CHAPTER II
LEARNING COMMUNITY STRATEGY TO TEACHING
SPEAKING ABILITY

A. Learning Community Strategy

1. The Definition of Learning Community Strategy

Learning Community strategy is a technique or way of teaching that is carried out by teachers in the classroom. That is by throwing a problem in class by the teacher, then students answer or express opinions, or comments so that maybe the problem develops into a new problem, or it can also be interpreted as a way to get lots of ideas from a group of people in a short time (Ali, 2017: 327).

Learning community strategies can be used today because these strategies involve students and teachers in learning simultaneously. Learning communities can be formed as students' willingness to talk and share ideas, and understanding that collaborates with others to create greater learning than if they worked alone. The process or concept of a learning community is not something new for both teachers and students. The concept of making the best use of social interactions in the learning process has been introduced by two well-known cognitive experts, Piaget and Vygotsky (Aderiza, 2018). By applying this learning community strategy students can interact with their friends so that it is easy to understand the material. With this strategy, it is expected that students can speak well and can convey ideas, ideas, and understanding of a material given by the teacher.

Learning Community strategy is the bridge to applying cooperative learning in a classroom (Price & Wilson 2002). The notion of community, according to Harmer (2003 :117), acknowledges that as well as the teacher's contribution, the learner's skill, knowledge, and experience are also available as a resource for learning. Here, experience refers to what the learners have had in their real-life this term, as Ornstein & Levine

(l990:494) states, connotes a large concept, including classroom and school activities, As well as out-of-school and community activities.

In the learning community strategy class, the application of the learning community principle can be done by applying learning through study groups (Brown, 2001). Students are divided into groups whose members are heterogeneous, both in terms of their ability and speed of learning, as well as in terms of their talents and interests. Let them in groups learn from each other; fast learners are encouraged to help slow learners, those who have certain abilities are encouraged to pass it on to others in certain cases, teachers can invite people who are considered to have special skills to teach students. For example, doctors to give or discuss health problems, farmers, radio repairman, and others. The learning community, everyone can be involved with each other, can learn from each other, exchange information and exchange experiences (Wina Sanjaya, 2006:267).

From several definitions given by several experts, the researcher concludes that the learning community strategy is a learning group strategy that familiarizes students to work together and take advantage of learning resources from their study friends. As suggested in the learning community, that learning outcomes are obtained from collaborating with others through various experiences. Through this sharing, children are accustomed to give and take, a positive dependency in the learning community is developed.

2. **Procedure for Conducting the Learning Community Strategy**

According to Richards and Richards & Rodgers (2001: 96) Description of the steps of the Learning Community strategy can be stated as follows:

a. **Step 1 Topic Selection**

Students will choose various subtopics within a general problem area which is usually described first by the teacher. The students were then organized into task-oriented groups of 6 people. The composition of the group is heterogeneous, in terms of gender, ethnicity, and academic ability.

b. Planning cooperation

Students and teachers plan specific learning procedures, assignments and general goals that are consistent with the various topics and sub-topics that have been selected based on topic selection.

c. Implementation

The students carry out the plans that have been formulated in the collaborative planning. Learning should involve a wide variety of activities and skills and encourage students to use a variety of sources, both inside and outside the school. The teacher continuously follows the progress of each group and provides the assistance if needed.

d. Analysis and synthesis

Students analyze and synthesize various information obtained in the implementation step and plan so that it can be summarized in an attractive presentation in front of the class.

e. Presentation of the final result

All groups present an interesting presentation of various topics studied so that all students in the class are involved with each other and reach a broad perspective on the topic. Group presentations are coordinated by the teacher.

f. Evaluation

The teacher and students evaluate the contribution of each group to the class work as a whole. Evaluation can cover each student individually or in groups or both.

The researcher concluded that the steps to build students' speaking ability were divided into 7 steps

a. Firstly, form a heterogeneous group of 6 students;

b. Secondly, the teacher presents learning materials;

c. Thirdly, the teacher gives a task to the group to be done by group members. Members who know help explain their knowledge to other members who do not know in their group who are competent to master

the material being studied. Each group is responsible for its group members;

d. Fourthly, each group in turn presents the results;

e. Fifthly, the teacher gives time for students to ask questions;

f. Sixthly, the teacher gives an assessment to the students during the learning process;

g. Seventhly, reflection on the lessons that have been discussed;

h. Finally, Closing.

