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The Use of the Community Language Learning (CLL) Method in Teaching Speaking at MTSS An –Nur

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ABSTRAK

Dalam pembelajaran bahasa Inggris, keterampilan berbicara (speaking skills) masih menjadi permasalahan bagi siswa sekolah menengah. Banyak siswa yang kurang percaya diri, takut melakukan kesalahan, dan cenderung kurang aktif ketika berkomunikasi menggunakan bahasa Inggris. Salah satu metode yang dapat digunakan untuk mengatasi permasalahan tersebut adalah metode Community Language Learning (CLL). Metode ini menekankan pendekatan humanistik dengan menciptakan lingkungan belajar yang nyaman dan mendukung proses pembelajaran.

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode Community Language Learning dalam mengembangkan keterampilan berbicara siswa di MTSS An-Nur. Penelitian dilaksanakan pada siswa kelas VII dengan menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui teknik observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan metode analisis deskriptif kualitatif.

Hasil penelitian menunjukkan bahwa penerapan metode Community Language Learning mampu menciptakan suasana pembelajaran yang mendorong siswa menjadi lebih aktif dan percaya diri dalam berkomunikasi. Hal tersebut diwujudkan melalui pembentukan komunitas belajar yang kondusif, penyampaian pesan menggunakan bahasa pertama yang kemudian diterjemahkan ke dalam bahasa sasaran, kegiatan pengulangan (repetition), analisis bahasa, serta refleksi pembelajaran. Rangkaian kegiatan tersebut memberikan kesempatan kepada siswa untuk mengembangkan keterampilan berbicara secara bertahap. Selain itu, terjadi perubahan sikap siswa dari yang sebelumnya cenderung pasif, kurang percaya diri, dan merasa cemas ketika berbicara dalam bahasa Inggris menjadi lebih percaya diri serta lebih aktif berpartisipasi dalam proses pembelajaran. Penerapan metode ini juga berkontribusi terhadap peningkatan penguasaan kosakata, pelafalan (pronunciation), kelancaran berbicara (fluency), serta pemahaman tata bahasa (grammar) melalui kegiatan kelompok dengan dukungan guru yang berperan sebagai fasilitator. Hasil yang dimediasi teknologi, agar tulisan mereka lebih efektif.

ABSTRACT

In English language learning, speaking skills remain a problem for middle school students. Many students lack confidence, feel afraid of making mistakes, and tend to be less active when speaking English. One method that can be used to solve this problem is the Community Language Learning method. The Community Language Learning method emphasises a humanistic approach and a comfortable learning environment. This study aims to describe the use of the Community



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Language Learning method in developing students' speaking skills at MTSS An-Nur. The research was conducted in grade VII, with data collected through observation, interviews, and documentation, which were analysed using qualitative descriptive methods. The results of the study indicate that the use of the Community Language Learning method is able to create a learning atmosphere in which students are more active and confident in communicating through the creation of a comfortable learning community, the delivery of messages using the first language which are translated into the target language, repetition activities, language analysis, and reflection giving students the opportunity to develop their speaking skills gradually. In addition, there was a change in attitude from previously lazy, anxious and lacking in confidence, with the result that almost all students became more confident and more actively participated in developing their vocabulary, pronunciation, fluency and understanding of grammar in their speaking skills through group activities and the support of the teacher as a facilitator.

Background of the study

English is one of the international languages that plays a vital role in the worlds of education, communication and technological development. In English language learning, speaking skills are one of the key competences that students must master, as speaking is a means of direct communication. Through speaking skills, students can effectively convey ideas, opinions and information in a variety of situations.

However, in reality, many middle school students still face difficulties in speaking English; low self-confidence, fear of making pronunciation mistakes, and a lack of opportunities for practice are factors that hinder students' speaking ability. The teaching methods used by schools to date are considered insufficiently supportive. This is evidenced by the lack, or indeed near-absence, of space for pupils to exercise their imagination in learning, and the fact that the door to students' creativity is sometimes closed. students are thus almost unable to demonstrate their individuality, built upon their own perspectives.

