

**THE IMPLEMENTATION OF COMMUNITY LANGUAGE
LEARNING (CLL) METHOD IN MEMBERS' SPEAKING
ACTIVITIES AT WALISONGO ENGLISH CLUB**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Degree of Bachelor of Education
in English Language Education



By
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SEMARANG
2019**

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**The Implementation of Community Language Learning toward
Students' Speaking Skill**
(A Study in Walisongo English Club)

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

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RATIFICATION

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LEARNING (CLL) METHOD IN MEMBERS' SPEAKING
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Assalamu 'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identify:

Title : **THE IMPLEMENTATION OF COMMUNITY
LANGUAGE LEARNING (CLL) METHOD TOWARD
STUDENTS' SPEAKING SKILL** (A Descriptive Qualitative
Study at Walisono English Club of UIN Walisono Semarang)

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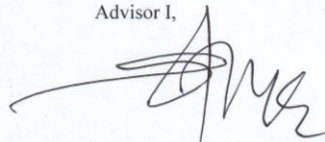
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MOTTO

Don't compare your life to others.
There is no comparison between the sun and the moon.
They shine when it's their time.

ABSTRACT

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Learning a foreign language in a language learning environment, especially speaking skills, has obstacles in the learning process that is being faced. Therefore, it is very important to apply the effective method which is accordance with learning goal that expected. In this study, the researcher raised the subject of discussion about how the implimentation of Community Language Learning (CLL) method at Walisongo English Club (WEC) as a learning method to improve language and speaking skill by members. This research includes field research by relying on primary and secondary data, where data obtained by researcher from the field, both in the form of oral data and written data (documents), do not use statistical rules. Furthermore, this study used descriptive analysis methods after going through data collection process. This research used a phenomenological approach, means the researcher see the symptoms that occur in the community and describe them as they are without the perception of the researcher. Then the data is extracted and then verified. This study obtained findings or results that the implementation of CLL method in principles and practices at WEC, was used by prioritizing the principles of comfort and humanity. Furthermore, the effort to improve foreign language skills through existing programs, also has obstacles even though there are some innovations that are considered dynamic, flexible and creative. In addition WEC focused in learning target, they are still prioritizing emotional principles (humanism), kinship, and comfort as well. From the implementation of this method, WEC is quite able to prove in overcoming the problems of individual member (anxiety and fear), comfortable language class, kinship between members and tutors, and speaking skill achievement.

Keyword: *Community Language Learning, English Foreign Language, Speaking Skills*

DEDICATION

This thesis is proudly dedicated to:

- ☐ My beloved father and mother
- ☐ My dear brothers
- ☐ All of family
- ☐ My lovely fiancé,
- ☐ My great friends

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Bismillahirrahmainrrahim,

Alhamdulillahirobbil 'alamin, First of all, a deepest gratitude to the Lord of the universe, Allah SWT, the Most Gracious and the Most Merciful who has given His blessing to the researcher so that the researcher can complete the process of writing this thesis.

May Sholawat and Salutation be given to the prophet Muhammad SAW who has brought all human being from the darkness to the lightness. This final project was written in partial fulfillment for the degree of English Education at Walisongo State Islamic University.

In this chance, the writer would like to express her gratitude for individual and institution to:

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also give great motivation of life, helpful suggestion, and corrections during consultation.

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13. The last but not the least, those who cannot be mentioned one by one, who has supported me to finish this thesis.

Finally, the writer realizes that her study is still far from being perfect. There are many weaknesses of this final project. The writer

welcomes for critics and suggestions to make this final project better.

The researcher,

Anissa Gina Nazda
Student Number: 133411028

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CHAPTER I

INTRODUCTION

In this first chapter, researcher would like to describe and discuss about background of the research, question of the research, objective of the research, and pedagogical significant.

A. Background of the Research

Language is one of the most distinctive characteristics that distinguishes humans from other creatures.¹ Therefore, language has made humans become the most social beings, because language has become a means of communication to convey messages, ideas, desires, and feelings from the speaker.

Aside from being a natural symptom, language is also a human symptom because humans communicate with various forms of cues (languages). Animals also use certain signals in communication, but animal communication systems cannot be called language, because animal communication signals are static, while the human communication system is productive, immanent, and creative. Then, language can also develop, increase (qualitatively and quantitatively), disappear, and change.²

¹ Nababan, P.W.J. 1984. *Sosiolinguistik Suatu Pengantar*. Jakarta: PT Gramedia. p.1

² Parera, Jos Daniel. 1991. *Kajian Linguistik Umum Historis Komparatif dan Tipologi Struktural*. Jakarta: Erlangga. p.6-7

In principle, the main function of language is as a means of communicating with others. By using language, humans can issue statements, transfer knowledge, and maintain social relations between fellow humans. Because it has an important function, the duty of humans to learn and understand language is important in this life. As stated in the surah al-Hujurat verse 13 Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (١٣)

"O mankind, we have created you from a male and female; and we have made you into tribes and sub-tribes that you may recognize one another. Verily, the most honourable among you in the sight of Allah, is he who is the most righteous among you, Surely, Allah is all-knowing, all-aware" (Q.S al-Hujarat : 13).³

The above verse is an order to get to know each other and will open opportunities for humans to be able to benefit others. Therefore, in the verse, the importance of getting to know each other is very necessary to take lessons and experiences to be able to increase our love for God, the impact of peace, worthiness and happiness in the world and in the hereafter.⁴

In the material or language discourse as explained above that its function is communication, the communication most often

³ Maulawi Sher Ali, *The Holy Quran : Arabic Text and English Translation*, (Tilford UK : Islam International Publication Ltd, 2004), p. 613

⁴ M. Quraish Shihab, *Tafsir al Misbah*, (Jakarta : Lentera Hati, 2002), vol. 12, p. 617

used is speaking. Speaking is one of the several important aspects of language that must be mastered well by language students. In a religious perspective, speaking comes from God that we must thank God by studying it well.

Allah said in surah Ar-Rahman verse 3-4, which means that this verse teaches that Allah created man and Allah also teaches about expression, namely the ability to explain what is in his mind by using several methods, especially by speaking well. Language, especially speaking, is a great gift from God. Learning all things about language can be a form of thankfulness for humans to their God.

After knowing the importance of language knowledge, what is important to learn by humans is the most widely used language, in this case is English. English is a very popular language and has been spoken and studied by almost all people in the world. This is certainly done by people from various parts of the world as a communication medium. It can be seen that every international meeting, news, or writing usually uses English.

In Indonesia, English has been incorporated into the school curriculum as an important foreign language. It can be seen that English is a subject requirement in passing national examinations. This shows that English plays an important role in every aspect of the international world including in Indonesia. Not only as a subject but also as a medium in the communication process in any important aspect. So, especially speaking,

Indonesians themselves are forced to speak English so that they can become part of the international world.

To be able to learn and use a foreign language (English), specifically speaking skill, certainly an effective foreign language learning strategy is needed that can improve language skills fluently. Because in the process, there are also obstacles that must be faced by a learner, one of which is anxiety and many other obstacles. Then, by choosing a learning strategies are steps taken by students to improve their own learning and one of the main factors that help determine how, and how well, students learn foreign languages.⁵

Learning strategies according to O'Malley, good learners are aware of the learning process and themselves as learners, and try to control their own learning through the use of appropriate learning strategies. Language learning strategies are good indicators of how students face the tasks or problems encountered during the language learning process.⁶ Whereas Richards and Platt (1992) state that learning strategies are

⁵ Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle. p.1

⁶ J. Michael O'Malley, & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press. p.188.

“... intentional behavior and thoughts used by students during learning, so that it helps them understand, learn, or remember new information.”⁷

Furthermore, as explained above to be able to truly apply English fluently, especially speaking English in the community, it is indeed necessary to have their own will, motivation, facilities, support, and most importantly, effective learning methods or strategies. All of which can be a solution to the constraints of learning foreign languages and especially fluency in speaking skills as proof that students have proven that they are able to use foreign language (English).

In UIN Walisongo environment, there is an environment that is actually able to support the ability to apply English language by students who want to sharpen and want to speak fluent English. Because in the first semester, students have obtained basic English material in class. In addition, there is also a Language Student Activity Unit (UKM), which has an important role in creating a foreign language environment on campus.

At this University, there is Walisongo English Club (WEC) which focuses on improving English language skills for UIN Semarang students. At WEC, students will get an environment in the form of a community, where this non-formal

⁷ Richards, J., & Platt, H. (1992). *Longman Dictionary of Applied Linguistics*. (2nd ed.). London: Longman Group Ltd, p. 209

institution provide space for students who need material and other support to understand, facilitate their foreign language skills.

Through this language community, obstacles to learn English such as anxiety, fear or lack of confidence, an environment that does not support, can be overcome step by step. Because, in this UKM, students are invited to feel comfortable in terms of innovative teaching materials, tutors who care about students' abilities, and other activities that support the use of English easily, especially in the practice of speaking.

In terms of learning methods, Community Language Learning (CLL) method that has been proposed by Charles A. Curran (1961),⁸ is one of the reference learning methods in the practice of applying language in the WEC environment. In the process, the CLL method began to be used around 1967. Curran was based on the CLL method of humanistic psychological theory Carl Rogers (working: Freedom to Learn).⁹

CLL is one method that is able to be a solution so that the practice of learning English language becomes a habit and is applied especially in UIN Walisongo. Because it besides being able to solve personal problems (anxiety) and others, through the

⁸ Azhar Arsyad, *Suatu Penafsiran Psikodinamik Terhadap Metodologi Pengajaran Bahasa yang Inovatif*, (Jakarta: Al-Quswa, 1989), hlm. 18.

⁹ Earl W. Stevick, *Humanism in Language Teaching, A Critical Perspective*, (Oxford: Oxford University Press, 1990), hlm. 71.

community it is also a way to get used to English, especially in speaking.

The researcher thought that it is important to raise this topic in the form of scientific work, because UIN Walisongo is an institution that wants to apply international language in its environment. So it is necessary to discuss more deeply about how to learn English language. In applying the English language which is expected to become a habit, UIN Walisongo who has an English learning community by its students, especially in WEC, how the implimentation of CLL method and language development in order to improve foreign language understanding, especially in speaking skill.

B. Question of the Research

Based on background of the research above, the researcher decided to consider question of this study. This research question is aimed to guide this research. The question is stated as follow:

How is the implementation of Community Language Learning (CLL) method toward students' speaking ability in Walisongo English Club (WEC) in the year of 2018 period?

C. Objectives of the Research

In line with question of the study, this study has purpose:
To explain implementation of Community Language Learning (CLL) method toward students' speaking skill in Walisongo English Club.

D. Pedagogical Significance

This research has significance as follow:

1. For the readers or other researchers, this research is expected has a beneficial information towards the development of Community Language Learning method with cultural-based especially in a language learner society. This research can be used as one of the references in conducting a research on English language teaching, especially in the implementation of the use of Community Language Learning (CLL) for speaking subject.
2. For the teachers, this research is expected to be additional reference for language teaching methods subject in the existence of teaching methods variety especially toward speaking ability. Get more effective to make the students active because they treat as client.
3. For the students, this research is expected to help them to increase their confidence of how to have speaking ability in the every situation and condition. The students will learn and try to use the language to express something.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the theoretical framework and the previous study that related with the object discussion of this research.

A. Theoretical Framework

1. English as a Foreign Language

English as Foreign Language (EFL) is the language which is used by the people of other country or society. Of the 4,000 to 5,000 living languages, English is by far the most widely used. On the other hand the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million.¹

According to Patel and Jain, Foreign Language is the language where the secondary environment is not observed and people of linguistically foreign societies use such

¹ Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language*, Second Edition, University of London Institute of Education, London and New York, 2003, P.1

language.² As a foreign language and world language, of course its use is not only as a medium for communicating verbally, but also in various aspects of life such as computer programming languages, product manuals, educational, economic and other sources. In fact, in the education curriculum, English is not only taught in countries that speak English as the main language, but almost in all countries throughout the world. With very massive use in almost all aspects of life, learning English is a necessity that cannot be denied.³

English helps us to keep pace with the explosion of knowledge and scientific and technological advancement. English has one of the richest literatures in the world. India has gained immensely from its contact with English linguistically, scientifically, politically, administratively and in all spheres of modern activity. English is the world's widely used language. It is useful to distinguish three primary categories of use:

- a. As a native language,
- b. As a second language and

² Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, Sunrise Publisher and Distributor, Jaipur, 2005, p.35

³ David Crystal, *English as a Global Language*. (Cambridge: Cambridge University Press, 1997) p.5

c. As a foreign language⁴

In Indonesia, English is not a second language that must be acquired as in Malaysia, but as a foreign language that is only important to learn. Patel and Jain in their book, distinguish between Acquisition and Learning.

Acquisition: Many languages are used in our country or societies. When languages are learnt without any practice it is called first language. Child learns first language without any problem and practice. He learns FL naturally. When language is learnt naturally and without any systematic practice then it is called Acquisition. The language when it is learnt in primary environment or learnt without practice it is Acquisition. Language acquisition is the process by which a child acquires its mother tongue. The acquisition of a first language is the most wonderful feat we perform in our whole life; we do it at an age when we can hardly do anything else. Language acquisition is an active process. Children take the clues available to them and use these clues to construct their own grammatical rules, rules which grow in sophistication as acquisition proceeds.

Learning: Learning a language requires the operation of an innate capacity possessed by all human beings. In our

⁴ Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, Sunrise Publisher and Distributor, Jaipur, 2005, p.13

schools many subjects are taught. English taught as foreign language learning because particular practice is given to the students to learn English. To learn English, the help of mother tongue is taken. The term "Learning" can be defined as: The way through which the art of using skill and practice is given to learn.⁵

2. Understanding Community Language Learning

a. A Historical Perspective on Community Language Learning

The approach, methods, and techniques in learning have a very close relationship. In learning languages, the most basic concept is psychology. According to Marion E. Bunch (1977: 3), examples of individual learning range from the simplest behavioral changes that result from practice to the most complex of them in the category of higher mental processes.

Learning is a basic and central component of the distinctive activities that constitute the subject matter of psychology. Learning including retention, on which it depends, is at the heart of perception, thinking, imagination, reasoning, judgment, attitudes, personality traits, systems of values, and the development and organization of the activities that constitute the personality of the individual (Marion E. Bunch, 1977: 3).

⁵ Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*..... p.36

To improve students' ability to learn languages, it is better to involve psychological aspects as Charles Arthur Curran did when he taught La Forge, his student. Curran has used a method called Community Language Learning (CLL).⁶

Community Language Learning is a language learning methodology that is not based on methods that are used to being taught in language teaching. This method or approach to the pattern is emphasized in counseling techniques (psychological problems) and then adjusted to the personal anxieties and threats faced by people who are learning.

The language learning method known as Community Language Learning (CLL) is a method developed by Charles A. Curran and his colleagues. Curran is a specialist in counseling and also a professor of psychology at Loyola University, Chicago. In practice, this psychological counseling technique in learning is known as the Counseling-Learning theory. In the tradition of language teaching, Community Language Learning (CLL)

⁶ Siti Nurhasanah, The Use of Community Language Learning Method to Increase the Students' Participation in Classroom Conversation, *Jurnal REGISTER*, Vol. 8, No. 1, June 2015, p. 84

is sometimes often cited as an example of a humanistic approach.⁷

In a humanistic approach, a knower/teacher considers students as "*a whole person*" or considers someone as a whole. In other words, language learning not only teaches language, but also helps students develop themselves as human beings. This belief has led to a number of teaching techniques and methodologies that emphasize the humanistic aspects of teaching. In such methods, student experience and their personality development, as well as the growth of positive feelings are important in language learning.⁸

The CLL method pioneered by Curran is the main insight and becomes a reference in the process. Counseling, in this case, is intended for individuals with assumptions, the extent to which he is able to learn within his internal frame of reference, a learner also observes the world as a person who sees it and communicates something from empathic understanding. Counseling is one person who gives advice, help, and support to others who have

⁷ Richards, Jack C, and Theodore S. Rodgers, *Approaches and Methods in Language Teaching, A Description and Analysis*, (New York: Cambridge University Press, 1986), p. 126.

⁸ Furqanul Aziez and Chaedar Al-Wasilah, *Pengajaran Bahasa Komunikatif: Teori dan Praktek* (Bandung: PT. Remaja Rosdakarya, 1996), p. 23

problems or are in need of something. Community Language Learning refers to the counseling metaphor to redefine the role of teachers and students in learning languages.⁹

Community Language Learning is the most responsive method from other methods in terms of their sensitivity to learning communicative intentions. And it should be noted, however, that this communicative intent is limited by the amount and knowledge of fellow students. Community Language Learning (CLL) places unusual demands on a language teacher because they must be very proficient and sensitive to nuances in First Language (L1) and Foreign Language (FL). They must be familiar and sympathetic to the role of the counselor in psychological counseling. They must resist the pressure "to teach" in the traditional sense.

As one CLL teacher said,

"I have to really relax and exclude my own will to produce something myself. I have to exclude any function in forming or formulating something in me, not trying to do something".¹⁰

⁹ Richards, Jack C, and Theodore S. Rodgers, *Approches and Methods in Language Teaching, A Description and Analysis*,....., p. 113

¹⁰ Charles. A. Curran, 1976. *Counseling-learning in Second Languages*. Apple River, IL: Apple River Press, p.33

Community Language Learning represents the use of counseling-learning theories to teach languages. This kind of education model is applied to language learning, and in this form known as Community Language Learning seeks to encourage teachers to see their students as whole people, where their feelings, intelligence, interpersonal relationships, protective reactions, and desire to learn are overcome and balanced. CLL's view of learning is holistic because human learning is not only cognitive but also affective.

