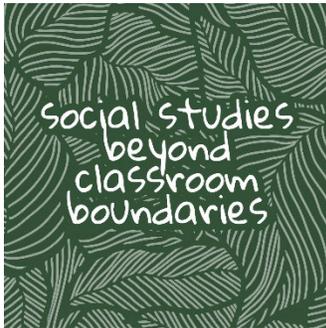


Learning Community as a Social Competence and a Tool in English Speaking Skill

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ABSTRAK

Artikel ini memberikan penjelasan ringkas tentang Learning Community sebagai Kompetensi Sosial dan alat dalam Keterampilan Berbicara Bahasa Inggris. Konsep khusus yang akan dibahas meliputi: (a) pengertian masyarakat belajar, (b) manfaat masyarakat belajar, (c) pengertian kompetensi sosial, (d) hubungan masyarakat belajar dengan kompetensi sosial, dan (e) hubungan antara masyarakat belajar dengan keterampilan berbicara. Di bagian akhir artikel, learning community sebagai sarana pembelajaran kompetensi sosial dan keterampilan berbicara bahasa Inggris bagi siswa. Dengan bergabung dalam komunitas belajar, siswa dapat membangun kecerdasan emosionalnya, menyesuaikan perilaku, bertanggung jawab kepada orang lain, dan dapat meningkatkan kemampuan berbahasa Inggris karena dalam komunitas belajar peran pendidik adalah untuk memenuhi kebutuhan siswa terutama untuk membangun kompetensi sosial. dan kemampuan berbahasa Inggris. Adanya komunitas belajar sangat membantu siswa karena siswa dapat melibatkan diri menjadi pribadi yang percaya diri sehingga tidak malu berinteraksi dengan orang lain. Siswa juga dapat memiliki kefasihan yang cukup dalam berbicara karena ketika mereka bergabung dengan komunitas belajar, mereka akan sering berlatih berbicara bahasa Inggris dengan teman atau guru mereka. Namun, meskipun siswa mampu menjalin banyak hubungan untuk berinteraksi dengan orang lain, mereka tidak akan berperilaku buruk karena mereka sudah memiliki tingkat kompetensi sosial yang cukup.

KATA KUNCI: Komunitas Belajar; Kemampuan Berbicara; Kompetensi Sosial.

ABSTRACT

This article provides a succinct explanation of Learning Community as a Social Competence and a tool in English Speaking Skill. The specific concept that going to discuss including: (a) the meaning of learning community, (b) the benefits of the learning community, (c) the meaning of social competence, (d) the relationship between learning community and social competence, and (e) the relationship between learning community and speaking skill. In the end of the article, learning community as a tool for learning about social competence and English speaking skill for students. Through joining the learning community, students can build their emotional intelligence, adapt behavior, be responsible to others, and can improve the ability to speak English because in the learning community the role of educators is to provide the students' need especially for establishing social competence and the ability to speak English. The existence of the learning community is very helpful for students because students can engage themselves to become confident people so that they are not ashamed to interact with other people. Students also can have enough fluency in their speaking because when they are joining the learning community, they will often have practice speaking English with their friends or their teacher. However, even though students are able to have many relationships to interact with other people, they will not misbehave because they already have enough level in their social competence.

KEYWORDS: Learning Community; Speaking Skill; Social Competence.

A. Introduction

Language is an essential aspect of human life. It is a means of communicating with others and exchanging thoughts. To converse with persons who are close to and far away, one must first comprehend each other's language. One of them is English, which has become a global language spoken practically everywhere. English is nowadays a language that is required not only in academic settings but also in the workplace. English is one of the languages that must be learnt and is taught in the academic world, particularly in schools. Many companies also offer more opportunities to employees who are fluent in English. This demonstrates that English is currently very widespread.

Speaking is one of the four abilities required to master English. Speaking is one of the four abilities required to master English. Having good and fluent English skills and talents might boost your chances of interacting with many individuals, particularly those from foreign nations. Creating a study group can help to facilitate and train in the improvement of English language skills. Not only that, but the learning community can be a location for a person to increase their social competency. Students that study in a community setting are better able to recognize problems that are negatively affecting them, come up with a solution, and take action to implement the offered remedy.¹ So, by joining the learning community, people can acquire new abilities to develop along with expertise to apply as they advance in the future. The ability to connect effectively with others, display empathy, settle problems, and collaborate toward common goals is referred to as social competence. Because there are usually a variety of people with varied backgrounds and habits in a learning community group. Learning community teaches people to respect one another, to be tolerant of others, and to be open to new experiences. In this article will present how the learning community has a relationship between social competence and the tool to improve speaking skills.

