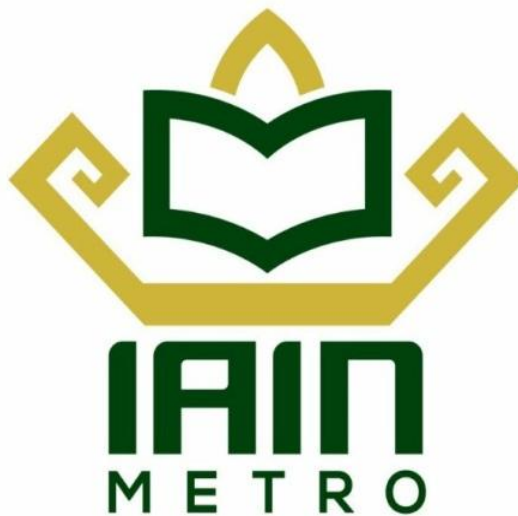


AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' SPEAKING ABILITY
BY USING SPEECH COMMUNITY STRATEGY
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**



By :

**WUNANG TEGUH WIJAYANTI
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

**IMPROVING THE STUDENTS' SPEAKING ABILITY
BY USING SPEECH COMMUNITY STRATEGY
AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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Title : IMPROVING THE STUDENTS' SPEAKING ABILITY BY
USING SPEECH COMMUNITY STRATEGY AT STATE
INSTITUTE FOR ISLAMIC STUDIES OF METRO IN THE
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

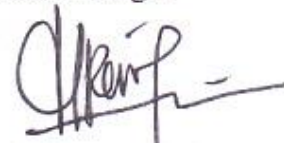
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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RATIFICATION PAGE

No.B- 0136/In-28-1/D/PP-00-9/01/2019

An Undergraduate thesis entitled: THE ENGLISH TEACHING FOR CHILDREN WITH HEARING IMPAIRMENT: A CASE STUDY OF ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASROOM ACTIVITIES AT THE EIGHTGH GRADERS OF SLB NEGERI METRO IN THE ACADEMIC YEAR OF 2018/2019, written by Ayu Agustiana Dewi, student number 14127767, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 21th 2018 at 10.00- 11.30 a.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner 1	: Ahmad Subhan Roza, M.Pd	(.....)
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The Dean of Tarbiyah and Teaching Training Faculty,

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ABSTRACT

IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING SPEECH COMMUNITY STRATEGY AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

BY :

WUNANG TEGUH WIJAYANTI

The purpose of this research is to show that use of speech community strategy toward the students' speaking ability. The students of State Institute for Islamic Studies of Metro have difficulties in speaking ability. This research is conducted to discuss how use speech community strategy toward improve the students' speaking ability in English.

This research is categorized to Classroom Action Research (CAR). In this research, the researcher conducts Classroom Action Research (CAR) which is done in two cycle. Each cycle consist of planning, acting, observing, and reflecting. The subject of this research is the student at third semester English Department in State Institute for Islamic Studies of Metro. I'm collecting data, the researcher used test, observation, and documentation.

The result of research showed that from two cycle, the average scores of students' speaking ability are (a) 63,33 in pre-test, and (b) 68,82 in post-test I as well as (c) 72,87 post-test II. The condition of the class was better. The students were more active in English learning process. It means that there was significant improve of speech community strategy on the students' speaking ability of third semester at State Institute for Islamic Studies of Metro. The conclusion that speech community strategy is one strategy that can be used to improve students' speaking ability.

Key words : *Speaking Ability, Speech Community Strategy, and Classroom Action Research*

ABSTRAK

PENINGKATAN KEMAMPUAN BERBICARA SISWA DENGAN MENGGUNAKAN STRATEGI KOMUNITAS BERBICARA DI INSTITUT AGAMA ISLAM NEGERI METRO

OLEH :

WUNANG TEGUH WIJAYANTI

Tujuan penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi komunitas berbicara terhadap kemampuan berbicara siswa. Para siswa di Institut Agama Islam Negeri Metro mempunyai banyak masalah dalam kemampuan berbicara. Penelitian dilakukan untuk mendiskusikan bagaimana pengaruh strategi komunitas berbicara terhadap kemampuan siswa dalam berbicara dalam bahasa Inggris.

Penelitian ini masuk dalam kategori Penelitian Tindakan Kelas. Penelitian ini menggunakan PTK (Penelitian Tindakan Kelas) yang terdiri dari 2 siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan dan pengevaluasian. Subjek penelitian ini adalah siswa semester III kelas D Pendidikan Bahasa Inggris Institut Agama Islam Negeri Metro, yang digunakan dalam pengumpulan data ialah tes, observasi, dan dokumentasi.

Hasil dari penelitian menunjukkan bahwa dari siklus nilai rata-rata dalam kemampuan berbicara siswa adalah (a) 63,33 di pre-test, dan (b) 68,82 di post-test I serta (c) 72,87 di post-test II. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa Inggris. Hal ini menunjukkan bahwa terdapat perbaikan yang signifikan dengan menggunakan teknik pengajaran strategi komunitas berbicara terhadap kemampuan berbicara siswa di Institut Agama Islam Negeri (IAIN) Metro. Kesimpulannya bahwa teknik pengajaran strategi komunitas berbicara adalah salah satu cara yang dapat digunakan untuk memperbaiki pemahaman siswa dalam berbicara bahasa Inggris.

Kata kunci : *Kemampuan Berbicara, Strategi Komunitas Berbicara, dan Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, October 2018
The writer



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ORISINALITAS PENELITIAN

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Program Studi : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Oktober 2018
Penulis



Wunang Teguh W.
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MOTTO

الَّذِي جَعَلَ لَكُمُ الْأَرْضَ مَهْدًا وَجَعَلَ لَكُمْ فِيهَا سُبُلًا
لَعَلَّكُمْ تَهْتَدُونَ ﴿١٠﴾

Who made the earth a resting-place for you, and placed roads for you therein, that haply ye may find your way. (Q.S.Az-Zukhruf:10)

DEDICATION PAGE

“I dedicate this undergraduate thesis to my beloved family who sincerely supports me and all of people in the world whom I love”

ACKNOWLEDGEMENT

Praise to Allah SWT, who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Peace and salutation upon to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This undergraduate thesis entitles “IMPROVING THE STUDENTS’ SPEAKING ABILITY BY USING SPEECH COMMUNITY STRATEGY AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR OF 2018/2019.” The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Department.

Regarding to the research, I would like to express my gratitude to:

1. Prof. Dr. Hj. Enizar, M.Ag as the Dean of IAIN Metro
2. DR. Hj. Akla, M.Pd as the Dekan of FTIK
3. Ahmad Subhan Roza, M.Pd as the head English Education Department for his patience, guidance and support, and to the sponsors,
4. Dr. Umi Yawisah, M.Hum as the first sponsor,
5. Syahreni Siregar, M.Hum as the second sponsor. May Allah SWT give them His better reward for their spending time to support and guide during the writing process of this research.
6. My beloved and my greatest Mother and Father (Mr. Teguh Waluyo and Mrs. Mukayah), May Allah bless all of you. I truly thankful for their everlasting

7. All of my best friends in English education department, Team of PPL, Team of KKN and Bachelor Class, who always motivate me and share idea, knowledge, and time; and to all who made this research possible.
8. My best cecepy “Vita Ariyani and Ayu Agustiana Dewi”, the kuntring girl “Aditya Agustin and Nina Desi Istiana” and Tiny Aulia Latifah that always motivate and help me.
9. My beloved brother, Ca Mukhlis that always help and support me.
10. My almamater IAIN Metro.

As human being, the researcher completely realizes that this research is nearly imperfect. The researcher do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research. Hopefully, this research can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, October 2018

The Writer,



WUNANG TEGUH W.
ST.N 14128027

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a part of communication that seems to have an important role in human life. It is considered as helpful thing in delivering ideas, discussing opinion with the others. It is also a set of rules, which is used as a tool in human communication. It is used to share ideas, feeling, believe, love, knowledge, culture etc.

As everybody knows language is as a mean to convey ideas, opinion, and feeling to the people in oral or written ways. Using language needs some skills, how the listener understands what the speakers says about word or sentences in each conversation. Language is “the system of sounds or words used by humans to express their thoughts and feelings”. Many factors influent in communication namely misunderstanding about language between speaker and listener in conversation, passive responds, unknown native language and target language in communication, lacking of vocabularies.

One of the languages which is often used in international communication is English. English becomes the dominant language around the world, and now more used English as an international language. In Indonesia, the use of English is very crucial. It is the first foreign language which is learned at school from kindergarten to university. It purposes to

prepare a generation who is ready to face globalization era where English is in the connecting language.

In Indonesia, English is considered as a foreign language. With this position it does not have social function as wide as a second language. English in an academic field is taught as a subject matter. By learning English the learners are hoped to be able to communicate about anything in English. A foreign language is not difficult for students who could communicate about anything and everything in the foreign language.

There are four skills of the language that must be mastered by language learners, they are listening, speaking, reading and writing. One of four skills is speaking, that is the basic in mastery language and communication.

Speaking is one of skills to be mastered by students in learning English. Speaking is to express the needs or request, information, service, etc. Speaking is hear easy. But, actually speaking is not only can be used communicate each other, but also for expressing ideas. In addition it can be used for interaction by vocabulary the speaking language. Students can express again by speaking fluently that is speaking ability.

In fact, most English teachers found difficulties in speaking ability there are one of the problems is that the students do not know how to communicate well even though they have that ability. On the other side there are many students are shy and afraid to speak English.

Based on the pre-survey in State Institute For Islamic Studies Metro held in October 2017, some problems were still found on the students ability in English, primarily in speaking. The students were lack of confidence when they practice their speaking English in the class orrally. Caused by lack of vocabularies. And also unperfect pronounciantion skill , they feel ashamed when they had to practice in front of the class, especially when they had to perform speaking individually. They usually refused even got and over each other directly when they were asked by the teacher to perform in front of the class, They have no self confidence to speaking English. The researcher held the pre-survey on March 25th 2018 at State Institute For Islamic Studies Metro, by using the test for knowing the score in speaking ability, the researcher got the result of the test and can be seen on the following table :

Table 1
The data of daily at the second semester students
of State Institute For Islamic Studies of Metro

No	Name	Score
1	AA	55
2	AAM	45
3	ACP	40
4	ARG	35
5	AS	55
6	DAP	65
7	DNA	75
8	EPP	55
9	FND	75
10	HW	40
11	HL	65
12	ITP	60
13	KM	45
14	LD	85
15	LBP	40
16	MKD	65

17	MTYS	50
18	MW	40
19	MP	40
20	MO	55
21	NA	35
22	NH	25
23	NK	50
24	NIS	60
25	NIS	45
26	PNP	60
27	RA	60
28	RI	60
29	SWP	50
30	SM	50
31	TW	45
32	TAN	45
33	YKS	40

Source : the lecturer of “speaking” subject, taken on March 25th, 2018.

Table 2
The result of students’ speaking ability score
at the second semester students of
State Institute For Islamic Studies of Metro

No	Score	Category	Frequency	Percentage
1	>70	Complete	3	09,09%
2	<70	Incomplete	30	90.91%
Total			33	100 %

Source : the document of “speaking” lecturer, taken on March 25th 2018

Related to the explanation above, the researcher would like to improve the students’ speaking ability. Because it can be seen at State Institute For Islamic Studies Metro, the students’ speaking ability score were

categorized incomplete, there were less students that have complete score, there were 3 students who passed and 30 students who failed. From 33 students, only 3 students or 09,09 % who completed the Standard Minimum Requirement (SMR) which the standard minimum requirement was 70 for speaking.

Based on the description above, the researcher would like to conduct a research entitled, “Improving The Students’ Speaking Ability By Using Speech Community Strategy at The Third Semester Of State Institute For Islamic Studies Metro.”

The researcher knows why they students lack of the speaking in the class. Because they need strategy to support them in speaking. Speech community is instruments which can help students to speak. Bloomfield defines that speech community is as a group of people who interact by means of speech.

B. Problem Identification

Based on the background of study above, the researcher identifies some problems as follows:

1. The students have low motivation to speak English.
2. The students are not able to express their idea.
3. The students have limited vocabulary.
4. The students are not fluently in speaking and unclear pronunciation.
5. The students are often embarrassed if they make mistake in speaking, so they are afraid to practice.

6. The students' speaking English ability score are incomplete.

C. Problem Limitation

From the identification above, the researcher focuses on classroom action research. So, the researcher limits the problem on the students are often embarrassed if they make mistake in speaking, so they are afraid to practice. The researcher wants to improve the students' confidence in speaking ability by using speech community strategy. So, the researcher would conduct the research intitle "Improving the Students' Speaking Ability by Using Speech Community at The Third Semester Students of State Institute for Islamic Studies Metro.

D. Problem Formulation

Based on the background of the study and problems identification above, the researcher formulates of the problem in this research as follow :

"Can the use of speech community strategy improve the students 'speaking ability and their learning activities at the third semester students of State Institute for Islamic Studies of Metro?"

E. Objectives and Benefits of the Study

1. Objective of the Study

In accordance with the problem formulation the objectives of the research is to improve the students' speaking ability and their learning activities by the using speech community strategy at the third semester of State Institute for Islamic Studies of Metro.

2. Benefit of the Study

The result of the research is projected to give essential contributions to English teaching. Specifically, the benefits for:

a. The Students

As a good motivation for students in learning English especially in speaking.

b. The Lecturers

As an information for speaking lecturer that uses speech community can be effective to teach speaking and solve the students' problems in speaking.

c. The Head of English Department

As a positive contribution to enrich the students' speaking ability by facilitating the English learning, especially speaking subject.

F. Prior Research

There has been that study that analyzes about improving the students' speaking ability by using speech community strategy. The first prior research, was conducted by Ulviana in 2011 entitled "Improving Students' Speaking Ability Through Communication Games At The First Grade of MTs Manaratul Islam Cilandak".¹ The study describes find out about communication games usage to improve students' speaking ability. The result of study showed the implementation of communication games toward students English learning especially speaking ability.

¹ Ulviana. "Improving Students' Speaking Ability Through Communication Games, A Thesis", (Jakarta: Departement of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University. 2011)

The second prior research was done by Rian Wulandari at 2014 entitled “Improving Students’ Speaking Ability Through Communicative Language Games at SMPN 1 Prambanan Grade VIII A in the Academic Year of 2013/2014”.² In her research, she describes the study about use of communicative language games to improve students’ speaking ability.

The third prior research was done by Huriyah at students of SMA Sekar Kemuning Islamic Boarding School Cirebon, 2015 on his journal International entitled “Implementing Speech Community Strategy To Enhance Students’ English Speaking Ability”. He discuss about speech community strategy in students’ English speaking ability, the result show that the study indicates to provide of speech community can improve English speaking ability.³

The fourth prior research was done by Changjuan Zhan at 2013 entitled “Speech Community and SLA”.⁴ In his research, he describes the study about speech community and SLA.

From the prior research above, the researcher can find the similarity and differences. This research has similarity with the research from Ulviana, Rian Wulandari and Huriyah, that is both of them discussed about improving students’ speaking ability. And the differences among these researcher above

² Rian Wulandari. “Improving Students’ Speaking Ability Through Communicative Language Games at SMPN 1 Prambanan Grade VIII A in the Academic Year of 2013/2014, A Thesis”, (Yogyakarta: English Education Department Faculty of Languages and Arts Yogyakarta State University.2014).

