

**THE USE OF LEARNING COMMUNITY TO IMPROVE
STUDENTS' SPEAKING SKILL AT GRADE XI 2 BUILDING
DRAWING OF SMK NEGERI 2 SOLOK**

THESIS



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*This thesis is submitted to fulfill one of the requirements
to obtain master degree in Education*

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ABSTRAK

Mardeni. 2012. Menggunakan *Learning Community* untuk Meningkatkan Keterampilan Berbicara Siswa dikelas XI 2 Gambar Bangunan SMK NEGERI 2 Solok. Tesis (S2) Program Pascasarjana. Universitas Negeri Padang.

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

Mardeni. 2012. The Use Of Learning Community to Improve Student's Speaking Skill At Grade XI 2 Building Drawing Of SMK NEGERI 2 Solok Unpublished Thesis, Graduated Program, State University of Padang

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 research, 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.

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SURAT PERNYATAAN

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Padang, 4 September 2012

The researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the important skills in learning a language. It means that all of English language learners have to be able to speak English because it is considered as one of the particular indicators that can measure someone's ability in English.

Students consequently often evaluate their success in language learning as well as the effectiveness of their English class on the basis of how well they feel they have improved in their spoken language proficiency. Related to this, competency based curriculum which was issued by Ministry of Education reflects the objective of teaching English at vocational senior high school that is to develop students' communicative competence and to help the students to be able to communicate in English orally and written at pre-intermediate level.

In fact, the proficiency in English communication of vocational senior high school students still creates disappointment among the teachers, parents, as well as, the students themselves. The students are structurally competent to produce grammatically correct sentences, but not able to perform a simple communicative task.

In Vocational Senior High school SMK Negeri 2 Solok, the researcher is one of the English teachers there. He found that the students have problem

to speak English, even he has done some efforts to improve their speaking. Based on the result of observation, there were 23 students at grade XI 2 of building drawing. The researcher found that the students' oral participation in the classroom was very poor, even the teacher has produced some statements to stimulate them to speak, but most of them just kept silent. There was only 1 student who often spoke in English to the teacher during the teaching and learning process. There were three students who were able to give responses in English to the teacher's questions, but they did not use their English if the teacher did not start to speak to them. Sometimes if the teacher asked some questions, the students could not answer the questions given. In this condition, it can be assumed that it was serious problem that need to be solved soon.

Based on the experience and observation done by the researcher, most of the students were shy and reluctant to speak English in the classroom during the teaching learning process and in their social life in the society. It seems that they had no intention and motivation to use the language and express their ideas. It was proven by the preliminary study conducted by the researcher by asking the students about English. Based on the answers, all of them realized that English was very important for them as students or as members of a society. However, they did not speak English even during studying that language in the classroom.

Researcher's observations and interview with some students showed that there are some common problems in part of students: First, *Lack of self confidence*. Unlike reading, writing, and listening activities, speaking requires

some degree of real time exposure. Students often felt shamed about what they were trying to say in English in the classroom: worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts. Second, *Reluctant to speak*. Even if they were not inhibited, students complained that they could not think anything to say. The students had no motivation to express themselves beyond the guilty feeling that they should speak. In short, the students had no reason to speak or interact. Third, *low participation*. Only one participant can talk at a time if he or she is to be heard. Each student only had very little time for speaking. This problem was compounded by the tendency of some students to dominate, while others spoke very little or not at all. Fourth, *Mother tongue-use*. In practicing English in the class with the teacher and other students, they tend to use Indonesian language because it was easier, it felt unnatural to speak to another in English.

From the external point of view, based on the observation, the researcher obtained some information about the factors which cause no self-confidence and low motivation of students to speak English. Firstly, most English teachers did not teach their students the materials and how to apply them in learning English. The teachers just teach their students about the materials stated in curriculum. Some teachers even did not have basic knowledge about learning community. How they could teach and apply the technique in the teaching process and in their everyday life was the negative impact of this condition. Secondly, there were some subjects with a lot of

materials which should be mastered by the students stated in the curriculum. All of them must be learnt and must be mastered at the same time. The time for English subject was not sufficient. As a result, the students did not have enough time to practice using the language. The atmosphere of the school environment also gave a bad contribution to this problem. The environment was not constructive to create a condition for students to use the language in communication outside the classroom.

In order to solve the problem above, the researcher conducted classroom action research in the classroom where he teaches by using learning community in teaching learning process and asked the students to apply the learning community during this process and also in their everyday life; in and outside the school environment. Learning community can be learnt and they are easy to apply. If the students know the technique and try to apply them in learning English, they will have good performance in English. In addition, the students will get motivation and self-confidence to use the language in expressing their ideas to others in their life.

Due to those problems English teacher at SMK Negeri 2 Solok, the researcher had to think about the technique that can be applied to improve the student's skill in speaking. The technique was needed to make the content accessible to all students. The technique was developed to provide an education to children just learning English. Simply, technique was the step or action to make the students more affective, easier, enjoyable, understandable and faster in achieving a goal of teaching a goal of teaching learning process.

By doing a right technique, it is believed that students can improve and increase their skill. A good teaching should make students more active. This is one of the main reasons why researcher was interested in choosing a learning community in doing his research.

Learning community can be used by the teachers to enhance the ability of English language learners. The use of learning community becomes one of alternative ways choose to help the students overcome their problem in speaking. Through learning community, the students can improve their communication skill because the students can work together in discussing the material or in completing the task. They can also share idea and practice the use of language expression with their friends in their group. It is the reason why the researcher was really eager and motivated to do a research about this technique and weather can increase students' interest to speak English actively and accurately.

