

THE EFFICACY OF LEARNING COMMUNITY IN LEARNING ENGLISH SPEAKING SKILL

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Abstract: At Junior High School 4 Sungai Lilin, there is a learning community for developing English speaking skills. Learning communities are one strategy that can be used to help students improve their ability to speak (community learning and studying together). Learning community is a notion for fostering shared learning in the classroom, the learning process between teachers and students, students with other students, and even between the school community and the community outside of the school. This study sought to characterize the degree to which the learning community's effectiveness in helping high school students in class IX at Junior High School 4 Sungai Lilin learn English at its height, as determined by experimental design research employing a pretest-posttest control group. Additionally, data were gathered by observation, and both descriptive and inferential statistics were used to assess oral tests. The findings demonstrated that the learning community is useful in raising the English proficiency of class IX junior high school students at Sungai Lilin. It is based on data analysis that revealed that students who take classes that integrate learning in the learning community have an average test speaking competence that is greater than that of students who take classes where such integration is not a part of the learning community.

Key Words: Effectiveness, Learning community, English Speaking Ability

INRODUCTION

Speaking is one of the basic human skills. Speaking skill require a minimum understanding of the speaker in forming ideas before being conveyed in the form of speech. In this case, the completeness of one's speech apparatus is a natural requirement that makes it possible to produce an utterance based on confidence to speak naturally (Ariffin et al., 2021), honestly (Nam, 2010), correctly (Melvina et al., 2020), and responsibly (Priyastiti, 2021). Whether we realize it or not, the purpose of speaking is not only to convey as many words as possible, but also to communicate so that other people can understand what is being said and want to do what the speaker wants.

Likewise, in the learning process at school, speaking skill is also needed so that learning objective is achieved effectively. Speaking skill taught in class are poured in the form of official or formal activities, such as group discussions, asking questions or opinions, or giving speeches,

which allow for the creation of an atmosphere that encourages the use of language properly and correctly. However, the optimization of speaking skill learning objective as expected is sometimes not fully achieved

In learning speaking in schools today, students are never trained and directed to be able to speak with attention to the accuracy and fluency of speech. Sometimes the aspect that is important is only the completeness of the subject matter without taking into account the increase in students' competence in speaking (Resmini, 2019), o that students' abilities and experiences with speaking skills are only limited to being able to convey the material given.

The success of learning speaking skill in schools depends on several factors, such as teacher factor, student factor themselves, the material provided, and also parental factors. In this case, the teacher's ability to create an interesting learning atmosphere is very important in

developing students' speaking skills (Turnbull & Dailey-O'Cain, 2009), especially the ability to speak in English (Suwanarak, 2019). At least the teacher must master the subject matter to be taught and also be skilled in teaching it. Teachers play an essential part in determining how well students learn an essential part in determining how well students learn. Therefore, teachers are not only required to be expert and professional, but more than that, they are required to have a high commitment to the implementation of effective and efficient learning.

As a learning manager, teachers should be able to manage the class into a pleasant learning environment. In addition, teachers must think about how to effectively transfer their students need to gain experience and knowledge so that they can easily understand and accept the lessons given. For this reason, teachers must choose the right learning method, especially in learning English speaking skill.

The learning community is one instructional strategy that can be used to help students improve their speaking abilities. (Dodge & Kendall, 2004) *Learning communities are an idea for fostering collaborative learning in classrooms, namely the learning between students and teachers* (Tinto, 2003), even between the community within the school and the community outside of the school (Stoll et al., 2006), so that the student achievement can increase (Junaedi, 2019). Although this definition is easy to pronounce and memorize, to implement it requires a deep understanding and appreciation, and even requires reform of the teacher's views.