Effective learning is learning that should be able to create a learning environment that is active, comfortable and fosters pupils' creativity. students need to be given the opportunity to interact, express their views, explore their abilities and develop their critical thinking skills in order to cultivate a competitive spirit within them. In today's educational climate, learners tend to be objectified—simply crammed with teaching material and regarded as possessing no prior knowledge whatsoever. Children are often viewed as empty vessels ready to be filled with various materials and interests for the sake of profit alone. For decades, learners have been viewed merely as empty vessels capable only of passively receiving teaching materials, lacking the capacity to explore these materials from their own perspectives—perspectives that exist beyond what is imposed by educational institutions (Arbayah, 2013)

Humanistic education essentially recognises each individual's unique intellectual capacity and grants learners their full rights to manage their own learning activities (Anugraheni, 2016). Unfortunately, in English language learning, this emotional aspect is often neglected, particularly in speaking classes which are fraught with mental pressure. Yet, according to Rogers (1983), learning success is highly dependent on the fulfilment of students' sense of security and emotional comfort.



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To bridge this need, Community Language Learning (CLL) is applied as a method that specifically operationalises humanistic principles to reduce students' psychological barriers. According to Curran (1976), through group interaction and the teacher's role as a counsellor, students are given the opportunity to develop their language skills gradually in line with their needs.

The theoretical link between CLL and speaking skills is realised through the classroom atmosphere, which fosters a mutually supportive group dynamic. This is achieved through the teacher's role as a counsellor and the students' role as clients. The teacher provides language support in stages, whilst group interaction gives students the opportunity to communicate gradually without fear of immediate judgement. Through this safe process of interaction, fear and anxiety can be minimised (anxiety reduction). When the barriers of anxiety break down, students gain a wider space to explore new vocabulary, improve their pronunciation naturally, and ultimately achieve fluency rooted in self-confidence. This aligns with the fundamental principle of Community Language Learning that speaking skills will develop optimally if the classroom is conditioned as a supportive community capable of lowering students' affective defences and anxiety (Brown, 2007).

In English language learning, speaking skills are not only measured by students' confidence in speaking, but also by several interrelated linguistic aspects. Brown (2004) explains that the assessment of speaking skills encompasses several key indicators, namely pronunciation, fluency, vocabulary, grammar, and comprehension (understanding of messages conveyed and received). Pronunciation relates to a student's ability to pronounce words and sentences clearly and comprehensibly. Fluency refers to the ability to speak smoothly without too many pauses or hesitations. Vocabulary indicates a student's ability to select and use vocabulary appropriate to the context of communication. Grammar relates to the accuracy of language structure in conveying a message, whilst comprehension refers to the ability to understand and respond to information in oral interaction. These five aspects serve as key indicators in assessing the development of students' speaking skills.

The relationship between the implementation of Community Language Learning (CLL) is considered relevant to supporting the development of these aspects, as this method places students in a collaborative, safe and low-pressure learning environment. The emotional support provided during the learning process enables students to be more confident in using new vocabulary, practising pronunciation and improving sentence structure, whilst also providing them with the opportunity to practise speaking fluency through repeated communication exercises. Thus, the use of this method demonstrates support for the development of students' self-confidence and skills during the learning process.

Based on this description, the humanistic approach to learning views students as individuals with potential, emotional needs, and the ability to develop naturally. As this study aims to examine the implementation of and students' responses to the use of the Community Language Learning method in speaking skills at MTSS An-Nur.

METHOD

This study uses a qualitative descriptive approach. According to Creswell (2014), qualitative research is an approach used to explore and understand the meanings attributed by individuals or groups to social or humanitarian issues. Qualitative research is conducted through direct data collection within the participants' environment, inductive data analysis, and the interpretation of meaning based on the data obtained. Meanwhile, Hermawan (2019) states that qualitative research





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motivates the students to be more confident in speaking English. In this stage, the teacher acts as a counsellor who helps students translate or correct the sentences they wish to express in English. The lesson begins with simple conversations on the topic of introductions, whilst the students act as members of the learning community (clients).