This technique is used for a considerable period of time, until students can apply words in a new language without translation, gradually moving from a situation of dependence on the teacher-counselor to a state of independence. CLL values have become an emphasis on learning all people; the role of a supportive and non-judgmental teacher; the passing of responsibility for learning to students. The humanistic approach of CLL, which views learners and teachers as communities, and thus teachers as facilitators more than teachers, fits well with current educational trends.¹¹

¹¹ Nagaraj P. 2009. Application of Community Language Learning for Effective Teaching. *The Modern Journal of Applied Linguistics*. Theodore, Huebner. 1960. p. 180

The application of the Community Language Learning method in language skills learning, namely, students sit around a knower who will help them with the language they want to speak. After determining what sentence they are going to say, they say using their language then translated by knower or counselor. Thus students know how to express their intentions in the target language.

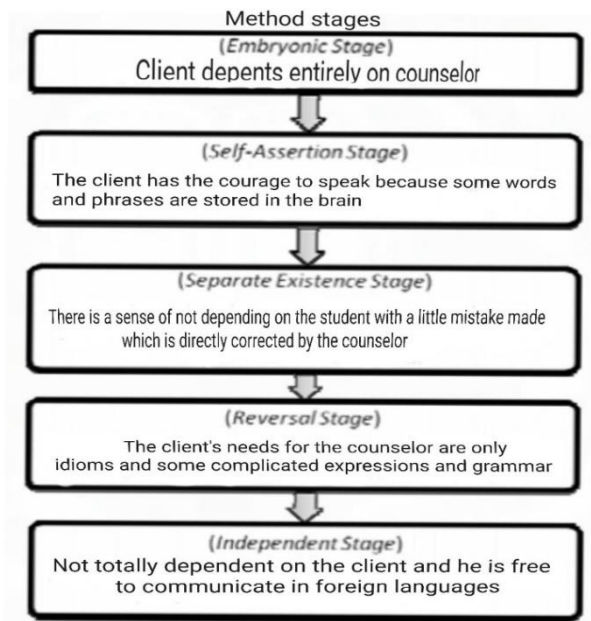
COMPARISON OF CLIENT-COUNSELOR RELATIONSHIPS IN PSYCHOLOGICAL COUNSELING AND CLL¹²

<i>Psychological counseling (client-counselor)</i>	<i>Community Language Learning (learner-knower)</i>
1. Client and counselor agree [contract] to counseling.	1. Learner and knower agree to language learning.
2. Client articulates his or her problem in language of affect.	2. Learner presents to the knower (in L1) a message he or she wishes to deliver to another.
3. Counselor listens carefully.	3. Knower listens and other learners overhear.
4. Counselor restates client message in language of cognition.	4. Knower restates learner's message in FL.
5. Client evaluates the accuracy of counselor's message restatement.	5. Learner repeats the FL message from to its addressee.

¹² Richards, Jack C, and Theodore S. Rodgers, *Approches and Methods in Language Teaching, A Description and Analysis*, p. 135.

6. Client reflects on the interaction of the counseling section	6. Learner raptors (from tape or memory) and reflects upon the messages exchanged during the language class.
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The stages of language learning using the Community Language Learning method as follows:¹³



Through this chart, it can be seen that the language development of students begins in the “zero” status (fully dependent on counselors) to “total independent” status (not

¹³ Yuniarti, *Penerapan Metode Community Language Learning (CLL) dalam Pembelajaran Keterampilan Kalam Siswa Kelas VIII di MTSN Prambanan Klaten*, Yogyakarta, 2008, p. 14

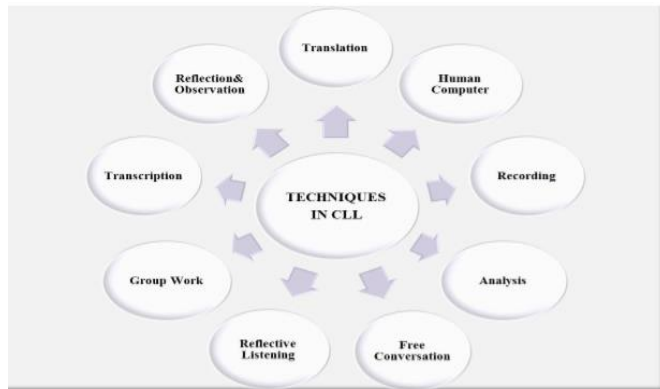
totally dependent on counselors) in communicating. Language starts from what students want to say and the translation starts at the first level. The client says what they want to say and the counselor teaches what they will say until finally the client starts to freely say it and is able to answer questions productively.

Charles A. Curran provides five concepts needed to grow the language learning process, namely:

- a. *Security*, that is to give a sense of security to the client and counselor, because in learning a foreign language, a student seems to be looking for friends of the same boat and both have the same or lower abilities. This security will be created when a classmate and counselor shows a mutual attitude and gives him trust.
- b. *Attention*, is the learning process only occurs somewhere and in a boring atmosphere, something too new is still too foreign to remember, while too long is usual and boring before it can actually be implemented.
- c. *Agression*, that the students themselves play an active role in the learning process. Student participation is not only in the process of learning material but also includes the types of topics to be discussed.

- d. *Reflection*, this is a process of self-reflection, namely that students for several minutes carry out self-introspection to determine the extent to which they have mastered the material and various problems that arise from all that has been learned. This reflection is in the form of text reflection and experience, this is usually done at the end of the lesson. Text reflection means that the clients listen to all the conversations they have done to reflect on the meaning and significance of the sentences and phrases they have made, this is done to make them aware that they are psychologically able to speak foreign even though they are far from perfect. While reflection of experience is done to communicate from the bottom of the heart of all psychological problems experienced by each client during the learning process takes place, in the form of doubts, conflicts and others. At that time counselor is demanded to be able to provide guidance and psychological direction that will bring the client to a positive direction.
- e. *Discrimination*, both children and adults in the early stages of mastering the client language often do not even notice the accuracy of speech, expression or syntax. At this level what is needed is communication about the contents of the conversation. However, in the

last stage the client needs to be able to distinguish a language element from the other elements carefully so that the level of language mastered is not false anymore.¹⁴



Techniques Employed in CLL (Adapted from Richards & Rodgers, 2002)¹⁵

b. Principles of Community Language Learning

Community Language Learning (CLL) in the main circle on the principle of English is for communication. For this purpose, the needs and feelings of learners pay attention in every aspect of the process. It is clear that CLL is different from the global language

¹⁴ Yuniarti, *Penerapan Metode Community Language Learning (CLL) dalam Pembelajaran Keterampilan Kalam Siswa Kelas VIII di MTSN Prambanan Klaten*, p. 16

¹⁵ Ismail Çakır, *Community Language Learning, on Approaches and Principles in English as Foreign Language (EFL) Education*, Erciyes University, p.5

method with techniques used to reduce students and help them to use language that is safe in learning languages.

Some significant CLL principles can be described as follows:

- a. Build reciprocal relationships between learners and teachers to create a safe learning environment; children learn more effectively making them feel safe.
- b. The purpose of language is for communication. Therefore, students must be directed to deliver as often as possible during the lesson.
- c. A teacher stands behind students to facilitate the learning process.
- d. A teacher must know the level of students and tell them what needs to be done to be successful.
- e. Students need to know the boundaries of their activities more comfortably.
- f. Because teachers and students are whole people, they can share learning experiences, get to know each other and build a sense of community.
- g. Consider that each learner is a distinctive and human characteristic, and the teacher positions himself as a counselor, learner, and their architecture.
- h. Learners as clients, use their native language to make clear and constructive meanings of what is known, because they are studying the classroom.

- i. Participants are taught to do assignments at one time and calm reflection and evaluation discussions to learn.
- j. Learners have choices in what they want to practice, because they have wisdom about where they need to be improved.
- k. Students learn in groups to feel community and family; thus, they can learn from each other and the teacher. Cooperation, not competition, is encouraged.
- l. The teacher must correct the mistakes made by students in a way that is not damaged.
- m. Participants develop a sense of community and build trust, which helps reduce the threat of new learning.
- n. Besides language, learners also reflect on what they have experienced. As such, they have the opportunity to learn about language, about their own learning, and learn how to learn from each other from the community.
- o. Syllabus is produced mainly by students in the initial stages. More students want to learn to make their own material.¹⁶

In CLL, students not only learn to use language as a communicative target, but how to take responsibility for

¹⁶ Larsen, Diane -Freeman, *Technique and Principle in Language Teaching*, (Oxford: Oxford University Press, 1986), p.91-93.

their own processes. Such learning occurs in conversations where teachers and students are involved in interactions anywhere.¹⁷

c. Learning Goals

The main purpose in CLL is to use target language and the environment, where students are given a situation that is free from stress, non dependent, and value. In addition, students learn from the community and the teacher encourages them to take responsibility for their own processes.

d. Linguistic Input

Because the CLL method is mostly derived from humanistic views, and humanistic techniques that involve the whole person, so learning is expected to take place through oral communication, dialogue, and mini-drama produced by students, either individually or in groups, with help from the teacher. This is used to provide linguistic input to students.¹⁸

e. The Role of Tutors and Students

Tutors in CLL are regarded as “counselors” or “knowers” who play a role in responding to clients

¹⁷ Richards, Jack C, and Theodore S. Rodgers, *Approaches and Methods in Language Teaching, A Description and Analysis*,....., p. 90

¹⁸ İsmail Çakır, *Community Language Learning, on Approaches and Principles in English as Foreign Language (EFL) Education*, Erciyes University 2014, p.6

(students) calmly and not supportively judging, and helping them understand the problem better by providing opportunities to complete, order and analyze problems. Unlike an average teacher, CLL teachers have different characteristics in handling problems that work in the learning process.

Tutor in CLL classroom learning can be associated with support, input providers (translators), imitators, mentors, human computers, controllers, creators of safe environments, motivators, friends, experts, facilitators, organizers, conductors, orchestral leaders, actors, etc.

From these roles, the counselor is very important, because the teacher must be able to by being supportive and encouraging them to take part in learning activities, so students can feel safe and actively participate throughout the learning process.

While the role of students in CLL, students are not seen as students who are asked to produce communication understand and learn negative feelings that might hinder learning. In this case, the teacher needs to recognize the needs of each student for personal fulfillment, and therefore communication in the language must come from a joint effort to complete the task given.

Another significant responsibility of CLL is to create and maintain a safe and non-threatening learning environment from the beginning, but as clients who are members of the community where they can interact with other members and learn by working collaboratively.

Students' feelings are the key to success, and this problem must be emphasized by the teacher. At the beginning of the learning process, students are very dependent on the teacher; however, they have the right to decide what they want to learn. In line with developing a sense of security and readiness to speak, they become independent and begin to take responsibility for their own learning.

According to Richards and Rodgers, students undergo five stages during interaction with the teacher; students have different roles and responsibilities. In the first stage, students, like babies, are completely dependent on the teacher, who is recognized as the power of linguistic content. In the second stage, they begin to build their own affirmations and independence by using simple expressions and phrases they have previously heard. They begin to understand others directly in the target language in the third stage. In the fourth stage, students begin to function independently with limited knowledge of foreign languages. The final stage, the independent stage, is the

stage where they filter their understanding of registration, as well as the use of grammatically correct language.¹⁹

Furthermore, the advantages of implementing CLL are an effort in learning to overcome threatening affective factors in EFL and ESL. Counselors as learners try to determine the type of foreign language conversation and analyze language that is studied inductively. The nature of students when centered on this method can provide extrinsic motivation and utilize intrinsic motivation.

While the disadvantage is that a counselor/instructor can become less active. Students often need direction. This method depends entirely on inductive learning. It should be noted that deductive learning is also a learning strategy that can be done. Translation is a complicated and difficult task. The success of the method relies heavily on the translation expertise of a counselor.²⁰

This CLL method can be said to be a more effective method in learning because it provides extrinsic motivation and utilizes intrinsic motivation. Affective

¹⁹ Ismail Çakır, *Community Language Learning, on Approaches and Principles in English as Foreign Language (EFL) Education*, Erciyes University, p.6

²⁰ Larsen, Diane -Freeman, *Technique and Principle in Language Teaching*, (Oxford: Oxford University Press, 1986), p. 89.

benefits also occur very clearly. Avoid threats when it is possible to make mistakes in the use of foreign languages in front of classmates, compete against all threats that can cause feelings of alienation and inability to be eliminated enough. This creates a warm, sympathetic and trusting relationship between teachers and students, and recognizes that language learning is a sensitive process. In addition, the cultural aspects of language learning in this model can get the desired target, namely an improvement, where students feel they have high freedom and motivation in the CLL class.

The use of the Community Language Learning method is related to being able to teach speaking skills, the steps in the Community Language Learning method can be applied in real life. In this case, the steps are as follows:²¹

- a) The teacher asks students to introduce themselves.
- b) The teacher tells students what they will do.
- c) Students have a conversation.
- d) The teacher stands behind the students.
- e) The teacher translates what the student wants to say.
- f) The teacher tells them that they only have a few minutes left for the conversation.

²¹ Larsen, Diane –Freeman,, p. 96-99

- g) Students are invited to talk about how they feel during the conversation.
- h) The teacher reads the transcript three times. Students are relax and listen.
- i) Students work together in groups.
- j) The teacher evaluates and scores the results of their conversation.

About how support and motivation can be given to students for foreign language learning, according to Harmer (2001), the first areas is *goals of learning*. Means that students' goal in learning consists of long-term, such as the passing of an exam and the probability of a better job in the future, the passing of the progress test in their English learning.

The second is *a learning environment*. It involves the classroom physical appearance and the emotional atmosphere of the lesson. It may help to get their motivation for the process going. However, creating and sustaining the emotional atmosphere is more important than decorating the classroom.

Then the third is *an exciting class*. To continue to be intrinsically motivated, the students need to be interested both in the subject they are studying and in the activities and topics they are presented with. The teacher needs to provide the students with a variety of subjects

and exercises to keep them engaged. The choice of the material to take into the class will be crucial too, but more important than this will be how it is used in the lesson.²²

3. Speaking Skill and Speaking Anxiety

a. Definition of Speaking

Speaking is a noun from the verb "speak" which means to say something to convey information or to express feelings. Many definitions of speaking have been expressed by linguists. According to the Oxford dictionary, "Speak" means to say something; speak, can use language, make speeches, express ideas, feelings, etc.²³

Speaking is one of several methods for communicating that cannot be separated from human daily life. The average person can produce ten thousand words per day, although some people like politicians or presenters can produce more than that. Because speaking in our native language is natural, we never realize how we can have such abilities until we have to learn how to do it again in learning and using foreign languages.²⁴

²² Lalu Thohir, "Motivation in a Foreign Language Teaching and Learning", *Journal Vision*, Vol. 6, No.1, 2017, p. 25

²³ Martin H. Manser, (1995), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p.398

²⁴ Scott Thornbury, *How to Teach Speaking*, (Longman: Pearson Education Limited, 2005), p. 1.

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts.²⁵

Speaking has also explained in the Qur'an which in Q.S Ar-Rahman: 3-4

خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

The meaning: "Created man, (and) taught him eloquence.." ²⁶

As we know, there are many reasons why people talk to each other. One use of language is to build and maintain social relations. When we say "hello" to people when we meet, then exchange small talk about weather, work, sports, and family relationships. As part of the use of this social language we try to entertain each other by making jokes and telling anecdotes and stories. We can also share views and opinions about various subjects. When we chat with friends, there is no agenda for what we should discuss. Those involved in conversations can introduce various subjects.²⁷

²⁵ A.L. Chaney, (1998), *Teaching Oral Communication*, Boston: Allyn and Bacon, p.13

²⁶ Al Bayan. (2001). *Al-Qur'an dan Terjemahannya*. Semarang: Asy-Syifa. p.1429

²⁷ Watkins, Peter. (2007). *Learning to Teach English: A Practical Introduction for New Teachers*. England: Viva Books Private Limited. p. 26-27

For a long time, it was assumed that the ability to be able to speak fluently was followed naturally too by originating from teaching and mastery of grammar and vocabulary, and with a little pronunciation expressed. By learning foreign languages, we now know that speaking is far more complicated than what people previously assumed and it involves both certain skills and several different types of knowledge. When a speaker speaks, he produces a speech. Speech is the result of expressions, in response to word for word and phrase for expression that results from the conversation of a friend or person we are talking to.²⁸

This contingent conversation, where each speech depends on the previous one, explains its spontaneity. This does not indicate that speech was not planned, but planning time was very limited, and planning one greeting might overlap with the production of previous sayings. Speech production involves the following stages:

1) Conceptualization

The speaker conceptualizes the idea. In this case, it relates to making strategic choices at the discourse, syntax and vocabulary level. At the level of discourse as a whole, ideas have a distinctive

²⁸ Scott Thornbury, *How to Teach Speaking*, ... p. 2.

structure. discourse like this is part of the background of knowledge, and can be concluded from all the explanations, as if, it can also save the time process of capturing the conversation.

Each stage of digestion of ideas then needs to be refined at the level of speech. This is where the specific syntax of each exposure needs to be chosen, so that the content of the story is packaged in a way that is consistent with the intonation of the speaker. The grammar of each exposure is also limited by how much information can be stored in working memory at one time. The speaker needs to assign individual words or phrases to different slots in the syntactic element.