B. Literature Review

Learning Community

A learning community represents a deliberate and planned approach to education rather than just a group of individuals with a shared interest in learning. Learning communities stand out for their collaborative and interactive characteristics, where members actively engage with one another to share knowledge, gain new perspectives, and develop as people. In contrast to traditional classroom environments, learning communities foster a sense of community and inclusive educational possibilities.²

Collaboration is an important feature of learning communities. Participants collaborate inside these communities, combining their skills, viewpoints, and resources to promote learning.³ Students get the chance to engage in meaningful engagement and deepen their comprehension of the subject matter through group projects, debates, and peer reviews. Collaborative learning increases learning overall by providing students with access to the diverse expertise and experiences of their peers.

¹ Brian Wharf, *Community Organizing: Canadian Experiences* (Oxford University Press, 1997), <https://www.amazon.com/Community-Organizing-Experiences-Brian-Wharf/dp/0195412265>.

² Simon Clarke, "Learning Communities in Education: A Matter of Diverse Definitions, Understandings, Enactments, and Contexts," *Professional Development in Education* 47, no. 4 (2021): 557–559, <https://doi.org/10.1080/19415257.2021.1946744>.

³ Johnson, Kathy E., Amy A. Powell, and Sarah S. Baker. "Learning communities." In *High-Impact Practices in Online Education*, pp. 41-54. Routledge, 2018.

Another important component of learning communities is active engagement. Learners actively shape their educational experiences rather than being passive users of information.⁴ They participate in conversations, elicit information, and investigate novel concepts. Their engaging participation fosters analytical thinking, problem-solving abilities, and a greater comprehension of the subjects being studied. As active participants in their own education, learners are given the freedom to explore their interests and satisfy their curiosities.

Additionally, learning communities give students a supportive setting. People are free to share their ideas, ask questions, and look for advice in these groups because they feel safe and at ease doing so. This feeling of psychological safety helps learners to take risks and explore novel concepts without worrying about being judged. Students can grow academically and personally in the homey atmosphere thanks to the support and constructive feedback they receive from their peers.

A study conducted by a researcher aimed to propose an alternative conceptualization of online learning and its boundaries based on a double-layered Community of Practice model, facilitating authentically constructivist online learning. The model viewed online learning as interconnected processes of participation and socialization in multiple communities across online and offline layers of learners' lives. By expanding the perceived boundaries of course environments to include learners' offline learning contexts, the model suggested personalized social learning activities situated in everyday life to enhance authentic constructivist online learning experiences. The study presented data from case studies that examined students' learning experiences in various online courses, exploring what authentically constructivist online learning looked like in each case. In another study by Virtue et al. The impact of learning communities on students beyond their first year of study was investigated.⁵ While previous research focused on the positive outcomes for first-year students, less was known about the influence of learning community involvement as students progressed through their education. Using qualitative measures, this study explored how juniors and seniors characterized the influence of their first-year learning community participation. The findings highlighted the significance of faculty involvement and preparation, the use of High-Impact Practices (HIPs), and the importance of addressing peer dynamics within learning community classrooms. The practice of following students to assess the lasting effects of learning communities informed the study's conclusions, suggesting that this approach should be incorporated into learning community program assessment.

Learning communities may be found in formal educational institutions, online communities, professional networks, or unstructured social networks, among other places. Classroom-based learning communities enable students to connect and work together on common learning objectives. These communities might exist inside a single class or span several sessions. Through the use of technology, online learning communities bring together students from various regions, enabling online discussions, courses, and collaborative projects. On the other hand, Professional learning communities bring together those who work in the same sector or business and offer a place for networking, sharing ideas, and career improvement. Learning communities are crucial for fostering learning, cooperation, active engagement, and the creation of a positive environment. By embracing the principles of learning communities, individuals can harness the collective wisdom, experiences, and resources of their peers to enhance their English speaking skills. Whether in a classroom, online

⁴ Kimberley Freeman, S. T. Alston, and D.G Winborne, "Do Learning Communities Enhance The Quality of Students' Learning and Motivation in STEM?," *The Journal of Negro Education* 3, no. 77 (2008): 227–240, <https://www.researchgate.net/journal/The-Journal-of-Negro-Education-2167-6437>.