³ Huriyah. “Implementing Speech Community Strategy To Enhance Students’ English Speaking Ability”, *Indonesian EFL Journal, (Cirebon (Disertasi)*. (Jakarta: State University of Jakarta. 2010)

⁴ Changjuan Zhan. “Speech Community and SLA”, *Journal of Language Teaching and Research*, (Qingdao, Shandong, China: School of Foreign Languages, Qingdao University of Science and Technology. 2013)

are used in technique, the last research for strategy same with this research that is speech community strategy. The first research discuss about improving students' speaking ability with communication games. Objective of the second research is to describes the study of use communicative language games.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Ability

1. The Concept of Speaking

a. The Definition of Speaking

Speaking is the productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people can communicate with others directly or indirectly. It is like what Brown and Yule state that speaking expresses need-request, information, service, etc.

Meanwhile Scott Thornbury stated, "Speaking is so much a part of daily life that we take it for granted".⁵ Concisely, Speaking is one of the most important skill that should be mastered by the language learners beside reading, listening and writing.

In other words, Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. As we know that there are so many symbols of verbal communication, such as : speech volume, speech speed, language, grammar and vocabulary. Whereas, Non-verbal communication includes sounds, gestures, body movements, eye

⁵ Scott Thornbury, *How to Teach Speaking* Harlow, (United Kingdom : Pearson Education Limited, 2005), p.1.

contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures, and dress of an individual.⁶

Speaking is difficult, especially for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In addition, speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition. Speaking also included in four skills to teach English in to students. Therefore, in formal environment between teachers and students have to always interact to make communication. Because, in fact most of our daily communication remain interactional.

Regarding to Burns and Joyce, “speaking is defined as a interactive process of constructing meaning that involve producing, receiving information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.”⁷ It can be concluded that, to make the successful communication is the speakers should have any purposes of speaking and understand the meaning based the context.

⁶ Arifa Bunglowala, "Non Verbal Communication: An Integral Part Of Teaching Learning Process", (Bandung:International Journal of Research in Advent Technology), No 2321-9637/08 March 2015, p. 371.

⁷ Shiamaa Abd El Fattah Torky, "The Effectiveness of a Task-Based Instrument Program in Developing The English Language Speaking Skills of Secondary Stage Students", (Cairo:Ain Shams University), No. 1/2006, p. 30.

Based on the explanations above, it can be concluded that speaking included in one of difficult skill for students to learn. In addition, Speaking also is one of the most difficult aspects for students have to be mastered. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important components. The component is what aspect influencing how well people speak English.

b. Teaching Speaking

Writing, speaking and listening are communication skills that are important in all subject areas in the curriculum.⁸ Therefore, speaking is one of important skill that have to be mastered by all of students in schools. Automatically, to make students are able to communicate with other students, it needs a teaching activity that is guided by the teacher.

Brown stated that, in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever elusive meaning of language.⁹ Those are micro skills of oral communication. There are some teaching speaking by Brown, such as :

⁸ Trudy Wallace, et al, *Teaching speaking, listening and writing*, (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7.

⁹ H. Douglas Brown. *Teaching by Principles : An Interactive Approach to Language Pedagogy*. (San Fransisco: Addison Wesley Longman,Inc. 2001), p. 271.

- 1) Produce chunks of language of different length.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor the oral production and use various strategy devices- pause, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- 8) Use grammatical word classes(nouns, verbs, ect.) systems(e.g., tense, agreement, pluralization,) word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- 16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Teaching can be defined as “the action of a person who teaches; the profession of a teacher”, "teaching is imparting knowledge or skill".¹⁰ Also, teaching is the activity to guide and to facilitate learning that enabling the learner to learn, also to set the conditions for learning.¹¹ So, teaching refers to a professional skill of the teacher guides the students in the class that has principle purpose to make students can success in learning materials.

Nevertheless, the learners would be able to comprehend the speech any rate of delivery. Stress, rhytem and intonation. This is the most important highlight of English. The timed, important message is conveyed along with its intonation patterns. Intonation

¹⁰ Definitions of Teaching, taken in part from B. O. Smith's *Definition of Teaching* in http://www2.phy.ilstu.edu/pte/310content/teachlearn/teaching_learning.ppt, p. 2

¹¹ H. Douglas Brown, *Principles of Language Language Learning and Teaching*, (The United States of New York: Longman, 2000), 4th edition, p.7.

patterns supposed to be teach to know subtle sense conveyed by these. The last one is colloquial language. It makes sure the students are logically well introduced with the word and phareses.

c. Principles for Designing Speaking Techniques

Brown stated that, suggestion for some principles for designing speaking techniques as follow :

- 1) Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening
- 6) Give students opportunities to initiate oral communication
- 7) Encourage the development of speaking strategies.¹²

d. The Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

In workshops with teachers and in designing my own materials, I use

¹² H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Fransisco: Addison Wesley Longman,Inc. 2001), p.274

an expanded three-part version of Brown and Yule's framework : *talk as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.¹³

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the

¹³ Jack C. Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p. 21.

participants and how they interact socially with each other.

Examples of talk as transaction are:

- 1) Classroom group discussions and problem-solving activities
- 2) A class activity during which students design a poster
- 3) Discussing needed computer repairs with a technician
- 4) Discussing sightseeing plans with a hotel clerk or tour guide
- 5) Making a telephone call to obtain flight information
- 6) Asking someone for directions on the street
- 7) Buying something in a shop
- 8) Ordering food from a menu in a restaurant

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

- 1) Giving a class report about a school trip
- 2) Conducting a class debate
- 3) Giving a speech of welcome
- 4) Making a sales presentation
- 5) Giving a lecture ¹⁴

e. The Elements of Speaking

1) Pronunciation

According to Sari Luoma, "Pronunciation or more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation."¹⁵ To make our communication by interlocutor it is better for us to produce the words clearly, because pronunciation affects the interlocutor understanding in receiving the meaning of messages.

2) Grammar

Grammar is traditionally subdivided into two different but interrelated areas of study – morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.¹⁶ In other words Grammar is the one of language components, grammar is the

¹⁴ *Ibid.* p.22-27.

¹⁵ Sari Luoma, *Assesing Speaking*, (New york: Cambridge University), 2004, p.11

¹⁶ Andrew Radford, *An Introduction to English Sentence Structure*, (New York: Cambridge University Press, 2009), p. 1

rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone knows the real meaning of the sentences.

3) Vocabulary

The other component that is very crucial and it would show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. Regarding to "Kamil and Heibert, vocabulary can be generically defined as knowladge of words or word meaning. They stated that vocabulary learning is the basic of language and without vocabulary, one cannot learn any language; it is the knowledge of words." ¹⁷

4) Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. ¹⁸

¹⁷ Mohammad Reza Ahmadi, "Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy", (Penang: *International Journal of Learning & Development*), No. 6/November 2012, p. 187

¹⁸ Mohammad Kiani Harchegani, Reza Biria, Mohammad Ali Nadi. "The Effectiveness of Self-Directed-Learning Method In Speaking Skills to Iranian EFL Learners", *International Research Journal of Applied and Basic Science*, (Iran: Science Exploler Publications), Vol., 7(9), 565-575,2013, p.568.

5) Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one's understanding of language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what intended meaning of the speaker when he or she says something. Comprehension is also one of the components of speaking. Comprehension is the mind, active power of understanding exercise aimed at improving or testing one's. There are five components of speaking that must be given attention by the students if they want to speak well.

2. The Concept of Speaking Ability

a. The Definition of Speaking Ability

Speaking is one of the four skills that play a significant role in mastering English. The people learning speaking deal not only with their cognitive basis to learn the forms of language but also deal with some internal psychological materials that affect people in the learning process.

In addition, related to speaking ability, Tarigan states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado says that points out that speaking ability is described as the ability to report acts or situation, in

precise words, or the ability to converse or to express a sequence of ideas fluently.¹⁹

Communicating in English is indicated to be able to speak English fluently. It is reasonable because people know someone's ability in English based on his/her performance. Their oral performance in English indicates whether they have good ability in English or not. Moreover, Nunan as cited by Nanda Don Narius states that the ability to function in another language is generally characterized in terms of being able to speak that language. In other words, speaking ability is an instrument to measure whether someone has or does not have English proficiency as the foreign language.²⁰

From many definitions explained above, speaking ability is defined as the novice level students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context both in transactional and interactional purposes using correct pronunciation, grammar and vocabulary.

b. Kinds of Speaking Abilities

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.

¹⁹ Sri Endang Kusmaryati. *A Journal; Improving English Speaking Ability Through Classroom Discussion For Students' of MA NU Banat Kudus In The Academic Year 2008/2009*. (Jawa Tengah: Fakultas FKIP Universitas Muria Kudus, 2009, p.4.

²⁰ Nanda and Don Narius, "Improving The Student's Speaking Ability Through Western Song at Junior High School", (Universitas Negeri Padang: *Journal of English Language Teaching*), Vol. 1 No. 1/September 2012, Series B, p.1-2.

1) Imitative

Imitative is a very limited portion of classroom speaking time may legitimately be spent generating human 'tape recorder' speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

2) Intensive

Intensive is intensive speaking goes one step beyond imitative to include any speaking ability that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

Responsive is a good deal of student speech in the classroom is responsive short replies to teacher or student-initiated question or comment.

4) Transactional (dialogue)

Transactional (dialogue) is transactional language, carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

Interpersonal is the other form of conversation mentioned in the previous chapter was interpersonal dialogue.

6) Extensive (monologue)²¹

Extensive is students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries.

c. The Measurement of Speaking Ability

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking ability :

Table 3Indicators of Speaking Measurement²²

No	Criteria	Score	Explanation
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
		1	The students speak so little that so 'fluent' speech can be said to occur.

²¹ H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*. (San Fransisco: State University, 2001), p.270-273.

²² Cyril J. Weir. *Language Testing and Validation: An Evidence-Based Approach* (London: Palgrave Macmillan, 2005), p.195-196.

2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.

4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	Comprehension	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective can seldom develop an interaction.
		1	Understanding and interaction minimal

d. The Difficulties of Speaking Ability

According to Brown, suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, ect., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Ability Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and correlations. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh, um, well, you, you know, I mean, like,*

ect. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency is one of the teacher tasks in teaching spoken English.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as would be explained below.

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.²³

²³ Brown H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco : Addison Wesley Longman, Inc. 2001), p.270-271.

B. The Concept of Speech Community Strategy

1. Definition of Speech Community Strategy

Community is a group of people with a shared set of activities, practices, beliefs and social structure.²⁴

Speech community is instruments which can help students to speak. In the term of sociolinguistics, speech community is called linguistic community. Bloomfield defined that speech community is as a group of people who interact by means of speech.²⁵ While according to Lyons states that speech community is meant as all the people who use a given language (or dialect).²⁶

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 region, depending on the level of abstraction we wish to achieve. In this definition, the communities are defined partially through their relationships with other communities. Internally, a community must have a certain social cohesiveness; externally, its

²⁴ Definitions of Community, taken in part from H.M.C.D.Herath *Definition of Community* in <http://www.slideshare.net/mobile/s5750369s/chamari-speech-community-copy.ppt>, p. 3

²⁵ Huriyah. "Implementing Speech Community Strategy To Enhance Students' English Speaking Ability", *Indonesian EFL Journal, (Cirebon (Disertasi)*. (Jakarta: State University of Jakarta, 2010), p.155.

²⁶ *Ibid.* p.155.

members must find themselves cut off from other communities in certain ways.

Brown 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.

Relation to this, Farhan 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 states that in teaching English, teacher should develop speech community strategy with growing students positive attitude in language, motivating students to speak English, providing English activity to improve students language skills.

Based on the explanations above, it can be concluded that the researcher focus on implementing speech community strategy in English speaking in speech community strategy especially in teaching English, speech community strategy can be able to solve the students problems to speak English. Thus, it can generally be summarized that

speech community strategy is which the members or every student in the group / in the classroom has to speak English.

2. The Procedures of Speech Community Strategy

Implementing speech community strategy is begun with simple explanation about learning speaking with providing speech community strategy.

- a) The lecturer starts divide the students into same groups!
- b) Lecturer gave 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.
- c) The Lecturer would give a certain time for students to discuss the topic.
- d) After discussion, the student who becomes a speaker and his/her members would come forward to present the topic.
- e) Every student in the group should give feedback or answer questions if there are questions.
- f) The teacher would manage the students have to speak English.²⁷

3. Advantages and Disadvantages of Speech Community Strategy

a. Advantages of Speech Community Strategy

According to Huriyah, speech community strategy has many advantages as follows:

²⁷ *Ibid.*, p.156-157.

- a) It is able to encourage the students interact with their friends in English.
- b) It motivates the students to do discussion the topic in English.
- c) The students can be easy to be motivated to do their task with together work.
- d) It is able to encourage the students to present the material in English.
- e) 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.²⁸

b. Disadvantages of Speech Community Strategy

Huriyah states that disadvantages of Speech Community Strategy as follows:

- a) It needs good time management in the teaching and learning process.
- b) The students must become active to use a target language, i.e., English for interaction and communication between students and teacher or between teacher and students.
- c) No body is permitted to use students language.²⁹

C. Action Hypothesis

Based on the theoretical review above, the researcher formulates the hypothesis as follows: “By using speech community strategy it can

²⁸ *Ibid.* p.166.

²⁹ *Ibid.*, p.159,166.

improve the students' speaking ability and their learning activities at the third semester of State Institute for Islamic Studies of Metro”.

CHAPTER III

RESEARCH METHOD

A. The Variable and Operational Definition of Variable

1. The Variable of Research

The independent variable of the research is speech community strategy and the dependent variable of this research is students' speaking ability. Could be understood clearly include the sound, the stress and the intonation by the other people. The independent variable of this research was using small group work. This technique could be helping the students' speaking ability well.

2. The Operational Defenition of Variable

Operational definition is the definition of variable that identifies the observable indicator that would be used to determine the variables' attributes. According Raymond mark the definition an operational definition is tell us what activities or operations we need to perform to measure a concept or variable.³⁰ Meanwhile, variable is a concept, which means is a mental image that symbolizes an idea , an object, an event, or a person and so on.³¹

Based on the statement, the operational definition of variable in this reasearch are:

³⁰ Raymond Mark, *Research Made Simple : A Handbook for Social Workers*, (United States of Amerika: SAGE Publications Inc, 1996), p.26

³¹ Allen Rubin and Earl Babbie. *Essential Research Methods for Social Work*, (United States: Cengage Learning Empowerment Series, 2010), p. 124

a) The Independent Variable

According to Evelyn, independent variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable.³² The independent variable of the research is using small group work. The technique could be helping the students’ speaking ability well.

This variable would be measured by observation. To observe this variable the researcher would use observation sheet. The measurement of this variable is 1-4 score. The indicator of this variable are :

- a. The students were good respond to learning speaking using speech community strategy
- b. The students can be confidence of their selve to speak English.

b) Dependent Variable

Acording to Evelyn Hatch, dependent variable is the major variable that would measured in the research. Dependent variable is a variable that can improve by an independent variable.³³ The dependent variable of research is students’ speaking ability that focus on the students’ speaking ability. Could be understood clearly include the sound, the stress, and intonation by the other people.

