

## COMMUNITY LANGUAGE LEARNING

Sri Hardini, SS, M.S.

Fakultas Hukum Universitas Medan Area

### ABSTRAK

*Community Language Learning* disebut juga *Counseling Learning*, adalah salah satu contoh penerapan konsep psikoterapi dalam pengajaran bahasa. Konselor menjelaskan aktivitas apa yang diharapkan dan memberi waktu pada bimbingan untuk merefleksikan dirinya mengenai pengalamannya selama ini. Metode pengajaran bahasa menekankan pentingnya bentuk-bentuk bahasa, arti atau makna bahasa. Pengajaran bahasa dilakukan secara pendekatan yang disebut pendekatan humanistic. Pendekatan Humanistik dalam Pengajaran Bahasa melibatkan orang secara utuh, bukan sekedar sebagai sesuatu yang intelektual semata – mata. Ada beberapa hubungan yang diklasifikasikan berdasarkan faktor sosial yang mempengaruhi proses pembelajaran bahasa, mereka adalah rumah, komunitas, pekerjaan, sekolah, pertemuan agama, radio/televise, dan hal-hal bacaan.

Tujuan pembelajaran bahasa adalah belajar bagaimana cara menggunakan bahasa untuk berkomunikasi. Komunitas sangat penting untuk pembelajaran dan pemeliharaan suatu bahasa. Bahasa yang menjadi target pembelajaran didalam kelas sangat berbeda dari cara belajar secara alami diluar kelas/ruangan. Kemungkinan peserta belajar bahasa tidak terlibat didalam kegiatan sosial dimana bahasa tersebut dipelajaridan digunakan. Bahasa yang dipelajari sebagai bahasa kedua; para pelajar benar – benar memanfaatkan bahasa dalam suasana dialam terbuka. Penggunaan bahasa dialam terbuka adalah salah satu faktor yang terpenting dalam penggunaan bahasa yang kita pelajari dalam komunikasi. Hasil yang dicapai sangat baik atau paling tidak memberikan harapan yang cerah dimasa depan.

Key words: *Community, language, learning*

### INTRODUCTION

Language is the expression of ideas by means of speech sounds combined into words.' (Henry Sweet). Learning a language does not mean learning the formal systems of that language alone; it also means learning the strategies to use it as an effective system of communication. (S.K.Verma, 1996: 315). Community Language Learning (also called Counseling Learning):teachers display a "counselling attitude" showing warmth, acceptance, understanding, and sensitivity in helping the student gain confidence and linguistic independence in the second language. (S. K. Verma, 1996: 347)

Language teaching is influenced by ideas on the nature of language (language theories)

and the learning conditions that make learners to acquire the language (learning theories).

Differences in language theories may affect the selection of the teaching materials and difference in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his native language (L.1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives.

Some people prefer to call the former learning English as foreign language and the latter learning English as a second language. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected for language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. Community Language Learning (CLL) is the name of a method introduced and developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University in Chicago. It is no doubt that this method has been inspired by the application of psychological counseling techniques to learning, which is called Counseling – Learning.

Community Language Learning represents the use of Counseling Learning theory to teach foreign languages. If the term “counseling” is traced back, it refers to the idea that there is a relationship between a counselor and a client (s). The counselor gives advice, assistance and support to his/her clients, who have a problem (s). In Community Language Learning this kind of relationship is considered basic to learning a foreign language. The teacher functions as the counselor and the learners as his/her clients. Since CLL sees a language learner as the whole person, including his/her psychological aspects such as emotions

and feeling, CLL techniques are also described as humanistic techniques.

The concept of “community” has been used in this method because when such relationship mentioned above is applied specifically to groups with the task of learning a second language, a very special kind of community-involvement results. Language learners and their language teacher build, an intense atmosphere of warmth. This kind of security and support from one another in the group is really typical in this method and almost the exact opposite of the atmosphere in the schooling setting. The language learners never feel isolated and alone because everybody belongs to the group and everybody sits in a “community” and senses positive regard of everyone else (Curran, 1976:1). CLL represent an attempt to put the insights from psychology to work in the teaching and learning of foreign languages. The method emphasizes on “community” learning, as opposed to individual learning as some other traditional teaching does.

