ENGLISH SPEAKING DEVELOPMENT PROGRAM IN A LEARNING COMMUNITY

(A Study at Lembaga Studi Bahasa of UIN Walisongo)

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor in English Education



by ZAKARIYA AHMAD 133411118

FAKULTAS ILMU TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG 2020

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ABSTRACT

English Speaking Development Program in a Learning Community

(A Study at Lembaga Studi Bahasa of UIN Walisongo)

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Learning community, which refers to a group of people connected by common goals in order to develop learning, provides alternatives to foster students' language learning. This study was aimed at explaining how a learning community, LSB of UIN Walisongo, facilitates students learning especially speaking skills through its programs. This study employed a descriptive qualitative method in which the data were obtained through observation, questionnaire, and interview. The result of this research showed how LSB of UIN Walisongo as a learning community consisting people with the same interest and goals facilitated and assisted its members in language learning as shown from the learning prepared to the evaluation administered. In facilitating students speaking skills, LSB offers various learning through collaboration, cooperation, partnership and diversity. The study concluded with recommendations for developing more effective learning in LSB of UIN Walisongo.

Keywords: development, learning community, speaking.

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The researcher.

Zakariya Ahmad

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MOTTO

Love for all, hatred for none (Mirza Nasir Ahmad)

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, question of the research, objective of the research, and significance of the research.

A. Background of the Research

Naturally, human being needs to communicate with others, people needs a means of communication which is called language. Therefore, language is one of the most important things in human life. By language, people can express his ideas and wish to the other people such as when he needs help. Brown argues that language is a system of arbitrary, conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with other. It is important for them to build communication and interaction with other especially. Language as a means of communication is a system or arbitrary symbol by which human being cooperate and interact. Moreover, by using language people can express their feelings, ideas, throughout and attitude; toward life and also wishes

people. It means that without language it is hard for people can cooperate with, and to get along with other.¹

Language is a unique part of human life. Beside language is a tool for communication in human life, language is certainty in human life. Moslems believe that language is *fitrah* for human beings. While language is a *fitrah* for human beings, nowadays, in a world order human life as people in a nation. It means that language is various or it is used based on people or nation. People use different languages in different nations; based on territory, tribes, or nationality. So, study about language is important for global communication. Allah said in the *Alqur'an al-karim*:

وَمِنْ الْيَبِهِ خَلْقُ السَّمَاوٰتِ وَالْاَرْضِ وَاخْتِلَافُ الْسِنَتِكُمْ وَالْوَانِكُمُّ اِنَّ فِيْ ذَٰلِكَ لَالْيَتٍ لِلْعَلِمِیْنَ

And among His signs is the creation of the heavens and the earth, and the difference of your languages and your colors. Verily, in that are indeed signs for men of sound knowledge (Q.S. ar-Rum/30:22).²

¹ Muhammad Nafi Annury, 'Childhood and Literacy (a Critical Study of Media Education As Contemporary Culture)', Vision: Journal for Language and Foreign Language Learning, 4.1 (2015), 73 https://doi.org/10.21580/vjv4i11634>.

² Ibn Kathir, The Noble Quran Quran in Chapter Order with English and Arabic Text Translated Quran Credit 'S.

Because of globalization, English expanded to become the most influential language of international communication around the world. English is now considered increasingly important. It has consequences for many nations, the mastery of English is a priority for people. One of the consequences is English has led to the largest number of foreign languages that are studied in schools and any number of institutes in Indonesia. English may get to be the first foreign language which has to be instructed as an obligatory subject in school. English has become the bridge between two or more different languages to communicate with others in global communication.

English learners are trained in the four English skills to have a mastery of English. English has four skills; listening, speaking, reading and writing and with three components; vocabulary, grammar, and pronunciation taught integrated in the school. It means that the student will have good English proficiency either written or spoken language. Some other time, by his speech people judge one's English competence. Starting from this view, all students around the world at any level are learning to speak English. For most learners, speaking is the most important one to learn and master. During the learning

process, learners need to communicate with others to express their ideas and feelings. According to David, Mastering the art of speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language.³ Thus speaking is important to be learned as early as possible.

After learning English for several semesters, students may notice that they have difficulty in expressing themselves in English. Based on the complexities of the speaking elements like grammar. vocabulary. pronunciation, fluency and gesture, a lot of students get many problems to learn speaking. Students oftentimes pause frequently when they speak in English. They feel lack of confidence when they give some opinion by English. Thornbury suggests that classrooms need to become 'talking classroom'. In other words, students will be much more confident speakers, and their speaking abilities will improve, if this kind of speaking activation is a regular feature of lessons.⁴

³ David Nunan, *Second Language Learning & Teaching* (Heinle & Heinle Publisher, 1999).

⁴ Jeremy Harmer, *How To Teach English* (Essex, England: Pearson Education Limited, 2007).

Easton takes on Scarly's view that education in 21st century needs a change. Schools and districts can not wait until the culture background is ideal for vocational learning. The schools and districts will participate in professional development after evaluating context and making as many changes as possible in detail. Such professional learning opportunities would themselves strengthen the framework for good professional learning.⁵

Students feel that they need some help because students cannot speak English fluently. Students need alternative learning for their problem, one of them is by joining some learning community. Especially foreign-language learning community. Learning community is necessary for students in learning and practicing English speaking skill from various backgrounds. By joining a learning community, students can practice their language in different ways. They can actively engage in learning and practicing English together from each other to improve their English speaking skills that focus on communication with each other in that community. Because students will find the same interest, values and

⁵ Lois Brown Easton, *Protocols for Professional Learning* (USA: ASCD, 2009).

vision in the learning community that they don't find in other communities or daily life.

According to Xue, that learning community is when a number of learners with common learning goals form a group. A learning community operationalizes a constructivist approach to knowledge, whereby knowledge is not simply discovered but is socially constructed.⁶ As an organization, the learning community helps to promote organizational learning through structures and strategies created.

Organizational learning is a set of organizational actions such as knowledge acquisition, information, distribution, information interpretation, and memory that consciously or unconsciously effect on the positive development or organizational. The learning results arise from the exchange of knowledge between each member of the learning community and from the learning lead teacher. The learning community's result can mostly be achieved with the aid of other members involved in that

⁶ Dong X., Cheng and Tongtong, '5 Wechat as a Learning Community in EFL Teaching ':, 14.3 (2017), 548–56.

⁷ Shahram Gilaninia, Mir Abdolhasan Askari Rankouh, and Milad Abbas Poor Gildeh, 'Overview on the Importance of Organizational Learning and Learning Organization Milad Abbas Poor Gildeh', *Journal of Research and Development*, 1.2 (2013), 44–49 https://www.arabianjbmr.com/pdfs/RD_VOL_1_2/4.pdf.

discussion board. Besides, in the ideal practice, the learning community also has six characteristics which contribute and promote a maximum outcome of individual learning within the learning community itself. Trust and respect are vital elements of a culture of skilled learners.⁸

The truth of English teaching at the college in general is unsatisfactory on many levels. First, the participation of college students in the class was low, and they are often stereotyped in the language classroom as passive learners. Second, classroom teaching materials and activities are linked only closely to the interests and immediate needs of the students who are not attentive in the classroom. College faces the issue of decreased classroom hours and fewer credits for the optional college course, which contributes directly to the difficulties of teachers in maintaining sufficient class contact and allocating adequate time to the students.

New approaches to language teaching are in great demand in addressing the problems faced by college teachers. On the one hand, learning should not be left to individualistic happenings any longer. In Universitas Islam Negeri (UIN) Walisongo, the implementation of

⁸ Shaikah Al-Taneiji, 'Professional Learning Communities in the United Arab Emirates Schools: Realistics and Obstacles', *International Journal of Applied Educational Studies*, 06.I (2009).

English learning community can be found in several internal campus organizations. There are *Walisongo English Club* (WEC), *Ushuluddin Language Club* (ULC), *Majelis Bahasa* (MASA), *Economi Language Club* (ELC), *Majlis Bahasa Asing* (LISAN), and *Lembaga Studi Bahasa* (LSB).

These learning communities can be alternate for students and teachers in learning approaches. In this research, the researcher only focuses on how *Lembaga Studi Bahasa* facilitates student's speaking skill. LSB concerns on providing space for those students' university of *Fakultas Ilmu Tarbiyah dan Keguruan* (FITK) of UIN Walisongo and all students in university for general who want to learn English and Arabic intensively. This means that the researcher wants to know about how the learning community manages their activities to give a place for those students' university in developing their speaking skill.

According to research conducted by Dzakirul Anwar entitled "language learning speaking strategies used by non-English department students (a case study at LSB UIN Walisongo in the academic year 2019/2020)" showed that students applied almost all of the strategies

proposed by Oxford in learning speaking English. The students get many strengths when apply those strategies.

Considering that FITK graduates are generally oriented towards becoming a teacher, the existence of LSB is important and necessary. So that LSB as a learning community representation that provides alternative learning of foreign languages for students is expected to be an example in facilitating the mastery of foreign languages both for students and *alumni* of FITK UIN Walisongo Semarang.