The heterogeneous formation of group 6 in question is a combination of children who have more abilities and those who have less abilities are put together in a group. This is done to form the social spirit of each individual, namely so that those who are good at helping those who are less intelligent when discussing the tasks given by the teacher, this is what is called a Learning Community strategy learning.

After the groups are formed, the teacher presents the learning materials that will be discussed in each group. Each group discusses different points but remains in one chapter. Each group may seek information from various sources, for example, asking a classmate of their superiors or the school environment.

After the teacher distributes tasks to each group, each of them presents the results of their discussion in front of the class in turn. This educates students to be able to perform in front of their friends and fosters self-confidence in students. In addition, the teacher also gives time to ask students.

During the learning process, the teacher assesses students for their activeness. After that, a reflection is held to take important points in learning so that students can learn to take the core lessons that have been delivered and finally closed with a prayer.

3. **The Advantages of Learning Community Strategy**

According to Johnson, (2002: 90), the advantages of the learning community strategy are as follows:

a. Learning can encourage students to find the relationship between the material being studied with real-life situations. That is, students are indirectly required to capture the relationship between learning experiences at school and real life in the community so that they can explore, discuss, think critically, and solve real problems they face together.

b. Learning can encourage students to apply their learning outcomes in real life. That is, students are not only expected to understand the material they are learning but how the subject matter can color behavior/behavior (character or morals) in everyday life.

c. Learning emphasizes the process of students to find material. That is, the learning process is oriented to the direct experience process. This learning process does not expect students to only receive learning materials, but rather use the process of finding and finding learning materials in groups themselves.

4. The Disadvantages of Learning Community Strategy

According to Johnson, (2002: 91), the disadvantages of the learning community strategy are as follows:

a. It takes a long time for students to understand all the material.

b. The teacher is more intensive in guiding because in this method the teacher no longer acts as an information center.

c. To connect the material in class with the reality in everyday life, students are prone to errors on this basis to find the right relationship, often students have to fail repeatedly.

B. Speaking Skill

1. The Definition of Speaking Skill

Speaking is the ability to pronounce articulation sounds or words to express, state, or convey ideas, thoughts and feelings. More broadly, speaking can be said as a system of signs that can be heard (*audible*) and can be seen (*visible*) that utilizes several muscles and muscle tissue of the

human body for the purpose and purpose of combined ideas or ideas. Speaking is a spoken activity that is carried out by each individual, group, or organization. discuss something with another person to convey the intent and purpose. (Admin et al., 2017). On the other hand, acquiring the second can occur in different ways, ages, goals. Traditionally language acquisition can be taught directly or the involvement of Education is naturally due to environmental factors.

According to Brown (2007:267) states that speaking is an interactive process in constructing meaning that involves the production, reception, and processing of information. Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences and the physical environment. It is also considered as one of the four language skills that have an important role in the view of language as we always need communication to express our ideas to do everything especially in the learning process.

Meanwhile, Thornbury (2005: 1) states that speaking is a part of our daily life that we take for granted. The average person generates tens of thousands of words a day, although some people may produce more than that. Therefore, speech acts must play a controlling role in the speech production process initiated by the speaker with the intention of influencing the listener in a certain way.

Speaking are important to make it easier to communicate with other people. Limited speaking skills (unskilled) will interfere with the continuity of the communication process between the sender of the message and the listener (the person who receives the information). By speaking well and correctly, the meaning of the message to be conveyed by the sender of the message can be well received by the listener. the better the speaking skill of the person who is listening, the better the person who gives the message can receive the message. The listener must first concentrate on listening to the information conveyed, then understand what the speaker's message means.

some effect or effect on the environment of the speakers and listeners (Naiborhu, 2019).

From the statements above, it can be concluded that speaking is one of the four language skills that is a priority in teaching English as a foreign language. It is considered as an important aspect in communication to express and convey one's ideas, meanings, information and thoughts in spoken language. Therefore, speaking skills must be instilled in students since they enter elementary school.

