

IMPLEMENTING SPEECH COMMUNITY STRATEGY TO ENHANCE STUDENTS' ENGLISH SPEAKING ABILITY

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Abstract:Implementing speech community strategy to enhance students English speaking ability. This classroom action research describes how the implementation of speech community strategy increases the students' English speaking ability. The research stages consist of planning, implementing, observing, evaluating and reflecting. The study indicates that the providing of speech community can increase English speaking ability at students of SMA Sekar Kemuning Islamic Boarding School Cirebon.

Keywords- Speech Community, Strategy, English speaking ability

INTRODUCTION

The life of human being wherever and whenever they live, they must absolutely do with communication. They can not live without communication. They need to communicate with each other in order to fulfil their needs. Certainly, communication needs a tool. The only tool that is used for communication is language. That is why, language plays an important role in their life.

By language, one of the most important achievements of human being in their historical civilization. It is through the language that they can communicate and interact one another and even disseminate their achievements and advancements in science, technology, economics, education, religion and culture as well to much wider world.

In todays world, English becomes an important language as it is used globally or internationally. The role of English is for global communication tool due to the globalization era. English is used widely and easily for it is called international language. English is the language of pop culture, of tourism, of markets, of the internet and trade (Nehemiah, 2009). Over half of various forms of personal communication written in

letters, short message service (SMS) and e-mail are also written in English. Due the widely use of English in the world society, the role and functions of English as a tool for communication and interaction are not doubted.

In 2,000 there were approximately 1,500 million speakers of English world wide, consisting of around 329 million first language (L1) speakers (mostly in inner circle countries), 430 million second language (L2) speakers, (outer circle countries) and about 75 million speakers of English as a foreign language in the countries of the expanding circle (Crystal, 2003). It is more over, proven that English speakers are increasing every year.

English has been pervasively studied in Indonesia since 1960s and it is officially regarded as the first foreign language to be studied in schools and university (Ratminingsih, 2012). English is also learned as a part of academic requirements in the school systems, or in preparation for travel or study in an English speaking country. English has played an important role in education as it is one of the school subject and a compulsory subject (Rachmayanti, 2008). According to the competency based curriculum which was issued by the Indonesian ministry of National Education reflects that the objective of teaching and learning English in Indonesia is to develop communicative competence and to enable the students to be able to communicate in English orally and writtenly (BSNP, 2006). Thus, it can generally be understood that the goal of teaching and learning English is to enable the students to be able to communicate and interact with other people in the global society. Most students feel that being able to communicate orally is an important goal in a foreign language learning (Graham, 2007).

English is taught from elementary to University level in Indonesia, has to be mastered by those who study to be going to apply for a job. Unfortunately, some students have problems to master English. Problems in learning English are also experienced by the students of SMA Sekar Kemuning Islamic Boarding School Cirebon. The problems have relation with the mastery of four skills of language, i.e., listening, speaking, reading and writing. More particularly, the students of SMA Sekar Kemuning Islamic Boarding School have low in English speaking.

From the result of the writers observation, discussion, and interview with teacher and the students of SMA Sekar Kemuning Islamic Boarding School. It was found that one of teaching and learning problems that should be critically improved is the students English speaking ability. The problems were identified as follows: The students become very nervous and embarrassed when asked to speak English. They do not have self confidence and discourage to speak English. They are afraid of making grammatical

mistakes when they utter sentences in English. They admit that they are reluctant to speak English because of having no sufficient vocabularies. They are lack in motivation to practice English either with their English teacher or classmates. When the teacher asks questions, no body responds. They do not know how to communicate with each other. When the teacher asks them to practice with their friends, they tend to use Indonesian language or they just keep silent.

The problems faced by the students in teaching and learning English speaking because of the role of process of teaching and learning English speaking at school has not been emphasized yet with clear regulation. English teaching and learning activities in the classroom which seem to be monotonous. The teacher only explains the subject and asks the students to do the exercises provided on the students work sheet, while the students are only noting to the teacher explanation and do what the teacher has instructed to them. In other words, students become too passive and lazy to speak English either inside or outside classroom (Zahroh, 2012). If the problems have explained above are neglected, certainly, they will have an impact on the lowering of the students ability in developing English speaking skill. The case can result in discreasing of education quality in Indonesia (Jalal, 2005).