To measure speaking ability of students, the researcher took speaking test by gave an oral question which consists of 5 questions in

³² Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Linguistic*, (U.S.A : Heinle Publisher, 1991),p.64

³³ *Ibid*, p.63

each student. It made a simple conversation between the researcher and the student as sample to know the mastering students' speaking ability.

The indicators of oral test in this variable are :

- a. The students were good in comprehension. For oral communication certainly required a subject to respond on speech as well as to initiated it.
- b. The students were good in vocabulary. They could not communicative effectively or express their ideas both oral and written form if they did not have sufficient vocabulary.
- c. The students were good in grammar it was needed for students to arranged a correct sentence in conversation.
- d. The students were good in pronunciation. Pronunciation was the way for students' to produce clearer language when they speak, how sounds varyand pattern in a language.
- e. The students were good in fluency. Fluency could be defined as the ability to speak fluently and accurately.

B. Research Setting

Related to the research subject, the researcher would conduct the research at third semester class D of State Institute For Islamic Studies Metro. The researcher would focus on the third semester class D. The researcher chose this class because most of students in the class have low skill and score in speaking ability.

C. Research Subject

The subject of this research are third semester class D students of State Institute For Islamic Studies of Metro. The researcher chooses one class as a sample research from classes which consist of 33 students as a object of the research because the average of English test in third semester class D was the lowest among the other and the researcher wanted to improve their skill and motivation in speaking ability.

The object of the research :

Class : D (Third Semester)

Male : 8

Female : 25

Total : 33

D. Research Procedure

In this research, the researcher would use classroom action research as the research methodology. According to Sagor, action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices, thus it is viable and realistic endeavor for alleducators.³⁴ It means that action research is the requires teachers to design a study in an area of interest that they would like to carry out in their classroom or schools.

³⁴ Katherine A.O'conner, H. Carol Greene and Patricia J. Anderson, "Action Research: A Toll for Improving Teacher Quality and Classroom Practice", *American Educational Research Association (AERA)*, (San Fransisco: CA, 2006), p.3.

McNiff states that action research is a name given to particular way of researching your own learning.³⁵ It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

Moreover, Donald Ary said that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice.³⁶ It means that action research is process in education where is the teacher not the usual thing that teacher do when thinking about teaching.

The researcher would use model developed by Kemmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential “moments” of planning, action, observing, and reflecting.³⁷

³⁵ McNiff Jean Whitehead, *Action Research : Principles and Practice, Second Edition*, (London: Sage Publication, 2002), p. 15

³⁶ Donald Ary, *Introduction to Research in Education, Eighth Edition*, (Canada: Nelson Education 2010), p. 514

³⁷ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York : Routledge, 2010) , p. 7 - 8

The action research spiral

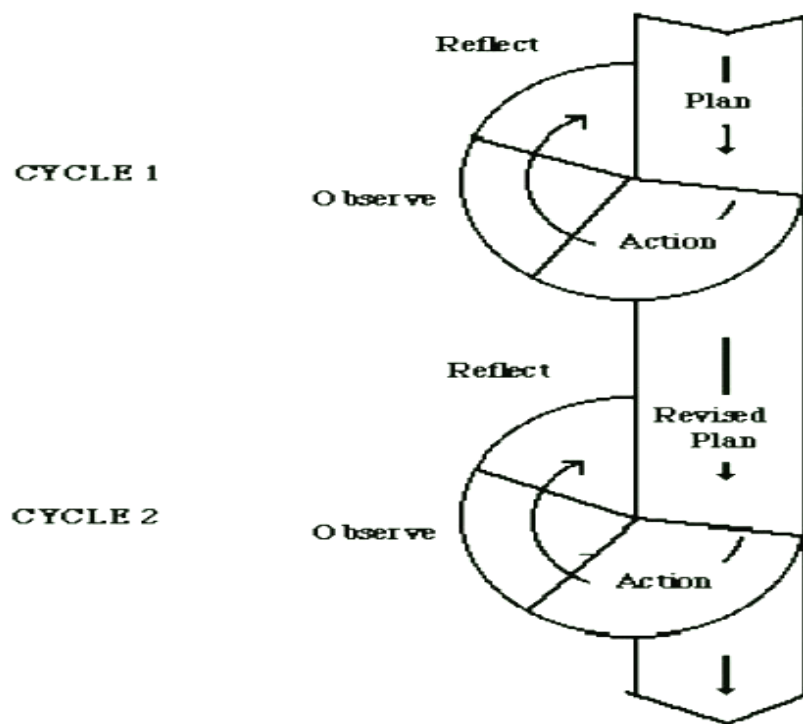


Figure 1. Illustration of the spiral model by Kemmis and McTaggart.³⁸

Those both scheme above mean that action research is problem solving that aims to bring change and improvement in practice. So, the researcher provide action plan to solve the problem in teaching and increasing the speaking ability by using speech community strategy.

The action research was conducted through two cycles; in which each cycle consisted of four steps as follow :

³⁸ *Ibid*, p.9

1. Cycle I

The first cycle in this classroom action research consist planning, acting, observating, and reflecting.

a. Planning

Planning is the first step of the research procedure. This activity cover the problem identification. This step is most important part in conducting action research as by knowing the problem the researcher and collabolator can find good solution to solve the problem. Researcher analyzed syllabus to know basic competency to be convey to students. The researcher prepare observation forms to observe the students activities in learning process.

b. Acting

The second step is acting. The researcher at first would conduct pretest, to know the student's speaking ability score. Secondly, the researcher teach speaking ability to students by using speech community strategy. While the learning processes the researcher would observe at the same time of the learning activity. At the end of this step, the researcher would conduct post-test, to know the result of the treatment.

c. Observing

The researcher would do an observation during teaching learning process. After the activities ended, the researcher would evaluate all the

activities to find out the improvement of the students' speaking ability by using speech community strategy.

d. Reflecting

Reflecting is the activity of evaluating critically about the progress or change of the students, class and also teacher. In this step, the researcher can observe whether the "acting" activity that produces any progress, what progress happen and also the positive and negatives.

Based on the data of observation, the researcher would reflect the activities in the first cycle. The result would use as the evaluation for the next treatment.

2. Cycle II

Cycle II would conduct in two meetings including one time for test in cycle II. The main activities are :

1) Planning

- a) Researcher would continue the activities that have done in the first cycle.
- b) Researcher improve the weakness in the first cycle.
- c) Researcher made planning again in the scenario earning process from the result of cycle I reflection.
- d) Action research would be repaire.

2) Acting

This activity is the scenario of learning process; it is based on the Speech Community Strategy in learning English especially in speaking ability. After giving pre-action, the student would give English materials by using Speech Community Strategy for five times of meeting. Each meeting spent 60 minutes.

The activity as follows:

- a) The teacher explained about speech community strategy use in learning process.
- b) The teacher explained the aim of study to be achieved.
- c) The teacher asking the student to make group consist 4 people in the group.
- d) The teacher explained the material about speaking ability using speech community.
- e) The student prepared the group and understanding intruction their teacher.
- f) The teacher gave question based on the speech community strategy.
- g) The student continued to studying until time is up.

3) Observing

The observation at the cycle II is almost the same with the observation at the cycle I. In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II.

4) Reflecting

In this step, the researcher would compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and the teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Method

To gain the data, some techniques would be applied during the research as follow :

1. Test

In the research, the researcher would give the students two tests, that is pre test and post test. The test is oral test and the testes are the students at the third semester of State Institute For Islamic Studies Metro. The tests would give information about students' achievement before and after the learning process. The speaking test would take from the exercise. In this test the students have to come in front of the class to show their speaking ability. The test would be devided into two parts as follows:

a. Pre-Test

The pre-test would give in the first meeting in order to find out the difference between the individual who have similar level. The pre-test employed in this research is in the form of speaking ability test. In order to know the students' speaking ability, the researcher employ oral task.

b. Post-Test

The post-test would give in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of post-test was higher than pre-test. This step would be done after the treatment to know using speech community strategy whether it was able to improve the students' speaking ability.

2. Observation

Observation was a kind of data collection method by observing directly to the object that examined such as the location and the teaching learning process of the school. In the observation, the researcher makes some notes and check-list to recheck the data. It means to know about the location sketch of State Institute For Islamic Studies of Metro and the process of students' learning activities in the classroom.

3. Documentation

During the process of the research, the researcher would collect some documents such as the total of students, teachers, school history and the condition of the school at State Institute For Islamic Studies of Metro. In this research, the researcher would use the data from the documentation as described.

F. Research Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately

understanding.³⁹ In this research, the research instrument would be designed by the researcher. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Farther more, the three kinds of instrument can be explained as a follow:

1. Item Test

The test is oral test which has some indicators as follows: the indicator of use speech community strategy is the students are able to memorize thier speaking task and they can use it in their speaking ability. The last, the indicator of students' speaking ability is the students can improve their performance based on their fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies.

2. Observation Guidance

- a) The students learning activity
- b) Teacher performance in the classroom

3. Documentation Guidance

- a) The history of the school
- b) The condition of teachers and official employee
- c) The condition of students
- d) Learning facilities
- e) Organization structure and
- f) Location sketch at State Institute For Islamic Studies of Metro.

³⁹ David Colton & Robert W. Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p. 5

- g) The researcher would use content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher uses content validity based on the syllabus and materials at the third semester of State Institute For Islamic Studies of Metro.

G. Data Analysis Technique

Data analysis would be conducted by taking the average of the pre test, and post test. To know students achievements after the actions is conduct and give test at the early and the last cycles. Furthermore to know the gain, the researcher would compare between pre test and post test. Then, the result is match by the minimum standard in this school at least 70. If from cycle 1 there are some studenst not successful, so the researcher would conduct cycle 2. The minimum cycle in CAR (Classroom Action Reseach) are two cycle, if from cycle 2 all of the students are successful, the cycle would stop until cycle 2 only.

The formula :

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} : Mean

Σ : Sum of

X : Raw score

N : The total number of subject⁴⁰

Furthermore, to know the result the researcher would compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the researcher would use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

H. Indicators of Success

To know the gain the data would be conducted in each test by taking the score of pre-test and post-test. After the result is suitable by the minimum standard of speaking ability in this class at least 75. This research would be success or finish if 70% of students got minimum score 75 and 70% of students active in learning process.

⁴⁰ Donald Ary, et all, *Intoduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 108-109

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description Of Research Setting

a. The History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only one the State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The

establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27,1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was

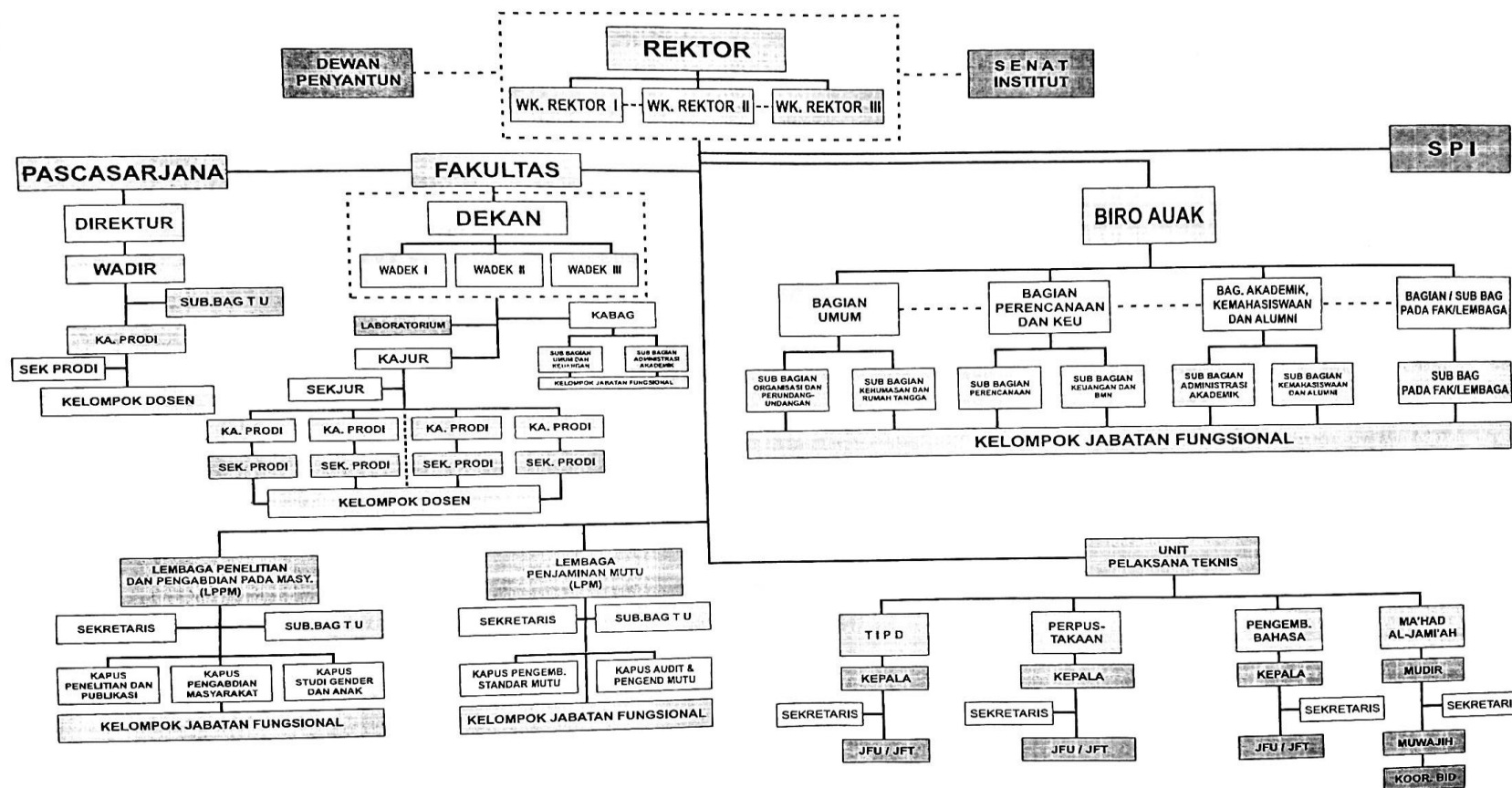
legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, IAIN Metro has four faculties namely tarbiya faculty, economy business faculty, syari'ah faculty and Islamic announcement and communication faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

b. The Structural Organization of IAIN Metro

The structural organization of State Institute for Islamic Studies of Metro in academic year 2017/2018 as follows:

Figure 2
The organization structure of IAIN Metro



Source: observation of state institute for islamic studies in academic year 2017/2018.

c. The Facilities of IAIN Metro

In order to support lectures and students, there are some facilities in state institute for Islamic studies of metro, namely; lectures room, computer laboratory unit and baitul mal wa tanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket ball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office.

d. The Condition of Lectures and Official Employers

The number of lectures and official employers at State Institute for Islamic Studies of Metro in academic year 2017 / 2018 are 152. Otherwise, there are 75 lectures non PNS and 19 honorary workers. Consequently, the whole staff of State Institute for Islamic Studies of Metro in academic year 2017 / 2018 is 246.

e. The Students in IAIN Metro

The total of the students in State Institute for Islamic Studies of Metro is 7440 students.

