



# Enhancing Students' Speaking Ability through Community Learning Method

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**Abstract.** This Classroom Action Research is motivated by the low learning ability of students and the lack of interest in learning English at SMK Ma'arif 1 Kebumen. Therefore, researchers conducted this study. Research conducted at SMK Ma'arif 1 Kebumen aims to find out and describe how the Community Learning Method can improve students' speaking skills. Data from both quantitative and qualitative sources were used in the research. This research was conducted at SMK Ma'arif 1 Kebumen involving teachers and class XII students. Classroom action research is sort of study, and it has two cycles. Planning, implementing, observing, and reflecting make up each cycle. From the first condition to the last condition there was an increase in student learning from students who were more active, dare to speak English, and the average pretest score was 77.60, and the posttest score was 81.25. In addition to collecting data through pre-test and post-test, researchers also conducted interviews with teachers and students during the learning process. From the results of interview tests conducted in cycle one, the teacher and students explained that students were still nervous and embarrassed to speak English. In the second cycle, there has been a lot of improvement of the results of the interview test concluding that students are starting to actively speak English, have confidence, and the process of learning English has increased. In this research the researchers succeeded in improving students' speaking skills by using this method.

**Keywords:** Enhance; speaking ability; community learning method.

## 1. Introduction

English is a widely used international language, making it incredibly important for communication [1]. Mastery of English is often a requirement for those who wish to work abroad. To study English, one must possess basic abilities in reading, writing, speaking, and listening - all of which are important language skills [2]-[3]. Reading English is particularly important for developing good conversational skills, which are necessary for effective English communication.

Nowadays, learning English has become essential at all levels of education, ranging from kindergarten to university [4]. While grammar and vocabulary are significant aspects of studying English, speaking is equally crucial. In order to comfortably express their thoughts in a foreign language class, students must have the ability to speak English confidently and eloquently [5], [6].

The teaching goals must be met in accordance with the fundamental competencies, which are referenced in the lesson plans and syllabus, for language learning to be effective. According to the learning objectives, students can master the material that is taught. There are a number of factors in the educational process that make education perfect. These factors include cognitive factors, affective factors, and also psychomotor factors [7]. In addition, students must also practice their language abilities in order to develop them. As a result, the goal of language learning in terms of language skills can be accomplished. The two receptive and productive language skills are further separated into the four language skills. A person's ability to decipher the meaning of discourse they see or hear is known as their receptive abilities [8]. Productive skills are also called active skills which means conveying information obtained by language users both in written and oral form [9].

Speaking has always been the hardest ability for students to master. Speaking ability is regarded as the most crucial language talent, ranking higher in a competitive environment than listening, reading,

and writing [10]. In each of these skill competencies, students must reach the minimum mastery target criteria for learning. The capacity to quickly assimilate information and language in real-time is just as important for speaking successfully as understanding of linguistic aspects. [11], [12]-[13]-[14]. Language skills have four components, namely: listening skill, speaking skill, reading skill, and writing skill [15]. The four skills are a part of the four competencies that are part of learning English.

The reality is that in the field, there are still skills that have not been developed. The skill that needs to be enhanced is speaking. Speaking skills are considered the most complex language skills. It must be considered in speaking include; intonation, pronunciation, and others [16]. There are things that need to be considered when speaking so that speaking skills are considered difficult. Learning English in the 2013 curriculum requires different materials for each KD set in the 2013 curriculum. These materials are divided into competencies as stated in the syllabus. One of the basic competencies (KD) that must be achieved in English lessons according to the 2013 curriculum for grade XII SMK students is speaking ability.

This research is based on observation in the field that the speaking competence of class XII AP A, SMK Ma'arif 1 Kebumen is low compared to other classes. This can be seen in the less completeness of students, namely 35% of students, the rest of the students have speaking scores below 78. This fact is caused by several obstacles that come from teachers and students.

The researchers find the obstacles that came from the students were (1) The students' activeness in learning to speak was still lacking, namely, only 30% of the students were active during learning; (2) students who are all female students are less interested in speaking in English. The problem above is the most dominant in learning, namely the lack of student activity. In addition, Students are less engaged in engaging in the learning process when the teacher uses a less diversified or boring learning paradigm.

Active learning involves teaching and learning methods that engage students both intellectually and emotionally, allowing them to take an active role in their own learning process [17]. So, the learning process will run effectively if students show their activity. Learning ability is characterized by optimal involvement, both intellectually, emotionally, and physically. Students can be said to be active if they are optimally involved in both emotional and action thoughts during learning.

