

COMMUNITY LANGUAGE LEARNING METHOD TO DEVELOP STUDENTS CRITICAL THINKING IN WRITING SKILL

Yudhie Indra Gunawan

English Education Study Program Teachers

Training and Education Faculty

Muhammadiyah Tangerang University

Yudhie.indra@yahoo.com

ABSTRACT

As foreign language, English is not easy to learn by the students. One of the basic skills in English is writing activity. For the students, writing activity is difficult to try. Naturally, they feel confused on the rule, like: grammar, vocabulary, pronunciation, and fluency. Some of the students are afraid to expressing their ideas, opinion and argument. This phenomenon makes many students have low scores in writing class. The English teachers state the most of the students complain that they do not understand how to use English correctly. They say that learning English is confusing activity. It is caused by the teaching technique which is applied by them. The English teacher still implements the direct method, which places the teacher as a center of the class, while the students are less active. The teacher also not makes a good interaction with the students in teaching writing process. In teaching english as foreign language in indonesia, teachers can use lot of teaching methodology. Those teaching methodology can help the students to learn english especially in writing. One of the methodology is Community Language Learning. Students can express their opinion and argument, when they have some place and time to share their argument to their classmate. Not only that, by using Community Language Learning the students can sharing each other, valuing each other, lowering the defense that prevent interpersonal interaction, reducing anxiety, and constituting a supportive community. After compiling the discussion, can be concluded that, using Community Language Learning in teaching writing for the first semester of Budhi Dharma University proven well. In using this methodology, the writing students can be able to write critically, correctly and brave to express their feeling. CLL is valuable method for teaching writing in the first semester.

Keywords: Community Language Learning, Critical Thinking, Writing Skill

A. INTRODUCTION

As foreign language, English is not easy to learn by the students. One of the basic skills in English is writing activity. For the students, writing activity is difficult to try. Naturally, they feel confused on the rule, like: grammar, vocabulary, pronunciation, and fluency. Some of the students are afraid to expressing their ideas, opinion and argument. This phenomenon makes many students have low scores in writing class. The English teachers state the most of the students complain that they do not understand how to use English correctly. They say that learning English is confusing activity. It is caused by the teaching technique which is applied by them. The English teacher still implements the conventional methods, such as direct method, and grammar translation method which places the teacher as a center of the class, while the students are less active. The teacher also not makes a good interaction with the students in teaching writing process.

Many students are reluctant to write because they have had little positive experience doing so and the students are afraid of using incorrect spelling, or of writing activity the beginner writers should encouraged to focus on the meaning of what the students want to say rather than the form so the students can begin to develop their content composition. Students in university are expected to compose scientific writing rather than senior high school students, even several students didn't learn more about writing in their previous school. Based on the writing syllabus of the first semester; they are able to understand the concept of writing good sentences and good a paragraph; they are able to identify and differentiate words, phrases, clauses and sentences; they are able to recall their Grammar-Structure's knowledge and implement to write correct sentence based on the patterns given; they are able to know the parts of a paragraph; they are able to understand the correct punctuation, topic sentences and controlling ideas; the students are able to pour their imagination into the written forms completely. Writing in university level need more practice and practice. They also need one place to build their habit in writing activity. They can increase their critical thinking to pour their opinion and argument in their writing. Critical thinking is a lot more than merely following a format for constructing a paper, "challenging assumptions," and observing "different perspectives," to name a couple of biggies. It is still all a matter of what and how - the important, elusive dimensions rooted in values and abilities. You could for instance follow the pattern below and still praise some proto-Nazi perspective.

The writer observe one method that suitable for the students to construct and build their self confidence and their critical thinking in writing by using Community Language Learning. 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. That technique believed can help the teacher and student to develop their critical thinking. One big question of this research "Can the CLL Develop students critical thinking in their writing?" in order to answer that question and that case the writer makes this article which entitled Community Language Learning Method to Develop Students Critical Thinking in Writing Skill. This study aims to help students in writing activities. By using Community Language Learning, it is expected students can write paragraph easily and explore their mind with scientific

B. THEORETICAL REVIEW

1. CLL

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 represents 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 represent the underlying concepts of the client-counselor relationship in psychological counseling (Richards and Rodgers, 1986: 114 and 2001).

Table 1. Differences Psychological and CLL

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	Learner 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 L2
5	Client evaluates the accuracy of counselor's message restatement	Learner repeats the L2 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 classes. 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 levels 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. Even though different procedures of language teaching may exist, CLL has basic principles as proposed by Curran (1976: 28-30). The basic principles represent the steps of learning a foreign language..

