

CHAPTER I

INTRODUCTION

A. Research Background

Language has an important role in intellectual development and emotional development. Language is also very important for humans to convey their intentions and goals directly and is also an important key for students to achieve success in learning subjects or other subjects at school. It can also be used by students to express their experiences, ideas, and feelings. When using language, they are expected to participate in their community stating that language is a language skill that will affect their speaking ability. According to (Wijaya, 2018) states that speaking is the use of language to show meaning to others. It develops in children spontaneously, without conscious effort or formal instruction.

Speaking is one of the basic human skills. Speaking requires a minimum understanding of the speaker's informative speech based on the confidence to speak fairly, honestly, correctly, and responsibly. Whether we realize it or not, the purpose of speaking is not only to convey as many words as possible but to communicate so that others can understand what is being said and do what the speaker wants (Noer & Mansyur, 2017:13). Speaking ability should be taught and practiced in language classes because language courses allow students to communicate in English. Brown (2007:113) states that the purpose of speaking is that students can participate and use English in short conversations, gather information, and ask and answer questions fluently and acceptably in everyday contexts. Moreover, English has become a language that must be mastered by students and as an international language to be able to communicate with foreigners.

Based on teaching speaking is very important to be taught to students, so that the ability to speak foreign languages can be mastered by students. (Burns, 2019), state that the purpose of teaching speaking is to train students to communicate. Therefore, language activities in the speaking class should focus

on individual language use. This requires teachers not only to create a warm and humanistic classroom atmosphere but also to provide each student with a place to speak. In this case, the teacher makes strategies to improve students' speaking skills such as by asking students to interact with their peers in pair activities or group work. Students are expected to be confident and able to master the target language.

Based on the 2013 curriculum or K13, the objectives of learning English are stated in Competency-Based and subject matter in the English Syllabus. It is stated that the purpose of teaching speaking to students in class XI SMA is so that students can understand the meaning of a text in English and dialogue that leads to broad interpersonal meaning (monologue). Indicators of achievement are skill competencies, including understanding meaning, good pronunciation, good vocabulary mastery, good grammar mastery and fluency in speaking. Based on these ideas, it is important to explore one of the strategies to teach speaking skills. In this case the researcher will conduct a pre-experiment using a learning community strategy.

Based on the observations of researcher at SMA 1 Tayan Hilir, researcher found several problems faced by class XI students in speaking skills. Based on four aspects of speaking, the first is grammar, students are lacking in grammar, because when the teacher asks students to tell stories about daily activities, they cannot make sentences when speaking. Second, students lack vocabulary, because when the teacher asks students to translate sentences, they often ask their friends or remain silent. Third, students have difficulty reading sentences which they rarely find and miscommunication often occurs when asking the teacher in English. Fourth is fluency, often when students speak they always experience long pauses and often waste time and students are not good at expressing what they want to convey. And finally understanding, when the teacher explains the material in English, students often don't know what message is given to him.

One of the learning methods that can be applied to develop students' speaking skills is the learning community. Learning Community is a concept of

creating shared learning in schools, namely the learning process between teachers and teachers, teachers and students, students and students, even between the school community and the community outside of school so that student learning achievement can increase (Halimah, 2018). By using a learning community strategy that creates two-way communication in its implementation. There are two or more groups involved in giving and asking for information needed by the interlocutor, namely the learning community assumes that students will find it easier to determine and understand difficult concepts if they know each other's problems with their friends.

There are previous studies that have similarities with research conducted by Aderiza Effran (2018) which has conducted research with the title “The Application of the Learning Community Strategy to Improve Speaking Skills for the Fourth Semester of English Education at Universitas Muhammadiyah Parepare”, the researcher found the problem that some students lacked in speaking English. The last is Dewi Sri Utami (2018) was also conducted research under the title “Teaching Speaking in Blended Learning Community Strategy” the researcher found that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency.

Based on the information above, the effectiveness of using the learning community strategy in speaking ability when applied can produce positive results in each experiment and the researcher believes that this strategy can be used to teach speaking ability to students in the school. Thus, the results of learning English speaking ability using a learning community strategy are expected to be able to provide a meaningful experience to students.

Therefore, from the description above, the researcher is interested in researching further and wants to know the effective learning community strategy to teach speaking skills to eleventh grades students of SMA Negeri 1 Tayan Hilir. So this research is entitled " the effectiveness of learning community strategy to teaching speaking ability in Eleventh Grade Students of SMA Negeri 1 Tayan Hilir in the Academic Year 2022/2023".

B. Research Problems

Based on the background explanation above, the researcher concludes that the research problem of this study is:

1. Is the use of the learning community strategy effective to teaching speaking ability in Eleventh Grade Students of SMA Negeri 1 Tayan Hilir in the Academic Year 2022/2023?
2. How effective is the learning community strategy to teaching speaking ability in Eleventh Grade Students of SMA Negeri 1 Tayan Hilir in the Academic Year 2022/2023?

C. Research Purposes

Based on the problems above the researcher has some purpose of this research as follows:

1. To find out whether the use of the learning community strategy is effective or not to teaching speaking ability in Eleventh Grade Students of SMA Negeri 1 Tayan Hilir in the Academic Year 2022/2023?.
2. To find out how effective is the learning community strategy to teaching speaking ability in Eleventh Grade Students of SMA Negeri 1 Tayan Hilir in the Academic Year 2022/2023?