B. Identification of the Problem

Based on the background of the problem above, there were some problems occurred in teaching speaking in the classroom. The students' oral participation in the classroom was very poor. Most of the students were shy and reluctant to speak English in the classroom during the teaching learning process. They had no intention and motivation to use the language and express their ideas. The atmosphere of the school environment also gave a bad contribution to this problem. The environment was not constructive to create a

condition for students to use the language in communication outside the classroom. Meanwhile, the teacher should improve the technique in building students' speaking English. The researcher implemented one of the techniques based on the theories he read. One of the useful techniques that would be helpful is learning community. This was a technique which allows students how to learning together, to share ideas and to help each others members.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limited the problem on teacher's technique in teaching speaking English. This research would be done that something deals the technique that could give great contribution to students to improve their speaking English. The technique used in this research was learning community. This technique would stimulate and motivate them to express what they want to say and them to speak in and out of classroom.

D. Research Questions

Based on the identification and limitation of the problem, the research questions can be formulated in following questions:

1. How well does the use of learning community improve the students' speaking skill at the grade XI building drawing 2 of SMK Negeri 2 Solok?
2. What are the students' perceptions in learning speaking skill through learning community at the grade XI building drawing of SMK Negeri 2 Solok?

E. Purpose of the Research

The purposes of this research were:

1. to explain how well does the use of learning community improve the students' speaking skill at grade XI 2 building drawing of SMK Negeri 2 Solok
2. to explain what are the students' perceptions in learning speaking skill through learning community at grade XI 2 building drawing of SMK Negeri 2 Solok

F. Significance of the Research

This research was expected to give valuable contribution to both theoretical and practical values. Theoretically, the result of this research would give contribution to the development theories of teaching speaking skill. This research would further acknowledge the effectiveness of a current technique introduced by learning community.

Practically, the result of this research would be beneficial for the teachers to consider learning community as one of the techniques used in teaching, so that the aim of teaching and learning English can be obtained effectively.

G. Definition of the Key Term

1. Learning community is an organization whose members continually develop its capacity to achieve the desired results, encourage new ways of thinking and wide, and continue to learn how to learn together. (Senge, 1990)
2. Speaking skill is the capacity of a speaker to tell something well to other persons as his listener in speaking. (Brown and Yule, 1987)

CHAPTER V

CONCLUSION, IMPLICATION AND SUGESSTIONS

1. Conclusion

Based on the result of the research conducted in two cycles and after observing and analyzing the data description of learning community and the teaching and learning process, it can be concluded that learning community improved students' speaking English at the eleventh grade students of SMK Negeri 2 Solok.

Here, the conclusion as follows;

1. The use of learning community improves students' in speaking English. The students who had low confident and interest, now it can be overcome by using this technique. They did the task activity in and out classroom in their groups, created and recorded their own dialogue out classroom. It can help the students active in learning process. They can share idea and learn together in their groups. It also provides them the opportunity to speak in real situation. By doing task activity in and out of classroom in their groups, it provided their opportunity to talk freely.
2. The classroom management relates to the teacher's control and guidance on the students' activity. The students' attitudes were very enthusiast toward teacher's guidance since they gain many benefits dealt with the process of understanding the lessons and activity.

3. Student's perception about learning community

- a. The students are not bored to study English, specially speaking, they can improve their speaking ability with more freely, and finally they can increase knowledge about something new with English way.
- b. Some students like learning community with their friends. When they worked alone, they afraid of making mistakes but they discussed with each members in their group. They always began to talk in English. They more relaxed and enjoy in doing task when they made out of classroom, they help each other if one of them didn't understand with the topic. They shared together and giving some an idea that's made us enjoyed to express our ideas
- c. The use of learning community through connection both in and out of classroom activities more active, share ideas, learning together and useful for improving the students to speak English more.

2. Implications

The researcher has known, there are some implications by using learning community, on the students side, the enjoyment of the students during the process and the gradually learning process become the effective atmosphere to speak English, learning community is one of the techniques that give a different learning experience for the students. They enjoy in participate the teaching and learning process and had greater desire to practice English in and outside the classroom. It means that students' willingness to do all procedures of learning community can

be built by developing new techniques in delivering the material since it provoked students' curiosity.

The students are given opportunity to do a dialogue practice and reach target in increasing their speaking English and their desire to practice it regularly. Learning community could give good result because this technique reduced their shyness, anxiety and boredom in learning. It increased their self confidence, it made them more tolerate, respect different ideas each other, beside it trained them to speak and listen, especially for practice their English in whole class, the interaction is needed for questions, comments and suggestions sessions.

On the teacher side, the learning community can help the teacher to make teaching and learning process become student centered, not the teacher. The teacher can more focus on teaching and learning process without wasting the teacher's energy with talking too much, because what does the teacher expect is to improve the students' ability speaking.

3. Suggestions

Based on conclusion and implications of the research, the researcher would like to propose the following suggestions:

Based on finding, conclusion and implication the researcher can suggest that teacher who teaches at vocational high school should apply the learning community in teaching English, especially in teaching speaking.

The teacher has to give the opportunity to their students to let them talk about the material in their group and ask them to make generalization. It will help

them easier to memorize than the teacher's explanation. For the teacher who has a big class, it is better to use learning community because it gives opportunity to all of the students to speak in their groups. The teacher has to control their students when they work in their groups; don't let them discuss in the group without controlling.

As it indicates that using learning community can improve students' in speaking English, so the researcher should continue ask the students to apply learning community since it has been proved that learning community can improve students' in speaking English.

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