⁵ Emily Virtue, Gayle Maddox, and Ken Pfaff, "The Lasting Effects of Learning Communities.," *Learning Communities Research and Practice* 7, no. 2 (2019): 6.

platform, or professional network, learning communities empower individuals to become active learners, enhancing their social competence and language proficiency.

Speaking Skill

There are four skills that must be learned when learning English in order to become fluent in the language. Speaking is one of the skills that have an important role in learning a language. Speaking skill is the ability to generate spoken words with confidence, which will be required to communicate throughout life. Someone's daily activities necessitate communication in order to exchange ideas and convey information. Sub Skills in speaking are required, which each individual must learn. Students who want to improve their speaking skills must consider four sub-skills: fluency, grammar, vocabulary, and pronunciation. People must master these four aspects in order to correctly interpret and transmit the messages received and conveyed. For effective communication, speakers need to be listeners as well as speakers at the same time.

Speaking is highly crucial in communication, especially in English. English has an essential function in this era as a foreign language. English is one of the subjects that students study in school. English speaking skills must be taught in the classroom in order to communicate effectively in English. Learning speaking skills in class can make it easier for students to participate in English-language discussions, to communicate effectively, and to obtain more knowledge. In addition, Rao emphasizes that aside from for academic purposes, it also for future demands such as a career. Speaking skill is very useful for business employees who want to advertise their company. It is also necessary to have decent speaking abilities when enrolling in a job interview. When someone can speak English fluently, they will have more opportunities.

Speaking situations have three kinds of aspects: interactive, partially-interactive, and non-interactive.⁶ When having a direct discussion or on the phone, this is referred to as interactive speaking. When there are misconceptions or confusing concepts, it is very typical in this conversation to repeat statements or clarify them. As a result, in this scenario, both parties can profit more because they have a greater understanding of the problem and there is no doubt. When the speaker performs in front of a live audience, he or she is said to be partially interactive. Listeners only need to pay attention and ask questions during the question and answer session. When the speaker is recording a podcast or vlog, it is considered non-interactive. Listeners only pay attention if they can answer inquiries. Usually, only comments with responses or responses that are not immediately obtained.

There are various factors that prevent students from improving their ability to speak. A lack of vocabulary, the usage of a mother tongue, and a lack of participation. Teachers have an essential role in assisting students with challenges. Creating and implementing attractive learning activities in the classroom to boost students' excitement for participation in speaking activities. It is the teacher's role to encourage the student learning process so that learning outcomes improve. The question and answers exercise is a traditional part of learning how to speak. However, this activity might bore children and cause them to lose interest in the learning process.

⁶ Parupalli SRINIVAS Rao, "THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS," *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. 2 (2019): 6–18.

Many research has been conducted to examine attractive learning tactics for speaking skills. One of them is Asti's research into boosting speaking skills through the use of YouTube videos. This study was carried out at the Technocrat University of Indonesia, with 40 English classrooms serving as subjects. The study came to the conclusion that YouTube videos can be used to improve speaking skills. Students can pay more attention and focus on developing their speaking skills by employing engaging media. Students' speaking skills will develop with significant practice and dedication.⁷

Social Competence

An essential quality that every person should possess is social competency. Social skill-related topics should be taught as soon and often as possible. People who are socially adept may successfully navigate daily life. Educational institutions, one of the institutions that offer learning and it also helps children to gain social abilities. School is a deliberate and intentional strive to enhance students' cognitive, affective, and psychomotor skills so they can grow into properly educated persons through the school institution.⁸ Four competencies are required to be attained by students in Indonesia's primary and secondary educational systems. The fundamental abilities include spiritual, social, intellectual, and practical.⁹ Therefore, the existence of social competence education in the school is very important in order to build students' personality and ability in the specific school so that the improvement of school level can increase.

