STUDENTS’ PERCEPTIONS ON COMMUNITY LANGUAGE LEARNING TO DEVELOP SPEAKING SKILLS IN SMK SANJAYA PAKEM

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the SarjanaPendidikan Degree in English Language Education

By
Paulus Robertus Kurniawan Gaguk
Student Number: 101214015

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2015
STUDENTS’ PERCEPTIONS ON COMMUNITY LANGUAGE LEARNING TO DEVELOP SPEAKING SKILLS IN SMK SANJAYA PAKEM

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the SarjanaPendidikan Degree in English Language Education

By
Paulus Robertus Kurniawan Gaguk
Student Number: 101214015

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2015
A Sarjana Pendidikan Thesis on

STUDENTS’ PERCEPTIONS ON COMMUNITY LANGUAGE LEARNING TO DEVELOP SPEAKING SKILLS IN SMK SANJAYA PAKEM

By

PAULUS ROBERTUS KURNIAWAN CAGUK
Student Number: 101214015

Approved by

Advisor

Made Frida Yulia, S.Pd., M.Pd.

20 May 2015
STUDENTS' PERCEPTIONS ON COMMUNITY LANGUAGE LEARNING TO DEVELOP SPEAKING SKILLS IN SMK SANJAYA PAKEM

By

PAULUS ROBERTUS KURNIAWAN GAGUK
Student Number: 101214015

Defended before the Board of Examiners on 10 June 2015 and Declared Acceptable

Chairperson: Paulus Kuswandono, Ph.D.

Secretary: Barhi Bram, M.Ed., Ph.D.

Member: Made Frida Yulia, S.Pd., M.Pd.

Member: Agustinus Hardi Prasetyo, S.Pd., M.A.

Member: Paulus Kuswandono, Ph.D.

Yogyakarta, 10 June 2015
Faculty of Teachers Training and Education
Sanata Dharma University

Dean

Rohandi, Ph.D.
DEDICATION PAGE

“When you do something beautiful and nobody noticed, do not be sad. For the sun every morning is a beautiful spectacle and yet most of the audience still sleeps.”

–John Lennon–

Dedicated to

Gaguk Big Family

Thomas Teka’s Family

My Beloved Friends
I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 20 May 2015

The Writer

Paulus Robertus Kurniawan Gaguk
101214015
Students’ Perceptions on Community Language Learning to Develop Speaking Skills in SMK Sanjaya Pakem

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama: Paulus Robertus Kurniawan Gaguk
Nomor Mahasiswa: 101214015

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

Students’ Perceptions on Community Language Learning to Develop Speaking Skills in SMK Sanjaya Pakem

Beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikannya secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalty kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 10 Juni 2015

Yang menyatakan

Paulus Robertus Kurniawan Gaguk
ABSTRACT


According to Richards and Rodgers (1986), “English is the world’s most widely studied foreign language (p. 1).” English takes an important role in almost all areas in this modern world. Therefore, English becomes one course that is taught in some levels of education such as high school and some universities. When talking about teaching English as a foreign language, there are a lot of teaching methods. One of them is Community Language Learning. In this research, the researcher is looking for the students’ perception toward the implementation of the method.

In this research, there were two research problems. They were (1) What is the class X students’ perception on the implementation of Community Language Learning method to develop their speaking skill in SMK Sanjaya Pakem? and (2) What are the students’ suggestions to improve the implementation of Community Language Learning in developing their speaking skill?

In order to solve those research problems, the researcher employed survey research. The researcher used questionnaire and interview as the research instruments. The questionnaire consisted of closed-ended questionnaire and open-ended questionnaire. The researcher distributed the questionnaire to the whole students of class X academic year 2014/2015 in SMK Sanjaya Pakem. Then, the researcher conducted interview to four students to support the data gathered from the questionnaire.

The findings of this research showed that the implementation of Community Language Learning obtained positive responses from the students. It meant that the students had positive perceptions toward the implementation of the method. This conclusion was indicated by most students who chose A (agree) and SA (strongly agree) for most statements of the closed-ended questionnaire. On the other hand, the open-ended questionnaire showed that the students suggested the implementation of Community Language Learning should be improved. Moreover, the interview result also supported the results of the questionnaire.

Keywords: perception, Community Language Learning, SMK Sanjaya Pakem, speaking skills.
ABSTRAK


Dalam penelitian ini, ada dua rumusan masalah. Rumusan-rumusan masalah itu adalah (1) Apa persepsi siswa kelas X terhadap penerapan Community Language Learning di SMK Sanjaya Pakem? dan (2) Apa saran siswa untuk meningkatkan penerapan Community Language Learning dalam menigkatkan kemampuan berbicara siswa?


Hasil dari penelitian ini menunjukkan bahwa penerapan Community Language Learning mendapatkan jawaban yang positif dari para siswa. Itu artinya para siswa mempunyai persepsi yang positif terhadap penerapan metode tersebut. Kesimpulan ini ditunjukkan oleh banyak siswa yang memilih S (setuju) dan SS (sangat setuju) untuk pernyataan-pertanyaan dalam closed-ended kuesioner. Di sisi lain, open-ended kuesioner juga menunjukkan bahwa para siswa menyarankan agar penerapan metode Community Language Learning lebih ditingkatkan lagi. Selain itu, hasil dari wawancara juga mendukung hasil dari kuesioner.

Kata Kunci: perception, Community Language Learning, SMK Sanjaya Pakem, speaking skills.
ACKNOWLEDGEMENTS

First of all, I would like to thank Jesus Christ for His blessing during the process of finishing this thesis. I always believe that He gives me strength and power so that I finally finished this thesis. My deep gratitude also goes to Mother Mary for always listening to my prayers.

I would like to express my deep gratitude to my beloved advisor Made Frida Yulia, S.Pd., M.Pd. for her help, guidance, advice, and support from the beginning until the end of the process. I also thank Caecilia Tutyandari, M. Pd. and Barli Bram, Ph.D. for their time to check this thesis.

My gratitude is also for Triswinarti, S.Pd., Ibud Sudarmanto, B.A., and Dra. S. Sri Utami for giving me permission to conduct the research at SMK Sanjaya Pakem. I also thank the students of class X in SMK Sanjaya Pakem of the Academic Year 2014/2015 for their willingness to be the participants in this research.

I dedicate my deep gratitude and love to my beloved parents, Bapak Gaguk Gregorius and Ibu Magdalena Sri Iriani for their love, care, support, prayer so that I could finish this thesis. I could not imagine how I could finish this thesis without their support. I also thank my little sister, Regina Orlina Gaguk and my little brother, Bonevasius Mega Putra Gaguk for their big support so that I could finish this thesis cheerfully. I also would like to thank Gaguk big family for their big support for me.

I would also like to express my deep gratitude to Kak Thomas Teka, Kak Puji Rahayu, Maria Imakulata Meidiana, Antonius Febrian Milen,
Vinsensius Aldo Aprilino, and Mbak Yuliana for their support during the process of finishing this thesis. Without their support, I might have found trouble in finishing this thesis.

I would like to express my deep gratitude and love to my best friends, Antonius Nicko Hefra Djanurombang, Arya Dewangga, Cristoforus Febri Diputra, Agustinus Grahito, Cornelius Yoga, Morris Kartono, Erik Tasen, Arif Laga, and Brysto Alvaro Bhago, for their big support during the process of finishing this thesis from the beginning until the end. I would also like to thank Ruth Dewi Indrian, who has patiently supported me and gives me spirit during the process of finishing this thesis.

Finally, I would like to thank anybody whom I cannot mention one by one for their prayer, support and help in finishing this thesis. May Jesus Christ always be with them.

Paulus Robertus Kurniawan Gaguk
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvii</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

<table>
<thead>
<tr>
<th>Sub-Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Research Problems</td>
<td>3</td>
</tr>
<tr>
<td>C. Research Limitations</td>
<td>3</td>
</tr>
<tr>
<td>D. Research Objectives</td>
<td>4</td>
</tr>
<tr>
<td>E. Research Benefits</td>
<td>4</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td>5</td>
</tr>
</tbody>
</table>
CHAPTER II. REVIEW OF RELATED LITERATURE ....................... 7

A. Theoretical Description ............................................................................................................................ 7

1. Perception ............................................................................................................................................... 7

   a. The Selection of Stimuli .................................................................................................................... 8
   b. The Organization of Stimuli ................................................................................................................ 8
   c. The Situation ....................................................................................................................................... 9
   d. The Self-Concept ............................................................................................................................... 9

2. Community Language Learning ............................................................................................................. 10

   a. The Goal of the Teacher Using Community Language Learning .................................................. 18
   b. The Role of the Teacher ..................................................................................................................... 18
   c. The Characteristics of the Teaching/Learning Process ...................................................................... 19
   d. The Feelings of the Students ............................................................................................................. 19
   e. The Role of the Students’ Native Language ...................................................................................... 20
   f. The Teacher’s Response to the Students’ Errors .............................................................................. 20

3. Speaking Skill ......................................................................................................................................... 20

   a. Stage 1: Focus on Learners’ Attention on Speaking ......................................................................... 23
   b. Stage 2: Provide Input and/or Guide Planning .................................................................................. 24
   c. Stage 3: Conduct Speaking Tasks ..................................................................................................... 25
   d. Stage 4: Focus on Languages/Skills/Strategies ............................................................................... 26
   e. Stage 5: Repeat Speaking Task ......................................................................................................... 27
   f. Stage 6: Direct Learners’ Reflection on Learning ............................................................................. 27
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Stage 7: Facilitate Feedback on Learning</td>
<td>28</td>
</tr>
<tr>
<td>B. Theoretical Framework</td>
<td>29</td>
</tr>
<tr>
<td>CHAPTER III. RESEARCH METHODOLOGY</td>
<td>32</td>
</tr>
<tr>
<td>A. Research Method</td>
<td>32</td>
</tr>
<tr>
<td>B. Research Setting</td>
<td>33</td>
</tr>
<tr>
<td>C. Research Participants</td>
<td>33</td>
</tr>
<tr>
<td>D. Instruments and Data Gathering Technique</td>
<td>33</td>
</tr>
<tr>
<td>1. Questionnaire</td>
<td>33</td>
</tr>
<tr>
<td>2. Interview</td>
<td>38</td>
</tr>
<tr>
<td>E. Data Analysis Technique</td>
<td>39</td>
</tr>
<tr>
<td>F. Research Procedure</td>
<td>41</td>
</tr>
<tr>
<td>CHAPTER IV. RESEARCH RESULTS AND DISCUSSION</td>
<td>42</td>
</tr>
<tr>
<td>A. Students’ Perception on the Implementation of Community Language</td>
<td>42</td>
</tr>
<tr>
<td>Learning</td>
<td>42</td>
</tr>
<tr>
<td>1. The Implementation of Community Language Learning</td>
<td>42</td>
</tr>
<tr>
<td>a. Data Presentation of the Closed-Ended Questionnaire Results</td>
<td>43</td>
</tr>
<tr>
<td>b. Discussion</td>
<td>46</td>
</tr>
<tr>
<td>2. The Effects of the Implementation of Community Language Learning</td>
<td>50</td>
</tr>
<tr>
<td>a. Data Presentation of the Closed-Ended Questionnaire Result</td>
<td>51</td>
</tr>
<tr>
<td>b. Discussion</td>
<td>54</td>
</tr>
</tbody>
</table>

xiii
B. Students’ Suggestions in order to Improve the Implementation of Community Language Learning ................................................. 60

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS .......... 64
A. Conclusions ........................................................................................................ 64
B. Recommendations ............................................................................................ 66

REFERENCES ............................................................................................................. 68
APPENDICES ............................................................................................................. 70
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The Comparison of the Concept of Psychological Counseling and its Application in Community Language Learning</td>
</tr>
<tr>
<td>2.2</td>
<td>Observation Result and the Principles of Community Language Learning</td>
</tr>
<tr>
<td>3.1</td>
<td>The Blueprint of the Questionnaire</td>
</tr>
<tr>
<td>3.2</td>
<td>The Blueprint of the Interview</td>
</tr>
<tr>
<td>4.1</td>
<td>The Implementation of Community Language Learning</td>
</tr>
<tr>
<td>4.2</td>
<td>The Effects of the Implementation of Community Language Learning</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The Perceptual Process (Altman, Valenzi &amp; Hodgett, 1985, p. 86)</td>
<td>8</td>
</tr>
<tr>
<td>2.2</td>
<td>The Teaching-Speaking Cycle (Goh &amp; Burns, 2012, p. 153)</td>
<td>25</td>
</tr>
</tbody>
</table>
**LIST OF APPENDICES**

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permission Letter</td>
<td>71</td>
</tr>
<tr>
<td>The Questionnaire</td>
<td>73</td>
</tr>
<tr>
<td>The Interview Guide</td>
<td>77</td>
</tr>
<tr>
<td>The Questionnaire Results (Closed-ended Questions)</td>
<td>79</td>
</tr>
<tr>
<td>The Questionnaire Results (Open-ended Questions)</td>
<td>83</td>
</tr>
<tr>
<td>The Interview Results</td>
<td>87</td>
</tr>
</tbody>
</table>

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
CHAPTER I
INTRODUCTION

This chapter provides the background why this research is conducted. It is divided into six parts: the research background, the research problem, the problem limitation, the research objectives, the research benefits, and the definition of terms.

