

## **II. REVIEW OF THE LITERATURE**

### **A. Concept of the Community Language Learning**

There are so many methods in language teaching that useful for learning English. And Community Language Learning (CLL) is one of them that is called Counseling-Learning. Community language learning (CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor, while the learner acts as a client who needs the counselor helps. Community Language Learning technique was developed by Charles A. Curran and his associates. In CLL, teacher is known not as the teacher but as the “knower”, the one who knows the language and the students as the client who has a “problem” (in this case not knowing the language) which is currently creating confusion and causing problems. The counselor’s role is not to tell the client what to do, but to help him or her explore and resolve the problem while retaining personal autonomy.

The Counseling-Learning educational model is applied to language learning, and in this form it is known as Community Language Learning. Based on the principles above, Community Language Learning seeks to encourage teachers

to see their students as "whole persons", where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students (clients) typically sit in a circle, with the teacher (as counselor) outside the ring. They use their first language to develop an interpersonal relationship with other students. When a student wants to say something, the teacher then translates by using the target language. The student then attempts to repeat the English that is used by the teacher, and then the students can respond by using the same process. This method is used over a considerable period of time, until students 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 Community Language Learning method involves some of the following features:

- Students are to be considered as "learner-clients" and the teacher as a "teacher-counselor".
- A relationship of mutual trust and support is considered essential to the learning process.
- Students are permitted to use their native language, and are provided with translations from the teacher which they then attempt to apply.
- Grammar and vocabulary are taught inductively.
- "Chunks" of target language produced by the students are recorded and later listened to - they are also transcribed with native language equivalents to become texts the students work with.

- Students apply the target language independently and without translation when they feel confident enough to do so.
- Students are encouraged to express not only how they feel about the language, but how they feel about the learning process, to which the teacher expresses empathy and understanding.
- A variety of activities can be included (for example, focusing on a particular grammar or pronunciation point, or creating new sentences based on the recordings/transcripts).

In learning a foreign language, language learning needs psychological requirements. Its means teachers and learners build an intense atmosphere of warmth, security and support each other among them during the classroom activity. According to Curran in Setiayadi (2000 : 46), this requirements for successful learning are collected under acronym **SARD** which can be explained as follows:

**S** stand for **Security**

**A** stands for **Attention** and **Aggression**

**R** stands for **Retention** and **Reflection**

**D** stands for **Discrimination**

The six elements are important to involve in community Language Learning. Security is essential element in this method, for students feeling, if students feel secure with the method for learning they would be more active to gain successful learning. Attention and Aggression, students'

attention in learning is the most important thing in making teaching learning process success, because without attention students will not learn optimally. Aggression in this point is intended to student creativity in teaching learning process. That student must be more active involve in the process.

Inattention in Community Language Learning is considered natural, but if student lost of attention and aggression they would be lack of involvement in the teaching learning process. Retention and Reflection, Retention is final process of students observation in learning. Reflection is considered as students feed back after the teaching-learning process.

Teacher takes students feed back by evaluation to see how far students gets the learning. The students needs a time to reflect what they has been learned in silence moment. Discrimination is pointing students to find out the correct idea by their experiences. In teaching learning process, the six elements must works arranged. That security comes first in order to make optimal learning for students and then followed by attention and aggression to makes the students active in the class. Retention and reflection are followed by Discrimination to keep the class works optimally. Community Language Learning process can be considered as stages in language learning, the process involves five stages.

### **STAGE 1**

1. The clients are completely dependent on the counselor. First, he/she expresses only to the counselor in their native language what he/she

wishes to say to the group. Each group member overhears this English exchange, but is not involved in it.

2. The counselor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language in phrases of five or six words.
3. The client turns to the group and presents his ideas in the foreign language. He has the counselor's aid if he mispronounces or hesitates on a word or phrases.

## **STAGE 2**

1. The client turns and begins to speak the foreign language directly to the group.
2. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

## **STAGE 3**

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
2. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.

#### **STAGE 4**

1. The client is now speaking freely and complexly in the foreign language.  
Presumes group's understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction.

#### **STAGE 5**

1. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions.
2. At this stage the client can become counselor to the group in stages 1, 2, and 3.