2) Formulation

At the formulation stage, words need to be given pronunciation. This not only includes individual voices of words, but the exact placement of excellence or stressing and the use of meaningful intonation. Because sentence stressing and intonation are involved in the way new or important information is signaled, the possibility of choice at this level has been made at the initial laying stage.

3) Articulation

What has been formulated now needs to be articulated. Articulation involves the use of speech organs to produce sound. Air flow is produced in the lungs, pushed through the vocal cords, and is formed by, among other things, the position and movement of the tongue, teeth, and lips.

Vocal sounds are produced primarily by the action of the tongue and lips, while consonant sounds are determined by the point where the air flow is blocked. The combined effects of all these variables allow English speakers to produce more than 40 phonemes. At the same time when these articulatory processes are involved, continuous changes in loudness, tone direction, tempo, and pause function to regulate sound into meaningful word forms, and words become meaningful speeches.²⁹

b. Speaking Ability

Harmer defines speech ability because the ability to speak fluently requires not only knowledge of language features, but also the ability to process information and language 'in a region'. This requires the ability to work together in the management of non-verbal

²⁹ Scott Thornbury, *How to Teach Speaking*, p. 3-5.

speech and language sequences. It happens in real situations and has little time for detailed planning. Because of this, fluency is needed to achieve the purpose of the conversation.³⁰

The students use the target of success in speaking when they want to express themselves, but what is found is that they encounter various problems, which is why they do not yet have knowledge about the elements of language to communicate. Students try to overcome this lack of knowledge by finding ways to overcome problems. The term "talking success" here means the ability to apply grammar and discourse to communicate effectively in contexts for specific purposes.

To be able to get the target or the goal to speak well, knowing about the language itself is not enough, but there are several other things that must be mastered by a foreign language student. Things like knowledge about how to choose the right sentence according to the social circumstances that surround it, how to start, respond to, and end the conversation, and how to drain good

³⁰ Jeremy Harmer, (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman. p. 269

conversation with. The following are competencies that underline speaking skills:³¹

1) Grammatical Competence

Grammatical competence is the whole concept of sentence patterns that include morphology, syntax, vocabulary, and mechanics. This increases skills in grammar. In the case of speaking, the term mechanics refers to the basic sounds of letters and syllables, pronunciation of words, intonation, and stressing.

To convey meaning, English students must have knowledge of words and sentences: that is, they must understand how words are arranged into good sentences or segmented into various sounds, and how sentences are emphasized in certain ways. Thus, Grammatical competence allows speakers to use and understand the structure of English accurately and without hesitation, which contributes to their fluency.

2) Discourse Competence

In addition to grammatical competence, foreign language students especially English must develop their discourse competencies. Discourse

³¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press), p. 207-208.

competency is related to the way the speaker manages conversations related to intersentential relationships. In discourse, both formal and informal, the rules of cohesion and coherence apply, which help in carrying out joint communication in a meaningful way.

In communication, production and understanding of speech, language requires a person's ability to see and process a series of discourses, and to form representations of meanings from references in both the previous sentence and the following sentence. Therefore, effective speakers must obtain a large repertoire of discourse structures and markers to express ideas, show time relationships, and show causes, contrasts, and emphases. With this, all the sentences in the conversation will be well connected and convey clear meanings.

3) Sociolinguistic Competence

Knowledge about language alone is not enough to prepare students to use the target language that is affective and appropriate. Students must have competencies that involve knowledge that is expected socially and culturally by language users; that is, the learner must get the rules and norms that govern the time and the right realization of the speech act.

4) Strategic Competence

Strategic competence, perhaps the most important of all elements of communicative competence. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. With reference to speaking, Strategic competence refers to the ability to know when and how to start, how to maintain a conversation, how to end a conversation, and how to clear communication disorders and understanding problems.³²

In looking at how students speak, at least there is a measurement that can describe the ability is truly mastered and fluent so that have been able to speak using foreign languages, especially English.

c. The Function of Speaking Skill

Arsyad and Mukti reveal the factors that influence the effectiveness of speech, these factors are linguistic factors and non-linguistic factors.

1) Linguistic factor

- a. Accuracy of speech
- b. Stressing accordingly, intonation, and duration
- c. Diction (word choice)

³² Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, p. 207-208.

- d. Accompaniment that is right for the listener
- 2) Non-linguistic factors
- a. Natural and calm while talking
 - b. Seeing listeners
 - c. respect the opinions of others
 - d. Appropriate expression
 - e. Speak loudly
 - f. Fluency
 - g. Relevance
 - h. Understanding the topic³³

Mastery of speaking skills in English is a priority for many foreign language students. Some linguists have tried to categorize speech functions in human interactions. According to Brown and Yule there are three functions of speech. "... The three-part version of the Brown and Yule framework consists of speaking as interaction, speaking as a transaction, speaking as performance. Each of these speeches is quite different in terms of form and function and requires a different teaching approach.³⁴

³³ Arsyad, G. Mardar and Mukti. *Buku Materi Pokok Berbicara II*. (Jakarta: Karunika Terbuka, 1986), p. 28

³⁴ Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21

1. Talk as an interaction

Speaking as interaction refers to interactions that function especially social functions. When people meet, they exchange greetings, engage in small talk and chat, share their recent experiences. This is because they want to be friendly and build a zone of comfortable interaction with others. The focus is more on the speaker and how they want to present themselves to each other.

2. Talk as performance

Speaking as performance refers to public speaking; This is a conversation that transmits previous information and audiences such as announcements and public speaking. Speaking as a performance tends to be in the form of a monologue rather than dialogue, often following a known format and closer to written language than the language of conversation.

3. Talk as a transaction

Talking as a transaction refers to a situation where the focus is on the message of what is said or

achieved to make people clearly and accurately understood.³⁵

In speaking, being a good speaker is not only about the ability to produce speech. Mc Donough (1993) states that speaking is not an oral production of written language, but requires a variety of learners, subs-skill involvement, which is added together, forms overall competence in spoken language. The speaker needs to understand some elements and aspects of speaking. According to Hermer in his book *The Practice of English Language Teaching* that the speaker must be competent in speaking skills, following 4 points are language features:

- a) Connected Speech is a sound that is modified in producing speech when people speak. It includes modifying (assimilation), eliminating (elision), adding (linking), or weakening (through contradiction and stressing patterning).
- b) Expressive devices are voltages and variations in generating speech to convey the truth of the message intended by the speaker. This includes variations in volume and speed in speech. By using this device people will be able to show what and how they feel to the person they are talking to.

³⁵ Jack C. Richards, (2006), *Communicative Language Teaching Today*, Cambridge: Cambridge University Press, p. 19-23

- c) Grammar and lexis are described as people who live in different ways, places, and environments that cause different mindsets. Therefore, the teacher needs to provide various phrases for different functions in their speaking class activities.
- d) Negotiation language is clarification from speech. This is the use of language how to clarify and show the meaning of what is spoken. Sometimes, people don't hear or understand what others say. Therefore, there needs to be an appropriate language about how to clarify to avoid mistakes between the speaker and listener.³⁶

d. Anxiety as Problem of Speaking Ability

Anxious behavior activates a stress response. The stress response immediately causes certain physiological, psychological, and emotional changes that increase the body's ability to deal with threats-whether fighting with or running away from it-which is the reason stressful responses are often referred to as fight or flight responses.

Part of the change in stress response includes stimulating the nervous system and changing brain function. These changes help us when in danger but can also affect our ability to speak properly. When this

³⁶ Jeremy Harmer, *"The Practice of English Language Teaching, 3rd Ed"*, (London: Pearson Education Limited, 2001), p. 269-270

response is rare, the body can recover relatively quickly from the physiological, psychological, and emotional changes caused by the response. When this response occurs too often and/or dramatically, however, the body has a more difficult recovery time, which can result in the body remaining in a semi hyperstimulated state, because the stress hormone is a stimulant.³⁷

Anxiety is a type of disorder that can prevent life as desired. It controls the senses, controls the mind, and controls the body. One symptom of anxiety is difficulty speaking normally. Because of the physical and psychological effects of anxiety, this disorder can make it very difficult to express words in a comfortable and coherent way. These symptoms occur with various types of anxiety. The best way to understand this phenomenon is to discuss possible reasons that you might have difficulty speaking. This includes:

- 1) Afraid of being Judge. Judged fear is an example of mental and emotional difficulties that can make it difficult to speak naturally in front of other people. This is very common in social anxiety disorders, but can affect anyone who has anxiety to some extent. Many people experience this fear, where they feel that

³⁷ <https://www.anxietycentre.com/anxiety-symptoms/difficulty-speaking.shtml> accessed on August 27th, 2018 at 09.15 pm

if they talk, they will make people underestimate them.

- 2) Overthinking. Some people have difficulty speaking because they think too much about how to say, what they feel, and others. The more they think about it, the harder it is to put words into sentences and share them aloud. Often they end up losing track of conversations and suddenly the moment has passed and they feel as if they can't talk anymore.
- 3) Many Easy Thoughts. Like thinking too much, a person may also have a mind that is in a hurry-mind that is fast and difficult to describe, jumps from one to the next and often (though not always) related to pressing topics. Hasty thoughts make it difficult to talk because they feel anxious, overwhelmed, and find it difficult to coherently plan what they want to say.
- 4) Mouth Movement. Anxiety can affect physical function. For example, it can affect coordination and make it difficult to move the mouth muscles. When anxious, physical tasks that usually come naturally may be challenging and difficult. Talking is one of them.³⁸

³⁸<https://www.calmclinic.com/anxiety/symptoms/difficulty-speaking>
accessed on August 23th, 2018 at 01.29 pm

These are some of the many things that might be possible to explain how anxiety can make it far more difficult to speak naturally.

Chiang (2012) defines anxiety as a synonym of concern, uneasiness, disquiet, disquietude and inquietude. According to Horwitz, (1986), "Anxiety is a subjective feeling of tension, fear, anxiety, and concern related to the arousal of the autonomic nervous system". Anxiety is also defined as distress or anxiety of the mind caused by fear of danger or bad luck (Suleimenova 2012).³⁹

Nietzal states that anxiety comes from the Latin language (anxius) and from German (anst), which is a word to illustrate the negative effects and physiological stimuli. Muchlas defines that the term anxiety is a subjective experience of mental tension, pressure with conflict or threat.⁴⁰

Anxiety is the same as an explosion in the head that makes humans unable to learn, improve memory, and focus on perception, even making total amnesia.⁴¹ Meanwhile, Spielberg defines anxiety as an emotional

³⁹ Hamad H. Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA,(*European Scientific Journal March*, 2016) p. 197

⁴⁰ M. Nur Ghufon and Rini Risnawati S, *Teori –Teori Psikologi*, (Jogjakarta : Ar Ruzz Media, 2010), p.141-142

⁴¹ Jess Feist dan Gregory J. Feist, *Theories of Personality*, (Jogjakarta : Pustaka Pelajar, 2008), p.191

state that triggers a natural nervous system at a certain time characterized by fear, and stress. In addition, Barlow believes anxiety as a state of irritation and discomfort accompanied by physiological responses such as increase heart rate and irregular breathing. Other behavioral responses include weaknesses in performance and intentional avoidance in certain situations.⁴²

Meanwhile, Horwitz defines language anxiety as a complex different from self-perception, beliefs, feelings, and behaviors associated with classroom language learning arising from the uniqueness of the language learning process.⁴³

Gardner and Macintyre define Foreign Language Communication (FLA) as understanding in situations that require using a foreign language while individuals are not fully proficient. Therefore, it is seen as a stable personality trait referring to a person's tendency to react nervously when speaking, listening, reading, or writing in a foreign language.⁴⁴

⁴² Mohammad H. Abood, Abdel-Rahman H. Abu-Melhim "Examining the Effectiveness of Group Counseling in Reducing Anxiety for Jordanian EFL Learners", *Journal of Language Teaching and Research Academy Publication*, (Vol. 6, No. 4, July / 2015), p. 751.

⁴³ Hamad H. Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA,... p. 197

⁴⁴ Hamad H. Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA, p.196.

Foreign language anxiety can be defined as an emotional state accompanied by physiological and behavioral aspects that become clear in the case of individual learning languages other than the original language. According to Spolsky (1998: 114) anxiety is also related to other aspects such as student skills, students have a view of their competence, previous experience (especially with other languages) and so on. In fact, to properly understand and discuss aspects of anxiety, Richards and Schmidt (2002) provide the following work definition:

Subjective feelings about fears and fears related to learning and language use. Foreign language anxiety can be a situation-specific anxiety, similar to anxiety in public speaking. Problems in language anxiety studies include whether anxiety is the cause or effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific types of anxiety related to speaking, reading, or assignments (Richards and Schmidt 2002: 285).⁴⁵

As Gardner (1985: 33) was noted, anxiety is a factor that definitely shapes the general performance of

⁴⁵ Maja Roginska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*, (World Scientific News: 2016), p. 61

students when learning and uses a second language (L2). Therefore, divert students' attention from the main tasks that make them focus on their respective abilities or inability to handle the given classroom situation.

There are two types of anxiety based on specific situations and characteristics of the feeling itself. This type of anxiety is:

1) Trait Anxiety

Trait Anxiety refers to a constant feeling that characterizes a learner who wants to appear in a class (or outside the classroom) regardless of the task, topic or purpose of a particular interaction. This type of anxiety is caused by a lack of trust in one's abilities (low self-esteem) so that a learner generally lacks confidence in all types of fields and fields of activity. Trait anxiety can be seen as an individual's anxiety in any situation during a particular task (MacIntyre and Gardner 1991: 87).⁴⁶

Okasha and Kohen define the nature of anxiety as an individual problem, personality tendency to realize situations as dangerous and threatening.⁴⁷

⁴⁶ Maja Rogińska, *Overcoming Polish Adult Learners' of English Anxiety in Speaking*,..... , p. 62

⁴⁷ Assiye Burgucu, Turgay Han and Ali Osman Engin, "The Impact of Tests on Learners' Test Anxiety" *International Journal of Arts & Sciences*,(Vol. 4 No. 18/ 2011), p. 286

This anxiety is the disposition to be anxious in dealing with various situations (personality interpretation). This is a fairly stable form of nature that interprets the state of the individual, it is innate and related to that personality.⁴⁸

2) State Anxiety

State Anxiety is a temporary emotional reaction that arises in certain situations that are considered a threat, such as when carrying out tests, or undergoing surgery. This situation is determined by the feeling of tension that is subjective.⁴⁹

Dornyei states that this anxiety is generated by referring to certain situations faced by a student. In other words, this type of anxiety can be called situational self-esteem. A student may feel competent when writing an essay but he may lack confidence during the speaking assignment. Teachers can help students deal with this type of anxiety while a constant sense of anxiety is very problematic for developing students' speaking abilities because they still do not want to use language actively even though they

⁴⁸ Nur Ghufon and Rini Risnawati S, *Teori –Teori Psikologi*, (Jogjakarta: Ar Ruzz Media, 2010), p.142

⁴⁹ M. Nur Ghufon and Rini Risnawati S, *Teori-Teori Psikologi*, , p.142

already have sufficient skills and knowledge to handle oral interactions.

Adler and Rodman (1991) explain, there are two factors that cause anxiety, namely negative experiences in the past and irrational thinking.

- a) Negative experiences in the past. This experience is an unpleasant thing in the past for events that might occur in the future. For example, students have had bad experiences in conducting interviews, this can frighten them when they have to be interviewed.
- b) Irrational Thought Ellis, Adler and Rodman (1991) make a list of beliefs or anxiety beliefs as examples of irrational thinking. It is fear of failure, perfection, agreement, and wrong generalization.⁵⁰

Anxiety level according to Stuart & Laraia (2005), there are four levels of anxiety experienced by individuals:

a. Mild Anxiety

This anxiety is related to tension in everyday life and causes a person to be alert. Anxiety can motivate and foster creativity. This level of anxiety is normal in life because it can increase motivation to make individuals ready for action.

⁵⁰ M. Nur Ghufroon and Rini Risnawati S, *Teori –Teori Psikologi*,....., p.145- 147

b. Moderate Anxiety

This anxiety allows a person to focus on important things and exceptions for others, so that someone experiences selective attention and does something more focused. In this condition, individuals can still learn in the form of direction from others. External stimuli cannot be internalized properly, but individuals really pay attention to the things that are the center of attention.

c. Severe Anxiety

Severe anxiety greatly drains the perception of people who tend to focus on something detailed and specific and cannot think of anything else. All behaviors shown are reducing tension. Someone needs a lot of guidance to be able to concentrate on one area. In these circumstances a person will focus on specific details and not think of anything else. All behaviors are intended to reduce anxiety and require a lot of clues to focus.

d. Panic

Panic related to fear because of losing control. Individuals who experience panic cannot do anything

even with direction. This panic condition if it continues for a long time will make death.⁵¹

Horwitz identified the source of foreign language anxiety:⁵²

1) Communication fears

Horwitz notes that communication fears might affect learners when using L1 and L2. This may be directly related to the language used as individuals who speak and openly use their L1 freely, may turn out to be reluctant and reluctant to talk when using L2. In this way, the tension that accompanies individuals in communication-oriented situations is the basis of anxiety.⁵³

Toth notes that communication concerns are connected to situations where a student feels embarrassed, uncomfortable and stressed when talking to others or speaking the target language. This kind of anxiety occurs when students feel unable to speak, discuss, ask questions and answer questions in

⁵¹ Debi Ratna Wati, *The Effect of English National Examination on The Level of Students' Anxiety at SMA Muhammadiyah 18 Jakarta*, (FITK Press UIN Syarif Hidayatullah, Jakarta: 2016), p. 720

⁵² Hamad H. Alsowat, *"Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA"*, ... p. 197

⁵³ Maja Rogińska, *"Overcoming Polish Adult Learners" of English Anxiety in Speaking"*, ... p. 63

class speaking. They fail to communicate smoothly and effectively.⁵⁴

2) Afraid of negative evaluation

Watson and his friends define that as an understanding of other people's evaluations, distress over negative judgments about them, and hopes that others will judge themselves negatively. In addition, Anderson and Hope state that the fear of negative evaluation is basically cognitive construction and may be very compatible with cognitive intervention. In the context of EFL, Toth argues that it refers to the academic evaluation and personal evaluation of learners on the basis of their performance.