A. Research Background

In this modern era, English is undoubtedly more famous than any other languages known by people all around the world. According to Richards and Rodgers (1986), “English is the world's most widely studied foreign language” (p. 1). English takes an important role in almost all areas in this modern world. When people are talking about technologies, which are growing rapidly, unconsciously they are talking about English because every type of technologies often uses English. Besides, it exists not only in technology area, but also in education system. In Indonesia, it becomes one course that is taught in some levels of education such as high schools and some universities.

There are a lot of teaching methods in teaching English as a foreign language. Each method has their-own principles and techniques to create effective learning activities. However in this research, the researcher focuses on Community Language Learning method.

Community Language Learning is an alternative method that can be used by teachers in teaching a foreign language. The method was developed by Charles
Curran who is a specialist in counseling and a professor of psychology at Loyola University and his associates in 1955. The basic principles of Community Language Learning come from Curran’s Counseling-Learning in teaching language. In this case, it draws on the counseling metaphor to clarify the teacher’s roles and learners in the language classroom (Richards & Rodgers, 1986, p. 90). In lay terms, counseling is one person giving advice, assistance, and support to another who has a problem. It thus clarifies the role of the teacher as a counselor and the students as clients or the person who needs help.

On the other hand, the researcher is interested in Community Language Learning because the method provides a chance for the teacher to treat the students as whole person. It means that the teacher blends what the student feels, thinks and knows with what he is learning in the target language (Richards & Rodgers, 1986, p. 90). Moreover, the researcher is also interested in Community Language Learning because the method has a set of practices used in bilingual education programs and referred to language alternation. In language alternation, a message or a lesson is presented first in the first language of the students and then the message or the lesson is translated into the target language. Thereby, it starts from the native language of the students and then in the target language.

Some principles of the method had been applied on some classes in SMK Sanjaya Pakem. They were applied during the researcher got practice in the school. They had been applied for three months. During the implementation of the principles, the students could learn comfortably. Therefore, the researcher wanted
to investigate their perceptions toward the implementation of some principles of the method.

In conducting this research, he focused only on two problems. The first is the students’ perceptions on the implementation of Community Language Learning in the classroom. The second problem is what suggestions the students advise in order to improve the implementation of Community Language Learning method are.

B. Research Problems

This research is talking about the students’ perception on the implementation of Community Language Learning as a teaching method in class X of SMK Sanjaya Pakem. There are two research problems in this research. They are:

1. What is the class X students’ perception on the implementation of Community Language Learning method to develop their speaking skill in SMK Sanjaya Pakem?

2. What are the students’ suggestions to improve the implementation of Community Language Learning in developing their speaking skill?

C. Problem Limitations

This research focuses on the students’ perceptions on the implementation of some principles of Community Language Learning to develop speaking skill in SMK Sanjaya Pakem. The researcher limits the scope of perception based on Gibson et al.’s (2006) theory which defines perception as a process involving
receive, organize, and interpret the stimuli (p. 99). Therefore, the researcher only investigated how the students of SMK Sanjaya Pakem receive, organize, and interpret the implementation of some principles of the method. Besides, this research also focuses on the students’ suggestion on the implementation of the method so that it can be improved.

He only conducts this research toward the students who were on the class X of the academic year 2014/2015 in SMK Sanjaya Pakem. It was about 34 students in the class. Moreover, all of them are the participants in this research.

D. Research Objectives

The objectives of this research are to achieve two objectives. They are:

1. To find class X students’ perception toward the application of some principles of Community Language Learning method in the class.

2. To describe the students’ suggestions to improve the implementation of Community Language Learning.

E. Research Benefits

The findings of this research will be useful for teachers and students. Therefore, this research is conducted to give contributions to:

1. English Language Teachers

This research provides the information of the students’ perceptions on the Community Language Learning implementation that can be useful for English language teachers. By reading this research, they will know perceptions of this
teaching method. Accordingly, they can decide whether or not to use this method or they can decide to use the method in particular materials.

2. **English Language Learners**

   The findings of this research can help students to understand positive and negative values of the method implemented by the teacher so that they can criticize the teaching method used by the teacher.

3. **Future Researchers**

   This research offers inspirations for future researchers to conduct further research related to the topic discussed.

**F. Definition of Terms**

In order to clarify the concepts, the researcher provides the definition of some key words. They are Perception, Community Language Learning, Speaking Skills and SMK Sanjaya Pakem.

1. **Perception**

   According to Robbins (2005), perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment (p. 134). Thus, perception involves receiving stimuli, organizing the stimuli, and interpreting the organized stimuli to influence behavior.

   In this research, perception means the point of view of the class X students in SMK Sanjaya Pakem toward the implementation of Community Language Learning.
2. **Community Language Learning**

   Community Language Learning is one of many teaching methods which are usually used by the teacher in teaching English. This kind of method focuses on the speaking and reading skills. According to Richards and Rodgers (1986), the method represents the use of Counseling-Learning to teach languages (p. 90). It means that it adapts the principles of Counseling-Learning model. In this research, some principles of the method are used to teach speaking skills in SMK Sanjaya Pakem.

3. **Speaking Skills**

   The term speaking skills refer to the productive skill in the oral mode. Goh and Burns (2012) introduce the teaching cycle in teaching speaking skills. They mention every stage of the teaching cycle supports the broad developmental objectives for speaking. In this research, the term speaking skills mean the target skills, such as speaking comfortably and fluently, that the teacher wants to achieve by implementing Community Language Learning principles.

4. **SMK Sanjaya Pakem**

   SMK Sanjaya Pakem is a private vocational high school which is located in Jalan Kaliurang km 17, Pakem-Sleman, Yogyakarta. This vocational high school focuses on business field so that the school has three kinds of study program which are Office Administration (*Administrasi Perkantoran*), Marketing (*Pemasaran*), and Accountancy (*Akuntansi*). In this study, the term SMK Sanjaya Pakem refers to the place where the research is conducted.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses related literature that becomes the basic theory of the study. All of the problems of this study will be discussed based on those theories. This chapter contains a theoretical description involving some relevant theories related to this study and a theoretical framework providing the summary of the theories which are used as the guideline to solve the research problems.

A. Theoretical Description

In this part, there are three points to be discussed. They are perception, Community Language Learning, and speaking skill.

1. Perception

According to Robbins (2005), perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment (p. 134). While Cherry (2013) states that perception is our sensory experience of the world around us and involves both the recognition of the environmental stimuli and actions in response to these stimuli. Perception is the acquisition of specific knowledge about objects or events at any particular moment. It occurs whenever the stimuli activate the senses. Thus, it involves receiving stimuli, organizing the stimuli, and interpreting the organized stimuli so as to influence behavior and attitudes (Gibson et al., 2006, p. 99).
The process of the perception happens when an individual screens, selects, organizes, and interprets the stimuli to give them meaning (Steers, 1991, p. 57). It is a process of making sense out of one’s environment so an appropriate behavioral response can be made. It does not necessarily lead to an accurate portrait of the environment, but rather, to a unique portrait, influenced by the needs, desires, values, and disposition of the perceiver.

![Figure 2.1 The Perceptual Process](Altmann, Valenzi & Hodgett 1985, p. 86)

There are four characteristics in an individual which influence the individual’s perception. They are the selection of stimuli, the organization of stimuli, the situation, and the person’s self-concept (Altman et al., 1985, p. 86).

a. The Selection of Stimuli

Of all the stimuli with which we are surrounded, we focus on only a small number. According to Altman et al. (1985), this process is known as selection and is on a reason why people perceiving things differently (p. 86).

b. The Organization of Stimuli

After information has undergone the selection process, it must be arranged so as to become meaningful. The mind tries to bring order by selecting certain items and putting them together in a meaningful way that is based on experience.
c. The Situation

A situation affects what a person perceives. Perceiving the perception accurately is also related to how well the person adjusts his or her behavior to the situations.

d. The Self-Concept

Self-concept means the way people feel about and perceive themselves. According to Steers (1991, p. 66), self-concept represents a major influence on how people perceive others. It means that this self-concept is important because the people’s mental picture of themselves determines much of what they perceive and do. According to Altman et al. (1985, p. 90), an individual’s self-concept changes as the person matures.

In the perceptual process, several obstructions can be identified that inhibit the accuracy of people’s perception. According to Altman et al. (1985, p. 91), the factors that contribute these obstructions are the stereotyping, the halo effect, the perceptual defense, and the projection.

a. The Stereotyping

According to Robbins (2005), stereotyping is judging someone on the basis of one’s perception of the group to which that person belongs (p. 141). It means that a person creates his or her own perception only based on a limited amount of information. Altman et al. (1985) state the bases for such stereotyping may be derived from the schoolbooks and the mass media or from the past experience.
b. The Halo Effect

According to Luthans (2005), the halo effect refers to the use of a known particular trait as the basis for an overall evaluation (p. 180). It means that one single trait may overrule all other traits in forming the perception of a person. Personal description can also suppose a halo effect.

c. The Perceptual Defense

People have a tendency to select information that supports view or to ignore or fail to perceive the information that is contrary to their view. Steers (1991) notes through the perceptual defense, people tend to ignore information that is either personally threatening or culturally unacceptable. It occurs when people are presented with a situation that contradicts their beliefs and attitudes (p.72).

d. The Projection

Projection occurs when people attribute their own feelings to others. People’s perceptions may be distorted by emotions the people are experiencing or by personality traits the people may possess.

2. Community Language Learning

Community Language Learning is one of many teaching methods which focus on the speaking skills. Larsen-Freeman (2008) states, “The most important skills are understanding and speaking the language at the beginning, with reinforcement through reading and writing” (p. 101). According to La Forge (1983), Community Language Learning is a supportive language contract which consists of group experience and reflection. It means that Community Language
Learning is a media to teach language based on the group’s experience and reflection (p. 27). The point of this definition is that the method needs a group work and a reflection of the experience is very important for the group.

Community Language Learning adopted Curran’s Counseling-Learning Approach (Larsen-Freeman & Anderson, 2011, p. 85). This method has been inspired by the application of psychological counseling techniques to learning. He believes that students often feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fear that they will appear foolish (Larsen-Freeman, 2008, p. 89). Therefore, the method asks the teacher to treat students as ‘whole-person.’

According to Curran (as cited in Larsen-Freeman, 2008, p. 89), whole-person learning means that teachers consider not only their students’ intellect, but also have some understanding of the relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn. Understanding the students’ feelings means the teachers should know what the students feel when the teaching-learning process is being progress. When the teachers can understand the students’ feelings, they can respond to the students’ physical reactions correctly. Therefore, the teaching-learning process will be more interesting because the students will not forbear themselves from being active. In addition, Curran concluded, “Whole-person learning takes place in a communicative situation where teachers and learners are involved in an interaction in which both experience a sense of their own wholeness” (as cited in Richards & Rodgers, 1986, p. 117).
The method is also called as *humanistic techniques*. The concept of *humanistic techniques* according to Moskowitz (1978) is described as follows:

Humanistic techniques blend what the student feels, thinks and knows with what he is learning in the target language. The techniques help students to be themselves, to accept themselves, and be proud of themselves (p. 2).

Therefore, the teachers should understand and know what the students have experienced in their lives.

It draws on the counseling metaphor to redefine the roles of the teacher and learners in the language classroom. The basic procedures of this method can thus be seen as derived from the counselor-client relationship. The teacher stands as the counselor (language counselor) in the class and the students stand as the clients. The teacher who derives the counselor roles gives advice, suggestion, assistance, and support to the students who stand as the clients who have problems. In this case, the teacher should know everything that the students need.

Table 2.1 compares the concept of psychological counseling and its application in Community Language Learning.

<table>
<thead>
<tr>
<th>No.</th>
<th>Psychological Counseling</th>
<th>Community Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Client and counselor agree to counseling</td>
<td>Learner and knower (teacher) agree to language learning</td>
</tr>
<tr>
<td>2.</td>
<td>Client articulates his/her problems in language of affect</td>
<td>Learner presents to the knower (in L1) a message he/she wishes to deliver to another</td>
</tr>
<tr>
<td>No.</td>
<td>Psychological Counseling</td>
<td>Community Language Learning</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>Counselor listens carefully</td>
<td>Knower listens and other learners overhear</td>
</tr>
<tr>
<td>4.</td>
<td>Counselor restates client message in language of cognition</td>
<td>Knower restates learner’s message in L2</td>
</tr>
<tr>
<td>5.</td>
<td>Client evaluates the accuracy of the counselor’s message restatement</td>
<td>Learner repeats the L2 message form to its addressee</td>
</tr>
<tr>
<td>6.</td>
<td>Client reflects on the interaction of counseling session</td>
<td>Learner replays (from tape of memory) and reflects upon the message exchanged during the language class</td>
</tr>
</tbody>
</table>

It is not easy to understand the procedure of the Community Language Learning above since the conditions and the situations of the language learners are different. Therefore, as explained before, it is important for the teacher to understand the students’ conditions. In this case, he or she must be as flexible as he or she can depend on the students’ culture, proficiency level, and the classroom setting (Setiyadi, 2006, p. 97).