In order for the activeness of students to be seen, a certain method is required in learning. When the environment offers a conducive setting for the growth of that activity, the inherent tendencies of the students can develop in a beneficial way. Using a captivating learning paradigm is one technique to address the issues with pupils' speaking abilities. Students may become interested in learning to speak if the teaching method is engaging. Using the community learning method, one of the intriguing learning approaches. Many methods, concepts, and learning settings have all been referred to as "learning communities" [18]. Community Learning Method is a suitable method to be used for students who like to play such as vocational school children, most of whom do not like learning that is too serious [19]. They prefer learning with varied and relaxed methods, so that they can understand the learning material presented easily. The concept of learning communities revolves around a shared vision where faculty, students, and sometimes even administrative staff and the broader community work together in a cooperative manner to achieve important academic objectives. The environment within these communities is characterized by a reduced emphasis on competition, if not entirely absent [18].

To overcome this problem, the researchers used community learning methods to enhance the students' speaking skills. The things that distinguish this research from other studies are the methods and research subjects. Researchers use the community learning method, which in other studies uses a different method. In this study, the researchers took research subjects from students majoring in hospitality, in which the department required speaking skills to support students when they entered the world of work. Based on the descriptions above, the title of this research is "Enhancing students' speaking ability through Community Learning Method at the Twelfth-Grade Students of SMK Ma'arif 1 Kebumen in the Academic Year 2022/2023". As a result of this research, English teaching and learning will be more effective and efficient, which is why the study is significant for teachers. The study's findings will benefit students by improving their speaking skills and encouraging greater

participation in English-language learning. The findings of this research can be used by the reader as a resource.

## 2. Method

Action research is a specific type of applied research. Burns explains that the goal of action research is to enhance the effectiveness of social action through collaborating and cooperating with researchers, practitioners, and laypeople [20]. Its goal is to resolve a particular classroom issue or reach a conclusion locally. Offers the following qualities of action research as well: Action research is contextual, localized, and small-scale since it pinpoints and examines problems within a specific setting. It aims to change and advance the state of practice. It offers collaborative research by groups of co-workers, practitioners, and researchers, making it participatory. The gathering of information or data serves as the foundation for changes in practice by acting as the change's catalyst [21].

The aforementioned justifications presuppose that action research is a subset of study that tries to improve unsatisfactory aspects of teaching and learning. Finding difficulties in the area and then attempting to discover solutions to those problems can be done. Additionally, it highlights the importance of collaboration and participation to strengthen the action research process.

Collaborative methods were used in this study. Along with the teachers, the observer, and the students, the researchers conducted this study. This action research study was carried out using the following steps: identifying a problem, coming up with a potential solution, taking the action, and evaluating the result of the action. This study was carried out through class action research (CAR). The purpose of classroom action research (CAR) is to inform practice in a specific context. [22]. Cresswell indicated that it is necessary to identify the subject [23]. It is made up of people and organizations who will read the research study's information and perhaps find it useful. Researchers takes the research in SMK Ma'arif 1 Kebumen. In this school there are fifth majors such as: Teknik Kendaraan Ringan Otomotif (TKRO), Multimedia (MM), Teknik Elektronika Industri (TEI), Teknik Audio Video (TAV), and Perhotelan (AP). However, researchers took the research in the twelfth grade of Perhotelan A (XII AP A). It consists of all students are female. Totally there are 20 students.

### Instruments of the research

#### Observation

During the observation phase, the teacher and researchers observed what transpired in the classroom throughout the entire lesson, from start to finish. The researcher also pays attention to what happens in the classroom and tracks how his instruction affects students' speaking abilities. Observation is a crucial research technique in social sciences and also one of the most varied and multifaceted [24]-[25].

#### Interview

In this situation, the interviewer must undertake data collection while immediately interacting with or communicating with the interviewee. Nonetheless, it can be carried out electronically or face-to-face. For additional information, Syamsuddin noted that conducting interviews serves two purposes in qualitative research. [26]. It is clear that interviews can be used in conjunction with either an experimental or phenomenological research paradigm [27]. First, it serves as the primary method for gathering data, such as interview transcripts, and second, it serves as a supplementary method for methods like photography, document analysis, and participatory observation.

#### Test

A test, broadly speaking, is something that reveals someone's competence-incompetence, ability-inability, and place on a scale that includes factors like fail, pass, average, satisfactory, good, and excellent [28]. The researchers conducted a pre- and post-test to determine whether the classroom action research had an impact on the students' speaking abilities before acting on the study or putting it into practice. When test results are used in this formative way, more resources are made available to teachers and students to help improve instruction and learning to increase student accomplishment. [29]. Important assessment tools that aid in the direct and efficient evaluation of a course or lecture to enhance student learning include pre-test, post-test, and post-test-only designs [30].

