AN EFL TEACHER'S PRACTICES AND PERCEPTIONS IN IMPLEMENTING COMMUNITY LANGUAGE LEARNING (CLL) IN TEACHING VOCABULARY: A CASE STUDY AT ONE OF THE ELEMENTARY SCHOOLS IN CIAMIS

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ABSTRACT

This research aims to investigate the techniques of Community Language Learning (CLL) used in teaching vocabulary and to know about teachers' perceptions of the learning process by using Community Language Learning (CLL). This paper used a qualitative case study with data collected from class observation and semi-structured interviews for only one teacher in one of the targeted elementary schools, namely SDN 2 Baregbeg. The first result finding of this research showed that the teacher mostly used translation, human error, group works, and reflective listening as a technique of Community Language Learning (CLL). The second result finding of this research is about teachers' perception that the teacher agreed to implement Community Language Learning (CLL) in teaching vocabulary have a positive impact on students, especially in memorization of the vocabulary list and applied in their daily life. It can be concluded that implementing Community Language Learning (CLL) positively impacts teaching vocabulary, especially for teaching Elementary school students. It is because Elementary school students have unique characteristics and the Community Language Learning (CLL) method implements counseling learning in teaching especially in teaching languages.

Keywords: Community Language Learning (CLL); Language Learning Strategies; Teaching Vocabulary

INTRODUCTION

Vocabulary is a fundamental aspect that is used in a language, especially a foreign language. Schmitt & Schmitt (2020, p.18) explained that someone learns language firstly by knowing the vocabulary because vocabulary consists of an alphabet then formed being syllabus, words, and connected meanings. It means that learning vocabulary can help a learner to learn a language because vocabulary will be connected to each important aspect of learning a language such as listening, speaking, writing, and reading. Alqahtani (2015, p.22) stated that vocabulary knowledge is very important to be learned by second language learners because limited vocabulary can hinder communication success. In this research, a researcher focuses on young learners especially those who stay at elementary school. According to Permana (2020, p.2), "Vocabulary learning needs to be implemented as early as possible since elementary school." It is because children have a good memory to capture the material that has been taught faster than adults. An appropriate methodology improves students' ability to understand and it overcomes the difficulty for learners to learn English basic before advanced. To make it obvious, an appropriate methodology must be considered by a teacher to apply in classroom activities. A teacher should understand about teacher's language strategy. Harmer (2008, p.30) said that the meaning of strategy is a plan and action that the teachers do to gain more of their teaching-learning targets. Teaching language strategy is the way to transfer a piece of knowledge to other people and around teaching including teacher and student.

Community Language Learning (CLL) is a traditional methodology that applies a

psychological aspect and creates groups together to improve the language skills that students want to learn deeply. Curran (1972, p.113) confirmed that teaching methodology progressed as a language teaching model depending on how a relationship is built between teacher and students that has a similar meaning of a client and counselor namely Community Language Learning (CLL). This learning method depending on the counselor-client approach is Community Language Learning (CLL) which emphasizes the importance of trust and comfort in the language-learning process (Bari, 2020, p.120). Community Language Learning (CLL) is defined as a system to reply to the perceptivity of students learning communicative intention. The application of Community Language Learning (CLL) in vocabulary teaching, especially in elementary school classes is still very limited. In this case, an elementary school student is a gap for the research. Community Language Learning (CLL) is a familiar method in junior high school and senior high school in teaching vocabulary and many skills; but it was not found yetin elementary school classes particularly in teaching vocabulary, whereas teaching vocabulary was easy to find particularly in elementary school classes. Both were connected in this research where Community Language Learning (CLL) was implemented in elementary school classes.