Social skills and behaviors that people require to successfully adapt to the social environment are referred to as social competency. In a social context, social competence refers to the capacity to integrate cognitive, affective, and behavioral variables. According to the preceding opinion, people with social competence can combine their social, emotional, and cognitive capabilities to develop abilities for social environment adaptation. The ability to interpret past experiences, adopt new knowledge, and adapt to adjustments in social contact are all examples of social competence. The basis for future relationships with people is social competency. A person's capacity to positively perceive a scenario and use experience as a foundation for handling ongoing social circumstances affects their performance in social life. Hence, social competency influences personal ability in the future because if students have a good social competency, the neighborhood will receive their good behavior in the environment, except they have bad social ability; people will not respect them because they don't have good enough ability in the social context for example they can't respect other people.

The most important of the abilities required to connect well in a group or society is social competencies, which are commonly referred to as social skills. Social competence is the capacity to succeed and pick the appropriate path to interpersonal maturity. The ability to interact with other people is needed so that someone can distinguish how to behave towards everyone. For example, how we behave towards people who are older than us and how we behave towards people who are younger than us. Social skills will also give us knowledge about how we get along with people we just met and so on. In the school environment, counseling services that exist in every school are very helpful for building the students' personalities and competencies especially in the context of social education so that the development of students' personality can gain through the involvement of the teacher in teaching about the social competencies.

⁷ Alvi Raihan Utami, "The Use of Vlog on Youtube in Improving Students' English Speaking Skills," *Pustakailmu.id* 2, no. 1 (2022): 1–11.

⁸ Baskoro Nugroho Putro, "Basketbal As an Alternative Method To Learn Social Competence," *Gelanggang Pendidikan Jasmani Indonesia* 4, no. 1 (2020): 1.

⁹ Ibid.

C. DISCUSSION

What is Learning Community

A learning community is a dynamic social network that brings together individuals with a common goal of learning and knowledge sharing.¹⁰ Brower stated that it goes beyond the confines of conventional learning environments, encouraging a collaborative and interactive learning process.¹¹ People actively interact with one another in a learning community to share ideas and experiences and to build their collective knowledge and skills in a given field.

Different contexts and styles of learning communities are possible. In educational institutions, learning communities—where students can connect and collaborate with their peers—may be formed within a particular class or across several classes. These communities, establish a sense of community and common learning objectives, enabling students to learn not only from their teachers but also from one another.¹² The development of learning communities in the classroom encourages participation, critical thinking, and the development of interpersonal skills, all of which help students perform more proficient overall.

The development of technology has also created new opportunities for learning communities to thrive. Individuals from a variety of backgrounds and regions can participate in educational activities due to the increasing number of internet-based platforms and virtual educational communities.¹³ To promote transfer of knowledge and a sense of community among members, this web-based community uses a number of platforms, including discussion boards, online courses, web seminars, and collaborative projects.

There is a lack of clarity on what learning communities truly entail due to the widespread use of the concept in various programs and activities. This has led to the risk of it becoming just another trendy buzzword. To address this, it is essential to establish a shared understanding of what constitutes a learning community and its desired outcomes. In the present article, a researcher presents a model that explicitly defines the essential features, processes, and outcomes necessary for learning communities to realize their potential. This model aims to differentiate between true learning communities and other initiatives, such as collaborative classrooms or residence halls that promote community among residents. By providing this model, Brower contributes to the ongoing discussion on learning communities and their significance in achieving specific educational objectives. Overall, their article emphasizes the importance of defining learning communities and setting clear expectations for their implementation to ensure their effectiveness and impact on students' learning experiences.

In essence, learning communities serve as hubs where individuals with a shared interest in learning and growth come together. By building an atmosphere that goes beyond straight instruction, they encourage active engagement, teamwork, and idea sharing.

¹⁰ Margaret Riel Kathleen P. Fulton, "Collaborative Online Continuing Education: Professional Development Through Learning Communities," *GEORGE LUCAS EDUCATIONAL FOUNDATION*.

¹¹ Janet Heiss Arms, Alberto F. Cabrera, and Aaron M. Brower, "Moving Into Students' Spaces: The Impact of Location of Academic Advising on Student Engagement among Undecided Students," *NACADA Journal* 28, no. 1 (2008): 8–18.

¹² Kathleen P. Fulton, "Collaborative Online Continuing Education: Professional Development Through Learning Communities."

