CONVERSATION CIRCLE TECHNIQUE OF COMMUNITY LANGUAGE LEARNING (CLL) FOR BETTER SPEAKING ABILITY

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Abstract
This article aimed to test the effect of Conversation Circle technique of Community Language Learning (CLL) to the students’ speaking ability. The type of the research is experiment with quasi-experiment design. The data was obtained through speaking ability test of students grade XI Social Science of SMAN 6 Kerinci. The data analyzed by using T-test. Based on the data analysis, it was found that the value of \( t_{\text{observed}} \) was bigger than the value of \( t_{\text{table}} \). Thus, Conversation Circle technique of Community Language Learning (CLL) had significant effect to the students’ speaking ability. The technique can help students make their own conversation in English and develop the speaking ability they have.

Key words: Conversation Circle Technique of CLL, Speaking Ability

A. INTRODUCTION

Speaking, as receptive skill, is one of the most important language skills where the students are demanded to master it. After the students obtain the receptive skills such as listening and reading, they are expected can gain the productive skills that are speaking and writing well. Hence, if the students can communicate effectively through spoken and written form, the learning goals will be achieved easily. As demanded in the curriculum, at the end of the lesson the students should...
acquire the communicative competence in learning English.

In School Based Curriculum (KTSP) for English Senior High School Grade XI, it has been stated on standard competence (SK) and basic competence (KD) for speaking; the students should be able to express meaning in the text of formal transactional conversation and the conversation continues (sustained) accurately, fluently, and acceptable in the context of daily life to access knowledge. However, not all students reached this competence in speaking English. At grade XI Social Science of SMAN 6 Kerinci, particularly, most of students’ scores were under the KKM. It could be known from the result of students’ English test at semester 1 which cannot reach the passing grade of parameter of Minimum Achievement Criteria (KKM).

As we know that English is learned as foreign language in Indonesia. It makes the students rather difficult to learn it because they seldom practice and hear English in their daily life. They solely get English study in the school. They were shy to speak English. They were afraid in making mistakes. Thus, in school, teacher should make an effective study by applying an method and technique in teaching speaking in order to reach the goal of teaching speaking itself.

The kind of methods or techniques used by teachers must give more opportunities toward students to practice the language. Besides that, the teacher also needs to enhance the quality of teaching process in the classroom. Teaching and learning process would be interesting if all students in the class are involved to respond to the teacher’s stimulus effectively. It can occur by offering the appropriate strategy or technique that can encourage them to participate actively in the classroom and can reduce their anxiety in learning. Community Language Learning (CLL) is one of teaching methods which can be applied in teaching English, particularly in the speaking class. According to Richard and Rodgers, (2002: 120) CLL is one kind of method in language learning where the students become members of community and learn through interacting with the community.

There was research conducted by Sari (2014) about Community Language Learning (CLL). Her finding shows that CLL strategy has good effect to improve students’ speaking ability for this reason: (1) most of the students can express their idea, opinions freely and most of students can work in group freely. (2) it improved motivation and can stimulate students to use their newly acquired English. (3) most of students were active in teaching and learning process because it gave more opportunity to speak during the activity in class. (4) the students were interested because they could comprehend the material given by the teacher. (5) it is able to develop the student social skill in teaching learning process which makes them have self-esteem to show their ability in using English. Azizah (2014) also investigated the use of CLL to improve students’ speaking skill. The result of her research proved CLL was better than conventional technique. The mean of post test of experimental group was higher than control group. It means there was significant different between experimental and control group. CLL was effective in teaching speaking.
Ultimately, in this study, the researcher decided to apply Community Language Learning (CLL) which focuses on one technique, namely conversation circle.

