



IMPLEMENTING LEARNING COMMUNITY STRATEGY TO IMPROVE STUDENTS SPEAKING ABILITY IN JUNIOR HIGH SCHOOL

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Abstract

This paper was aimed to explain the use of *Learning Community* Strategy in learning speaking for Junior High School. In this paper was explained how *Learning Community* improved students' ability for Junior High School. Speaking is one of skills needs to be comprehended by students, but there are many problems in learning process. Therefore, *Learning Community* became a good method for teacher to use in learning speaking. In *Learning Community*, learning activities was done in groups . The students was divided into groups in order to know each other to assess their cooperation in *Learning Community*. It is not only developing the students' social life, but also building a good relationship between students and teacher especially in speaking English.

Keyword: *speaking, learning community, junior high school*

A. INTRODUCTION

Among the four skills, speaking is often seen as a factor that can best determine one's proficiency of the English language. Some people make perception that someone who can speak English fluently are good at other skills such as listening, reading and writing. As Louma in Jufri (2016:61) proved that subconscious judgments about the speaker's personality, attitudes, home region and native/non-native speaker status are appeared automatically when people hear and pay attention someone while speaking, As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. Meanwhile, Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety situation. In the opinion Harmer (2007: 284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. People share their idea and opinion through speaking with expecting a feedback from their listener. It is stated in Munir (2005:16), speaking is the activity to express or to deliver thought and feeling orally

Based on the writer's observation and experience, it was found that the students had some problems in speaking English. First is lack of motivation.

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During in the classroom, the teacher mostly use teacher-centered approach which teacher as the center and be active in learning process rather than the students like giving lectures and asking the students to read, write and listen only about what the teacher explained about. This situation triggers students' stereotype that speaking is not an important skill to master because there are few chances to practice English orally.

Then, the students are too worried to make a mistake. Some students are confused at arranging words into a good sentence. It occurs when the students are still lack of vocabulary and they don't know each function of words used. Also, There are many students who still mispronounce words. The students are expected to pronounce the word correctly. In fact, there is a habit for mocking someone who cannot speak English well, involving mispronouncing words. Moreover, they have no friends to talk English with. The students feel there is no place to practice their English skill. So, they remain silent.

The last one is teachers' method in learning process. The teacher is expected to be a good facilitator and designer in the classroom. The teacher should make the class comfortable with good atmosphere and condition. So that, the students feel enjoy while studying in the classroom. However, many teachers use inappropriate method in learning process probably because the teacher focuses on material preparation for teaching without selecting appropriate method and strategy for the topic discussed later at the classroom.

According to Libermen and Miller(2008), learning communities are best designed as "on going" group who meet regularly for the purpose of their increasing their own learning and that of their students. So, Learning Community can be done not only outside the classroom but also in the classroom. When Learning Community is done outside the classroom, there is no limitation about topics for practicing English. While in the classroom, teacher as a facilitator will limit the topic into specific purpose as it is concerned with lesson plan so it can be organized while practicing English. Proved by Rosen and Davis (2014), "flexible scheduling helped avoid making concessions due to time constrains and allowed for greater fairness and efficiency , while also expanding opportunities for classroom and out of classroom activities.

In this paper, the the writer's intend is to explain the implementation of Learning Community strategy to improve students' speaking ability in Junior High School.

B. DISCUSSION

1. Preparation in using Learning Community Strategy

Before conducting Learning Community Strategy in the classroom, it is essential for teacher to make preparation. Successfulness in teaching and in learning process can be seen if teachers are well in preparation before come to the class. The preparation is formulated in lesson plan. Lesson plan is to ease the teacher in teaching and learning process.

2. Implementing Learning Community Strategy

a. Pre-teaching Activity

In this activity, the teacher begins the class by greeting the students. Teacher is also able to ask about the student's condition in order to establish the chummy and closeness with students, like "Good morning class, "How are you today?","Have you had your breakfast?" Then, teacher leads the students to do religious activity such as praying before start the lesson. After that, teacher checks the attendance list of the students to know how many students are present, sick, or absent. The next activity, teacher gives motivation to the students by telling the objectives that the students should achieve from the lesson.

The first meeting in the classroom, teacher sets the situation in the for Learning Community. Teacher has to divide the community that each group consists of 5 to 10 students. Each group has a leader that will help the teacher later in managing learning process. This division in Learning Community will give contribution for an effective learning process in the classroom because the member of each group is proportional. Also, each group has to sit in the circle so that they could see their friends each other. In addition, teacher should know the ability of the students in Learning Community method, so that teacher can make groups of the students by combining the active and passive students. Later, the passive student can cooperate with the active one. The active students may give some lesson to their friends.