METHOD

This research used a qualitative method is conducted. Creswell (2018, p.51) stated that " a Qualitative study is an approach which used to exploring and understanding consist of collecting information, containing a high proportion of opinion, attitude between personal or groups' experiences". This method applies to achieve a theory of the topic with logic and credibility and emphasizes in-depth detail so that the researcher can gain the information needed in the research site. The researcher used a case study as one of the technical qualitative methods. Cohen et al. (2018, p.404) stated that a case study is a single instance's complexity and particularities to comprehend what action is beneath significant conditions. This research used a case study because this research focuses on figuring out what type of Community Language Learning (CLL) techniques which accomplished by the teachers during the learning process. In addition, teachers' perceptions are needed to support the data and also figure out what problems arise while implementing the Community Language Learning (CLL) method. This research was conducted with the teacher at the one of elementary schools in Ciamis. The teacher selected only one participant because that teacher often used the Community Language Learning (CLL) method inthe learning process, especially in teaching vocabulary. Ary et al. (2013, p.29) pointed out that an ethnographic research study called a case study focuses on a single unit, such as a single person, group, company, or program. Besides, one participant was selected in the reason to gain more in-depth information based on their strategies and experiences in teaching vocabulary. It was as long as her experience teaching elementary school students and she implemented teachingvocabulary through Community Language Learning (CLL) method.

The researcher used class observation and interviews to collect the data. The researcher did an observation in class using a video recorder to record the process of learning in the classroom. A video recorder was taken from the beginning of the learning process till the end to capture all the activities that the teacher and students did. The video recorder aimed to investigate what techniques of Community Language Learning (CLL) are used by the teacher during the learning process. A process of analysis used a type of written text or summary before it was already to be truly data. Ary et al. (2013, p.481) stated that to prevent possible bias in selection or misinterpretation that may come with summarizing, words should be directly transcribed. A point of class observation itself includes teacher behaviorism, strategies, techniques of Community Language Learning (CLL) used, and vocabulary material that was given to students as well as the media for teaching vocabulary. The researcher interviewed a teacher as a participant and used an audio recording or video recording. Cohen et al. (2018, p.506) arguedthat the interview is a versatile instrument for gathering data that enables the use of multisensory channels. An interview was by face to face in the classroom. A question contains 5 questions that are related to the topic, especially in the background of the study and also in the

research question. The analysis process of the data interview began with listening to a record that was using the Indonesian language and transcribed and interpreted into English language and written down into the text. Lastly, the answer is calculated and analyzed into a descriptive text.

RESULTS AND DISCUSSION

This chapter deals with the findings of the research paper and the discussion of research paper findings related to the theoretical put forwarded in chapter two and depending on the data gathered including class observation and interviews which are focused on investigating what type of techniques in Community Language Learning (CLL) implemented by the teacher while teaching vocabulary process and to know how about teachers' perception after implementing Community Language Learning (CLL) in teaching vocabulary.

How the Teacher Implements Community Language Learning (CLL) in Teaching Vocabulary

The first stage of the learning process was pre-activity consisting of opening, greeting, checking students' attendance, and giving an overview of the material. There are 20 students at elementary school in fourth grade in total 22 students consisting of 11 female students and 9 male students. The findings of class observation were conducted regarding the interaction that the teacher performed at the opening. Before class begins, the teacher prepares the material based on a package book or from material chosen that is customized on a level grade. The teacher greeted the students, checked their attendance list, and gave them a stimulus. At the opening of the learning process, the teacher greeted students. There were two students absent consisting of one female and one male in total 22 students. The teacher checked the students' condition of learning and most of the students answered "I am fine" which sounded doubtful. Furthermore,the teacher gave them a song as a stimulus to remind students about another word

that has been used in answering an asking greeting. A song has a movement and students imitated a movement after the teacher gave them an example. It was an interesting activity for students and can build their mood of learning activities and remind them again about another way of expressing greetings. The second stage of the learning process was the core activity. The teacher gave an overview of the material and checked students' readiness. After that, the teacher also divided students into group work as a part of the learning process and as a part of implementing a type of technique in the Community Language Learning (CLL) method. The teacher stimulates students to explore the vocabularies that relate to the theme of learning about "profession". The learning process continued successfully till students spoke their vocabulary list in mixed languages (Indonesian and English) and the teacher always gave them praise to make them more confident and active during the learning process. After that, the teacher instructed them to make a group consisting of 5 members of each group in total 4 groups. The third stage of the learning process was the closing activity. This section has similarities with the previous stage of observation, but the teacher specifically asked and checked about students' understanding and gave strengthening as a reflection.