Those five stages represent how language learner leaves their dependency and come to their independence in learning foreign language. The process is aimed to make close relationship between clients and counselor. The teachers as counselor shall provide the secure and comfort conditions for the learners, to make the learners easier to gets the language if their feeling secure with the class. The learners are directed to have communication with other people. In stage 1, the learners expresses an idea in her/his mother tongue and the counselor translate what the learners said into foreign language slowly, word by word in order the client (learner) can repeat the expression in a comfortable ways. This stage is considered as an embryonic involvement between knower and learner as “mother” and “child” to

overcome learners' anxiety and to build the security of warm relationship between language teacher and language learners.

In stage 2, the learners begin to use foreign language in simple phrases and picked up from the counselor a word or expression to try their independence. This stage called as self-assertion stage. In stage 3, the language learners are expected to communicate on his own words even they would need a help from the counselor to correct their mistakes. The correction is not always given when the learners doing mistakes, only when they need it. In stage 4, the clients begin to be independent to make their new expression based on the available words or grammar. The clients need counselor to help them corrected the grammar when the learners fin difficulty. In the last stage, that is stage 5 is the stage of independence, where the clients free to make communication in the foreign language. And language learners of this stage can become counselor to other less advanced language learners.

## **B. Concept of Conditional Sentences**

A conditional sentences is a sentence that consisting two clauses, a defendant 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. The conjunctions if, often

appear in conditional sentences. The meaning of conditional sentences determines which verb tenses are needed to be used in the dependent clause and main clause clauses.

Based on the curriculum, Conditional sentences are taught in Vocational High School (SMK) with ordinary technique or traditional technique or famous with name ALM. In ordinary technique the teacher explained the meaning of conditional sentence and wrote the formula in board, then teacher gives some examples of conditional sentences and the last teacher ask student to do some exercise through the formula.

### **C. The Types of Conditional Sentences**

There are 3 types of conditional sentences that must be understood by learners. According to Wardiman (1988 : 37) the 3 types as follows:

1. Future-Possible/real condition ( simple present tense answered by simple future tense).
2. Present- Improbable/ unreal condition (simple past tense answered by simple past future (conditional).
3. Past-Unreal past perfect tense answered by past future perfect

#### **1. Future – Possible/Real Condition**

This type is also called “probable condition”, meaning something is possible to occur now or in the future if the condition is fulfilled. The simple present tense is used in clauses that state real or factual conditions in present or future time. To express the real fact of conditional type 1, present tense is used.



Future - Possible Formula is:

|                              |                          |
|------------------------------|--------------------------|
| If + S + Simple Present (V1) | S + will/can +Infinitive |
| <b>(If Clause)</b>           | <b>(main clause)</b>     |

Example :

1. If I have enough money, I will buy new shoes.

Fact: I have no money so I will not buy new shoes.

2. If I have time, I will visit my best friend.

Fact : I have no time, I will not visit my best friend.

3. Teacher will be angry, if we come late.

fact: I come earlier.

## **2. Present- Improbable/ Unreal Condition**

This type is called “improbable/unreal condition” which is hypothetical, unreal, or contrary to fact. Simple past tenses states unreal condition or something impossible that happen in the present or in the future time. This type’s meaning you are just imagining something, and it is contrary to the fact in the present time. The verb in the main clause is using past future form + Simple form (Would, could, might), and the fact is stated in present tense.



### 3. Past-Unreal

This type is an impossible condition, the meaning of this type is contrary to the fact in the past, there is no hope for the situation to occur because it were just imagining something in the past and did not happen in the past. In this type of conditional sentences, the If clause contains the past perfect tense of the verb, and the main clause contains the modal *would have*, *could have*, or *might have*, plus the past participle. The fact of conditional type 3 is stated in past tense.

Past – Unreal formula is

|                    |                                   |
|--------------------|-----------------------------------|
| If + S + Had + V3  | S + Would/could/might + have + V3 |
| <b>(If clause)</b> | <b>(Main clause)</b>              |

Example:

1. If I had known you were sick, I would have gone to see you  
Fact: I had not know you are sick and would not see you
2. If we had studied hard, we would have not failed for the exam.  
Fact: We not studied and we failed
3. If I had run past, I could have been an athlete  
Fact: I can run past, I could not be an athlete.