¹³ Peter Shea, "A Study of Students' Sense of Learning Community in Online Environments" 1, no. 10 (2006).

The Benefits of Learning Community

Learning communities provide plenty of benefits for anybody looking to advance their English-speaking abilities. The major benefit is improved language learning. Engaging in a learning community provides learners with an immersive and dynamic language environment. By actively participating in discussions, debates, and group activities, learners have the opportunity to practice and refine their English speaking skills. Regular interactions with fellow learners and native speakers expose them to diverse language styles, accents, and vocabulary, ultimately leading to improved fluency, confidence, and proficiency in the English language.

Peer support and feedback also play a crucial role in the success of learning communities.¹⁴ Within these communities, participants can rely on their peers for constructive feedback on their language use, pronunciation, and grammar. This supportive network offers a safe space for learners to experiment with language without fear of judgment. Through constructive criticism and encouragement, learners can identify their strengths and weaknesses, enabling them to focus on specific areas that require improvement. This immediate and continuous feedback loop accelerates the language learning process, ensuring learners are constantly refining their English speaking skills.

Numerous researchers have used the Learning Community to help students improve their speaking skill. A study conducted by Rahmawati investigated the significant influence of the learning community on students' speaking skill. Rahmawati concluded that learning community technique (LCT) has an influence on students' speaking skill.¹⁵ Another study with positive results was conducted by Purwanto & Despita who also investigated the demonstration of a learning community to increase students' English proficiency mastery.¹⁶ The result of the study is that students who take classes that integrate learning in the learning community have an average test speaking competence that is greater than that of students who take classes where such integration is not a part of the learning community.

Additionally, learning communities often consist of individuals from diverse cultural backgrounds. The diversity presents an excellent opportunity for learners to gain cultural understanding and develop intercultural communication skills. Engaging with peers from different cultures broadens perspectives and fosters an appreciation for linguistic and cultural diversity. Learners become more flexible and sensitive in their language use when they interact and communicate with people who may have diverse habits, traditions, and methods of expressing themselves. Such cross-cultural experience helps develop a global attitude in addition to bettering English speaking abilities.

Furthermore, being part of a learning community brings an inherent sense of motivation and accountability. When learners share a common goal, the collective pursuit of language improvement creates a positive learning environment. Regular interactions with motivated peers who share similar aspirations foster a sense of camaraderie and encouragement, driving learners to stay committed to their language learning journey. The support and motivation provided by fellow community members ensure learners remain focused and dedicated, overcoming obstacles and challenges that may arise along the way.

¹⁴ Huizhen Wu, Huimin Zhu, and Xiaohu Yang, "The Effects of Providing Peer Feedback on Learners' Genre Awareness in English as a Foreign Language Business Letter Writing," *Frontiers in Psychology* 13, no. December (2022).

¹⁵ A Rahmawati, "Improving Speaking Skills through the Learning Community Technique," *English Education Journal (EEJ)* 6, no. 4 (2022): 484–496.

¹⁶ Darussalam Polytechnic, "The Efficacy of Learning Community in Learning English Speaking Skill" 7, no. 2 (2022).

In conclusion, learning communities offer a plethora of benefits for individuals striving to enhance their English speaking skills. These communities serve as interactive and inclusive platforms that foster language acquisition, peer support, cultural understanding, and motivation. Engaging in such environments facilitates accelerated language learning, providing learners with the necessary tools to become proficient English speakers. Whether in formal educational institutions, online platforms, or professional networks, learning communities play a pivotal role in equipping learners with the social competence and linguistic abilities to thrive in diverse linguistic and cultural settings. Embracing the benefits of learning communities empowers individuals on their path to becoming effective English speakers and effective communicators in today's interconnected world.

What is Social Competence?

