

**THE EFFECT OF COMMUNITY OF PRACTICE ON STUDENTS'
CONFIDENCE IN PUBLIC SPEAKING**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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Submitted to *Fakultas Tarbiyah dan Keguruan*
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In Partial Fulfillment of the Requirements for
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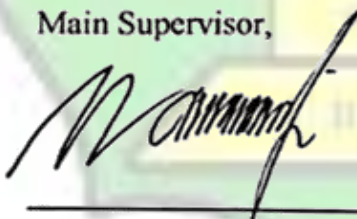
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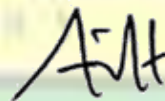
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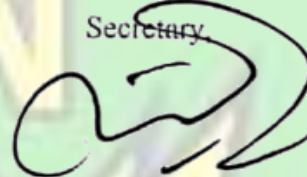
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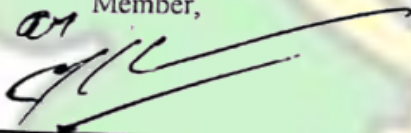
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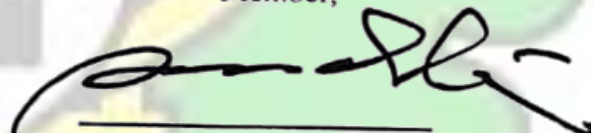
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The Effect of Community of Practice on Students' Confidence in Public Speaking

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 Juli 2020

Saya yang membuat surat pernyataan,



Abd. Rafid

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ABSTRACT

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This study is intended to investigate whether the effect of community of practice on students confidence in public speaking and to find out their problems faced on joining the community of practice. This study was conducted at UIN Ar-Raniry, Banda Aceh, particularly of the English Department Education on Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. Moreover, in selecting the participants of this study, the purposive sampling is used. The samples of this study were six students of English Education Department in ten semester batch 2015 from 6 units and took one participant from every unit. Thus, the 6 candidates are selected with the criterion, which ever joined at some community of practice and pass the productive skill subject (public speaking class). In collecting the data, the in-depth interview was employed. Then, analyzing the data was done by using thematic analysis technique. The findings revealed that all of students perceived that the Community of Practice was effective to improve English vocabulary and pronunciation also fluency. In addition, they conveyed more specific responses about the improvement of soft skills they felt. The soft skills consist of confidence; behave in front of public, more organized in speaking, and enhancing curiosity in English. In conclusion, Community of Practice has a significant effect to improve English vocabulary and treat students' behavior to be better.

TABLE OF CONTENT

APPROVAL LETTER	i
DECLARATION OF ORIGINALITY	ii
ACKNOWLEDGMENT	iii
ABSTRACT.....	v
TABLE OF CONTENTS	vi
LIST OF APPENDIES	viii
 CHAPTER 1 INTRODUCTION	
A. Backgrounds of the Study	1
B. Research Question.....	5
C. Research Aims	6
D. Significance of the Study	6
E. Terminologies	6
 CHAPTER 2 LITERATURE	
REVIEW	
A. Community of Practice	10
1. The characteristic of community of practice	13
2. Benefits and factors of CoP	14
3. Cultivating Successful CoP	18
B. Students Confidence	20
1. The kinds of Self-Confidence.....	22
2. Factors affecting student confidence	24
C. Public Speaking.....	25
1. The basic of Public Speaking	28
2. Public Speaking factors	28

CHAPTER 3 RESEARCH METHODOLOGY

A. Research Design.....	31
B. Research Site and Participants	32
C. Method of Data Collection.....	34
D. Method of Analysis.....	35