IF the concept of counseling and its application in Community language learning are compared, the language teaching tradition of CLL, represented the underlying concepts of the client-counselor relationship in psychological counseling (Richards and Rodgers, 1986:114 and 2001).

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

The procedure of CLL above, which has been developed from the concepts of counseling psychology, is not easy to understand and implement in language class. Language teachers have to develop the principles of CLL by considering conditions and situations where language learners are learning a foreign language. The procedure may be developed in different ways, depending on the culture, the proficiency level, and the classroom setting. Language learners from different cultures seem to have different ways of acquiring a foreign language.

A language teacher's behavior also adapt to the culture of the language learners. Some behavior of a language teacher in learning teaching process is welcome in a certain culture but may not be proper in another culture. Ways of teaching are also different among students of different level due to different ways of learning. The suggested procedure may be easily implemented in language classes in Western countries, which consists of fewer students than those in Asian countries, particularly in Indonesia.

## RESEARCH METHOD

Method Research based of Qualitative Research. Library Research and translate some reference books. The manner of data can be library do translate some books. Qualitative Analysis based of form theory explanation so that some explain can be conclusion and discussion.

## DISCUSSION

### The Principles of the Community Language Learning

1. What are the goals of teachers who use the Community Language Learning Method?

Teachers who use the Community Language Learning Method want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning, to take increasing responsibility for it. Both of

these are to be accomplished in a Non defensive learning can result when teacher and learner treat each other as a whole person, and do not separate each other's intellect from his or her feelings.

2. What is the role of the teacher? What is the role of the students?

The teacher's initial role is that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does not teaching. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language. Initially the learner is very dependent upon the teacher. He is a "client" of the counselor's. It is recognized, however, that as the learner continues to study, he becomes increasingly independent. Community Language Learning methodologists have identified five stages in this movement from dependency to independency.

3. What are some characteristics of the teaching/learning process?

In Stage I class, which is what we observed, students typically have a conversation in their native language. The teacher helps them express what they want to say by giving them the target language translation in chunks. These chunks are recorded, and when they are replayed, it sounds like a fairly fluid conversation. Later, a transcript is made of the conversation, and mother tongue equivalents are written beneath the target language words. The transcription of the conversation becomes a "text" with which students work. Various activities are conducted (for example, examination of grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated. During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.

4. What is the nature of student – teacher interaction? What is the nature of student -student interaction?

The nature of student – teacher interaction in the Community Language Learning Method changes within the lesson and over time. Sometimes the students are aggressive, as when they are having a conversation. At these times, the teacher facilitates their ability to express themselves in the target language. He physically removes himself from the circle, thereby encouraging students to interact with one another. At other times in the lesson, the teacher is very obviously in charge and providing direction. At all times initially, the teacher structures the class; at later stages, the students may assume more responsibility for this. As Rardin has observed, the Community Language Learning Method is neither student – centered, nor teacher – centered, but rather teacher – student centered, with both being decision makers in the class. Building a relationship with and among students is very important. In a trusting relationship, the threat that students feel is reduced, and therefore, non-defensive learning is promoted. Students can learn from their interaction with each other as well as their interaction with the teacher. A spirit of cooperation, not competition, can prevail.

5. How are the feelings of the students dealt with?

Responding to the students' feelings is considered very important in Counseling – Learning. One regular activity is inviting students to comment on how they feel while the teacher understands. By showing students he understands how they feel, the teacher can help them overcome negative feelings that might otherwise block their learning. Student security in this lesson was provided for in a number of ways. Some of these were the teachers' use of the students' native language, telling students precisely what they would be doing during the lesson, respecting established time limits, giving students only as much language at a time as they can handle, and taking responsibility for clearly structuring

activities in the most appropriate way. While security is basic element of the learning process, the way in which it is provided will change depending upon which stage the learner is in.

6. How is language viewed? How is culture viewed?

Language is communication. Curran writes that “learning is persons, “that both teacher and student agree to trust one another and the learning process. The focus shifts from grammar and sentence formation to a “sharing and belonging between persons.” Curran believes that language is for developing creative thinking. Culture is integrated with language.

7. What areas of language are emphasized? What language skills are emphasized?

In the early stages, typically the students design the syllabus, in that they decide what they want to be able to stay in the target language. Later on the teacher might also work with published textbooks. Particular grammar points, pronunciation patterns, and vocabulary are worked with, based on the language the students have generated. The most important skills are understanding and speaking the language. Reading and writing are also worked on, however, based upon what the students have already understood.