3) Fear or Anxiety in Exams

Examination anxiety is a form of academic evaluation. Wu stated that it was fear when working on exams, quizzes, and other assignments used to evaluate student performance. To be tested, some students become anxious and afraid. Horwitz and Young state that test anxiety comes from fear of failure.⁵⁵

⁵⁴ Hamad H. Alsowat, *“Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA”*, ... p. 197

⁵⁵ Hamad H. Alsowat, *“Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA”*, ...p. 197

We can conclude that anxiety is an unwanted subjective experience. It concerns feelings of worry, doubt, anxiety, and discomfort that make people get into trouble in their thoughts and actions. Sometimes this is very annoying which causes a negative impact in using foreign languages especially in speaking.

When someone is mentally weak because of fear or anxiety because of various factors as explained above, the process of using a foreign language especially speaking practice will be hampered and become a problem for students who are learning English.

B. Previous Research

There are some related previous researches that are used to support this research, include thesis and journal.

1. Thesis, Hikmatul Laila (12420087) Arabic Language Education Department FITK UIN Jogjakarta, with the title *"Penerapan Metode Community Language Learning di Luar Kelas pada Pembelajaran Maharah al-Kalam (Studi Eksperimental pada Siswa Kelas X Siswa SMA Muhammadiyah 7 Yogyakarta)*.

In this study, it was explained that the process of applying Maharah al-kalam learning with the Community Language Learning (CLL) method outside the classroom can facilitate students in understanding the material, so students become

active in Arabic. In addition, the application of the CLL method outside the classroom can also create a pleasant learning atmosphere for students in the school studied. The research of UIN Yogyakarta's Arabic language students is a field research that uses data collection techniques from purposive sampling. Collecting data through observation, interviews and documentation, and test methods. The results of his research are that there are differences between the control group and the experimental group so that according to him, the CLL method is considered as an alternative solution to improve learning outcomes in the object under study. The equation with researchers is the use and application of the CLL method in learning. But here, if the Hikmatul Laila research is intended for formal classes, it is necessary to experiment with the application of the CLL method at the school. While researchers choose objects that are not in the formal class, namely in the language learning community. Furthermore the difference in language studies is learning Arabic, while researcher focus in English learning.

2. Thesis, Maria Ulfa (10181017), English Language and Literature Faculty of Wijaya Putra University Surabaya, with the title *"Meningkatkan Keterampilan Berbicara Menggunakan Pendekatan Community Language Learning"* 2014.

This study analyzes the extent to which Community Language Learning (CLL) techniques can be applied in developing the speaking skills of fifth grade students in the elementary school. In practice and the results of his research, students are given the opportunity to expand their own minds to say words in the mother tongue (L1) and then the teacher translates them into the target language (L2). The study was conducted using descriptive analysis method. The research subjects were fifth grade students of SDN 2 Gempolkurung using the observation sheet. In Maria Ulfa's research objects were selected in the formal class. Because of the results of the interviews, students prefer Indonesian language than English which is expected to be mastered. So it is necessary to test the application of the CLL method, and it turns out that the results of the study show that the CLL method is acceptable and students can be interested in speaking English. Furthermore, the similarities and differences with the researchers are both discussing the application of the CLL method, but what is different is that Maria Ulfa prefers to test, while the researchers choose to deepen how CLL is implemented in non-formal WEC institutions and focus on the study of speaking English.

3. Thesis, Nur Lina Amalia Huda (133411042), Education and Teacher Training Faculty UIN Walisongo Semarang, with title "*Speaking Anxiety in the Presentation of EFL Students (A*

Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)".

This study was conducted to investigate speaking anxiety from English Department students at UIN Walisongo Semarang. The subjects of this study were new students in the English Department. In particular, researchers tried to identify what factors can influence anxiety learning English based on student perspectives. The results showed that the anxiety of the new Walisongo UIN Semarang students, especially in the English Department during the presentation was due to too much thinking, lack of preparation, bad experience, low skills, low self-confidence, fear of making mistakes, and during the exam. Nur Lina Amalia's research focused more on the anxiety factors of students in speaking English. This research is related to the study in the research thesis. Because besides the researcher explained how to improve the research object of speaking, the researcher also examines the existence of this CLL method to deal with the problem of anxiety which is a major problem for language learners especially English.

4. P. Nagaraj, Application of Community Language Learning for Effective Teaching, Department of English and Foreign Language Languages, *The Modern Journal of Applied Linguistics* Volume 1:3 May 2009.

The P. Nagaraj article in this Journal is sufficient in discussing Charles A. Curran's method of Community Language

Learning which is considered capable of being a solution and can help increase L2 mastery. In his article, Nagaraj discusses and describes the stages of CLL, the importance of Community Language Learning, the advantages of CLL, and applying Community Language Learning. The article in this journal is very useful for researchers as a reference in making questions about implementation in the object of research being studied. Therefore, the researcher was interested in deepening the application of the CLL method in the language environment or community at WEC UIN Walisongo. Furthermore, the researcher thought that was a stagnant study, but dynamic. Researcher hope to be able to dig deeper about the application, meaning, and innovation carried out but still uphold the principles of CLL, namely convenience.

CHAPTER III

METHOD OF THE RESEARCH

In this chapter, researcher explained a method that was used to analyze the data. This research used qualitative method. This chapter includes Research Approach, Setting of The Research, Source of Data, Research Focus, Data Collection Technique, Triangulation, Data Analysis Technique and also Instrument. It can be explained more below.

A. Research Approach

Every scientific activity is more directed and rational so a methodology that is suitable for the object being studied is needed. The research methodology itself can be interpreted as a study in studying the rules contained in research.¹

The research method is a scientific way to get data with specific purposes and utilities. Research is a systematic process in the context of investigating and deepening objects which consist of three elements or components: (1) questions, problems, or hypotheses, (2) data, and (3) data analysis and interpretation.²

In this study, the type of research that the researchers used was qualitative field research, the data which the researchers

¹ Husaini Usman dan Purnomo Setiady Akbar, *Metodologi Penelitian Sosial*, PT. Bumi Aksara, Jakarta, Cet. I, 2008, h. 41

² David Nunan, *Metode Penelitian di Belajar Bahasa*, (USA: Cambridge University, 1992), p.3

obtained from the field, both in the form of oral data and written data (documents) that did not use statistical rules. While the approach used is a phenomenological approach, meaning that the researcher will see the symptoms that occur in the community and describe it as it is without the researchers' perceptions (*verstehen*). In seeing the symptoms that occur, researchers try not to be emotionally involved.³

This study aims to describe what is currently valid in it there are efforts to describe, record, analyze and interpret the conditions that are currently occurring or present. In other words, this study aims to obtain information about existing conditions.⁴

B. Setting of The Research

The research was conducted at the Walisongo Semarang State Islamic University (UIN), precisely in the Walisongo English Club (WEC) Student Activity Unit. The researcher collected data on dates from 1 November 2017 to 5 November 2018 period.

C. Source of Data

The data source of this research was obtained from:

³ Muhammad Idrus, *Metode Penelitian Ilmu Sosial*, Erlangga, Bandung, 2009, h. 246

⁴ Mardalis, *Metode Penelitian Suatu Pendekatan Proposal*, Bumi Aksara, Jakarta, 1999, h. 26

1. Primary data, namely data obtained from the results of interviews with the academic community of WEC UIN Walisongo Semarang openly.
2. Secondary data, namely data that provides additional information or data that can strengthen and complement primary data. As in data from journals, books, previous research, and documentation relating to primary sources.

D. Focus of This Research

Qualitative research has several problems that must be examined. Quoting Spradley, Sugiyono (2010) states that "A focus refers to a single cultural domain or few related domains".⁵

The focus of the object and scope of this research is in the Walisongo English Club (WEC) environment at UIN Walisongo Semarang regarding language and application learning methods.

Whereas in this study, the information retrieval technique used was purposive sampling. Purposive sampling is a way of drawing samples that are taken from subjects based on specific criteria set by the researcher.⁶

The criteria for the sample in this study are:

⁵ Sugiyono, *Metode Penelitian ...*, p. 286.

⁶ Kuntjojo, *Metodologi Penelitian*, Universitas Nusantara PGRI, Kediri, 2009, h.34

1. Management, members and alumni (extended family) Walisongo English Club (WEC) UIN Walisongo Semarang and related and have the capacity to deliver information.
2. Having information that can be accounted for and willing to extract the data.

The number of informants depended on the number of replications of the desired case with the aim of extracting information and having existing specificities that will form the basis of the design and theory that emerges.

E. Data Collection Technique

Data collection techniques used here are interview, observation, and documentation. The technique is used by researchers because a phenomenon that will understand its meaning well, if the researcher interacts with the subject of research where the phenomenon takes place.⁷

1. Interview Technique

Interviews are a means of rechecking or verifying information, or information obtained previously. The interview technique used in qualitative research is in-depth interviews is the process of obtaining information for research purposes by way of question and answer face-to-face between interviewers and informants or people interviewed, with or

⁷ S. Margono, *Metodologi Penelitian Pendidikan*, Rineka Cipta, Jakarta, 2003, h.158

without using an interview guide (guide), where interviewers and informants are involved in relative social life long.⁸

The interview was conducted by researchers with the Walisongo English Club or who were part of the WEC UIN Walisongo Semarang.

2. Observation Technique

There are several reasons why observation techniques are used in this study. First, observations are based on direct experience. Second, observations allow researchers to see and observe themselves, then record behaviors and events as they do in actual circumstances.

The results of observations in this study recorded in the field notes are very important tools in qualitative research. Researcher relied on observations and interviews in data collection in the field. The format of the recording of field note observations in this study uses the recording format of the observation results.

In this observation method in order to obtain data that is in accordance with the objectives of the study, observation guidelines are needed. So that the researcher made an observation guideline from the theory of implementation of the language learning method developed by Basleman who put forward the selection criteria of learning methods that

⁸ S. Margono, *Metodologi Penelitian Pendidikan*,, h. 159

supported the strategy and the learning interaction process, such as:

- a. The method chosen is in accordance with the nature and essence of the learning objectives.
 - b. The method is chosen according to the nature and essence of the learning material presented.
 - c. The method is chosen according to the level of development of learning.⁹
3. Documentation Technique

In qualitative research, this technique is the main data collection tool because the proof is proposed logically and rationally. The results of data collection through this documentation are recorded in the documentation recording format.¹⁰

F. Triangulation

Source triangulation was used in this study. There are four types of triangulation. They are source triangulation, method triangulation, theory triangulation and researcher triangulation (Lincoln & Guba, 1985; Patton, 1980).¹¹ Researchers chose to use

⁹ Anisah Basleman, Syamsu Mappa, *Teori Belajar Orang Dewasa*, (Bandung: Rosdakarya, 2011), p. 45

¹⁰ S. Margono, *Metodologi Penelitian Pendidikan.....*, h. 161

¹¹ Riyadi Santosa, "Metodologi Penelitian Linguistik/Pragmatik", *Prasasti (Pragmatik: Sastra dan Linguistik) National Seminar*, (Surakarta: Universitas Negeri Sebelas Maret, 2016), p. 26.

triangulation from sources related to research. They are all sources related to the practice of EFL learning at the Walisongo English Club. Thus, the triangulation used is data collection from triangulation sources and methods in it. In this study, in-depth interviews with sources that have been determined and then the researchers gave questions related to the purpose of research that has been prepared to get the desired results.

In this case researcher used triangulation of method in which the data can be found through observation, interview, and documentation. Triangulation refers to two concepts namely dimensionality through a plural viewpoint and stability. Different sources, methods, and techniques increase credibility. In this study, the observations were conducted to record the respondents' academic behavior, and interviews were conducted to find out their opinions, perceptions, judgments, intuitions, and memories of their experiences.¹²

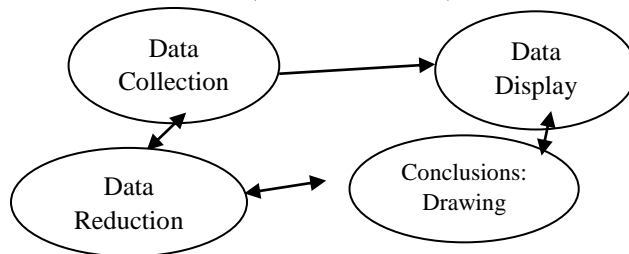
G. Data Analysis Technique

Data analysis in qualitative research is carried out at the time of collection and after completion of data collection in a certain period. At the time of the interview, the researcher had conducted an analysis of the answers from the informants interviewed. If the answers of interview after being analyzed have

¹² A. Chaedar Alwasilah, *Pokoknya Kualitatif*, Jakarta: PT Kiblat Buku Utama, 2002. P. 176

not been satisfactory, the researcher continued the question again, to a certain extent, so the data that is considered credible is obtained. In this case the researcher uses data analysis in the interactive model field, ie the activity is carried out interactively and continuously to completion, so that the data can be considered sufficient. Then in analyzing the data, first, the researchers recorded carefully and in detail, namely by reducing data. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. After being reduced, the second step, displaying data is presenting data with narrative text and the third or final step in analyzing qualitative data according to Miles and Huberman is drawing conclusions or verification.¹³

Figure 3.1 Components Data Analysis
(Interactive Model)



H. Instrument of the Research

Instrument means tool for collecting the data using a method. An instrument in the research influences the data which

¹³ Sugiyono, *Metode Penelitian Kuantitatif*, h. 246-253.

are obtained.¹⁴ In this study, researchers as research instruments, research is a "*key instrument*" or general research tool. The research itself in collecting data, researchers used observation guides, interview guides, documentation guides. In collecting data, the tools used include: stationery, laptops, cellphones, and photo cameras.

Interview Guideline

Variable	Aspects	Questions
Implementation of language learning methods for improving speaking abilities	Language Learning Environment	<ol style="list-style-type: none"> 1. How is the history of WEC? And the profile? 2. Is there any differences between in class and in this community? 3. How is the learning environment in the WEC community? Do you feel safe and comfortable? 4. Do you enjoy learning English language especially speaking in WEC? Why? 5. Why do you choose to join the English learning community? 6. What is weekly? And how its implementation and output? 7. How do you choose a tutor? Whether

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 227.

		<p>the selected tutors meet the standard community tutors that make the class safe and comfortable?</p> <p>8. What year did you join the WEC community? How long did you study?</p> <p>9. What is the learning environment in the WEC? Is it thick with a sense of togetherness or a tense learning? What do you think?</p> <p>10. Do you think WEC has the overall language learning community standard Especially in Speaking?</p>
	Type of Language Learning	<p>1. WEC is community not like a lecture, how is the method of speaking learning in WEC?</p> <p>2. What do you do if there are members who look tired or less comfortable while learning? What do you do in making the atmosphere and the togetherness with each other?</p> <p>3. How to create an atmosphere of learning so that community-based learning is safe and comfortable for members?</p>

		<ol style="list-style-type: none"> 4. How is learning methods of speaking in the WEC community according to you? Is it good, or is it lacking? How is the explanation? 5. How is English learning method in WEC? (what kind of WEC learning system?) and about speaking ability method?
	Language Learning Rules	<ol style="list-style-type: none"> 1. Do you as a tutor consider yourself as a teacher or a friend? 2. How do you think the tutor who teaches speaking? (Formal / informal) 3. Which steps or strategies are suitable for speaking in WEC? 4. How do you choose a tutor, is the selected tutors meet the standard community tutors that make the class safe and comfortable?
	Material and Evaluation of Learning Speaking	<ol style="list-style-type: none"> 1. How do you measure the learning ability to speak? Are there any assignments given to members in terms of speaking? If any, what kind of tasks? 2. What do you do if there are members

		<p>who look tired or less comfortable while learning? What do you do in making the atmosphere and the togetherness with each other?</p> <ol style="list-style-type: none"> 3. As tutor speaking, what are the difficulties? How is your advice to improve the quality of the speaking in WEC community? 4. As an officer, what do you do if there are members who complain? 5. How do you know the progress of speaking member? 6. Whether in the class, for example weekly and winter camp program also be able to improve the speaking ability of English member? 7. What are the obstacles or difficulties of the officer and teaching department? 8. Do you think the method of learning in the WEC, has impact on your speaking skills ? 9. What do you think the advantages and disadvantages of learning activities in WEC?
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	Language Learning Practices for Speaking Abilities at WEC	<ol style="list-style-type: none"> 1. Do you enjoy learning English language especially speaking in WEC? Why? 2. In terms of speaking, how to make members become confident to speak English? 3. Do you think it was a useful lesson? Why? / Why not? 4. Do you speak more than you normally do? 5. Does WEC increase your confidence to speak English? 6. What are the achievements of WEC? Especially speaking. 7. What achievements that you have been made regarding the ability to speak or English language during in WEC? Or after from WEC?
	Suggestions for Future	<ol style="list-style-type: none"> 1. What are your suggestions for improving the quality of the WEC community for the future? And for the member. 2. What is your suggestion for the future of WEC especially in speaking abilities?