According to Curran (as cited in Richards & Rodgers, 1986, p. 117), the process is divided into five stages and compared to the ontogenetic development of the child. In the first, ‘birth’ stage, feelings of security and belonging are established. In the second, as the learner’s abilities improve, the learner, as a child, begins to achieve a measure of independence from the parents. By the third, the learner speaks independently and may need to assert his or her own identity, often rejecting unasked-for advice. The fourth stage sets him or her as secure enough to take criticism. By the last stage, he or she merely works upon improving style and knowledge of linguistic appropriateness.
Curran in many places discusses what he calls "consensual validation," or "convalidation," in which mutual warmth, understanding, and a positive evaluation of the other person's worth develops between the teacher and the learner. A relationship characterized by convalidation is considered essential to the learning process and is a key element of Community Language Learning classroom procedures. A group of ideas concerning the psychological requirements for successful learning are collected under the acronym SARD (as cited in Richards & Rodgers, 1986, p. 118), which can be explained as follows.

S stands for security. Unless learners feel secure, they will find it difficult to enter into a successful learning experience. A stands for attention and aggression. Community Language Learning recognizes that a loss of attention should be taken as an indication of the learner's lack of involvement in learning; the implication being that variety in the choice of learner tasks will increase attention and therefore promote learning. Aggression applies to the way in which a child, having learned something, seeks an opportunity to show his or her strength by taking over and demonstrating what has been learned, using the new knowledge as a tool for self-assertion.

R stands for retention and reflection. If the whole person is involved in the learning process, what is retained is internalized and becomes apart of the learner's new persona in the foreign language. Reflection is a consciously identified period of silence within the framework of the lesson for the student to focus on the learning forces of the last hour, to assess his present stage of development, and to re-evaluate future goals (La Forge, 1983, p. 68).
D denotes discrimination. When learners have retained a body of material, they are ready to sort it out and see how one thing relates to another (La Forge, 1983, p. 69). This discrimination process becomes more refined and ultimately enables the students to use the language for purposes of communication outside the classroom (La Forge, 1983, p. 69).

As with most methods, the Community Language Learning combines innovative learning tasks and activities with conventional ones which is one of them is translation (Richards & Rodgers, 1986, p. 120). Learners form a small circle and each of them whispers a message or a meaning he or she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.

Another activity is group work. Learners may engage in various group tasks, such as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.

Recording is one of the teaching activities. Students record conversations in the target language. Next activity is transcription. Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms. Analysis is another activity. Students analyze and study the transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules. After that, learners reflect and report on their experience of the class, as a class or in groups. This usually consists of
expressions of feelings - sense of one another, reactions to silence, and concern for something to say.

Another activity is listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions. After that, the students will have free conversation. Students engage in free conversation with the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned.

Some experts have conducted an observation of Community Language Learning principles based on the Curran’s Counseling-Learning Approach. Table 2.2 lists the result of the observation.

**Table 2.2 Observation Result and the Principles of Community Language Learning**
(Larsen-Freeman & Anderson, 2011, p. 91)

<table>
<thead>
<tr>
<th>No.</th>
<th>Observations</th>
<th>Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher greets the students, introduces himself, and has the students introduce themselves.</td>
<td>Building a relationship among the students is very important.</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher tells the students what they are going to do that evening. He explains the procedure for the first activity and sets a time limit.</td>
<td>Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn no defensively when they feel secure.</td>
</tr>
<tr>
<td>3.</td>
<td>Students have a conversation.</td>
<td>Language is for communication.</td>
</tr>
<tr>
<td>4.</td>
<td>The teacher stands behind the students.</td>
<td>The superior knowledge and power of the teacher can be threatening. If the teacher does not remain in the front of the classroom, the threat is reduced and the students’ learning is facilitated.</td>
</tr>
<tr>
<td>5.</td>
<td>The teacher translates what the students want to say in chunks.</td>
<td>The teacher should be sensitive to students’ level of confidence and give them just what they need to be successful.</td>
</tr>
<tr>
<td>6.</td>
<td>The teacher tells them that they have only a few minutes remaining for the conversation.</td>
<td>Students feel more secure when they know the limits of an activity.</td>
</tr>
<tr>
<td>7.</td>
<td>Students are invited to talk about how they felt during the conversation.</td>
<td>Teacher and students are whole persons. Sharing their feelings about learners to get</td>
</tr>
<tr>
<td>No.</td>
<td>Observations</td>
<td>Principles</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher accepts what each student says.</td>
<td>to know one another and to build community.</td>
</tr>
<tr>
<td>9.</td>
<td>The teacher understands what the students say.</td>
<td>Guided by knowledge that each learner is unique, the teacher created an accepting atmosphere.</td>
</tr>
<tr>
<td>10.</td>
<td>The students listen to the tape and give the Indonesian translation.</td>
<td>The teacher ‘counsels’ the students. He does not offer advice, but rather shows them that he is really listening to them and understands what they are saying. By understanding how students feel, the teacher can help students gain insights into their own learning process as well as transform their negative feelings, which might otherwise block their learning.</td>
</tr>
<tr>
<td>11.</td>
<td>The teacher asks the students to form a semicircle in front of the whiteboard so they can see easily.</td>
<td>The students’ native language is used to make the meaning clear and to build a bridge from the known to the unknown. Students feel more secure when they understand everything.</td>
</tr>
<tr>
<td>12.</td>
<td>The teacher reassures the students that they will have time later on to copy the sentences.</td>
<td>The teacher should take the responsibility for structuring activities clearly in the most appropriate way possible for successful completion of an activity.</td>
</tr>
<tr>
<td>13.</td>
<td>The teacher asks the students to give the Indonesian equivalents as he points to different phrases in the transcript. He points to the first phrase and pause; if no one volunteers the meaning, he writes it himself.</td>
<td>Learning at the beginning stages is facilitated if students attend to one task at a time.</td>
</tr>
<tr>
<td>14.</td>
<td>The teacher reads the transcript three times. The students relax and listen.</td>
<td>The teacher encourages student initiative and independence, but does not let students attend to one task at a time.</td>
</tr>
<tr>
<td>15.</td>
<td>In the Human Computer activity, the students choose which phrase they want to practice pronouncing; the teacher, following the student’s lead, repeat the phrase until the learner is satisfied and stops.</td>
<td>Students learn best when they have a choice in what they practice. Students develop an inner wisdom about where they need to work. If students feel in control, they can take more responsibility for their own learning.</td>
</tr>
<tr>
<td>16.</td>
<td>The students learn to listen carefully to see if what they say matches what the teacher is saying.</td>
<td>Students need to learn to discriminate, for example, in perceiving the similarities and differences among the target language form.</td>
</tr>
<tr>
<td>17.</td>
<td>Students work together in groups of three.</td>
<td>In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation is encouraged.</td>
</tr>
<tr>
<td>18.</td>
<td>The teacher corrects by repeating correctly the sentence the students have created.</td>
<td>The teacher should work in a non-threatening way with what the learner has produced.</td>
</tr>
<tr>
<td>19.</td>
<td>The students read their sentences to the other members of the class.</td>
<td>Developing a community among the class members builds trust and help to reduce the threat of the new learning situation.</td>
</tr>
<tr>
<td>No.</td>
<td>Observations</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>The teacher plays the tape two more times while the students listen.</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>The students are once again invited to talk about the experience they have had that evening.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Other activities with the transcript of the first conversation occur. Then the learners have a new conversation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning tends not to take place when the material is too new or, conversely, too familiar. Retention will best take place somewhere in between novelty and familiarity.</td>
</tr>
<tr>
<td>In addition to reflecting on the language, students reflect on what they have experienced. In this way, they have an opportunity to learn about the language, their own learning, and how to learn from one another in community.</td>
</tr>
<tr>
<td>On the beginning stages, the syllabus is generated primarily by the students. Students are more willing to learn when they have created the material themselves.</td>
</tr>
</tbody>
</table>

In order to understand the result of the observation, here is the review of Principles of the Community Language Learning:

a. **The Goals of the Teacher Using Community Language Learning**

Community Language Learning is used by the teacher to make the students use the target language communicatively. Besides, the teacher also wants the students to learn about their own learning in order to have responsibility and to learn from one another. According to Larsen-Freeman and Anderson (2011), all of the objectives can be achieved if the students and the teacher treat each other as whole persons (p. 98).

b. **The Role of the Teacher**

The primary role of the teacher in the class is as a counselor. The teacher provides everything that the students need. He facilitates the students in the class within three basic interpersonal interactions. According to La Forge (1983), the first interaction is between the teacher and the whole class. In this phase, the teacher takes a full control of the class. He tells the students the instructions of
what will happen in the class. The second interaction is between the teacher and individuals in the class. In this phase, the teacher helps each student who needs a help. The third interaction is between the students themselves. In this phase, the teacher does not do anything but watching. The teacher let the students to work by themselves (p. 30). In short, he only supports students in their struggle to master the target language.

c. The Characteristics of the Teaching/Learning Process

According to Curran, there are six elements necessary for non-defensive learning (Larsen-Freeman, 2008, p. 98). First is security. Feeling secure is essential in teaching-learning process. Unless knower and learners feel secure, they will find it difficult to enter into a successful learning-teaching process (Setiyadi, 2006, p. 101). Next is aggression which means that students should be given a chance to assert themselves. The third is attention which means that the teacher should narrow the scope of attention from the beginning of the learning process. Inattention is considered natural in Community Language Learning. The fourth is retention. It is the final process of absorbing what is studied. This process is followed by the fifth element which is called as reflection in which the language learners reflect everything they have learned. The last element is discrimination. In this element, the language learners sort out the differences among the target language forms.

d. The Feelings of the Students

Understanding the students’ feelings is the basic concept of Counseling-Learning principles. By doing that, the teacher helps the students overcome
negative feelings that might otherwise block their learning. In short, the application of Community Language Learning should make the students feel secure and comfortable.

e. The Role of Students’ Native Language

Using the students’ native language aims to provide a bridge from the familiar to the unfamiliar. In order the students to master the target language, literal native language equivalents are given to the target language words to make the meaning clear so that they easily learn the target language.

f. The Teacher’s Response to the Students’ Errors

Teachers should work with the learner in a non-threatening way. The teachers only repeat correctly what the student has said incorrectly. They do not have to take care of the students’ error. One way of doing this is for the teachers to repeat correctly what the student has said incorrectly, without calling further attention to the error (Larsen-Freeman, 2008, p. 102).

In short, the basic principle of Community Language Learning is treating the students as whole person. The method sets a dynamic and creative learning process. It means that the learning process is an ongoing developmental process.

3. Speaking Skills

Speaking is one of four main skills in learning language generally. As other skills, speaking is very important in learning a new language. Many people feel that speaking in a new language is harder than writing, reading, and listening. There are two reasons why the people feel that. First, speaking happens in real time. Second, when someone speaks, he/she cannot edit or revise what he/she
wishes to say as he/she can in writing. Therefore, the speakers have to have ability in using the language as Goh and Burns (2012) conclude, “Speaking requires the ability to fulfill various communicative demands through efficient use of the spoken language” (p. 67). Having speaking skills usually refers to how good and how clear someone talks to others.

The speaking happens orally, as Thornbury (2005) concludes, “Speech production takes place in real time. It is also called as oral skill” (p. 2). Moreover, because it happens orally and directly in a conversation, it can be examined by referring to the concept of communicative competence. Hymes states “An individual’s communicative competence is his/her ability to use language effectively in actual communication” (as cited in Goh & Burns, 2012, p. 51). In term of learning a second language, someone who has speaking skills in the second language is the person who has certain skills and several different types of knowledge (Thornbury, 2005, p. 1). Johnson (1996) describes speaking as a combinatorial skill that involves doing various things at the same time (p. 155). It means that a competent second language speaker must have skills to do various things while speaking. He or she may do the various things by paying attention on the grammar and semantics. In this case, he or she must speak grammatically correct and semantically acceptable.

Another characteristic of the second language communicative competence is the discourse competence. Goh and Burns (2012) point out that the discourse competence comprises linguistic about the structure of spoken genres and the
skills needed to organize various genres according to the socio-cultural context (p. 52).

In term of teaching speaking, in order to make the students have the speaking competence, the teachers must organize learning activities for learners to practice the speaking skill. Therefore, they should be guided by any particular model for teaching speaking. Goh and Burns (2012) point out that they should aim to help learners develop their speaking skill competence by encouraging them to use a wide range of core speaking skill; pronunciation, speech function, interaction management, and discourse organization (p. 151-152). Next, the students should develop fluency in expression of meaning.

The teachers should also encourage the students to use grammar flexibly to produce a wide range of utterances that can express meaning precisely. Then the students should be able to use appropriate vocabulary and accurate language forms relevant to their speaking needs so that they can understand and use social and linguistic conventions of speech for various contexts.

Moreover, the teachers should develop the learners’ speaking skills by encouraging them to employ appropriate oral communication and discourse strategies, increase their awareness of genre and genre structures, and increase their meta-cognitive awareness about second language speaking.

