BAII. FRAME OF THEORIES

2.1 Concept of Speaking

Speaking is one of effective way to interact and communicate among people in social life. Byrne (1984:9) defines speaking as two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in the speaking process, we try to communicate with each other and use our language to send our message to second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other as listener who receives the information

Wherever people intend to learn to understand a spoken language, they use the language by speaking in order to express their idea, feeling and experience and so on. Lado (1977:240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. This also means that in the process of speaking there must be at least two people. One speaker is to give information while the rest is listener who receives information.

There are some factors related to the speaking ability (Heaton, 1991):

a. Standard of voice

According to Gilman (1968:45) the characteristic of voices is commonly described as pitch, lounness, fluency, duration and quality.

b. Pronunciation

Brown (2001:198) separates teaching pronunciation into two, there are :

1. The beginning levels: learner hopefully can surface that the should beneath Which pronunciation detracts from their ability to communicate.

2. The advanced level: learners focus on elements that go beyond basic Patterns voice of quantity, phonetic distinction between registers and other refinements that are far more important in the several stream of clear communication than rolling the English or getting vowel to perfectly imitate a native speaker.

c. Comprehensibility

Carrel (1984:332) describes comprehension as a process in which readers use Their formal schemata (rhetorical structure language knowledge) and content (background knowledge of context) in order to get meaning of printed symbol).

Scott in Johnson & Morrow (1981: 70) typifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed. In other words, each participant must have an intention or set of intentions he wants

to achieve in the interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention. Meanwhile Brown (2001 : 250) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on this idea, there are three important points that must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

Brown (2001:251) also classifies types of spoken language into two types that is, monologue and dialogue. In monologue, when a speaker uses spoken language like in speech, lecture, etc, the hearer must process long stretches of speech without interruption the stream of the speech will go on whether or not the listener comprehend. While dialogue, when speaker uses spoken language like in speech, the hearer must process short stretches of speech.

From the definition above, the writer concluded that speaking is an ability to express idea, feeling and emotions to other person. The language is used to express oneself to be understood by other. The writer not only focused on the motivation measurement but also speaking ability. Speaking consists of content, vocabulary, pronunciation and comprehensibility. The writer took speaking as the material to do research. Because there is no interaction between students and students or students and teacher in teaching learning process by using English language.

2.2 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas through or even feeling to other people. River (1978:6) states that 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. Moreover, Japerson in Marians (1978:23) says that the essence of human language is human activity on the part of the individual to make him understand by another and activity on the part of the order understands what was on the first. Then, he adds that the language as an activity that permits people to communicate with each other. So it is clear that language is very important. We can not only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students in certain situation when the topic is being talked about. The topic must be familiar with the students so what ideas have an oral command of language need to describe the topic.

From explanation above, the researcher assumed that in teaching speaking teacher should give the situation and opportunity to students in order that they will see the think because any single utterance always reflect to the condition of speaker without being ashamed or afraid in communicating with other students to tell their ideas, experience or felling. Here, the researcher wants to improve the students' ability in speaking by using Community Language Learning (CLL)

2.3 Concept of Community Language Learning

Community Language Learning (CLL) is a method introduced and developed by Charles A Curran and his associates. This method is inspired by the application of psychological counseling technique to learning, which is called counseling learning. The term "counseling" refers to the relationship between a counselor (teacher) and the clients (learners). The counselor gives advice, assistance, and support to his/her clients. And the concept "community" refers to group with the task of learning is applied specifically. In this community the language teacher and the learners build the intense atmosphere of warmth, security and support each other among them during the classroom activity. This kind of security and support from another in the group is really typical in this method and almost the exact opposite of the atmosphere in the schooling.

In learning a foreign language, language learners need psychological requirement. In community Language learning, the requirements for successful learning are collected under acronym **SARD** (Curran in Setiadi (2000: 46), which can be explained as follows. **S** stands for **Security**, which is essential to enter the successful learning teaching process. **A** stands for **Attention** and **Aggression**. Without attention language learners will not learn a language optimally. Inattention is considered natural in CLL. Loss of attention is an indication that language learners are lack of involvement in learning foreign language. **R** stands for **Retention** and **Reflection**. Retention is the final process of observing what is studied into oneself and being able to retrieve and use it later with ease. The