Competence is defined as logical action to accomplish the objectives that are required that correspond with the anticipated circumstances. In order to perform at their best during social interactions, people must have social competency, which is the capacity to modify how they exhibit social behavior in response to perceived social conditions.¹⁷ Wilson & Lowe with their knowledge of social contact within the house or at educational institutions, those who are socially competent can readily learn ways to connect comfortably and favorably with others.¹⁸ There are three components to social competency, including 1) Social abilities, which are assignments related conduct, interactions with others, and self-related performance; 2) Adapting behavior, which includes; a. becoming independent, b. physiological growth and advancement, c. development of language, and d. academic achievement; 3. Group approval, or how much a person is accepted by others in the group and participated in an activity.¹⁹ The capacity to use interpersonal skills successfully to accomplish goals in a social setting is referred to as social competence. Students who lack social skills do worse in educational institutions, according to. They are more inclined to be ignored by their classmates and receive less favorable evaluations from educators which frequently leads to more distracting behavior and less instructional time. As a result, every single student needs to have enough level in their social competence in order to avoid discrimination in the school environment when they have interaction with other students or people in the social community.

Self-control, interpersonal competence, and capacities in every single student are the components of social competence. Students can demonstrate competence in society if they can act responsibly, independently or without help from others, cooperatively, having a purpose in mind, and without acting impulsively. While the students' behavior can be described as good, hostile, or oppositional, it can also be argued that students lack competence. The students' social skills include self-confidence, self-esteem, social responsibility, which includes the capacity to communicate with older people, helpful behavior into peers and moral wisdom, outcomes orientation, leadership behavior toward peers, and focused on goals and persistent behavior. Therefore, it is crucial to develop and enhance social competence in children from an early age.

A previous study that related with social competence, they conducted a study about educating kids at SMK Muhammadiyah 1 Sleman in social skills to increase their social competency. The

¹⁷ Redouan Bshary and Rui F. Oliveira, "Cooperation in Animals: Toward a Game Theory within the Framework of Social Competence," *Current Opinion in Behavioral Sciences* 3 (2015): 31–37, <http://dx.doi.org/10.1016/j.cobeha.2015.01.008>.

¹⁸ Louise Wilson and DR Toby Lowe, "The Learning Communities Handbook" (2019).

¹⁹ Lori F. Gooding, "The Effect of a Music Therapy Social Skills Training Program on Improving Social Competence in Children and Adolescents with Social Skills Deficits," *Journal of Music Therapy* 48, no. 4 (2011): 440–462.

findings of the study demonstrated that social skills training, which consists of six steps, including defining the goal expertise, modeling purposes, role playing, providing feedback, positive growth, and homework can improve competence in social situations. This may be seen by comparing the social competence levels of each participant before treatments to those levels after the first cycle of therapy and the second cycle of treatment. 31% of the adolescents attained high social competence after the first phase of treatment. And when the second phase of therapy was carried out, 100% of the students had already achieved the research aim and had high social competence, with each student exhibiting at least 75% of social competency. The majority of the time when the students were in the school environment, they were afraid to express their opinions and responded to their peers. The students did their best to overcome their nervousness and were brave enough to ask questions when they did not comprehend the instruction. This previous study is different from this present study because this present study does not conduct research, however this article presents the theory of learning community, English speaking, and social competence because the author decided on a conceptual review article. While, the similarity of this current article with the previous one is in the topic, both of these are discussing social competence for students.

Relationship between Learning Community and Social Competence

Learning community can be an influence for students who are interested in studying more to help their ability in specific aspects that they want to increase. The learning community is a collection of peers who meet in a secure setting to think on and express their opinions and uncertainties about their profession as well as to exchange suggestions or personal stories in an effort to grow as a group. This community is a structure of support for students' learning process to be more open minded while having conversation with their friends because it is one of the receptacles that can help them to distribute their ideas. A community of learning is an essential component of democratic and social development that compels students to engage with societal problems. According to him, the authors conclude that students who participate in the learning community will develop fresh perspectives, since rearranging the way individuals think about a particular circumstance may be used to convince others into understanding at higher levels. At the education level, the community of learning participation has an unofficial but significant educational goal since it helps students develop their abilities while fostering their social and civic awareness. The learning community provides students with knowledge of social competence.

Intellectual development, emotional intelligence, and social development are complementary strategies for enhancing a person's capacity for comprehending, regulating, and expressing the social and emotional components of life as well as for planning constructive and goal-oriented activity. Students' capacity to successfully manage the responsibilities of daily life, such as studying, establishing connections, resolving problems as they arise, and adjusting to the complicated requirements of growth and development, is supported by societal psychological learning and character education. According to the authors, the existence of a community of learners in the school significantly aids school administrators in enhancing both the learning environment and standards for staff and student performance especially in the social performance context.