In order to maintain those points, teachers’ role is crucial. Teachers need to facilitate practice and learning, and also provide input and feedback. Goh and Burns (2012) mention the teaching-speaking cycle in order to help teachers organize the learning activities (p. 52). Every stage in the teaching cycle supports
the broad developmental objectives for the speaking while some stages can support more than one objective and the teachers can decide which objective is emphasized in a particular cycle by selecting or planning different learning activities.

a. **Stage 1: Focus on Learners’ Attention on Speaking**

In this stage, the teacher encourages learners’ meta-cognitive awareness about learning to speak in a second language. The focus of these awareness-raising activities is one or more of three recognized types of meta-cognitive knowledge: person knowledge, task knowledge, and strategic knowledge. Meta-cognitive activities can be done by encouraging the learners to plan for overall speaking development. In this case, they are given types of prompts to encourage them to think about the demands of learning to speak in the second language and how they can prepare themselves for it. This is best done at the beginning.

Meta-cognitive can also be done by preparing the learners to approach a specific speaking task. In this case, the prompts used focus on the speaking task that has been planned for the teaching cycle. By responding to the prompts, learners prepare themselves by familiarizing themselves with the outcomes of the task and by considering strategies they need to complete it. The prompts can also be used to activate their knowledge about the demands of the task. The teacher must activate their prior knowledge for a speaking task in order to facilitate conceptualization and formulation in speech production.
b. **Stage 2: Provide Input and/or Guide Planning**

In this stage, learners are prepared to speak in a second language very well. They receive some supports for the speaking task that they are going to do, or they are given time to plan what they are going to say and how they are going to say it. Skehan (1998) notes that the purposes of this preparation stage include introducing or teaching new language, increasing the chances for restructuring or recognizing learners’ developing linguistic knowledge, mobilizing or activating learners’ specific relatively new linguistic knowledge, recycling or reactivating learners’ specific language items for the task, erasing learners’ processing load by allowing them to clarify ideas and content for the task, pushing learners’ to interpret tasks in more demanding ways and use language to express more complex meanings (p. 137-139).

By including this stage, teachers can scaffold learners as they prepare to meet the demands of the speaking task. One type of scaffolding that can be used in speaking tasks is vocabulary support, which can reduce learners’ cognitive load so that they can direct more attention to using their available grammatical resources for completing the task. Learning more about factual detail needed to accomplish a task is one way to learn new vocabularies.

Another type of activity in stage 2 involves the learners in doing some planning for themselves. Teachers can guide them by identifying features of the speaking-practice task that may be challenging for them. If they are going to participate in a dialogue or a discussion task, they can consider communication strategies that they can use if they meet with problems during interaction.
c. **Stage 3: Conduct Speaking Tasks**

The purpose of this stage is to provide learners with a context where they can practice the speaking through communication tasks. The tasks should encourage the learners to express their meaning with whatever linguistic knowledge, skills, and strategies they have. In other words, this stage encourages
learners to develop fluency of expression without having to pay too much attention to accuracy of form. Their efforts are also made less demanding by the teacher guide.

Speaking tasks typically involve learners in some pair or group interaction. One of the basic principles for planning these kinds of activity is that teachers must create situations in which learners experience a communicative need and a personal motivation to talk to one another. These situations usually happen in pair or group task where information exists among the participants in the interaction. The speaking tasks also include discussions and problem-solving tasks where one person does most of the talking. In short, oral communication takes the most places in this stage.

d. Stage 4: Focus on Languages / Skills / Strategies

This stage is aimed to create opportunities for the students to improve the language accuracy as well as encouraging their effective of use of skills and strategies. In this stage, teachers draw on their attention to selected parts of the fluency task they have completed. The parts include language features such as pronunciation, grammar, and text structures, as well as vocabulary. To focus on these parts, they can be asked to examine a transcript of the speech of a component speaker performing the task and to identify language features such discourse markers used to signal the different moves in the text. This activity can help them see how a particular type of discourse is organized and can help them understand the function of grammar and vocabulary in achieving coherence.
e. **Stage 5: Repeat Speaking Task**

In this stage, the repetition can be carried out in various ways. Bygate (as cited in Goh & Burns, 2012, p. 160) recommends repeating parts of the original task or repeating entire task, which can be carried out by having students change groups or partners. Alternatively, teachers could introduce a new task that is similar to the one the learners have just done. Thus, they would be rehearsing a procedure genre again, but with a new focus.

The task repetition can facilitate automaticity in combining various types of linguistic knowledge and skills. Besides the obvious cognitive advantage, task repetition enhances learner affect. By attending task repetition, learners have an opportunity to build on earlier attempts where communication may not have been completely effective. Being able to revise performance can lead to greater confidence.

f. **Stage 6: Direct Learners’ Reflection on Learning**

Stage 6 encourages learners to self-regulate their learning through monitoring and evaluating what they have learned from the preceding stages. It is also an opportunity for them to consolidate their new knowledge about language, skills, and strategy use. Reflection need not always be an individual effort. Teachers can encourage learners to think about their learning in pairs, or even in small groups. Individual and group reflection often has a cathartic effect on learners who may be feeling stressed and anxious, and think that they are the only ones feeling that way.
Learners’ reflection should be guided by different types of meta-cognitive knowledge. The reflection can focus on one or more of the following points: demands of the speaking tasks that they have become aware of, the strategies which are useful for meeting the demands of the task, their informal assessment of their capabilities and performance, areas of their performance that show improvement, areas to be further improved, plans for improving specific areas.

They could also be encouraged to draw on their experiences and to consider how they could prepare themselves for future tasks of a similar nature, whether these tasks are in the classroom or in communicative contexts outside the classroom.

g. Stage 7: Facilitate Feedback on Learning

In this final stage of teaching-speaking cycle, the teachers provide learners with important feedback on their performance. This feedback can take many forms and the teachers do not always have to be the one giving it. Generally, feedback can take the form of comments or grades about an individual student’s skills and performance from observation sheets used during the speaking task, exchange of written individual learner reflections and comments on each other’s progress and achievements, consolidated comments from the teachers based on written reflections from the class, written comments in students’ journal, comments and informal assessment in their blogs.

Students can also be asked to comment on one another’s reflections. The feedback given can also be based on their performance in a spoken task that the teachers have been able to observe.
B. Theoretical Framework

This research is talking about the students’ perception on the implementation of Community Language Learning to develop their speaking skill. In 2005, Robbins concluded, “Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment” (p. 134). While Gibson et al. (2006) claim that perception is the acquisition of specific knowledge about object or events at any particular moment. It occurs whenever stimuli activate the senses. Thus, perception involves receiving stimuli, organizing the stimuli, and interpreting the organized stimuli so as to influence behavior and attitudes (p. 99). Therefore, supporting by this theory, this research is talking about how the students of SMK Sanjaya Pakem receive, organize and interpret the process of Community Language Learning to develop their speaking skill.

The process of the Community Language Learning application must be based on the counseling metaphor. It means the relationship between the teacher and the students is like the relationship between a counselor and a client. Moreover, this method makes the teacher treat the students as a whole person that means the teacher understands the students’ feelings, physical reactions, instinctive protective reactions, and desire to learn. It draws on counseling metaphor where the teacher stands as the counselor and the students are the clients who need a help.

The role of the teacher is as a counselor. In this case, the teacher knows everything of what the students need in learning the language. Moreover, the
teacher has to treat them as whole-person as Larsen-Freeman and Anderson (2011) summarize, “All objectives can be achieved if the students and the teacher treat each other as whole-persons” (p. 98). As long as the goals of this method to make them use the target language communicatively, the teacher lets the students to have their own conversation. The teacher only gives a help whether the students ask as La Forge (1983) concludes, “In this phase, the teacher helps each student who needs a help” (p. 30). Hence, they will have a communicative competence because they do the conversation like a real condition as Hymes summarizes, “An individual’s communicative competence is his/her ability to use language effectively in actual communication” (as cited in Goh & Burns, 2012, p. 51).

In term of teaching speaking, the teacher must organize learning activities for learners to practice the speaking skills. Therefore, he or she should be guided by any particular model for teaching speaking. Goh and Burns (2012) point out that the teacher should aim to help learners develop their speaking skills competence (p. 152). In Community Language Learning, he or she organizes learning activities by letting the students have a conversation about a particular topic. In addition, the conversation is started by discussion.

In this case, the discussion is aimed to prepare the students for the conversation. It means the preparation can help them feel more comfortable in doing the conversation. Indeed, during the teaching-learning process, the teacher can help the students by standing behind them to support them whether they need a help. The teacher’s help will make the preparation of the conversation better and encourage the students’ self-confidence in practicing the conversation, therefore,
mistakes can be decreased. In addition, this preparation is a form of meta-cognitive knowledge as Goh and Burns (2012) conclude, “Meta-cognitive activities can be done by encouraging learners to plan for overall speaking development” (p. 153).
CHAPTER III
RESEARCH METHODOLOGY

This chapter aims to explain the method used to answer the research questions stated in Chapter I. In this chapter, the researcher explains each part of the research methodology including the research method, research setting, research participant, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

In this research, the researcher employed a survey study to answer the research questions. In 2002, Ary, Jacobs, and Razavieh concluded, “Survey study is a study that permitted the researcher to summarize or measure the characteristics, attitudes, and opinions of several different groups toward some issues” (p. 375). The researcher used survey study because basically it is used to solve problems as Ary, Jacobs, Razavieh, and Asghar (1979) concluded, “Surveys usually seek information to be used for problem solving rather than for hypothesis testing” (p. 297). Moreover, survey study enabled the researcher to obtain the data needed from a large number of participants in a short time and in economical way.

The researcher used a questionnaire and an interview as the research instrument to obtain the data in this research. He distributed the questionnaire first and then the interview was a follow up to the questionnaire.
He used quantitative and qualitative approaches in analyzing the data. Therefore, the data gathered from the respondents were interpreted in the form of number and verbal description.

B. Research Setting

This research was conducted in SMK Sanjaya Pakem. It is located in jalan Kaliurang KM 17, Pakem-Yogyakarta. In this school, there were many students who were divided into several grades and study programs. The researcher only conducted this research towards the students who were on the class X of the academic year 2014/2015. There would be 34 students of class X who would be the respondents.

C. Research Participants

The participants in this research were class X students of the academic year 2014/2015 in SMK Sanjaya Pakem. There were 34 students in the class. All of them became the participants in this research. Therefore, they involved in answering the questionnaire and the interview.

D. Instruments and Data Gathering Technique

The researcher needed research instruments to obtain data in order to answer the research questions. There were two types of research instruments used by him. They were the questionnaire and the interview.

1. Questionnaire

According to Seliger and Shohamy (1998), “Questionnaire is a printed form of data collection, which contain questions or statements for subject to
respond, often anonymous” (p. 127). Questionnaire enables the researcher to gather data from a large number of respondents in a relatively quick and economical way. There are two types of questionnaire that he used in this research. They are closed-ended questionnaire and open-ended questionnaire.

In closed-ended questionnaire, the options of the answers were provided. The respondents could choose their answers from the provided options. Closed-ended questionnaire helped him to obtain what was needed because he could provide options that were suitable to the data needed. In this case, the options were the degree of agreement.

He used the degree of agreement because it makes the participants respond the questions using an agreement scale by selecting a number that best presented their response (Lodico et al., 2006, p. 107). In this case, the degree of agreement consists of “strongly agree”, “agree”, “disagree”, and “strongly disagree”.

Open-ended questionnaire give the respondents more freedom to answer the questions as Ary et al. (2002) concluded, “In open-ended questionnaire, the participants can share their opinions, beliefs, and suggestions more openly” (p. 389). Therefore, through open-ended questionnaire, the researcher gave the students freedom to share their suggestion based on what they had experienced in the class as long as Community Language Learning was applied.

He distributed the questionnaire to all students in Indonesian in order to make them easier in answering. For the detail, Table 3.1 showed the blueprint of it. After that, he gave them time to fill up the questionnaire. He did not force them
to fill it up quickly in order to give them more freedom. The questionnaire was submitted to him when they had finished fill it up.