Observation Guideline

Variable	Indicators
Implementation of language learning methods	<ol style="list-style-type: none">1. Speaking skill learning activities as a learning goal at WEC2. The condition or atmosphere of the speaking class3. Rules and patterns of tutors and members in learning4. Obstacles encountered in speaking learning and how to overcome5. The step of developing and improving speaking abilities

Documentation Guideline

Variable	Tools	Indicators
Implementation of language learning methods	Camera, WEC Documentation	<ol style="list-style-type: none">1. Learning Activities2. Events and Programs3. Module4. Achievements5. Other Document

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter aimed to present finding and discussion of the study. It contained description about WEC, what kind of the program that they had been used. Also about how the implementation of Community Language Learning (CLL) in overcoming problems and improving students speaking ability. In this chapter also discuss about overview of language environment at WEC. The researcher displayed the data by in-depth descriptions. It has significant of CLL principle and how the implementation, the improvement of speaking skills at WEC in form of table.

A. Research Finding

1. Profile of Walisongo English Club

a. General Description of WEC

Walisongo English Club (WEC) is one of the existing Student Activity Units at Walisongo State Islamic University (UIN) Semarang which focuses on Language studies, especially English.

WEC was founded in May 1984 by a group of students who were concerned with English language skills. They understand that the importance of English as an international language must be mastered, to establish a student-level activity unit called Walisongo English Club (WEC).

The formulation or formation of the WEC was conducted in 1984 which eventually made WEC the first student activity unit that focused on studying English at the University level until now. On the official website¹, “WEC UIN Walisongo” which WEC is an area that makes everyone happy and enjoy learning English.

All of us have known that English is important for our life. Started from education, job, science and technology, the existence of English is required. Due to the fact, we must be able to master English well for our better future.

Actually, English isn't difficult when we try love it like the things we have (i.e:girl/boy friend) and enjoy it although we have some mistakes and weakness with it, don't be afraid and ashamed. To have a better result in mastering English, we need an English community which help us to start and improve our English and we suggest you to join with our English community WEC (Walisongo English Club).

WEC will help you start and develop your English skill. You will get many thing from WEC, such as: experiences, new friends, and knowledge about English.

WEC is designed for the students of UIN Walisongo Semarang. The profile of WEC will be explained as follow: Walisongo English Club was established on may 1984 by some students who care to develop English skills in this campus, from the

¹ <https://walisongoenglishclub.wordpress.com/about/> accessed on January 5th, 2018 at 08.03 pm

factor, they established an English club in UIN Walisongo Semarang called Walisongo English Club (WEC).

Surely, it's old year for WEC. Up to this time, WEC always gives the best things for students of UIN, especially officers and members of WEC, such as English lecturers, Manager and Officers of American Corner UIN, and broadcaster of English radio for example: In Kangguru radio English, RRI and many more.

So it's no wonder that Walisongo English Club (WEC) still becomes the best organization in UIN Walisongo Semarang, it's very fit with its motto namely DO THE BEST, therefore let's go to the internasional and national world with English, and we will change the world together by our English skill and eventually join with us please and make our campus as English campus. Keep smile with your English.

b. Principle and Characteristic of Organizations²

“No Success Without Struggle, Be Active & Reach Our Dream”

Principles:

- 1) Promote joint welfare efforts
- 2) Foster a sense of family and togetherness as a whole

Characteristic:

- 1) Strengthen universal brotherhood
- 2) Applying the principle of equality and mutual interest

² Anggaran Dasar dan Anggaran Rumah Tangga WEC

c. Objectives

- 1) Forming individuals who are capable of speaking English.
- 2) Establish a quality and advanced English community.
- 3) Collecting, fostering, practicing English language skills in accordance with the principles and objectives of the WEC.
- 4) Carry out comprehensive activities in accordance with the principles, nature and objectives of the WEC.

d. Symbol³

Walisongo English Club (WEC) symbol of UIN Walisongo Semarang as contained in AD/ART consists of;

- 1) WEC symbol is a picture of two white birds that flank the crown bearing the yellow WEC with a golden yellow star on top and circled with a blue globe and read Walisongo English Club UIN Walisongo Semarang with a gray frame and pink flag.
- 2) Meaning of the symbol:
 - a) Five meaningful angles "Five Pilars of Islam"
 - b) Two birds mean "Fly Around the World"
 - c) Globe means "Global Communication"
 - d) Stars mean "High Dreams"
 - e) Crown means "Mastering English"

³ Anggaran Dasar dan Anggaran Rumah Tangga WEC

The symbol above (point 1) is used on flags, jackets, badges, vandel, certificates and objects or places for the purpose of showing organizational identity.

e. WEC Officers

WEC officers consist of:

1) Supervisor

Supervisors have the following tasks:

- a) As a general person in charge
- b) General Advisor
- c) Supervisors are encouraged to follow the rules of AD / ART without exception

Supervisor consists of:

- a) Chancellor and Deputy Chancellor 3
- b) President of DEMA UIN Walisongo Semarang

2) Consultant

Consultant has the following tasks:

- a) Give input, as well as constructive criticisms and suggestions towards the WEC
- b) Giving advice to WEC officials whether requested or not.

They consist of:

- a) Alumni of WEC
- b) Academics / scientists who are competent in their fields.

3) Daily Officer

Daily officers have the following tasks:

- a) Carry out the WEC (Annual Conference) highest deliberation decision
- b) Carry out AD / ART with all pleasure
- c) Carry out the best work meeting results
- d) Caring duty during the term of office of one management period.

4) Departements

- a) Departements have the following tasks:
 - i. Hold work meetings at least once a month
 - ii. Submitting an accountability report to the daily officers every 3 months
 - iii. Create and implement work programs
- b) Departments consist of:
 - i. English Mover Department
 - ii. Teaching and Curriculum
 - iii. Home affair
 - iv. Journalistic
 - v. Public relations
 - vi. Cadress Department

2. Programs and Achievements

Walisongo English Club (WEC) of UIN Walisongo facilitated each of its members by making a handbook as a guideline for meetings namely Weekly meeting. This Weekly

used to be only 3 days a week. But now, routine learning activities can be carried out flexibly through deliberations between members and their respective tutors. Between tutors and members look for the right time for active day meetings. Besides that they also have their own WhatsApp group in each class that has been divided by WEC to learn both speaking, grammar, vocab, and others.

WEC of UIN Walisongo also holds several major events such as Enrolment New Member (ENM), General & Inauguration Studium, TOEFL Seminar & Test, English Day, English Winter Camp, Youtube / IG Content Vlog and Annual Conference.

Various proud achievements that have been achieved by UKM WEC of UIN Walisongo are as follows:

- a. First place winner of news reading at FUPK competition 2017,
- b. Second contender place winner of speech contest competition at UNS Surakarta 2018 (Java level).
- c. First place winner of news reading at UMK Kudus 2018 (Java and Madura level)

Not only that, many WEC members also have scholarships, including the following:

- a. Waliyadin had a scholarship magister Australia in 2017.

- b. Rizky Utami had a scholarship at the International Undergraduate Entrepreneurship & Leadership Training in 2016 by Malaysia University.
- c. Lutfhia Nibrosi Farida of youth exchange in Germany in 2017 by the Dejavato Delegation.
- d. Siti Fatimah Shofarida & Lusiana Dwi had the Student Mobility Program scholarship in 2016.

This is a brief overview of the profile of Walisongo English Club (WEC), of Walisongo State Islamic University Semarang.

3. Implementation of Community Language Learning (CLL) in Overcoming Problems and Improving Speaking at Walisongo English Club (WEC) UIN Walisongo Semarang

a. Speaking Learning Activities at WEC

As the motto of the language community level at Walisongo English Club, UIN Walisongo Semarang, i.e.;

“No Success Without Struggle, Be Active & Reach Our Dream”

UIN Walisongo has a vision to improve and fight together in mastering and skilled in international language (English). Everyone in the WEC struggle together to achieve English master while studying at Walisongo State Islamic University.

Broadly speaking, Walisongo English Club (WEC) uses learning methods that are dynamic and innovative.

However, there are references to the concepts and practices of learning which are used as the main directions for learning the acquisition and second language skills.

The main principle of the WEC community is kinship. In this case, anything that conceptualized must have a reflect on the character kinship. In order to form an environment of non-formal communitys such as the WEC, which emphasizes learning and teaching methods that have the spirit of learning comfort.

Comfort is expressed in the methodological concepts of learning and the essence in them. Because by making the learning environment comfortable, the desire or purpose of language learning will get the expected results. Therefore, the concept of teaching and learning methods applied is in the form of counseling-learning, or is known as *Conseling Language Learning or Community Language Learning*. A language learning method in the form of a community that has comfort and kinship characteristic.

Whereas in practice, after the method concept as described above, there is only a practice that must be done, namely learning by doing. But this still has to refer to the principle of Conseling in Learning in the outline of the applied learning.

Before knowing the stages in speaking learning at the WEC, we tried to look at how the patterns of language learning in the WEC.

1. Become a member which is to follow for 1 or 2 periods of initial learning.
2. After the reorganization, members who have studied for a long time have new responsibilities to become officers and tutors.
3. The selection of officers is seen as active in organizing at the WEC.
4. Selection becomes a tutor is seen from their activeness in the organization, material mastery, and teaching ability.
5. Then, after the period ends and the next period changes, and has graduated from college, they will become alumni.

But besides that, in principle, all those in the WEC can continue to study and they are part of the member. Because in the WEC environment is a language learning environment principled by caring and sharing or kinship.

In speaking learning at the WEC, members will pass the stages of speaking learning as follows:

Stage of Speaking Learning Activities in WEC

1. After members pass the enrollment new member, they study for about 1 year. Then, they are totally

dependent on tutors in language learning, especially in speaking activities.

2. Members have recorded of words and phrases stored in their brain so that they become even bolder for the conversation.
3. Members feel used to not relying on the tutor even though they are still accompanied and corrected by the tutor when there is an error.
4. Members need more about their levels of language. It's no longer about conversations, but idioms, expressions, and grammar.
5. The last stage, members are no longer dependent on tutors and they are free to communicate in English.

Weekly Class in WEC

Kind of Activities : Speaking Learning

Aim of the lesson : To Introduce basic speaking (Conversation)

Lesson Topic : Greeting and Common Expressions

Duration : 90 Minutes

Language Skills : Vocabulary, speaking

Materials: White board, Board marker

Classroom design: 10/15 members sit in circle.

Objectives: Members will be able to

- Greeting to start conversation

- Pronounce the newly learned vocabularies correctly
- Making conversations with common expressions

Introduction (10 minutes)

Tutor opens the class by reciting prayers. Then the tutor explains the lessons to be learned, namely about greetings and common expressions in conversations. The members are reminded that the tutor will help them with their English and translate from Indonesian. And give motivation to be courageous to speak up in this class.

Experience (30 minutes)

Step 1. The tutor explains in advance the 5-minute greetings material followed by a 5-minute common expression. So the first 10 minutes the members pay attention to the material provided by the tutor.

Step 2. Members are given 5 minutes to understand and remember before being asked to practice. (The members keep silent until they feel ready to practice. If the silence keeps up for too long, the tutors encourages them to start make sentences and speak it). Members are also welcome to ask questions about material if there are still not understood.

- Step 3.** When a member volunteers to practice, the tutor stands behind him or her.
- Step 4.** The tutor listens to the member's statement, and then repeats the statement slowly, in correct English.
- Step 5.** The member repeats after the tutor until his or her pronunciation and intonation is clear.
- Step 6.** When the member is able to say the statement clearly, the tutor allows him or her to write it on white board.

Small Group Task (25 minutes)

The members repeat the conversation and read from the board, either individually or chorally. Pointing to the words on the board, the tutor asks members to read. If the members mispronounces, the tutor corrects it gently. Then, members, in pairs, are asked to write their own dialogue using the statements on the board. The dialogues they have produced are presented to the class.

Reflection Period (20 minutes)

After the lesson and practice, the tutor asks the members how they felt during the speaking class. Then members was writing new phrase and writing their own sentence idea from whiteboard that have corrected by tutor.

Closing (5 minutes)

Finally, at the end of the lesson, they are once more asked to express their feelings about the learning experience. Then the tutor give some motivation to do not give up learning English. After pray together, tutor and all of member put their hands together and yelling “No success without struggle, be active and get our dream! Yeah!” while put their hands together in the air. After that they are taking picture while give jokes each other.

b. Language Class Conditions and Atmosphere

The condition and atmosphere of the language class at Walisongo English Club of UIN Walisongo Semarang is divided into three parts:

1) Indoor

In the room it means that the learning is done in a certain room such as in the American Corner room at the Walisongo Semarang State Islamic University, University Hall, or the WEC office itself.

Inside the American Corner is precisely as a student language laboratory in improving its language skills. With facilities and sometimes getting guests from foreigner. In the Hall like attending seminars or language motivation and so on. In the WEC office it is used as a location for accidental learning or counseling.

2) Outdoor in the Campus

Outside the room but still inside the campus itself means the choice of open space and avoiding a formal learning environment. Here such as in giving material or weekly discussions with members or doing fun learning.

Besides being able to trigger the comfort of learning, solidarity and closeness because not in the room, location, conditions and atmosphere of learning it is considered that it can push ahead the courage of students to express their language. One of them is speaking skill.

3) Outdoor out the Campus

The number 3 condition or atmosphere is when the entire Walisongo English Club (WEC) family of tutors, members, and daily administrators conduct activities outside the area. Where in this atmosphere is a learning atmosphere that is suitable to be used in doing emotional closeness, reflection and practice of language that is fun learning and gaming.

Activities in this location and atmosphere are like the English Day, Winter Camp and Annual Conference programs, Youtube/IG Content, Meet & Practice with Foreigner Vlogs. It is hoped that there will be an

increase in awareness, intention, and cooperation of all lines within the community towards mutual success.

In improving speaking skill, members were also invited by officers to attend language programs outside of campus, namely winter camp. This winter camp program is held in the swimming pool at Boja Kendal.

This winter camp program lasts for two days. There, members are given rules to be required to speak English. During the activity, it was filled with story telling and debate competitions, games, singing together, discussions and vlogging to be posted on social media. The purpose of this activity is to establish the familiarity of all WEC members and improve speaking skills.

c. Role of Tutors and Members

Tutors in the second language learning process in the Walisongo English Club (WEC) place more positions as a friend, Brother/Sister, and counselor for students or members who are undergoing a second language acquisition process.

In speaking learning, tutors play an important role in bringing the learning atmosphere as comfortable as possible, so that members who learn can feel at home in the cycle of agendas that have been scheduled. In addition to routine learning, a Tutor also serves counseling at any

time to members who have difficulty in learning or when they have difficulties in language.

Tutors also play an important role in increasing the spirit of learning and practice of students or WEC members. Because all tutors have already know that the barriers to fluency in language are the main factor, they are distrust of themselves in trying and then continuing to practice habitual action. So that the desire and enthusiasm for learning here is one of the most important.

Furthermore, students or members in the WEC are all members who want to learn and obtain foreign language skills, which are expected to increase skillfully. Therefore, members choose the Walisongo English Club as a non-formal and community-based community. So that in this case the main goal is comfort in language learning.

So here, the role of the member is actually able to enter into an important part in the process of transferring the language knowledge that exists in the WEC. All existing facilities and methods can be used as tools or ways to achieve what they want. Especially speaking, because the most members that are looking for knowledge of languages to be able to communicate in a foreign language.

Obstacles that have been owned so far after following the learning process at WEC are expected to get real solutions, because the learning methods provided are

not in the form of a formal curriculum, but rather lead to the ability to improve themselves in learning and mastery of language knowledge.

d. Obstacles and Problem Solving

The description of the study of obstacles as the researcher have explained in the previous chapter, it is recognized that the obstacles in language learning at WEC are quite different. For students of the English department, they have more courage to be active in the classroom, while students or members from other departments and faculties are more likely to have obstacle to lack of confidence.

There are other obstacles that affect the smooth running of learning activities, namely time management. The average member after feeling comfortable, but have agenda with another schedule or busyness so that he could not attend the learning class. Such as college assignments, other compulsory activities, and others.

Therefore, Walisongo English Club is a place for students of UIN Walisongo Semarang who want mastery of English. WEC wants conditions that are different from the conditions of learning in formal classes.

The condition of learning the language in the WEC is a comfortable condition to become a place of learning. Therefore, to be different from formal classes, WEC

implemented innovative programs such as the General & Inauguration Studium, Outdoor Classroom Day, English Winter Camp, Annual Conference and especially at UIN Walisongo, WEC facilitated students by holding seminars and TOEFL tests. And there are still many other innovative programs within WEC of UIN Walisongo.

For Speaking itself, Walisongo English Club holds special trainings such as English Debate, Speech, Public Speaking, Fun games, English Day, Youtube / IG Content Vlogs, etc.

e. Improving Speaking Abilities

Effort to improve the quality members in English, especially speaking, WEC of UIN Walisongo always emphasizes comfort and kinship situations in learning. The point here is that both the scope of learning and cultural programs are discussed before they become real programs implemented. That is to give the environment, methods and everything in English lessons, which can get what is shared expectations and desires.

Students or members can get a kinship in which there is a comfortable learning space as a family. In improving language, especially the ability to speak in a foreign language can be done comfortably and get a gradual increase.

In terms of obstacle to speaking, students can control the emotions, fears and anxieties previously possessed. At WEC through a comfortable community and prioritizing Community Language Learning or Counseling Language Learning (CLL) methods, it is very helpful for the process of transferring real language knowledge applied in an environment that requires second language acquisition.