The researcher has some reasons to conduct this research. The first is to catch the phenomenon of LSB as a learning community in UIN Walisongo in developing the English speaking skills. Second, the researcher would like to see how LSB facilitates in developing English speaking skills. In this time, the researcher chose LSB to conduct this research because LSB is the learning community that focuses on English and Arabic learning for students of UIN Walisongo. Many students join LSB to sustain their language proficiency. Beside on the other hand, the researcher believes in what UIN Walisongo's students do by mutual trust for learning English and other fields of skills rather than any number of other institutes.

Based on the case above, the researcher chooses a research by the title "English Speaking Development Program in a Learning Community (a Study at Lembaga Studi Bahasa of UIN Walisongo)".

B. Question of the Research

The study is conducted to answer the following question: how does the learning community of *Lembaga Studi Bahasa* of UIN Walisongo Semarang facilitate students' speaking skill?

C. Objective of the Research

Based on the problems stated above, the objective of the study is to explain the learning community of *Lembaga Studi Bahasa* of UIN Walisongo Semarang facilitate students' speaking skill.

D. Significances of the Research

By using this research, there are some significance to the students, teachers, other researchers, and the researcher himself. Here, the researcher divides are:

 Theoretically, this research is used to give some explanation of the function and contribution of English speaking development program in a learning community at university.

- 2. Practically, to give some guidance and information for college students about the implementation and how learning community facilitate in developing English speaking skill. Also for language learning community at schools, *pesantren*, courses, or any language education institutes.
- 3. Pedagogically, to give some contribution to the learning process in a learning community in developing English speaking skill, i.e. how learning community process facilitate to improve students' pronunciation in communication. By conducting this research, the researcher hopes this research can share information, knowledge and reference to conduct a study about English speaking development in a learning community at university.

CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter describe a theory building used as a basis for research. This chapter contains review of previous studies, theories, and conceptual framework.

A. Literature Review

This sub chapter consists of definition of speaking, elements and aspects of speaking, speaking activities, problems of speaking, oral communication, learning concept, and definition of learning community.

1. Concept of Speaking

This sub chapter consists of definition of speaking, elements and aspects of speaking, speaking activities, problems of speaking, oral communication, learning concept, and definition of learning community.

a. Definition of Speaking

English's four main skills are graded into productive and receptive competencies. Speaking and writing are productive skills, which require some types of language user development. Knowing listening and reading belong to the receptive skills

and require hearing written or spoken language from the language user.⁹

Many experts define speaking in different ways. Hornby says that speaking is expressing ideas or feelings using language. ¹⁰ Therefore, speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a way to present new language English orally. Speaking is an act to express one's ideas, feeling, purpose, and thought orally. Nunan says that mastering speech is the single most important aspect of learning a second language for most people and performance is measured in terms of the ability to perform a conversation in the language. ¹¹

According to Tarigan, speaking is human behavioral which exploit some factors of physical, psychology, neurologi, semantic and linguistic intensively. Furthermore, Tarigan stated that speaking

⁹ Muhammad Nafi Annury, 'The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department', *Register Journal*, 6.2 (2013), 53 https://doi.org/10.18326/rgt.v6i2.53-76>.

¹⁰ A. S. Hornby, *Oxford Advanced Learner's Dictionary*, ed. by Albert Sydney Hornby, 9th edn (New York: Oxford University Press, 2015) <www.oup.com>.

¹¹ Salah Troudi and David Nunan, 'Research Methods in Language Learning', *TESOL Quarterly*, 29.3 (1995), 601 https://doi.org/10.2307/3588081.

is humans' ability in pronouncing some voices of articulation or words which are purposed to express, state and also convey a thought, idea and feeling from the speaker. 12

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer says, that students have already got to be able to pronounce correctly. In addition, they will need to practice intonation, speech, transactional communication. interpersonal The transactional function's primary aim is to relay information and facilitate the exchange of goods and services, while the interpersonal role is to maintain and develop a relationship between people. Speaking is called productive skill because when people speak, people produce the language. 13

From the theory above it can be concluded that speaking is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other. Speaking is an act to express one's ideas,

¹² Djago Tarigan, *Materi Pokok Pendidikan Bahasa Indonesia* (Jakarta: Depdikbud, 1995).

Teaching, Curriculum Inquiry (Pearson Education Limited) https://doi.org/10.1080/03626784.1987.11075294>.

feeling, purpose, and think orally. Besides, people have to be able to pronounce correctly and they need to master intonation, conversation, either transactional or interpersonal conversation.

b. Concept of Speaking Ability

Spoken language consists of brief utterances, frequently fragmentary, in a variety of pronunciations. ¹⁴ There is often great deal of repetition overlap between one speaker and another, and speaker frequently use non-specific references.

In Oxford dictionary "ability" is a genetic word represents the term level of skill, and intelligence.¹⁵ It also relates to someone or something is able to do something. Speaking skill was described as being able to express oneself fluently in a life situation or being able to express sequence of ideas.¹⁶

When people speak, they construct ideas in words, express their perception, their feelings and their intensions, so that interlocutors grasp meaning of what the speakers mean. If the learner does not have

¹⁶ A. Lumettu and T. L. Runtuwene, 'Developing the Students' English Speaking Ability Through Impromptu Speaking Method.', *Journal of Physics: Conference Series*, 953.1 (2018) https://doi.org/10.1088/1742-6596/953/1/012035>.

¹⁴ Troudi and Nunan.

¹⁵ A. S. Hornby.

speaking ability, does not understand the English words about what the speaker's said, they cannot grasp meaning of the speaker's mean. From that condition can be concluded that the learner have to be success in learning English, in order they can understand about the material.

c. Elements of Speaking Ability

There are some elements is speaking which must be considered by teachers and learners in pedagogy. According to Harmer, generally, there are four elements in the speech process, they are:¹⁷

1) Pronunciation

Pronunciation is a difficult component in learning speaking ability. Pronunciation itself is defined as the way in which a word is pronounced.

2) Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicative effectively or express ideas in both oral and written. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore, should process considerable

¹⁷ Harmer, *The Practice of English Language Teaching*.

knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

3) Grammar

It concerns with how to arrange a correct sentence in conversation. It is line with explanation, the students' ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form.

4) Fluency

Fluency is also can define as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means able to keep the language coming.

Another opinion is from Nunan, he states that successful communication involves:¹⁸

- a) The ability to articulate phonological features of the language comprehensibly
- b) Mastery of stress, rhythm, intonation patterns
- c) An acceptable degree of fluency
- d) Transactional and interpersonal skill

-

¹⁸ Troudi and Nunan.

- e) Skill in taking short and long speaking turns
- f) Skills in the management of interaction
- g) Skills is negotiating meaning
- h) Conversational listening skills (successful conversations require good listener as well as good speakers)
- i) Skills in knowing about and negotiating purpose conversations
- Using appropriate conversational formulate and fillers

Based on Nunan's statement, it seems that there are some stages to make people easy in English skill. Those explanations make people ability in English speaking skill.

d. Speaking Development Activity

Takes from on Easton view that the word development conjures up images of one's doing to another. Professional development in education has, in fact, always been what somebody does to others. Developing activities or learning curriculum can be neither negative nor inaccurate. Perhaps growth would be acceptable if all the educators need to develop. Simplify, the term 'development' was

described as doing the same activity, but more and better.¹⁹

Kayi argued that the best way for learners to engage in speaking is through real-life situations requiring communication. Teaching communicative languages and collaborative learning serve best for interaction.²⁰ According to Kayi, there are some activities to promote speaking:

1) Discussion

For several reasons, a discussion may be held after a lesson based on content. The students may aim at drawing a conclusion, sharing ideas about an event, or seeking solutions in their group discussions.

2) Role Play

Students claim to be in various social environments and have complex social positions. Some details such as how much they are doing and what they thoughts and beliefs is done by giving to both the teachers and students.

3) Storytelling

¹⁹ Easton.

²⁰ H. Kayi, 'Teaching Speaking: Activities to Promote Speaking in a Second Language. The Internet TESL Journal, Vol. XII, No. 11', *Http://Iteslj.Org/ Accessed on Desember 12th 2008*, 2006 http://iteslj.org/accessed on Desember 12th 2008>.

Story telling promotes innovative thinking. This also helps students convey ideas in the process of starting, creating, and concluding, including the main character they must have and attempting to set a plot.

4) Interviews

Implementing people's interviews gives students the opportunity to develop their speaking ability not only from the classroom but also out of, and encourages them to become civilized.

5) Reporting

In this activity, students investigate what they discover as perhaps the most exciting events or feature stories to each other's classmates. They can already share information about that which they have encountered in their everyday routine already when class speaking requires a certain amount of dimensions excessively.