Table 3.1 The Blueprint of Questionnaire
(Closed-ended Question)

<table>
<thead>
<tr>
<th>Aspects of Investigation</th>
<th>Statements</th>
<th>Underlying Theories</th>
<th>Total Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of Community Language Learning</td>
<td>The teacher greets the students before starting the lesson in every meeting.</td>
<td>Larsen-Freeman and Anderson (2011) claim greetings can build a relation among the students (p. 91).</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The teacher asks the students to work in a small group to prepare the conversation.</td>
<td>According to Goh and Burns (2012), giving time to plan what students are going to say and how they are going to say it is a good support for the speaking task (p. 156).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher helps the students to translate a message the students want to express.</td>
<td>The teacher translates what the students want to say in chunks (Larsen-Freeman &amp; Anderson, 2011, p. 91).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher asks the students to practice the conversation.</td>
<td>Language is for communication. Students have a conversation (Larsen-Freeman &amp; Anderson, 2011, p. 91).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher asks students to listen to the tape recorder which contains the conversation.</td>
<td>Students listen to the tape (Larsen-Freeman &amp; Anderson, 2011, p. 92).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher sets the students’ seat so that the students can learn comfortably.</td>
<td>The teacher should take the responsibility for structuring activities clearly in the most appropriate way possible for successful completion of an activity (Larsen-Freeman &amp; Anderson, 2011, p. 92).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher asks the students to reflect their</td>
<td>Learner reflects upon the message exchanged during the language class (B. Setiyadi,</td>
<td></td>
</tr>
<tr>
<td>Aspects of Investigation</td>
<td>Statements</td>
<td>Underlying Theories</td>
<td>Total Item</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>experience of the class.</td>
<td>The teacher asks the students to focus in listening the teacher explains the topic.</td>
<td>Learning at the beginning stages is facilitated if students attend to one task at a time. In this case, the students focus to listen to the explanation by the teacher (Larsen-Freeman &amp; Anderson, 2011, p. 92).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher once again asks the students to reflect the experiences that they get in the class.</td>
<td>In addition to reflecting on the language, students reflect on what they have experienced. In this way, they have an opportunity to learn about the language, their own learning, and how to learn from one another in community (Larsen-Freeman &amp; Anderson, 2011, p. 93).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher tells the students the topic for next meeting.</td>
<td>Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn no defensively when they feel secure (Larsen-Freeman &amp; Anderson, 2011, p. 91).</td>
<td></td>
</tr>
<tr>
<td>Effects of the implementation of Community Language Learning on students.</td>
<td>I feel secure because the teacher greets me happily before the class begins</td>
<td>Larsen-Freeman and Anderson (2011) claim building a relationship by greetings between teachers and students is very important (p. 91).</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel more confident because the teacher helps me to translate the words.</td>
<td>Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translate it into (and may interpret it in) target language, and the learner repeats the teacher’s translation (Richards &amp; Rodgers, 1986, p. 93).</td>
<td></td>
</tr>
<tr>
<td>Aspects of Investigation</td>
<td>Statements</td>
<td>Underlying Theories</td>
<td>Total Item</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>I can use my time effectively because the teacher tells me that I only have a few minutes more.</td>
<td>Students feel more secure when they know the limits of an activity (Larsen-Freeman &amp; Anderson, 2011, p. 91).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I speak comfortably because the teacher helps me to translate the words.</td>
<td>In the early stages of learning, the teacher operates in a supportive role, providing target-language translations and a model for imitation on request of the clients (Richards &amp; Rodgers, 1986, p. 95).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the sentence I make in the conversation because the teacher helps to translate the transcript of the recorder.</td>
<td>The teacher asks the students to give the Indonesian equivalents as he points to different phrases in the transcript. He points to the first phrase and pause; if no one volunteers the meaning, he writes it himself (Larsen-Freeman &amp; Anderson, 2011, p. 92).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the topic because I learn from my friends and the teacher in small group.</td>
<td>Students work together in groups of three. In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher (Larsen-Freeman &amp; Anderson, 2011, p. 93).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can make my own plan for the material.</td>
<td>Students are more willing to learn when they have created the material themselves (Larsen-Freeman &amp; Anderson, 2011, p. 93).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I learn to focus on one task at a time.</td>
<td>A result of Community Language Learning observation shows one student asks if he can copy the sentences. The teacher asks him to stay focused on the words being written up at this point and reassures him that</td>
<td></td>
</tr>
<tr>
<td>Aspects of Investigation</td>
<td>Statements</td>
<td>Underlying Theories</td>
<td>Total Item</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>there will be time for copying letter, if not in this class session, then in the next (Larsen-Freeman &amp; Anderson, 2011, p. 88).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express my feelings about the learning process during reflection period.</td>
<td>Students then participated in a reflection period, in which they were asked to express their feelings about the previous experience with total frankness (Richards &amp; Rodgers, 1986, p. 125)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe because the teacher listens to my reflection in the class.</td>
<td>Larsen-Freeman and Anderson state that the teacher helps the students overcome negative feeling that might otherwise block their learning by listening to the reflection (Larsen-Freeman &amp; Anderson, 2011, p. 96).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Interview

Interview was a follow up to the questionnaire. The researcher employed interview in order to clarify some data about the students’ answers on the questionnaire. In conducting interview, he interviewed four students. Two of them were the representative of students who answered strongly agree for some crucial questions on the questionnaire while other two students were the representative of students who answered strongly disagree for some crucial questions on the questionnaire. He asked several questions about the crucial questions of questionnaire that needed to be clarified. Those crucial questions were shown by Table 3.2 which explained questions of the interview.
### Table 3.2 The Blueprint of Interview

<table>
<thead>
<tr>
<th>Number</th>
<th>Questions</th>
<th>Underlying Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher helps you in translating the words. What does it help you in the learning process?</td>
<td>The teacher translates what the students want to say in chunks (Larsen-Freeman &amp; Anderson, 2011, p. 91).</td>
</tr>
<tr>
<td>2</td>
<td>The teacher gives you time to prepare the conversation. What does it help you in the learning process?</td>
<td>According to Goh and Burns, giving time to plan what students are going to say and how they are going to say it is a good support for the speaking task (2012, p. 156).</td>
</tr>
<tr>
<td>3</td>
<td>What does the conversation practice help you in the learning process?</td>
<td>Language is for communication, Students have a conversation (Larsen-Freeman &amp; Anderson, 2011, p. 91).</td>
</tr>
<tr>
<td>4</td>
<td>What does reflecting activity help you in the learning process?</td>
<td>To reflecting on the language, students reflect on what they have experienced. In this way, they have an opportunity to learn about the language, their own learning, and how to learn from one another in community (Larsen-Freeman &amp; Anderson, 2011, p. 93).</td>
</tr>
</tbody>
</table>

### E. Data Analysis Technique

The researcher had several steps in analyzing the result of the questionnaire. The first step was analyzing the data from closed-ended questionnaire by checking the answer of each question and classifying them into one group based on the scale. On the next step, he put the classified data into a table in order to help him count the result more easily. Afterwards, he counted down how many ticks were put on each degree of agreement of “strongly agree”, “agree”, “disagree”, and “strongly disagree” for each question. Afterwards, the researcher calculated the percentage of each degree of agreement by using the following formula:
\[
\frac{\sum x}{\sum n} \times 100 \%
\]

Note:

\[\sum x = \text{The number of participants who choose a particular degree of agreement}\]

\[\sum n = \text{The number of all participants}\]

In short, the table would be a tabulation of data which consisted of the percentage result of each scale for each question. In this part, the participants who had positive perception on the implementation of Community Language Learning tended to choose “strongly agree” and “agree.” On the other hand, the participants who had negative perception tended to choose “disagree” and “strongly disagree”.

After analyzing the data from closed-ended questions, he analyzed the data from open-ended questions. The result of open-ended question would support the result of closed-ended questions since open-ended question consisted of question from closed-ended questions. Data from both closed-ended and open-ended would be presented in the form of description and explanation.

On the last part, he analyzed the data from interview. First of all, he transcribed the interview result. After that, he did coding to obtain the theme of the students’ answers. Afterwards, the coding result was summarized. Indeed, the summarized data would support the data from questionnaire since interview was a follow up to the questionnaire. In this case, the data from interview would clarify the questionnaire result.
F. Research Procedure

In this research, the researcher passed several steps. They are:

1. Asking Permission

The researcher asked the permission from Department of Language and Arts Education to conduct a research. Afterwards, he asked the permission from SMK Sanjaya Pakem to conduct the research in the school.

2. Preparing the Research Instruments

In this research, the researcher used two research instruments. They are questionnaire and interview. He designed a set of questionnaire to obtain the data needed. Afterwards, he designed a set of questions for the interview as the follow up to the questionnaire.

3. Collecting the Data

In collecting the data, the researcher distributed questionnaire to the students of class X of the academic year 2014/2015 in SMK Sanjaya Pakem. Afterwards, he conducted interview toward four students as the follow up to the questionnaire.

4. Analyzing the Data

The researcher analyzed the data which was gathered from the questionnaire and the interview.

5. Reporting the Result

The researcher reported the result of data analysis.

6. Making Conclusion

The researcher made a conclusion from the result of data analysis.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter provided detailed information about the data gathered in this research. The data gathered from the questionnaire and the interview were analyzed and presented. The analysis of the data was based on the two research problems stated in the first chapter which led the researcher into the findings. Therefore, the findings would be the students’ perceptions toward the implementation of Community Language Learning method and their suggestions in order to improve the implementation of the method.

A. Students’ Perception on the Implementation of Community Language Learning

In order to answer the research question in Chapter 1, the researcher distributed a questionnaire consisted of closed-ended and open-ended questions to the class X students in SMK Sanjaya Pakem and conducted an interview. The result involved the students’ perception on the implementation of Community Language Learning and the effect of the Community Language Learning implementation on the students.

1. The Implementation of Community Language Learning

The researcher distributed the closed-ended questionnaire to the students in order to obtain data about the implementation of Community Language Learning. Therefore, this part was purposed to find the class X students’ perceptions toward the implementation of Community Language Learning.
Table 4.1 The Implementation of Community Language Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>The Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Teacher greets the students before starting the lesson in every meeting.</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher asks the students to work in a small group to prepare the conversation.</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher helps the students to translate a message the students want to express.</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher asks the students to practice the conversation.</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>The teacher asks students to listen to the tape recorder which contains the conversation.</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher sets the students’ seat so that the students can learn comfortably.</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>The teacher asks the students to reflect on their experience of the class.</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>The teacher asks the students to focus in listening the teacher explains the topic.</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Teacher once again asks the students to reflect the experiences that they get in the class.</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>Teacher tells the students the topic for next meeting.</td>
<td>0</td>
</tr>
</tbody>
</table>

a. Data Presentation of the Closed-Ended Questionnaire Results

According to Larsen-Freeman (2008), the teacher translated what the students wanted to say in chunks was one of many techniques in applying Community Language Learning. Table 4.1 presented the students’ perception on
the implementation of Community Language Learning which was analyzed based on the result of closed-ended questionnaire.

The result of the first statement was five (5) or 14.7% of 34 participants chose A (agree) and 29 or 85.2% of them chose SA (strongly agree) while none of them chose either D (disagree) or SD (strongly disagree). It meant that 100% of the participants agreed the statement that teacher greeted the students before starting the lesson in every meeting.

Table 4.1 also showed 34 or 100% of the participants chose A (agree) for the second statement. It meant all of the students agreed with the statement that the teacher asked them to work in small groups to prepare the conversation. In other words, the table showed all of the students had positive perception toward the statement.

The result of the third statement was the students agreed that the teacher helped them to translate a message they wanted to express. It was showed by 17 or 50% of 34 participants chose A (agree) and 17 or 50% of them chose SA (strongly agree) while none of them chose either D (disagree) or SD (strongly disagree) based on the table.

The fourth statement “Teacher asks the students to practice the conversation” was also agreed by the students because 21 or 61.7% of them chose SA (strongly agree). Moreover, 13 or 38% of them chose A (agree) with the statement while none of them chose either D (disagree) or SD (strongly disagree).

The result of the fifth statement was 25 or 73.5% of 34 participants decided to choose A (agree) and nine (9) or 26.4% of them chose SA (strongly
agree). This result indicated that all of the students had an experience that the teacher asked them to listen to the tape recorder which contained the conversation.

The result of the sixth statement was 27 or 79.4% of 34 participants chose A (agree) and five (5) participants or 14.7% chose SA (strongly agree) while two (2) of them chose SD (strongly disagree). It meant that it was not all of the students who agreed that teacher set the students’ seat so that they could learn comfortably.

The result of the seventh statement was most of the students agreed that the teacher asked them to reflect on their experience of the class because one (1) of 34 participants or 2.9% chose D (disagree) while 28 or 82.3% of them chose A (agree). Moreover, five (5) participants or 14.7% chose SA (strongly agree) and none of them chose SD (strongly disagree).

Table 4.1 also showed that the result of the eighth statement was 24 or 70.5% of the participants chose A (agree) and five (5) of them or 14.7% chose SA (strongly agree). However, one (1) participant or 2.9% chose SD (strongly disagree) and four (4) participants or 11.7% chose D (disagree). It meant that there were students who answered disagree that the teacher asked them to focus on listening to the teacher explained the topic. However, most of them answered agree with the statement.

The result of the ninth statement was one (1) participant or 2.9% chose SD (strongly disagree), thirty (30) participants or 88.2% chose A (agree), and three (3) participants or 8.8% chose SA (strongly agree). It meant that not all
participants agreed that the teacher once again asked the students to reflect on the experiences that they got in the class.

The result of the last statement was 18 participants or 52.9% chose A (agree) and 16 participants or 47% chose SA (strongly agree). Meanwhile, none of the participants chose SD (strongly disagree) and D (disagree). It meant all of the participants agreed that the teacher told the students the topic for the next meeting.

b. Discussion

Based on the questionnaire result, the researcher concluded that each student had their own perceptions toward the implementation of Community Language Learning principles indicated by the result of each statement was different one to another.

According to Larsen-Freeman and Anderson (2011), greetings could build a relation among the students. It meant that in the implementation of Community Language Learning, once the teacher greeted the students, it could build a good relationship among them. Therefore, in applying the method, greeting was very important. Based on the questionnaire result, all of the students agreed that the teacher greeted them before the class began. It was indicated by 14.7% of the participants chose A (agree) and 85.2% of the participants chose SA (strongly agree) while none of them chose D (disagree) and SD (strongly disagree). It meant all of the students had experienced one principle of Community Language Learning.