8. What is the role of the students' native language?

Students' security is initially enhanced by using their native language. Where possible, literal native language equivalents are given to the target language words that have been transcribed. This makes their meaning clear and allows students to combine the target language words in different ways to create new sentences. Directions in class and sessions during which students express their feelings and are understood are conducted in the native language. In later stages, of course more and more of the target language can be used. Conversations in the target language can, for

example, replace native language conversations. In a class where the students speak a variety of native languages, conversations take place right from the start in the target language. Meaning is made clear in other ways, with pantomime, for example.

#### 9. How is emphasized accomplished?

Although no particular mode of evaluation is prescribed in the Community Language Learning Method, whatever evaluation is conducted should be in keeping with the principles of the method. If, for example, the school requires that the students take a test at the end of a course, then the teacher would see to it that the students are adequately prepared for taking it. Also, a teacher – made classroom test would likely be more of an integrative test than a discrete – point one. Students would be asked to write a paragraph or be given an oral interview, rather than being asked to answer a question which deals with only one point of the language at a time. Finally, it is likely that teachers would encourage their students to self – evaluate – to look at their own learning and to become aware of their own progress.

#### 9. How does the teacher respond to student errors?

Teachers should work with what the learner has produced in a non-threatening way. One way of doing this is for the teacher to repeat correctly what the student has said incorrectly, without calling further attention to the error.

**The two most basic principles which underlie the kind of learning that can take place in the Community Language Learning Method are summed up in the following phrases:**

1) “Learning is a person,” which means that both teacher and learner(s) must take a commitment of trust to one another and the learning process; and

2) “Learning is dynamic and creative,” which means that learning is a living and developmental process.

### **Assumption about Language and Language Learning**

Different methods have different assumptions about language and language learning or teaching. Some methods state the assumptions explicitly and some others do not. In some methods the assumptions are implicitly stated. The assumptions of Community Language Learning are not purely assumptions about language and language learning as the method was not originally developed for language teaching.

The assumptions of Community Language Learning are as more psychologically oriented statements about learning in general. The basic principles of counseling – learning have implications on language learning and language teaching.

**The following are the assumptions of Community Language Learning method formation different sources.**

### **ASSUMPTION ABOUT LANGUAGE**

#### **Assumption 1**

In Community Language learning the class begins with conversation in the language of the learners. Language learners really express what is in their mind and responses from other learners are also logical and communicative expressions. Language learners do not learn what is in teacher’s head or what has been developed in syllabus. This strategy seems to maintain learner’s security since the learner’s feel more secure when they know what they are going to study. The procedure above has been developed from the assumption that *language is purposeful behavior between people, intertwined with other kinds of purposive behavior between the same people* (Steivick, 1976.).

#### **Assumption 2**

La Forge (cited in Richards and Rodgers, 1986:115-116 and 2001) states that Community Language Learning method sees *language as social process*, meaning *that language is person in contact and in response*. The assumption of Community Language Learning about language can be seen from the process of language teaching. In Community Language Learning Language is not only used to communicate but also to deepen intimacy between learners and knower.

Community Language Learning also sees language as a set of sound systems that have special meanings and grammatical patterns. Since language is considered as social process, the syllabus of Community Language Learning method is not prepared. The “syllabus“ may be a spontaneous syllabus that happen to be the topic of the discussion proposed by language learners. Language – teachers cannot prepare a teaching material as expected by other traditional methods.

## **ASSUMPTION ABOUT LANGUAGE LEARNING**

### **Assumption 1**

In Community Language Learning language learners are seated in circle and they only face other language learners, and the knower, who is relatively a stranger to them, remains outside the group. The knower is the only one around that the language learners are defending themselves from. By sitting together among other learners in a circle and the knower outside the language learners are not worried about defending themselves.

In doing this procedure there is underlying principle about learning. This principle can be stated that the human person learns new behavior rapidly if the learner is not busy defending himself from someone else (Stevick, 1976).