A wide selection of activities can be applied in the speech development program. All activities selected by the teacher can be adjusted to the student's condition. In the development of speaking programs, teachers are advised to do based on real life of students. So students can quickly show their progress in speaking ability.

e. Problem in Speaking Activities

According to Ur says that there are some problems faced by the learners in speaking activities.²¹ The problems include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue". Those problems can be explained as follows:

1) Inhibition

Like writing, reading, and listening, speaking involves some access to an audience in real time. Throughout the classroom, learners are often discouraged from attempting to say something in a foreign language, such as being concerned about making mistakes, being afraid of criticism or being wary of the attention that their voice attracts.

2) Nothing to say

Some learners find it more difficult to talk properly, those that have little or no motivation to

²¹ Penny Ur, 'A Course in Language Teaching Trainee Book', *A Course in Language Teaching Trainee Book*, 1999 https://doi.org/10.1017/cbo9780511732928>.

express themselves further than the emotions of culpable that maybe they should speak.

3) The low or uneven of participation

Whether he or she wants to be heard only one person may speak at a time. This means that in a big community, each one would only have very little time to speak. This problem is further compounded by some learners' ability to challenge, whereas others talk very little, or just not.

4) Mother-tongue use

The teachers and students share the same mother tongue at a number of sessions. They may be likely to use it for other purposes. It's faster, first. Firstly, it is easier. Second, talking to one another in a foreign language sounds awkward. When they speak in small groups, carrying on using target language can be very difficult.

5) Affective factors

Another of the main barriers learners have had to resolve in learning how to speak is the anxiety produced by the risks of blurring things out as being wrong, ignorant or unintelligible. Along with the language consciousness that tells people it depends on what they themselves say. Apprentices are hesitant to judge listeners.

6) The interaction effect

The toughest problem that students encountered when learn to communicate is not the large number of sounds, words, phrases, as well as forms of discourse that interpret any language, however the interactive essence among many communication. Interactions are interdisciplinary as the making processes in a meaningful negotiating. However for the students, the issue of how much to speak has always been dominated by rules about how to start saying things, what to do to speak, and some other prohibitions on discourse.²²

Harmer try to clear that speaking activities are not the same as controlled language practice, but practicing speaking as skill, where there is a task to complete and speaking is the way to complete it. So the activities or speaking programs are designed to foster better

²² H.Douglas Brown, Teaching by Principles An Interactive Aproach to Language Pedagogy Second Edition, Teaching by Principles An Interactive Approach to Language Pedagogy, second (Longman, 2000).

speaking, rather than having students speak only to focus and practice on specific language construction.

Thornbury says schools ought to become 'talking classroom'. In other words, whether this kind of speaking activation is a frequent feature of lessons, students will be much more comfortable speakers, and their speaking abilities will increase.²³

There are many problems in speaking activities. It can be happened because of their less vocabulary and pronunciation. Furthermore, occasionally conversation is also affected their speaking. It because their inability in speaking.

f. Oral Production

The main goal of teaching productive speaking skill is oral fluency, which is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. In order to achieve this goal, the students should be expected to take from level where they merely imitate the model or react to suggestions that they should be using the language to communicate their own ideas. Furthermore two fundamental levels of training in the personal meaning of manipulating

²³ Harmer, *How To Teach English*.

the six dimensions of language and practice would be required. For this purpose, the teacher can not rely on written texts as the basic element of oral instruction without resource to the written language.²⁴

So, to encourage students in accelerating learning speaking, the use of audio-based learning resources is strongly advised. Teachers are not encouraged to use a learning resource that is based on excessive written text.

2. Learning

According to Brown, learning is the acquisition or acquisition of knowledge about a subject or a skill with learning, experience or instruction. This means that learning that occurs in the classroom can convey massages in the form of knowledge, skills, and attitudes of teachers to learners. Brown states that learning is to show or help someone learn how to do something, instruct, guide in the assessment of something, prepare knowledge, and make know or understand.25

The term "instruction" is broader than "teaching". Learning should lead to learning to the learners and systematic planning should be carried out. While teaching is only one of application of learning strategies among

²⁴ Nafi Annury.

²⁵ H.Douglas Brown.

other learning strategies with the primary purpose of providing learners with knowledge. The learned language input is available and can be spontaneously generated. It is also quite difficult to learn a foreign language that is deliberately acquired so that it can generate it spontaneously. Acquiring a language is said to be much easier than learning a language. Understanding the foreign language requires learning a second language of connectivity.²⁶

3. Learning Community

Nowadays, new approaches to language teaching are in great demand. Huge education design has such an effort to build such an innovative way of making learning more accessible and successful. Several approaches are now being placed in practice and built to support the great demand for learning improvement for students.

Over time, parents, scholars, and educators have debated on how to help the learners learn in schools. Many study have shown that community contributes to the discussion by presenting ideas about how the learners can

²⁶ Sartin T Miolo, Emzir Emzir, and Yumna Rasyid, 'English Speaking Learning through The "English Area" Program in Smk Negeri I Gorontalo', *JETL (Journal Of Education, Teaching and Learning)*, 2.2 (2017), 133 https://doi.org/10.26737/jetl.v2i2.276>.

learn in a community better. Rogoff and friends finds that community can be organized to foster their learning. Furthermore, for millennia, learners have learned the lesson of their community by participating with people and with each other in activities of importance for their daily lives. Learning community comes to help by collaborative learning.²⁷

Learning community could be described as a group of people who connected by common purpose, values, goals, interest, geography, and beliefs which collaborates in order to create or develop participative environment, skilled students while respecting a variety of values by common goals of learning opportunities to enhance the potential of all members that may create new knowledge.²⁸ The most widely used definitions to describe learning community make reference to programs which focus on elements of social and academic integration and student engagement, with the purpose of improving student learning, and

²⁷ Leslee Rogoff, Barbara., Turkanis, Carolyn Goodman., & Bartlett, *Learning Together Children and Adults in a School Community* (Madison Avenue, New York: Oxford University Press, 2001).

²⁸ Sharan B Merriam, 'Defining Learning Communities', *Qualitative Research and Case Study Applications in Education*, March, 2001, 27–43.

students' experience inside and outside of the classroom.²⁹ Xue states that learning community is when a number of learners with learning common goals form a group. A learning community operationalizes a constructivist approach to knowledge, whereby knowledge is not simply discovered but is socially constructed.³⁰

Easton state that in professional learning, educators need a protocol to help educators build collaborative communities or called professional learning community. Protocols are vehicles for building the skills and culture necessary for collaborative work. Thus, using protocols often allows groups to build trust by actually doing substantive work together. The aspects of a protocol are: talking and listening, discipline and play, safety and risk, and individual learning and group learning.³¹

Brodie takes on Ben Jafaar's view on identifying the four key characteristics of successful professional learning communities: (1) they have a challenging focus; (2) they create productive relationships through trust; (3) they collaborate for join benefit, which requires 'moderate professional conflict', although not personal conflict; and

²⁹ Justine Hobbins, 'Investigating the Relationship Between Residence Learning Community Participation and Student Academic Outcomes', 2016.

³⁰ X., Cheng and Tongtong.

³¹ Easton.

(4) they engage in rigorous enquiry. The focus, or content, is a critical component—whatever the community collaborates to inquire in to one of, and what might be learned. The focus should be on the core of instruction-the relationship between teacher, student and content.³² For more effective learning community, Stoll also identifying three others characteristics: mutual trust, respect and support among staff members; inclusive membership looking beyond the school for sources of learning and ideas.³³

Stoll states that technical learning is most commonly aligned with institutions of learning, technical learning groups or working institutions. That was due to practitioners' cooperation with the use of social learning as a basic or educational development in schooling or another organization. Furthermore, the educational environment also provides the opportunity to increase the quality of the teaching-learning cycle in regards to the professional relationship.³⁴

³² Karin Brodie, 'The Power of Professional Learning Communities', *Education as Change*, 17.1 (2013), 5–18 https://doi.org/10.1080/16823206.2013.773929>.

Louise Stoll and others, *Professional Learning Communities: A Review of the Literature, Journal of Educational Change*, 2006, VII https://doi.org/10.1007/s10833-006-0001-8>.

³⁴ Brodie.

Developing a learning community requires a cultural shift. For example, in order to create an optimal learning atmosphere at school, we need to collaborate with all components of both the school and build a culture of learning community at school. There are several binding rules within the school, including thoughts, concepts, principles, perceptions, beliefs, aspirations, behaviors, and norms.³⁵

In general, schools or educational institutions can utilize the learning community as a means to encourage student learning and accelerate the achievement of student learning outcomes. In addition, the learning community also drives students' learning environments to always be involved during the learning process.

B. Previous Study

In this section, Literature review is used as a comparison against the existing research, both of the excess or shortage that existed before. In this study, there are some previous researches either from international journals are appropriate with this study, they are as follow:

 The journal entitled, "Wechat as a Learning Community in EFL Teaching: An Action Research Study" by Xiangli and

³⁵ Stoll and others, VII.

Tongtong.³⁶ This paper is aimed to describe the use of Wechat as a learning community in EFL Teaching. This research used action research which the data is taken by ELs in community college.