Another principle of Community Language Learning according to Goh and Burns (2012) was giving the students time to plan what they were going to
say and how they were going to say it. It was a kind of a support from the teacher for them in speaking task. Based on the questionnaire result, they had experienced the principle which was indicated by 100% of the participants who chose A (agree). Moreover, this principle was useful for them because some of them said,

“Dengan diberi waktu, siswa dapat kesempatan untuk belajar bersama teman dan saling membantu” (Participant A).
(By being given the time, the student gets a chance to learn with friend and help each other).

“Dengan begitu, siswa dapat mempersiapkan percakapan dengan baik” (Participant B).
(Thus, the student can prepare the conversation properly).

Another principle of Community Language Learning was the teacher translated what the students wanted to say in chunks. The questionnaire result showed that 50% of the participants chose A (agree) and 50% of the participants chose SA (strongly agree). This result made sure that they had been helped by the teacher in translating the words from Indonesian language into English.

Basically, language was for communication in Community Language Learning. Therefore, the teacher who applied the method had to focus on the communication side. In terms of teaching speaking, Goh and Burns (2012) stated that the teacher had to organize learning activities for learners to practice the speaking skill. In the implementation of Community Language Learning, the teacher had to ask the students to practice a conversation. Based on the questionnaire result, the teacher had implemented this principle in SMK Sanjaya Pakem which was showed by 38.2% of the participants who chose A (agree) and 61.7% of the participants who chose SA (strongly agree) while none of them
chose D (disagree) and SD (strongly disagree). Moreover, the interview result showed that practicing the conversation was useful. Two of the interviewees said,

“Tanpa mempraktikkan percakapan, sama saja percakapan itu tidak ada gunanya. Kemudian dengan praktik, siswa dapat dibantu oleh guru jika ada kata yang salah” (Participant A).

(Without practicing the conversation, it can be useless. Then by practicing the conversation, the student can be helped by the teacher whether there is wrong word).

“Setuju. Karena dengan praktik, kita mendapat kesempatan untuk berbicara dalam bahasa Inggris” (Participant C).

(Agree. Because of practicing the conversation, we can get a chance to speak in English).

The use of recorder was also important in Community Language Learning because the students could record their speaking practice and could hear again the sound of a word. Moreover, the use of recorder made this method different from any other methods. Based on the questionnaire result, 73.5% of the participants chose A (agree) and 26.4% of the participants chose SA (strongly agree) with the statement that the teacher asked them to listen to the tape recorder which contained the conversation while none of them chose D (disagree) and SD (strongly disagree). It meant that the students had experienced the use of tape recorder in the class.

Larsen-Freeman (2008) stated that the teacher should take the responsibility for structuring activities clearly in the most appropriate way possible for successful completion of an activity. Based on the questionnaire result, 5.9% of the participants chose SD (strongly disagree) with the statement that the teacher set the students’ seat so that the students could learn comfortably. On the other hand, 79.4% of the participants chose A (agree) and 14.7% of the participants chose SA (strongly agree). It meant that the teacher had applied this
principle of Community Language Learning because most of the students had the same perception that the teacher had set their seat.

Reflection was also important in Community Language Learning supported by Setyadi (2006), who stated learner reflected upon the message exchanged during the language class. Therefore, the teacher in SMK Sanjaya Pakem applied this principle in class which was proved by 82.3% of the participants chose A (agree) and 14.7% of the participants chose SA (strongly agree) with the statement that the teacher asked the students to reflect their experience of the class. Although one (1) participant or 2.9% chose D (disagree), the result was still the same because the different perceptions did not affect other perceptions.

Focusing on one task at a time was also a principle of Community Language Learning. The questionnaire result showed that one (1) participant or 2.9% chose SD (strongly disagree) and four (4) participants or 11.7% chose D (disagree) while 70.5% of the participants chose A (agree) and 14.7% of the participants chose SA (strongly agree). There were different perceptions among the students here. These varieties of perceptions could be caused by some factors. One of the factors was projection. It happened when people attributed their own feelings to others theoretically. People’s perceptions might be distorted by emotions the people were experiencing or by personality traits the people might possess. Therefore, the students who chose D and SD might have a personality that they do some other things when the teacher asked them to focus on listening.
As the results, they did not realize that the teacher asked them to focus on one task at a time.

The reflection was very important in Community Language Learning, therefore, the teacher asked the students to reflect on their experience one more time. Based on the questionnaire result, one (1) participant or 2.9% chose SD (strongly disagree) for the statement that the teacher once again asked the students to reflect the experiences that they got in the class. On the other hand, the rest of them chose A and SA who were divided into 88.2% and 8.8% for each. Although one (1) participant chose SD, it was still concluded that the teacher had applied this principle of the method because 33 students were enough to prove it.

Any new learning experience could be threatening. When students had an idea of what would happen in each activity, they often felt secure. Therefore, the teacher told the students the topic for next meeting. It was proved by 52.9% of the participants who chose A (agree) and 47% of the participants who chose SA (strongly agree). In short, all of the students had experienced this last principle of Community Language Learning.

2. The Effects of the Implementation of Community Language Learning on the Students

In this part, the result of the questionnaire showed the students’ perception toward the effect of the implementation of Community Language Learning on the students. Based on the result, the researcher found that the students had various perceptions when experiencing the effect of the Community Language Learning implementation.
Table 4.2 The Effects of the Implementation of Community Language Learning

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>The Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>I feel secure because the teacher greets me happily before the class begins.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>I feel more confident because the teacher helps me to translate the words.</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>I can use my time effectively because the teacher tells me that I only have a few minutes more.</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>I speak comfortably because the teacher helps me to translate the words.</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>I understand the sentence I make in the conversation because the teacher helps to translate the transcript of the recorder.</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>I understand the topic because I learn from my friends and the teacher in small group.</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>I can make my own plan for the material.</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>I learn to focus on one task at a time.</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>I can express my feelings about the learning process during reflection period.</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>I feel safe because the teacher listens to my reflection in the class.</td>
<td>2</td>
</tr>
</tbody>
</table>

a. Data Presentation of the Closed-Ended Questionnaire Results

Table 4.2 showed the result of the questionnaire about the effect of the implementation of Community Language Learning on the students. The data indicated that the students had received, organized, and interpreted the implementation of Community Language Learning. The result of the first
statement was 25 of 34 participants or 73.5% chose A (agree) and five (5) participants or 14.7% chose SA (strongly agree). Meanwhile, there was one (1) participant or 2.9% who chose SD (strongly disagree) and three (3) participants or 8.8% who chose D (disagree). It meant that there were differences among the students’ perception toward the first statement.

Meanwhile, the result of the second statement was twenty (20) participants or 58.8% chose A (agree) and 13 participants or 38.2% chose SA (strongly agree). However, one (1) participant or 2.9% chose SD (strongly disagree) which meant not all students felt more confident because the teacher helped them to translate the words.

The result of the third statement was 18 participants or 52.9% chose A (agree) and ten (10) participants or 29.4 chose SA (strongly agree). Then, six (6) of the participants or 17.6% chose D (disagree) and none of them chose SD (strongly disagree). It meant not all participants agreed with the statement that they could use their time effectively because the teacher told them that they only had a few minutes.

The result of the fourth statement was 22 of 34 participants or 64.7% chose A (agree) and another eight (8) participants or 23.5% chose SA (strongly agree). Meanwhile, there were four (4) participants or 11.7% who chose D (disagree) and none of them chose SD (strongly disagree). Therefore, the fourth statement was agreed by most of the participants.

The fifth statement “I understand the sentence I make in the conversation because the teacher helps to translate the transcript of the recorder” was agreed by
17 participants or 50% who chose A (agree) and two (2) participants or 5.8% who chose SA (strongly agree). However, the statement was also rejected by 14 participants or 41.1% who chose D (disagree) and one (1) participant who chose SD (strongly disagree).

The result of the sixth statement was 22 participants or 64.7% chose A (agree) and other eleven (11) participants or 32.3% chose SA (strongly agree). Meanwhile, one (1) participant chose D (disagree). It meant most of the students agreed that they understood the topic because they learned from their friends and the teacher in small group.

Next, Table 4.2 showed 23 participants or 67.6 chose A (agree) and nine (9) participants or 26.4% chose SA (strongly agree) for the seventh statement. Although two (2) participants or 5.8% chose D (disagree), most of them agreed that they could make their own plan for the material.

The result of the eighth statement was 23 participants or 67.6% chose A (agree) and eight (8) participants or 23.5% chose SA (strongly agree) while other three (3) participants or 8.8% chose D (disagree). It meant that most of the students experienced that they learned to focus on one task at a time.

The result of the ninth statement was twenty (20) participants or 58.8% chose A (agree) and one (1) participant or 2.9% chose SA (strongly agree). Meanwhile, ten (10) participants or 29.4% chose D (disagree) and three (3) participants or 8.8% chose SD (strongly disagree).

The result of the last statement was 22 participants or 64.7% chose A (agree) and one (1) participant or 2.9% chose SA (strongly agree). Meanwhile,
nine (9) participants or 26.4% chose D (disagree) and two (2) participants or 5.8% chose SD (strongly disagree).

b. Discussion

Based on the result of the questionnaire, the students received, organized and interpreted the implementation of Community Language Learning differently. The researcher analyzed the different perceptions among the students were caused by some factors. Based on the theory, these factors could be stereotyping, the halo effect, perceptual defense, and projection. Therefore, one student had different perception to another in perceiving the effect of Community Language Learning application.

Larsen-Freeman and Anderson (2011) claimed that building a relationship by greetings between the teacher and the students was very important because it could make the students feel secure. Based on the questionnaire result, most of the students felt secure because the teacher greeted them. It was proved by 73.5% of the students who chose A (agree) and 14.7% of the students who chose SA (strongly agree) for the first statement. On the other hand, some students had different perceptions. It was showed by one (1) participant or 2.9% who chose SD (strongly disagree) and three (3) students or 8.8% who chose D (disagree). It meant that for this statement, the students had positive perception.

According to Richards and Rodgers (2008), one main activity in the implementation of Community Language Learning was translation. A learner whispered a message or meaning he or she wanted to express, the teacher translated it into the target language, and the learner repeats the teacher’s
translation. This principle succeeded in making the students more confident which was proved by 58.8% of the students who chose A (agree) and 38.2% of the students who chose SA (strongly agree). Although one (1) participant or 2.9% who chose SD (strongly disagree), the students’ perception on the statement still aimed at the positive side. Moreover, the interview result supported this conclusion. Three of four interviewees agreed with the statement. One of them stated,

“Hal itu sangat membantu karena banyak siswa yang tidak bisa berbahasa Inggris” (Participant B).

(It is very helpful because many students cannot speak English).

It meant that the teacher helped the students in translating the word into English was very important. Since the students could not speak English very well, the teacher’s help would make the students understand what they wanted to say like one participant’s opinion that stated,

“Sangat membantu. Dengan begitu, siswa mengerti apa yang akan disampaikannya” (Participant C).

(Very helpful. Thus, student understands what he/she is going to talk about).

Based on the questionnaire result, the students could use their time effectively because the teacher told them the limit of the time. This statement was supported by Larsen-Freeman and Anderson (2011), who stated that students felt more secure when they knew the limits of an activity. The result showed 52.9% of the participants agreed with the statement and 29.4% of the participants even strongly agreed. On the other hand, 17.6% of the participants had different perceptions to the previous students on the statement. They chose D (disagree). These different perceptions might be caused by perceptual defense. The students
who chose disagreeing position against the principle. They might think that the teacher forced them to finish the job quickly. However, the different perceptions were caused by the situation. The students might have not finished yet when the teacher told the time allocation, therefore, they tended to choose disagreeing. In short, the researcher still concluded that the students had positive perception toward this statement.

Most of the students could speak comfortably because the teacher helped them to translate the words. This was supported by the result of the questionnaire which showed that 64.7% of the students chose A (agree) and 23.5% of the students chose SA (strongly agree) with the statement that the students could speak comfortably because the teacher helped them to translate the words. However, some students did not agree with the statement. It was showed by 11.7% of the students who chose D (disagree). Although there were students who disagreed with the statement, the researcher still concluded that the students still felt comfortable in speaking because of the teacher’s help. The conclusion was also supported the interview result which showed that one participant answered,

“Sangat membantu. Karena dengan begitu, siswa bisa mengerti apa yang akan disampaikannya” (Participant D).
(Very helpful. Thus, student can understand what he/she is going to talk about).

Based on the questionnaire result, it was only one (1) student or 2.9% who disagreed with the statement that the students understood the sentence they made in the conversation because the teacher helped to translate the transcript of the recorder. Then, the rest of the students agreed with the statement which was proved by 64.7% of the students who chose A (agree) and 32.3% of the students
who chose SA (strongly disagree). This result was enough for the researcher to make a conclusion that the students had a positive perception toward the statement.

Another result of the questionnaire showed that the students had a positive perception toward the statement that the students understood the topic because they learned from their friends and the teacher in small group. The result showed only one (1) participant or 2.9% chose D (disagree) while 22 students chose A (agree) and eleven (11) students chose SA (strongly agree). Therefore, they received, organized, and interpreted the principle of Community Language Learning that students worked together in groups of three and students could begin to feel a sense of community and could learn from each other as well as the teacher positively.

Another principle of Community Language Learning was students were more willing to learn when they had created the material themselves. This principle got a positive response from the students since the questionnaire result showed 67.6% of them chose A (agree) and 26.4% of them chose SA (strongly agree) for the statement that the students could make their own plan for the plan. This result already indicated that most of the students agreed with the principle although there were two (2) students of the participants or 5.8% who did not agree.