In conversation circle technique, students’ create their own conversation based on the topic given by the teacher. Students sit in a circle, while the teacher stands outside the circle and write the conversation on the whiteboard. Teacher helps the students if they find difficulties to produce the words in English during conversation. After that, teacher and students analyze the language of the conversation which has been created. This involves looking at the form of grammar, vocabulary and pronunciation used and why certain ones were chosen, but it will depend on the language produced by the students. They are totally involved in the analysis process. The language is completely personalized and with higher levels they can themselves decide what parts of their conversation they would like to analyze. Then, students are divided into small group (three students), students may engage in various group tasks, such as 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(Harmer,1998).

Kobaet. al (2000: 2) who conducted the research about conversation circle on Japanese college students. His finding states that the most of the students felt comfortable with the conversation circle, whereas a few students mentioned that facing other students provoked anxiety.

Based on the explanation above, the purpose of this research is to test whether conversation circle technique of CLL had significant effect to the students’ speaking or not. In another word, does conversation circle technique of CLL can produce better students’ speaking ability or not.

B. RESEARCH METHOD

This research was an experimental research with quasi-experiment design. The population of this research was the students at grade XI Social Science of SMAN 6 Kerinci which consisted of 5 classes (117 students).

The sample was chosen by using cluster random sampling strategy. As a result, grade XI IPS 2 became experimental class (22 students) and XI IPS 1 as control class (25 students). Experimental class accepted new treatment, that was conversation circle technique. Meanwhile, control class was taught by using memorization technique (conventional technique).

In having the data of this research, the speaking test was used. An oral performance test was used to find out the students speaking ability. It was based on materials in the syllabus of grade XI that had been learnt: expressions of feeling (expressions of sadness). There were some procedures that the researcher did in speaking test activity. At the first the students sat in pair. Next, they were asked to make a short conversation/dialogue based on the topic. Then, they had to perform their conversation in front of the class with their partner or pair (in 3 to 5 minutes). The conversation should be included the expressions of sadness. The test was recorded by using tape recorder. The scorers gave scores to the students.
during test. Recording was heard again after the test to avoid errors in judgment.

The data was collected through posttest of speaking ability. Then, it was analyzed by using Liliefors for normality testing, variance test for homogeneity testing, and t-test for hypothesis testing. The hypotheses of this research are:

H₀: Conversation circle technique of CLL does not produce better students’ speaking ability than memorization technique at grade XI of SMAN 6 Kerinci.

H₁: Conversation circle technique of CLL produces better students’ speaking ability than memorization technique at grade XI of SMAN 6 Kerinci.

C. FINDING AND DISCUSSION

This research was conducted in twelve meeting for both classes – experimental class and control class. After treatment, both classes were given posttest. The result of the speaking test was analyzed. Based on the analysis result, both data of the students’ speaking ability were normally distributed and homogeneous. Then, it was continued to hypothesis testing.

The effect of conversation circle technique of CLL on students’ speaking ability was gathered by testing the hypothesis saying:

H₀: Conversation circle technique of CLL does not produce better students’ speaking ability than memorization technique at grade XI of SMAN 6 Kerinci.

H₁: Conversation circle technique of CLL produces better students’ speaking ability than memorization technique at grade XI of SMAN 6 Kerinci.

The result of speaking ability statistical analysis by using t-test for this hypothesis in both of experimental class and control class can be seen in the table below.

Table 1. Summary of t-test Analysis of Students’ Speaking Ability

<table>
<thead>
<tr>
<th>Speaking Ability</th>
<th>t_\text{observed}</th>
<th>t_\text{table}</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation Circle of CLL</td>
<td>2.23</td>
<td>2.0147</td>
<td>t_\text{observed}&gt;t_\text{table} H₀: rejected</td>
</tr>
</tbody>
</table>

The table above shows that the value of t_\text{observed} was 2.23, while the value of t_\text{table} with the significance level was 2.0147. Since the value of t_\text{observed} was bigger than the value of t_\text{table}, it means that H₀ saying “Conversation circle technique of CLL does not produce better students’ speaking ability than memorization technique at grade XI of SMAN 6 Kerinci” is rejected. Consequently, the H₁ saying “Conversation circle technique of CLL produces better students’ speaking ability than memorization technique at grade XI of SMAN 6 Kerinci” is accepted.