## Documentation

The picture of the teaching and learning process was also taken as the actions were being implemented by the researcher using a cell phone. Throughout the procedure, the researcher took a lot of photos. The researcher, however, only chose a few distinct images to be included in the appendix. The events that took place during the actions were supported by documentation. Utilizing document analysis, a methodical qualitative research technique for thematic review documents, the subject of the items included in the final catalogue is categorized by theme [31].

From the research, the researchers were referred to the spiral model (Kemmis & McTaggart) [32]. The result in cycles is shown in Figure 1. This research was carried out in two cycles. There were two cycles and there were four steps in each cycle, namely planning, actions, observation, and reflection.

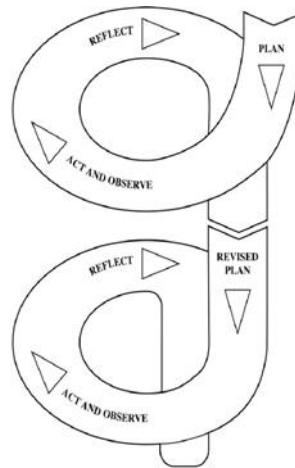


Figure 1. Cyclical Action Research Model by Kemmis and Mc.Tagart

## Data collection technique

In this research, there were both qualitative and quantitative types of data. The qualitative information gathered through teacher and student interviews. The interview data comprise the evaluator's presumptions, prejudices, and questions in addition to the respondent's actual statements. [33]. Qualitative research is frequently viewed with suspicion and is regarded as lightweight in quantitative circles because it uses small samples that might not be representative of the entire population, it is thought to be subjective, and the results are thought to be skewed by the researchers' personal experiences or opinions [34]. Leedy & Ormrod Williams describe the research methodology as the holistic steps a researcher employs in embarking on a research work [35]. The formula for calculating the test means is as follows:

$$X = \frac{\sum x}{N} \qquad Y = \frac{\sum y}{N}$$

Notes:

- X : Mean of pre-test scores
- Y : Mean of post-test scores
- N : Number of a subject
- $\sum x$  : The sum of pre-test scores
- $\sum y$  : The sum of post-test scores [36]

The instruments for collecting the data were field notes, observation sheets, a cell phone, and interview instructions served as the data collection tools. Researchers, teachers, and students participated in the observation to understand more about how instruction and learning take place in the

classroom. Using quantitative information gleaned from the teaching and learning process, pre-test and post-test results were compared.

### 3. Findings

Table 2. The result of students' speaking scores at the Twelfth Grade of AP A SMK Ma'arif 1 Kebumen

No	Name	Pre-test	Post-test
1	AAS	77	79
2	AHAS	77	81
3	AR	78	83
4	ATS	76	78
5	C	78	79
6	DC	79	82
7	IC	78	83
8	KS	76	79
9	LY	78	82
10	NKN	80	86
11	NML	78	80
12	PLA	77	81
13	RT	77	80
14	RNK	78	84
15	SNF	79	84
16	SSK	76	80
17	SEPP	78	83
18	SR	77	81
19	SPM	79	81
20	SDA	76	79
	Total	1552	1625
	The Main Score	77.60	81.25

#### Cycle I

Based on cycle 1, the researchers observed of learning process by pre-test and interview the teacher and the student. From the pre-test, the researchers got the result that many students got the lowest scores. Also, the interview exam revealed certain problems that cropped up during the teaching and learning process, such as students who were still reluctant to practice speaking English on their own. The researchers record the data they have gathered while conducting the interview test.

Meanwhile, all of their goals had not been met yet, but the researchers and teacher were nonetheless delighted with the progress made in improving pupils' speaking abilities. Through the use of the community learning technique, extra attempts were made to improve students' speaking abilities. This work was completed in Cycle II's following lesson plan.

Table 3. Pre-test

Pre-test	
Valid	20
Missing	0
Mean	77,6000
Std. Error of Mean	,25547
Std. Deviation	1,14248
Variance	1,305
Range	4,00
Minimum	76,00
Maximum	80,00

From figure 3, It displays the pre-test's average score., which is 77.60. From the mean score, the researchers conclude that the KKM score is still the lowest. So that the average value becomes a benchmark for student development, researchers should continue cycle 2.

Table 4. Validity pre-test score

		<b>Pre-test</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76,00	4	20,0	20,0	20,0
	77,00	5	25,0	25,0	45,0
	78,00	7	35,0	35,0	80,0
	79,00	3	15,0	15,0	95,0
	80,00	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Based on the Table 4, the researchers showed the data about the pre-test was valid.

## Cycle II

The researchers modified the lesson plan utilized in the previous cycle after determining that the pupils' speaking skills were still below average. The second cycle's execution of the learning process is identical to the first cycle, although improvements have been made as a result of discussions between a researcher and an English teacher.