second R, Reflection then follows the process of observing. Language learners need to take a period of silence to reflect what has been learned. **D** stands for **Discrimination**. Language learners need to identify the sounds they are hearing, the meaning of the words they have learned and the grammatical usage. Without conscious processes of discrimination, language learners may thinks they know what they have been learned when in fact they still do not. In teaching learning process, feeling of **security** comes first in order to have an optimal learning process and followed by **attention** of the students, from the beginning until the end of the teaching learning process. **Retention** and **reflection** can be seen in the middle of process, in which the learners can identify the sound they are hearing, the meaning of the words and the grammatical usage. The last is **discrimination** when the students try to observe what is studied and reflect what they have learned, by having some new vocabularies they will be asked to produce some words or sentences in speaking from or some sentences in writing from (evaluation).

Moreover, Curran in Setiyadi (2000: 43) proposed the basic principles of CLL which represent the steps of learning a foreign language. The process can be considered as stages in language learning. Blow, the outline of stage in language Counselor Clients relationship from counselor dependency to independence.
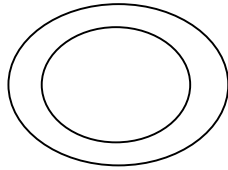
Stage 1

The client is completely dependent on the language counselor.

1) First, he expresses only to the counselor and in his mother tongue what he/

she wishes to say to the 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 present this ideas *in the foreign language.* He has the counselor's aid if he mispronounces or hesitates on words or phrase. This is the client's maximum *security* stage.

Stage 2

1) The same as above

2) The client turns and begins to speak the foreign language directly to the group.

3) The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.
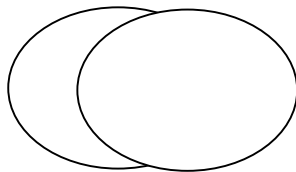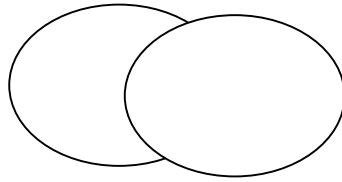
Stage 3

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 sample pharase.

2) The same as (3) above.

This presumes the client's greater confidence, independence and proportionate

insight into the relationship of phrase, grammar and ideas. Translation is given only when a group member desires it.
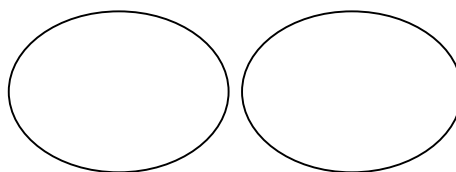
Stage 4

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 is complex expression is needed. The client is sufficiently secure to take correction.
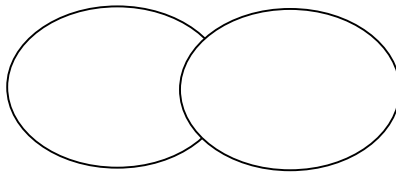
Stage 5

1) The same as (4)

2) The counselor intervenes not only to offer correction but to add idioms or more elegant constructions.

3) At this stage, the client can become a counselor to group in stage 1, 2, and 3.

Those five stages represent how language learners leave their dependency and come to their independence in learning foreign language and the process in which the knower and the learners interrelate. **In stage 1,** The learner expresses an idea in her/his mother tounge and the counselor (teacher) translate it into foreign language slowly, word by word in order the client (learner) can repeat the expression in comfortable way. This stage is considered as an embryonic involvement between knower and the learner as "mother" and "child" to overcome learners' anxiety and to build the security of the warm relationship between language teacher and language learners.

In stage 2, the learners start to use simple phrases and they pick up expressions that they have heard and use them as the beginning of their independence. This stage is also called self-assertion stage. **In stage 3,** the client grows independence with mistakes that are corrected by the counselor. The correction is not always given, only when the client needs it. **In stage 4**, The clients begin to be independent to make their new expression based on the available words or grammar, and teacher will help them when they find difficult words, expression or grammar. The last stage (stage5) is stage of independence. The client makes free communication in the foreign language. The presence of the counselor only reinforces correctness and pronunciation.

Based on the theory above, the writer chosen Community Language Learning as a way to help the students to improve their motivation in speaking ability. In this community, language learners need psychological requirement. The language

teacher and the learners build the intense atmosphere of warmth, security and support each other them during classroom activity. This kind of security and support from another in the group is really typical in this method and almost exact opposite of the atmosphere in the schooling. Community language learning is a method that can motivate the students in speaking class.