The community of learners is an approach of fostering moral and social growth in the people who act (students).²⁰ The Learning Community provides a significant role in the development of

²⁰ James Rest and Darcia Narvaez, "The College Experience and Moral Development.," *Handbook of Moral Behavior and Development, Vol. 1: Theory; Vol. 2: Research; Vol. 3: Application.*, 1991,

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social skills by fostering the characteristics of moral responsible and moral citizens. Therefore, we may create morally upright people through the learning community program before our students get accomplished professionals. As a result, many educators, like Dewey, emphasize that the main goals of teaching and learning are to develop social skills, create a strong personality, and educate ethical, moral, and social principles. The teaching of social skills in schools is currently being reviewed by school officials since it appears that social skills and values in children are deteriorating at a high level. School leadership has been forced to reconsider transforming the culture of schools as a result of student misbehavior, errors of judgment, and class-skipping.

A previous study that related with this topic. they conducted research to explain the connection between interactions with others and social studies learning and how literature studies help students enhance their social skills. The study's findings demonstrate the value of teaching pupils about interaction with others, which covers human interactions like collaboration and communication. Students must possess social skills since they are necessary for establishing social connections. This previous study is different from this current study because this study focused on presenting the theory of learning community, English speaking, and social competence. The similarity between both of the current study and previous study are discussed about social competence.

Relationship between Learning Community and Speaking Skill

There are numerous methods and strategies for learning speaking skills. However, teachers must consider the method and strategies to teach their students with attractive activities, so that the students have a desire to engage and participate actively in the activities. It is relatively rare to study English utilizing the Learning community as an approach.²¹ It might be that most teachers are likely to use traditional strategies such as QnA (Question and Answer) sessions. This monotonous method may hinder students' ability to improve their public speaking skills. Students are hesitant to ask questions because they are insecure, fearful of speaking in public, and concerned about grammatical faults.

Teachers should use strategies that can encourage students to participate actively, such as learning communities. Learning Community is a strategy to teach speaking skills. A learning community is an effective learning technique that attempts to improve abilities through regular meetings in order to get the best possible results. Not only outside the classroom but can be applied in the classroom, with unlimited topics to practice speaking.

Students can establish positive interdependence by participating in a learning community. According to Pedler, students have their own responsibility for determining their own learning needs, they also should help others and offer knowledge to the community.²² In other words, the students' role in learning community is to interact with other members of the community. In learning community teacher acts as a facilitator and counselor. Teachers can provide topics that can be used for discussion in the community. On demand, provide translation to target language and sample or imitate. The teacher also confirmed the errors that occurred during community

<http://ezproxy.deakin.edu.au/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=1991-98694-022&site=ehost-live&scope=site>.

²¹ Efran Aderiza, "The Application of Learning Community Strategy to Improve Speaking Skill," *Eduvelop* 1, no. 2 (2018): 165–177.

²² *Ibid.*

conversations. Furthermore, the teacher can provide criticism or comments in a calm and non-judgmental manner.

Learning community is an effective strategy to teach English in the class or outside the class. This is proven by studies examining learning communities as a strategy for teaching speaking skills. The study that was conducted by Aderiza, aims to find out whether the learning community can improve speaking skill for students in English educators. The subjects of this study were the fourth semester students at Universitas Muhammadiyah Pare-Pare. The result of this study showed that a learning community can improve students' speaking skills.²³ A study in the same field was conducted by other researcher with the aim to explain the use of learning community in speaking skill for junior high school. The result found out that learning community is a good strategy to improve students' speaking skills. Recognition from those prior studies, it can be said that the learning community has a relationship that helps students' speaking abilities. The presence of a learning community assists students in developing their speaking skills. They can be more adaptable in demonstrating their talents and interests.

D. Conclusion

Learning communities are valuable social competencies as well as excellent tools for improving English speaking skills. Learning communities offer chances for learners to engage in meaningful interactions, develop communication skills, and gain confidence in speaking English by fostering a friendly and collaborative atmosphere. When students practice consistently, they will be able to effectively develop their speaking skills. Students might overcome their fear of speaking English by seeking support as well as input from friends or teachers. In addition, within the learning community, Individuals get a sense of belonging, meaningful relationships, and a deeper awareness of other perspectives through continuous participation and engagement.

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