The next stage involves the teacher asking the students to convey a message in the form of an idea, opinion or sentence they wish to express in Indonesian relating to the topic of introductions. The teacher then helps to translate these sentences into English. After that, the students repeat the sentences relating to introductions that have been translated by the teacher. Next, the 20 students engage in conversation activities in small groups using the sentences with the introductory material they have learnt. The teacher provides guidance and assistance when the 20 students encounter difficulties with pronunciation, vocabulary, or grammar. Based on observations during this activity, 16 students appeared to participate more actively and were more confident in speaking compared to previous lessons.

During the reflection stage, teachers and students in class VII at MTSS An-Nur discussed their learning experiences. Students were given the opportunity to express their difficulties, feelings and opinions regarding learning using the CLL method. During the learning process, students were given the opportunity to speak freely without pressure. Teachers provided support and encouragement so that students would not be afraid of making mistakes. Observations showed that this comfortable learning environment encouraged students to participate more actively in speaking activities. Furthermore, group learning within the CLL method fosters a supportive atmosphere amongst the students. They are able to learn together, assist peers facing difficulties, and practise speaking with greater confidence. Based on interview results, the majority of students stated that the CLL method helped them feel more confident when speaking English, as the teachers in Class VII at MTSS An-Nur consistently provided support and assistance when needed.

Students' Responses to the Use of the Community Language Learning method

The interview results indicate that 16 of the 20 seventh-grade students at MTSS An-Nur felt more comfortable and confident speaking English after participating in lessons using the Community Language Learning method. Students became more willing to express their opinions and were more active in speaking practice. This method also helped students practise pronunciation, vocabulary and fluency, as they had more opportunities for practice through group interaction and direct conversation.

The Community Language Learning method was implemented by forming four small learning groups. The teacher acted as a facilitator, helping students to translate or correct the sentences they wished to express in English. The lesson began with an introductory material. This learning process received a fairly positive response as students were given the opportunity to speak freely without pressure. This was further reinforced by the results of observations during the study regarding the use of the CLL method, which forms part of the humanistic approach. There is a good relationship between teachers and students during the learning process. Teachers do not only focus on academic results but also pay attention to students' emotional well-being. Teachers in class VII at MTSS An-Nur show appreciation for students' efforts in speaking English, so that students feel valued and motivated to learn.

Furthermore, group learning within the CLL method fosters a supportive atmosphere amongst students. They can learn together, help classmates who are struggling, and practise speaking with greater confidence. This is consistent with the findings of a study on the responses of seventh grade students at MTSS An-Nur, which showed that the use of the CLL method helps



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students develop their pronunciation, vocabulary, and fluency, as they gain more opportunities for practice through interaction among group members. Sixteen of the twenty students were very happy with this session as it fostered active participation and boosted their confidence in learning English.

The research shows that students' responses to the implementation of the teaching method have a positive impact on participants' engagement in the learning process. Findings from interviews indicate that participants became more active and confident in expressing their opinions. Documentation also reveals that there was intensive interaction between participants and the teacher throughout the learning activities. Furthermore, the results of the observations indicate that the majority of participants responded positively to the learning method used. Thus, it can be said that this method is capable of creating a more interactive learning environment and encouraging active participation from participants.

Discussion

Based on the research results, the use of the Community Language Learning (CLL) method has a positive impact on the speaking skills of seventh grade students at MTSS An-Nur, particularly in relation to the topic of introductions. These results can be analysed in accordance with the stages of CLL implementation outlined by Curran (1976). During the community-building stage, the teacher creates a comfortable and supportive learning environment, enabling students to feel more confident speaking in English. Observations show that students participate more actively in speaking activities because they are not afraid of making mistakes. This situation supports improvements in fluency, as students dare to express their ideas without excessive pressure. During the message delivery stage, students first express the ideas or sentences they wish to convey in Indonesian, after which the teacher helps to translate them into English. This activity helps students develop their speaking skills as they can focus on conveying meaning before worrying about the correct linguistic form. Furthermore, students acquire new vocabulary and expressions that can be used in spoken communication. The recording and repetition stage provides an opportunity for students to practise pronunciation and intonation. Based on observations, students become more accustomed to speaking sentences in English after repeating them several times. This activity helps improve the clarity of pronunciation and corrects phonological errors that students often make when speaking.

