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## THE IMPLEMENTATION OF CLL BY USING VOICE MEMO IN TEACHING SPEAKING

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### Abstract

Community Language Learning (CLL) is one of the methods in teaching language which involves the roles of the teacher as a counselor and the learner as the client in the language classroom. This research describes the implementation of Community Language Learning (CLL) by using Voice Memo in teaching speaking, and the benefits as well as the obstacles of implementing CLL by using Voice Memo in teaching speaking. This research was conducted at SMA Negeri 1 Warungkondang, the participants were 30 students and a teacher. The research used qualitative method which employed several techniques in collecting the data those are classroom observation, questionnaire, and interview. The finding shows that CLL could be implemented with some adjustments from the teacher, in this case the teacher implemented six stages, those were grouping and translating, recording, collecting and transcribing, listening and correcting, repeating, and tasking. The learning process in the classroom indicates that the teacher and students were equal, in other words, the teacher was not the center. There were many benefits of CLL including communicative and active activity, students have more self initiative and self confidence to use their own English, they were enthusiastic in class when they were using their phone as a tool in learning process. However the researcher found out several obstacles in CLL implementation in the classroom such as classroom environment (e.g. noisy), students' less interest in English, and lack of facilities to support CLL. The result of those finding indicates that CLL can be one of the alternative in teaching speaking, however the school needs to support facilities. .

**Keywords:** Community Language Learning (CLL); Speaking, Teaching Speaking; Voice Memo

As the international language, English plays an important role in this era, it is important to master English due to the growth of science, technology and to face globalization. But the facts show that many students who have learnt English are still unable to apply it in oral practice.

The reality shows that English learning in many school had been implemented using conventional method. The teachers dominated the class, and the students tend to be passive. Students are more positioned as the objects rather than as the subjects, so that learning depends entirely on teacher's initiative that is considered as a source of learning. (Ulfah, Apriliaswati, & Arifin, 2015).

Realizing the problem above, an appropriate method is needed to be implemented in speaking class, there are many methods or approaches used by the teachers in the class. In speaking, teachers need method that stimulating students to be more active in speaking and have confidence without offend their psychological aspect. Therefore, teacher must decide and provide what instructional media that can be used in the classroom that helps both the teacher and the students.

Community Language Learning (CLL) as one kind of method in language learning where the

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learners become members of community. Their fellow learners and the teacher to learn through interaction with members of the community.

However the method needs adjustment to the technology as globalization era that gives impact to all aspects include education and the method should be integrated together with an appropriate media as an assistant on the application in the classroom.

In this study, Voice Memo as one kind of teaching media is matched into CLL method to teach speaking.

There have been some studies conducted on the implementation of Community Language Learning (CLL) method, such as from Halimah, L.Nunik, Ibrahim (2018), Farmulasih (2017), Utami (2015), Yanti (2015), Nurhasanah (2015). They investigated the implementation of Community Language Learning (CLL) in various studies. However, the implementation of Community Language Learning by using voice memo in teaching speaking at Senior High School is never be done. Based on the depicted reality, the researcher feels challenged to investigate how the implementation of Community Language Learning by using Voice Memo in teaching speaking, to find out its benefits, as well as to know the obstacles in implementing CLL by using Voice Memo in teaching speaking.

### **METHOD**

This study adopts a qualitative study approach, to gain a deeper understanding of implementing Community Language Learning by using Voice Memo in teaching speaking, the benefits and the obstacles in implementing Community Language Learning by using Voice Memo in teaching speaking. This study conducted classroom observation, interview and questionnaire as research techniques and tools for obtaining the data. According to Creswell (2009) qualitative approach takes place in a natural setting to see participant behave and act in authentic context. Qualitative research focuses on interpretations of phenomena in their natural settings to make sense in terms of the meaning people bring to these setting.

This study was conducted at SMAN 1 Warungkondang by involving 30 students consists of 16 females and 14 males of 10th grade. This study was conducted from 12<sup>th</sup> February, 13<sup>th</sup> February and 20<sup>th</sup> February. The instruments used in this study were classroom observation questionnaire, and interview.

Observation was used to answer the first research question about the implementation of Community Language Learning by using Voice Memo in teaching speaking. The researcher played as an observer during the research process. In other word the researcher as non-participant observer. As Huang (2016) states that non-participant researcher collecting the data not involved directly to situation or process but the researcher used media or the researcher being as independent observer.

Meanwhile, the questionnaire was used to answer the seconds and third question about the obstacles and the benefits in implementing Community Language Learning by using Voice Memo in teaching speaking process. A questionnaire used in this study was open-ended questionnaire consisting of six questions.

On the other hand, the last instrument was interview. According to Musthachim (2014) Interview is a data collection technique by way of interviewing selected individual as respondent or kind of direct face to face communication to obtain reliable and valid measure in the form of verbal responses from respondents.

The data would be presented in the descriptive manner. The observation showed classroom interaction. In analyzing the data, the researcher wrote on the observation sheet while the videos were very benefit to see the real situation in the class. The data was analyzed in some steps. First was organizing data of the classroom observation into computer files. Second, transcribing data it was conducted by watching the video tapes and reading the note from observation sheet. Third,

converting data from videotapes into text data. Fifth, describing the data. The sixth, reporting and interpreting the finding, those steps are relevant to the statement by Creswell (2009).

To answer second and third research questions, the researcher used open-ended questionnaire to find out benefits in implementing Community Language Learning by using voice memo in teaching speaking. The questionnaire consisted of six questions. The data from questionnaire was described as the findings.

