

ENHANCING SPEAKING SKILL THROUGH LEARNING COMMUNITY IN THE EIGHTH GRADE AT SMPN 3 PADEMAWU, PAMEKASAN MADURA

Wildona Zumam, Janna Firdaus Qamari
Madura University. Pamekasan Madura
zumamdon@gmail.com

Abstract: Speaking is the ability of someone to communicate orally with others, individually, or group. Every student expects to be able to speak English well so that they can interact with other people. English is one of the thousand languages in the world because it is spoken by many people around the world. English has become a tool for international communication. Every student has a problem in learning to speak, such as feeling ashamed and fear to speak English in front of the class. So, the students create their strategies in order to develop their speaking skill. Based on Scarcella & Oxford that learning strategies are defined as "specific actions, behaviors, steps, or technique, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task that used by students to enhance their learning." One of the ways how to make the students more comfortable to speak English in front of the class is used Learning Community. In this research, the researcher used Descriptive Qualitative design to obtain the information in a teaching-learning process, especially in learning speaking. The object of this research is the eighth-grade students at SMPN 3 Pademawu Pamekasan Madura. The researcher collected data were observation and interview. The finding of this study indicated that there are speaking problems faced by the students in speaking class. The students still used Indonesian word when the teacher asked them to answer her question, the students used Madura language when they talk with their friends, and the students just silent without say anything when they cannot answer teacher's question. Furthermore, the students had to be able to create a way to solve their speaking problem which is called speaking strategies. The students used appeal for help and code-switching in the learning community. The result of this study showed that the researcher suggested that speaking strategy presented in this study not only used to minimize the students speaking problem but maximize their speaking skill. So, they can solve their speaking problem.

Keywords: Speaking Skill, Speaking Strategy, Learning Community

INTRODUCTION

Speaking is interactive and requires the ability to cooperate in the management of speaking turns. Every student expects to be able to speak English well so that they can interact with other people, especially with tourists. English is one of the thousand languages in the world because it is spoken by many people around the world. English has become a tool for international communication such as in commerce, banking, tourism, diplomacy, sciences, technology, and international communication but it is only in a small frequency.

Many students dislike learning to speak because it is very dull so that it makes students difficult to do speaking activity in the class. They are also ashamed to speak in front of the class.

They are not confident with their ability. However, they state that speaking is one crucial skill in English and many benefits. Such as, we can communicate or interact with others especially tourists, and it is easier for us to find a job because in the modern era there are lots of work that need people who can speak English.

Based on the data above, the teacher must help students in order to be able to speak English well. In the teaching-learning process, the teacher can choose an appropriate strategy *learning community*. It becomes a supporting factor. Learning community strategy is hoped to solve students speaking problem.

The thing happens because the students feel ashamed to speak English in front of the class because they are not confident with their ability. Students face this problem because they lack motivation and support from the environment.

The researcher used a learning community strategy because learning community strategy can enhance the students in expressing an idea. It has the meaning as follows: a group of learning which communicate to share the idea and experiences, working together to solve the problem, the responsibility of each member of the learning group.

The researcher focused on the strategy because it can help students to create a way in order to minimize the problem in English skill, especially in English Speaking Skill. The strategy is called the Learning Community Strategy. The students create their strategies in order to develop their speaking skill.

One of school that is developed the students' ability is SMPN 3 Pademawu because the students in this school have difficult in English learning especially in learning speaking. The students feel ashamed to speak English in front of the class because they are not confident with their ability and they lack motivation and support from the environment.

- 1.1. Problems statement of the study
 - a. What are the problems in learning speaking at eight grade students at SMPN 3 Pademawu academic years 2015-2016?
 - b. How to solve the speaking problem through Learning community at eighth-grade students at SMPN 3 Pademawu academic year 2015-2016?

1.2. The significance of the study

a. Theoretically

The reader will more understand about the use of student's learning community as a strategy speaking skill in the eighth-grade students at junior high school. Automatically, they know about what the learning community and how to solve student speaking problem with use learning community strategy. Then, this research also can be a reference to other researchers.

b. Practically

For the students, teacher and the other researcher can help to know about good strategy especially Learning community strategy to solve their speaking problem, and expected to help them feel enjoyable and have high self-confidence in performing language in front of the class.

Moreover, for the other researcher to be a reference to enlarge their knowledge about Learning community and how to solve students speaking problem with use learning community strategy.

RESEARCH METHOD

This study was descriptive qualitative research because the researcher described the fact of the subject. So, the researcher just identified the students' problem in speaking skill and described the strategies used by the students to minimize their speaking problem. According to Mukhtar (2013:10), descriptive qualitative is intended to collect information on the subject of study and conduct research subject in a given period.

In this study, some instrument that used to collect the data, such as observation, interview, and documentation and analyzed the data by using the following steps: collecting data, selecting data, analyze data and concluding.