There are a number of reasons why the students have problems/difficulties in English speaking, especially with the tasks of communication activities. Developing of English foreign language learners speaking performance relates not only to their linguistics and personality factors, but also to the types of classroom tasks provided by the teachers with regard to those thoughts (Widiati and Cahyono, 2006).

There are kinds of problems that English foreign language learners face in relation to speaking. In term of linguistics, the students feel that they do not have such adequate vocabulary and control of grammar, and when lack fluency when speaking in the class. Then in terms of personality problems, the learners/students have less encouragement or motivation (Nation and Newton, 2009). The teaching and learning English speaking in Indonesia is not as easy as to imagine. Problems always occur. Some of them are the errors made by the students in pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication (Cahyono and Widiati, 2006). Thus, it can generally be understood that the students difficulties in learning English speaking are not only because of they have low in motivation, low in self confidence, and bad self image in English speaking, but also they have high anxiety to speak English.

There are a number of ways in which teacher can help the students find English speaking easy. Firstly, teacher needs to match the tasks, he/she asks the students to perform

with their language level. This means ensuring that they have the minimum language they would need to perform such a task. Secondly, teacher needs to ensure that there is a purpose to the tasks, and the students are aware of this. Finally, teacher needs to assess the problems caused by the language they need, and the difficulties which the topic might create (Harmer, 2007). Teacher should also remember that students who are not used to speaking spontaneously need to be helped cultivate such habits. Teacher should not expect instant fluency and creativity, instead they should build up students confidence bit by bit, giving them restricted tasks first before prompting them to be more and more spontaneous later (Harmer, 2007). Thus, it can generally be understood that in order to the process of teaching and learning English speaking successfully, the teacher allows the students to do their tasks with using students language level.

In teaching and learning English speaking, the teacher should allow the students to learn with playing, asking, discussing, doing the meaningful something, and motivating them to become learning activity to be enjoyable experience. Learner wants to learn if learner sees learning as an enjoyable experience (Hutchinson & Walters, 1994). If the learners are asked to answer the questions, discussion, or observation, students brain will work better, so, the process of teaching and learning can be better too (Silberman, 1996). If the teacher asks questions to the students or order them to discuss the material which has just explained, it will be able to increase students evaluation score significantly.

In teaching and learning English speaking, teacher should always give motivation to the students and build up students self confidence. Krashen and Terrel (in Hadley, 1993:51) state in the affective filter. The hypothesis states that comprehensible input can have its effect on acquisition only when affective conditions are optimal: 1) The acquirer is motivated; 2) he/she has self confidence and a good self image; 3) his/her level anxiety is low. When learners are “put on the defensive”, the affective filter is high, and comprehensible input can not “get in”. Thus, it can generally be summarized that attitude on language acquisition is affective filter will filter what will be reserved or rejected from certain language. The closed filter, i.e. closed attitude to accept input, it will make smaller on language acquisition. On the contrary, the loose filter, i.e., opened and positive attitude to accept input, it will make bigger on language acquisition. So, the students who have opened and positive attitude will communicate and interact with other people with their trust and get input easily. The students who have certain motivation, have high self confidence and their anxiety is low, they will be more successful in learning speaking than who have low motivation, low self confidence, and high anxiety. Dereshiswsky (as quoted by Marwan, 2008:119) states that anxious learners may find it difficult to respond their

errors effectively. When feeling anxious, learners may find their study become less enjoyable.

In this relation, Harmer (as quoted by Syuryanto, 2011:68) states that there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all aspects of language at their command. They are rehearsal which is used to give them chance to rehearse outside the classroom. Feed back which is used to provide feed back for both teacher and students; and engagement which is used in accordance that good speaking activities can and should be highly motivating. Thus, if all of the students are motivated and participating fully and the teacher has to set up the activity properly, they will get tremendous satisfaction. In this case, Kay (2006) states that there are some principles for teaching English speaking as follows: The teacher should be a ware of differences between second language and foreign language learning contexts, the teacher should give students practice with both fluency and accuracy, and the teacher should provide opportunities for students to talk by using group work or pair work, limiting teacher talk.