In Cycle II, the researchers also monitored the learning process by speaking with students, the English teacher, and administering a post-test to determine how well the action was put into practice. The researchers learned through the interviews and tests that the students were more engaged in speaking English, more self-assured, and that their speaking abilities had improved. The pupils found studying English to be enjoyable and interesting. It can be said that pupils' speaking abilities improved from the first cycle to the second cycle. The researcher opted to end the classroom action research after reaching the desired outcome because it had already been successful.

Table 5. Post-test

<b>Post-test</b>	
Valid	20
Missing	0
Mean	81,2500
Std. Error of Mean	,46946
Std. Deviation	2,09950
Variance	4,408
Range	8,00
Minimum	78,00
Maximum	86,00

Based on Table 5, it shows the mean score of the post-test, which is 81.25. From the mean score, the researchers conclude that the score was an increase from the KKM. So that the researchers decided the research had already been successful.

Table 6. Validity Post-test score

		<b>Post-test</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78,00	1	5,0	5,0	5,0
	79,00	4	20,0	20,0	25,0
	80,00	3	15,0	15,0	40,0
	81,00	4	20,0	20,0	60,0

82,00	2	10,0	10,0	70,0
83,00	3	15,0	15,0	85,0
84,00	2	10,0	10,0	95,0
86,00	1	5,0	5,0	100,0
Total	20	100,0	100,0	

Based on the Table 6, the researchers showed the data about the post-test was valid. The outcome indicated that the pupils' speaking skills had improved thanks to the community learning approach. The qualitative data revealed that during the first cycle, the majority of them only attended the class; nonetheless, they made few contributions, were still frightened about speaking English, and were unwilling to practice on their own initiative. The second cycle saw several students already engaged in the teaching and learning process and speaking more fluently. Also, the researcher utilized numerical information from the pupils' speaking grades.

### Observation Results

Changes were made to the SMK Ma'arif 1 Kebumen classroom action research once this study was put into practice. Based on data on the pre-test evaluation scores conducted in cycle 1, the class average was 77.60 with the highest score being 80 and the lowest score being 76. Of the 20 students, only half of the class scored above 78 (KKM). While the results of the evaluation in cycle 2 get different results. The class average was 81.25 with the highest score being 86 and the lowest score being 78. None of the students in the class in cycle 2 scored below the KKM.

The teaching and learning process is highlighted more by the students themselves, according to the findings of the teacher and student interviews conducted in cycle 1 of the study. Lack of activeness in class, most students are still shy to speak English and also nervous. Whereas in cycle 2, after applying the Community Learning Method, there were significant changes from students. Students became more active in class, dared to start speaking English, and were not nervous. And also, the researchers collected additional data from the documentation, interviews, tests, and teaching and learning processes.

## 4. Discussion

The researchers attempted to discuss the research findings in this part. The purpose of this study was to determine whether community learning may improve students' speaking abilities. On the post-test, community learning produces better results, and it helps the class not only get better at speaking, but also changes the attitudes of the students [37]. Both qualitative and quantitative data could be used to see the data. The students and the English teacher were interviewed as part of the data collection procedure, and the researchers also administered tests and recorded the teaching and learning processes. According to the first cycle, the majority of students only showed up to class, did not contribute much, and were still scared to speak English and did not want to practice voluntarily. Several students were already engaged in the teaching and learning process by the time the second cycle rolled around.

In terms of quantitative data, it was possible to discern from the speaking score table that their mean speaking score in the pre-test was 77.60 and their mean speaking score in the post-test was 81.25. The findings of the study suggested that the use of the community learning approach could improve the students' speaking abilities.

## 5. Conclusion

Based on the result of the study, it was concluded that through Enhancing students' speaking ability through Community Learning Method at the Twelfth-Grade Students of SMK Ma'arif 1 Kebumen in the Academic year 2022/2023. Quantitative research approaches focus on gathering and analyzing organized data that can be quantitatively represented in order to create precise and trustworthy measurements that enable statistical analysis [38]. The class average for cycle 1 was 77.60, based on the pre-test results, with the best score being 80 and the lowest being 76. Only half of the 20 students received a grade above 78 (KKM). The KKM value has been determined by the curriculum at school.

While the results of the evaluation in cycle 2 after the researchers gave the community learning method got different results. The class average was 81.25 from the post-test score with the highest score being 86 and the lowest score being 78. So, the average scores from the cycle 1 until cycle 2 increase 3.65 point and none of the students in the class scored below 78/KKM. There are many questions from the interview test that the researchers got the data to evaluate learning and teaching process. In strongly this research enhance the students' speaking ability implementation of community learning method.

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