Discussion

This data in this study were analyzed under the procedures specified in it. The will analyze from interviews. The data illustrate problematic speaking skill on students learning community in eighth grade at SMPN 3 Pademawu and its strategy solved speaking problem.

The observation and interview were conducted twice, and the researcher attended in the classroom. The researcher attended the class, not as an English teacher but only looked an English teacher and students when teaching-learning process. The researcher observed all the activities conducted by the teacher and the students' activities in teaching learning process concerning how the students spoke and response in speaking class. Then, the researcher has interviewed with the English teacher about the problem faced by the students in English learning especially in speaking skill and strategy used by the students to solve their speaking problem.

Observation in the class shows that the students do not want to speak English when they talked with their friends in group discussion because they feel will get a negative response from their friends. So, they feel ashamed to speak English with their friends in a group discussion process.

Every student had a problem in English learning especially in learning speaking. So, the students had to be able to create a way to minimize their problem which is called speaking strategies.

Based on the observation above, the students to be able to solve their speaking problem used appeal for help and code-switching in learning community strategy.

When the researcher was held interview to the English teacher of eight grade at SMPN 3 Pademawu the problem mostly come from students themselves that matters relating to the students psychological factors, factors affecting students in teaching learning activities so that they less active, although in their community they still of not comfort, feelings of shame, and feelings of fear. While the external factors, influenced by mother tongue and family circumstances and also the general public are less supportive. Both factors are a problem for students.

The teaching-learning process began from the teacher prepared the learning equipment (such as students handbook). Then the teacher did some talks with the students by greeting and checked the students' attendance. After that, the teacher introduces the material that will be explained is about "invitation." Then the teacher asked the students to read and comprehend the material. After the teacher explained the material, the teacher gave some

questions to students to measuring student's knowledge, whether students understand or not. Then, the teacher asked the students made a group. Every group consists of six students. The teacher mentions the students' name and their community. Later, the teacher managed the seat arrangement, and the teacher asked the students to sit in a circle group. Then, the teacher asked the students to discuss the topic with their group and made a dialogue. Every group must present the dialogue in front of the class.

Then about the problem faced by students, a result of data analysis proved that there are some problems faced by the eighth-grade students in speaking learning. First, the students still used mother tongue when they talked with the teacher and their friends in speaking learning community process. That happened because there are environmental influences that come from their friends. Second, students feel ashamed and fear. There are some students less active in speaking class because they were feeling ashamed and fear to speak English in front of the class. That happened because they are not confident with their ability to speak English.

From the explanation above, the researcher concluded that there are two factors faced by the students in speaking learning, such as internal factor and external factor. Internal factor is a factor that comes from us such as feel ashamed and fear, while the external factor is a factor that comes from the other people such as, environmental influences of the student. For example, when one of the students talk used English language but their friends gave a negative response to them.

The students had to be able to create a way to minimize their speaking problem which is called speaking strategies. They solved their speaking problem using appeal for help and code-switching. The students used appeal as a strategy to solve her speaking problem because they did not know what the English of "*Datang kerumahku*." So, they needed help from their teacher. Then, the teacher told the students that the English of *Datang kerumahkuis* "come to my house." Appeal for help here is asking for aid from the interlocutor either directly or indirectly in a puzzled expression. Besides that, the students used code-switching strategies. It proved that the students used mother tongue in order to mention the word.

Conclusion

It can be concluded that students had some speaking problems.

In an example, the students feel ashamed to speak English in front of the class, shame out of words and shame if they had a making mistake. Then, the other problem that faced by the students is the students feeling scared. Such as fear of making a mistake and ridicule, fear stops in the middle of conversation due to loss of thought, afraid because they do not master the topics, fear of criticism, fear cannot be understood, fear when compared with other that more clever, and to make the listeners disappointed. Besides that, lack of a sense of believing because there is a feeling nervous and indecisive in every given opportunity to speak in the class.

So, there are two factors faced by the students in speaking learning, such as internal factor and external factor. Internal factor is factors that come from us such as feeling ashamed and fear while an external factor is a factor that comes from the other people such as, environmental influencing students. For example, when one of the students talk used English language but their friends gave a negative response to them.

Furthermore, every student had a problem in English Learning especially in learning speaking. So, the students had to be able to create a way to minimize their problem which was called speaking strategies. They solved their speaking problem used appeal for help and code-switching.

The researcher suggests students that they used speaking strategy in their learning community in order to enhance their speaking skill so that they can speak English fluently. Besides that, the students had confidence in their ability, and they had the bravery to speak English in front of the class.

The English teacher was suggested to give training for students in using speaking strategies. It can help the students use strategies efficiently. So, students can enhance their speaking skill. The researcher suggests to the future researcher that they observe the implementation of learning community strategy better and also found the difficulties problem faced by students in implementing the learning community strategy in speaking skill. There are still many topics

for a further researcher to discuss and further research on speaking skill is suggested to maximize the students speaking ability in English.

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