2. Stages in CLL

Learners go through 5 stages in their learning process.

1. “Birth” stage: feeling of security and belonging are established. Dependence on the knower as learners has little or no idea of the target language.
2. “Self stage”: As the learner’s ability improve and starts to get an idea of how language works, they achieve a measure of independence from the parent although they still seek help from the knower.
3. “Separate existence”: Learners can speak independently.
4. “Adolescence”: The learners are independent although they are aware of gaps in their knowledge and feel secure enough to take criticism and being corrected.
5. “Independence”: Complete independence from the knower. The child becomes an adult and becomes the knower.

3. CLL class

Here is what you may find in a CLL class:

1. Students determine content.
2. Clients/learners establish an interpersonal relationship and trust in their native language.
3. They sit in a circle with the teacher/counselor on the outside of the circle.
4. Learners start a conversation.
5. Learners speak in their native language.
6. The counselor provides translations and explanations.
7. Learners repeat the utterances as accurately as they can.
8. The conversation goes on and may be taped for later use.

4. Characters of Critical Thinking in Writing

When the teacher applied the critical thinking in writing class, there are some several consideration characters in critical thinking to get the target successful. There are:

I. Identify the basics of the topic

This is the introduction to your paper. Present the importance of the issue, outline context and potential ramifications. End your intro with a paragraph providing an overview of the following paper.

II. Analyze the material

Analysis may be employed in different ways using different methods. Define your concepts and discuss your method. Analysis is about examination and synthesis: investigating components, identifying their qualities, strengths, and weaknesses, and connecting those in a coherent manner, demonstrating their relevance and importance for the whole. Always question content and relevance!

III. Address different perspectives

Consider different viewpoints on the material. Never assume a certain perspective to be self-evident and obvious. Different analytical perspectives may reveal different ideas and understandings of the same event or idea. This analytical dimension requires examination and critique of scholarly opinions on your material.

IV. Examine contexts

Identify and assess assumptions and ideological perspectives to be found in historical and social contexts. Interpretation is also conditioned by your own assumptions, cultural, and ideological bias. Analysis and interpretation is ultimately about disclosing and examining such contextually determined points of view.

V. Identify own position

Your own opinion on the material in opposition to those of other sources, may be presented in a particular section, for instance after your objective analysis of the material and your discussion of different perspectives. You may also choose to inject your voice as a discussant throughout your paper. This is most effectively done in an objectifying manner *without* continuous use of the pronouns "I" and "my."

VI. Conclusion

Consider the importance of your findings and their implications. Tie all strings together in an overview. Emphasize the qualities and importance of your investigation, and briefly outline directions for further study.

5. Advantages and Disadvantages CLL in Writing**a. Advantages of CLL in Writing**

1. CLL is an attempt to overcome the threatening affective factors in EFL and ESL.
2. The counselor allow the learners to determine type of conversation and to analyze the language inductively
3. The student centered nature of the method can provide extrinsic motivation and capitalize on intrinsic motivation.

b. Disadvantages

1. The counselor/teacher can become too non directive. Students often need directions.
2. The method relies completely on inductive learning. It is worthwhile noting that deductive learning is also a viable strategy of learning.
3. Translation is an intricate and difficult task. The success of the method relies largely on the translation expertise of the counselor.

C. Research Method

In the research, the writer used Classroom Action Research, CAR is one of the method used in doing an activities in the classroom. This study is usually used to revise method or a curriculum in order to make it better. Related to the research subject, the population of this research was first semester on Basic Writing Subject students at Buddhi Dharma University which consist 23 students. Before the writer did the research, writer digs information by asking the students writing skill background since they learn english from Senior High School. The students writing skill was in medium level, in university level the students have to explore their opinion scientific and logically. Therefore, the writer took CAR as the research for their improvement in their writing skill. In this research, the writer will use some kind of instrument to collect the data. That are; Observation List - Observation Checklist, Field Note, Questionnaire and Documentation. Observation involves watching or listening the students to carry out aspect activity or respond to a given situation. So, in this research the writer include the observation checklist and observation list. The observation was criteria of the students behavior to define the student' improvement and students' respond about during the process of the research. There were about presence, the students' attention to the teacher, the students' cooperation, the students' self confidence and the students' understanding. Field notes was used to notes the students behavior and everything happen in the classroom that out of the observation checklist table. It was record the meanings that students attach to their behavior. How they interpret situations, and what their perspectives are on the process of teaching and learning. The writer collected the

information from the students related to the implementation Interview Technique. The both showed the activities of teaching and learning process teaching writing by CLL to develop students critical thinking. The test was used to record the students score in develop students critical thinking in writing. In this research, the students will discuss and argue their mind in writing class. Thewriter takes a picture and video as documentation of this research.