Table 4
Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1018
		Islamic education program (PAI)	1268
		Arabic education program (PBA)	401
		Islamic elementary	464

		school education program (PGMI)	
		Mathematic education program (TPM)	43
		Biology education program (TPB)	44
		Science social education program	39
		Islamic childhood education program (PIAUD)	146
2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
		Islamic accountant (AKS)	45
		Islamic economy program (Esy)	1179
		Pilgrimage management (MHU)	37
3	Syaria'ah Department	Islamic law program (AS)	422
		Islamic economy law program (HeSy)	708
		Islamic constitutional law (HTNI)	33
4	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	288
		Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

Source: observation on IAIN Metro in Academic year 2017/2018

2. English Education Study Program (TBI)

English education program (TBI) is one of strata 1 (S1) majors of Tarbiya faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic

Studies Of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies Of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English education study program (TBI has a vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are:

Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

- a. Building and developing humanist, democratic, and modern academic atmosphere.
- b. Growing the professionalism ethic through theoretical knowledge basic mastery.
- c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching process. Actually, it would be create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

3. Description of the Data

In this research, the researcher conducted the research in two cycles and each consist of planning, acting, observing and reflecting.

a. Action and Learning at Pre-Test

1. Pre-Test Activity

This meeting was conducted on September 19th 2018, this meeting for pre-test for 2x45 minutes before the students given the action. In this meeting the collaborator was being the observer and researcher was being the lecturer. This meeting was started by praying and greeting, checking the attendance list, asn asking the students condition after the researcher asked the students to answer the pre-test until finish. In this chance, the pre-test became the opening of the meeting. The pre-test was about speaking for Islamic speech with the topic telling story about your Islamic family and some students are very enjoy to do their test and others looked very annoying.

2. The Students' Pre-Test Result

Table 5
The pre-test score of speaking ability

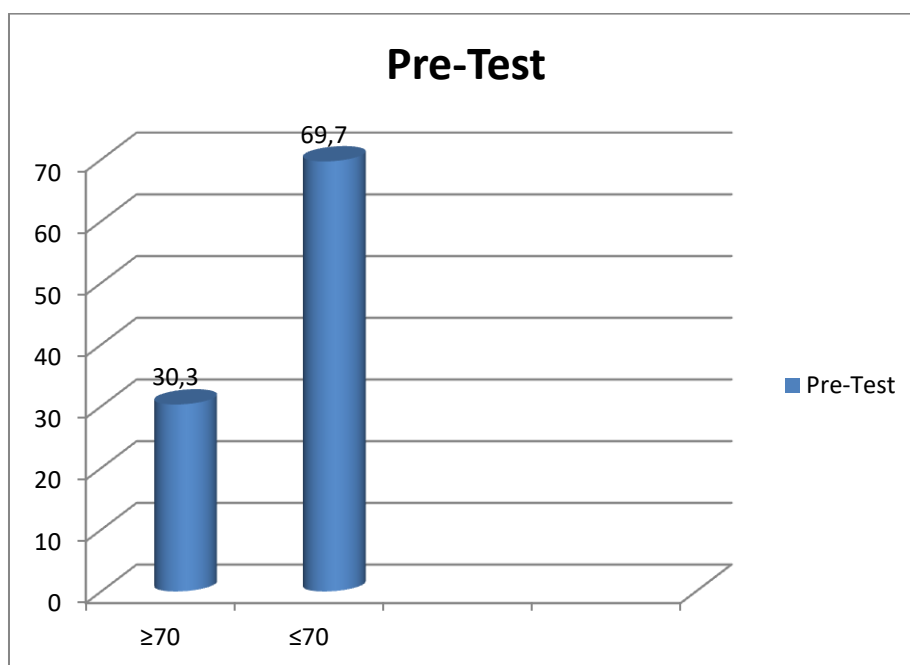
No	Name	Pre-Test	Category
1	AA	70	Complete
2	AAM	60	Incomplete
3	ACP	60	Incomplete
4	ARG	60	Incomplete
5	AS	60	Incomplete
6	DAP	65	Incomplete
7	DNA	65	Incomplete
8	EPP	60	Incomplete
9	FND	55	Incomplete
10	HW	75	Complete
11	HL	60	Incomplete
12	ITP	60	Incomplete
13	KM	60	Incomplete
14	LD	80	Complete
15	LBP	50	Incomplete
16	MAS	80	Complete
17	MKS	50	Incomplete
18	MW	70	Complete
19	MP	60	Incomplete
20	MO	60	Incomplete
21	NA	70	Complete
22	NH	65	Incomplete
23	NK	50	Incomplete
24	NIS	60	Incomplete
25	NIS	60	Incomplete
26	PNP	60	Incomplete
27	RA	70	Complete
28	RI	70	Complete
29	SWP	65	Incomplete
30	SM	65	Incomplete
31	TW	75	Complete
32	TAN	70	Complete
33	YKS	50	Incomplete
Total Score (Σx)		2090	
Average \bar{x}		63,33	

Table 6
Frequency of students' score in pre-test

No	Grade	Category	Frequency	Percentage
1.	≥ 70	Complete	10	30,30%
2.	< 70	Incomplete	23	69,70%
Total			33	100%

Source: The result of pre-test, taken on September 19th, 2018

Graphic 1
The result of the students' score on pre-test



From the result of pre-test, it can be seen that the highest score is 80 and the lowest score is 50. The average score of pre-test is 63,33. From the table 6, that were 23 students who got the below target of score (under the MSC) and 10 students got above score from the MSC. Than based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieved yet.

b. Cycle 1

1. Planning

Before the learning process began the researcher would like to discuss about, as follow :

- a. Preparing the material speaking for Islamic speech
- b. Preparing the lesson plan.
- c. To make the items that would be examined as the pre test and the post-test I in the cycle 1.
- d. Preparing speech community as a strategy that in the action learning.
- e. To make the observation sheet of the students activity 1.

The Minimum Standard Criteria(MSC) at State Insitute for Islamic Studies of Metro for English was 70. The lesson is speaking for Islamic speech especially. In this meeting, the students were expected by the researcher got specific information of the speaking for Islamic studies. In the first and second meeting, the researcher would explain about speaking for Islamic speech with give the topic and using speech community as a strategy. Therefore, in the last meeting, the researcher would evaluate test for the 33 students of third semester class D. The evaluation was about speaking ability.

2. Acting

The action in the cycle 1 consist of three meetings, one meeting for the action, and one meeting for the post test, there are :

1) The First Meeting

The first meeting was conducted on September 24th 2018 for 2x45 minutes. In this meeting, the collaborator was being the observer and the researcher was being the lecturer. The action as follow :

- a) The lecturer greeted and checked attendance list students.
- b) The lecturer gave the material that would be explained about speaking for Islamic speech.
- c) The lecturer starts divide the students into same groups.
- d) The lecturer gives the diffirent topic for every group.
- e) The lecturer would give a certain time for students to discuss the topic.
- f) Everyone of the groups should perform one by one with the topic that was given by lecturer.
- g) The lecturer closed meeting.

2) The Second Meeting

The second meeting was conducted on September 26th 2018 for 2x45 minutes. The result of the students' score in post-test I would be showed in the following table :

Table 7
The students post-test 1 score of speaking ability

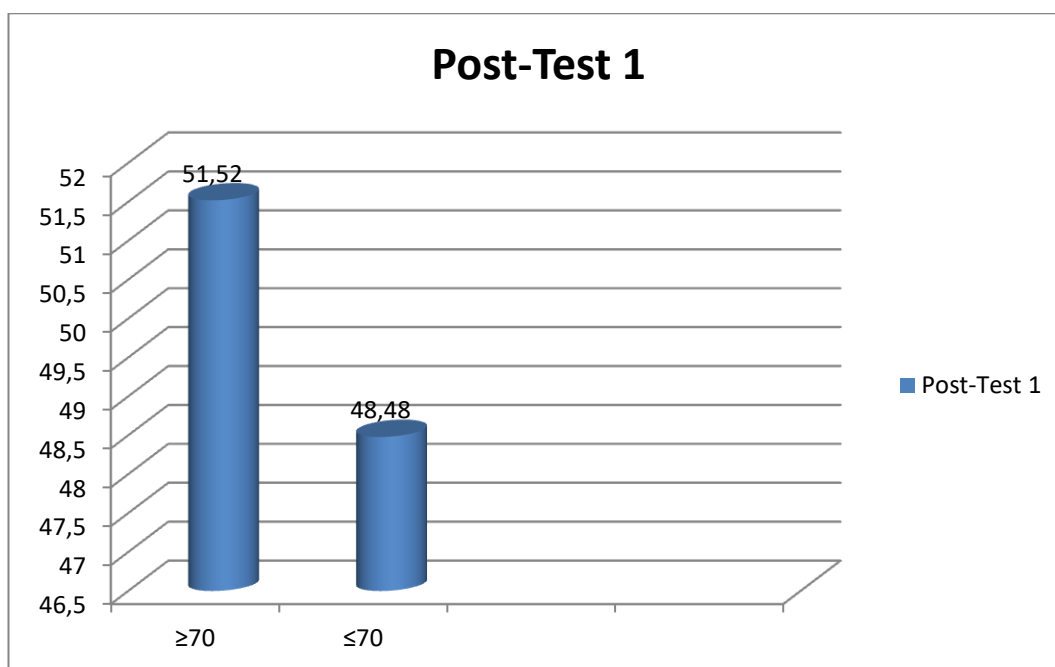
No	Name	Post-Test 1	Category
1	AA	70	Complete
2	AAM	70	Complete
3	ACP	60	Incomplete
4	ARG	60	Incomplete
5	AS	60	Incomplete
6	DAP	70	Complete
7	DNA	70	Complete
8	EPP	60	Incomplete
9	FND	60	Incomplete
10	HW	70	Complete
11	HL	50	Incomplete
12	ITP	60	Incomplete
13	KM	60	Incomplete
14	LD	80	Complete
15	LBP	70	Complete
16	MAS	80	Complete
17	MKS	60	Incomplete
18	MW	80	Complete
19	MP	60	Incomplete
20	MO	65	Incomplete
21	NA	75	Complete
22	NH	60	Incomplete
23	NK	65	Incomplete
24	NIS	65	Incomplete
25	NIS	70	Complete
26	PNP	70	Complete
27	RA	70	Complete
28	RI	70	Complete
29	SWP	60	Incomplete
30	SM	70	Complete
31	TW	80	Complete
32	TAN	75	Complete
33	YKS	60	Incomplete
Total Score (Σx)		2205	
Average \bar{x}		66,82	

Table 8
Frequency of students' score in post-test 1

No	Grade	Category	Frequency	Percentage
1.	≥ 70	Complete	17	51,52%
2.	< 70	Incomplete	16	48,48%
Total			33	100%

Source: The result of post-test 1, taken on September 26th, 2018

Graphic 2
The result of the students' score post-test 1



From the result of post-test 1, it can be seen that the highest score is 80 and the lowest score is 50. The average score of post test 1 is 66,82. From the graphic, that were 16 students who got the below target of score, and 17 students got score from standard criteria.

3. Observing

In the step, the researcher presented the material about speaking for Islamic speech with the some topic by using speech community strategy. The researcher gave the material and made the students enthusiasm. The material was given by funny situation so made the students interested with the material. There were also three indicators used to know the students' activities in learning process. The result score of students' learning activities observation, here are the explanations of it :

Table 9
The percentage of the students' activity

No	Students' Activity	Frequency	Percentage
1	Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	24	72,72%
2	While teaching a. Informing the objective of learning b. Explaining the material uses speech community strategy c. Guiding the students to follow the lesson	28	84,84%
3	Post-teaching a. Concluding the result of learning b. Class closing ability	30	90,90%

From the data above, it showed that 24 students (72,72%) prepare for the pre-teaching, 28 students (84,84%) paid attention to the while teaching, and the last were 30 students (90,90%) did the post teaching .

4. Reflecting

Based on the result of cycle I, it can be said that most of students got difficulty in speaking ability exactly in speaking for Islamic Speech by using speech community strategy, because the students do not understand about speech community strategy, even though the lecturer has guided the students to do the practice in front of the class. The result of cycle I, activities of students improve from the first meeting until second meeting. Score of the students improve from the average in the pre-test 63,33 and the average of post-test I 66,82. Although from the pre-test to post-test I have improve but it was not fulfill the Minimum Standard Criteria (MSC) at least 70% students must get ≥ 70 score in the post test of cycle I showed that only 17 students (51,52) who got score 70, and it can be said that it is not fulfill the Minimum Standard Criteria (MSC).

Table 10
The result score of students pre-test and post-test 1

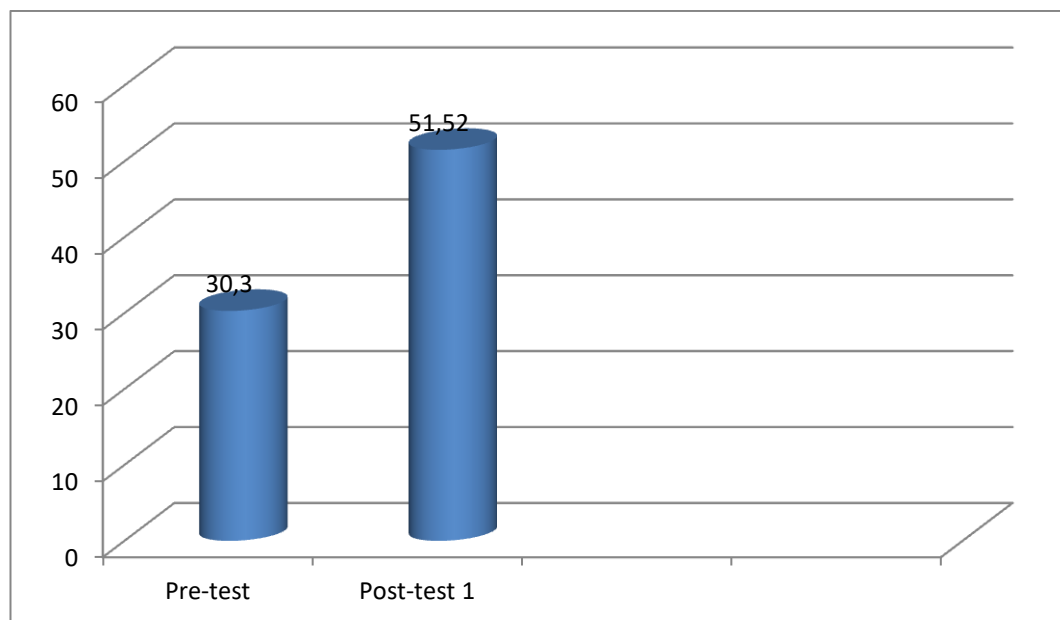
No	Name	Students' Result			Category
		Pre-Test	Post –Test 1	Improve	
1	AA	70	70	0	Constant
2	AAM	60	70	10	Improved
3	ACP	60	60	0	Constant
4	ARG	60	60	0	Constant
5	AS	60	60	0	Constant
6	DAP	65	70	5	Improved
7	DNA	65	70	5	Improved
8	EPP	60	60	0	Constant
9	FND	55	60	5	Improved
10	HW	75	70	5	Improved
11	HL	60	50	10	Improved
12	ITP	60	60	0	Constant
13	KM	60	60	0	Constant
14	LD	80	80	0	Constant
15	LBP	50	70	20	Improved
16	MAS	80	80	0	Constant
17	MKS	50	60	10	Improved
18	MW	70	80	10	Improved
19	MP	60	60	0	Constant
20	MO	60	65	5	Improved
21	NA	70	75	5	Improved
22	NH	65	60	5	Improved
23	NK	50	65	15	Improved
24	NIS	60	65	5	Improved
25	NIS	60	70	10	Improved
26	PNP	60	70	10	Improved
27	RA	70	70	0	Constant
28	RI	70	70	0	Constant
29	SWP	65	60	5	Improved
30	SM	65	70	5	Improved
31	TW	75	80	5	Improved
32	TAN	70	75	5	Improved
33	YKS	50	60	10	Improved
Total		2090	2205		
Average		63,33	66,82		

Source : The result of pre-test and post-test 1

Table 11
The comparison of completed of students' score on pre-test and post-test 1

No	Result	Category	Frequency	Percentage
1.	Pre-test	Completed	10	30,30%
2.	Post-test 1	Completed	17	51,52%
Total			27	81,82%

Graphic 3
The comparison of the completed of the students' score on pre-test and post-test 1



From the result of score completed on pre-test is 30,30 %, that were 10 students who got the category completed. In the result of score completed on post test 1 is 51,52 %, that were 17 students who got the category completed. It mean that, the target based on Minimum Standard Criteria (MSC) has not been achieved yet. So would be conduct to cycle II.

c. Cycle II

Cycle II also divided into four activities such as : planning, action, observation, reflection.

