

## I. INTRODUCTION

### 1.1 Background of the Problem

Speaking is a complex aspect in language learning. By speaking, we can convey information and ideas, and maintains social relationship by communicating with others. In an addition a large percentage of the world's language learners study English in order to be able communicate fluently. Many language learners regard speaking as the most important skill they can acquire and asses their progress in terms of their accomplishments in spoken communication. In the contrary, for junior high school students, speaking is the most difficult part when they learn a foreign language.

Based on the researcher's PPL experience in junior high school, it shows that there were still limited interaction and life in speaking class. Almost all of students were unwilling to express their feeling or opinion using their English language. The informal interview toward the teacher conducted by researcher also shown that almost all of students were lack of and passive in their speaking class where there was a little interaction each of student to another.

Learning to speak in English as a second or foreign language involves student's motivation. Motivation is very important in second language learning as in other field of human learning. The primary motive for learning a language is that it provides a means of communication. Motivation in second language learning will influence the level of proficiency a learner can attain. The more successful one has been in language learning, the more motivated one will be to learn more. However, Almost of students have a low motivation in second language learning. It causes they lack of speaking skill.

In relation with statement above, the keywords is 'motivation' of the students depends on how teacher designs and conducts or teaching well. Gardner and Lambert (1959) cited in Crookes and Schmith (1991) identify motivation as primarily with the learner orientation toward the goal of learning a second language. Furthermore, motivation is considered by many to be one of determining factors in developing a second or foreign language. Motivation determines the extent of active, personal involvement in second language learning conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential second language.

Realizing the problem above, the writer assumed that an appropriate method is needed in improving students' motivation and a good atmosphere (condition) during teaching learning process is also such an important point that should be considered too. Teacher duty is not only to explain the materials, or select suitable materials but she should also give her guidance, advice, support and motivation to

her/ his students whenever they need it. In order to improve students's motivation in speaking ability, she/ he chose suitable method and concern with student motivation in speaking. Teacher should know how to motivate their students in second language learning. The method is very important to motivate their students.

The writer tried to apply a method in teaching English speaking. The writer proposed one teaching method, namely, Community Language Learning Method which is a method of teaching a foreign language developed by Curran (1976) in it takes principal from general Counseling Learning, which refers to the relationship between a counselar (the teacher) and the clients (the learners). The basic theoritical premise is that the human individual needs to be understood and aided in community with others stiving to attain the same goals. This is a very special kind of community- involvement result in which the language learners and their language teacher build an intense atmosphere of warmth. The language learns never feel isolated and alone because every body belongs to the group and everybody sits in a "community" and sense positive regard of everyone else (Curran, 1976: 1) in Setiyadi (2000:41).

From the explanations above, the writer assumed that Community Language Learning Method can be an appropriate method in improving motivation in speaking. First of all, CLL class begin with a warm atmosphere between a language teacher and language learners, they support each other and the teacher's function is not only as the language teacher but also as a counselor who is always

ready whenever the students need her/his help. In this CLL class, the teacher is always creative in triggering students' eagerness in teaching learning process by presenting various activities, such as; the teacher gives the students the chance, In reference to the background above, the researcher was interested in knowing whether community language learning (CLL) can be alternative solution to motivate the students in their speaking class or not. The researcher was going to find reality about effects of teaching results using community language learning (CLL) method especially in speaking ability. Hopefully, the students' attitude toward their speaking class can change to be more interactive.

## **1.2 Formulation of the Problem**

Based on the background above, the problem was formulated as follow:

1. Is there any significant improvement of students' motivation in English speaking ability after being taught by using Community Language Learning method at second grade of SMP 22 Bandar Lampung?
2. How far does motivations contribute to the students English speaking ability after being taught by using Community Language Learning at second grade of SMP 22 Bandar Lampung?

### **1.3 Objective of the Research**

Based on the formulation above, the objective of research was:

1. To find out whether teaching speaking using Community Language Learning (CLL) improve students' motivation significantly in their English speaking ability.
2. To analyze how far motivation contributes to the students English speaking ability after being taught by using Community Language Learning at second grade of SMP 22 Bandar Lampung.

### **1.4 Uses of the Research**

This research was useful both practically and theoretically,

1. Theoretically, as the information whether the result of this research is relevant or not to the theory. Moreover it can be used to verify the previous theories dealing with the theories in this research and also as a reference for further research.
2. Practically, the result of this research can be used by English teacher as information in order to select suitable technique or method in teaching speaking in junior high school.

### **1.5 Scope of the Research**

The research is focused on motivating students in their English speaking ability through community language learning. The writer not only measured the students' motivation, but also students' ability in learning speaking through community language learning. There are six classes of the second grade of SMP 22 Bandar Lampung and the researcher chose class eight b (VIII b) in this research, The researcher used pictures in teaching speaking. In CLL modification, the writer also applied picture as a media in teaching English. Murcia (1969:117) states that the picture not only help the teacher to guide the learners in learning the target language, but it also can increase the students' ability, motivation and advanced their knowledge of the target language. It indicates that teaching by using picture are more attractive to the students. It is very helpful to motivate the students in speaking ability through Community Language Learning.

### **1.6 Definition of Term**

There are some terms that were used in this research and to make it clearly, some definitions of terms are presented as follow

1. Motivating is changing the students' attitude or behavior toward their speaking class to be more interest and interactive. While motivation is an inner power reinforcing someone to do something (Oxford and Shearine, 1994:12).

2. Community Language Learning (CLL) is a method which is inspired by the application of psychological counseling technique to learn ( Charles A Curran 1976). The basic theoretical premise that the human individual needs to be understood and aided in community with others striving to attain the same goals.
3. Speaking is defined as two way process between speaker and listener and it involves the productive skill and receptive skill of understanding.(Byrne 1984:9). Speaking is described as an ability to converse or to express a sequences of idea fluently (Lado 1977:240).
4. Teaching Speaking is developed from the first contact with the language that we learn because by the speaking we can transfer our ideas or thought to order people (River 1978:6)