To be successful in teaching speaking, Brown (2007) states that several classroom activities could be conducted, such as imitation (drilling), intensive speaking, responsive speech, transactional dialogue (exchanging specific information), interpersonal dialogue (maintaining social relationship) and extensive monologue (oral reports, summaries short speeches). Further more, Brown (2007) adds that there are the principles of designing such speaking teaching techniques are as follows: 1) The techniques could cover the students needs (language based focus on accuracy and message-based focus on interaction, meaning, and fluency); 2) The techniques are intrinsically motivating; 3) It encourages the use of authentic language in meaningful contexts; 4) It provides feed back and correction; 5) It capitalizes on the natural link between speaking and listening; 6) The students have opportunities to imitate oral communication; and 7) It develops the speaking strategies.

Cahyono and Widiati (2006) states that the focus of speaking teaching is on either training of speaking correctly (such as in pronunciation and grammatical structures) or encouraging students to speak fluently. The group activities are the most suggested concept to conduct in the teaching of speaking. A part from increasing the teachers role as a facilitator, the grouping may also improve the students motivation to participate in classrooms activities. According to Yanda (2012) states that debate is one of strategies to improve speaking skills. It deals with a form of discussion, but in an extent, it is a form of arguing ideas between pro and contras.

In this relation, Jones (as quoted by Eviyanti, 2008:56) states that speaking is a form of communication, so, it is important that you say is conveyed in the most effective way. How you something can be as important as what you say in getting your meaning across. It means that speaking activity doesn't tell about what will be spoken, but speaker has to explain about the goal of speaking, in order to the listener be able to understand the content of speaking. Speaking activity is take and give, it means, at the same moment, speaker gives ideas to the interlocutor and takes ideas from the interlocutor.

To make fluently in English speaking, it needs the capability of experience in the field of linguistics, semantics, and communicative aspects (Brumfit & Christopher, 1983). In a fact, however, a learner has mastered in grammatical rules and had sufficient vocabularies, but he/she is not able to speak correctly.

Based on the problems are faced by the students in learning English speaking, the researcher makes serious efforts to solve the problems through providing speech community to enhance students English speaking ability. Speech community is widely used by sociolinguistics to refer to a community based on language (Hudson, 1996). In the term of sociolinguistics, speech community is called linguistic community.

Gumpers (in Hudson, 1996:25) states that speech community as a social group which may be either monolingual or multilingual, held together by frequency of social interaction, patterns and set off from the surroundings areas by weakness in the lines of the communication. Linguistic community may consist of small groups bound together by face to face contact or may cover large regions, depending on the level of abstraction we wish to achieve. In this definition, then communities are defined partially through their relationships with other communities. Internally, a community must have a certain social cohesiveness; externally, its members must find themselves cut off from other communities in certain ways. Related to this, Bloomfield (in Wardhaugh, 1998:119) states that speech community is as a group of people who interact by means of speech. While according to Lyons (in Hudson, 1996:25) states that speech community is meant as all the people who use a given language (or dialect). Thus, it can generally be summarized that speech community is the community which the members have to be like in England. Every student in the group/in the classroom has to speak English, has to ask questions with English, and has to give feedback with English too. No body in the classroom speaks Indonesian. He/she is not permitted to use students language. He/she only use a target language, i.e., English.

In this relation, Chaer and Agustina (2005) state that speech community is a community which the members have to recognize at least one of language variations and norms of the language usage.

The implementing speech community be able to solve the students problems in English speaking in speech community, teacher can encourage the students to speak English. Brown (207) states that teacher is to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be. In speech community, among students, they helped each other, they give and took each other, they should be responsibility together, they learned to respect each other, and they learned to solve the problems together in the teacher guide.

Basically, speech community can be formed by having togetherness in linguistic codes in its aspects. For example: Sound system, syntax and semantic. There is no certain relation between linguistic equality with a member of speech community. By having mutual intelligibility, there will appear a social dimension of subjective psychology.

Based on the explanation above, the researcher would like to formulate the aim of this study is to find out how can the implementing speech community be applied to enhance students English speaking ability at the students of SMA Sekar Kemuning Islamic Boarding School Cirebon.

