JOINING LEARNING COMMUNITY AS STUDENTS' INVESTMENT IN DEVELOPING ENGLISH SPEAKING CONFIDENCE AT SMPN 2 GRESIK

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S. Pd) in Teaching English

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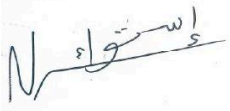

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ABSTRACT

Aini, Istiwa Nuril. (2024). *Joining Learning Community as Students' Investment in Developing English Speaking Confidence at SMPN 2 Gresik*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Dr. Irma Soraya, M.Pd. Advisor II: M. Hanafi, MA.

Keywords: Learning Community, Student Investment, English Speaking Confidence

This qualitative study explored the students' investment by joining the learning community in developing English speaking confidence at SMPN 2 Gresik. This study used a qualitative approach with a case study research design. The subject of this study is the learning community members of *English Lovers* in the school. 5 students were selected as the interview participants. Data was collected through interview and observation. The finding showed that there are various investments of students in joining the learning community in developing English speaking confidence. The components which influence student investment are identity, capital, and ideology. Identity consists of students' ethnicities, gender, and social class. Capital consists of time, money, and family support. While ideology refers to the students' belief in achieving something. Those act as the crucial components which can be figured out regardless of whether students invest. The outcomes of this study also showed that learning community facilitates students' English speaking confidence. The students showed that they have strong commitment with the community because they are aware that they want to achieve their goal. Students who join the learning community have actively participated in all community-required activities and are able to hold roles within the learning community. Students do any tasks that the tutor assigns them. Even though they were a little nervous about making grammatical mistakes, they forced themselves to talk in English throughout class every day. When teachers encourage and assist students in speaking up without fear of making mistakes, most of the students' worries can be reduced.

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ABSTRAK

Aini, Istiwa Nuril (2024). Bergabung dengan Komunitas Belajar sebagai Investasi Siswa untuk Mengembangkan Rasa Percaya Diri Berbahasa Inggris di SMPN 2 Gresik. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing I : Dr. Irma Soraya, M.Pd. Pembimbing II : M. Hanafi, MA.

Kata Kunci: Komunitas Belajar, Investasi Siswa, Percaya Diri dalam Berbicara Bahasa Inggris

Studi kualitatif ini mengeksplorasi investasi siswa dengan bergabung dalam komunitas belajar untuk mengembangkan kepercayaan diri berbicara bahasa Inggris di SMPN 2 Gresik. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian studi kasus. Subjek penelitian ini adalah anggota komunitas belajar *English Lovers* di sekolah itu. 5 siswa dipilih sebagai peserta wawancara. Data dikumpulkan melalui wawancara dan observasi. Temuan menunjukkan bahwa terdapat berbagai investasi siswa dalam bergabung di komunitas belajar untuk mengembangkan kepercayaan diri berbicara bahasa Inggris. Komponen yang mempengaruhi investasi siswa adalah identitas, modal, dan ideologi. Identitas terdiri dari etnis, gender, dan kelas sosial siswa. Modal terdiri dari waktu, uang, dan dukungan keluarga. Sedangkan ideologi mengacu pada keyakinan siswa dalam mencapai sesuatu. Hal tersebut berperan sebagai komponen penting yang dapat mengetahui apakah siswa berinvestasi atau tidak. Hasil penelitian ini juga menunjukkan bahwa komunitas belajar ini memfasilitasi kepercayaan diri berbicara bahasa Inggris siswa. Para siswa menunjukkan bahwa mereka memiliki komitmen yang kuat terhadap komunitas karena mereka sadar bahwa mereka ingin mencapai tujuan mereka. Siswa berpartisipasi aktif dalam semua kegiatan yang disediakan komunitas dan mampu memegang peran didalamnya. Siswa mengerjakan tugas apapun yang diberikan tutor. Meskipun mereka sedikit gugup karena takut tata bahasa mereka salah, mereka mendorong diri mereka untuk berbicara bahasa Inggris sepanjang kelas setiap pertemuan. Ketika guru mendorong dan membantu siswa dalam berbicara tanpa rasa takut melakukan kesalahan, sebagian besar kekhawatiran siswa dapat dikurangi.

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TABLE OF CONTENTS

TITLE ..... **i**
SURAT PERNYATAAN KEASLIAN TULISAN ..... **ii**
MOTTO ..... **iii**
ADVISOR APPROVAL SHEET ..... **iv**
APPROVAL SHEET ..... **v**
PUBLICATION APPROVAL SHEET ..... **vi**
DEDICATION SHEET ..... **vii**
ACKNOWLEDGEMENT ..... **viii**
ABSTRACT ..... **x**
ABSTRAK ..... **xi**
TABLE OF CONTENTS ..... **xii**
LIST OF FIGURES AND TABLES ..... **xiv**
CHAPTER I **1**
INTRODUCTION **1**
A. Background of the Study 1
B. Research Questions 10
C. Objectives of the Study 11
D. Scope and Limits of the Study 11
E. Definition of Key Terms 12
CHAPTER II **16**
REVIEW OF RELATED LITERATURE **16**
A. Review of Related Literature 16
1. Learning Community 16
2. Student Investment in Learning Speaking English 18
3. English Speaking Confidence 22
4. The Role of Learning Community in Developing Students Confidence in Speaking 23
B. Review of Previous Studies 25
CHAPTER III **35**
RESEARCH METHODOLOGY **35**

UIN SUNAN AMPEL
S U R A B A Y A

http://digilib.uinsa.ac.id/ http://digilib.uinsa.ac.id/ http://digilib.uinsa.ac.id/

A. Approach and Research Design..... 35
B. Research Settings..... 36
C. Data and Sources of Data..... 36
D. Data Collection Techniques..... 38
E. Research Instruments..... 39
F. Data Analysis Technique..... 42
G. Trustworthiness..... 43
H. Research Stages..... 45
CHAPTER IV..... 46
RESEARCH FINDINGS AND DISCUSSION..... 46
A. Research Findings..... 46
1. Students' Investment in Developing English Speaking Confidence in "English Lovers" Learning Community at SMPN 2 Gresik..... 48
2. The Development of Students' English Speaking Confidence through Students' Investment in Joining Learning Community..... 58
B. Discussion..... 60
1. Students' Investment in Joining English Lovers to Develop English Speaking Confidence at SMPN 2 Gresik..... 61
2. The Intensity of Student' Investment Influences Confidence in Speaking English..... 64
CHAPTER V
CONCLUSION AND SUGGESTION..... 70
A. Conclusion..... 70
B. Suggestion..... 71
REFERENCES..... 72
APPENDIX..... 76

UIN SUNAN AMPEL
S U R A B A Y A

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LIST OF FIGURES AND TABLES

Table 1 Students Investment: Identity, Capital, Ideology 57

Table 2 Data of Interview and Observation 99

Table 3 The Result of Observation 100

Figure 1 The Investment Concept of Darvin and Norton (2015) 32

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S U R A B A Y A

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