Tutors can know in depth the shortcomings of each student who is studying. For example, when there are obstacles or difficulties in the second language, especially speaking, it is not reluctant for both parties to share with each other so that the obstacles or difficulties encountered are immediately resolved. This is where the counseling process builds up because the emotional closeness between the tutor and students is well connected.

The WEC as a foreign language learning forum can continue to develop itself into an example of a language environment that develops language skills by prioritizing comfort and which can sufficiently help overcome things that hinder second language acquisition. Although there are still many shortcomings in the practice of learning that is done.

From there, specifically speaking skill as proof that students skillfully and are able to practice it in language

communication can be real. Speaking skills at WEC of UIN Walisongo can indeed be said to not be able to implement perfectly, but through counseling-learning done at least enough to prove that comfort and innovative learning are real solutions in learning English and are capable of speaking skills using English language.

The Improvement of Speaking skills at WEC

Language Environment at WEC	The learning method applied at WEC uses the principle of fun learning and is flexible with the aim of members who learn to dare to try to improve their language skills gradually.
Efforts made by WEC	Because the target of language learning in WEC is speaking, WEC tries to show up through achievements so that members can trust WEC quality.
Innovative speaking program	Games, discussions, sharing, winter camp, English day, English vlog.
Evaluation	Conducted intensively one month once and the tutor conducts individual evaluations persuasively.
Problem solving in speaking learning	Motivation, emotional closeness and kinship, participation, games, traveling, sharing.
Speaking improvement innovation in the digital era	Youtube, instagram, website, and facebook

The Result of Observation

No	Indicators	Fact		Note
		Yes	No	
1.	The members are enthusiastic in the speaking learning process	√		Member are enthusiastic in the speaking learning process.
2.	The members activeness in asking questions		√	Based on the observation, there were some members are participated by giving questions to the tutor.
3.	Fun and active learning speaking class	√		Based on the observation, members are look feel enjoy join the class
4.	The members are active in each group discussion.	√		Members are actively engaged with their group discussion in conversation practice
5.	The members could work together with their group discussion	√		Members could work well with other in their group discussion.
6.	The members are confident to give question to the tutor when they have obstacle in speaking	√		The members are confident to give question to the tutor when they have obstacle in speaking
7.	Tutor not like teacher in formal class. Tutor are friend, counselor, and do not force the material can be understood as well	√		Tutor try to be friend by make student confident and feel enjoy join the speaking class
8	The student join in the class until class finished		√	Some student are leaving class because there are agenda or university class
9	For solving the speaking problem like bored and uncomfortable there is inovative program	√		There are solving problems like joking, game, singing together, and winter camp

The CLL Implementation in Speaking Activities of WEC

CLL Principle	In WEC
<p>a. Build reciprocal relationships between learners and teachers to create a safe learning environment; children learn more effectively making them feel safe.</p> <p>b. The purpose of language is for communication.</p> <p>c. A teacher stands behind students to facilitate the learning process.</p> <p>d. A teacher must know the level of students and tell them what needs to be done to be successful.</p> <p>e. Students need to know the boundaries of their activities more comfortably.</p> <p>f. Because teachers and students are whole people, they can share learning experiences, get to know each other and build a sense of community.</p> <p>g. Consider that each learner is a distinctive and human characteristic, and the teacher positions himself as a counselor, learner, and their architecture.</p>	<p>a. Both administrators, tutors, and members hold the principle of comfort and security in learning at the WEC.</p> <p>b. The priority in teaching English is speaking for evidence that can communicate in a second language.</p> <p>c. Sometimes tutors stand in front, middle circle or behind according to their concept of learning.</p> <p>d. There is a class level in weekly, where the class has been adjusted to the ability of members through the WEC enrolment test. Then evaluation is done once a month.</p> <p>e. Members feel more enjoy when studying at WEC.</p> <p>f. Emotional closeness between members and tutors is built like friendship and family.</p> <p>g. Tutors in teaching gradually take an emotional approach to flexible learning communication.</p>

h. Learners as clients, use their native language to make clear and constructive meanings of what is known, because they are studying the classroom.	h. Members can share experiences or obstacles to the tutor, and try to use English according to their abilities.
i. Participants are taught to do assignments at one time and calm reflection and evaluation discussions to learn.	i. There are joint tests and corrections to find out errors or shortcomings. After that the members continue to be motivated.
j. Learners have choices in what they want to practice, because they have wisdom about where they need to be improved.	j. Member's learning rights are fully granted, while WEC is only a facilitator and motivator.
k. Students learn in groups to feel community and family; thus, they can learn from each other and the teacher. Cooperation, not competition, is encouraged.	k. They sit in circle shape. Filled with sharing, fun learning, sometimes invited out for cohesiveness and a sense of belonging.
l. The teacher must correct the mistakes made by students in a way that is not damaged.	l. Tutors in correcting member language misuse carefully so as not to hurt them, and remain comfortable at the WEC.
m. Participants develop a sense of community and build trust, which helps reduce the threat of new learning.	m. Familiarity and openness built in the WEC environment, as well as joint evaluations in it are expected to trigger the emergence of innovative ideas or more effective language learning programs.
n. Besides language, learners also reflect on what they have experienced. As such, they have the opportunity to learn about	n. Uphold the kinship and cohesiveness of fellow WEC members to gradually improve language skills.

<p>language, about their own learning, and learn how to learn from each other from the community.</p> <p>o. Syllabus is produced mainly by students in the initial stages. More students want to learn to make their own material.</p>	<p>o. The syllabus and guidebook given by WEC as material references can be studied and further developed in routine learning.</p>
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B. Analysis and Discussion

1. Overview of Language Environment at WEC

From the previous chapter, Ellis (1982) explained that she firmly argued that the environment in terms acquisition of languages can be broadly classified into two, namely in the formal and informal environment.⁴

In this case, Walisongo English Club (WEC) is a non-formal language community found in UIN Walisongo Semarang that engages the wishes of students other than in the formal environment (language class / department) on campus. WEC does not emphasize members of English majors. But it is intended for students in general who want to learn English.

Rezky Kurniawan, chairman of the WEC 2017/2018 period, revealed that WEC is a non-formal language community in UIN Walisongo,

⁴ Rod Ellis (1982), Informal and Formal Approaches to Communicative Language Teaching, *ELT Journal* Volume 36/2 January, p.79

"Because UKM University, which participates in WEC from all faculties and every year that lists up to 480 members, but that number is not yet natural selection," he said.⁵

He continued, his community did not target how many people should be active. More importantly, after being accepted as a member, WEC always invited for activities. So, even if there were those who were not active for a few months, WEC still always invited to take part in activities.

According to Rezky, learning at WEC is prioritized on family and comfort in principle. The technical learning is the same. For him, a tutor and member are colleagues. So that it is not enough to help reduce fear in using a second language.

"Between tutors and members, I thought it as a friend, because it's the same age, at most different semesters, so they are also comfortable to have a joke, don't have to be strict like on campus, what should you do or not. The subject is made relaxed, the important thing is the lesson comes in, just like that. For members, usually be shy at the beginning if they want to talk, you know, because they are still new member," he explained.

For this year, there are 10 classes, in each class there are 30 members. Even though all of them cannot be fully active in attending the activities or classes that have been made. Therefore, in increasing and motivating members to

⁵ Interviewed Rezky Kurniawan, 13 September 2018 15:23

actively participate, WEC activities have more fun activities that are fun learning.

Furthermore, members are always involved in each activity, for example participating in a committee or so on. From there, it is considered to strengthen emotional engagement. And often invited to drink coffee to chat and share about language learning and language organizations.

Dito Alif Pratama, one of the Alumni revealed about WEC and what is in WEC (language environment).

"For me, WEC is not only means of learning English, but also a family. Family atmosphere between fellow community members which ultimately makes the learning atmosphere at WEC more comfortable and not boring, always fun. It's like young brother taught his old brother," said WEC alumni and Maagister Vrije Universiteit Amsterdam to the researcher.⁶

Ainul Bahar, chairman of the 2016/2017 period in WEC stated that the basic and purpose of empowering students who follow WEC is mainly students who want to explore the field of English. So the end goal is to develop an interest and talent in the field of English, and not only for English students.⁷

Ainul, who was the chairman, told the researcher that broadly speaking, in WEC there was a structure in charge of

⁶ Interviewed Dito Alif Pratama, 07 November 2017 13:36 WIB

⁷ Interviewed Ainul Bahar, 22 October 2018 19:07 WIB

their respective job descriptions so that running the wheel of language organization at the university level run well according to the organizational constitution.

“In general outline, WEC organizations have general Chairperson, Deputy Chairperson 1 and 2, Secretary 1 and 2, Treasurer, 6 Departments (Teaching, Cardress, Mover, Home Affair, Public Relations, and Journalists). Whereas in each Department there is 1 coordinator and 4 members,” he said.

Ainul added that the direction of WEC's performance was focused on building managers and members with a percentage of 70%, and for 30% were more focused on pursuing achievements such as attending language competitions, etc.

One of the WEC Alumni and once a secretary, Muhammad Faqih Irsyad, admitted that when he first learned about WEC, he felt fun because there were language communitys that facilitated free language skills, but he thought that sometimes many people were not aware of using WEC as a place for improvement of language skills which is very important.

“For me, when I first entered, it was stressful, because I could not speak English, I could only say “Amazing”, there were no other words. So stressful because it's a foreign language. But after I knew other people at WEC

and kept learning together, I finally got help. Speaking about learning, it can be said to be fun,” he explained.⁸

One of the WEC members, Ali Muhtarom, a student faculty of Government Science 2017, admitted that he initially joined the WEC because he wanted to try if indeed the WEC could make him improve speaking. Because he is looking for an environment that can help with this. After entering, he was grateful because in WEC programs he could practice English even though little by little.

“I entered and was active here because I wanted to be able to speak English fluently. At WEC, I hope that I can continue to practice speaking English even though it is still difficult,” he told researcher.⁹

From here, the description of the language environment in WEC is an alternative forum that plays an important role in facilitating and becoming a vehicle for UIN Walisongo students who want to learn and improve their English skills. In addition, the principle of a comfortable and fun environment in the WEC is positive value that is not obtained in formal classes.

2. Type of Learning

In discussing the type of learning, it certainly will not be separated from the programs and innovations that WEC

⁸ Interviewed M. Irsyad, 15 November 2017 14:22 WIB

⁹ Interviewed Ali Muhtarom, 07 January 2018 16:05 WIB

has carried out in language learning during the period. Therefore, in deliberation, evaluation, and program selection are really considered. Certainly it does not come out from the principles, vision, or spirit of WEC that upholds family, comfort and totality.

Language learning at the WEC, as stated in its programs namely Weekly Meeting, English Day, Winter Camp, English Training for Competition and so on, is also carried out by using references that have been applied in the type of learning.

Yudha Mamduh, one of the Alumni and once a tutor at WEC explained that in the learning used in the program, always prioritized the dynamism of learning. Because if it is formal and not fun, for him the member will not feel at home and will easily get bored.

“The most important thing in teaching is that there is an emotional connection between members and tutors, so the atmosphere becomes warm when the class takes place. WEC always prioritizes it,” he said.¹⁰

Yuniar Chrismania Caesar, tutor WEC in 2018 period said that being a tutor at WEC is not an easy thing. According to him, if being a tutor in grammar teaching, writing, reading, but not speaking is easier because it only uses theory. But as a speaking tutor, the principle and type of teaching used is a fun

¹⁰ Interviewed Yudha Mamduh, 05 July 2018 17:05 WIB

learning, so where the members can understand and learn the problem of speaking well with that fun learning.

"So we made the class very enjoyable, as well as discussing general matters first, to motivate them (members) to speak English. And, importantly, my teaching is more about comfort. So even though I have a target, but even if I have not been able to reach that target, it is not a big problem, the important members who join WEC can and dare to practice speaking that has been taught." Yuniar Said.¹¹

According to Yuniar, the learning speaking method at the WEC is not much different from formal classroom learning. Maybe the difference is, if in the speaking class at the WEC, members are more able to express themselves, more able to express their opinions. But if in the formal class, most of them have to follow what is instructed by the lecturer, or they listen more to the lecturer.

Another tutor, Siti Fatimah Shofarida, explained that while she was teaching and discussing with WEC members, she always remembered that even when she first wanted to learn English in the first semester she felt awkward and embarrassed. So after becoming a tutor, she must bring the class atmosphere as relaxed as possible so that the members are not saturated. One of them is by giving fun-learning games.

¹¹ Interviewed Yuniar Chrismania Chaesar, 20 September 2018
10:05 WIB

“Because in order to feel at home while studying at WEC, the atmosphere as comfortable as possible should be presented. WEC can be a refreshing place for students who are saturated with the type of formal learning in the classroom”.¹²

Muhammad Irsyad also said that the type of learning used and developed at WEC was quite variety and innovative as in the English Pare village.

“Usually WEC member like learning in Pare, for example quizzes or the main thing that smells fun, which is always looking for ways to be more fun in their learning class. That is what I see from WEC learning model,” said M. Irshad.¹³

Students in 2017 and WEC members, Siti Rohmah, revealed that she initially joined WEC feeling awkward and not sure whether she would be able to speak English or not, because her initial shadow would be like in English classes from school. But after entering and becoming a member of WEC, she changed her mind and currently active as a member of WEC.

"Initially I was scared, the contents were also rigid and there were many tasks. But after entering and following the learning model it turns out to be relaxing. I mean it's not really serious. Lots of funny games and friends,” she said.¹⁴

¹² Interviewed Siti Fatimah Shofarida, 21 August 2018 16:16 WIB

¹³ Interviewed M. Irsyad, 15 November 2017 14:22 WIB

¹⁴ Interview Siti Rohmah, 22 January 2018 10:37 WIB

Another WEC member, Alwi, a 2016 Syariah and Islamic Law faculty student, thinks that he basically feels comfortable with learning English at the WEC, however, he finds it difficult to manage time to focus on learning English.

"I want to also be able to speak in English, but yea it often hold with other activities or other tasks, so it is less intense learning at the WEC," he explained.¹⁵

Rezky, chairman of the WEC confirmed that the types and models of learning applied at WEC were emphasized to be more flexible and learning by doing. This is in order to be more get in with the lesson because it emphasizes emotional and comfort in learning.

"As always there is weekly every week, one weekly is every day. So it depends on each tutor. What days the members could attend, an also for the tutor. We don't limit the hours, it's flexible so it's good. Usually from Monday to Saturday, depending on their agreement with the tutor, "Rezky explained.¹⁶

Rezky added that in each weekly learning class there were always absences held by each class's tutor. And there was also has Whatsapp group. For each class accompanied by two tutors who have competently accompanied the class.

In addition to weekly meetings, according to Rezky, there is also a TOEFL class at WEC which helps to provide

¹⁵ Interviewed Syubi Alwi, 15 February 2018 19:37 WIB

¹⁶ Interviewed Rezky Kurniawan, 13 September 2018 15:23

TOEFL exam that is required by the campus. Other programs are in the form of vacation but speak English. In the *Winter Camp* (name of WEC program) and *English Day* for example, WEC focuses more on its members.

According to Rezky, such programs really help members to be more confident in speaking English. Even though it's still messy, we focus on the speaking skill. And more important is the creation of a family atmosphere in the learning at the WEC.

3. Learning Rules

Raimes and Wilkins, revealed that when the language learning process depends on the technique or strategy used by the teacher. The teacher must be able to create a comfortable learning atmosphere for students so that it is not boring, because the main enemy of teaching success is boredom.¹⁷

For the rules of tutors and members at WEC itself, WEC administrators especially for tutors who are assigned to teach, there are already standards and individual capability assessments conducted by WEC.

Rezky explained that the most important thing for the tutor's standards is the capability first, whether the members who have been studying for a long time have been eligible to be tutors or not.

¹⁷ Jeremy Harmer (2003), *The Practice of English Language Teaching*, Third Edition, Longman, p.56

“Usually we ask for recommendations from seniors. Then if the senior accepted, we ask the selected tutors are they agree to be tutors. It also doesn't have to be from English Department. There are also many tutors from outside the faculty,” said Rizky regarding the feasibility of WEC tutors.

During this time at the WEC, still choosing tutors from within the WEC itself so that for him the standard of tutor selection indeed needs to be improved.

“There are no sources except we bring it from outside. We still rely on the energy of the students (members) themselves,” he explained.

Whereas in the technical aspects, such as Training of Trainers, WEC has made a fairly mature plan so that it can meet the standards of language community selection.

"We at the Training of Trainers bring another sources (Lecturers). Before the tutors teach each turn of the period must be trained beforehand so that they can become good teachers. Because not all of the tutors are from the English department." WEC chairman Rezky continued when interviewed by researcher.¹⁸

Ainul Bahar, Chairman of the WEC before Rezky said that in the role of teaching at WEC was the result of mutual consultation and evaluation. Because in determining who is the most suitable to occupy each job description, according to him must also adjust abilities.

¹⁸ Interviewed Rezky Kurniawan, 13 September 2018 15:23

"Where are the people who are identical, if that person is talk active, it fits in the mover department. If that person is more calm and can educate another friends, then they will enter to teaching department," Ainul Bahar explained.¹⁹

Arif Wibowo, Deputy Chairperson of the 2015 WEC, revealed that the selection of tutors at WEC was indeed based on the capabilities of the members who had been struggling in WEC for around 3 years. Because after taking it, they already knew how the pattern of teaching in the WEC along with the family that was supposed to be built.