The finding of the first research question showed that the teacher mostly used translation, human error, group work, and sometimes reflective listening as a technique of the Community Language Learning (CLL) method. Besides, the teacher also uses various strategies and techniques in teaching vocabulary such as changing the vocabulary into lyrics and the students singing the song together, using objects, illustrations (imagination), translation, and examples of the type. The teacher also avoids discrimination in classroom activities as one of the characteristics of the learning process.

Teachers' Perception of Implementing Community Language Learning (CLL) in Teaching Vocabulary

The researcher conducted a semi-structured interview face-to-face with the teacher concerned and prepared 5 questions related to the research paper also needed to fulfill the researchers' data. The researcher used the Indonesian language and then transcribed it into the English language after the interview process had been finished. The researcher also used an audio recorder by mobile phone to conduct the interview. The data analysis of the interview would be done in the stages taken audio-recording, listening to an audio recording, transcribing the result of the interview from the Indonesian language to the English language, and interpreting the result of the interview into a descriptive text. According to Cresswell & Poth (2018 p.456) said that "Thematic analysis represents a single of the procedures in data analysis that attempts to identify the kind or pattern in the data that the researcher has gathered." The teacher explained her perception of students' vocabulary skills after the Community Language Learning (CLL) method was implemented in vocabulary teaching. Based on the result, it was found that most of the students have tried to use a vocabulary in their daily life and most of them tried to speak English. However, they still have an unconfident to speak and their pronunciation is still not fluent. But the students tried it better and must give them an appreciation. Besides, these results present that Community Language Learning (CLL) method has a positive impact on students learning especially in the vocabulary context.

The teacher explained her perception of the difficulties found in the learning process while implementing the Community Language Learning (CLL) method. The results found that implementing any method, especially the Community Language Learning (CLL) method always has advantages and disadvantages. The advantages included the method was appropriate to implement for Elementary school students, especially Community Language Learning (CLL) which has a concept of building closeness with students with a psychological approach. Besides, the impact of this method was real and students can use the vocabulary in their daily life. The disadvantages probably came from the common student's characteristic of learning always feeling boredom or the teacher not providing exploration in learning such as minimal

strategies and does not do an approach with students. This method was also not very effective for use in classes with a very large number of students. However, this method dominant has a positive impact on the learning process, because the matters relating to these disadvantages do not affect when the teachers explore the learning with the various strategies and approaches. The results obtained confirm that the positive impact of the Community Language Learning (CLL) method is much greater on the success of learning in particular teaching vocabulary.

The learning process was divided into three parts including Pre-Activity, Core Activity, and Closing Activity to easy for the reader to understand the part of the class observation conducted. There are 20 students in total 22 students in the class because there are 2 students who were absent that day. The result of the class observation analysis is that there are several techniques of Community Language Learning (CLL) used in teaching vocabulary including translation, human error, group work, and reflective listening. Community Language Learning (CLL) also has techniques recommended and relevant to as represented by Curran (1972) as cited in Cakır (2014, p.8) adapted that there are nine ways in techniques of using a Community Language Learning method as follows: (1) Translation, (2) Human Computer, (3) Recording, (4) Analysis, (5) Free Conversation, (6) Reflective Listening, (7) Group Work, (8) Transcription, and (9) Reflection. The learning process using the Community Language Learning (CLL) method was very effective because the teacher implemented counseling learning and applied a psychological aspect to learning activities. This was very suitable with the concepts of the Community Language Learning (CLL) method. It means that this method is not only oriented toward students but also oriented toward teacher-students. Community Language Learning (CLL) is a traditional methodology that implements a psychological aspect and makes groups together to improve the skills of the language students want to learn. According to Curran (1972, p.113), "teaching methodology progressed as a language teaching model depending on how a relationship built between teacher and students that have similarity meaning of a client and counselor namely Community Language Learning (CLL). It can be seen from the transcript of class observation that the teacher built a relationship with her students and never let her students feel isolated and alone during the learning process. Curran (1986, p.89) said that students will be uncomfortable in new situations. Furthermore, the teacher implemented an appropriate technique of Community Language Learning (CLL) which avoids the students feeling isolated and alone by creating group work as a concern to the learning process.