2.4 Learner Roles in CLL

In community language learning, the learners have a main role in learning process. The learner's role within CLL is described in following terms: The role of the learner is as a client who has the problems and need the counselor's help in learning process, and he is also the object of learning. The implication for the learner is that should contribute as much as he gains, and thereby learns in independent way. So, it is clear that the learner takes the main role in the activity in language learning. Learner should be active in learning process and in the activities created based on the principles of CLL. The interaction and relationship among the teacher and the learners can be seen within the classroom procedure. The process will depend on the contribution of learners.

From the statement above, the writer concludes that the learners has main role in teaching learning process by using Community Language learning. It means that Learners can explore their ability in speaking. Community Language Learning can be very helpful in speaking class and the learners can take the main role in every activity in language learning.

2.5 Teacher Roles in CLL

In community Language Learning, several roles of teacher is described in the following terms:

1. As the person who teach as a foreign language

2. As the counselor, the person who gives advice, assistance, and support to his/ her client, who have the problems.

3. As the knower, who provides the conditions for the learners to acquire a foreign Language and at the same time to be involved in learning to communicate with Other people. She / he is also as the knower of target language that has to Maintain Learners security during the learning process.

From several roles of teacher in Community Language Learning, the writer can take a conclusion that so many activities can be done by the teacher during teaching learning process of English. Teacher can create a comfortable classroom situation, which can encourage students in learning process. The teacher also has the responsibility to manage the classroom as a setting to engaged students in active communication.

Dieter Stroiningin Setiyadi (2000:51) summarized a simple procedure as presented in his first day of CLL class.

1. The class begins with an informal meeting and everyone introduces himself or herself.

2. The knower makes a statement of the goal and guideliness for the course.

3. The students form a circle so that everyone that visual contact with one another
And everyone is within easy reach of the microphone of a tape recorder.

4. A volunteer student initiates conversation with other students by giving
a message in his/ her mother tounge.

5. The knower goes and stands behind the student, whispers an equivalent
translation of the message in the target language.

6. The students repeat the message that has been translated into the target
Language and records her/his expressions in a tape recorder.

7. Each student in the group has a chance to express his/ her message and records
them.

8. The knower always stands behind the students who are saying the statements
And translate the message in the target language.

9. The tape recorder is rewound and replayed at intervals.

10. Each student repeats his message in the target language.

11. The knower chooses sentences to write on the blackboard that highlight some
Elements of language, such as grammar, vocabulary (translation) or
pronunciation

12. The student may ask questions about any of the elements discussed.

13. The knower encourage the students to copy sentences from the blackboard
including the translation in the students mother tounge. The copy becomes
their textbook for home study.

The procedure of CLL introduced earlier (Dieter Stroinigg's Procedure) shows
how the language teaching is presented in a small number of students and also

through the use of a tape recorder in a small number of students. The procedure is almost hard to do in ordinary classroom which consists of students. Asking students to sit in a circle is also something that language teachers may not so.

That's why in this research, the writer tries a modification of Community Language Learning that can be applied in language class that consist of 32 students without asking them to sit in a circle but still using a tape recorder.

Moreover, the writer tries to develop the technique teaching CLL by considering a certain assumption which is underlying principle about learning. This principles can be stated that the human person learns new behavior rapidly if the learner is not busy defending himself from someone else (Stevick in Setiyadi 2000: 48). We can do this modification technique by considering the principle which is stated by Stevick, even though the students are not seated in the circle they are not worried about defending themselves because there is a counselor who always maintains their security. In CLL modification, the writer also applied picture as a media in teaching English. Murcia (1969:117) state 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 advance their 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 class through community language learning. It also can give the meaning of something and increase the way of thinking which is orderly and continuously.

2.6 The Application of CLL in Teaching Speaking

In this research, the writers applied the procedure of Community Language Learning, which is presented by Dieter Stroinigg in Setiyadi (2000: 51), but there was a little bit modification:

1. Teacher opens the class with an informal meeting by greeting.

2. The teacher tells the students what they are going to do. She explains the procedure and guidance of CLL activity.

3. The teacher does not ask the students to sit in a circle, but they still sit on the chairs in row setting such as schooling setting.

4. The teacher prepares a picture. It was put on the blackboard and She lets the students see and understand what the picture tells about for a while in their mind

5. Students initiates words or a sentence by giving a message in his/her mother tounge. Before that, he/ she should raise his/her hand so that the teacher knows the students who needs help.