The study is reported a small-scale exploratory study in nature and is more related to the teaching practice of a language teacher, which is a weakness of case studies and action research. The problem addressed in this brief report is resonant to a wider range of EFL teachers. This action research has provided some insights for those who are struggling for an answer to these questions.

The similarity of the research with this journal is conducting the study at college community. But the different of this study is the use of action research, but in my research will be used qualitative method.

2. The study entitled, "Challenging common sense: Cases of school reform for learning community under an international cooperation project in Bac Giang Province, Vietnam."³⁷ This study is aimed to discuss the challenges in the process of building a learning community in

³⁶ X., Cheng and Tongtong.

³⁷ Eisuke Saito and Atsushi Tsukui, 'Challenging Common Sense: Cases of School Reform for Learning Community under an International Cooperation Project in Bac Giang Province, Vietnam', *International Journal of Educational Development*, 28.5 (2008), 571–84 https://doi.org/10.1016/j.ijedudev.2007.12.006.

Vietnamese primary schools. This study was examined the situation of five schools that were set as pilot schools to promote the observation of and reflection on lessons.

The results of the study were concluded five lessons emerge from the cases. First, changing teachers' beliefs is time-consuming. Second, because of the reluctance of teachers to change, large-scale delivery of the educational project should be critically revisited with regard to its effectiveness. Third, learning community requires the building of trust among actors, including external resource persons. Fourth, external resource persons should continue learning sincerely to gain teachers' trust. Fifth, the concept of sustainability should be revisited as something that is never-ending and that cannot reach perfection.

The similarity of this research is conducting the study on learning community. Besides, the differences are focus on the challenging of learning community and the goal of research which is conducted to build the learning community program in Vietnam. This study can stimulate readers for analyzing a learning community which in recently, learning community is effective to teach students out of the classroom

3. The study entitled "Transfer student success: Yet more support for learning communities". 38 This study is aimed to the development and examines the efficacy of learning communities for transfer students entering a university. This paper observed the students from the last ten years, with 246 of these students participating in the learning communities and the remaining 806 students not participating.

The findings indicated many institutions have begun creating learning communities in order to help transfer students integrate and cope with the changes that come with the transfer process associated with enrolling in college or university. This article presents descriptive, demographic, academic and social outcomes from data gathered from the participants in the Criminal Justice Learning Community (CJLC) at The University of North Carolina at Charlotte as well as those of non-participants over the same 10-year period. These data reveal that students who participate in learning communities have better academic outcomes—better overall grades and

³⁸ Charisse T M Coston, 'Learning Communities Research and Practice Transfer Student Success: Yet More Support for Learning Communities Transfer Student Success: Yet More Support for Learning Communities', 7.2 (2019) < washingtoncenter.evergreen.edu>.

increased graduation rates—than their peers who did not participate in the CJLC.

The similarity with the journal is observing a learning community. But the differences of this study are conducting the research with transfer students and this study was observed by some institutions which conducted transferring students in a college or university. Therefore, the study will be conducted on ESL learners who join in college community.

4. The journal entitled, "The Lasting Effects of Learning Communities." The aim of this research is to describe the impact of learning communities has focused on the positive outcomes for students in their first year of study. This article adds to the literature on learning community impact by describing an investigation of how juniors and seniors characterize the influence of their first-year learning community participation.

The research is illuminated the importance of faculty involvement and preparation, the use of High-Impact Practices (HIPS), and ways we might attend to peer dynamics in our learning community classrooms.

³⁹ Emily Virtue, Gayle Maddox, and Ken Pfaff, 'The Lasting Effects of Learning Communities', *Learning Communities Research* and *Practice*, 7.2 (2019), 6 <washingtoncenter.evergreen.edu>.

The practice of following students to determine the possible lasting effects of learning communities has informed our work, and we argue that this practice should be included in learning community program assessment.

The similarity of this research are analyzing the learning community. But the differences are analyzing the impact and conducting the research in some universities. This study makes the readers get knowledge that English is used especially in linguistics which becomes an important part in English. For the next researcher who wants to conduct similar research about linguistics, especially in the speech act, it can help them in their research. Moreover, this research is expected to be the references for those who are interested in the speech act.

5. The thesis entitled "Learning community in sustaining non-ELT students' basic english grammar learning (a case at Walisongo English Club)" by Muhammad Khoirul Umam⁴⁰, the research is aimed to catch the phenomenon of WEC as learning community in UIN Walisongo whether WEC has a significant impact

⁴⁰ Muhammad Khoirul Umam, 'Learning Community in Sustaining Non-ELT Students' Basic English Grammar Learning (A Case at Walisongo English Club)' (UIN Walisongo, 2019).

for non-ELT students to master basic English grammar or not. And to see the factors contributing to their development of WEC as a learning community.

The result of the research is that WEC as learning community in UIN Walisongo contributed to provide skilled tutors in the field of grammar proficiency. Besides, WEC fulfilled four factors that contributes the development of learning community; supportive and shared leadership, shared value and vision, collective learning and application, and supportive condition.

This research showed that WEC gave low impact toward non-ELT students of UIN Walisongo to sustain English grammar mastery. The trouble came from the non-ELT students' low motivation that affected their purpose in joining learning community.

The thesis has similarities with this research on analyzing the learning community. The differences with this research are focus on non-ELT students and basic grammar learning. In this research focus on the whole learners of LSB and English speaking program.

6. The thesis entitled "A Descriptive Study of Speaking Activities in English Conversation Club at SMAN 1 Sragen in Academic Year 2016/2017" by Qoirina Susilowati⁴¹, the research is aimed to describing the speaking activities in English conversation club at SMAN 1 Sragen. It is conducted to know what the tutor strategies used in English conversation club, what the difficulties faced by tutor and member of English conversation club, what the members motivated in joining English conversation club.

The result of the research shows that English conversation club activities are debate and speech. The strategy used by the tutor in speaking activity in English conversation club are variations. For debate activity, the tutor use Asian Parliamentary type, and speech activity use strategies namely opinion exchange, current event and making a game.

The thesis has similarities with this research on describing speaking activities in learning organization at education institution. The differences with this research are focus on tutor teaching, the problems faced by tutor and setting of the research is at senior high school.

C. Conceptual Framework

⁴¹ Qoirina Susilowati, 'A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Academic Year 2016/2017' (IAIN Surakarta, 2017).

Speaking is very important in English because language is produced when people speaks. Speaking skill could be seen as the leading skill during English learning process. In speaking, student must be mastered the elements of speaking ability that are: pronunciation, vocabulary, grammar, and fluency. To help student in speaking learning goals, a new approaches in language learning in addressing students' problem are needed. Learning community helps students in learning and practicing speaking skill from various background. Learning community facilitates students to solve their problem.

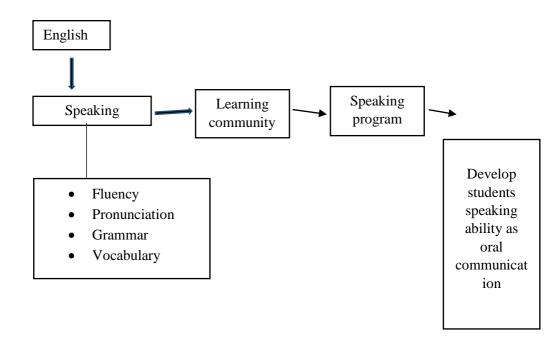


Table 2.1 Conceptual Framework of English Speaking Development Program in LSB of UIN Walisongo

CHAPTER III

RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter consists of research design, time and setting of the research, source of the data, focus of the research, data collection technique, data validity and data analysis technique.

A. Research Design

Research is a process of steps used to collect and analyze information to increase the understanding of a topic or issue. 42 Research method is a scientific way to get the data with the certain objective and utility. 43 In this research, the researcher uses qualitative research. Qualitative research means that the research is emphasized on description.

Sutopo states that in descriptive method, the analysis of the data is done naturally objective, and factual.⁴⁴ It means that the researcher applies a set of procedures used for problem solving based on the factual data. Descriptive method is used to describe, explain, and analyses the phenomenon

⁴³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitstif, Kualitatif, R&D* (Bandung: Alfabeta, 2010).

⁴² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition,* 4th edn (Addison Wesley, 2011).

⁴⁴ H.B Sutopo, *Metodologi Penelitian Kualitatif: Dasar Teori Dan Terapannya Dalam Penelitian* (Surakarta: UNS Press, 2002).

which occurred behind the data. In descriptive method, the analysis of the data is done naturally objective, and factual.

The qualitative descriptive seeks to describe behavior under less rigid controls, under more naturally occurring conditions. 45 It means that the descriptive qualitative research is research that uses to describe a real phenomenon based on the research. It is qualitative since it is concerned with non-numerical data and it is descriptive since it aims at describing the facts of the analysis systematically based on actually they are. In this research, the researcher focuses to observe *Lembaga Studi Bahasa* (LSB) in developing English speaking skill program.

To support the data, the researcher were obtained the data from respondents' perception from interview and questionnaire occurred in the field. That aim is to explore some characteristics from the certain situation. This study described the English speaking program in LSB. Field reason is chosen by the researcher, as researcher approach because almost of research activities the researcher doing in the field. This research was used descriptive- qualitative research method based in *Lembaga Studi Bahasa* of UIN Walisongo in academic year of 2019/2020.