D. RESULT AND DISCUSSION

1. Result of Research

a. Cycle 1

1) Planning Stage

In the planning, the writer has prepared important things for support this research. Before did it, the writer asked writing lecturer to do collaboration in this research. The lecturer as an observer and the writer as a teacher.

The writer prepared observation checklist and form field note as tool to collect the data. 9 for lecturer and 9 for students. Field note use for make a note of activities in the class. Not only that, the writer so prepare scoring rubric for assess student's critical thinking in writing.

2) Acting Stage

Acting stage in Class Action Research is the main stage, where the lecturer and students did teaching and learning process. In other word, writer was able to apply Community Language Learning in learning process to improve student's critical thinking in writing. CLL has done in Thursday on July 6th 2017. Time for Basic Writing Class was 90 minutes. In teaching and learning process divide into 3 activities. That were; pre-activity, while activity and post activity.

In pre-activity, the writer was given some questions which related the material. It was to knowing student's brainstorming. Almost of students can given clear statement in writing pre activity, and then writer explain her purpose and the goal from learning about the interview.

Whilst-activity is a main activity in learning. In whilst activity dived into 3 activities. That were; first, writer convey the material. "Birth" stage: feeling of security and belonging are established. In that stage the students tried to introduced and known their ability. Dependence on the knower as learners has little or no idea of the target language. In that stage, the students tried to find someone who are able to produce the word in writing easily. Second, "Self stage": As the learner's ability improve and starts to get an idea of how language works, they achieve a measure of independence from the parent although they still seek help from the knower, in that stage the student push themsleves to produce new words in writing. Third, "Separate existence": Learners can speak independently, in that stage the students brave to write paragraph based on their mind and argument. Fourth, "Adolescence": The learners are independent although they are aware of gaps in their knowledge and feel secure enough to take criticism and being corrected, the students brave give command and correction of their friend paragraph. Fifth, "Independence": Complete independence from the knower. The child becomes an adult and becomes the knower, the students brave to write pargraph with scientific and logical reason.

Post activity is the last activity in learning process and then the writer given opportunity to students to convey their difficulties while learning process.

3) Observing Stage

Observing stage is important part in class room action research where the collaborator did observed teaching and learning process. In this research the collaborator used observation checklist and field note as a tool to collect the data. The observation checklist use for observed expected activities: meaning all the statement in observation checklist were the activities which were expected by the writer to be observed in order to see the students' improvement. Meanwhile, field note used for record unexpected activity or the activities which were not considered to happen. And then, a lecturer in the class as a collaborator did the entire observation.

The result from observation checklist and field note were almost of students follow the class actively and pay attention the material, only two students who did not follow the class actively. Some of students given respond to the question and asked to writer related the material. All of the students did CLL activities with their mates. But almost of students were shy give their argument in paragraph. They are still afraid to write and keep silent because they were not confident.

Based on observation checklist and field note the collaborator described above, it could be concluded that the overall students' writing skill was good, but they still afraid and shy to give their result of writing. The categories of the score consisted Grammar, Vocabulary, and Content.

4) Reflecting Stage

Reflecting stage was the last stage in cycle of Class Room Action Research. It was done by discussing the Planning, Acting and Observing stages between the teacher and the collaborator. From the three stages that had been done the writer and collaborator found the solution of problem and the weakness which have been in cycle 1. Both of the writer and teacher made summary of the problems, and found the solution in order to correct the mistakes and improve students' writing skill.

In this cycle, the writer and collaborator found the problem on student's writing. Most of students understood the material. But it was hard for them to make direct sentence in English related the material. They know what to say, but they did not know how to say write in English. They were not confident to write and afraid making of mistake. it make them gave short answer.

b. Cycle 2

1) Planning Stage

Based on the result of reflection in the first cycle, the writer and collaborator found some problems, the problems were; students got difficulty to deliver their message in English sentence where the question had to related the material, students known what they had to do but they did not how to write in English, students were not confident to write English and afraid make mistakes so they just given short question and answer.