Meanwhile, the students learned to focus on one task at a time when the teacher asked them to pay attention to the whiteboard. This fact was supported by 67.6% of them who chose A (agree) and 23.5% of them who chose SA (strongly
agree) for the statement the students learned to focus on one task at a time on the questionnaire. However, three (3) participants or 8.8% chose D (disagree). These different perceptions might be caused by projection. The students who chose D might usually write a note while reading or listening something. They, therefore, did not agree with the statement that they learned to focus on one task at a time.

Richards and Rodgers (1986) stated that students then participated in a reflection period, in which they were asked to express their feelings about the previous experience with total frankness. In short, they were asked to share their experience in the class about all what they had got along the learning process. Based on the questionnaire result, twenty (20) participants or 58.8% chose A (agree) and one (1) student of the participants or 2.9% chose SA (strongly agree) while ten (10) participants or 29.4% chose D (disagree) and three (3) of them or 8.8% chose SD (strongly disagree) for the statement that the students could express their feelings about the learning process during reflection period. This result indicated there were some different perceptions among the students. These some different perceptions might be caused by perceptual defense. Sharing the feelings might be not the personality of the students who chose D and SD. Therefore, they could not express their feelings when the teacher asked them to share. Although a few students chose D and SD, the researcher still concluded that the students had positive perceptions toward this statement because most of them still chose A and SA. Moreover, the result of the interview was also supported the conclusion. One of the participants said,

“Refleksi dapat meningkatkan proses pembelajaran” (Participant D). (Reflection can improve the learning process).
It meant reflection could enhance the learning process. Meanwhile, another participant answered,

“Dengan refleksi, kita bisa jadi lebih baik lagi apalagi dalam proses belajar mengajar” (Participant C).
(By reflection, we can be better especially in teaching learning process).

Then, reflection also could make the students know or understand what he or she had learned. It was supported by the answer of one student, who said,

“Dengan refleksi, kita dapat mengukur sejauh mana kita sudah belajar” (Participant A).
(By reflection, we can measure how far we have learned).

According to Larsen-Freeman and Anderson (2011), when the students reflected on what they had experienced, they had an opportunity to learn about the language, their own meaning, and how to learn from one another in community. Therefore, reflection was very important. Because of the importance, one participant said,

“Kegiatan refleksi sebaiknya lebih sering dilakukan” (Participant B).
(Reflection should be done more regularly).

Based on the questionnaire result, the students felt safe because the teacher listened to their reflection in the class. It was supported by 22 participants or 64.7% who chose A (agree) and one (1) student of the participants or 2.9% who chose SA (strongly agree). This number was enough for the researcher to conclude that they had positive perceptions toward the statement that the students felt safe because the teacher listened to their reflection. Although nine (9) participants or 26.4% chose D (disagree) and two (2) participants or 5.8% chose SD (strongly disagree), the conclusion was still not changed.
B. Students’ Suggestions in order to Improve the Implementation of Community Language Learning

In order to answer the research question in Chapter 1, the researcher distributed the questionnaire to the students of class X in SMK Sanjaya Pakem. In this part, the questionnaire was an open-ended question which asked about the students’ suggestions in order to improve the implementation of Community Language Learning.

Based on the open-ended questionnaire result, there were some varieties of their suggestions so that the Community Language Learning could be improved in the implementation. One of the suggestions was the game. Six students said that games could improve the implementation of the method because the games could make a good atmosphere in the class. One of them said,

“Guru sebaiknya memberikan lebih banyak game agar memudahkan siswa untuk mengerti” (Participant 4).
(The teacher should make more games in order to make the students understand the topic easily).

It meant through the game, they would easily understand the material. Regarding the theory that said in order to make the students have a speaking competence, teachers had to organize learning activities for learners to practice the speaking skill. In this case, the teacher could make an interesting game in the teaching learning process. Other two students said,

“Guru sebaiknya mengadakan game” (Participant 7).
(The teacher should be make a game)

“Guru lebih baik mengadakan game yang seru” (Participant 8).
(The teacher should arrange an interesting game)

It meant that they really wanted the teacher to put a game in the learning process.
Moreover, some students suggested that the teaching learning process should not be too serious. Based on the open-ended questionnaire result, too serious teaching learning process would make them less interest and less concentrate. One of them said,

“Dalam memberikan metode-metode pembelajaran, seharusnya jangan terlalu serius karena jika terlalu serius dalam pembelajaran mengakibatkan/membuat para siswa menjadi terasa bosan dan efeknya metode-metode pembelajaran tersebut tidak dapat dimengerti oleh para siswa” (Participant 28).

(In implementing teaching methods, it should be not too serious because too serious learning process will make the students feel boring. As the result, the methods will not be understood by the students).

While another student said,

“Dalam penyampaian materi, sebaiknya menggunakan cara yang menarik dan mengasyikan. Tidak terlalu serius dan tidak banyak bercanda supaya tidak mudah bosan” (Participant 31).

(In explaining the material, it should be fun and interesting technique. Not too serious and less kidding will not make the students feel boring).

Then that statement was supported by another student who said,

“Guru sebaiknya membuat metode ini menjadi baik, asyik, dan lebih serius. Jangan banyak bercanda agar bisa memahami dan belajar dengan serius” (Participant 33).

(The teacher should make it better, more fun, and more serious. Less kidding will make the students understand and learn seriously).

Another suggestion that some students advised was about the attention of the teacher. They suggested that the teacher should pay more attention to the students who got trouble to understand the material. Two of them said,

“Guru memberikan perhatian khusus untuk siswa yang kurang mengerti”
(Participant 18).

(The teacher puts special attention to the student who gets difficulty in understanding).

“Guru-guru harusnya lebih memperhatikan siswa-siswi yang lama untuk mengerti” (Participant 10).
(The teachers should pay more attention to the students who late to understand).

This suggestion was very good for the method so that all of them could understand the material. Meanwhile, other students suggested that the teacher should teach and speak clearly in teaching learning process. Moreover, they said that it was better if the method had been implemented regularly. They said,

“Metode ini lebih sering diterapkan” (Participant 19).
(The method should be implemented more regularly).
“Lebih sering diterapkan agar bisa memahami dengan sungguh-sungguh dan jelas” (Participant 20).
(It should be implemented more regularly in order to understand very well and clear).
“Guru sebaiknya lebih jelas dalam berbicara dan lebih sering diterapkan dalam pembelajaran” (Participant 21).
(Speak more clearly and implement more regularly in the learning process).
“Guru sebaiknya lebih jelas dalam berbicara” (Participant 12).
(The teacher should speak more clearly).

Based on those statements, the researcher analyzed that Community Language Learning was already good enough for the students. They, therefore, wanted the teacher to implement the method more often.

Another suggestion that they advised was about the assignment. They suggested that each student should be given different assignments one to another.
Moreover, they said all of the students should be active in the group. These suggestions were good for the teaching learning process.

“Sebaiknya setiap siswa diberi tugas masing-masing, namun dalam mengerjakannya dilakukan secara berkelompok, sehingga semua aktif bekerja” (Participant 5).
(Each student should be given different assignment but do it in the group so that all students active to work).
“Semua siswa harus aktif supaya lebih bisa berbahasa asing dan bisa lebih memahami dengan sungguh-sungguh dengan adanya usaha yang maksimal” (Participant 9).
(All students must active in order to be able to speak foreign language and be able to understand with maximum efforts).

All of those suggestions were good for the principles of the method. Therefore, the researcher concluded that it was better to consider those suggestions when implementing the principles of Community Language Learning. The teacher could improve the atmosphere by putting interesting games.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After the researcher presents the research findings and the analysis, he draws some conclusions and provides several suggestions on the implementation of Community Language Learning in order to develop students’ speaking skills.

A. Conclusions

Based on the research findings and the analysis, there were some conclusions that the researcher could draw. The conclusions were related to the research problems in the first chapter.

1. The Students’ Perception on the Implementation of Community Language Learning

This research problem was solved through closed-ended questionnaire and interview. The data gathered from the closed-ended questionnaire were supported by the result of the interview.

Based on the closed-ended questionnaire result, the students had positive perceptions on the implementation of Community Language Learning. The researcher drew this conclusion because all of the statements on the questionnaire obtained positive responses from them. In this case, the positive responses meant they chose A (agree) and SA (strongly agree) for a statement. Moreover, most data gathered from the interview also showed positive responses from them.

Based on the theory, greeting was very important for the teacher to build a good relationship with the students (Larsen-Freeman & Anderson, 2011, p. 91).
The statement obtained good responses from the students indicated by most of the students who agreed with that statement. Moreover, they showed positive perceptions toward the principle of Community Language Learning which stated giving them time to plan what they were going to say and how they were going to say was a support for the speaking task.

Translating what the students wanted to say in chunks was also agreed by them. It meant the students had been helped by the teacher in translating the words from Indonesian language into English. Then, they were very enthusiastic in practicing the conversation because all of them agreed with the statement “The teacher asks the students to practice the conversation.” In addition, it was supported by the result of the interview.

The use of recorder made this method different from any other methods. The use of recorder was also agreed by them based on the questionnaire result. Then, they learned comfortably because the teacher set their seat. After that, they reflected on what they had learned during the learning process. It was supported by most of them who chose A (agree) and SA (strongly agree) for that statement.

2. The Students’ Suggestions on the Implementation of Community Language Learning

In order to solve this research problem, the researcher distributed open-ended questionnaire to the participants. Based on the result, some of them suggested that Community Language Learning would be better if it was implemented more frequently. Another suggestion was about the teacher’s attention. Some of them said it would be better if the teacher paid more attention
to the students who got difficulty to understand the material. Then, another suggestion was about the game. It would be better if the implementation of Community Language Learning method was completed by some interesting games in order to make a good atmosphere in the class.

All of those suggestions were good to improve the implementation of Community Language Learning principles. Therefore, the use of Community Language Learning in the future would be more attracting and useful.

B. Recommendations

After making conclusions about the students’ perception and the students’ suggestion on the implementation of Community Language Learning, the researcher has some recommendations for the English teacher of SMK Sanjaya Pakem, the students of SMK Sanjaya Pakem and future researchers.

1. English Teacher of SMK Sanjaya Pakem

The teacher should add some variations in the teaching technique. The teacher might add some games to stimulate the students’ interest. If the teacher gets confused when to put the game section, the time before practicing the conversation can be a good option. The student who loses on the game can start practicing the conversation. Moreover, the teacher should pay more attention to the students who get difficulty to understand the material so that they will understand the material.

2. Students of SMK Sanjaya Pakem

The students of SMK Sanjaya Pakem should believe the teacher. In this case, what he/she instructs to do something in the class, the students must do.
Therefore, when he/she asks to focus on one task at a time, the students must do it. The researcher also recommends the students to work together with other friends regularly. By working together, they will help each other and there will be no more of them who get difficulty in understanding the material.

3. **Future Researchers**

This research shows that the majority of the students in SMK Sanjaya Pakem have positive perception on the implementation of Community Language Learning. Therefore, he recommends the future researchers who are interested in the same method to conduct a deeper investigation on the implementation of Community Language Learning. The future researcher might conduct an observation on designing a set of material by using the method or looking for students’ interest when the method is implemented.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX A

Permission Letter
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor: 23/Pnl/Kajur/JPBS/×1/2014
Hal: Permohonan Ijin Penelitian

Kepada
Yth. Kepala SMK Sanjaya Pakem

______________________________
______________________________
______________________________

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Paulus Robertus K. Gaguk
No. Mhs: 101214015
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Semester: 3 (Sembilan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi: SMK Sanjaya Pakem
Waktu: November — selesai
Topik / Judul: Students’ Perception on the Implementation of Community Language Learning to Develop The Students’ Speaking skill in SMK Sanjaya Pakem.

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 5 November 2014

J.b. Dekan,
Ketua Jurusan
Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NPP: P. 1665
APPENDIX B

The Questionnaire
KUESIONER

NIS : 
Jenis Kelamin : Laki-Laki/Perempuan

Prosedur:
Kuesioner ini disusun untuk mengetahui persepsi siswa SMK Sanjaya Pakem terhadap penerapan metode Community Language Learning dalam meningkatkan kemampuan siswa berbahasa Inggris.

1. Berilah tanda (✓) pada kolom pernyataan di bawah ini yang paling sesuai dengan pendapat Anda!
   1 = Sangat Tidak Setuju
   2 = Tidak Setuju
   3 = Setuju
   4 = Sangat Setuju

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru menyapa para siswa sebelum memulai pelajaran di setiap pertemuan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Guru meminta para siswa untuk bekerja dalam kelompok kecil untuk menyiapkan percakapan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Guru membantu siswa dalam mengartikan pesan yang ingin disampaikan siswa dalam Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru meminta para siswa untuk mempraktekkan percakapan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru meminta para siswa untuk mendengar rekaman yang berisi percakapan yang sudah dipraktikkan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Guru mengatur tempat duduk siswa agar siswa dapat belajar dengan nyaman.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Guru meminta para siswa untuk merefleksikan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Guru meminta para siswa untuk fokus dalam mendengarkan guru menjelaskan topik yang dibahas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guru memberi tahu topik pembahasan untuk pertemuan selanjutnya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Saya merasa aman karena guru menyapa para siswa dengan senang.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Saya memahami topik pembahasan karena saya belajar dari teman-teman dan guru dalam kelompok kecil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Saya dapat membuat rencana sendiri terhadap materi tentang topik yang dibahas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Saya menikmati pelajaran Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Saya belajar untuk fokus dalam satu tugas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Saya bisa mengekspresikan perasaan saya tentang proses pembelajaran selama waktu refleksi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Jawablah pertanyaan berikut ini!