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⁴⁵ John W. Best James V. Kahn, *Pearson New International Research in Education*, 2014.

B. Research Setting

1. Time of Research

The research was started on 10th of February until 15th of March 2020, and on 20th of March until 16th of April 2020. The participants of this research were the members, tutors, and management of *Lembaga Studi Bahasa* of UIN Walisongo in Academic Year of 2019/2020. The researcher divided the data into two parts such as interview there were 5 students, 3 tutors, and managements. For the questionnaire there were 23 members.

2. Place of Research

The research was conducted in *Lembaga Studi Bahasa* of UIN Walisongo. *Lembaga Studi Bahasa* (LSB) is a student learning organization at *Fakultas Ilmu Tarbiyah dan Keguruan* (FITK) of Universitas Islam Negeri (UIN) Walisongo. LSB is one of Student Activity Unit (UKM) in several internal university organization under the auspices of Dewan Eksekutif Mahasiswa (BEM) of FITK. The principle of LSB is based on The Holy Quran, *Assunnah*, Pancasila, *Tri Dharma Perguruan Tinggi*, and Unity of Sciences. LSB concerns on providing space for those UIN Walisongo students who want to

learn English and Arabic intensively. LSB was founded on May 17, 1991 by students to learning and developing Arabic and English in UIN Walisongo, especially in FITK. The background of this founding is organization's focused the apprehension about the language skills of the students at university. In the first period, this organization was named Halaqah al-Lughoh al-Arobiyah and focused only on Arabic learning. With the passage of time, Halaqah al-Lughoh al-Arobiyah transforms into Lembaga Studi Bahasa that focus on Arabic and English learning, because of both language are become one of the requirements for graduation.46

C. Source of the Data

In this research, the researcher was taken the data from the members, tutors, and managements of *Lembaga Srudi Bahasa* of UIN Walisongo Semarang. The data is about the implementation of learning community at LSB that was taken by joining Weekly meeting speaking program. On the other hand, to know how LSB facilitate in developing English speaking skill that was taken from the interview with the

⁴⁶ LSB document

managements, tutors of LSB and members who regularly active to join learning in LSB.

There were two source of the data. The researcher used primary data and secondary data. Primary data were obtained from analysis in depth interview with respondents, and theories from books. Secondary data were obtained from questionnaire. The questionnaire was some written questions that was used to gain information from respondents which is about some personal data or things they know.⁴⁷

D. Focus of the Research

This research focused on describing the implementation of English speaking program and how LSB facilitates in developing English speaking program for students who joining LSB of UIN Walisongo.

E. Data Collection Technique

Data collection techniques are methods used by researchers to collect data. Data collection in qualitative analysis does not collect the data by instruments such as quantitative research where the instrument is the key thing to calculate study variables. Nevertheless, the data collection in qualitative study of the key instrument is self-analysis (human

⁴⁷ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010).

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instrument) to scan the data by communicating symbolically with informant / subject studied.⁴⁸ In this study, the researcher used observation, interview, and questionnaire to collect the data.

There were two main affected aspects to the quality of the research of data results, research instruments and quality of data collection.⁴⁹ The researcher gained the data through some techniques and instruments. The instruments were used by the researcher to get some data and information from the subject of the study.

1. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to he answered. efficient Ouestionnaires are data collection techniques. In addition, the questionnaire is also suitable to use if the number of respondents is quite large and spread over a wide area. Questionnaires can be closed or open statements or questions, it can be

⁴⁸ Fauzan Ghony, Djunaidi & Almanshur, *Metodologi Penelitian* (Yogyakarta: Ar-Ruzz media, 2014).

⁴⁹ Sugiyono, *Metode Penilitian Kombinasi-Mixed Method* (Bandung: Alfabeta, 2013).

given to respondents directly or sent by post or internet.50

Ouestionnaire was a form that was used in a survey design that participant in the study complete and return to the researcher. Questionnaire also defined as a self-report data collection instrument that each research participant fill out as part of a research study.51

2. Observation

Observations have specific characteristics when comparing to the other data collection techniques, which are not limited to people. Observation is also related to other natural objects.⁵²

During the activity of Lembaga Studi Bahasa, the researcher conducted an observation to record the whole activity of the organization starting from preparation before learning activity until the learning process done. The observation was done to observe the tutor and learners of LSB. It was used to describe implementation of the English speaking the

⁵⁰ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitstif, Kualitatif, R&D.

⁵¹ Creswell.

⁵² Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitstif, Kualitatif, R&D.

development program at *Lembaga Studi Bahasa* of UIN Walisongo Semarang.

3. Document

Documents are non-human data sources. For example, with the documentation, researchers can obtain the data from written sources or documents available to informants on cultural heritage, works of art and works of thought. This method is a complement to the observation and interview methods that have been conducted. In this study, researchers collected as many documents as possible to support research data.⁵³

4. Interview

The researcher gained necessarily data and information through interviewing the managements, tutors and members of *Lembaga Studi Bahasa*. The interview was used to gather the data and to find about how learning community of *Lembaga Studi Bahasa* UIN Walisongo Semarang facilitates students' speaking skill.

⁵³ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitstif, Kualitatif, R&D.

The interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that need to be investigated, and also if the researcher wants to know things from the respondents in more depth and the number of respondents is small. This data collection technique bases itself on self-report, or at least on personal knowledge and or beliefs.⁵⁴

F. Data Validity

The researcher uses triangulation to validate the data. Sugiyono cite from William Wiersma that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. In triangulation consist of triangulation from sources or informants, triangulation from data collection technique, and time triangulation.⁵⁵ In this research, researcher use triangulation from sources or informants and triangulation from data collection technique.

G. Data Analysis Technique

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⁵⁴ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitstif, Kualitatif, R&D.

⁵⁵ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitstif, Kualitatif, R&D.

Qualitative data analysis usually uses integrated technique of analysis from Miles and Huberman. It consists three concurrent flows of activity: data reduction, data display, and conclusion drawing / verification.⁵⁶

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Qualitative data can be reduced and transformed in many ways; through selection, through summary, or paraphrase.⁵⁷ In this research activity, the researcher was taken summarizing and focus on the data of the implementation of learning community of *Lembaga Studi Bahasa* UIN Walisongo Semarang in facilitating students' speaking skill.

2. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The data display will help the researcher to understand the data collection and what is to do nexteither analyze further to take action-based on that

⁵⁶ Matthew B Miles and Michael A. Huberman, 'Matthew B. Miles, Michael Huberman - Qualitative Data Analysis_ An Expanded Sourcebook 2nd Edition (1994).Pdf', 1994, p. 338.

⁵⁷ Miles and A. Huberman.

understanding. In this research activity was carried out by making a display of data descriptions or charts based on the results of the interview about how learning community of *Lembaga Studi Bahasa* UIN Walisongo Semarang in facilitating students' speaking skill. Generally, a display is an organized, compressed, and assembly of information that permits conclusion drawing and action. The displays included many types of matrices, graphs, charts, and networks. As with data reduction, the creation and use of displays is not separate from analysis, it is part of analysis.

3. Conclusion Drawing / Verification

Verification are verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing with a short excursion back to the field notes third stream of analysis activity is conclusion drawing and verification. It means that the conclusion drawing and verification step in this research will get by looking back at the data reduction and display. So, the conclusion does not deviate from the data analyze and will show that the data should be a credible

CHAPTER IV

FINDING & DISCUSSION

After reviewing the introduction, investigating theory building, and verify the research method, in this chapter explain and elaborate the data description and discuss the data. This chapter consists of data description, data discussion, and limitation of the research.

A. Data Description

 The Ways Learning Community of LSB Facilitate Speaking Skill

Effective learning is an activity that reflects on the interaction between teacher and student actively and fairly. The existence of mutual communication between teacher and student, both directly and indirectly, largely determines the outcome of all learning processes that occur. In this case, students are not only seen as learning objects but also as learning subjects. The teacher, as a good educator, in addition to being a guide, developer, and manager of learning activities as well as learning partner for students. In order to interactions in the learning process, what is needed is learning

components; teacher, students, objectives, teaching materials, methods and media, and evaluation⁵⁸. In the learning process, these components become the standard of learning implementation.

The program of *Lembaga Studi Bahasa* has developed the creation of two languages, Arabic and English. For the English programs are: Weekly meeting, Weekly vocab, Interactive video, LSB goes to Pare, Tourist Hunting, Linguistic Study, Bilingual Language Training, Language Area in PKM, Debate Training, Storytelling, Speech, Singing, Public speaking, Watching Movie, Placement Test, Seminar, and TOEFL training simulation, and Campus Wall Magazine.⁵⁹

To reach the standard of learning to facilitate students' speaking skill by it program, management of LSB had been the one who conceived and planned this program. LSB use the own curriculum. For the tutors, are from the LSB management and senior of LSB who considered capable to teach. In teaching, the tutors used various methods and media. The

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⁵⁸ Cepi Riyana, 'Komponen-Komponen Pembelajaran', *Komponen-Komponen Pembelajaran*, 2011, 1–63.

