

ABSTRAK

Menggunakan *Learning Community* untuk Meningkatkan Keterampilan Berbicara Siswa dikelas XI 2 Gambar Bangunan SMK NEGERI 2 Solok.

Oleh: Mardeni, (Bhs.Ingggris PPs UNP-2012).

Berdasarkan observasi yang peneliti lakukan di SMK Negeri 2 Solok, ditemukan bahwa masih banyak siswa yang mengalami masalah untuk berbicara dalam Bahasa Inggris. Hal ini menyebabkan para siswa kesulitan dalam mengekspresikan Bahasa Inggris sehari-hari, dan kesulitan berdialog dengan temannya dalam pembelajaran Bahasa Inggris. Oleh karena itu peneliti melakukan sebuah penelitian dengan menggunakan *Learning Community* guna mengatasi masalah ini. Tujuan penelitian ini adalah untuk mengetahui apakah keterampilan berbicara siswa dapat meningkat dengan menggunakan *Learning Community* dan apa persepsi siswa dalam pembelajaran keterampilan berbicara melalui *learning community* kelas XI 2 gambar bangunan di SMK Negeri 2 Solok.

Subjek dari penelitian ini adalah siswa SMK Negeri 2 Solok kelas XI 2 gambar bangunan. Penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari dua siklus, masing-masing siklus mempunyai empat langkah yaitu; perencanaan, tindakan, pengamatan dan refleksi melalui penggunaan *Learning Community*. Instrumen yang digunakan untuk mengumpulkan data adalah lembar pengamatan, tes berbicara, dan catatan lapangan. Penelitian ini terdiri dari 8 kali pertemuan dalam 2 siklus. Siklus 1 dan 2 terdiri dari 3 kali tatap muka yang terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi dan 1 tatap kali pertemuan untuk tes.

Hasil tes berbicara siswa pada siklus satu belum bagus, masih banyak siswa yang mengalami kesulitan dalam berbicara Bahasa Inggris. Mereka mengalami kesulitan pada ejaan dan kelancaran. Kemudian masih banyak siswa yang belum aktif di kelompoknya, oleh sebab itu peneliti melanjutkan penelitian ke siklus dua. Pada siklus dua kemampuan berbicara siswa sudah mulai bagus. Ini dapat dilihat dari hasil tes berbicara. Hampir seluruh siswa dapat berpartisipasi dalam kelompoknya. Mereka mulai aktif dalam proses belajar mengajar, mereka senang bekerja dalam kelompok, mereka bisa saling tukar pendapat, melakukan interaksi, dan mempraktekkan penggunaan ungkapan bahasa. Temuan hasil penelitian pada hasil siklus pertama pada pertemuan kedua, dikatakan bahwa hasil skor kegiatan yang dilakukan didalam kelas bagus disiklus kedua. Bagaimanapun, dibandingkan dengan kegiatan diluar kelas, skor siswa meningkat, itu karena kondisi siswa sangat serius dalam berbagi ide, belajar bersama, dan tiap-tiap anggota saling membantu anggota lainnya dalam kelompok diluar kelas. Disamping itu siswa lebih aktif dalam proses pembelajaran. Diharapkan penelitian ini dapat memberikan kontribusi bagi guru Bahasa Inggris dalam pembelajaran berbicara khususnya bagi siswa Sekolah Menengah Kejuruan.

ABSTRACT

The Use Of Learning Community to Improve Student's Speaking Skill At Grade XI 2 Building Drawing Of SMK NEGERI 2 Solok Unpublished.

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Based on the observation done by researcher in his school, it was found that the students had problem in speaking skill English which must be solved by doing a research. They got difficulties in expressing their English everyday and making dialogue with their friends in learning English. As the result, they were difficult in learning and mastering English. To overcome this problem the researcher conducted this research through using Learning Community. The purpose of the research is to know whether the students' speaking ability could be improved by using learning community and to know the students' perceptions in learning speaking skill through learning community at grade XI building drawing of SMK Negeri 2 Solok. The participants of this research were the eleventh grade students of building drawing department at SMK Negeri 2 Solok.

In doing this reseach, the researcher carried out Classroom Action Research (CAR) through the use of Learning Community which consisted of two cycles. Each cycle involved four stages: planning, acting, observing and reflecting. The problem was taken from the researcher's class. The instrument used to collect the data were speaking test, observation check list, and field note. This research consisted of 8 meetings of 2 cycles. The first and the second cycles consisted 4 meetings. In each meeting was applied plan, action, observation, and reflection.

The result of speaking test during the first cycle there was not satisfactory. Most of the students still got difficulty in speaking, especially in pronunciation and fluency. Furthermore, most of the students did not participate in their group, instead of only some of them could participate. That was the reason that the researcher needed to continue the research to the second cycle. At the second cycle, it seemed that students' speaking English was better after analyzing the students speaking test. Almost all of the students could participate in their group. They were active in teaching and learning process. It seemed that they enjoyed studying in their group. They could share idea, do interaction, and participate the language expression. The research finding on the results in the first cycle in the second meeting, it stated that the mean score the activity was done in the classroom as well as in the second cycle. However, compared to the activity was done outside the classroom, the students' score were improved. It was due to condition of the students which were more serious to share idea, learn together, and help other members of each group outside the classroom. Beside, the condition of teaching and learning process was more active. Hopefully, this research could be significant input for English teachers in teaching speaking, especially at Vocational High School.