The fact shows that teachers are still not able to optimize the learning system that uses the *learning community* in the classroom, especially in learning to speak English. What is still often found is that teachers are more focused on providing theoretical subject matter,

which will only be a mere knowledge base, not a skill for students. A two-way communication process can be created if there is a two-way communication process (DuFour, 2004). In practice, there are two or more groups that are involved in giving and asking for the information needed by the interlocutor. The learning community assumes that students will find it easier to determine and understand difficult concepts if they discuss these problems with their friends. Thus, learning outcomes on English speaking skills using the learning community are expected to be able to provide meaningful experiences for students. Through this learning method, students will be trained to get used to thinking and being responsible in dealing with the problems of life in society. In addition to focusing on the study of the use of English by Class IX students of SMPN 4 Sungai Lilin, according to the context, conditions, and situations of its use, It is

required of pupils to be able to relate things they learn to situations in the real world in order to become autonomous and independent learners.

Considering the previous description, it is assumed that the *learning community* will be effective for students' success in learning English speaking skill. Therefore, a research will be conducted on the efficiency of the learning community in enhancing students' school-based English language proficiency. This research will focus on the study of the use of the English language by Class IX students of SMPN 4 Sungai Lilin, according to the context, conditions, and situations of its use.

METHODOLOGY

The purpose of this study is to assess how effective the learning community is at teaching English speaking skill for class IX students of SMPN 4 Sungai Lilin is measured by an experimental research design with the type of pretest-posttest experiment-

control group design. The operational definitions of variables in this study include that the learning community in question is learning that is designed to actively involve students in discussing, expressing opinions and ideas, exploring the material being studied, providing information needed by the interlocutor and at the same time asking for information needed from their study friends, and interpreting the results together in the study group. Furthermore, (Purwanto, 2021) the speaking skill in question is the ability of students to express ideas in the form of spoken language when they are involved in conversation with group members in solving a given problem.

The sample was drawn using a random sampling procedure, and the population of this study consisted of all class IX. From the results of the lottery, the class that will be used as a sample of the experimental class and as a sample of the control class is determined. Research

data was collected using observation techniques and oral tests. The test technique was carried out to determine the level of students' English speaking ability in solving or solving a problem, which was divided into three stages, namely the initial test (pretest), action (theatment), and final test (posttest). Meanwhile, the observation technique is used to observe the learning process in the experimental class that applies the learning community learning. This is done in order to obtain an overview of the extent to which the application of learning methods in the classroom using the learning community goes according to the previously designed learning design.

Descriptive statistical methods and inferential statistics will be used to analyze the gathered data which are processed using the *Statistical Product Service Solution* (SPSS) computer program with the following steps: student scores, classifying students' speaking test

scores based on five categories. In accordance with the established reference, and performing hypothesis testing on an inferential statistical analysis's findings.

RESULT AND DISCUSSION

The presentation of data in the form of analysis of students' initial test scores (pretest) and final test (posttest) after participating in the learning process in class, whether or not applying the learning community learning, is presented separately. After that, the correlation coefficients of the two are presented using inferential statistical analysis, namely the statistical analysis of Paired-Sample T-Tets and Univariate Analysis of Variance in the SPSS program. In addition, the results of observations of teacher activities in the implementation of English learning for class IX students of SMPN 4 Sungai Lilin are presented using the learning community.

An overview of the initial test scores of the experimental class can be described that the value of 29 as Three students (15%) scored the lowest, four (20%) scored the next highest, eight (40%) scored the next highest, and five students. The results of grouping the initial test scores of the experimental class showed that there were no students (0%) whose initial test scores were in the very high category, there were 5 students (25%) whose initial test scores were in the high category, there were 15 students (75%) whose initial test scores were in the medium category, and there were no students (0%) whose initial test scores were in the low and very low categories.

Meanwhile, the description of the final test score for the experimental class is the score of 36 as the lowest score obtained by 1 student (5%), the score of 37 obtained by 6 students (30%), the score of 38 obtained by 1 student (5%), the value of 39 obtained by 7

students (35%), the value of 42 was obtained by 4 students (20%), and the value of 43, the highest score, was obtained by 1 student (5%). The grouping of the final test scores of the experimental class showed that there was 1 student (5%) whose final test score was in the very high category, there were 19 students (95%) whose final test score was in the high category, and no student

(0%) who was in the low category. The final test scores were in the medium, low, and very low categories. Furthermore, the coefficient test of the difference in the initial and final test scores of experimental class students who were processed using statistical analysis of the *Paired-Sample T Test* can be seen in table 1 below.