### **Assumption 2**

With regard to language learning, Community Language Learning advocates language learning is both cognitive and

affective. (Richards and Rodgers, 1986: 117 and 2001). This assumption suggests that interaction between learners and knower is central. In Community Language Learning the role of a language teacher is not only to teach a foreign language but also the knower of the target language that has to maintain learners’ security. This assumption can be traced back to whole – person learning (Curran, 1977).

### **Assumption 3**

Referring to the whole – person learning, Community Language Learning advocates believe that language learning will take place if language learners maintain their feeling of security/. This assumption can be seen from how knower behaves in the classroom as discussed in the procedure section. The knower always maintains learners’ security during the learning process. This calls for creativity of language teachers since different cultures sometimes expect different behaviors from teachers in order to keep learners’ security.

### **Preliminary contact**

Stevick was the knower of Swahili language. He introduced and talked with the whole class in the evening after his arrival from Hawaii. Some students of Master of Art in Teaching at School for International Training were chosen to be language learners in his Swahili class. In the following morning the knower began the class by reminding the students the first step in the procedure. This was considered important as the class would begin by recording the learners’ voices and this was not common in a language class. Like the students, the knower wore informal clothing without a tie, which is unusual for a guest speaker in United States.

The unusual (but warm) informal opening of the class was later identified as establishing security among the language learners.

### **Investment: making the recording**

The 12 learners were seated on simple metal folding chairs arranged in a tight circle. The other students of the program were standing outside the circle, watching the class. On the floor in the center of the circle was a cassette tape recorder with a start –stop switch on microphone. The knower was outside the circle. The knower said that the class would continue for about 10 minutes. The knower said that the learners who had something to say signaled that fact by raising his / her hand and taking the microphone in his / her hand. The learners talked one another and said something in English. Then, the knower went and stood behind his /her, placing his hands lightly on his / her arms just below the shoulder, and his face about four inches from his /her left ear.

When a learner said something in English, the knower gave equivalent expressions in Swahili language. The knower spoke loudly enough for the other language learners. The learner repeated the knower's expressions. Some learners could not repeat the whole expressions and the knower spoke the expressions into chunks. After a learner was sure that he /she could speak the expressions, the learner turned on the tape recorder when he/she spoke. Some learners recorded the expressions by chunks as they could not remember the whole expressions. The knower spoke a part of the expressions and they spoke the part and recorded it. By doing this way, the recording was entirely the voices of the learners and entirely in the target language.

### **Reflection: Listening to the tape and writing the conversation down**

The knower and learners then listened to the tape, once without interruption, and once stopping after each sentence for the learners to recall the general meaning of the sentence. Then, the knower and learners played the tape again and the knower wrote down on blackboard. The knower put English literal translation under the Swahili expressions. The knower did not want the learners to make a copy of the written expressions.

### **Discrimination: passive listening and writing sentences**

The knower then read the sentences and asked the learners not to read the written expressions on the blackboard. The knower read each sentence three times. First, he read every word and literally translated the word into English. The second reading was animated and read as in actual conversation. The third reading was read in positive and optimistic tone of voice. The learners were divided into groups of three and they were asked to make their own sentences in Swahili based on the sentences they have learned.

### **Reflection**

After a break, the knower told the learners that he was going to talk to them in Swahili for a few minutes. It was a monologue and there would be no questions and answers between the knower and learners. Following the monologue, there was a long silence and the learners began telling what the knower said and the knower confirmed or disconfirmed what the learners guessed.

### **The process of language teaching above may be summarized in a simple procedure as presented in a first day of Community Language Learning class by Dieter Stevinig (in Stevick 1980: 185-6)**

1. The class begins with an informal meeting and everyone introduces himself or herself.
2. The knower makes a statement of the goal and guidelines for the course.
3. They form a circle so that everyone has visual contact with one another and everyone is within easy reach of the microphone of a tape recorder
4. A volunteer student initiates conversation with other students by giving a message in their mother tongue.
5. The knower goes and stand behind the student, whispers an equivalent translation of the message in the target language.
6. The student repeats the message that has been translated into the target language and record his expressions in a tape recorder.