Relation to this, Farhan (2004) states that school should develop speech community with forming language activator, the activity of language activator, language discipline, language discipline transgressor. While according to Huriyah (2010) states that teacher should develop speech community with growing students positive attitude in language, motivating students to speak English, providing English activity to increase students language skills, language discipline, giving reward for students who did language discipline, and giving punishment for students who did language discipline transgressor.

Implementing speech community is begun with simple explanation about learning speaking with providing speech community. The teacher starts to shape learning group and divide the students into small group between three or four students. After small group has been shaped, teacher gives the different topic for every group. For example: The topic is about visiting to the Zoo, visiting to the national library, visiting to the museum, and so forth. Every group should choose one of the students in the group becomes a speaker, a secretary, and others become members of the group. The teacher will give a certain time for students to discuss the topic. After discussion, the student who becomes a speaker and his/her members will come forward to present the topic. Every student in the group should give feedback or answer questions if there are questions. The teacher will manage the

students have to speak English, ask questions with English, and give feedback with English too. No body in the classroom uses the students language. He/she has to use a target language, i.e., English. For the students who are active in the class, the teacher will give reward by saying good job for you. While for the students who are lazy and only keep silent, teacher will motivate them and encourage them to speak English until they like English. To measure students performance and presentation, teacher will use performance test. Performance test can be used to evaluate the students English speaking ability. Harries (1989) states that there are five components of the rating oral test scale, such as pronunciation, grammar, vocabulary, fluency and comprehension.

METHOD

This study was mainly intended to know the implementing speech community to enhance students English speaking ability. It was carried out in SMA Sekar Kemuning Islamic Boarding School Cirebon, West Java in the 2011/2012 Academic year for six mounts starting from July until December 2012 with the subject of the research consists of 30 students. This study used classroom action research with steps as follows: Planning of acting, Implementing of acting, observing, evaluating and reflecting (Wiriattmaja, 2007) in every cycle. Classroom Action Research is conducted by one or more individuals or groups for purpose of solving a problem or obtaining information in order to inform local practice (Fraenkel, 2006).

The role and position of the writer in this study is as a researcher and a main instrument. The researcher is also helped by two collaborators, i.e., Ustadz Yusuf and Ustadz A.Mujahid as English teacher at SMA Sekar Kemuning Islamic Boarding School. The data of the research are divided into two kinds, i.e., qualitative data and quantitative data. Qualitative data consist of descriptive and reflective data. The descriptive data consist of set of instruction, students activities in the class, providing speech community in English teaching and learning process, research journal and the students performance or presentation. The reflective data consist of a researcher interpretation about descriptive data. While quantitative data is students test score when they present the topic and their performance since the English teaching and learning process and also in the end of the first and second cycle. The source of data in the research consist of teachers, students performance, and the process of English teaching and learning.

The techniques are used by the researcher for collecting data consist of structured observation, instructional process, learning journal, and scoring project. The structured observation is used for observing the English teaching and learning process. While the

scoring project is used for measuring students performance or presentation in the class with concerning the students pronunciation, grammar, vocabulary, fluency and comprehension.

The techniques of analysis data consist of two techniques, i.e., qualitative and quantitative technique. The qualitative technique is used for interpreting of qualitative data. While quantitative technique is used for giving the score with statistical analysis technique (Nurgiantoro, dkk., 2004).

The step in planning of acting in this research is started by collecting problems in the process of teaching and learning with English teacher. Second, formulating the English course planning to solve the problems. Third, preparing a set of instruction involved a unit of instruction, English course planning, strategy /method/approach, material and preparing one of the best evaluation. Fourth, formulating structured observation and reflection. While the step for carrying out of acting is created by the teacher in the form of carrying out of English teaching and learning process that composed and collaborated by English teacher. Observation is done by the teacher on the students and teacher activity. The teacher activity in doing English teaching and learning process consists of applying a unit of instruction, English course planning, managing the classroom interaction between students and teacher or between teacher and students and providing speech community. The students activity that observed consists of how the students do their task in together work and have responsibility on their task, students presentation or performance with different topic. The students performance when they present the topic, ask questions, answer questions, and give feedback.

