



**ORIGINAL RESEARCH PAPER**

**Education**

**THE EFFECTIVENESS OF COMMUNITY LANGUAGE LEARNING IN DEVELOPING ORAL PROFICIENCY: A SYSTEMATIC REVIEW**

**KEY WORDS:** Community Language Learning and Oral Proficiency.

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**ABSTRACT**

Community language learning (CLL) is a language-teaching approach focused on group-interest learning. It is based on the counseling-approach in which the teacher acts as a counselor and a paraphrase, while the learner is seen as a client and collaborator which is developed by Charles.A.Curran. This article assesses the effectiveness of Community Language Learning method in developing oral proficiency. The articles were discovered in Web of Science and Scopus ranged in date from 2000 to 2022. The approach used for the review is PRISMA 2020. The effectiveness of CLL, according to the findings, improved the oral proficiency that is the speaking ability of students. The researchers used observation, interview, questionnaire, and pre test and post test as the tools to collect data. To analyze the collected data the researchers used rubrics, statistics and mean values to find out the effectiveness of the CLL method in developing oral proficiency. The findings have proven that the CLL method is effective in developing oral proficiency as it develops speaking ability, grammar competency, vocabulary and pronunciation. This CLL method could be used by the teachers to teach English language to develop oral proficiency also this method can be used to the disadvantaged students from disadvantaged regions such as Villupuram, Cuddalore for developing their oral proficiency.

**INTRODUCTION**

Speaking skill is the ability to speak confidently and fluently which helps one throughout their life to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. It is one of the most important parts of language learning as speaking is how we tend to communicate in a everyday life.

Oral proficiency refers to the point of skill which students can use the language. The concept of proficiency is the ability to use language effectively to ensure the communicative objectives. The general definition of oral proficiency in English is the learner's ability to speak and use English for interaction with others.

Bilingual method is one of the method of teaching English language. In this method where two languages i.e the mother tongue and target language are used. In this method teachers use the mother tongue to achieve the target language.

The direct method stressed the use of only the target language in the classroom. Instead of using the students native language the teacher would demonstrate and use body language to express meaning.

**Community Language Learning Method:**

Community language learning (CLL) is a language-teaching approach focused on group- interest learning. It is based on the counseling-approach in which the teacher acts as a counselor and a paraphrase, while the learner is seen as a client and collaborator.

Community language learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological

counseling techniques to learning is known as Counseling-Learning. CLL represents the use of Counseling-Learning theory to teach languages. Within the language teaching tradition CLL is sometimes cited as the example of "humanistic approach". The content of the language class stems from topics learners want to talk about, and the teacher translates their requests into an appropriate syllabus. Links can also be made between CLL procedures and those of bilingual education, particularly the set of bilingual procedures referred to as language alteration or code switching discuss briefly the debt of CLL to these two traditions.

**Problems Faced By Indian Students In Oral Proficiency:**

Being English language as an international language, it is a demand of today's world for surviving in society, people have to understand and speak English language fluently. Indian students face many problems while speaking English among which these are some of the main problems,

- Common grammar mistakes
- Lack of confidence
- Shyness in speaking
- Fear of making mistakes
- Lack of motivation

**Objective Of The Study:**

With the light of this background, the researcher systematically reviewed the effectiveness of Community Language Learning in developing the oral proficiency of school students.

**Methodology**

Preferred Reporting Items for Systematic Review and Meta-Analyses, or PRISMA 2020 (Page et al., 2021), was employed in the study. PRISMA 2020 (Page et al., 2021) is an emerging approach for assessing quantitative, qualitative, and mixed

methodologies studies at the same time. This strategy was utilized to conduct systematic studies in order to determine the effectiveness of Community Language Learning method in developing oral proficiency of the school students. The processes used are discussed in detail further down. The keywords chosen to search Web of Science publications were "Community Language Learning" and "Oral Proficiency". A review of studies on the effectiveness of Community Language Learning in developing oral proficiency was carried out. A thorough search was undertaken to discover relevant studies for this inquiry. This review included two key steps: (a) gathering all relevant papers based on an initial search, and (b) selecting articles using inclusion and exclusion criteria. There were 6 Web of Science results for this search. After the articles were checked, 173 studies were duplicated. A total of 30 works were assessed, with 20 of them (dissertations, chapters, review papers, and proceedings) being discarded due to their lack of relevance. After then, the eligibility of 6 full-text articles was established. Out of 203 articles submitted, 173 were rejected for various reasons, including studies that were not an experimental study and studies that were not conducted in schools. The remaining six publications were then assessed to see which ones were linked to the effectiveness of Community Language Learning in developing oral proficiency. The following diagram depicts the full selecting process.