6. The teacher stands beside the students and whispers an equivalent translation of the message in the target language (English)

7. The student repeats the message in the target language and then he/she has to memorize his/her own expression. Because sometimes, the teacher recalled the students memorization about the words that they have produced to see whether the student has already understood or not.

8. Each student in the group has a chance to express his/her message.

9. The teacher always stands beside the students who were saying their statements and translate their message in the target language.

10. Each student repeats his message in the target language.

11. The teacher chooses sentences to write on the blackboard that highlights some elements of language, such as grammar, vocabulary (translation) or pronunciation.

12. The students may ask questions about any of elements discussed.

The modification can be seen from the following steps (Setiyadi: informal communication):

1. Procedure number (3), in which the students are not seated in a circle but they sit on the chair in row setting (such as usual schooling settimg)

2. Procedure number 4, in which the teacher prepares a picture

3. Teacher explains what students will be doing :

4. Teacher gives clear directions :

5. Student raises his hand , teacher comes behind him

6. Student says phrase/sentence in native language

7. Teacher helps him say it in target language

8. Record target language only

9. Listen to recording

10. Teacher sits and asks students how they feel about the experience

11. They listen to the conversation

12. Teacher plays tape again + writes sentences on the board

    + waits for volunteers to give native language equivalents

    (Students don't write anything down)

13. Teacher writes the English sentences

14. Teacher asks students to relax and just listen while he reads/plays the

    transcript three times

15. Teacher asks students to practice pronunciation

16. Student raises hand and teacher comes behind him

    Student says a word/sentence/number of sentences in any language

    Teacher gives back only correct English and stops only when student stops.)

2.7 Concept of Motivation

Ellies as citied in Hasan (1991:1) states that motivation is one of the factors that

influence the students' ability in learning language. Motivation is an inner power

reinforcing someone to do something, all inner power that determines successful

learning activity (Oxford and Shearin, 1994: 12). We can figure that success in

task is due to simply to fact that someone is motivated. If the students are strongly

motivated, the process of learning will be more active and effect their

achievement.

Motivation is considered by many to be one of determining factors in developing

a second or foreign language. Motivation determines the extent of active and

personal involvement. On the contrary, Gardener (1985) in Aprida (2002)

explains that motivation differs from orientation because the students may demonstrate a particular orientation but not be highly motivated to achieve that goal. Motivation, in this case is a positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning English seriously in order to get a better job in the future. In relation with the previous statement, the students need motivation in order to attain the goal of language learning and motivation can come from themselves or from their environment.

From all statements above, the researcher assumed that motivation means positive impulse toward the language learning in order to attain the goal of foreign language learning. Thus, it seemed that motivation plays an important part in order to make the students mastered their English and get the best achievement. So, the researcher wanted to improve their motivation in speaking class by using Community Language Learning.

2.8 Concept of Motivation in Learning English

Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. Oxfrord and Shearin (1994) state that motivation is extremely important for second language learning and it is crucial to understand what our students' motivation are. Understanding their motivation is important in order to know why they learn a foreign language. Motivation is also used to facilitate students to reach their objectives in learning English; it is to reach good achievement in speaking.

According to Garner and Lambert in Littlewood (1991), motivation in learning English is divided into two parts. The first is integrative motivation that identified with positives attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation, which refers to more functional reasons for learning a language, for example to get a better job or promotion, or to pass a required examination.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather that externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. Extrinsic motivation stems from positive or negative reinforcements which are external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable. The intrinsic and extrinsic motivation is relevant in Indonesia. Therefore the writer will use the intrinsic and extrinsic motivation as the indicators of the questionnaire.

Hence, the researcher assumed that all kinds of learning process need the motivation especially in learning English as foreign language. The students reached their goal if they had intrinsic or extrinsic motivation. In this research, the researcher focused on the students' intrinsic motivation because it would come from their inner mind and feeling to speak enjoyable. Beside that, it focused also

on students' extrinsic motivation to support intrinsic motivation itself. So, they can speak without any pressure from teacher or other students.