1. Planning

Based on the reflection that was conducted in the cycle I, the researcher and the collaborator made the planning of the action as follow :

- a. Preparing the material about speaking for islamic speech by using speech community strategy
- b. Preparing the lesson plan.
- c. Preparing the items that would be examined as the post-test in the end cycle.
- d. Preparing the speaking with any topics that would be used in the teaching and learning process.
- e. Preparing the observation sheet of the students' activity.

2. Acting

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting would be explained below:

1) The First Meeting

The first meeting was conducted on October 1st 2018, in this meeting was used as the pre-test for 2x45 minutes.

- a) The lecturer started by praying and greeting
 - b) The lecturer checking the students' attendance list
 - c) The lecturer gave the information about the subject that would be studied.
 - d) The lecturer gave the topic to speaking by speech community strategy
 - e) The lecturer asked students about the material that was given by lecturer and students perform it.
 - f) The lecturer and students made a conclusion about the material and closing the class.
- 2) The Second Meeting

The second meeting was conducted on October 3rd 2018.

The action that was conducted as follow :

- a) The teacher started by praying and greeting.
- b) The teacher checking the students' attendance list
- c) The teacher gave the information about the subject that would be studied
- d) The teacher reviewed the material about speaking for islamic speech by using speech community strategy
- e) The lecturer gave the topic to make speak up
- f) The students were asked to practice in front of their freinds
- g) The teacher and students made conclusion about the material and closing the class.

Table 12
The students post-test 2 score of speaking ability

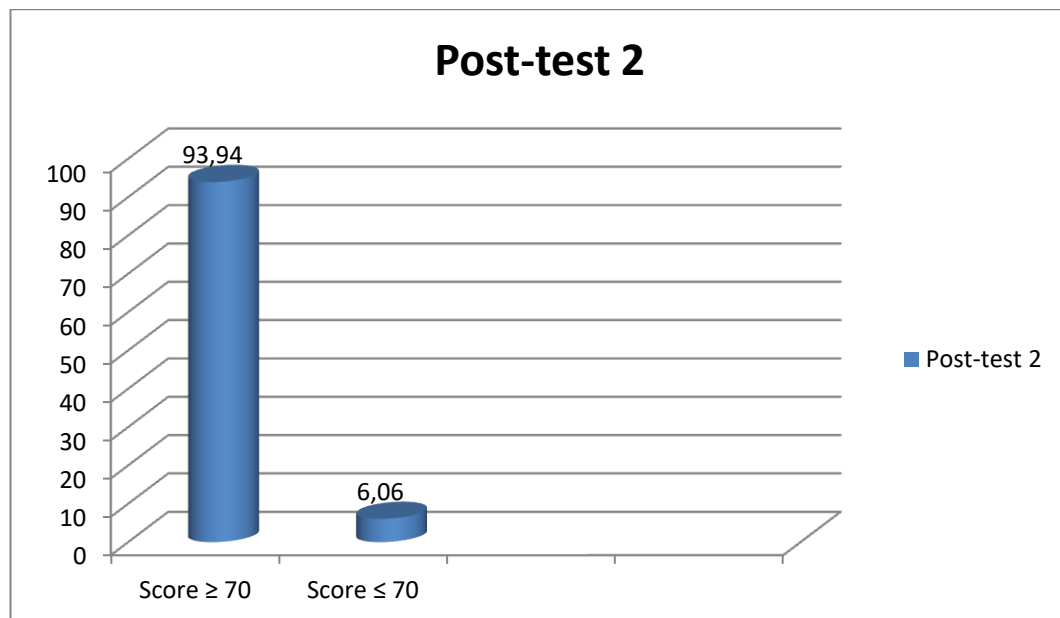
No	Name	Post Test 2	Category
1	AA	80	Complete
2	AAM	75	Complete
3	ACP	70	Complete
4	ARG	70	Complete
5	AS	70	Complete
6	DAP	75	Complete
7	DNA	70	Complete
8	EPP	70	Complete
9	FND	70	Complete
10	HW	75	Complete
11	HL	70	Complete
12	ITP	75	Complete
13	KM	70	Complete
14	LD	85	Complete
15	LBP	70	Complete
16	MAS	85	Complete
17	MKS	70	Complete
18	MW	80	Complete
19	MP	65	Incomplete
20	MO	70	Complete
21	NA	80	Complete
22	NH	70	Complete
23	NK	70	Complete
24	NIS	70	Complete
25	NIS	70	Complete
26	PNP	70	Complete
27	RA	75	Complete
28	RI	70	Complete
29	SWP	60	Incomplete
30	SM	75	Complete
31	TW	80	Complete
32	TAN	80	Complete
33	YKS	70	Complete
Total Score (Σx)		2405	
Average \bar{x}		72,87	

Table 13
Frequency of students' score in post-test 2

No	Grade	Category	Frequency	Percentage
1.	≥ 70	Complete	31	93,94%
2.	< 70	Incomplete	2	06,06%
Total			33	100%

Source: The result of post test II, taken on July 7th, 2018

Graphic 4
The result score of students on post-test 2



Based on the table above, it could be seen that the students' average score in post-test 2 was 72,87. The highest score was 85 and the lowest score was 60. According to minimum standard criteria 93,94% students passed the test. Most of the students could improve their speaking ability. It means that cycle II was successful.

3. Observing

In this step, the researcher presented the material about speaking for islamic speech by using speech community strategy. The lecturer gave the material and made the students enthusiasm. The material was given by funny situation so made the students interested with the material. There were also three indicators used to know the students' activities in learning process.

Table 14
The result score of students' learning activities observation

No	Students' Activity	Frequency	Percentage
1	Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	25	75,75%
2	While teaching a. Informing the objective of learning b. Explaining the material uses speech community strategy c. Guiding the students to follow the lesson	30	90,90%
3	Post-teaching a. Concluding the result of learning b. Class closing ability	33	100%

From the data above, it can be said that cycle II was improved, it showed that 25 students (75,75%) prepare for the pre-teaching, 30 students (90,90%) paid attention to the while teaching, and the last were 30 students

(100%) did the post teaching. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

Based on the result in cycle II, it can be inferred that the learning process has done well. It means that their speaking ability had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

4. Reflecting

Based on the observation of learning process in cycle II, it can be inferred that the result of cycle II is success. The researcher felt satisfied about the result of the research. It looked at $\geq 70\%$ students were active in the class. Beside it, 31 students passed the exam. It means that speaking ability on the students has developed.

Tabel 15
The Result Score of Students Post-test 1 and Post test 2

No	Name	Students' Result			Category
		Post-test 1	Post-test 2	Improve	
1	AA	70	80	10	Improved
2	AAM	70	75	5	Improved
3	ACP	60	70	10	Improved
4	ARG	60	70	10	Improved
5	AS	60	70	10	Improved
6	DAP	70	75	5	Improved
7	DNA	70	70	0	Constant
8	EPP	60	70	10	Improved
9	FND	60	70	10	Improved
10	HW	70	75	5	Improved
11	HL	50	70	20	Improved
12	ITP	60	75	15	Improved

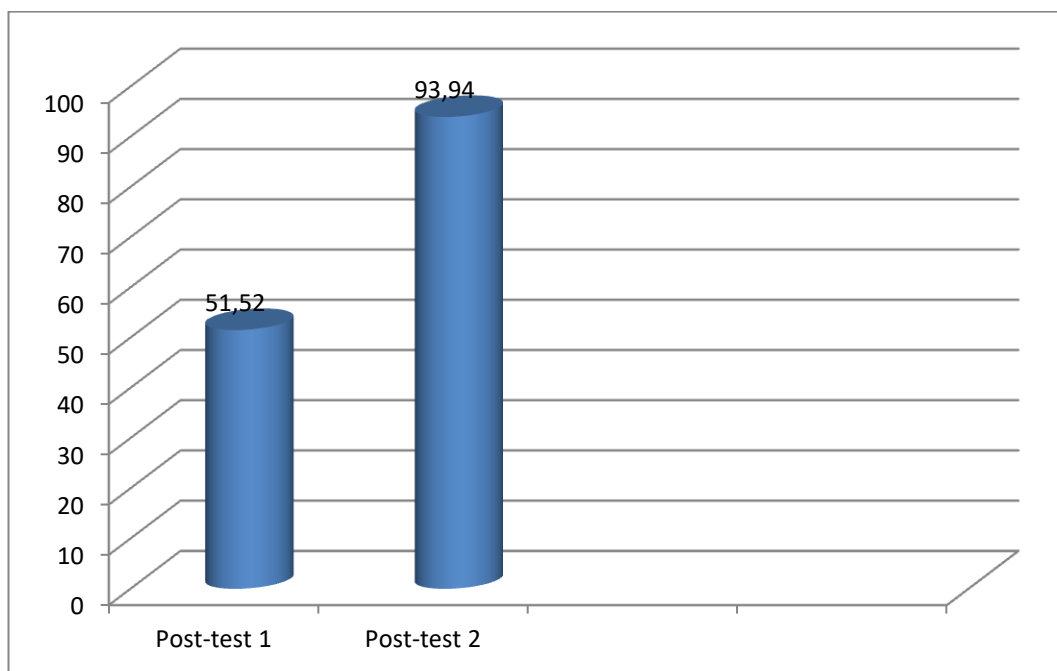
13	KM	60	70	10	Improved
14	LD	80	85	5	Improved
15	LBP	70	70	0	Constant
16	MAS	80	85	5	Improved
17	MKS	60	70	10	Improved
18	MW	80	80	0	Constant
19	MP	60	65	5	Improved
20	MO	65	70	5	Improved
21	NA	75	80	5	Improved
22	NH	60	70	10	Improved
23	NK	65	70	5	Improved
24	NIS	65	70	5	Improved
25	NIS	70	70	0	Constant
26	PNP	70	70	0	Constant
27	RA	70	75	5	Improved
28	RI	70	70	0	Constant
29	SWP	60	60	0	Constant
30	SM	70	75	5	Improved
31	TW	80	80	0	Constant
32	TAN	75	80	5	Improved
33	YKS	60	70	10	Improved
Total		2205	2405		
Average		66,82	72,87		

Source : The result of post test 1 and post test 2

Table 16
The comparison of completed of students' score on post-test 1
and post-test 2

No	Result	Category	Frequency	Percentage
1.	Post-test 1	Completed	17	51,52%
2.	Post-test 2	Completed	31	93,94%
Total			48	145,38%

Graphic 5
The comparison of the completed of students' score
at post-test 1 and post-test 2



From the data above, it can be said that cycle II was improved, the result of score completed on post-test 1 is 51,52 %, that were 17 students who got the category completed. In the result of score completed on post test 2 is 93,94%, that were 31 students who got the category completed.. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥ 70 %.

B. INTERPRETATION

During research process, the researcher observed that the students were interested in teaching and learning speaking ability. They were enthusiastic the learning process. The researcher assumes that teaching by using speech community strategy. By using speech community strategy easier because the students could practice how to speak, how to interact, and how to understand speaking ability more easily and effectively. So, it has proved that language games can be interesting media in learning speaking. Especially for the students at the third semester of IAIN Metro.

1. Interpretation the Result of Students' Score in Cycle I and Cycle II

The students score in speaking for islamic speech, congratulation from pre-test, post-test 1 to post-test 2 could be seen on the table below :

Table 17
Students' score at pre-test, post-test 1 and post-test 2

No	Name	Score			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	AA	70	70	80	Improved
2	AAM	60	70	75	Improved
3	ACP	60	60	70	Improved
4	ARG	60	60	70	Improved
5	AS	60	60	70	Improved
6	DAP	65	70	75	Improved
7	DNA	65	70	70	Improved
8	EPP	60	60	70	Improved
9	FND	55	60	70	Improved
10	HW	75	70	75	Improved
11	HL	60	50	70	Improved
12	ITP	60	60	75	Improved
13	KM	60	60	70	Improved

14	LD	80	80	85	Improved
15	LBP	50	70	70	Improved
16	MAS	80	80	85	Improved
17	MKS	50	60	70	Improved
18	MW	70	80	80	Improved
19	MP	60	60	65	Improved
20	MO	60	65	70	Improved
21	NA	70	75	80	Improved
22	NH	65	60	70	Improved
23	NK	50	65	70	Improved
24	NIS	60	65	70	Improved
25	NIS	60	70	70	Improved
26	PNP	60	70	70	Improved
27	RA	70	70	75	Improved
28	RI	70	70	70	Improved
29	SWP	65	60	60	Improved
30	SM	65	70	75	Improved
31	TW	75	80	80	Improved
32	TAN	70	75	80	Improved
33	YKS	50	60	70	Improved
Total Score		2090	2205	2405	
Average		63,33	66,82	72,87	

Graphic 6
The comparison of the average of students' score
at pre-test, post-test 1 and post-test 2