"So those who have been chosen for the first 3 years are the core team. There are tutors, movers, and others. They clearly know how to make members comfortable at the WEC," explained Arif Wibowo.²⁰

For members at WEC themselves, the students who participate in WEC are in the process of learning. While as a reference, WEC had a manual and syllabus for learning, especially Speaking.

4. Material and Evaluation of Learning Speaking

Speaking material at Walisongo English Club is attached to the syllabus and guidebook. Like basic speaking material and others. So that in learning practices, the tutor just refers to the existing material.

¹⁹ Interviewed Ainul Bahar, 22 October 2018 19:07 WIB

²⁰ Interviewed Arif Wibowo, 21 Desember 2017 17:02 WIB

However, there is additional speaking learning material for members who are flexible through asking questions and discussing with each class tutor. It can through the Whatsapp group or meet directly with the tutor. In addition, WEC also emphasizes speaking learning which is more on innovative learning or fun in learning.

The material is intended for Weekly, while for intensive material or development, WEC is more directed to programs such as English Day, Daily Conversation, and Winter Camp.

Regarding the practice of speaking and evaluation in it, Nailul Faroh, the Speaking tutor for the 2016 period revealed that for tutors, the learning model applied was to know the root of the problem.

“For example, in a class that has been divided, the members are lacking in any way. Then finding a solution that must be done then applied in groups.” Said Nailul, the alumni from Kudus to the researcher.²¹

Meanwhile Yudha Mamduh said that when teaching speaking to members, he put more emphasis on fun content. Because the matter of speaking material, for him in all English language communitys is almost the same. Because if you see the purpose of speaking is the courage to speak and be fluent in English.

²¹ Interviewed Nailul Faroh, 16 August 2018 16:28 WIB

“In order for members to be quick to get it, we need attractive content in every material. Suppose giving unique and funny examples. It's even better like Winter Camp, because there, the members are more happy and don't feel like on campus, so they dare to talk,” Yudha said.²²

Yuniar Chrismania revealed that in the speaking class she met there were still many obstacles faced. And according to her, the obstacles are still common, so most people do always encounter these obstacles. So they lack confidence so they are afraid to talk.

"Even though they knew what they should talk about. They already knew the English, but they were still afraid to express their ideas. The next obstacle that I encountered was because they were still unable to focus on speaking. So they still often think of grammar, often think of others, so you can't focus directly on the practice of speaking.” Yuniar said.²³

When talking about goals from the material and speaking skills improvement program at the WEC, Nailul Faroh explained that achievement in speaking was finally able to speak English to the other person.

“In addition to proof the results of learning speaking at WEC again, WEC members often win competitions such as debates, speeches, and so on. You can see the courage,

²² Interviewed Yudha Mamduh, 05 July 2018 17:05 WIB

²³ Interviewed Yuniar Chrismania Chaesar, 20 September 2018

skills, and achievements of learning that take place,” she explained.²⁴

Nailul added that if overall speaking is not perfectly successful speaking skill learning is applied, but according to her, if it is approximately 75% the success of speaking learning has been done at WEC.

Nailul gives additional advice to the members who really want to be able to speak English by listening to songs and watching English films often. And the most important is the practice. Try to speak English with friends, especially at WEC itself.

Regarding the syllabus of speaking learning, according to her, it is sometimes must be in accordance with the target and sometimes it can be flexible according to the needs of the members.

Yuniar Chrismania also gave tips for overcoming obstacles in speaking class by giving games for them, which were suitable to motivate them to speak more English.

"The relationship between members and tutors is very friendly. So here we are creating a fun and friendly atmosphere. So we don't keep learning, but here we also play and really have fun."²⁵

²⁴ Interviewed Nailul Faroh, 16 August 2018 16:28 WIB

²⁵ Interviewed Yuniar Chrismania Chaesar, 20 September 2018 10:05 WIB

To measure the ability and learning process of WEC members, Ainul Bahar explained that there were formal and informal assessments conducted by the team/officers who held the jobdesk such as tutors and movers.

“There is a Weekly class final test, but we prefer for example if there is an event which is need Master of Ceremony, Moderator discussion, and others. Well, improvising from there, the member is worthy of an increase in their English. The assessment are from there too.” Ainul Bahar explained.²⁶

For a regular schedule of WEC work evaluations, it is conducted once every month. While for a comprehensive evaluation, it is held in every mid-period of the management in WEC while completing the module used. It was also compared with the results of comparative studies to other communitys that could be the inspiration for the program.

Rezky, chairman of the WEC 2018 added that for speaking, he looked at the speaking test. WEC also sees its daily life. Even to see the activity in the class group on Whatsapp.²⁷

Dito Alif Pratama, who has now graduated from a university in the Amsterdam Netherlands, said that it was related to the results obtained from learning speaking at WEC. He explained that from the speaking activities facilitated by

²⁶ Interviewed Ainul Bahar, 22 October 2018 19:07 WIB

²⁷ Interviewed Rezky Kurniawan, 13 September 2018 15:23

the WEC, he felt helped and could improve his speaking skills.

“I was helped in improving my mentality in speaking English in forums and discussions, both at seminars and in class discussion forums. I could also increase my vocabulary, of course, there could also be a lot of new vocabulary when studying together. All of them finally helped me while taking IELTS. Speaking test also helps in winning some Speech Contest events.”²⁸

5. CLL Method and Learning Practices for Speaking Abilities at WEC

The most fundamental concept in learning, as explained in the chapter on theoretical framework, is psychology. Also, as has been the point of discussion, namely the learning theory of Charles Arthur Curran, that in order to improve students’ ability to learn languages, it is better to involve psychological aspects as Curran did when he taught La Forge, his student. Or what is known as Community Language Learning (CLL) or Conseling Learning. In the tradition of language teaching, Community Language Learning (CLL) is sometimes often cited as an example of a humanistic approach.²⁹

²⁸ Interviewed Dito Alif Pratama, 07 November 2017 13:36 WIB

²⁹ Richards, Jack C, and Theodore S. Rodgers, *Approches and Methods in Language Teaching, A Description and Analysis*, (New York: Cambridge University Press, 1986), p. 126.

To further emphasize this, the point is that language learning does not only teach language, but also helps students develop themselves by solving humanitarian problems in people who are learning. Therefore, a learner considers students as “a whole person”. So the emphasize teaching techniques and methodologies are on the humanistic aspects. In such methods, student experience and their personality development, as well as the growth of positive feelings are important in language learning. Community Language Learning here refers to the counseling metaphor to redefine the role of teachers and students in learning languages.³⁰

Through a learning and reference theory model, it can be seen that the language development of students begins in the “zero” status (depends fully on counselors) to “total independent” status (not totally dependent on counselors) in communicating.

So if we converge to the core of the discussion that the use of methods that emphasize solving individual problems in learning languages, especially second language (English as a language learned) can be said to be the main problem of individuals to learn and improve the language skills they want to master is the main thing. In a sense, problems such as anxiety and fear especially in speaking as proof of

³⁰ Richards, Jack C, and Theodore S. Rodgers, *Approches and Methods in Language Teaching, A Description and Analysis*,....., p. 113

communication are preferred. This is in the previous chapter through various solutions such as comfort and secure in learning. There are no things that can make it difficult or students will get stuck because of psychological stress.

As in the methodological practice CLL, as implemented by Currant, has provided five concepts needed to grow the language learning process, namely security, attention, aggression, reflection and discrimination.

That is where all this time, the application of learning at the Walisongo English Club has been implemented, after actually researching the Community Language Learning (CLL) methodology. Because in addition to the language community, WEC also emphasizes comfort and innovation that are more towards psychological security in improving the ability of foreign language learners.

As stated by Rezky, the chairman of the WEC, that the community or community does not choose between the smart or not and does not emphasize the goal in the form of formal discipline as in language lectures. At WEC the emphasis is more on secure and comfort in language. This is felt to be the most effective language learning environment.

“To create security, members at WEC were not chosen, those who were English-speaking, we continued to follow them, if members who did not speak in English then we leave them, is not like that. So anyone who still has the desire to learn English, whatever the reason and

background will still be embraced. Although for example there is something that cannot speak, it is still taught gradually. Don't let people who want to learn give up, right? Each individual also has their own shortcomings," he said.³¹

Rezky said that comfort can be created through activities that are simple and fun. In addition, there are steps to strengthen emotional relationships among members, so that it is expected to increase the comfort and enthusiasm of learning whoever is in the existing learning environment.

"In addition to fun activities. We always involve them in every activity such as participating in a committee or so on. That must strengthen. Although for example they are weekly, they rarely participate but when they are invited to take part in the committee activities, they are definitely more familiar with their friends. Or we invite members to copy and share. There will be a spirit of enthusiasm and certainly intimacy," Rezky continued.

According to Nasiri, Chairman of the 2015/2016 WEC, he said that in creating a comfortable community at WEC, the most important thing was flexibility and comfort in the learning environment.

"Creating a comfortable community is flexible and dynamic. One time we position ourselves more often as friends so that members are not too tense in obtaining language material. The most important thing is that there must be games or ice breaking if the conditions of the

³¹ Interviewed Rezky Kurniawan, 13 September 2018 15:23

members are already sleepy.” Said Nasiri, an alumni from Madura.³²

When a member complains because of a problem, Nasiri reveals that the complaint will be accommodated and then discussed together by teaching departments. Then there must be a solution. Nasiri pointed out that the WEC is not a class like a lecture class.

“The point is we are how the members can speak up. Even though it is still not good. But the important thing is that speaking can develop slowly. So in learning activities that are focused on speaking skill output, discussions or dramas are usually held more often or take a word continues to be developed.” Nasiri added.

In order for members to be more confident in English according to Nasiri it was instilled in his mindset that at WEC this position was equally learning, no need to be afraid to make mistakes. WEC for Nasiri is a facilitator so that the members dare to speak English and are never afraid of being wrong. Because according to him speaking was the important thing that we can be talkative and to understand what the others are saying.

“So it’s different from written English. If it is written, the rules of language and grammatical are all used. When I become a tutor, I also need to consider myself a teacher, but also make me become their friend.” Said Nasiri.

³² Interviewed M. Nasiri, 07 July 2018 16:55 WIB

In order to remain in demand as an community that has quality in the language development environment, Rezky said that the internal management strives to show himself who is truly worthy, namely through frequent show ups and achievements.

"There are competitions to Malang, Jogja, Unnes, thank God, every time we joint the competition we can get achievements. From there, we give prove to the members so they can be motivated. In the WEC environment itself, we build family, so they are comfortable with us. That's why we apply comfort to ourselves."³³

Rezky added that the achievements that had been achieved in WEC by participating in the competition and others, such as during the competition to Solo, for example became the best one in the Java Speech competition. In Kudus, we won the Speech competition, and so on.

In an effort to work on programs that are comfortable and able to improve speaking skills as learning targets, WEC divides the levels of learning. For Teaching classes intended for basic members. Furthermore, the intermediate will be tried to become a tutor and to move in the development area such as the skills for the competition.

Next for speaking development, it was tried in the form of programs such as English Day and Wintercamp. Rezky said that in English Day conducted by WEC, there were 3 things

³³ Interviewed Rezky Kurniawan, 13 September 2018 15:23

namely comfortable learning, mentoring, and trying to develop speaking.

“Yesterday was in the Boja area. So each member was accompanied by a tutor, so the tutor directed them to speak English. In WEC there are two type of classes. Teaching class, and movers class. For tutors, it is emphasized to be like a friend.” Rezky explained.

In measuring speaking skills in WEC, as explained in the previous discussion that can be seen through tests, when discussions or talking to members, or with the values obtained by tutors, et cetera. Whereas in the learning rhythm at WEC a speaking manual was given.

“There is already has a speaking manual, today weekly they will read the material, so what was asked for tomorrow is already known. The material already announced to the group. So there are preparations for discussion,” said Rezky, chairman of the WEC.

Regarding the obstacles faced by tutors in the learning process at the WEC, according to Rezky, they already know when there are obstacles. "Above the tutor there is a coordinator, they confide in the coordinator, their seniors, who have experience. So this is how we deal with members. When they have problems, we give solutions as possible. "Rezky added.

WEC acknowledges that indeed the obstacles faced by members are because members are more often afraid to speak out because they feel embarrassed. Nailul Faroh, Yudha

Mamduh, Arif Wibowo and other tutors at WEC revealed similar things related to the problem of language learning namely shame because they did not feel comfortable and secure.

This is where WEC present to alleviate the problems of these learners through emotional closeness and self-motivation of members to be able to develop their confidence in trying to practice English.

There are also other obstacles that hinder the learning plan at WEC, such as when setting a weekly teaching schedule. Because the number of member activities in lectures and other agendas often hampers the smooth learning. But for the WEC, it is said to be normal.

“We are only facilitators. We try to be able and continue to motivate. We try to create a comfortable atmosphere for learning. They will definitely study again,” said Rezky.

Rezky added that in the rapid progress of the era like nowadays, WEC tried to take part in using it such as making Vlog videos in its programs. So the members tried to practice English through their vlog then posted on Instagram and Youtube.

“What is different from this period is that we made English vlogs. So, one of the pieces of English camp from our member is to make English vlog. While having vacation they record video blogging using English. And it

looks like the members were happy and brave enough to try speaking English,” Rezky explained.

Based on the explanation Counseling Learning also is known as Community Language Learning at the Walisongo English Club, it has run according to the method even though there are still many shortcomings and obstacles in practice. Other innovative programs are needed in creating comfort and security in learning languages, especially speaking ability.

6. Suggestions

To be an community or language community that wants to implement speaking ability in its environment, certainly effort and evaluation are needed, and also innovation in the process.

Regarding the organization and language environment at WEC in the future, M. Irsyad gave suggestion that for administrators and tutors to be friendly, familiar, then the learning activities would run smoothly because it was far from what is known now with *baper* (easily offended).

“So if it is friendly, they will not *baper*. Besides that it is certainly up to date. However we are actually referring to the selection. What is the monthly reflection. What is the achievement. That is important. And often hold gathering events to tie bounding (engagement). Of course cultivate or empower the seniors. We learn from great people,” said Irsyad.

To WEC members, Irsyad gave input to the members that WEC is a community that does not charge any fees and at WEC if members can use it, they will be able to master what they want.

Another alumni, Dito Alif, said that in learning English, the most important thing is the spirit to be able to.

"WEC is not a sorcerer, WEC will not be fully able to improve our English language skills without being encouraged by the enthusiasm and motivation of a strong will."

To the administrators, and their respective departments at the WEC, Dito revealed to remain focused on evaluating learning targets for current and future WEC members. Also, it is more cooperative with members. He confessed and emphasized that while studying at the WEC, what he got was the convenience of learning and also getting many friends in learning, especially speaking. From there he was able to go on an adventure to study abroad.

Whereas M. Nasiri, Chairman of the 2015-2016 WEC revealed that specifically to be fluent in speaking, he gave input to WEC members, besides continuing practice, we also must continue to add vocabulary. So the vocabulary list also keeps on updating.

"And to practice it might be necessary to practice speaking in front of a mirror. Talk to yourself. I myself also made an agreement with my friend to have to use

English as much as possible. So, if we don't know that it can open a dictionary or say "how to say ... *izin ke toilet*" for example." Said Nasiri when interviewed by the researcher.³⁴

Nasiri considered that the learning model at WEC had been good enough for him but still had to be improved in the future. Regarding suggestions or input for members who are studying, he suggests actively participating in the WEC agenda. As for the administrators, he suggested to do a survey first, do the mapping. So, in the future learning is more effective again.

Arif Wibowo added that in overcoming the obstacles encountered, according to him the most important thing was deliberation and carried out with open minded. If not the impact can be dangerous for the continuity of learning.

"WEC is a community, not having a target like a test in college, so it is indeed the most important member and family can be comfortable. There must be progress and courage to speak gradually. That is the most important in my opinion," Arif Wibowo said.³⁵

As a speaking tutor, Yuniar gave easy tips for members to speak English.

"First, members must be brave. Second, members must not think too much about grammar issues. Grammar is

³⁴ Interviewed M. Nasiri, 07 July 2018 16:55 WIB

³⁵ Interviewed Arif Wibowo, 21 Desember 2017 17:02 WIB

important but it can be learned later after the members have built their confidence" Yuniar said.³⁶

While Nailul Faroh and Yudha as part of teaching responded to the same thing, which WEC tutors and movers continue learning to create a fun learning atmosphere. If not, the member will not feel at home while studying at the Walisongo English Club.

³⁶ Interviewed Yuniar Chrismania Chaesar, 20 September 2018
10:05 WIB

CHAPTER V

CONCLUSION AND SUGGESTIONS

Based on the result of this research explained in the chapter 4, here there are some conclusions and suggestions. In conclusion part, the result of the research is explained above. Meanwhile, in suggestion part is concluded into some points there are some suggestions that will be beneficial to institutions, tutors, students, and for university itself.

A. Conclusion

After taking the discussion of theory, material, and analysis of research findings data, the researcher can conclude the final results of this study as follows:

Implementation of Community Language Learning (Conseling Learning) or what is referred to as CLL Method at Walisongo English Club (WEC) UIN Walisongo Semarang, especially in improving Speaking ability has been applied with the results of the field which still has obstacles or obstacles, so that it is not perfect in realizing its vision and mission . In addition there are innovations that are dynamic, flexible and creative. Because all of that has done in order to create targets and learning outcomes that have been designed, but still emphasize and prioritize the type of comfort and kinship within the institution and learning.