The researcher did a semi-structured interview with the teacher after conducting class observation to gain the data to complete the second research question. The researcher used the Indonesian language and then transcribed it into the English language after the interview process had been finished. The data analysis of the interview would be done in the stages taken audio-recording, listening to an audio recording, transcribing the result of the interview from the Indonesian language to the English language, and interpreting the result of the interview into a descriptive text. The teacher explained that the Community Language Learning (CLL) method was impact and effective for implementing the learning process, especially in teaching vocabulary. The teacher also agreed that after conducting the Community Language Learning (CLL) method, most students applied their vocabulary in their daily lives. It was realized bythe teacher that vocabulary learning is very important for students, especially the students at Elementary school. It is because vocabulary is the first way to understand the language. That argument strongly supported by Schmitt & Schmitt (2020, p.18) explained that someone learns language firstly by knowing the vocabulary because vocabulary consists of the alphabet then formed being syllabus, words, and connected is a meaning. The teacher also implements the character of the learning process are avoid discrimination between students. Besides, the teacher also uses various strategies for making students interested in the learning process. This activity is very important in language learning like a bridge to connect each part of language skills such as speaking, writing, reading, and listening. According to Al-Malki (2020, p.345), "The teachers'

role facilitate and give up-to-date vocabulary strategies that are suited to the needs of individual students". It was proved that vocabulary is a fundamental aspect that is used in a language, especially a foreign language.

CONCLUSION

This research aimed to investigate the techniques used while implementing Community Language Learning (CLL) method and to know teachers' perceptions after implementing Community Language Learning (CLL) in teaching vocabulary. This research was conducted at an elementary school in Ciamis. The data collection used class observation and semi-structured interviews with one of the English teachers at one of the elementary schools chosen. Also, the guidelines of the questions for the interview contain 5 questions. The process of data analysis began with transcribing the observation results into a descriptive text along with the conversation that has been separated according to categories that would be explained. This analysis process aimed to look at the process of teaching vocabulary in Elementary school classes and to find out the techniques of Community Language Learning (CLL) used, also to fulfill and answer the first research question. Furthermore, the data analysis of the interview would be done through the stages taken audio recording, listening to audio recording, transcribing the result of the interview from the Indonesian language to the English language,and interpreting the result of the interview into a descriptive text. This analysis process aimed to fulfill and answer the second research question.

Regarding the first result findings, the teacher mostly used translation, human error, group work, and sometimes reflective listening as a technique of the Community Language Learning (CLL) method. The teacher did a concept of Community Language Learning(CLL) by applying a counseling-learning while learning process and oriented between teacher- students center. It showed when the teacher gave a compliment, listened to the students kindly and clearly, and helped students with their difficulties in the learning process. Besides, the teacher also uses various strategies and techniques in teaching vocabulary such as changing the vocabulary into lyrics and the students singing the song together, using objects, illustrations (imagination), translation, and examples of the type. The teacher also avoids discrimination in classroom activities as one of the characteristics of the learning process.

Furthermore, the second result was about how the teachers' perception of the Community Language Learning (CLL) method was impact and effective for implementation in the learning process, especially in teaching vocabulary. The teacher also agreed that after conducting the Community Language Learning (CLL) method, most of the students applied their vocabulary in their daily lives. It was realized by the teacher that vocabulary learning is very important for students, especially the students at Elementary school. It is because vocabulary is the first way to understand the language. On the other hand, learning English for Elementary school students is the first step to recognizing English as a foreign language or probably being a second language after mastering their mother tongue. Also, Elementary school students are synonymous with their special characteristics in learning. So, they need many strategies to stimulate their stimulus and increase their enthusiasm for learning, especially learning English. It is because young learners' students have high motivation, and enthusiasm, and are lively learners. That was clear enough that learning vocabulary must be applied to the students as early as possible.

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