The evaluation step is done by the teacher to evaluate a set of instruction, teacher and students activity. A set of instruction consists of providing of a unit of instruction, English course planning, the instruments, material, strategy/method/ approach and evaluation instrument. The teacher activity in doing the process of English teaching and learning involved the application of a unit of instruction, English course planning, class management, interaction between students and teacher, and providing the speech community to enhance students English speaking ability. The students activity involved the activity how the students do their task in together work and have responsibility on their task, students presentation with different topic in English, students performance when they ask questions, answer questions, and give feedback. In the students presentation, teacher evaluates the students pronunciation, grammar, vocabulary, fluency and comprehension.

In the step of reflecting is done by the teacher is to reflect a process of instruction, students response on the providing speech community, material/topic, and teacher strategy/method/approach in teaching, and students basic competence and their skills that

have not been mastered. The students score indicator classically shows 70%. In the case, students are able to present the topic in English, ask questions, answer questions and give feedback with the score > 70.

FINDINGS AND DISCUSSIONS

Findings

The Data About Teacher Activity

In the step of opening the process of English teaching and learning, teacher has given apperception to the students before explaining the main material. But in this step, teacher has some weakness, for example: Teacher does not give motivation to the students. The students seem not to be ready to follow new material, so, they only just keep silent.

In the step of explanation of the main material, there are some weakness made by the teacher or students as follows: 1) Students only just keep silent without asking the questions; 2) Students have lack in English pronunciation and grammar when they present the topic, ask questions, answer questions, and give feedback; 3) Teacher does not make interaction between student actively; 5) Students anxiety is high to speak English; 6) Students motivation is low; 7) Students do not give feedback if there are questions; 8) Teacher does not give motivation to the students; 9) Teacher does not help the students who have problems in learning with their group. Some problems that have explained above, may be, the teacher does not know how speech community is very important to be applied in order to be able to enhance students English speaking ability.

In the step of closing activity, teacher does not give reflecting after process of English teaching and learning. In this step, teacher should make reflecting what has been understood and mastered by the students after presenting the topic. More particular, teacher should give test after finishing the instruction. Basically, reflection is very important element in the process of English teaching and learning. By reflecting, teacher knows about the weakness and the increase herself/himself at the moment of English teaching and learning process.

When teacher provides speech community, teacher should manage good time in the teaching and learning process. In this step, teacher seems not to be able to manage the time. The time is only used to instruct the students to do the task. Speech community needs good time management, because there are some activities that should be done by the students, for example: discussion, asking questions, answering questions, giving feedback and presentation.

The Data About Students Learning Activity

Students learning activity with providing speech community is the activity which is done by the students as follows: students do their task with their members in the group and work together. Students discuss the topic in the group, students present the topic with different topic. Students ask questions, answer questions and give feedback if there are questions. A student who becomes a speaker should help his/her members if they have problems in learning speaking in the group, and so forth.

In the classroom which the teacher provides speech community, students are active to concentrate on teacher command. Students use English for discussion and presentation, for interaction between teacher and students or between students and teacher. Teacher always motivates the students to speak English. No body in the classroom is permitted to use students language. All of students should use English as a means of communication and interaction between other students or teacher in the classroom.

In the aspect of asking questions, there are a few students ask questions and give feedback. Although students still have high anxiety and ashamed to ask questions with English. In the aspect of work together, students enjoy doing their task with togetherness. Between students have responsibility each other and ask questions with other students. But, in the aspect of discussion, students seem having low motivation and bad image to discuss the topic with English. Because discussion with English is a new material for students. Students do not habituate yet to do discussion with English. So, there are some students still use students language to do this activity.

The observation is focused in the providing speech community in the process of English teaching and learning with some activities as follows: Teacher divided students into small group between three until four students. Students discuss the topic in the group with their members and work together. Students give presentation with different topic. Students ask questions, answer questions and give feedback in English if there are questions. The situation and condition should be like orchestra. Every one in the classroom has to speak English. No one is permitted to use students language, only English that can be used in speech community as a target language.