D. Significance of the Research

The results of this research are not only to add information and theory but are also useful for strengthening the teaching and learning process at the school education level, especially in terms of motivating students to study English subjects. The significance of this research can be seen from the theoretical significance and practical significance, as described below:

1. Theoretical Significance

For theoretical significance, it can act as additional knowledge for further research that can be carried out in the future by other researchers. In addition, the research findings of this study will add another theoretical value not only for researcher but also for scholars as a reference for their

research on the same particular field in teaching English speaking ability in secondary schools.

2. Practical Significance

In this research, the researcher hopes to provide useful information and positive contributions related to the teaching and learning process of English, especially for teachers, students, and other researchers.

a. To the Teachers

This research, the teachers will also realize that teaching strategies are important in the teaching and learning process. This will make a good contribution for teachers to improve strategies in the teaching and learning process and improve teacher teaching performance.

b. To Students

In this research, students will gain new experiences in learning English and may be able to learn English with a feeling of being motivated and happy in the learning process from the beginning to the end of the learning process.

c. To Other Researchers

The researcher hopes that this research can be a useful source to enrich the theory by providing information for other researchers for relevant research. For other researchers who conduct similar research, the results of this study are expected to provide a better understanding of the learning community strategies in teaching speaking skills and so that they can be used as references.

E. Scope of the Research

The scope of the research is used to provided clarity of research and to avoid misinterpretation, there are two aspects in the scope of the research are; research variables and research terminology.

1. Research Variables

Research variable is the object of research or something of concern. Variables are characteristics or attributes of individuals or organizations that

the researcher can measure or observe and vary between individuals or organizations studying general classes of subjects, events, situations, characteristics and attributes of interest to the researcher (Balnaves and Caputi, 2001: 46). There are two variables that will be used in the research, namely:

a. Dependent Variable

The dependent variable is a variable whose value depends on the independent variable. The dependent variable is what is measured in an experiment. The dependent variable is sometimes called the outcome variable. The dependent variable is the variable that will be influenced by the independent variable. The dependent variable was chosen by the researcher to see whether the dependent variable changed or not. The dependent variable is a variable that depends on the independent variable is the result or the result of the influence of the independent variable (Creswell, 2009:50). The dependent variable in this study is the students' speaking ability.

b. Independent Variable

The independent variable is the variable that is believed to have an influence on the dependent variable. In the pre-experimental design, the researcher will use the independent variable which is believed to affect the dependent variable by using a strategy. Independent variables are attributes or characteristics that affect or affect an outcome or the dependent variable (Creswell, 2012: 116). Furthermore, the variable is the type of variable that explains the effect on the dependent variable. The independent variable in this study is the use of learning community strategies on speaking ability.

2. Research Terminology

The following definitions to clarify terms and avoid misunderstanding or misinterpretation, the researcher provides the following explanation:

a. Learning Community Strategy

In a learning community, learning outcomes can be obtained from the gathering of other people and can also be taken from sharing with friends or other groups. In the learning community, students must be willing to face or compare various opinions, responses, insights, and learning experiences more in showing students how to contribute to an organizational culture that is based on moral character related to English learning materials. This learning community strategy not only helps students to dare to appear with their speaking ability but students can listen and pronunciation can be built unconsciously.

b. Speaking Ability

Speaking ability is the ability to pronounce articulation sounds or say words to express, state, convey thoughts, ideas and feelings. Good speaking ability is a person's ability to convey information in good, correct and interesting language so that listeners can understand. The aim is to train students to be able to speak with clear and precise articulation in pronunciation.

c. Students' of SMA Negeri 1 Tayan Hilir

The participants in this research were eleventh graders at SMA Negeri 1 Tayan Hilir, which was located on Jalan Pembangunan, Tayan Hilir District, Sanggau Regency, in the Academic Year 2022/2023.

F. Research Hypothesis

To find answers to research questions, the researcher need to create research hypotheses. According to Creswell (2012: 624) defined a hypothesis as follows "hypothesis is something that makes predictions that there will be no statistically significant difference between the independent variable and the dependent variable". A hypothesis is a temporary answer to a research problem that has not been proven true. This is a belief that it makes sense in conducting of investigation whether to be true or not. But it gives strong confidence for the researcher to investigate the problems that are being faced by students. So, the

null hypothesis is generally denoted by H_0 and the alternative hypothesis as H_a . Therefore, the hypothesis that can be put forward in this study can be stated as follows:

1. Alternative Hypothesis (H_a)

An Alternative Hypothesis (H_a) states that there is statistical significance between the two variables. An alternative hypothesis is a hypothesis that the researcher trying to prove.

Learning community strategy is effective for teaching speaking ability to Eleventh Graders of SMA Negeri 1 Tayan Hilir.

2. Null Hypothesis (H_0)

The Null Hypothesis is the hypothesis which states that there is no statistical significance between the two variables in the hypothesis. This is a hypothesis that the researcher is trying to disprove.

Learning community strategy is not effective in teaching speaking ability to Eleventh Graders of SMA Negeri 1 Tayan Hilir.