⁵⁹ An interview with chairman of LSB on February 20, 2020

Weekly program held in every Saturday on N building and Gazebo FITK. While the other programs are organized according to the time has planned in the LSB curriculum. Because of not all FITK students' master two languages, while there are compulsory English and Arabic courses from university, all of LSB's program aimed to help students who are still having difficulty in language courses. At the end of each semester, LSB management conduct a post-test or practice language final exam tests to evaluate members' learning outcomes.⁶⁰

2. English Speaking learning in Weekly program

a. Learning preparation

In learning speaking preparation at the LSB Weekly meeting, the tutor prepares several things that are: mental, material to be taught, and health. While the members prepare material and mental readiness. This is in line with what was said by one of the tutors of LSB:

"Of course there is preparation. The first is the preparation of material in accordance with

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 $^{^{60}}$ An interview with Divisi Internal of LSB, Irmawati on April 11, 2020

the LSB curriculum. Then I also prepare health too. I take care of my health by getting enough rest and eating before the activity."61

Meanwhile students prepare themselves before class begins by reading material to be taught via books or the internet. So, they are helped in learning. This is in line with was said by one of the member of LSB:

"For preparation, I usually read books or read related material on the internet so that when class starts I already know what the contents of the material will be delivered." 62

While to prepare the place, equipment, and learning media prepared by the internal division LSB management.⁶³ This Weekly program set in Gazebo FITK or N building. For the equipment used in this Weekly Program are mats, flags, and stationery. For the learning media used the whiteboard, speaker, and books.

b. Speaking in Weekly implementation

⁶¹ An interview with LSB tutor, Agus on April 11, 2020

⁶² An interview with LSB member, Muamar on April 05, 2020

⁶³ An observation on Februari 22, 2020

Based on the results of the interview with the LSB tutor⁶⁴, the implementation of Weekly program is encouraged by LSB committee as moderator. This is in line with what said by the tutor of LSB:

"This activity was facilitated by management as a moderator. If preparation of the preparation is mental and material. We greet the members first when we begin. Mostly use Indonesian when teaching because to understand more, but still try to use English. If the method for teaching is not certain, it varies. For media use whiteboards, sound systems, mobile phones, and books. My learning resources use guidebooks and the internet. To evaluate, we ask related material to members. I give a little conclusion too. I also pay attention to their daily lives. Yes I do this to encourage the use of their English in their daily activities."

From the interview above shows that the class start with Islamic greeting and greet the members before activities begun, and then the speaker or tutor present the materials. Tutors present learning material clearly. This is appropriate with the data from questionnaire that shows the result

⁶⁴ An interview with LSB tutor, Husna on April 06, 2020

from 23 respondents who filled in, 65.2% agreed, 21.7% disagreed, and 13% do not know.

The members are also given the opportunity to be active in class during activities. There's time for question and answer after the content is shipped to check members understanding. The members also respond by asking questions that are not clearly understood from the material presented to the tutor. This is in line with what said by one of LSB member⁶⁵:

"Of course, I ask a few questions related to things that I have not understood after the material is delivered. Of course, we are also given the opportunity to ask questions and share experiences."

So, after the tutor delivers all the content, the class is not immediately closed. Question and answer sessions will help tutors evaluate and calculate the level of understanding of the given material.

The speaker and tutor use various teaching method such as presentation, discussion, demonstration, and other methods depend on situation and condition. This is appropriate by the

⁶⁵ An interview with LSB member, Erni on April 05, 2020

data from questionnaire that shows the method that tutor used in learning speaking is effective. The result from 23 respondents, 71.4% agreed, 19% disagreed, and 9.5% do not know.

For the learning media, blackboard, smartphone, and books are the media used throughout the activity. This learning media according to the members is helpful in the learning process. This is appropriate by the data from questionnaire that shows the result from 23 respondents who filled in, 82.6% agreed, 8.7% disagreed, and 8.7% do not know.

The language used by tutors when in class is English. But, in the use of English adapt to the situation and conditions of the students. Mostly, the tutor used Indonesia language for learning communication. Tutors however still seek to use English when the activity is still in progress.⁶⁶ But, tutors find it a bit difficult when interacting with non-ELT students' member when using English for class interacting. This is in line with what said by one of tutor of LSB⁶⁷:

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 $^{^{66}}$ An observation in Weekly meeting on February and March $2020\,$

⁶⁷ An interview with LSB tutor, Agus on April 11, 2020

"Obstacles are always exist when interacting in class. Not much, there are only a few obstacles when interacting with non-ELT students."

Members who are non-ELT students are limited in English-using interactions. This does not, however, become a major obstacle to interaction between tutors and members.

For the learning sources, tutors use some guidebooks and the internet. Before class is ended, the tutor give a little bit of material review and game.⁶⁸

There was another speaking program in weekly namely Hunting Tourist. This program is designed to improve the ability to use language global communication. increase the as confidence of members in using language, and stimulate the enthusiasm of language learning of members. This hunting tourist program is usually carried out in Semarang old-town tourism objects or other tourism sites. In the tourist hunting program, LSB invited two tourists from Universiti Kebangsaan Malaysia, Ong Shi Jie

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⁶⁸ An observation in Weekly meeting on February and March 2020

and Hue Pham from Vietnam. Both are members of AESECEC project located in central Java. They were conducting research on Indonesian culture in Central Java. In this activity it is designed as a dialogue that discusses culture, history, experience, and geographical conditions of the country, means of transportation, ethnicity, language and other things. Among the dialogue, all members looks enthusiastic. There was an discussion between members excited speakers. Before the end of the activity, the committee reviewed the material and encouraged the members to study English actively and encouraged them to practice English in their daily activities actively. In every activity the management, members and tutors look familiar and enthusiastic. They also enjoyed the Weekly program with joy.⁶⁹

c. Learning Evaluation

Learning activities exactly need an evaluation. At the end of each semester, the committee conduct a post-test or practice test on language tests to evaluate the learning outcomes

⁶⁹ An observation on February 22, 2020

of LSB members.⁷⁰ For a class activities, tutors evaluate the learning outcomes of members by asking them about the material and playing simulation games.⁷¹ This result is aligned with what LSB tutor said:⁷²

"The one who formulated the curriculum, prepared the place and equipment, and who appointed and determined the tutor's qualifications was the LSB internal division. Evaluation of achievements from tutors is available. From the internal division, we make a post-test or practice about the language exam."

Systematically, there are two learning evaluations of the member learning outcomes; a simple evaluation from the tutor in the classroom after delivering the material by reviewing and asking some questions, and an annual evaluation conducted by the management of LSB in the form of a post-test in the form of written questions or language final exam.

⁷⁰ An interview with Divisi Internal of LSB, Irmawati on April 11, 2020

⁷¹ An observation in Weekly meeting on February and March 2020

⁷² An interview with LSB tutor, Muhtar on April 06, 2020

In learning evaluation, LSB does not emphasize score like evaluations in formal educational institutions in general. But in evaluating learning, LSB emphasizes the process that has been carried out through dialogue. The parties involved in this evaluation are the tutor, and the board of the LSB. In other places, such as KBQT Salatiga, evaluation of learning is fully carried out by students. The involvement of the tutor or assistant is less. When compared, evaluations in LSB are only actively carried out by tutors. While the evaluation by the members is not much active.⁷³

3. LSB as learning community

The extent to which the effectiveness of LSB as a learning community in facilitating students' English speaking skill can be measured. The researcher have spread questionnaire to gain the data. From the data distribution of questionnaire that researcher shared to 23 respondents of LSB members who filled in; 14 from PBI, 2 from PAI, 3 from PBA, 2 from PGMI, 1 from MPI, and 1 from PIAUD, it

 $^{^{73}}$ An observation on Weekly meeting on February and March $2020\,$

shows that LSB was able to improve speaking skills. The result is appropriate with the data from questionnaire that shows 23 respondents who filled in, 73.9% agreed, 13% disagreed, and 13% do not know.

The LSB infrastructure increase speaking learning in Weekly program. The result is appropriate with the data from questionnaire that shows 23 respondents who filled in, 73.9% agreed, 17.4% disagreed, and 8.7% do not know.

The environment around LSB is helpful for speaking learning. The result is appropriate with the data from questionnaire that shows 23 respondents who filled in, 82.6% agreed, 8.7% disagreed, and 8.7% do not know.

In delivering its vision, structure and rules, LSB has delivered very clearly. The result is appropriate with the data from questionnaire that shows 23 respondents who filled in, 100% agreed.

In terms of openness of communication, LSB give space to talk and hear on dialogue toward all members. The result is appropriate with the data from questionnaire that shows 23 respondents who filled in, 100% agreed.

In terms of interactions in the LSB environment between management, tutors, and members of LSB is in good condition. The result is appropriate with the data from questionnaire that shows 23 respondents who filled in, 91.3% agreed, 4.3% disagreed, and 4.3% do not know.