Table 1. Inferential Analysis Of The Coefficient Of Differences In Pre-Test Scores And Final Tests For Experimental Class Students

		Paired Differences						Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	
					Lower	Upper		
Pair 1	X1 - X2	-6.000	.973	.218	-6.456	-5.544	-27.568	.000

Based on the table above, it is known that the t-count value is 27.568 with Sig.(2-tailed) of 0.000. In addition, it is known that the t table ($df=20-1=19$, at a significant level of 95%) is 1.73. So, t count ($27.568 > t$ table (1.73) or sig. (2-tailed) ($0.000 < (0.05)$). Thus, it is known that H_0 is rejected and H_1 is accepted, so

it can be said that the learning outcomes of experimental class students after participating in learning English speaking skills that apply *community learning* become more effective.

An overview of the control class's initial test scores can be

described that the score of 25 as the lowest score was obtained by 1 student (5%), the score of 27 was obtained by 3 students (15%), the value of 29 was obtained by 5 students (25%), the value of 31 was obtained by 6 students (30%), the value of 33 was obtained by 2 students (10%), the value of 35 was obtained by 2 students (10%), and the value of 39 as the highest score was obtained by 1 student (5%). The grouping of the control class initial test scores showed that there were no students (0%) whose initial test scores were in the very high category, there were 3 students (15%) whose initial test scores were in the high category, there were 13 students (65%) who the initial test scores were in the medium category, there were 4 students (20%) whose initial test scores were in the low category, and no students (0%) whose initial test scores were in the very low category.

Meanwhile, the description of the final test scores for the control class is as follows: the score of 29 as the lowest score was obtained by 2 students (10%), the score of 30 was obtained by 4 students (20%), the score of 31 was obtained by 1 student (5%), the value of 32 was obtained 4 students (20%), the value of 33 was obtained by 3 students (15%), the value of 35 was obtained by 3 students (15%), the value of 37 was obtained by 2 students (10%), and the value of 38 as the highest score was obtained by 1 student (5%) . The grouping of the final test scores for the control class showed that there were no students (0%) whose final test scores were in the very high category, there were 6 students (30%) whose final test scores were in the high category, there were 14 students (70%) who the final test score was in the medium category, and there were no students (0%)

whose final test scores were in the low and very low categories.

Furthermore, the coefficient test of the difference in the scores of the pre-test and post-test of control class

students who were processed using statistical analysis of the *Paired-Sample T test* can be seen in table 2 below.

Tabel 2. Parametric Inferential Analysis of Coefficient of Difference in Pre-Test and Final-Test Scores for Control Class Students

Paired Differences									
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower		Upper		
Pair 1	Y1 - Y2	-2.050	1.395	.312	-2.703	-1.397	-6.574	19	.000

Based on the table above, it is known that the t-count value is 6.574 with Sig. (2-tailed) of 0.000. In addition, it is known that the t table ($db=20-1=19$, at a significant level of 95%) is 1.73. So, t count ($6.574 > t \text{ table } (1.73)$ or sig. (2-tailed) ($0.000 < (0.05)$). Thus, it is known that H_0 is rejected and H_1 is accepted, so it can be said that there is a significant difference between the results of the initial test scores and the final test scores of control class students.

In Learning community on students' English speaking skill.

Furthermore, to determine the effectiveness of the implementation of learning community in learning English speaking skill of class IX students of SMPN 4 Sungai Lilin, the test scores of the experimental class and control class were processed using SPSS statistical analysis of the Univariate Analysis of Variance type. The research hypothesis is that learning community effectively used in improving English speaking skill of class IX students of SMPN 4 Sungai Lilin, in this case categorized as H_1 . In detail, The analyses' findings are displayed in table 3 below.