Then, the writer and collaborator try to cover what had happened in previous meeting. The writer was prepared the lesson plan, observation checklist and field notes. In order to make presentation of the material become more attractive, the lecturer was decided to used power point and prepared some draw of Indonesia figure for they description. The aim of that was encourage students to have understanding about the material. And then to help students to more understood about the topic was given.

2) Acting Stage

The acting stage conducted on Thursday, July 13th 2017. On that day, all students were present. The writer as teacher used lesson plan while English teacher at the school as collaborator wrote all process happened by filling observation checklist and field note. The teaching and learning process was divided into 3 activities; pre-activity, whilst activity and post activity.

In pre-activity, the writer greet the students and asked student's condition. Then, the writer given some questions that related the material. It was to know student's brainstorming. The writer show on power point and given question. Almost of students have responded writer's question well. Some students have done give long answer but not yet clear.

Whilst-activity, is a main activity in learning. In whilst activity dived into 3 activity. That were; first, writer convey the material. Second, students did their task. Third, students write paragraph. In the first activity, the writer has explained the material about develop good paragraph. The students pay attention to listen writer's explain but there were some students still passive. For made the situation more alive the writer given stimulation by some questions. There were students just answer yes or no and also there were students given long answer but that was not clear. Almost of students were still shy and confuse. The next activity the writer asked students to made groups, the group consisted of two students. There was no changing to the previous group. Then, the writer explained the technique and how they should do in pair work. The writer also showed an example of good paragraph and how the students can develop good paragraph with critical thinking.

Post activity is the last activity in learning process and then the writer given opportunity to students to convey their difficulties while learning process.

3) Observing Stage

During process of teaching and learning was implemented by CLL method, the lecturer as collaborator did entire observation; observation checklist and field notes. The result of observation checklist and field notes were almost of students follow the activity actively, given good respond and there were not active to asked and felt shy to follow activity of developing their critical thinking in paragraph.

Based on observation checklist and field note the collaborator explained above, it could be concluded that over all writing skill of students were not be maximal. It also can be seen from student's score. The categories of the score consisted of grammar, vocabulary, and content.

4) Reflecting Stage

Reflecting stage was the last stage in cycle of Class Room Action Research. It was done by discussing the Planning, Acting and Observing stages between the teacher and the collaborator. From the three stages that had been done the writer and collaborator found the solution of problem and the weakness which have been in cycle 2. Both of the writer and lecturer made summary of the problems, and found the solution in order to correct the mistakes and improve students' speaking skills.

In this cycle, the writer and collaborator found the problem on student's writing. There was student who did not given respond of CLL method in writing activity. She look like not interested with the activity. Almost of students who did not given questions related the material and they looked shy because they were not confident.

c. Cycle 3

1) Planning Stage

The plan for cycle 3 made based on observed and reflection previous in cycle 2. The writer prepared lesson plan, media and material of learning. Some changes to improve the weakness in process learning and teaching in cycle 2. Theme for every cycle was different, in the cycle 3 it was about develop their critical thinking in a paragraph. Then the writer was given example critical thinking paragraph. The aim for motivate and encourage students to write before the main activity begun. The writer also prepared form of observation checklist, field note and questioner.

2) Acting Stage

After the planning was done, the acting stage have done on Mei 5th 2016. The writer as a teacher used the lesson plan and the teacher as collaborator observed activities student's speaking skill and process of learning teaching with fill the observation checklist and field note. The process of teaching and learning divide into 3 activities, that were; pre-activity, while-activity and post-activity.

In pre-activity, the writer greeting to all students and asked about their condition. Then, the writer given questions that related the material as brainstorming to known student's knowledge. The writer showed power point and and paragraph that related the material. And the writer also given questions that related with the paragraph. Almost of students given good respond and they did not give short answer like yes or no, it mean they given answer complicatedly.

Whilst-activity was the main activity in process teaching and learning. This activities divided into 3 part, that were; first, the writer prepared the material. Second, the students did their task. Third, the student showed their paragraph. In the first activity, the writer explain material of develop critical thinking in a paragraph, that the writer divide students into a group, the group consist of two students and there was no change from previous cycle. Then, the writer showed example of critical thinking paragraph. In the second activity, the students did their task with their pair. The writer given theme of critical thinking paragraph and they must made a paragraph same as the example was given. The writer also went around group to group then the students come front of to show their performance. All of students follow it although there were not confident and little afraid in write critical thinking paragraph.