In other factors, LSB always give respects to one each other. The result is appropriate with the data from questionnaire that shows 23 respondents who filled in, 100% agreed. And for collaborative learning, the tutors, managements and LSB members' are exchange knowledge and information to each other. The result is appropriate with the data from questionnaire that shows 23 respondents who filled in, 100% agreed.

In an organization there are always found obstacles and problems encountered, as well as in LSB. In this period, LSB faced several problems from the beginning until now. The problem faced is a significant decrease in the number of members. LSB technically carries out two stages of member recruitment. The first stage is registration, then the second stage is to strengthen membership. For the second stage, LSB conducted a process of

strengthening membership in the Language Village program. Students who have registered but have not attended a public consultation are considered to have dropped out. In the 2018 period, students who registered in the first stage were 150. While students who participated in the second stage were 50. In 2019, students who registered in the first stage were 230. While students who took the second stage were 150. This number has decreased in the participation of LSB program members. For the Weekly program, there are around 60 students taking part in the program in the first semester.⁷⁴ While the number of members who took part in the program in the second semester was approximately 20 students.⁷⁵ Based on the confirmation from the chairman of LSB, this was due to the tight schedule and activities of the members in the second semester that were increasingly crowded. Not like in the first semester which is still loose. This is also caused by the large number of campus organizations participated by members. According to the LSB chairman term, this is called "natural selection" where students will adapt

⁷⁴ An interview with LSB chairman on April 16, 2020

⁷⁵ An observation in Weekly meeting on February and March 2020

and then will make choices in organizations where students will be active in their activities. Beside from these problems, LSB faces a situation where all activities are held online due to the outbreak of the Covid-19 pandemic. Because it had never been prepared before, LSB was overwhelmed with online-based activities.

B. Discussion

After the data is described, the next step in this sub chapter is data analysis or discussion. The data analysis or discussion is as follows:

 English Speaking Learning at LSB of UIN Walisongo

Different approaches, techniques of foreign language learning models especially in English learning are pursued and discovered by language teaching experts to be applied in foreign language learning for the intended results obtained are achieved to improve students' motivation and ability to use the target language. Linguists, teachers and educational stakeholders are looking for and discovering the best approaches and strategies that can be used to further develop and expand the use of foreign language learning especially English learning

methods. Not only are they linguists and language learning specialists, but even students including language college lecturers are still on the lookout for attempts and ways by linguists to develop students' learning abilities for the better. Of course, there are advantages and disadvantages in any approach so that mergers and supplements are needed in its implementation for the others. Various methods of learning emerged all aimed to develop language skills for students.

Language skills include speaking, reading, writing, and linguistic elements including markers of discourse, vocabulary, grammar, tone, word pressure, intonation, spelling, punctuation, even neatness of handwriting. The materials are mostly taken from compulsory university English textbooks and other related materials, all designed to facilitate language learning.

Based on existing content, on the implementation of the English Speaking Weekly program at LSB, managements and tutors of LSB choose textbooks adapted explicitly to the material learned in the regular classroom, and adapt them to the learning goals of the Weekly meeting program

especially speaking skills to be accomplished. The learning program plan essentially included styles of strategies and methods of learning and instructional techniques. The use of various variations of teaching methods that tutors choose in Weekly meeting program at LSB is necessary considering the ability and background and opportunities of learners are different when learning English. This learning program plan is increasingly needed for LSB. This is in line with the opinion of Harmer⁷⁶ that, plan gives the lesson a framework, an overall shape of activity in the classroom for teacher or tutors. And in the classroom, a plan helps to remind teachers or tutors what they intended to do to the students. Even though all the program and lessons already planned, the plan is must be flexible. When the students start working on the activity, something unexpected sometimes happens in the class. Clearly the plan will have to be modified.

What the teachers or tutors must know is that the classroom is a series of possibilities. Assume, for example, that the teachers or tutors has planned all the activity of speaking that students or members

⁷⁶ Harmer, *How To Teach English*.

should prepare a dialogues, discussion in a group working, making an interview, describing pictures and places, make a list of questions, or short story and then act it out. But, what if the students need more time even though the teachers or tutors has allowed enough minutes time for preparation and acting out. Or what if, the students or members are at the different levels, keep using the mother tongue, uncooperative, do not want to talk, do not understand the instructions, some students finish before everybody else, or some students want to stop learning because they feel frustrated by their unsuccessful efforts? This magic event mostly happens in learning.

Another scenario is also possible. The teachers or tutors will also face other unforeseen problems too in the real fact. To deal with this possibilities and unforeseen problems, as Harmer suggested⁷⁷, the teachers and tutors need to be flexible enough when confronted with this possibilities and unforeseen problems. The teachers or tutors have to adapt to changing circumstances that they understand. Because even though the

⁷⁷ Harmer, *How To Teach English*.

learning plan has been prepared, but the situation can change at any time. That a plan is not fixed in stone. So, in learning a foreign language, the teachers or tutors are expected to be creative in presenting the material to be presented in stages according to the situations, conditions, and the learner's ability level so the material can be well received by the learners. Among the classroom activity on Weekly meeting the tutors of LSB use various methods and approaches. This is depends on the situation and conditions faced by the tutors and the members.

To support learning, media and learning tools are needed in the learning process. It is very important to use media in education especially for effective instruction giving by the teachers or tutors in class of Weekly meeting at LSB. By using media in learning process the members of LSB can understand the material well. The term of media refers to anything that carries information between a source and receiver. Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Naz and

Akbar⁷⁸ explains that the media in teaching and learning process tends to be interpreted as print media, graphic media, photographic media, audio media, video/television, computers, simulations and games. During this English speaking program, LSB only uses a number of learning media.

The best is based on Miolo's view⁷⁹ that the role of teachers such as creative, innovative, resource, information, motivator, creator, inspiratory, and mediator for students to learn and improve self-competence can be a strength for students themselves to increase their potential. Furthermore, the members of LSB can help the tutors to reach the goals of learning by activeness in the class. The members who act as active learners both for fellow learners and for tutors will help each other improve their competence and skills so that learning becomes meaningful and the ability of students to develop.

LSB as Learning community in facilitating students' speaking skill

⁷⁸ A. A. Naz and R. A. Akbar, 'Use of Media for Effective Instruction Its Importance: Some Consideration', *Journal of Elementary Education*, 18.1–2 (2010), 35–40.

⁷⁹ Miolo, Emzir, and Rasyid.

In the real fact, that English speaking learning in college regular class is still lacking. The truth of English teaching at the college in generally is unsatisfactory on many levels. The participation of college students in the class was low and they are often stereotyped in the language classroom as passive learners. College is facing the issue of reduced classroom hours and fewer credits for the optional college course, which directly contributes to the teachers' difficulties in maintaining sufficient class contact and allocating adequate time to the students.

After learning for several semester, students may notice that students have difficulty in expressing themselves in English. In the context of language learning as a foreign language, learners do not have a ready-to-use mode of communication outside the classroom, since the meaning can be accessed through media, books or foreigners in language learning classes, where the situation is generated in the classroom or outside the classroom. Whereas in the context of first and second language learning, the target language or language being studied in the

classroom is also available outside the classroom as explained by Miolo and friends⁸⁰.

LSB established to help students mastery Arabic and English. LSB concerns on providing space for those UIN Walisongo students who want to learn English and Arabic intensively. To reach this goals, LSB was planned the programs for the members: Weekly meeting, Weekly Vocab. Interactive Video, LSB Goes to Pare, Tourist Hunting, Linguistic Study, Bilingual Language Training, Language Area in PKM, Debate Training, Storytelling, Speech, Singing, Public Speaking, Watching Movie, Placement Test, Seminar, and TOEFL training simulation, and Campus Wall Magazine. Especially on English Speaking program in LSB is aimed to help the members to improving speaking skills.

The four major skills of English are Speaking, Writing, Reading, and listening. Speaking is an act to express ideas and feelings orally. According to Harmer⁸¹ there are four elements in speaking; pronunciation, vocabulary, grammar, and fluency. To

⁸⁰ Miolo, Emzir, and Rasyid.

⁸¹ Harmer, The Practice of English Language Teaching.

achieve good speaking learning outcomes, students must be encouraged to mastery this elements of speaking. Furthermore, to measure the successful of communication as explained by Nunan⁸² involves: the ability to articulate phonological features of the language comprehensibly, mastery of stress, rhythm, intonation patterns, an acceptable degree of fluency, transactional and interpersonal skill, skill in taking short and long speaking turns, interaction management, negotiating meaning, conversational listening skills, using appropriate conversational formulate and fillers. LSB is considered to be able to help students to improve their language skills. With the speaking program given at LSB it is hoped that students can fulfill their learning achievements by mastering the elements of speaking ability. However, the assessment and control mechanism were less evident in LSB.