In this research the interview involved a teacher to gain data about his perspective relates to obstacles in implementing Community Language Learning by using Voice Memo in teaching speaking, he answered six questions which delivered in English by the researcher. The researcher transcribed the data after wrote the answered on note.

## **RESULTS AND DISCUSSION**

The data gained classroom observation, questionnaire and interview. Classroom observations were applied to answer the first research question. Concerning the first research question, the result of classroom observation showed that the implementation CLL method by using Voice Memo in teaching speaking is the procedure of that method. The researcher found that there were six stages in implementation it started from, grouping & translating, recording, collecting & transcription, listening & correcting, repeating, and tasking.

Then, here are the stages of CLL from the data classroom observation:

### **Grouping and Translating**

The first stage that the teacher done was divided the students into six groups to make the class easier to organize. The teacher also told students to seat in a circle so they can discuss intimately. It was in line with Ricard and Rodgers (in Nurhasanah, 2015) that a group of learners make their seats become a circle with the teacher standing outside the circle. Larsen-Freeman (cited in Sari & Syarfi, 2017) stated that Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class.

### **Recording**

After the teacher grouping the students, the next steps is the students in group started to recording by using Voice Memo. Recording is important procedure in CLL it was in line as Larsen-Freeman (in Sari & Syarfi, 2017) said that students choose what they want to say, and their target language production is recorded for later listening/dissemination.

### **Collecting and transcribing**

The third stage from the observation is collecting and transcription, from the observation the teacher asked the student to submit their audios then give the transcription. Students transcribe utterance and conversation they have recorded for practice and analysis of linguistic forms (Currant in Abdullah, 2017).

### **Listening and Correcting**

In this stage the students in the classroom listen to their own voices that played by the teacher in a relaxed environment, then the teacher gives time to students to do some correction together then the teacher explain the correct words.

### **Repeating**

After the students know how to pronounce and know the meaning of the words, the teacher asked the student to repeat what the teacher said until they know automatically.

### **Tasking**

The last stage, the teacher give another task in hope the students can do better than the previous task. It is in line with Larsen-Freeman (1986 in Sari & Syarfi, 2017).

Next, the result of questionnaire showed that the the students' responses were generally positive. There are at least seven benefits of implementing CLL by using Voice Memo in teaching speaking. The first one is CLL method creates active and conducive learning situation for students and the teacher. The second is CLL method by using Voice Memo is good for facilitating students in memorizing and getting new vocabularies. The thrid is by grouping the students it can foster cooperative activities of the students. The fourth is CLL by using Voice Memo builds up the relation between teacher and students. The fifth is the implementation of CLL by using Voice Memo ease student in understanding the material. The sixth is CLL by using voice memo make student have more initiative they got new vocabularies, tend to be more confident in speaking English, and help them in public speaking. The last one is CLL by using Voice Memo is not time-consuming type of method.

The third result showed about the obstacles of implementing Community Language Learning by using Voice Memo in teaching speaking. First, lack of tools that fits to the method which are phone and application. Second, The success of the method depends on the feedbacks of the teacher as the counselor. Third, Lack of facility provided by the school. Fourth, The teacher was difficult to control students in teaching speaking process while applying Community Language Learning method since there is group work, they prefered to talk with their friend, so the class became noisy in every meeting.

### **CONCLUSION**

The research was conducted in Senior High School in Cianjur, and the participant of this research was one class of 10th grade which was chosen purposively. There were 30 students consist of 16 females and 14 males. It started on February 12<sup>th</sup>, February 13<sup>th</sup> 2019 and on February 20<sup>th</sup>, 2019. Based on the research the implementation of Community Language Learning by using Voice Memo in teaching speaking was run well, the stages of CLL that implemented by the teacher is six steps those are grouping and translating, recording, collecting and transcription, listening and correcting, repeating, and tasking. The students seemed enjoy and enthusiastic carried out every stages. It showed by the students responses to the learning process and their understand to the material presented.

The implementation of CLL by using Voice Memo can help the students became more active and conducive in the classroom based on observation. Besides that the students can memorize and get new vocabularies. Because of in CLL the teacher was groupin the students it helps them to more cooperative each other and CLL method by using voice memo can strengthen the relation between teacher and students.

Furthermore, obstacles faced by the teacher in implementing CLL by using voice memo in teaching speaking based in the result interview. The teacher say that lack of facility, difficult controlling students, and the responsible of the teacher as a counselor in CLL become the obstacles that he faced.

Based on the conclusion that had been presented, researcher provided some suggestions for the following parties.

The researcher recommend that teacher use CLL in teaching speaking but the teacher who use CLL method need to understand its stages so the teacher can implement well in the classroom and make the classroom activity successful. The teacher also should improve their aspect in English speaking. They are asked to more practice because almost of students has a bad fluency and comprehension. In teaching speaking ability, it is advisable for teachers to use enjoyable material in their classroom, which can motivate the students to learn English, and also avoid students' bored using media such as Voice memo is considerable.

Student should encourage themselves to learn English especially speaking English by implemented CLL and using Voice memo. By using this method, students can be brave to convey their ideas and feelings or speak in front of many people. Not only be brave in speaking but also

students can be easier and faster to learn English especially speaking because this method uses some ways which are very appropriate for students. Furthermore the students should extend their skill in many ways, using new words along in English class or their daily life.

The school should be able to facilitate the students to be more motivated in learning English.

Other researcher who are interested in the same field are recommended to continue and improve this qualitative research in order to find out better and more beneficial result of this method or relate to the implementation of Community Language Learning by using Voice Memo in teaching speaking. However, they have to select the appropriate media and activities which are suitable for the level of the students.

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