From the result of observation since the process of English teaching and learning, students still have weakness in learning English speaking as follows: Students still have high anxiety and ashamed to speak English. Students still have low motivation in learning English speaking. Students still just only keep silent. But, in other aspect, students enjoy doing discussion with together work. Students like to give feedback if there are questions although their pronunciation is not well and ungrammatically, and so forth.

The Data About Researcher Team Journal

In the researcher team journal, there are some notes written by the researcher team as follows: First, at the first meeting of process of English speaking teaching and learning, teacher begins to open English speaking instruction with reading Surah Al-Fatihah. In this step, teacher orders the cheap of the class to read Surah Al-Fatihah loudly and the other students follow him together. In the next step, teacher gives apperception to the students before explaining new material. Apperception means that teacher ability to correlate the last material with new material.

Second, after giving apperception, teacher explains standard competency, basic competency, teaching and learning indicator, learning experience, learning material, and the next step, teacher will explain the material.

Third, in this step, teacher starts to divide the students into small group between three until four students. After small group has been made, teacher gives different topic for every group. For example: going to the Zoo, reading in the library, going to the museum, and so forth. Teacher orders the group to choose one of the students in the group to become a speaker, a secretary, and other students become members of the group. Teacher orders students to discuss the topic that helped by a speaker of the group. Teacher asks for the students to use a target language, i.e., English when they do discussion, a speaker and members of the group give presentation in front of the classroom. Every one in the group should have been responsibility to give feedback if there are questions. The other students have to ask questions for the group is presenting the topic. The teacher manages the class should be like orchestra that every students in the classroom uses the target language, i.e., English, students language cant be used.

Fourth, in this step teacher gives the same task for students, i.e., to discuss the different topic in English, to give presentation, to ask questions, to answer questions, to give feedback if there are questions from other students.

Fifth, in this step teacher evaluates all of students performance in the end of the process of English speaking teaching and learning. The students performance that evaluated by the teacher consists of students pronunciation, grammar, vocabulary, fluency and students comprehension.

Sixth, the research team has provided speech community at the first cycle. Speech community be able to enhance students English speaking ability gradually. Students successful level in the first cycle until 13% for the whole of the elements that evaluated by the teacher. But, the score of students English speaking ability has not been achieved yet. The minimal standard score that has been determined by the researcher, i.e., 75. So, the

acting will be continued in the second cycle. The students successful level can be seen in the first table as follows:

Table 1: Mean Score of Students Successful Level in English Speaking Ability in the First Cycle

No	Material	Mean Score of Students English Speaking Ability		Increasing of Mean Score for all of Elements
		Before Acting	First acting	
1	Pronunciation	65 (sufficient)	67 (sufficient)	2%
2	Grammar	66 (sufficient)	69 (sufficient)	3%
3	Vocabulary	70 (high)	72 (high)	2%
4	Fluency	67 (sufficient)	70 (high)	4%
5	Comprehension	71 (high)	73 (high)	2%
Total				13%

The Data of Students Feedback Information

The data of students feed back information according to the students since the process of English speaking and learning in he first cycle as follows: 1)The result of interview with some students showed that there are some students just keep silent because they do not understand to discuss the topic in English; 2) Some students have low interest to practice English speaking. In this case, some students are still doubt about his/her competency. So, they have bad image in learning English speaking; 3) There are some students only learn a point of topic and they give their task to the speaker of the group. They believe that a speaker be ale to do the task.

Reflecting

Based on the result of data analysis about observing activity, students feed back information, researcher team journal, interview with some students, and the result of the students evaluation in the end of the first cycle, there are some aspects can be corrected as follows: 1) In the process of English teaching and learning with providing speech community, students should have been good image, feel happy, and they should be active. No body in this class is permitted to keep silent; 2) The classroom management should be like orchestra. Every one has to speak English, ask questions, answer questions, make conversation, make interaction, and give feed back with English. No body in the class uses students language. Just English can be used for communication and interaction with each other 3) When the students give presentation, teacher should always pay attention to them to correct their pronunciation, grammar, vocabulary, fluency, and their comprehension and also teacher always give positive reinforcement and reward. By giving reward, the students

will be happy. When the students are happy, it is easy to motivate them to learn English speaking.