Second, the material used should be appropriate with the syllabus. In this context, the syllabus used for junior high school usually starts with greetings, introduction, asking and giving information, self-introduction etc. The appropriate syllabus will give a big contribution for a successful learning process.

b. Whilst Teaching

Whilst teaching activity is an activity when the teacher becomes guide for students in the core activity. Based on the curriculum 2013, there are five steps in this activity as below:

1. Observing

In this activity, the teacher should provide a good material. The teacher gives the background knowledge or schemata about what they will learn about. The background knowledge can be acquired by reading something that connected to the lesson or it is necessary if the teacher provide an audio or video. In this case, the teacher gives a video about "self-introduction" for students. The students are expected to pay attention to the video and listen to it carefully. Teacher may ask things related to the lessons for students' brainstorming about the topic, and this will hold students' attention in learning process.

2. Questioning

In the questioning activities, the teacher has inspired the student to ask related to the video given on the previous step. Teacher has facilitate students by giving chance to ask the question that they don't understand

in the video that given by teacher in the previous activities. Student's curiosity, creativity and the ability to formulate the question will be developed in questioning activity.

3. Exploring

Teacher's role in Learning Community is as a facilitator for the students. The teacher should recognize the function of Learning Community in which to build strong social relationship among the students. In Learning Community, students are expected to improve their speaking ability by sharing information, vocabulary, and the story. The students are given chance to develop their imagination and ideas freely. After that, the students are allowed to practice their speaking that appropriate to the context.

4. Associating

In this activity, the teacher helps the students by explaining and linking what they explore with the previous video about "recount text" presented by the teacher. After that, the students create their own words based on the what they have learned. They may develop the conversation that has been given by the teacher as the guide. By using the information given, the students are expected to discover the materials from what they have learned and then develop it into their own point of view.

5. Communicating

In communicating activity, when the students have been sitting in their group, they may choose the leader among them to make the discussion more organized. One of the functions of group leader is to monitor student's activity so they will not make noise in class and the learning process run well. In this phase, someone can talk about vary things related to the lesson in limited time. For example, they can share about their personal experiences in two minutes.

While a person is sharing, the other students are expected to be silent and listen to their friend's talk. Interruption, comments, or jokes are not allowed until the speaker finishes his/her speaking. Unlike when the students who are talking pause, the other can give comment, interruption and opinion. Everyone in the group should get a chance to say something related to the topic given.

c. Post Teaching Activity

The teacher should control and evaluate students learning process. After two meetings conducted, teacher could start to control and evaluate the students' development. Teacher could see how the progress in each group is and how the students' improvements are after trying the Learning Community. The teacher can also ask note of group leader and compare it to what the teacher's observation and note. Through the process Learning Community, the teacher and the student are expected to be able creating interactive, communicative, and collaborative situation.

C. CONCLUSION AND SUGGESTIONS

1. Conclusion

Teacher's role in development of teaching materials is expected to improve student's achievement in school especially in speaking English. This is based on where the teachers are active in developing teaching materials in accordance with technology and information in developing student's skills. Teacher should be able to provide a good method in accordance with the circumstances of the students to develop the ability of students, especially in speaking. The method that used by teacher should be increased in the learning process, especially in preparation of teaching learning.

Learning Community is a method where students become more active than teacher. The students are active in interaction and communication in speaking English in the classroom. This learning method is very helpful for teacher and students to express their ideas and opinions. Through this method, the teachers are providing equal opportunities to each student, so that the interaction in learning process is focused on students. Learning Community is effective to practice speaking English, the students can work together and help each other at the same time; the clever students could help the weak students in many contexts. As the conclusion, Learning Community is a good method used to improve students' speaking skill in Junior high School.

2. Suggestion

Regarding to the conclusion above, it is suggested that the used of Learning Community to improve speaking should be considered in teaching and learning process, especially in teaching speaking. Besides it is useful in teaching process, it also improves student's relationship and social life. However, teacher's role cannot be removed, because the teacher is the advisor and facilitator in this Learning Community.

Learning Community is suitable for teacher who wants to develop student's ability in speaking English. Learning community is expected to be considered by schools in Indonesia because in Europe and the others country has been try this strategy and many of the have successful in using this Learning Community.

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