Based on the result of hypothesis testing, it is found that the conversation circle technique of CLL produces better result on students’ speaking ability than memorization technique. The value of t_\text{observed} is 2.23 which is higher than t_\text{table} 2.201. Then, the mean score of students posttest in experimental class is 80.09, while students in control class is 70.82.

Table 2. Summary of Students’ Speaking Ability Mean Score

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>22</td>
<td>80.09</td>
</tr>
<tr>
<td>Control</td>
<td>25</td>
<td>70.82</td>
</tr>
</tbody>
</table>
Conversation circle technique used in speaking class helped students to create their own conversation and reduce their anxiety in speaking English. They were accustomed to speak up during conversation time based on the topic given by the teacher. Their anxiety also decreased or disappeared as the class proceeded. In a non-defensive relationship learners are able to engage with and personalize the material (Rardin et al, 1988). Conversation circle is also presented in such away so as to create an atmosphere that allows students (in language class) to interact and communicate with fellow students freely. Students also become be brave and active to speak in English because of the comfortable atmosphere which developed by teacher and students in the classroom.

Furthermore, during the implementation of conversation circle technique students can share their comprehension and creativity with their peers in community with the help of teacher. Hence, when they are asked to make a conversation with small group at the end of activities they can perform conversation better in front of the class. This verifies the statement from Forge (1971:55) saying that in conversation circle technique of CLL, what learning takes place is in the social setting of a community. Using conversation circle technique of CLL makes the students become more secure to work in community, because by working together they overcome their fear of speaking.

Moreover, conversation circle technique of CLL can make the quieter students are able to offer correction to their peers and gladly contribute in oral activity. And teacher operates in supportive roles and providing the English translation and imitation on request of the students, when they do not know how to say the words in English during conversation. It is supports the statements from Brown (2004: 25) who states that students in the classroom are regarded not as a class but a community or group that needs certain therapy and counseling. So, there are no big gap between a teacher and students which usually build a comfortable atmosphere. The group is the supportive community for the students to communicate in the target language.

The explanation above shows that conversation circle technique of CLL gave significant effect on the students’ speaking ability.

On the other hand, students in control class taught by using conventional technique (memorization) are not able to explore their speaking ability effectively. In classroom settings, direction and memorization which was proposed by the teacher did not actually stimulate the students to speak up. Mart (2013: 182) proposes that the characteristics of the memorization technique are students learn to understand English by listening to a great deal of it and that they learn to speak it by speaking it. However, students’ creativity is not built up in this technique since they only read the conversation, memorize it, and then perform without comprehend the meaning of the conversation and create their own conversation.

In speaking, students are demanded can have deep comprehension of what they want to say, not solely memorizing but more comprehending. When memorizing technique applying,
teacher usually give the students’ the chance to understand the conversation on the textbook, then answer the questions based on the conversation, memorize and performance it in front of the class. Here, students were not stimulated to create their own conversation. Therefore, their speaking ability could not be improved.

D. CONCLUSION
Based on the result of the data analysis and the research finding that was conducted at grade XI Social Science of SMAN 6 Kerinci, it can be concluded that conversation circle technique of CLL produces better speaking ability of the students than memorization technique. It was proven by the analysis of mean scores and total scores in both groups and also the result of first hypothesis testing. Conversation circle technique assists students reduce their anxiety in speaking English, so that they can get better ability of speaking, particularly in creating a short conversation than those are in memorization technique.

E. SUGGESTION
Some suggestions proposed in this research. It is suggested for English teacher at grade XI of SMAN 6 Kerinci to apply conversation circle technique of CLL as a variation of teaching techniques in order to help students get better speaking ability. It can help the students to involve actively in speaking class. It is also suggested to other researchers to conduct a research related to students’ speaking ability in a long term of time to make the result of the research more reliable.

REFERENCES


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