learning the class begins with a warm atmosphere, where the teacher conduct's student feeling secure with conversation to identify students' characteristics. In order learning are begun in a warm atmosphere between language learners and language teacher, they can support each other. Teacher's function in CLL class is not only as language teacher who teaches student in front of the class but the teacher here also functions as counselor who is always ready to help the students when they have problems in learning. In CLL class, the teacher must be creative and sensitive in triggering students' learning motivation.

Therefore the writer is interested in applying Community Language Learning Method as a way to improve students' conditional sentences mastery, in order to find out there is improvement or not of students conditional sentences (present-unreal) mastery after taught through Community Language Learning (CLL). Therefore the writer proposes the title of her research: "Improving Students' Conditional Sentence Mastery through Community Language Learning (CLL) at Grade XII of SMK TARUNA Bandar Lampung".

B. Research Problem

Based on the background of the problem above, the researcher would like to formulate the problem as follows:

“Is there any improvement of students’ mastery of conditional sentences after they are taught through Community Language Learning (CLL)?”

C. Objective of the Research

The objective of this research is intended to find out whether improvement or not of students conditional sentences (present-unreal) mastery after they are taught through Community Language Learning (CLL).

D. Uses of the Research

- Practically, as reflection to English teacher in increasing students’ conditional present unreal through Community Language Learning (CLL)
- Theoretically, to see whether the result of the research useful or not to the previous theory about CLL

E. Scope of the Research

This quantitative research is conducted at SMK Taruna Bandar Lampung
In this research, the writer focuses on how to improve students’

conditional sentences mastery by using Community Language Learning (CLL). It is chosen because students of Vocational High School (SMK) have been learning conditional sentences and their mastery of conditional sentences is low. This research is conducted in one month; it consists of pretest, three times treatments, and posttest. Each session for the English subject spends 90 minutes. The sample of this research is the students at grade XII of SMK Taruna Bandar Lampung at academic year of 2010/2011. The researcher takes 3rd Secretary 1 (3 AP 1) class as the sample.

F. Definition of Terms

1. Community Language Learning is the name of a method developed by Charles A. Curran. Community language learning represents of the use of counseling learning theory to teach languages. It takes from general counseling learning, which refers to the relationship between the counselor (teacher) and the clients (students), This is very special kind of community-involvement result in which the language learners and their language teacher build an intense atmosphere of warmth.
2. Counseling is one giving advice, assistance, and support to another who has a problem or is in some way in need.
3. Counselor is someone who gives counseling to someone who need. In Community Language Learning the counselors are the teachers who give help (correction) when their clients (students) need it.

4. Clients s someone who needs counseling from counselor. In Community Language Learning the clients is means the students who need teacher to help their learning.
5. Conditional sentences is a sentence that consists of two clauses, *If* clause beginning with *If* as the condition and main clause for answer the *If* clause as the result (Wardiman, 1988 :35). In grammar, a clause is a word or group of words ordinarily consisting of a subject and a predicate, although in some languages and some types of clauses, the subject may not appear explicitly. Conditional sentences indicate the circumstances under which the situation expresses in the main clause may occur.
6. Conditional Present unreal is conditional type 2. In this type, conditional sentence is called as “unreal condition” which is hypothetical, unreal, or contrary to fact. The simple past tense states unreal condition or something impossible to happen in the present or in the future time. This type means that you are just imagining something, and it is contrary to the fact in the present time.