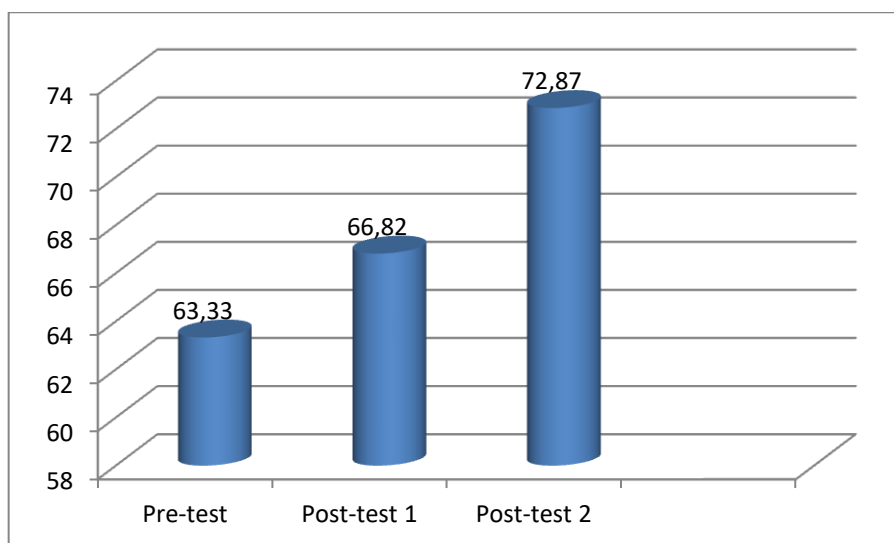
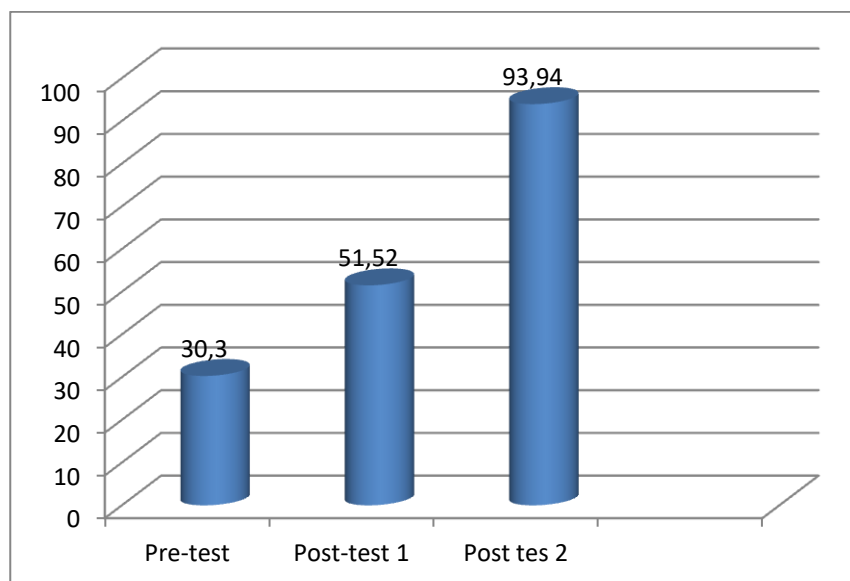


Table 18
The comparison of completed of students' score
on pre-test, post-test 1 and post-test 2

No	Result	Category	Frequency	Percentage
1.	Pre-test	Completed	10	30,30%
2.	Post-test 1	Completed	17	51,52%
3.	Post-test 2	Completed	31	93,94%
Total			58	175,76%

Based on the table above, it can be describe in the graph 6 as follow:

Graphic 7
The comparison of the Completed of the students' score
at pre test, post test 1 and post test 2



Based on the table and the graph above, in the cycle 1 from the pre-test to the post-test 1 have progress average score from 63,33 to 66,82. There is increasing about 3,49 point. Then from the cycle II have progress average score from 66,82 to 72,87 there is increasing about 6,05 point.

2. Interpretation the Result of Students' Learning Activities in Cycle I and Cycle II

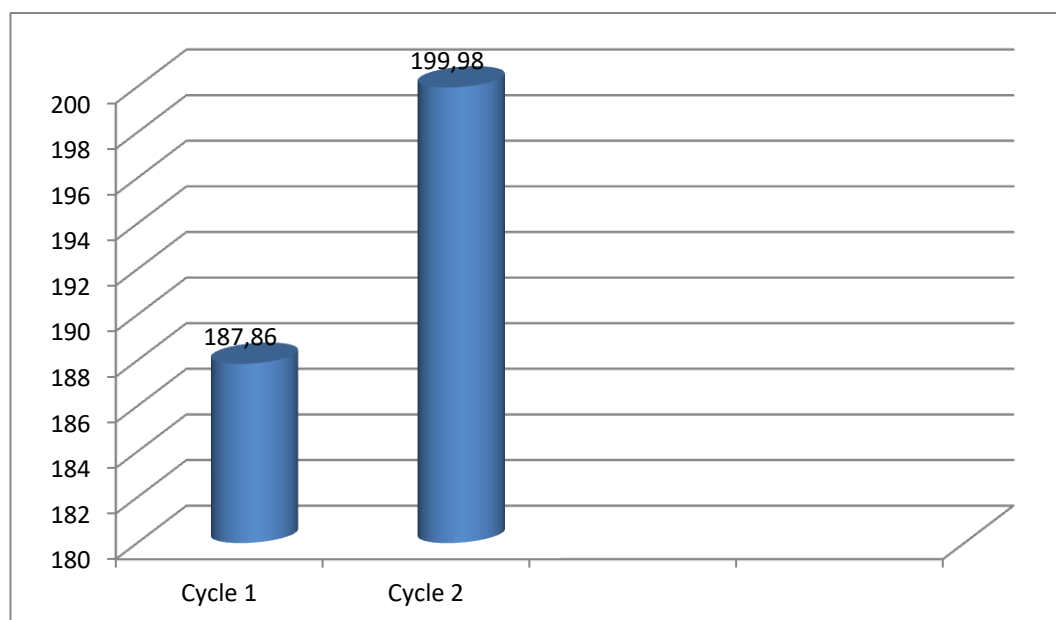
In this session, the researcher would be discussed the interpretation of the result of the research. The researcher would like to explained teh result score by comparing the data, as follow :

Table 19
The result of students' activity of speaking ability

No	Students' Activity	Cycle I		Cycle II		Improving
		F	(%)	F	(%)	
1	Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	24	72,72%	25	75,75%	3,03%
2	While teaching a. Informing the objective of learning b. Explaining the material uses speech community strategy c. Guiding the students to follow the lesson	28	84,84%	30	90,90%	6,06 %

3	Post-teaching					
	a. Concluding the result of learning	30	90,90%	33	100%	0,10%
	b. Class closing ability					
Average		187,86%		199,98%		9,12%

Graphic 8
The average of the result of students' activity of speaking ability



Based on data above, the researcher can said that students activities has got improvement from cycle I to cycle II. 24 students (72,72 %) paid attention in cycle I became 25 students (75,75%) in cycle II. There 28 students (84,84%) who gave prepare the while teaching, became 30 students with percentage (90,90%). Then there are 30 students with percentage 90,90% in post teaching has improved up to 33 students (100%).

3. Action and Learning Result in Cycle I

From the result of data above, The treatment on cycle I have been done, it shows on the result of post test I. In can be seen from the students' score who has complete in pre test 30,30% became 51,52% in post test I.

Based on the result of pre-test and post test in cycle I, could be known that there was an increasing. In the cycle I, the rsearcher found some difficulties that happen in the class such as the students got difficulty in teaching learning process. It happened because they were not focus to join the class and another case the students hard to understand the material.

4. Action and Learning result in cycle II

The data from the cycle I made the researcher must continue the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was improved. The result of pre-test and post-test 1 is good enough, but the students score could not achieve the target (Minimum Completeness Criteria). After the teacher gave the post test in cycle II, most of students improved. The students score could achieve the target (Minimum Completeness Criteria). It can be seen the percentage score pre-test is 30,30%, post-test 1 in cycle I is 51,52%, and the percentage post-test 2 in cycle II is 93,94%. It means that using speech community strategy can improve the students' speaking ability.

From the result of the pre-test, post-test I, and post-test II, It could be conclude that speech community strategy have positive affect toward the teaching learning process, especially in speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the implementation of learning speaking ability through the use of speech community as strategy in two cycle of the classroom action research, the researcher would like to give conclusion as follows:

Speech community strategy can improve the students' speaking ability at the third semester of IAIN Metro. Speech community strategy can be effective and improve the students' to teaching speaking. It can made students easier and enjoyable to understand the material. The result of post-test is higher score than pre-test. The average score of pre-test is 63,33. Then the average score of post-test 1 is 68,82, and the average score of post-test 2 is 72,87.

The result of cycle II already reached the indicator of success that was students fulfill the standard criteria with the score minimum was 70. Therefore, the research cold be stopped in cycle II.

B. SUGGESTION

Based on the result of the research, the researcher would like to give suggestions constructively as follows :

1. For the lecturers

- a. Speech community strategy can be effective method to teaching speaking ability.
- b. The lecturer should create fun situation and activity in the classroom. It means that it can simulate students' interest during teaching and learning process, particularly in teaching and learning.

2. For Students

- a. The students should learn speaking activity in the class, and than interest to speaking English with their friends. It can be improve the speaking ability for the students.
- b. The students should confident and always memories the vocabolarie to improve teaching speaking in the class.

3. For the Head of English Department

The head of English department should take positive side of this technique as the new strategy in learning speaking that can improve the students' speaking ability.

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APPENDICES

Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of state institute for Islamic studies of metro

The sketch of location of IAIN Metro

The location sketch of IAIN Metro (Campus 1)

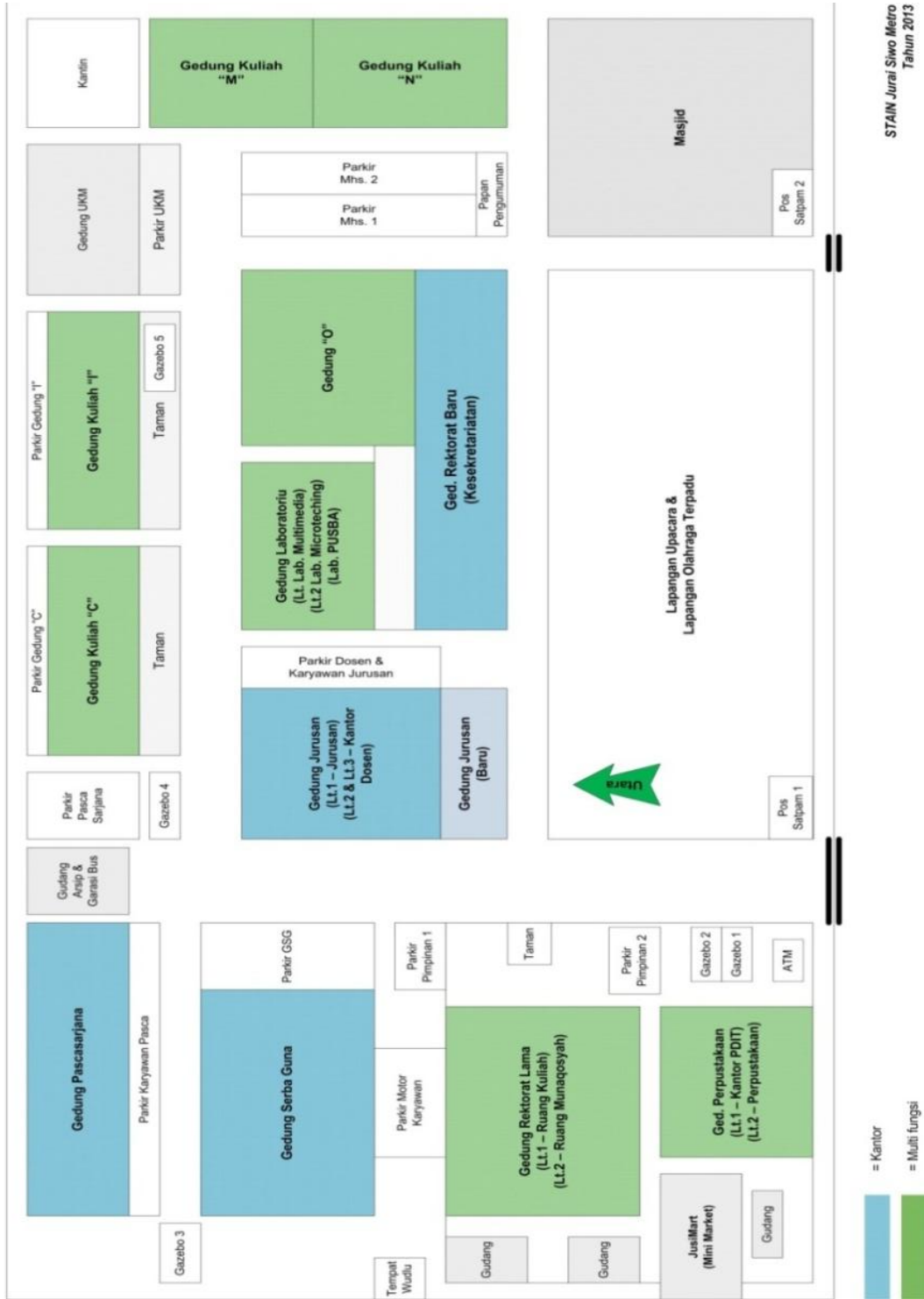
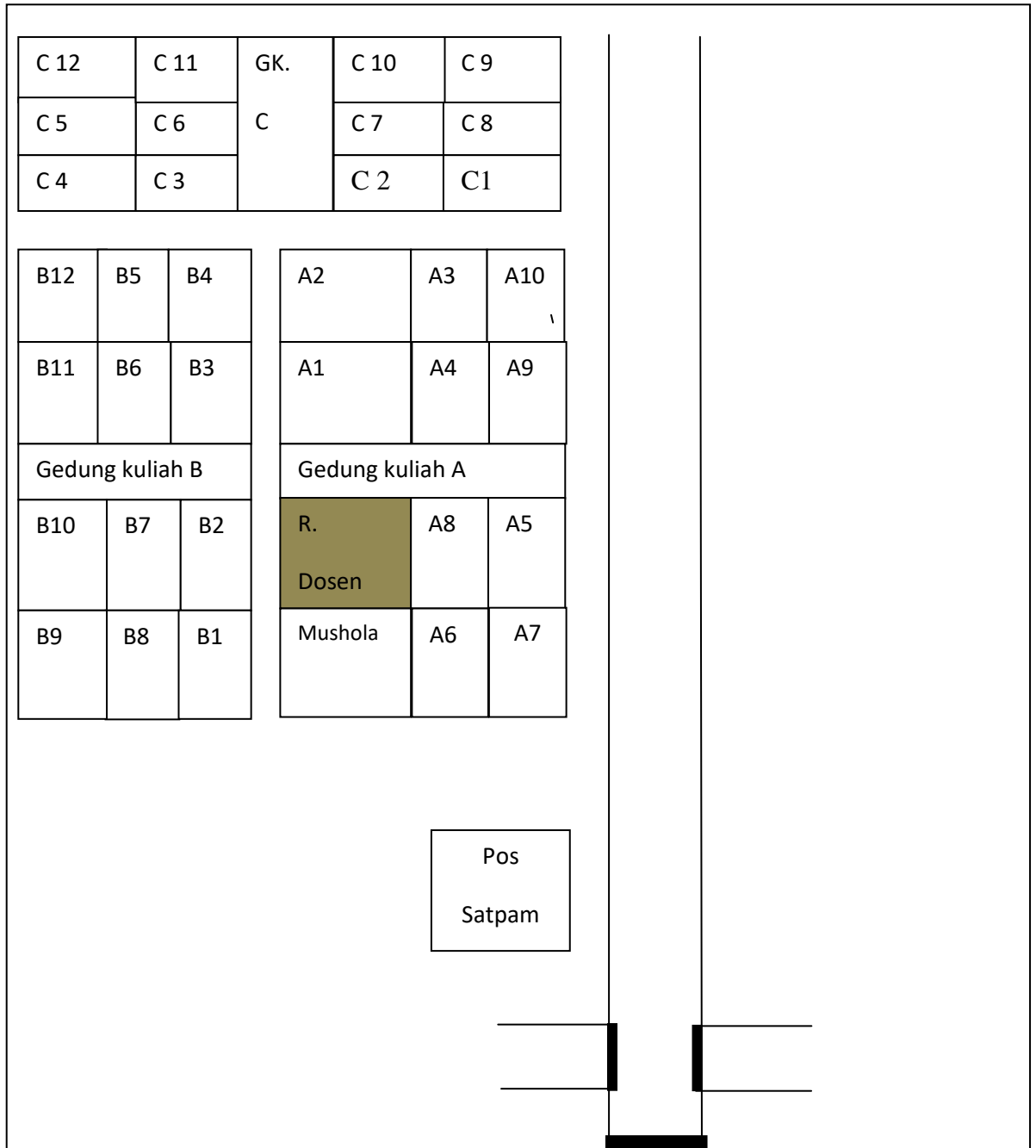


Figure 3

The location sketch of IAIN Metro (Campus 2)



 Multi fungsi

 Kantor

RENCANA PEMBELAJARAN SEMESTER (RPS)
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

JURUSAN	: TADRIS BAHASA INGGRIS (TBI)
MATA KULIAH	: SPEAKING FOR ISLAMIC SPEECH
SEMESTER	: III (TIGA)
KODE MATA KULIAH	: PBI.2.07.3
SKS/WAKTU	: 2 SKS/2x45 Menit
DOSEN PENGAMPU	: Ahmad Subhan Roza, M.Pd
PENDEKATAN	: Contextual Teaching & Learning
CAPAIAN	
HARD SKILL	:Mahasiswa mampu menganalisa, membangun persepsi dan mengungkapkan konsep nilai-nilai Islam melalui Bahasa Inggris
SOFT SKILL	:Mahasiswa memiliki semangat, kesungguhan, komitmen, dan kepercayaan diri menganalisa, membangun persepsi dan mengungkapkan nilai-nilai Islam melalui Bahasa Inggris.