The Second Cycle

The procedure of English teaching and learning at the second cycle has the same procedure with the first cycle. In the second cycle, acting and observing are focused at the providing of speech community which teachers and students have to use English as a target language and as a means of communication and interaction. In this step, students language really cant be used. Every body or every one in the classroom has to use English to give presentation, to do discussion, to ask questions, to give feed back and so forth.

In the second cycle, the research does correctness acting, i.e., by giving different topic to the students one week before the next meeting. By giving the topic before meeting, the teacher hoped that students will give presentation easily and readily. The students have prepared by themselves about their pronunciation, grammar, vocabulary, fluency and their comprehension about the topic in their house in order to the students will be more easier in presenting the topic with english.

In the other correctness acting, teacher does the correctness in the class management. More particular, teacher orders the students to take a part actively in the group which the group is discussing the topic and presenting the topic. Teacher also orders the students to increase their motivation to always practice English speaking in every moment and every place. It means that students hoped to have encouragement to ask questions, to answer questions and to give feedback in English with people in speech community.

The Data of Students Learning Activity

The activity of students learning at the second cycle has increased with providing speech community. It is because of the students have practiced and habituated learning with speech community. The activity of students in the process of English teaching and learning at the second cycle as the whole is good. The students are active in discussing the topic, active in giving feedback, active in asking questions, active in answering questions, and active in presenting the topic.

The Data of Research Journal

Based on the students learning activity, the researcher makes some conclusions as follows: 1) The teacher has carried out of English teaching and learning process with

providing speech community with successful level until 22% for the whole of the elements that evaluated by the teacher, i.e., pronunciation, grammar, vocabulary, fluency and students comprehension; 2) As the whole of the students are active in English teaching and learning with providing speech community. The students are active in discussing the topic, presenting the topic, giving feedback, asking the questions, answering the questions and so forth; 3) The students have good image, high motivation, high interest and low anxiety to speak English when they present the topic after discussing. The case can be seen that classroom is like orchestra. Every body in the class tries to discuss and speak English with other friends in speech community. The students successful level can be seen in the second table as follows:

Table 2: Mean Score of Students Successful Level in English Speaking Ability in the Second Cycle

No	Material	Mean Score of Students English Speaking Ability		Increasing of Mean Score for all of Elements
		First Acting	Second acting	
1	Pronunciation	67 (sufficient)	75 (high)	5%
2	Grammar	69 (sufficient)	75 (high)	5%
3	Vocabulary	72 (high)	76 (high)	4%
4	Fluency	70 (high)	75 (high)	5%
5	Comprehension	73 (high)	76 (high)	3%
Total				22%

From the second table can be seen that there are some increasing of students successful in learning English speaking until 22% for all of elements, i.e., 5% for pronunciation, 5% for grammar, 4% for vocabulary, 5% for fluency and 3% for students comprehension that evaluated by the teacher in the second cycle. We see that students have enjoyed and habituated learning English speaking in speech community.

Based on the result of the research can be concluded that application of speech community in the process of English teaching and learning, more particular, English speaking be able to enhance students English speaking ability. The process of speaking teaching and learning in speech community, students have high motivation, have self confidence and have encouragement to speak English, to discuss in English and to present the material in English. In this case, teacher always memories the students to be active, because of mastery of English speaking is students task. By knowing English and mastery of English speaking, the students can make interaction and communication with other people, not only in their school, but also in the world. Learning English speaking with

providing speech community, students enjoy doing their task with together work with their friends in the group. Students have high self confidence, to ask questions, to answer questions, and to give feed back in English.

In the application of speech community, the teacher needs to work hard. He/she prepares English course planning, carries out of the process of interaction in speech community and divides the students into small group, does observation, collects and analyzes the data, and makes evaluation and conclusion. If speech community is carried out by teacher correctly. It will give big contribution to the students knowledge in increasing students English speaking ability. In this case, the teacher has the role as facilitator, motivator, guidance, moderator, corrector, evaluator, and the source of learning for the students who have problem in learning English speaking.