1. Apa saran Anda untuk peningkatan penerapan metode *Community Language Learning* di sekolah Anda?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
APPENDIX C

The Interview Guide
THE INTERVIEW GUIDE

1. Guru membantu siswa dalam mengartikan pesan yang ingin disampaikan dalam Bahasa Inggris. Bagaimana hal tersebut membantu Anda dalam proses pembelajaran?

2. Guru memberikan waktu kepada Anda untuk menyiapkan percakapan. Bagaimana hal tersebut membantu Anda dalam proses pembelajaran?

3. Apa sejauh ini mempraktikkan percakapan membantu Anda dalam proses pembelajaran?

4. Apa sejauh ini refleksi pengalaman dapat membantu Anda dalam proses pembelajaran?
APPENDIX D
The Questionnaire Results
(Closed-Ended Questions)
### The Results of Questionnaire (Closed-ended Questionnaire)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>The Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Guru menyapa para siswa sebelum memulai pelajaran di setiap pertemuan.</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Guru meminta para siswa untuk bekerja dalam kelompok kecil untuk menyiapkan percakapan.</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>Guru membantu para siswa dalam mengartikan pesan yang ingin disampaikan siswa.</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Guru meminta para siswa untuk mempraktikkan percakapan.</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Guru meminta para siswa untuk mendengarkan rekaman tentang percakapan yang sudah dipraktikkan.</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Guru mengatur tempat duduk siswa sehingga siswa bisa belajar dengan nyaman.</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Guru meminta para siswa untuk merefleksikan pengalamannya di kelas.</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>Guru meminta para siswa untuk fokus dalam mendengarkan penjelasan yang disampaikan guru.</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Guru sekali lagi meminta para siswa untuk merefleksikan</td>
<td>1</td>
</tr>
<tr>
<td>No.</td>
<td>Pernyataan</td>
<td>The Degree of Agreement</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>10.</td>
<td>Guru memberi tahu topik untuk pertemuan berikutnya.</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Saya merasa aman karena guru menyapa saya dengan gembira sebelum kelas dimulai.</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>Saya merasa lebih percaya diri karena guru membantu saya untuk mengartikan kata-kata.</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>Saya bisa menggunakan waktu saya dengan efektif karena guru memberi tahu bahwa saya cuma punya beberapa menit saja.</td>
<td>0</td>
</tr>
<tr>
<td>14.</td>
<td>Saya berbicara dengan nyaman karena guru membantu saya dalam mengartikan kata-kata.</td>
<td>0</td>
</tr>
<tr>
<td>15.</td>
<td>Saya mengerti kalimat yang saya buat dalam percakapan karena guru membantu mengartikan transkrip rekaman.</td>
<td>1</td>
</tr>
<tr>
<td>16.</td>
<td>Saya memahami topik yang dibahas karena saya belajar dari teman-teman dan guru dalam kelompok kecil.</td>
<td>0</td>
</tr>
<tr>
<td>17.</td>
<td>Saya bisa membuat rencana saya sendiri untuk materi topik yang sedang dibahas.</td>
<td>0</td>
</tr>
<tr>
<td>No.</td>
<td>Pernyataan</td>
<td>The Degree of Agreement</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>18.</td>
<td>Saya belajar untuk fokus dalam satu tugas.</td>
<td>0</td>
</tr>
<tr>
<td>19.</td>
<td>Saya bisa mengekspresikan perasaan saya tentang proses belajar di waktu refleksi.</td>
<td>3</td>
</tr>
<tr>
<td>20.</td>
<td>Saya merasa aman karena guru mendengar apa yang saya refleksikan di dalam kelas.</td>
<td>2</td>
</tr>
</tbody>
</table>
APPENDIX E
The Questionnaire Results
(Open-Ended Questions)
Question: Apa saran Anda untuk peningkatan penerapan metode *Community Language Learning* di sekolah Anda?

Students’ Suggestions:

<table>
<thead>
<tr>
<th>No.</th>
<th>Responden</th>
<th>Saran</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Responden 1</td>
<td>Sebaiknya guru meminta para siswa untuk belajar bersama terus menerus.</td>
</tr>
<tr>
<td>2.</td>
<td>Responden 2</td>
<td>Guru diharapkan lebih memperhatikan siswa.</td>
</tr>
<tr>
<td>3.</td>
<td>Responden 3</td>
<td>Diskusi lebih sering diterapkan dalam kelompok agar lebih bisa bekerja sama dengan baik.</td>
</tr>
<tr>
<td>4.</td>
<td>Responden 4</td>
<td>Guru sebaiknya memberikan lebih banyak game agar memudahkan siswa untuk mengerti.</td>
</tr>
<tr>
<td>5.</td>
<td>Responden 5</td>
<td>Sebaiknya setiap siswa diberi tugas masing-masing, namun dalam mengerjakannya dilakukan secara berkelompok, sehingga semua aktif bekerja.</td>
</tr>
<tr>
<td>7.</td>
<td>Responden 7</td>
<td>Guru sebaiknya mengadakan game.</td>
</tr>
<tr>
<td>8.</td>
<td>Responden 8</td>
<td>Guru lebih baik mengadakan game yang seru.</td>
</tr>
<tr>
<td>9.</td>
<td>Responden 9</td>
<td>Semua siswa harus aktif supaya lebih bisa berbahasa asing dan bisa lebih memahami dengan sungguh-sungguh dengan adanya usaha yang maksimal.</td>
</tr>
<tr>
<td>11.</td>
<td>Responden 11</td>
<td>Guru harus lebih jelas dalam berbicara dan lebih sering diterapkan dalam pembelajaran.</td>
</tr>
<tr>
<td>12.</td>
<td>Responden 12</td>
<td>Guru sebaiknya lebih jelas dalam berbicara.</td>
</tr>
<tr>
<td>13.</td>
<td>Responden 13</td>
<td>Metode ini akan lebih menyenangkan jika lebih diperbanyak permainan.</td>
</tr>
<tr>
<td>15.</td>
<td>Responden 15</td>
<td>Metode ini sebaiknya lebih dijelaskan lagi.</td>
</tr>
<tr>
<td>No.</td>
<td>Responden</td>
<td>Komentar</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>16.</td>
<td>Responden 16</td>
<td>Metode ini sangat baik karena mempunyai aturannya yang tegas dan bagus.</td>
</tr>
<tr>
<td>17.</td>
<td>Responden 17</td>
<td>Guru harus membimbing para siswa agar lebih kompak dalam suatu kelompok.</td>
</tr>
<tr>
<td>18.</td>
<td>Responden 18</td>
<td>Guru memberikan perhatian khusus untuk siswa yang kurang mengerti.</td>
</tr>
<tr>
<td>20.</td>
<td>Responden 20</td>
<td>Metode ini sebaiknya lebih sering diterapkan agar dapat dipahami dengan sungguh-sungguh dan jelas.</td>
</tr>
<tr>
<td>22.</td>
<td>Responden 22</td>
<td>Sebaiknya para siswa diajak untuk belajar memahami bahasa atau kosa kata yang diberikan agar kita lebih baik dan penerapan metode ini lebih meningkat.</td>
</tr>
<tr>
<td>23.</td>
<td>Responden 23</td>
<td>Guru sebaiknya tidak terlalu serius dalam menerapkan metode tersebut, karena dapat membuat para siswa menjadi bosan dan efeknya metode ini tidak dapat dimengerti.</td>
</tr>
<tr>
<td>24.</td>
<td>Responden 24</td>
<td>Apabila sudah berdiskusi, semua siswa harus aktif dalam kelompoknya supaya tugas atau apapun dapat segera selesai.</td>
</tr>
<tr>
<td>26.</td>
<td>Responden 26</td>
<td>Dalam memberikan metode tersebut, jangan terlalu serius karena siswa yang diajarkan menjadi terlalu serius dan tidak bisa menangkap pembelajaran yang diberikan.</td>
</tr>
<tr>
<td>27.</td>
<td>Responden 27</td>
<td>Sebaiknya dibuat suasana menjadi asyik dan tidak terlalu serius banget agar mudah untuk memahami dan belajar.</td>
</tr>
<tr>
<td>28.</td>
<td>Responden 28</td>
<td>Dalam memberikan metode-metode pembelajaran seharusnya jangan terlalu serius karena jika terlalu serius dalam pembelajaran mengakibatkan/membuat para siswa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>menjadi terasa bosan dan efeknya metode-metode pembelajaran tersebut tidak dapat dimengerti oleh para siswa dan siswi.</td>
<td></td>
</tr>
<tr>
<td>29. Respon 29</td>
<td>Sebaiknya dalam pemberian tugas para guru pendamping telah membagi-bagi terlebih dahulu tugas untuk setiap kelompok dan setiap kelompoknya berbeda agar para siswa dapat mendapat ilmu/pengetahuan lebih luas. Dan para guru pendamping memerhatikan satu per satu siswa agar dapat menilai mana siswa yang kerja dan yang tidak kerja dalam mengerjakan tugas kelompoknya.</td>
<td></td>
</tr>
<tr>
<td>30. Respon 30</td>
<td>Dalam memberikan pelajaran tersebut, jangan terlalu serius.</td>
<td></td>
</tr>
<tr>
<td>32. Respon 32</td>
<td>Dalam memberikan metode tersebut jangan terlalu serius.</td>
<td></td>
</tr>
<tr>
<td>34. Respon 34</td>
<td>Agar lebih meningkat, maka para siswa setelah berdiskusi harus presentasi per kelompok agar siswa lebih aktif berkomunikasi.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F

The Interview Results
The Results of Interview

1. Guru membantu siswa dalam mengartikan pesan yang ingin disampaikan dalam Bahasa Inggris. Bagaimana hal tersebut membantu Anda dalam proses pembelajaran?

Students’ Answers:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1</td>
<td>Hal itu sangat membantu karena banyak siswa yang tidak bisa berbahasa Inggris.</td>
</tr>
<tr>
<td>Participant 2</td>
<td>Hal itu sangat membantu tetapi guru tidak harus selalu membantu sehingga siswa bisa kerja mandiri dengan membuka kamus.</td>
</tr>
<tr>
<td>Participant 3</td>
<td>Hal itu sangat membantu karena dengan begitu, siswa mengerti apa yang akan disampaikannya.</td>
</tr>
<tr>
<td>Participant 4</td>
<td>Hal itu sangat membantu karena banyak siswa yang tidak bisa berbahasa Inggris.</td>
</tr>
</tbody>
</table>

2. Guru memberikan waktu kepada Anda untuk menyiapkan percakapan. Bagaimana hal tersebut membantu Anda dalam proses pembelajaran?

Students’ Answers:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1</td>
<td>Siswa sangat terbantu dengan percakapan ini. Dengan percakapan kita bisa mengartikan kata-kata.</td>
</tr>
<tr>
<td>Participant 2</td>
<td>Percakapan sebaiknya disiapkan oleh para siswa supaya mereka sendiri paham dengan apa yang ingin disampaikan.</td>
</tr>
<tr>
<td>Participant 3</td>
<td>Dengan diberi waktu, siswa dapat kesempatan untuk belajar bersama teman dan saling membantu.</td>
</tr>
<tr>
<td>Participant 4</td>
<td>Hal itu sangat membantu karena dengan begitu, siswa dapat mempersiapkan percakapan dengan baik.</td>
</tr>
</tbody>
</table>
3. Apa sejauh ini mempraktikkan percapakan membantu Anda dalam proses pembelajaran?

Students’ Answers:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Praktek sangat dibutuhkan karena dapat berjalan dengan baik. Dengan praktik, kita dapat belajar dengan baik.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>Dengan praktik, kita mendapat kesempatan untuk berbicara dalam bahasa Inggris.</td>
</tr>
<tr>
<td>Participant</td>
<td>Tanpa mempraktikkan percakapan, sama saja percakapan itu tidak ada gunanya. Kemudian dengan praktik, siswa dapat dibantu oleh guru jika ada kata yang salah.</td>
</tr>
<tr>
<td>Participant</td>
<td>Mempraktikkan percakapan harus lebih ditingkatkan lagi.</td>
</tr>
</tbody>
</table>

4. Apa sejauh ini refleksi pengalaman dapat membantu Anda dalam proses pembelajaran?

Students’ Answers:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Refleksi dapat meningkatkan proses pembelajaran.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>Dengan refleksi, kita bisa jadi lebih baik lagi apalagi dalam proses belajar mengajar.</td>
</tr>
<tr>
<td>Participant</td>
<td>Dengan refleksi, kita dapat mengukur sejauh mana kita sudah belajar.</td>
</tr>
<tr>
<td>Participant</td>
<td>Kegiatan refleksi sebaiknya lebih sering dilakukan karena sangat baik untuk perkembangan siswa.</td>
</tr>
</tbody>
</table>