Topics :

1. Course overview
2. Telling story about your Islamic family
3. Telling about the most interesting Islamic story
4. Telling about current Issues in Islam
5. Telling about Islamic education based on Al-Qur'an and Hadith
6. Being an Islamic Master of Ceremony (Preperation)
7. Being an Islamic Master of Ceremony performance
8. Mid term
9. Giving Islamic Speech (Preperation)
10. Giving Islamic Speech performance
11. Islamic News Casting about current issues (Preperation)
12. Being newscaster of Islamic news
13. Drama about Islamic Issues (preperation)
14. Drama performance
15. Final test

Note :

- a. You are to do the activities in a group, the group consists of 5 or 6 students
- b. You are to write a text, what you are going to tell. MC, Speech and drama
- c. Your performance, it should be recorded
- d. The recording should more than 5 minutes and 20 minutes for drama performance

INSTRUMENT OF SPEAKING ABILITY

PRE-TEST

Please you perform telling story about your Islamic family! And performance orally.

INSTRUMENT OF SPEAKING ABILITY

POST TEST 1

Direction :

- **Please for each group to choose a topic!**
- **Please give your positive and negative opinions based on a topic, and performance your opinion orally!**

1. Boarding school or general school
2. Gadget manage Adult's mindset

INSTRUMENT OF SPEAKING ABILITY

POST TEST 2

Direction :

- **Please for each group to choose a topic!**
- **Please give your positive and negative opinions based on a topic, and performance your opinion orally!**

1. English is the most important tool in globalization
2. Junkfood is better or worse

ATTENDANCE LIST

Day/Date : Wednesday/September 19th 2018
 Semester/Class : III / D

NO	NAME	SIGNATURE
1	AA	1 <i>[Signature]</i>
2	AAM	2 <i>[Signature]</i>
3	ACP	3 <i>[Signature]</i>
4	ARG	4 <i>[Signature]</i>
5	AS	5 <i>[Signature]</i>
6	DAP	6 <i>[Signature]</i>
7	DNA	7 <i>[Signature]</i>
8	EPP	8 <i>[Signature]</i>
9	FND	9 <i>[Signature]</i>
10	HW	10 <i>[Signature]</i>
11	HL	11 <i>[Signature]</i>
12	ITP	12 <i>[Signature]</i>
13	KM	13 <i>[Signature]</i>
14	LD	14 <i>[Signature]</i>
15	LBP	15 <i>[Signature]</i>
16	MKD	16 <i>[Signature]</i>
17	MTYS	17 <i>[Signature]</i>
18	MW	18 <i>[Signature]</i>
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30	SM	30 <i>[Signature]</i>
31	TW	31 <i>[Signature]</i>
32	TAN	32 <i>[Signature]</i>
33	YKS	33 <i>[Signature]</i>

Metro, 19 September 2018

Dosen Mata Kuliah




Ahmad Subhan Ridza, M.Pd
 SIPA 19720324199903 2 001

Mahasiswa



Wunang Teguh W.
 NPM. 14128027

ATTENDANCE LIST

Day/Date : Wednesday / September 24th 2018
 Semester/Class : III / D

NO	NAME	SIGNATURE
1	AA	1 <i>[Signature]</i>
2	AAM	2 <i>[Signature]</i>
3	ACP	3 <i>[Signature]</i>
4	ARG	4 <i>[Signature]</i>
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14	LD	14 <i>[Signature]</i>
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18	MW	18 <i>[Signature]</i>
19	MP	19 <i>[Signature]</i>
20	MO	20 <i>[Signature]</i>
21	NA	21 <i>[Signature]</i>
22	NH	22 <i>[Signature]</i>
23	NK	23 <i>[Signature]</i>
24	NIS	24 <i>[Signature]</i>
25	NIS	25 <i>[Signature]</i>
26	PNP	26 <i>[Signature]</i>
27	RA	27 <i>[Signature]</i>
28	RI	28 <i>[Signature]</i>
29	SWP	29 <i>[Signature]</i>
30	SM	30 <i>[Signature]</i>
31	TW	31 <i>[Signature]</i>
32	TAN	32 <i>[Signature]</i>
33	YKS	33 <i>[Signature]</i>

Metro, 24 September 2018

Dosen Mata Kuliah



Ahmad Subhan Roza, M.Pd
 NIP. 19720424 199903 2 001

Mahasiswa



Winang Teguh W.
 NPM. 14128027

ATTENDANCE LIST

Day/Date : Wednesday / September 26th 2018
 Semester/Class : III / D

NO	NAME	SIGNATURE
1	AA	1 <i>[Signature]</i>
2	AAM	2 <i>[Signature]</i>
3	ACP	3 <i>[Signature]</i>
4	ARG	4 <i>[Signature]</i>
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6	DAP	6 <i>[Signature]</i>
7	DNA	7 <i>[Signature]</i>
8	EPP	8 <i>[Signature]</i>
9	FND	9 <i>[Signature]</i>
10	HW	10 <i>[Signature]</i>
11	HL	11 <i>[Signature]</i>
12	ITP	12 <i>[Signature]</i>
13	KM	13 <i>[Signature]</i>
14	LD	14 <i>[Signature]</i>
15	LBP	15 <i>[Signature]</i>
16	MKD	16 <i>[Signature]</i>
17	MTYS	17 <i>[Signature]</i>
18	MW	18 <i>[Signature]</i>
19	MP	19 <i>[Signature]</i>
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23	NK	23 <i>[Signature]</i>
24	NIS	24 <i>[Signature]</i>
25	NIS	25 <i>[Signature]</i>
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27	RA	27 <i>[Signature]</i>
28	RI	28 <i>[Signature]</i>
29	SWP	29 <i>[Signature]</i>
30	SM	30 <i>[Signature]</i>
31	TW	31 <i>[Signature]</i>
32	TAN	32 <i>[Signature]</i>
33	YKS	33 <i>[Signature]</i>

Metro, 26 September 2018

Dosen Mata Kuliah



 Ahmad Subhan Reza, M.Pd
 NIP. 19720424 199903 2 001

Mahasiswa


 Wunang Teguh W.
 NPM. 14128027


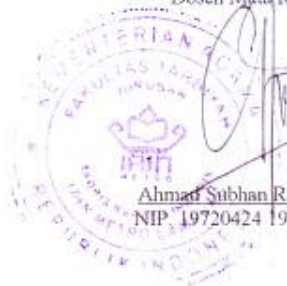
ATTENDANCE LIST

Day/Date : Wednesday / October 03rd 2018
 Semester/Class : III / D

NO	NAME	SIGNATURE
1	AA	1 <i>[Signature]</i>
2	AAM	2 <i>[Signature]</i>
3	ACP	3 <i>[Signature]</i>
4	ARG	4 <i>[Signature]</i>
5	AS	5 <i>[Signature]</i>
6	DAP	6 <i>[Signature]</i>
7	DNA	7 <i>[Signature]</i>
8	EPP	8 <i>[Signature]</i>
9	FND	9 <i>[Signature]</i>
10	IHW	10 <i>[Signature]</i>
11	HL	11 <i>[Signature]</i>
12	ITP	12 <i>[Signature]</i>
13	KM	13 <i>[Signature]</i>
14	LD	14 <i>[Signature]</i>
15	LBP	15 <i>[Signature]</i>
16	MKD	16 <i>[Signature]</i>
17	MTYS	17 <i>[Signature]</i>
18	MW	18 <i>[Signature]</i>
19	MP	19 <i>[Signature]</i>
20	MO	20 <i>[Signature]</i>
21	NA	21 <i>[Signature]</i>
22	NH	22 <i>[Signature]</i>
23	NK	23 <i>[Signature]</i>
24	NIS	24 <i>[Signature]</i>
25	NIS	25 <i>[Signature]</i>
26	PNP	26 <i>[Signature]</i>
27	RA	27 <i>[Signature]</i>
28	RI	28 <i>[Signature]</i>
29	SWP	29 <i>[Signature]</i>
30	SM	30 <i>[Signature]</i>
31	TW	31 <i>[Signature]</i>
32	TAN	32 <i>[Signature]</i>
33	YKS	33 <i>[Signature]</i>

Metro, 03 Oktober 2018

Dosen Mata Kuliah



 Ahmad Subhan Roza, M.Pd
 NIP. 19720424 199903 2 001

Mahasiswa


 Wunang Teguh W.
 NPM. 14128027

FIELD NOTES

Cycle		Note Students' Attitude
Cycle 1	1st Meeting (September 24th 2018)	<ol style="list-style-type: none">1. Most of the students still confused in following the speech community as strategy when speaking process.2. Most of the students were shy to speak up.3. Most of the students were not confidence to share their ideas while teaching-learning in process.4. Some of the students did not giving attention while giving the treathment.
	2nd Meeting (September 26th 2018)	<ol style="list-style-type: none">1. Some of the students began interested in following the speech community strategy as strategy whwn speaking process.2. Some of the students were not shy to speak up.3. Some of the students were confidence in sharing ideas while the teaching-learning process.4. Some of the students could give the attention while giving the treathment.

<p>Cycle 2</p>	<p>1st Meeting (October 1st 2018)</p>	<ol style="list-style-type: none"> 1. Some of students were enjoyed following the speech community strategy. 2. Most of the students were not shy to speak up. 3. The student could be more confidence in sharing ideas while the teaching-learning process. 4. Most of the students could give the attention and enthusiastic about the new strategy that the reasearcher given.
	<p>2nd Meeting (October 3rd 2018)</p>	<ol style="list-style-type: none"> 1. Most of the students were active in following the speech community strategy when speaking process. 2. Most of the students enjoyed the new learning strategy. 3. Most of the students were confidence in sharing ideas while the teaching-learning process to the other. 4. Most of the students enthusiastic toapplied the strategy to improve their speaking process.

Metro, October 2018

Researcher,



Wunang Teguh W.
NPM.14128027

TABLE
STUDENTS' SPEAKING SCORING IN PRE-TEST

Subject : Speaking for Islamic Speech
Class / Semester : D/III
Date : 19th September 2018

No	Name	Criteria																				Total
		F				P				V				GA				C				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AA			✓				✓				✓			✓					✓		70
2	AAM			✓			✓				✓				✓					✓		60
3	ACP		✓					✓				✓				✓		✓				60
4	ARG		✓					✓				✓				✓		✓				60
5	AS			✓			✓				✓				✓					✓		60
6	DAP	✓						✓				✓				✓				✓		65
7	DNA	✓						✓				✓				✓				✓		65
8	EPP				✓		✓				✓				✓				✓			60
9	FND		✓					✓		✓						✓			✓			55
10	HW				✓		✓					✓			✓						✓	75
11	HL		✓					✓				✓				✓		✓		✓		60
12	ITP		✓					✓				✓				✓		✓				60
13	KM		✓					✓				✓				✓		✓				60

14	LD				✓				✓				✓		✓			✓			80
15	LBP			✓			✓				✓				✓			✓			50
16	MAS				✓				✓				✓		✓			✓			80
17	MKS			✓			✓				✓				✓			✓			50
18	MW			✓				✓					✓						✓		70
19	MP		✓					✓					✓			✓		✓			60
20	MO		✓					✓					✓			✓		✓			60
21	NA			✓				✓					✓						✓		70
22	NH		✓					✓					✓			✓		✓			65
23	NK			✓			✓					✓				✓		✓			50
24	NIS		✓					✓					✓			✓		✓			60
25	NIS		✓					✓					✓			✓		✓			60
26	PNP		✓					✓					✓			✓		✓			60
27	RA			✓				✓					✓		✓				✓		70
28	RI			✓				✓					✓		✓				✓		70
29	SWP		✓					✓					✓			✓		✓			65
30	SM		✓					✓					✓			✓		✓			65
31	TW				✓			✓					✓						✓		75
32	TAN			✓				✓					✓						✓		70
33	YKS			✓			✓						✓					✓			50

Note :

F : Fluency

P: Pronunciation

V: Vocabulary

GA : Grammatical Accuracy

C : Comprehension

Criteria Score :

15-20 : Good

10-14 : Enough

5-4 : Less

TABLE
STUDENTS' SPEAKING SCORING IN POST-TEST 1

Subject : Speaking for Islamic Speech

Class / Semester : D/III

Date : 26th September 2018

No	Name	Criteria																				Total
		F				P				V				GA				C				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AA			✓				✓				✓			✓					✓		70
2	AAM			✓			✓				✓				✓					✓		70
3	ACP		✓					✓				✓				✓		✓				60
4	ARG		✓					✓				✓				✓		✓				60
5	AS			✓			✓				✓				✓					✓		60
6	DAP	✓						✓				✓				✓				✓		70
7	DNA	✓						✓				✓				✓				✓		70
8	EPP				✓		✓				✓				✓				✓			60
9	FND		✓					✓		✓						✓			✓			60
10	HW				✓		✓					✓			✓						✓	70
11	HL		✓					✓				✓				✓		✓		✓		50
12	ITP		✓					✓				✓				✓		✓				60
13	KM		✓					✓				✓				✓		✓				60
14	LD				✓				✓				✓		✓				✓			80

15	LBP			✓		✓			✓			✓			✓		✓			70
16	MAS				✓			✓			✓			✓			✓			80
17	MKS			✓		✓			✓					✓			✓			60
18	MW			✓			✓			✓			✓					✓		80
19	MP		✓				✓			✓			✓		✓					60
20	MO		✓				✓			✓			✓		✓					65
21	NA			✓			✓			✓			✓					✓		75
22	NH		✓				✓			✓			✓				✓			60
23	NK			✓		✓				✓				✓			✓			65
24	NIS		✓				✓			✓			✓		✓					65
25	NIS		✓				✓			✓			✓		✓					70
26	PNP		✓				✓			✓			✓		✓					70
27	RA			✓			✓			✓			✓					✓		70
28	RI			✓			✓			✓			✓					✓		70
29	SWP		✓				✓			✓			✓				✓			60
30	SM		✓				✓			✓			✓				✓			70
31	TW				✓		✓			✓			✓					✓		80
32	TAN			✓			✓			✓			✓					✓		75
33	YKS			✓		✓				✓				✓			✓			60