2. Teaching Speaking Skills

Teaching speaking is very challenging. Before teaching in the classroom the teacher must understand some theories related to teaching speaking. Thornbury (2005: 37-39) states that there are at least three theories of language learning relevant to teaching speaking: behaviorist, cognitivist, and sociocultural theories, and we will briefly review each one in turn. All three theories share elements in common, especially when these are translated into classroom procedures. The following table attempts to display the relationship between the different elements of each model:

Table 2.1

The Differences between Behaviorist Theory, Cognitivist Theory and Sociocultural Theory

Behaviorist Theory	Cognitivist Theory	Sociocultural Theory
Presentation, modelling	Awareness – raising	Other – regulation
Practice	Proceduralization, restructuring	Appropriation
Production	Automaticity, autonomy	Self – regulation

Adapted from Thornbury (2005:37-39)

In connection with this explanation, the researcher concludes that teaching speaking includes three theories, namely behaviorist theory, cognitive theory and sociocultural theory. And in this study, researchers should use behaviorist theory. Teachers can use all the theories or they can choose one of them during teaching speaking. To better understand the three theories, readers can read Scott Thornbury's book entitled "How to Teach Speaking" on pages 37-39.

3. **Types of Speaking Skill**

There are six types of speaking performances that students are expected to achieve in the classroom. According to Brown (2004:141) the types are imitative, intensive, responsive, transactional, interpersonal, and extensive. These types will be described below:

a. Talking Imitation

This type is done by focusing on certain elements of the form of language. It simply imitates a word, phrase, or sentence. Students first hear and imitate what is said and then practice repeating it orally. The important thing is to focus on pronunciation.

b. Intensive Speaking

In this type, students practice some phonological or grammatical aspects of language in speaking performances.

c. Responsive Speaking

This type is a responsive performance that includes interaction and comprehension tests but to a somewhat limited extent very short conversations, standard greetings, and small talk, simple requests and comments. Students give responses or short answers to the teacher or other students. These replies are usually sufficient and meaningful.

d. Transactional (dialogue)

Transactional is carried out with the aim of conveying or exchanging certain information.

e. Interpersonal (dialogue)

Interpersonal is a form of dialogue conducted for the purpose of maintaining social relations rather than for transmitting facts and information. The forms of interpersonal speaking performance are interview, role play, discussion, conversation and game.

f. Extensive (monologue)

Suitable for students at intermediate to advanced levels, it can be in the form of oral reports, storytelling, summaries and short speeches.

Based on the explanation of the types of speech above, the researcher will use imitative, intensive, responsive, and extensive speech (monologue). The researcher will ask students to carry out a research-led learning community strategy.

4. Aspects of Speaking Skill

Aspects of speaking skills are very important to be assessed in teaching speaking. According to Harmer (2003:104) states that in speaking there are two aspects, namely accuracy and fluency. This is related to Brown (2004: 172) stating that there are five aspects of speaking such as grammar, vocabulary, comprehension, fluency, and pronunciation. Based on the explanations of the experts above, the researcher concludes that there are five aspects of speaking skills and the researcher constructs the speaking aspects, namely pronunciation, grammar, vocabulary, comprehension, and fluency. These aspects are described as follows:

a. Pronunciation

Pronunciation is an important aspect for students in learning English. Good pronunciation will form the basis for being able to speak English. Pourhosein Gilakjani, (2012) state that pronunciation is the production of sounds that are used to create meaning. Pronunciation is the production of a sound system that does not interfere with communication from both the speaker's and listener's point of view. When students have applied the pronunciation of a certain word, they will always remember it and use it. What's worse, this error in

pronunciation will cause a misunderstanding when students communicate in English.

b. Grammar

Grammar is one aspect of language. Therefore, someone who learns a new language formally will generally be given grammar lessons. Of course, this depends on the level of students who are studying. Grammar is defined as a systematic way of calculating and predicting the ideal speaker's or listener's knowledge of the language. This is done by a set of rules or principles that can be used to produce all forms of speech or good grammar in a language. Learning grammar is something that is important and must be understood in speaking English. The grammar of a language is a description of how English is spoken. words can change shape and can be combined into sentences in that language. According to language learning studies that include a focus on form-focused instruction, grammar teaching convincingly shows more effective results than meaning-only teaching. In this model, grammar is taught separately from its context. The second learning model focuses on the meaning and grammar that appear in the material being studied ("A Study on Grammar Teaching at an English Education Department in an EFL Context," 2017). According to Scrivener (2005: 252) state that grammar is the rules about the formation of sentences, tenses, verb patterns, etc. in a reference book.