Students or members of the language know WEC as a second home in improving or developing their second language

mastery. Because members can be intense and communicative without formal pressure to the tutor. As well as the environment created it is emphasized to continue to prioritize comfort, flexibility, dynamic learning to be an important point in its own right, especially overcoming the obstacles of anxiety in language learning and its efforts in improving speaking ability.

The tutor also continues to learn about the most effective learning in language learning. Through methods that emphasize comfort and emotional intensity, the tutor can find out the constraints of each individual and know how to choose and sort out the resolution of the problem. Especially in improving speaking skill learning as a target for language institutions.

Although learning with CLL Method at WEC is not fully in accordance with the practice, which means there are still shortcomings or obstacles. However, togetherness and deliberation together, will be able to find the right solution to achieve all the wishes of members, tutors, officers, and university, especially in improving language mastery, innovation, applying second language as a communication tool (speaking English in UIN Walisongo), and other achievements.

B. Suggestions

After describing the conclusion, it was presented some suggestions related to implementation CLL toward students' speaking skill in WEC of UIN Walisongo as follow.

1. **For institutions such as WEC**, it is necessary and important to find and formulate truly innovative and effective programs. It can be through comparative studies to various institutions that are non-formal in nature and have succeeded in creating a comfortable and accomplished atmosphere. Need to continue to evaluate existing learning. Such as evaluating notes or videos to be jointly reviewed on existing language learning issues. Utilizing the advancement of information technology as a media show up for WEC especially in speaking English.
2. **For tutors**, especially in CLL method such as in WEC, it should build the spirit and cooperative with members. Besides that, also create learning fun atmosphere, this would make members feel at home because of the kinship environment.
3. **For students**, it is important trying to take the courage to implement speaking day in the campus environment of UIN Walisongo to make it as habit to speak foreign languages.
4. **For UIN Walisongo Semarang**, it is needed full support and assistance from the university in order to succeed in implementing a English language in the UIN Walisongo environment, through all WEC members, such as through campus events.

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Interviewed Ainul Bahar, 22 October 2018 19:07 WIB

Interviewed M. Irsyad, 15 November 2017 14:22 WIB

Interviewed Ali Muhtarom, 07 January 2018 16:05 WIB

Interviewed Yudha Mamduh, 05 July 2018 17:05 WIB

Interviewed Siti Fatimah Shofarida, 21 August 2018 16:16 WIB

Interview Siti Rohmah, 22 January 2018 10:37 WIB

Interviewed Syubi Alwi, 15 February 2018 19:37 WIB

Interviewed Arif Wibowo, 21 Desember 2017 17:02 WIB

Interviewed Nailul Faroh, 16 August 2018 16:28 WIB

Interviewed M. Nasiri, 07 July 2018 16:55 WIB

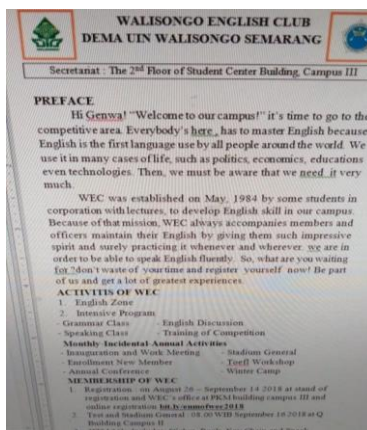
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Appendix 1

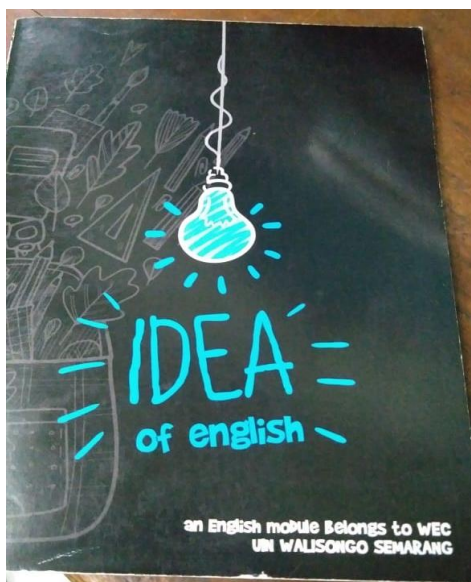
Walisongo English Club



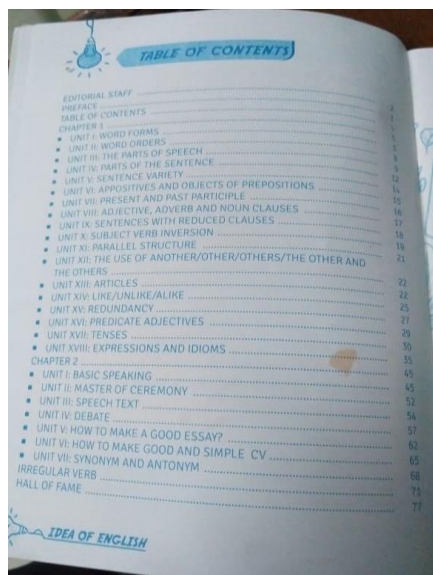
WEC Symbol



WEC Profile



Module Contents



WEC Module

Interview session



Test session for enrollment new member





Weekly Meeting
beside Audit II Campus 3

Weekly Meeting at
O building Campus 2




Weekly Meeting
beside library



Weekly meeting from Mover Department at American Corner



COME & JOIN US
FREE TALK
 WITH



BRENDAN HAMBLIN
 AMERICA

FOR WECS' MEMBERS

No Success
 be Active
 inquitia
 and
 Get
 Our Dream

Place : American Corner
 Time : at 9 a.m

On Saturday,
 15 Okt 2016

Free Talk with Native
 Speaker at American Corner



Pamflet of Winter Camp

Let's Join
WALISONGO ENGLISH CLUB
 Here We Learn English Together

JUST COME TO
 OUR STAND
 OR WEC OFFICE
 ON AUGUST 22 -
 SEPTEMBER 15, 2016
 FOR MORE INFORMATIONS.

CP :
 Resky (FEBI) 085398872762
 Wenny (FITK) 085706566841
 Rokhma (SAINTEK) 085642389825
 Luxni (FUHUM) 089688478901
 Falin (SYARIAH) 085875636442
 Tefair (DAKWAH) 085641339825

“
 STRUGGLING
 WITH
 LEARNING
 ”



Poster Registrar Mahasiswa (PMH)
 Sampang Senior Student

WEC, join we
 wecsainwe@gmail.com

wec-official.blogspot.id
 Walisongo English Club

2017
 28-29
 OCTOBER

WINTER CAMP

Together Makes Everything Better

1 day
 to go



Walisongo English Club

Camp Fire on Winter Camp



Activities in Winter Camp





Enrollment New Member



Inauguration Upgrading and Work Meeting Inaugu



TOEFL Workshop & Simulation

English Day at Pasar Karetan



WEC Event

WEC Gathering



WEC Achievement in Speaking Competition



Interview Questions List

No.	Questions	Target Respondents	Questions Identification
1.	WEC is community not like a lecture, how is the method of speaking learning in WEC?	Tutor	To find out the method of speaking learning in WEC
2.	How to create an atmosphere of learning so that community-based learning is safe and comfortable for members?	Tutor	To know the atmosphere of learning in the community-based learning
3.	What do you do if there are members who look tired or less comfortable while learning? What do you do in making the atmosphere and the togetherness with each other?	Tutor	To know the comfort-learning
4.	How do you measure the learning ability to speak? Are there any assignments given to members in terms of speaking? If any, what kind of tasks?	Tutor	To measure speaking ability in WEC.
5.	In terms of speaking, how to make members become confident to speak English?	Tutor	To find out the tutor makes member confident.
6.	Do you as a tutor consider yourself as a teacher or a friend?	Tutor	To find out tutor's position.
7.	As tutor speaking, what		

Appendix 2

	are the difficulties? How is your advice to improve the quality of the speaking in WEC community?	Tutor	To find out the difficulties of learning in WEC.
8.	Do you enjoy learning English language especially speaking in WEC? Why?	Member	To find out member's feel about learning in WEC
9.	Do you think it was a useful lesson? Why? / Why not?	Member	To find out what member thinks about learning in WEC.
10.	Do you speak more than you normally do?	Member	To find out member's achievement after learn in WEC.
11.	Why do you choose to join the English learning community?	Member	To find out the reason why members choose WEC
12.	Is there any differences between in class and in this community?	Member	To find out learning language difficulties.
13.	How is learning methods of speaking in the WEC community according to you? Is it good, or is it lacking? How is the explanation?	Member	To find out what members think about the method learning in WEC
14.	How is the learning environment in the WEC community? Do you feel safe and comfortable?	Member	To find out the learning environment
15.	How do you think the tutor who teaches speaking? (Formal / informal)	Member	To find out what the member thinks about tutor.

Appendix 2

16.	Does WEC increase your confidence to speak English?	Member	To find out how member increase their confident to speak up.
17.	How is the history of WEC? And the profile?	Officer	To find out about WEC
18.	As an officer, what do you do if there are members who complain?	Officer	To find out if there any complain by members.
19.	Which steps or strategies are suitable for speaking in WEC?	Officer	To find out the strategies of speaking learning in WEC.
20.	Whether in making the program has done in-depth study / comparative study?	Officer	To find out how WEC officer create program.
21.	What is weekly? And how its implementation and output?	Officer	To find out about Weekly Meeting and how its implementation
22.	How do you choose a tutor? Whether the selected tutors meet the standard community tutors that make the class safe and comfortable?	Officer	To find out how select the tutor.
23.	How do you know the progress of speaking member?	Officer	To find out the evaluation of speaking learning.
24.	Whether in the class, for example weekly and winter camp program also be able to improve the speaking ability of English member?	Officer	To find out if other program in WEC improve speaking ability.

Appendix 2

25.	What are the obstacles or difficulties of the officer and teaching department?	Officer	To find out the difficulties of being officer
26.	How to keep these community members interested?	Officer	To find out how WEC make member's interest.
27.	What are the achievements of WEC? Especially speaking.	Officer	To find out WEC's achievements in speaking ability.
28.	What year did you join the WEC community? How long did you study?	Alumni	To find out alumni identity.
29.	Besides WEC, what English community do you follow?	Alumni	To find out how active alumni in learning English.
30.	During the WEC do you feel safe and comfortable in learning?	Alumni	To find out how alumni feels during learning in WEC.
31.	What is the learning environment in the WEC? Is it thick with a sense of togetherness or a tense learning? What do you think?	Alumni	To find out what alumni thinks about learning environment in WEC.
32.	What achievements that you have been made regarding the ability to speak or English language during in WEC? Or after from WEC?	Alumni	To find out what Alumni's Achievement and what they got in WEC.
33.	How is English learning method in WEC? (what kind of WEC learning	Alumni	To find out what alumni think about

Appendix 2

	system?) and about speaking ability method?		speaking learning method in WEC.
34.	Do you think the method of learning in the WEC, has impact on your speaking skills ?	Alumni	To find out what alumni think about the impact of WEC to member's speaking ability.
35.	Do you think WEC has the overall language learning community standard Especially in Speaking?	Alumni	To find out what alumni think about WEC standard as a community.
36.	What do you think the advantages and disadvantages of learning activities in WEC?	Alumni	To find out what alumni think about the advantages and disadvantages learning activities in WEC.
37.	What are your suggestions for improving the quality of the WEC community for the future? And for the member.	Alumni	To find out their suggestions how to improve the quality of WEC and for the member to learning English.

Appendix 3

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

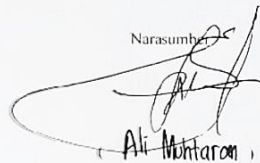
Nama : Ali Muhtarom

Jabatan : Member WEC Angkatan 2015

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudara Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber



Ali Muhtarom

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:


Nama : Arif Wibowo

Jabatan : Wakil Ketua WEC Angkatan 2012

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudari Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber


(Arif Wibowo)

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

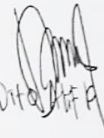
Nama : Dito Alif Pratama -

Jabatan : Member WEC 2011

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudari Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber


(Dito Alif Pratama)

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

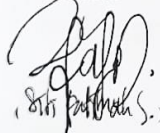
Nama : Siti Fatimah Shofarida

Jabatan : Tutor Teaching Department WEC 2016

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudari Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber


(Siti Fatimah Shofarida, S.)

Surat Pernyataan Bukti Wawancara

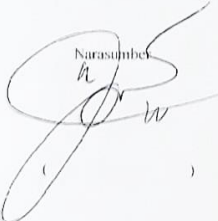
Saya yang bertanda tangan di bawah ini menyatakan bahwa:

Nama : M. Irsyad

Jabatan : Sekretaris WEC 2014

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudari Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber

()

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

Nama : Naylul Faroh

Jabatan : Tutor Speaking Mover Department Angkatan 2016

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudari Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber


(Naylul Faroh)

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

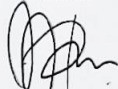
Nama : M. Nasiri

Jabatan : Ketua WEC Angkatan 2012

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudari Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber


(M. Nasiri)

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

Nama : Rezky Kurniawan

Jabatan : Ketua WEC 2018

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudara Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber:



(Rezky Kurniawan)

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

Nama : Siti Rehmah

Jabatan : Member WEC Angkatan 2017

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudara Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber


(Siti Rehmah)

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

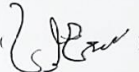
Nama : Syubin Alwi

Jabatan : Member WEC 2016

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudara/Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber

Syubin Alwi


Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

Nama : Yudha Mamduh

Jabatan : Wakil Ketua WEC 2014

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudari Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian "*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*".

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber

A handwritten signature in black ink, appearing to read 'Yudha Mamduh', is written over a faint, circular official stamp. The signature is fluid and cursive.

Surat Pernyataan Bukti Wawancara

Saya yang bertanda tangan di bawah ini menyatakan bahwa:

Nama : Yuniar Chrismonia Caesar

Jabatan : Tutor Speaking WEC 2018

Telah benar-benar menjadi narasumber guna menyusun penelitian yang dilakukan saudari Anissa Gina Nazda, NIM: 133411028, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang dengan judul penelitian “*The Implementation of Community Language Learning (CLL) Method Toward Speaking Skill*”.

Demikian pernyataan ini dibuat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Narasumber

A handwritten signature in black ink, appearing to read 'Yuniar Chrismonia Caesar', is written over a light-colored background.

Interview Document

Interviewed Rezky Kurniawan

<https://drive.google.com/open?id=127xdYF7qTND5MlPrW4Z0YSNSaJtSr9RB>

Interviewed Dito Alif Pratama

https://drive.google.com/open?id=1_yhr9la5x1uLSDsuOfGWxExNkYYOYcN2

Interviewed Ainul Bahar

<https://drive.google.com/open?id=1mdG9K5XwXgUSSTr7TTFIqzt3T7D41lsh>

Interviewed M. Irsyad

<https://drive.google.com/open?id=1riqZ26chur7UoaPIId1MpC8Op64D9gzYI>

Interviewed Ali Muhtarom

https://drive.google.com/open?id=1m_s6RU9Y01sy_svYWSkGVFZcDKhVuy-u

Interviewed Yudha Mamduh

<https://drive.google.com/open?id=13AfXPq8tHrsZHnNSgSC0hKRlpcfduZ0J>

Interviewed Siti Fatimah Shofarida

https://drive.google.com/open?id=1Rb6SeJaqcwQO1BQULJ9Kml8W_hhS3Jqz

Interview Siti Rohmah

https://drive.google.com/open?id=1T8xqn9TGihNf12n4kjMu_xxwzxOrB7uR

Interviewed Syubi Alwi

<https://drive.google.com/open?id=1av7kJC34IRPgK4GgHBT74XcSj7D4YO6>

Interviewed Arif Wibowo

<https://drive.google.com/open?id=1yzL481BJxbBShySDo8hn4QUylN0iIPk->

Interviewed Nailul Faroh

https://drive.google.com/open?id=1HkRq_s-SScGJ71QIzSoTcHNuy1sXtT78

Interviewed M. Nasiri

<https://drive.google.com/open?id=1TZLIP40147fELnMzp6wrzSHfHiHK8HxH>

Interviewed Yuniar

<https://drive.google.com/open?id=1-P52eSyiKmnFQB0FKVl9MeynEgpNeJqd>

CURRICULUM VITAE

Complete Name : Anissa Gina Nazda
Place and Date of Birth : Cirebon, 15 July 1995
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Kelurahan Kecapi Kecamatan Harjamukti
Perumnas Kota Cirebon
Phone Number : 081578880666
E-mail : anisginazda@gmail.com

Formal Education:

1. TK Darul Hikam Kota Cirebon
2. SDN Rajawali Kota Cirebon
3. SMPN 6 Kota Cirebon
4. SMAN 6 Cirebon
5. UIN Walisongo Semarang

Informal Education:

1. Cambridge English Course

Organization Experiences:

1. Bendahara Surat Kabar Mahasiswa (SKM) Amanat - 2016
2. Ketua koordinator Journalist Department Walisongo English Club (WEC) -2016
3. Sekretaris Umum Surat Kabar Mahasiswa (SKM) Amanat -2014
4. Ketua Panitia TOEFL to Fly kerjasama dengan Pusat Pengembangan Bahasa -2014
5. Koordinator Wartawan Sekolah Radar Cirebon - 2012
6. Sekretaris Ekstrakurikuler Jurnalis SMAN 6 Cirebon – 2011
7. Humas OSIS SMAN 6 Cirebon – 2011
8. Bendahara Ekstrakurikuler Ikatan Remaja Masjid (IRMA) SMAN 6 Cirebon - 2010