To help the students learn in schools and college require many things. Rogoff and friends⁸³ explains that community can be organized to foster the students learning. The students can learning

⁸² Nunan

⁸³ Rogoff, Barbara., Turkanis, Carolyn Goodman., & Bartlett.

together by participating with community. And learning community comes to help by collaborative learning. Learning community offers learning, collaboration, cooperation, partnership, and respecting diversity.⁸⁴ An effective learning community can be identified by four key of successful professional learning communities: (1) have a challenging focus; (2) create productive relationship through trust; (3) collaborate for join benefit; and (4) engage in rigorous enquiry⁸⁵. In addition by Stoll, there are: (5) mutual trust; (6) respect; and (7) support among staff members⁸⁶.

The result of the research based on the protocols and the characteristics of learning community, LSB is organized to foster the members learning well. The attributes of learning community were almost being practiced in LSB. Of course, it is very important for LSB to pay attention in organizational management, and technical matters in the implementation of its programs. Nevertheless, LSB still needs to engage in rigorous enquiry more

⁸⁴ Sharan B Merriam, 'Defining Learning Communities', *Qualitative Research and Case Study Applications in Education*, May 2014, 2001, 27–43.

⁸⁵ Brodie.

⁸⁶ Stoll and others, VII.

and better to be an effective learning community to help the members foster in their learning.

According to Umam, investigating the contribution of WEC as learning community toward student learning is not significantly help the majority of college students to learn English grammar yet especially on non-ELT students.⁸⁷ Even so, the learning community on campus still continue to contribute to the development of students' language abilities and has an important role to help students foster in learning better.

⁸⁷ Umam.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the final part of the study. This chapter is divided into two parts: conclusion and suggestion. Each will be explained as follows:

A. Conclusion

Based on the data of the research result conducted in LSB of FITK of UIN Walisongo in the academic year of 2020, the researcher was going to draw conclusions about how is the learning community of LSB facilitates students speaking skill.

From the results of this study shows that as learning community, in facilitating students speaking skill by it programs, LSB offers: learning, collaboration, cooperation, partnership, and respecting diversity. The specific characteristics learning community were evident in LSB of UIN Walisongo; connecting learners by common purpose, values, goals, interest, and beliefs which collaborates in order to develop learning.

In carrying out the standard of learning components, LSB uses its own curriculum design. Based on existing content, tutors use textbooks adapted explicitly to the material learned in the regular class. For the learning method, the tutors use various variations of teaching methods. To support learning, LSB use media and learning tools in the learning process on Weekly meeting program. The media and learning tools by LSB are print media such as textbook, audio media such as loudspeaker, mobile phone, white board, and games. In a learning evaluation, tutors do a little evaluation of students' learning achievements by giving a few questions before class ended. While for annual evaluations, LSB administrators hold the final exam.

B. Suggestion

In this subchapter presents suggestions or feedback which are relevant to the conclusions or research findings. A description of this suggestion contains the arguments or reasons from the researchers providing advice in this study. The best suggestion is a suggestion that seeks a solution of the problem that has been found. This suggestion can be both practical and theoretical.

Based on the conclusions above, the researcher suggests that learning inside the classroom and outside the classroom must be well integrated. Students need more learning. The main learning of students is in the classroom, while learning outside the classroom is as a

support for student learning. Therefore, between campus and LSB, if it is well integrated, it is possible to achieve maximum results.

Second, efforts in organizing professional learning at LSB are also very important. Learning must be connected with other forms of knowledge of best practice and research. In addition, collaboration in learning and support from the campus, Department of English Education, and FITK bureaucracy are very important. The need for a good facilitator is also very important in LSB. The facilitators need expertise and experience to plan and carry out effective tutors activities.

Third, online space. LSB should in the future immediately prepare carefully the online learning model. In today's digital era, online space is very important. Not only to respond to the Covid-19 pandemic, but to prepare for an update of the learning system in the 21st century that really needs digital technology to support the learning system.

Finally, this is an important suggestion, for the next researcher, need to conduct further work, as the research conducted by this researcher has still not been fully completed. Besides, since after this research was completed new problems emerged.

C. Implication for Further Research

This research can be said to be very far from perfect, but although a little, hopefully the results of this study can be taken the advantage of and used as a reference to be developed in a better research. Researcher is well aware that there are limitations in this research. Below are the limitations of this research:

1. Limitation of Time

To achieve maximum research requires a long time. However, due to limited time, researchers can only work on things that are needed. If calculated since the title of the research was received, the time needed for researchers to do this research is about two months. Since starting to look for supporting documents, libraries, observations, interviews and questionnaires. However, field research conducted by researchers is only about two months. In fact, to reach maximum results in research, it takes more time from data observations to field observations and all the processes needed in research.

2. Limitation of Place

This research was conducted at the *Lembaga* Studi Bahasa. Because the time of research is very limited, researchers are still lacking in elaborating places outside of LSB. In addition to LSB, the environment and other learning communities on campus also need to conduct similar research. This allows different results to be obtained if the research is conducted in different places.

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APPENDIX I

OBSERVATION SHEET

Observation date:

Action	Aspect	Description
Before class	Preparation	_
Class activity	Teaching method	
	Media used	
	Language used	
	Class interaction	
	Class management	
	Students activate	
After class	Learning evaluation	

APPENDIX II

INTERVIEW

Tutor's Interview Questions

Name:

Action	Question	Answer
Before class	How do you prepare learning materials?	
	Are you check on learners' mental or health?	
	How long you set time learning?	
	Is there coordination with other tutors?	
	Are there or curriculum that support teaching?	
Class activity	What kind of language you use?	
	What kind of teaching techniques you use?	
	What media you use in class?	
	What sources you use in class?	
	How is the class participation in learning process?	
	How do you manage your class?	
	Is there any problem when you interact with learners?	
After class	How do you evaluate for learning speaking process?	
	Are you give task of speaking activity based on members daily?	

APPENDIX II

INTERVIEW

Student's Interview Questions Name: department:

Action	Question	Answer
Before	What do you know about LSB? And what is	
class	your motivation for joining the program?	
	How do you prepare before class?	
	Are there special equipment that you prepared before class?	
Class activity	What method does the tutor use when studying? What do you think?	
	what media are used when studying? What do you think?	
	What sources did you use during the learning process in class?	
	Are you given the opportunity to be active in class?	
	Do you feel difficulties when interacting in class? What are the obstacles?	
	Is the study time given in class sufficient?	
class	Are you asking questions that you don't understand to the tutor?	
	Do you feel an improvement after joining the LSB program?	
	Does LSB contribute to your speaking?	
	Does the tutor play a role in improving your speaking?	
	Does the campus environment help in your speaking learning process?	

APPENDIX III

QUESTIONNAIRE

The questionnaire was made by Zakariya Ahmad, NIM: 133411118, a PBI student who was conducting thesis research.

This questionnaire is one of the research instruments of the thesis entitled "English Speaking Development Program in a Learning Community (a Study at LSB of UIN Walisongo". The questionnaire was distributed to active LSB members who took part in the "weekly" activity.

The questionnaire filling period starts on April 13-14, 2020.

The procedure for filling out the questionnaire:

- Respondents fill in their identities (personal data that has been filled will be guaranteed security).
- Respondents answered according to the circumstances experienced.
- Respondents choose the options that have been provided in the form of multiple choices (A= agree, DA= disagree, DN= do not know).

Further questions related to filling out this questionnaire can contact the researchers at 085 328 528 995

Additional: The researchers expressed their gratitude to all respondents who were willing to fill out this questionnaire.

Name	
NIM	
Department	
E-mail	

No.	statement	A	DA	DN
1	LSB clearly states its objectives, rules and			
	management structure.			
2	LSB opens a dialogue space to members.			
3	LSB management and members respect			
	each other.			
4	Good interaction between management			
	and LSB members.			
5	Tutors, administrators and LSB members			
	share knowledge.			
6	Learning English sub-speaking courses in			
	faculty regular classes is still lacking.			
7	Learning speaking at Weekly LSB is more			
	creative than learning in the faculty			
	regular classrooms.			
8	LSB helps improve speaking skills.			
9	The tutor presents the speaking material in			
9	the Weekly program thoroughly.			
10	Learning speaking in the LSB Weekly			
10	program has been effective.			
11	Learning to speak at LSB Weekly is fun.			
11	Learning to speak at LSB weekly is fun.			
12	The media used by tutors help the process			
	of learning speaking.			
13	The speaking learning method used by			
	LSB tutors is effective.			
14	LSB facilities and infrastructure support			
	speaking learning activities in the Weekly			
	program.			
15	The environment at LSB helps learning			
	speaking.			



Weekly meeting on February 22, 2020 with Ong Shi Jie from Malaysia and Hue Pham from Vietnam.



Tutor plays a game with members in Weekly meeting.



Weekly meeting on March 07, 2020



Togetherness in LSB on Language Village program

CURRICULUM VITAE

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- 1. SDN Karangmlati I, Demak
- 2. MTs. Mathali'ul Falah, Pati
- 3. MA Mathali'ul Falah, Pati
- B. Non-formal Education
 - 1. Pondok Pesantren Kulon Banon, Pati
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Semarang, 31 May 2020

The researcher,

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