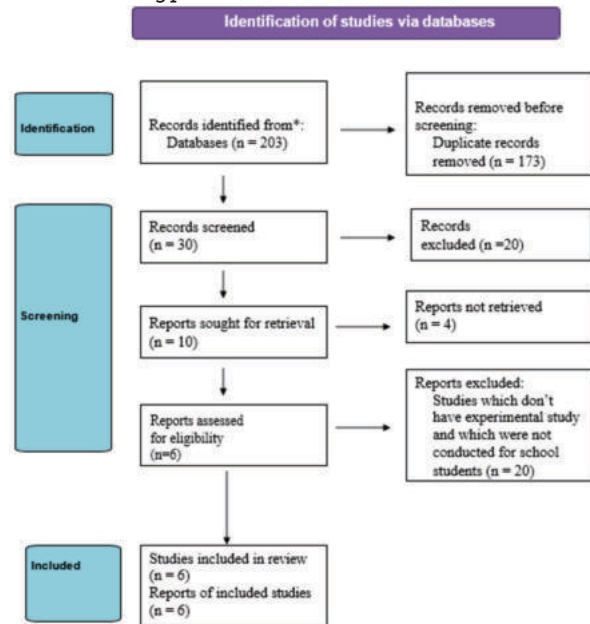


Figure 1: Identification Of Studies Via Databases

**RESULTS**

There were only 6 articles identified which were related to "Community Language Learning" and "Oral Proficiency". The use of effectiveness of Community Language Learning in developing oral proficiency is highlighted in this review. The findings are as shown in the following table 1.

**Table 1: Effectiveness Of Community Language Learning In Developing Oral Proficiency**

Study	Design	Sample	method	Results
(Gufrina Daulay SMA Negeri, 2019)	Quantitative Experimental design	School students of 11 <sup>th</sup> class	Speaking test, observation, interview in two cycles.	Results of the research revealed that CLL method improved English conversation activity in English class and also improved speaking skill.

(Puspitasari, 2011)	Quantitative Experimental design	School Students of 8 <sup>th</sup> class	Tool used to collect data is test	The results of the research shows many outcomes among which while using CLL students improve transactional conversation ability.
(Munir, 2019)	Quantitative Experimental design	School Students of class 7	Questionnaire, interview, observation and Post test.	Results of the research show that the students have fair participation in learning process and improves grammar after using CLL method.
(Syamsia, S.; Kaunar, 2020)	Quantitative Quasi experimental design	High school students	Tool used here is test	Results of the study revealed that the CLL is effective method and it also improves confident, interest and potentiality in speaking English among students.
(Ramayani, 2019)	Quantitative Experimental design	School students of 10 <sup>th</sup> class	Observation and test	Results revealed that the students participated more actively on speaking ability after using CLL method and also CLL is more effective.
(Iqbal, 2021)	Quantitative Experimental design	School students of 11 <sup>th</sup> class Cluster sampling	Oral test Rubrics used for assessment	Results revealed that the CLL method is effective than the grammar translation method used for two different classes.

From the above table it is found that the studies conducted by Syamsia & Hatima Kaunar(2020); Riswandy , Halomoan ,Nelda(2019); Iqbal, Muhammad Candra, Dewi Murni(2021); Eny Gufrina ,Daulay(2019); Tri Yuliana Puspitasari(2011); Muh Misbahul Munir AP (2019) confirmed that the usage of Community Language method in developing oral proficiency is effective.

**Research Gap :**

Many studies and methodologies are there to develop oral proficiency of students. But while comparing to other countries, the usage of community language learning method in developing oral proficiency in India is low.

Indian students find many difficulties in speaking English language such as Common grammar mistakes Lack of confidence, Shyness in speaking, Fear of making mistakes, Lack of motivation. CLL method most specifically discusses about developing oral proficiency of students at various level. Hence this study is conducted to find out the effectiveness of CLL method in developing oral proficiency.

**DISCUSSION**

This section outlines the most essential portions of the findings and compares them to the past research. Indonesia, Malaysia , India and other countries undertook an experimental survey on CLL method. According to Richards. J. Jack and Roger, CLL method can be used by the English teachers to develop language skills and components of the students. The use of CLL method boosted learners speaking abilities , Riswandy Haloman, Nelda. Et. Al (2019). CLL method improves interest among students and it is very useful for the teachers to teach English effectively. Syamsia and Hatima Kaunar. The researcher Muh Misbahil Munir found it more secure to work in community and overcome fear of speaking

English. Teachers found that students get motivated towards participating in speaking English (Halimah, 2018). CLL improves students social skills and also their self-esteem in speaking English (Jismulatif, 2002).

### CONCLUSION

This systematic literature evaluation highlighted the effectiveness of Community Language Method in developing oral proficiency of students. The authors concluded that the CLL method is effective in developing oral proficiency. The basic principle of this methodology is to establish interpersonal relationships between the teachers and learners to facilitate learning. Community Language Learning was designed to ease the anxiety of Foreign Language Learners in educational context and promote group dynamics. In CLL, the aim is to involve the learner's whole personality. In response to the research topic, the Community Learning Method significantly improved the students' speaking abilities. According to the previous studies the CLL method is found to be more effective than the other traditional methods of teaching English in developing oral proficiency of students. According to the findings, learners developed the speaking ability of the students after using the CLL method. Learners who used CLL method improved pronunciation, vocabulary. This method also developed the fluency in speaking English. The CLL method also improved the interest in learning and also developed the confidence level of the students while speaking English. The CLL method is found to be appropriate for potentially of students. This method is also an effective method for the teachers to English for developing oral proficiency. This method is also seen as an effective method to improve grammar competency of the students. It also provides non-judgmental and supportive teaching situation. This method is found to be more responsive and effective. This is proven to be one of the most effective methods for teaching English. This method made students to overcome fear of speaking English. As this method focuses on group activity this method improves a secure environment for students to work in community. CLL gives the best results in developing oral proficiency when compared to other traditional methods of teaching English. It also provides security which reduces anxiety. Finally, a sense of security is woven into each activity of a typical CLL cycle or classroom action research.

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