Post-activity, this was the last activity on process learning activity. in this activity, the writer given opportunity to all students to convey their difficulties in process teaching and learning. In this cycle the students more active and attentive than in previous cycle.

3) Observing stage

During process learning and teaching that implementing trough interview technique. The lecturer as collaborator did observed; observation checklist and field note. The result of the both were good progress. And the writer as lecturer given form of questioner it was for knowing student's opinion about activity of CLL method to develop students critical thinking. Almost of students have opinion if CLL method was able to increase their critical thinking in writing skill and they also said if the CLL method made they more chummy with their friend, All of students were active and given good respond, the students also did activity

of CLL method with their pair, the students was not shy to did write paragraph, the students was not afraid and enjoy did the all activities.

The result of the activity was better because almost of students showed their progress in individual score. The categorize of their performance were; grammar, vocabulary, and content.

4) Reflecting Stage

Based on the result of third cycle, the lecturer and the collaborator concluded that the cycle 3 had been successful. So, they were able to express their critical thinking in writing skill with CLL method and the students' mean score was improved. More importantly, the problem happened in the cycle 1 and cycle 2 had been able to be minimize in the cycle 3. Also, the teaching learning process was better than the cycle 1 and cycle 2. It meant that the cycle could be stopped.

This classroom action research was conducted in three cycles. Each cycle consisted of planning stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting that was performed during the teaching learning process. While doing teaching learning process, the writer needed the collaborator to observed what was happening in the classroom and to take some notes. The presence of collaborator was to minimize the subjectivity of the writer while interpreting the data. The data was collected in the observation checklist table field notes and questioner.

In conducting the cycle 1, the writer focused on the improvement of students' individual score. In this cycle, some of students show improvement and some of students got test score lower. The research finding showed that students' mean score in the first cycle was 62,75 and qualified into average.

In the cycle 2, the students mean score was increasing to 74,53 and qualified into average to good. In this cycle, 7 students show improvement and 11 students still got lower score.

In the cycle 3, all the students show their improvement in their score. The students mean score was increasing to 85,19 and qualified into good to excellent This result was supported by the improvement of students' individual score. After observing the process and interpreting the data, the writer and the collaborator decided to stop the actions because the data showed that the indicators of success were fulfilled.

The result indicated that the students' writingspeaking skill was getting better in every cycle. The improvement that was gained in the classroom was considered as the result of treatment. In conclusion, the research finding of the classroom action research was satisfying. Based on the research finding above, it was indicated that the achievement of the students were influenced by the process of teaching learning. In other word CLL method helped and develop students' critical thinking in writing skill Therefore, the writer argued that CLL method to develop students critical thinking in writing skill.

E. CONCLUSION

Community Language Learning is the most responsive of the methods which is reviewed in terms of its sensitivity to learned communicative intent. It is applied in various settings; it is used as an aid for language learning, under the radar, academically. The value of CLL has been its emphasis on whole-person learning; the role o a supportive, non-judgmental teacher; the passing of responsibility for learning to the learners. The lecturer must also be relatively non-directive and must

be prepared to accept and even encourage the adolescent aggression of the learner as he or she strives for independence

REFERENCES

Arikunto, S, (2006). *Prosedur Penelitian, Suatu Pendekatan Praktik*. Jakarta: PTRineka Cipta.

Brown, H.D, (2000). *Teaching By Principles an Interactive Approach to Language Pedagogy, Second Edition*. Longman

-----, (2004). *Language Assessment: Principle and Classroom Practice*. New York: Longman.com.

Comfort, Jeremy, Rod Revell, Ian Simpson, Trish Stott, and Derek Utley. 1994. *English for the Telecommunications Industry*. Oxford: Oxford University Press.

Diane, L.F. (1986). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.

Moore, B.N. and Parker, R (2009) *Critical Thinking 9th Edition*. New York: McGraw Hill

Prabhu, N.S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.

Reilly, T. (1988). *Approaches to Foreign Language Syllabus Design*. Washington DC: ERIC Clearinghouse on Languages and Linguistics.

Richards, J, C. and Rodgers, T, S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

----- and David Bycina. (1985). *Person to Person*. Oxford University Press.

LinguaLinks Library. 1999. *How to design language syllabus*. SIL International.

Oshima, A and Hogue, A. (1983). *Writing Academic English*. Reading, Massachusetts: Addison-Wesley Publishing Company.