7. Each student in the group has a chance to express his / her message and record them.
8. The knower always stands behind the students who are saying their statements a translate their messages in the target language.
9. The tape recorder is rewound and replayed at intervals.
10. Each student repeats his message in the target language.
11. The knower chooses sentences to write on the blackboard that highlight some elements of language, such as grammar, vocabulary (translation) or pronunciation.
12. The students may ask questions about any of the elements discussed.
13. The knower encourages the students to copy sentences from the blackboard including the translation in their mother tongue. The copy becomes their textbook for home study.

ability to succeed and ultimately) there should be close cooperation between teachers and other students on the basis of mutual respect and trust. The problem with this Humanistic approach is the contradiction between their basic principles and the reality faced by language teachers. As a language teacher in class, we must follow a curriculum system used by schools or countries.

## CONCLUSION

New developments in the delivery of language because of the approach called the humanistic approach. The Humanistic Approach in Language Teaching that must be seen as a totality that involves a whole person, not merely as a purely intellectual one. This Humanistic Approach is all oriented towards the roles and interests of students. A sense of joy and calm is a prerequisite for an effective and fast learning process. This means that in learning the language students should feel safe, non-threatened, relaxed, and also interested in the lesson and feel involved in meaningful activities in the language they are studying. To streamline the teaching and learning process, the atmosphere and the supportive environment are conditions that should not be ignored. In Humanistic depression can actually be realized if: a) the relationship between teachers - students have been established long enough. b) the teacher performs his duties efficiently and always cares for the diverse feelings and needs of the students, c) the contacts held between the teacher and the student are unstructured, d) the teacher must be confident in the student's

## REFERENCES

- Allen P. B. and H.G.Widowson. 1983. *Teaching the Communicative Use of English*. Inc. J. Brumfit and K. Johnson. (Eds.). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Allwright, Richards, 1983. *Language Learning Through Communicative Practice*. Inc. J. Brumfit and K. Johnson. (Eds.). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Brumfit, C.J. 1983. "Communicative Language Teaching: an Educational Perspective". Inc. J. Brumfit and K. Johnson. (Eds.). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Brown, Douglas, H. 1987. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall, Inc.
- Curran, Charles, A. 1977. *Counseling, Learning. A whole person model for education*. Illinois: Apple River Press.
- Curran, Charles. 1976. *Counseling Learning in Second Language*. Illinois: Apple River Press.
- Curran, Charles, A. 1977. *Community Language Learning*. In Robert W. Blair (eds). *Innovative Approaches to Language Teaching*. Rowley, Massachusetts: Newburg House Publishers, Inc.
- Dulay, Heidi, Burt, Marina and Krashen, Stephen, 1982. *Language Two*. New York: Oxford University Press
- Departemen Pendidikan dan Kebudayaan, 1988. *Tata Bahasa Baku*. Bahasa Indonesia. Perum Balai Pustaka.
- -----Journal of Sociolinguistics. Vol.13.  
 Number 1
- February. 2009. ISSN.1360;6441. Wiley Blackwell.
- Larsen – Freeman, Diane, 1986. *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Larsen - Freeman, Diane, 2000. *Techniques and Principles in Language Teaching* (Second edition). New York: Oxford University Press.
- Mackey, William Francis, 1975. *Language Teaching Analysis*. Bloomington: Indiana University Press.
- Mahsun, M.S, Dr. 2005. *Metode Penelitian Bahasa*. Edisi Revisi. Jakarta: PT. Raja Grafindo Persada.
- Richards, Jack C, and Rodgers, Theodore S, 1986. *Approaches and methods in language Teaching*. Cambridge: Cambridge University Press.
- Setiyadi, Bambang, Ag. 2006. *Teaching English as a Foreign Language*. Edisi 1 Djokjakarta. Penerbit Graha Ilmu
- Stevick, Earl, W. 1976. *Memory Meaning Method*. Rowley, Massachusetts: Newburg House Publishers, Inc.
- Stevick, Earl W, 1980. *A Way and ways* Rowley. Massachusetts: Newbury House Publishers, Inc.
- Saragih, Amrin, 2003. *Bahasa Dalam Konteks Sosial*. Medan. Pasca Sarjana USU, Program Studi Linguistik.
- Sumardi, Muliyanto, Editor. 1992. *Berbagai Pendekatan dalam Pengajaran Bahasa dan Sastra*. Jakarta: Pustaka Sinar Harapan.
- Walizer, H. Michael & Wienir, L. Paul, 1990. *Metode dan Analisis Penelitian*. Jakarta: Penerbit Erlangga.