In ideal classroom, students pay attention, ask questions and want to learn. They do their assignments without complaining and study without being coaxed or cajoled. But, teachers do not do teach is an ideal world. They often have students who are not motivated; more accurately, students do not seem motivated to work on the task their teachers have set out for them, including in speaking class. A teacher contributes a great deal to the students' desire to learn and to make responsibility and control for their own learning. With a positive, proactive to motivation, a teacher can influence the way students view themselves and learning.

Baron (1992) and Schunk (1990) as citied in Eggen (1997) states that motivation is a force that energizes, sustain, and directs behavior toward a goal. Just, a force moves an object, motivation moves a person. When the students pay attention, turn in their works, and study for the test, it says that they are motivated. It is same when they are active and interactive in speaking class. If they do not, do these things, it says that they are not. This notion is not technically true, however. More accurately, they are not motivated to perform the task teacher sets out for them; simply, their goals are not the same as teachers' goals. Teachers' job is trying to increase their inclination to perform meaningful learning task.

Students' motivation is critical for learning. Ugurogulu and Walberg (1979), Wang Heartel, and Walberg (1993) as citied in Eggen (1997) states that there are

researchers who have found a strong, positive correlation between motivation and achievement. Learning and motivation are so strongly interrelated that a person can not fully understand learning without considering the impact of motivation on it. According to Nocholls (1984) in Eggen (1997) learning goals lead to a task orientation, in which students focus on understanding and do not worry about failure or comparisons with others.

Within a learning-focused classroom, teachers can do much to motivate students to learn including in speaking class. Motivation can be influenced by many factors. One of factors is teaching method. Good teaching method that are teachers way used in presenting the material which can give students interest, so that it can help the teacher to motivate them and make them to be more active and interactive in teaching learning process. In this researcher, the researcher will focus on the improvement of students' motivation in learning speaking through community language learning.

2.9 Measurement of Motivation in Learning English

Motivation is a psychological construction. It cannot be observed and measured directly. It must be measured through a certain indicators. In other words, it must be classified, organized, and put into measurable symbols in order to make sense. In this research, therefore, the researcher measured the motivation toward English by administering Likert measurement technique (Likert scale) range 10 to 30. This technique places psychological aspect that used into all instruments in this paper

such as motivation questionnaires. There wass a negative-wording of the questionnaire. It supposed to the students to read the questionnaire carefully. So, the students did not focus on the pattern of choices but they focused on the answer of the questionnaire.

There is one kind of questionnaire that used in this research. A set of questionnaire consisted of 25 items of close-ended questions that was used to measure students' motivation in learning speaking. It was adopted and modified by Setiyadi's (1999). This instrument was suitable to measure pscholinguistic aspects such as perception, linguistic attitude, and motivation in learning foreign language.

In this questionnaire, the researcher used affective continuum ranging in form of like-dislike, agree-disagree, or good-bad matter that refers to the indicator of the the instrinsic and extrinsic motivation determines a part of motivation such as: frequency, students' reason, strategy and students' involvement (Sepliana, 2006). Thus, the researcher classified the subjects' attitude into some categories such as 'very positive, positive, and negative". Those categories were arranged to have some degree of score aiming at simplicity of the measurement. Negative has 1 score, positive has 2 scores, and very positive has 3 scores

2.10 Theoritical Assumption

In learning speaking students should communicate each others orally such as in having speech, interacting, or explaining material. In relation with students' motivation, Community Language Learning method can stimulate the students to express their mind in the class. It happens because Community Language Learning concern with their sight sense and can be seen by them. Students are helped to raise their intrinsic motivation where hopefully they learn English for his enjoyment himself and his knowledge himself.

Community Language learning is very suitable for Speaking class, here Teacher can use pictures as media in using in teaching speaking. So, class can be more active and interactive, and students can increase their skill in speaking English

Based on the frame of theories above, the researcher assumed that community language learning can be used to overcome students' unwillingness to speak in their class because they are not enjoy in their speaking class. It can be used stimulate them to pay more attention and more active in teaching and learning speaking process. It meant that community language learning can be used to motivate students in learning speaking.

2.11 Hypothesis

Based on the theoritical views and assumption above, the researcher stated her

hypothesis as follow:

There is high significant improvement of students' motivation in speaking

class after being taught using community language learning.

Motivation contributes to the students' speaking ability after being

taught by using community Language Learning.

Statistical Testing

Repeat Measure T-test

The hypothesis will be statiscally analyzed using Repeated Measure T-test

That is used to draw the conclusion at level of 0,05 (p<0,05)