Tabel 3. Inferential Analysis of Learning Community in Learning English Speaking Skill for Class IX Students of SMPN 4 Sungai Lilin

Parameter Estimates						
Dependent Variable: Final Score						
Parameter	B	Std. Error	T	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	14.288	1.681	8.501	.000	10.882	17.693
Pretest	.749	.051	14.820	.000	.646	.851
[Kelompok=1]	-4.553	.322	-14.134	.000	-5.205	-3.900
[Kelompok=2]	0 ^a

a. This parameter is set to zero because it is redundant.

From the table above, The t-count number with a significance of 0.000 is known to be 14,820. It is also known that the t table has a value of 1.73. As a result, H0 is rejected and H1 is allowed because t count (14,820) > t table (1,73) or sig. (0.000) 0.05. Thus, it was found that the learning community effectively used in improving the English speaking skill of grade IX students of SMPN 4 Sungai Lilin.

Furthermore, to maximize the learning process that applies *learning community* in learning English skill of class IX students of SMPN 4 Sungai Lilin, observations were made on the activities of teachers in carrying out the learning process. This is done to determine the extent to which *learning*

community is effectively used in learning. Observations on the teacher's activities were carried out by the research team, who acted as observers. Results of observations on teacher engagement in learning that of the 24 components of learning activities in the class that were observed, there were 20 or 83% of learning components that were carried out well. Thus, based on the analysis of data from Observations of teacher activities in learning also support that The learning community is useful in enhancing class IX students of SMPN 4 Sungai Lilin.

The results of the data analysis that has been presented, on average, have shown that the results of students' speaking

skills tests in classes that apply learning communities are higher than those of students' speaking skills tests in classes that do not apply learning communities. The description of this is because, basically, the learning community is a learning method that is carried out in collaboration with other students, so that a two-way learning process occurs. This is in line with the opinion (Ardiya & Syahfutra, 2021) that students who are involved in community activities or learning groups (learning communities) can provide the information needed by their interlocutors and at the same time ask for the necessary information from their study friends. Learning members involved in the group can learn from each other. No one feels more dominant, no feeling of knowing the most, so that all parties can give and receive knowledge.

In addition, in the implementation of learning English speaking skills, class IX students of SMPN 4 Sungai Lilin who apply to the *learning community* show that

the learning process is relaxed and fun. The students seem more creative and participative in the learning process and can anticipate all the difficulties they face, so that students can actively build their own cognitive abilities in understanding the learning material provided.

In learning in classes that apply to *learning communities*, students have the opportunity to determine and understand difficult concepts or materials by discussing the problem with their friends in study groups. This picture is in line with the view (Gunawan Putri et al., 2019) that if everyone wants to learn from others, then everyone can be a source of learning, and this means that everyone will be very rich in knowledge and experience. Learning with the learning community is very helpful in the way that pupils learn in a classroom. In practice, learning using this method is manifested in the formation of small groups, the formation of large groups, bringing in experts in class, and working in groups with the community.

CONCLUSION

based on the discussion and presentation of the research's findings, it can be concluded about the effectiveness of the *learning community* in learning English speaking skills of students at SMPN 4 Sungai Lilin. The findings demonstrated that the learning community was productively used to enhance the English speaking skill of class IX students of SMPN 4 Sungai Lilin. This is based on the results of data analysis which shows that on average the speaking skill test results of students who take lessons in classes that apply learning community are higher than the results of speaking skills test of students who take lessons in classes that do not apply learning communities.

As a follow-up to the results of the research and the conclusions that have been generated, suggestions are submitted to several parties, including: (1) English teachers at SMPN 4 Sungai Lilin should

be able to apply *learning community* as a relevant learning method applied to improve speaking skills. students, (2) in general, teachers of SMPN 4 Sungai Lilin should be able to form several *learning communities*, especially on contextual learning materials, and (3) further researchers should be able to conduct more in-depth research regarding the use and influence of the community of learners on further language skills that can improve student achievement and learning outcomes in schools.

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