The Data of Students Feedback Information

The data of students feedback information according to the students since the process of English speaking teaching and learning in the second cycle as follows: 1) The students have been active to do the task, to discuss the topic in English, to present the topic with English, to ask questions, to answer questions, and to give feedback in English if there are questions; 2) The process of English speaking teaching and learning with providing speech community, students are easy to be motivated until they like learning English speaking seriously. They like to ask questions if they have problem in comprehending the topic in English. The students interest in learning English speaking can be seen when they practice English speaking with their friends anthusiasly; 3) Students motivation becomes high until they like to discuss the topic in English as a whole, not only a part of the topic. Students realize that learning English speaking is a part of their task. So, they do not give their task to the speaker of the group, but they do their task by themselves seriously.

Discussions

Based on the result of the research has been explained in the previous discussion that there is increase of English speaking ability of the students of SMA Sekar Kemuning Islamic Boarding School Cirebon from the mean score of the first cycle is 12% becomes 22% in the second cycle for all of elements that evaluated by the teacher, i.e., pronunciation has increased until 5%, grammar has 5%, vocabulary has 4%, fluency has 5%, and the students comprehension on the topic has 3%.

The increase of the students English speaking ability appears at the process of English teaching and learning with providing speech community. The students are active to

discuss the topic in English with their friends in a group. The students are active to ask questions, to answer questions, to give feedback and to present the topic in front of the classroom.

The increase of students English speaking ability appears after teacher gave the topic for presentation one week before students performance in front of the classroom. This case is the same with the research result of Eviyanti (2008) about increase of the students French speaking competence after the students are given a key word before presenting the topic. The increase of the students English speaking ability has been researched by Farhan (2004). He states in his Dissertation that by providing speech community, students become active to use a target language, i.e., English for interaction and communication between students and teacher or between teacher and students at school. Farhan also adds that environment should be like in England. Every body /student should always speak English. No body is permitted to use students language.

The carrying out of the process of English teaching and learning at the first cycle has many weakness as follows: The students only just keep silent without asking the questions, students have low motivation, students have lack in English pronunciation, grammar, vocabulary, fluency and comprehension. Students anxiety is also high to speak English. This case is because of the students are not habituated learning English with providing speech community.

The activity of English teaching and learning in the second cycle can minimize the weakness in the first cycle. It can be considered by the existence of increase of the students English speaking ability. In the second cycle, teacher attention is more concentration at the providing speech community and the students activity. In this case, teacher always orders students to take a part actively in the group which the group is discussing and presenting the topic. The teacher also always orders the students to increase their motivation and have encouragement to ask questions, to answer questions, to give feedback with people in speech community.

Speech community has many advantages as follows: It is able to encourage the students interact with their friends in English. It makes the classroom is like orchestra. It motivates the students to do discussion the topic in English. The students can be easy to be motivated to do their task with together work. It is able to encourage the students to present the material in English, to ask questions, to answer questions, and to give feedback in English. It is also able to give opportunity to the students practice in English, and it makes students have big responsibility to do their task in group (Huriyah, 2010:127, Farhan,

2004). Speech community is community which its members use a language variation and language norms that should be suitable with the language usage (Chaer & Agustina, 2005).

Speaking skill is needed serious and simultan practices in conducive speech community and supported by sufficient facility, for example: reading books, newspaper, magazine, language laboratory and also audio visual aids. So, school should provide language activities that enable students become active to use the language and in the turn, students will use target language optimally (optimal users), more particular, speaking skill will be reached.

CONCLUSIONS AND SUGGESTION

Based on the research result and discussion in the previous explanation can be concluded that application of speech community qualitatively be able to increase students English speaking ability. The application of speech community is done by teacher be able to enhance students motivation and self confidence. The students have encouragement to speak English. Speech community also be able to minimize students anxiety, so, the sense of students anxiety become low. Speech community is provided by teacher be able to make the classroom is like orchestra. Every body in the classroom uses English for discussion, presentation, asking questions, answering questions, and giving feedback. No body in the classroom is permitted to use students language.

In the process of teaching and learning English speaking in the classroom with providing speech community, the teacher always motivates students to use a target language, i.e., English for interaction and communication, not only with teacher but also with their friends in the classroom. The students become active to do the task, to discuss the topic in English, to present the material with using power point in English, to ask questions, to answer questions, and to give feed back in English if there are questions. So, with providing speech community, students English speaking ability can be reached.

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