During the transcription and language analysis stage, the teacher and students discuss the vocabulary, sentence structure and pronunciation used during the speaking activity. This stage contributes to improving accuracy, as students are able to understand and correct grammatical errors and inappropriate vocabulary usage. Consequently, students' ability to construct sentences for oral communication improves.

The reflection stage provides an opportunity for students to express their experiences and feelings during the learning process. The interview results indicate that the majority of students feel more comfortable and confident when speaking in English. This increased confidence is a key factor in the development of speaking skills, as students are more willing to participate in classroom communication activities.

The research shows that these steps have been used by teachers in speaking lessons at MTsS An-Nur. The use of the CLL method has had a positive impact on students' speaking skills. Students have become more active, are more willing to express their opinions, and are more confident in using English. Furthermore, the positive relationship between teachers and students has made the learning process more effective and enjoyable. This study is in line with the research by Kusuma et al. (2025), which shows that the Community Language Learning method is capable of



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supporting students' active participation and self-confidence in English language learning. With reduced fear and increased self-confidence, students find it easier to develop their speaking skills gradually. Thus, it can be concluded that the use of the Community Language Learning (CLL) method in speaking lessons in Year 7 at MTSS An-Nur has been implemented in accordance with the steps of CLL theory and has made a positive contribution to students' acquisition of speaking skills.

The research findings indicate that the use of Community Language Learning (CLL) with seventh grade students at MTSS An-Nur has had a positive impact on their speaking skills. Interviews with teachers show that students have become more active, confident and willing to use English during the learning process. These findings are supported by interviews with students, who stated that they feel more comfortable speaking because they learn in small groups. A supportive learning environment means that students are not afraid to make mistakes when speaking English. This is in line with Wompere's (2018) research, which states that community-based learning is capable of creating a more effective learning atmosphere through group interaction.

Furthermore, the interview results show that the majority of students agree that CLL helps to build their confidence in speaking, expand their vocabulary, and develop their speaking skills. The high percentage of agreement indicates that students have a positive perception of the use of this method. The documentation findings also support the observations and interviews. The documentation shows student participation during discussions, presentations, and conversation practice. This indicates that the CLL method is capable of creating interactive, student-centred learning.

Thus, based on the triangulation of data from observations, interviews and documentation, it can be concluded that the use of Community Language Learning (CLL) contributes positively to the development of students' speaking skills, particularly in terms of self-confidence, fluency, vocabulary acquisition and active participation in learning. The research results indicate that the application of the Community Language Learning (CLL) method to speaking skills has been implemented in accordance with the theory formulated by Charles A. Curran, the developer of the CLL method. In this method, the teacher acts as a counsellor who provides assistance to students during the learning process, whilst students act as learners who actively develop their language skills.

Conclusion

Based on the results of the study on the use of the Community Language Learning (CLL) method in the speaking skills of seventh grade students at MTSS An-Nur, it can be concluded that the CLL method was carried out in accordance with the steps outlined by Curran. The learning process began with the creation of a comfortable and conducive learning atmosphere, followed by students delivering messages, the teacher providing translations, the repetition of sentences in English, conversation activities, and reflection at the end of the lesson. In its implementation, the teacher acted as a counsellor, providing assistance and guidance to students throughout the learning process. Meanwhile, the students act as members of a learning community who actively participate in speaking activities. Through this method, students are given the opportunity to express their ideas and opinions more freely without fear of making mistakes.

The research results show that the use of the Community Language Learning (CLL) method has a positive impact on students' speaking skills. Students become more active in the learning process, more confident in using English, and more willing to express their opinions in front of their peers. Furthermore, a supportive learning environment and good interaction between teachers and students help to reduce students' anxiety when speaking in English. Thus, the Community





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Language Learning (CLL) method can be used as an effective method for improving the speaking skills of seventh grade students at MTSS An-Nur.

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