c. Vocabulary

Vocabulary is very important for the successful use of a second language because, without a broad vocabulary, we will not be able to use the structures and functions that we may have learned for comprehensible communication. It can be said that one of the keys to success in communication is the power of words. Vocabulary means proper diction or the most important thing in a language especially in speaking; In addition, by knowing a lot of vocabulary, it will be easier for us to express our ideas, feelings, and thoughts both in spoken and written

form. This contributes to students doing their skills better. Students can't do their English properly if their vocabulary is very poor. In short, by having a too limited vocabulary, students find it difficult to master language skills, because good word storage is very important for understanding and communication. Vocabulary is the basic building block of language learning. Students need to know words, their meanings, how they are spelled, and how they are pronounced. So, when teaching vocabulary, teachers must ensure that they explain the meaning as well as spelling and pronunciation. According to (Nikijuluw, 2020) said that vocabulary is needed to express meaning and in using receptive (listening and reading) and productive (speaking and writing) skills.

d. Comprehension

Comprehension is the ability to understand and process the expanse of discourse, to formulate a representation of the meaning of sentences. Understanding refers to the fact that participants fully understand the nature of a research project, even when the procedures are complex and involve risks (Cohen et al 2007: 51).

e. Fluency

Fluency is defined as the ability to speak communicatively. smoothly and accurately. Fluency in a language means speaking easily quickly and without having to stop and pause a lot. According to Cohen (2007:52), fluency means that the speaker must be able to use natural language when he has meaningful interactions and maintain comprehensible communication despite limitations in his communicative competence.

The aspects of speaking skills above have an important role in speaking. Therefore, in this study the researcher will focus on vocabulary, pronunciation, fluency, grammar and understanding as a discussion of the problem students have.

C. Previous Relevant Study

The learning community strategy is one of the strategies to improve students' speaking skills, moreover students will have good pronunciation like native speakers. Several researchers have conducted research related to learning community strategies.

The first is the relevance of journal research from La Forge (1971:45-61) which has conducted research with the title *"Community Language Learning: A pilot study. Language Learning".* The findings obtained in his research are observed five demonstrations in the English classes for foreign students at University of Michigan taught using community language learning. He noted that the most important single variable which emerged from the sessions is motivation. Motivation or positive regard for the language was in evidence during the group interactions and on-the-tape recordings. He also concludes that there are practical results of community language learning's application, which were: (1) quick apprehension of the phonology of an inflected, but not of a tone language; (2) difficulties and insights experienced by both client and counselor; and (3) positive motivational factors.

The second is the relevance of journal research from Aderiza Effran (2018:176) 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"*. This research is aimed at finding out: whether the Application of the Learning Community Strategy to Improve Speaking Skills for the Fourth Semester of English Education at Universitas Muhammadiyah Parepare. This research used quasi experimental method. The populations were the fourth Semester in English Department in the academic year of 2014-2015, consisting of 175 students with four classes. The samples that were drawn by using the random sampling technique consisted of 40 students, which are Class A as the experimental group and Class B as the Control group.

The data were acquired by using the speaking test. The speaking test will be applied in the pretest and posttest. The result of this research concluded that there was a significant difference between the students who were taught speaking Learning Community Strategy.

The third is the relevance of journal research from Syarfuni (2013:156) which has conducted research with the title *"Learning Community as Strategy in Improving Students' Speaking Skill".* This research is aimed at finding out: the goal of this writing is to explore the learning speaking through learning community. Learning community is of element of contextual teaching and learning. Contextual teaching and learning (CTL) is approaches to be most effective in student learning, teachers must plan, implement, reflect upon, and revise lessons. Such plans are based on CTL principles and approaches that require teachers to serve in the following roles: facilitator, organizer of the teaching/learning/assessment process, role model, learning mentor, content specialist, and knowledge dispenser. A learning community is a model of teaching and learning that has been consistently shown to improve students' speaking. The reason why learning community can enhance the students' in expressing idea because it has the meaning as follows: 1). Group of learning which communicate to share the idea and experience, 2). Working together to solve the problem and 3). The responsibility of each member of learning group.

Moreover, Dewi Sri Utami (2018:9) was also conducted the research with the title *"Teaching Speaking in Blended Learning Community Strategy"* concluded that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency. The application of blended learning model is expected can be a solution for the learners who has problem with speaking skills. Meanwhile, learners' motivation to study and get involved in learning is also become crucial aspects to achieve the learning objectives since the teacher's role is only as a facilitator. Teaching speaking using blended learning model is divided into three major activities; these are warming up, main activities and closing. Some applications and internet

connection are also needed to support the learning process. This learning model will give benefit both for the learners and also the teacher.

From all previous studies above, it can be concluded that learning community strategy's effect should to improve students' speaking ability in English at the school.