### **D. Teaching Conditional Sentences through Community Language Learning**

Communicative principles can be applied to the teaching of any skills, at any level. It can be applied in a classroom by the teacher's considerations in terms of the class situation and learner's needs. The procedures of Community Language Learning (CLL) are as follows:

#### **a. Pre activity**

1. Informal greeting and self-introduction is made.
2. The teacher tells the goal and gives guideline for the class.

#### **b. While activity**

1. Students seat in the circle to have a visual contact with each other.
2. Teacher asks to students to be a volunteer to tell his/her opinion.
3. One student tells the teacher what he/she want to say in first language (L1).
4. Teacher translates what students told in first language (L1) to the second language (L2).
5. Teacher asks students in the circle to make sentences by whispering the keyword.
6. Students speak in second language and teacher taped it word by word (chunk).
7. Teacher chooses one sentence from the tape recorder and writes it in board.
8. Teacher tells to students the meaning of the words and formulate the

sentences as conditional sentences present-unreal.

9. Students copy the word in the board and make a sentence from the formula of conditional sentence present-unreal in their paper.
10. Students discuss their sentences and teacher as counselor stand behind them and answer if students asking for translation.
11. Students become independent and they are able to make their own conditional sentence present-unreal.

c. Post activity

12. The teacher asks the students about their difficulty in learning.
13. The teacher gives the conclusion of conditional sentences.
14. The teacher closes the meeting.

Community Language Learning seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as counselor) outside the ring. They use their first language to develop an interpersonal relationship with other students. When students want to say something, they can say it in their mother tongue, while the teacher helps to translate to target language (L2). Students then attempt to repeat the second language that the teacher gives and they can respond by using the same process

As long as the activities still consider the principles of Community Language Learning, "Clients-Counselors Relationship", Such kind of relationship in

which the language teacher (counselor) and the language learners (clients) build an intense atmosphere of warmth (great condition) in which the language teacher (counselor) helps, advice, and supports the students to be confident and active in using language in improving students' conditional present-unreal mastery.

#### **E. The Advantages and Disadvantages of Teaching Conditional Sentences through Community Language Learning (CLL).**

There are some advantages of Community Language Learning method in teaching conditional sentences:

1. In apply Community Language Learning method the class is begun in warm atmosphere, where the teacher makes the students feel secure with conversation to know the students characteristics.
2. Because the class is begun in a warm atmosphere between language learners and language teacher, they can support each other.
3. The teacher's function in CLL class is not only as language teacher who teach student in front of the class but the teacher here also functions as counselor who is always ready to help the students when they are have problems in learning.
4. Teacher must be creative and sensitive in triggering students' motivation learning. So that students can learn maximally.

And here some disadvantages of Community Language Learning method in teaching conditional sentences:

1. Community Language Learning (CLL) is not easy to apply in a large class.
2. The learners must be creative, but students of Vocational High School are not creative in learning.

#### **F. Theoretical Assumption**

The writer chooses Community Language Learning (CLL) as a way to find out the effectiveness of learning conditional sentences. The purpose of CLL method is to improve students' mastery of conditional present-unreal sentences. By this method students can learn how to be an active learner in the class. In CLL they must be involved in the conversation since they are placed in a circle. The teacher in CLL class is regarded as a counselor, who helps students when they find difficulties in translation from L1 to L2. In the end of the learning students can become independent and brave. They are able to find idea and to speak to the others in the circle by using English, and a student who is able to master conditional present-unreal can be a counselor for the other students. The writer assumes that teaching conditional sentences through CLL can make students more interested in learning conditional sentences. If students feel comfort, they will be more active in the class, so that the students can express their ideas by using conditional sentences. It is assumed that Community Language Learning can create a good condition and situation for learning English in particular conditional sentences maximally.

### **G. Hypothesis**

Based on the review of literature and theoretical assumption above, the writer formulates the hypothesis as follows

Ho : “There is no improvement of students’ conditional sentences mastery after they are taught through Community Language Learning (CLL)”.

Hi : “There is improvement of students’ conditional sentences mastery after they are taught through Community Language Learning (CLL)”.