Note :

F : Fluency

P: Pronunciation

V: Vocabulary

GA : Grammatical Accuracy

C : Comprehension

Criteria Score :

15-20 : Good

10-14 : Enough

5-4 : Less

TABLE
STUDENTS' SPEAKING SCORING IN POST-TEST 2

Subject : Speaking for Islamic Speech
Class / Semester : D/III
Date : 03rd October 2018

No	Name	Criteria																				Total
		F				P				V				Ga				C				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AA			✓				✓				✓			✓					✓		80
2	AAM			✓			✓				✓				✓					✓		75
3	ACP		✓					✓				✓				✓		✓				70
4	ARG		✓					✓				✓				✓		✓				70
5	AS			✓			✓				✓				✓					✓		70
6	DAP	✓						✓				✓				✓				✓		75
7	DNA	✓						✓				✓				✓				✓		70
8	EPP				✓		✓				✓				✓				✓			70
9	FND		✓					✓		✓						✓			✓			70
10	HW				✓		✓					✓			✓						✓	75
11	HL		✓					✓				✓				✓		✓		✓		70
12	ITP		✓					✓				✓				✓		✓				75
13	KM		✓					✓				✓				✓		✓				70

14	LD				✓				✓				✓		✓			✓			85
15	LBP			✓			✓				✓				✓			✓			70
16	MAS				✓				✓				✓		✓			✓			85
17	MKS			✓			✓				✓				✓			✓			70
18	MW			✓				✓				✓			✓				✓		80
19	MP		✓					✓				✓			✓			✓			65
20	MO		✓					✓				✓			✓			✓			70
21	NA			✓				✓				✓			✓				✓		80
22	NH		✓					✓				✓			✓			✓			70
23	NK			✓			✓				✓				✓			✓			70
24	NIS		✓					✓				✓			✓			✓			70
25	NIS		✓					✓				✓			✓			✓			70
26	PNP		✓					✓				✓			✓			✓			70
27	RA			✓				✓				✓			✓				✓		75
28	RI			✓				✓				✓			✓				✓		70
29	SWP		✓					✓				✓			✓			✓			60
30	SM		✓					✓				✓			✓			✓			75
31	TW				✓			✓				✓			✓				✓		80
32	TAN			✓				✓				✓			✓				✓		80
33	YKS			✓			✓				✓				✓			✓			70

Note :

F : Fluency

P : Pronunciation

V : Vocabulary

GA : Grammatical Accuracy

C : Comprehension

Criteria Score :

15-20 : Good

10-14 : Enough

5-4 : Less

Indicators of scoring :

No	Criteria	Score	Explanation
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
		1	The students speak so little that so 'fluent' speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to

			incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible

			sentences.
5	Comprehension	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective can seldom develop an interaction.
		1	Understanding and interaction minimal

Metro, September 2018

Dosen Mata Kuliah



Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Mahasiswa



Wunang Teguh W.
NPM. 14128027

OBSERVATION SHEET OF LECTURER ACTIVITIES

CYCLE 1

Day/ Date : Monday 24th September 2018

Class/Semester : D/III

Researcher Activities	Good	Enough	Less
1. Pre-teaching a. The lecturer greets the students b. The lecturer ask the students' condition c. The lecturer check the students attendance list d. The lecturer explaining the goal of the teaching and learning.	✓		
2. While teaching a. The lecturer gives explanation about the material of describe speaking by using speech community strategy b. The lecturer gives an example of the role c. The lecturer gives a chance to the students to ask questions or give opinions d. The lecturer checks the students understanding e. The lecturer uses speech community as strategy in learning process f. The lecturer explains the rules of the speech community strategy g. The lecturer ask the strudents to make groups then give the topic every group with the different topic then the student discuss for perform h. The lecturer ask the student one by one of groups to practice		✓	
3. Post-teaching a. Concluding the result of learning b. Close the learning activity		✓	
Tick (✓) for each positive effect.			

Collabolator (Lecturer),



Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Researcher,



Wunang Teguh W.
NPM. 14128027

OBSERVATION SHEET OF LECTURER ACTIVITIES

CYCLE 2

Day/ Date : Wednesday/ 3rd October 2018

Class/Semester : D/III

Researcher Activities	Good	Enough	Less
1. Pre-teaching a. The lecturer greets the students b. The lecturer ask the students' condition c. The lecturer check the students attendance list d. The lecturer explaining the goal of the teaching and learning.	✓		
2. While teaching a. The lecturer gives explanation about the material of describe speaking by using speech community strategy b. The lecturer gives an example of the role c. The lecturer gives a chance to the students to ask questions or give opinions d. The lecturer checks the students understanding e. The lecturer uses speech community as strategy in learning process f. The lecturer explains the rules of the speech community strategy g. The lecturer ask the strudents to make groups then give the topic every group with the different topic then the student discuss for perform h. The lecturer ask the student one by one of groups to practice		✓	
3. Post-teaching a. Concluding the result of learning b. Close the learning activity	✓		
Tick (✓) for each positive effect.			

Collaborator (Lecturer),



Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Researcher,



Wunang Teguh W.
NPM. 14128027

**OBSERVATION SHEET
OF STUDENTS' ACTIVITIES CYCLE 1**

Day/ Date : Monday 24th September 2018

Class/Semester : D/III

No	Name	Students' Activities		
		1	2	3
1	AA		√	
2	AAM	√	√	√
3	ACP	√	√	√
4	ARG	√	√	
5	AS	√		√
6	DAP		√	√
7	DNA	√	√	√
8	EPP		√	√
9	FND	√		√
10	HW		√	√
11	HL	√		√
12	ITP		√	√
13	KM	√	√	√
14	LD		√	√
15	LBP	√	√	√
16	MAS	√		√
17	MKS	√	√	√
18	MW		√	√
19	MP	√	√	√
20	MO	√	√	√
21	NA	√	√	√
22	NH	√	√	√
23	NK	√	√	√
24	NIS		√	√
25	NIS	√	√	√
26	PNP		√	√
27	RA	√	√	√
28	RI	√	√	√
29	SWP	√	√	√
30	SM	√		√
31	TW	√	√	
32	TAN	√	√	√
33	YKS	√	√	√
Total		24	28	30
Average		72,72%	84,84%	90,90%

Notes :

- Tick (√) for each positive activity
- The students' activities that observed are :
 1. Pre-teaching
 - a. Preparing the lesson
 - b. Preparing the material
 - c. Class opening ability
 2. While teaching
 - a. Informing the objective of learning
 - b. Explaining the material uses speech community strategy
 - c. Guiding the students to follow the lesson
 3. Post-teaching
 - a. Concluding the result of learning
 - b. Class closing ability

Metro, September 2018

Dosen Mata Kuliah



Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Mahasiswa



Wunang Teguh W.
NPM. 14128027

**OBSERVATION SHEET
OF STUDENTS' ACTIVITIES CYCLE 2**

Day/ Date : Wednesday/ 3rd October 2018

Class/Semester : D/III

No	Name	Students' Activities		
		1	2	3
1	AA		√	√
2	AAM	√	√	√
3	ACP	√	√	√
4	ARG	√	√	√
5	AS	√	√	√
6	DAP		√	√
7	DNA	√	√	√
8	EPP		√	√
9	FND	√	√	√
10	HW	√	√	√
11	HL	√		√
12	ITP		√	√
13	KM	√	√	√
14	LD		√	√
15	LBP	√	√	√
16	MAS	√	√	√
17	MKS	√	√	√
18	MW		√	√
19	MP	√	√	√
20	MO	√	√	√
21	NA	√	√	√
22	NH	√	√	√
23	NK	√	√	√
24	NIS		√	√
25	NIS	√	√	√
26	PNP		√	√
27	RA	√	√	√
28	RI	√	√	√
29	SWP	√	√	√
30	SM	√		√
31	TW	√		√
32	TAN	√	√	√
33	YKS	√	√	√
Total		25	30	33
Average		75,75%	90,90%	100%

Notes :

- Tick (√) for each positive activity
- The students' activities that observed are :
 1. Pre-teaching
 - a. Preparing the lesson
 - b. Preparing the material
 - c. Class opening ability
 2. While teaching
 - a. Informing the objective of learning
 - b. Explaining the material uses speech community strategy
 - c. Guiding the students to follow the lesson
 3. Post-teaching
 - a. Concluding the result of learning
 - b. Class closing ability

Metro, September 2018

Dosen Mata Kuliah



Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Mahasiswa



Wunang Teguh W.
NPM. 14128027



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2654/In.28/D.1/TL.01/08/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : WUNANG TEGUH WIJAYANTI
NPM : 14128027
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING SPEECH COMMUNITY STRATEGY AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR OF 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Agustus 2018

Mengetahui,
Pejabat Setempat



Wakil Dekan I,



Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2655/In.28/D.1/TL.00/08/2018

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

REKTOR IAIN METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2654/In.28/D.1/TL.01/08/2018, tanggal 16 Agustus 2018 atas nama saudara:

Nama : **WUNANG TEGUH WIJAYANTI**
NPM : 14128027
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING ABILITY BY USING SPEECH COMMUNITY STRATEGY AT STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Agustus 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296.
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : 3079/In.28/B.3/TL.00/09/2018
Lampiran : 1 (satu) bundel
Perihal : Balasan Permohonan Data Penelitian

06 September 2018

Kepada Yth.
Wunang Teguh Wijayanti
di
Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 28 Agustus 2018 perihal permohonan data penelitian, maka dengan ini kami memberikan data penelitian terlampir kepada:

Nama : **Wunang Teguh Wijayanti**
NIM : 14128027
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul skripsi : Improving the Students' Speaking Ability by Using
Speech Community Strategy at the State Institute for
Islamic Studies of Metro in the Akademik Year of
2018/2019

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Kabag Akademik dan Kemahasiswaan,

Tri Pramasetia



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail iaim@metrouniv.ac.id

Nomor : B-2317/In 28.1/J/TL.00/10/2017
Lamp : -
Hal : IZIN PRA-SURVEY

30 Oktober 2017

Kepada Yth.,

Rektor IAIN Metro

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami

Nama : Wunang Teguh Wijayanti

NPM : 14128027

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Judul : Improving the Students' Speaking Ability by Using Speech Community Approach at the Fifth Semester Students of State Institute for Islamic Studies Metro in the Academic Year of 2017/2018

Untuk melakukan *pra-survey* di IAIN Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb



Subhan Roza, M.Pd

7506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-5060/In.28/R.1/TL.00/11/2017

27 November 2017

Lampiran : -

Perihal : Balasan Izin Pra Survey

Kepada Yth.

Wunang Teguh Wijayanti

di

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 21 November 2017 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama : **WUNANG TEGUH WIJAYANTI**
NPM : 14128027
Jurusan : Tadris Bahasa Inggris (TBI)
Judul proposal : Improving the Students' Speaking Ability by Using
Speech Community Approach at the Fifth Semester
Students of State Institute for Islamic Studies Metro
in the Academic Year of 2017/2018

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor
Wakil Rektor Bidang Akademik dan
Kelembagaan



Dr. Sunari, S.Ag, MH
NIP. 197210011999031003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 2579 /In.28.1/J/PP.00.9/8/2018

06 Agustus 2018

Lamp : -

Hal : BIMBINGAN SKRIPSI

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Wunang Teguh W.
NPM : 14128027
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Students' Speaking Ability By Using Speech Community
For Islamic Studies Of Metro In The Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Reza, M.Pd
NIP. 19750610 2008011014



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Wunang Teguh Wijayanti*

NPM : *14128027*

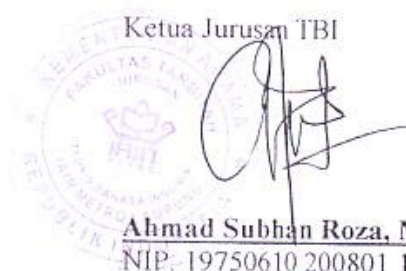
Fakultas : *Tarbiyah dan Ilmu Keguruan*

Angkatan : *2014*

Telah menyerahkan buku berjudul : *A Course in Language Teaching*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Wunang Teguh Wijayanti*

NPM : *14128027*

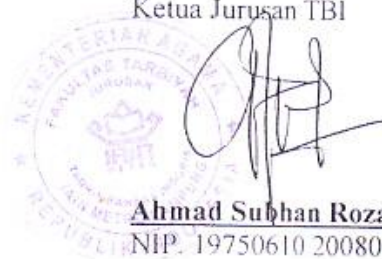
Fakultas : *Tarbiyah dan Ilmu Keguruan*

Angkatan : *2014*

Telah menyerahkan buku berjudul : *A Course in Language Teaching*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0716/ln.28/S/OT.01/10/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Wunang Teguh Wijayanti
NPM : 14128027
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14128027.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 Oktober 2018
Kepala Perpustakaan,




Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama :Wunang Teguh Wijayanti

Jurusan : TBI

NPM : 14128027

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Wednesday 25/05/18		✓	Revisi chapter I-III - Show the data of pre survey research - Insert the prior Research	
2.	Tuesday 08/05/18		✓	Show Reference	
3	Wednesday 30/05/18		✓	Done and continue to the first sponsor	

Mengetahui:

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814200912 2 004



KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama :Wunang Teguh Wijayanti

Jurusan : TBI

NPM : 14128027

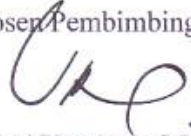
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	senin, 4/6-18	✓		chapter 5 - Revise	
2.	kamis, 7/6-18	✓		acc for seminar	

Mengetahui:
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing I


Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Wunang Teguh Wijayanti**

Jurusan : **TBI**

NPM : **14128027**

Semester : **IX**

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 06/09/18		✓	Acc Research Instrumen	

Mengetahui:

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metro.univ.ac.id E-mail: lainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Wunang Teguh Wijayanti**

Jurusan : **TBI**

NPM : **14128027**

Semester : **IX**

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu, 12/9-18	✓		ACC for instrument	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424199903 2 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama :Wunang Teguh Wijayanti

Jurusan : TBI

NPM : 14128027

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 15/11-2018	✓		- CV - Action in Cycle 1&2 - Pretest - Revise	
2.	Rabu, 21/11-2018	✓		- Revision is ok - acc for munagasyah	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424199903 2 001



KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama :Wunang Teguh Wijayanti


Jurusan : TBI

NPM : 14128027


Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 01/11/18		✓	Review chapter IV - V (the graphic)	
2	Thursday 15/11/18		✓	Acc and continue to the first sponsor	

Mengetahui:
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Dosen Pembimbing II


Syahreni Siregar, M.Hum
NIP. 19760814200912 2 004

Documentation of Pre-test



Documentation of Treatment



Documentation of Post-test





CURRICULUM VITAE



Wunang Teguh Wijayanti was born at small village Kartaraharja on August 03 1996. Ethnically speaking, she comes from Javanese family descent. She is the only child of happy family of Mr. Teguh Waluyo and Mrs. Mukayah.

She took her Elementary School at SD N 2 Kartaraharja in 2002-2008. Then, She continued to Junior High School at SMP N 1 Tulang Bawang Udik in 2008-2011. Having graduated from Junior High School, she took her study at Madrasah Aliyah Dayamurni in 2011-2014. Actually, at the same year, she was registered as a S1 student of English Education of State Institute for Islamic Studies of Metro.