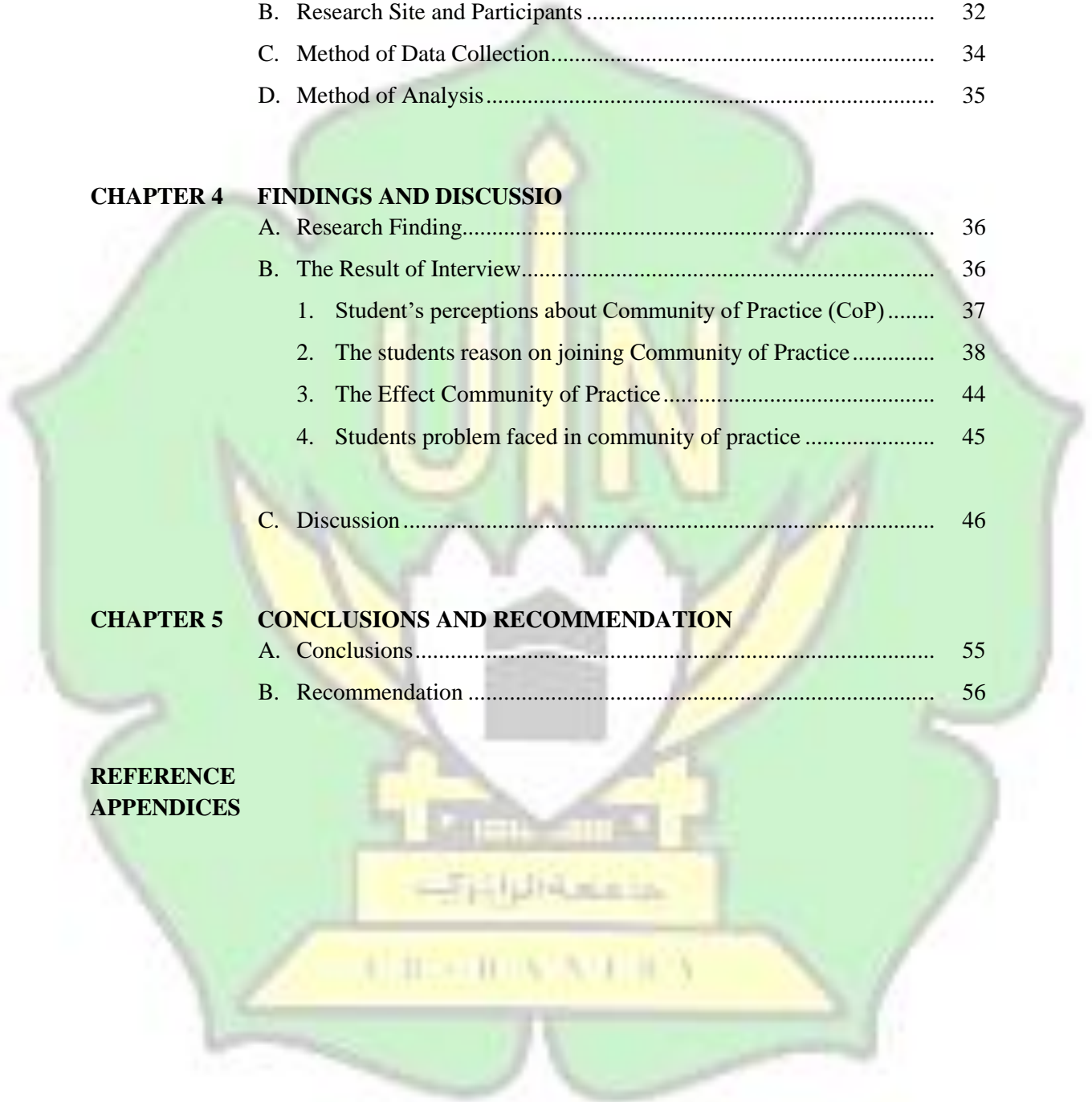
CHAPTER 4 FINDINGS AND DISCUSSION

A. Research Finding.....	36
B. The Result of Interview.....	36
1. Student's perceptions about Community of Practice (CoP)	37
2. The students reason on joining Community of Practice	38
3. The Effect Community of Practice	44
4. Students problem faced in community of practice	45
C. Discussion	46

CHAPTER 5 CONCLUSIONS AND RECOMMENDATION

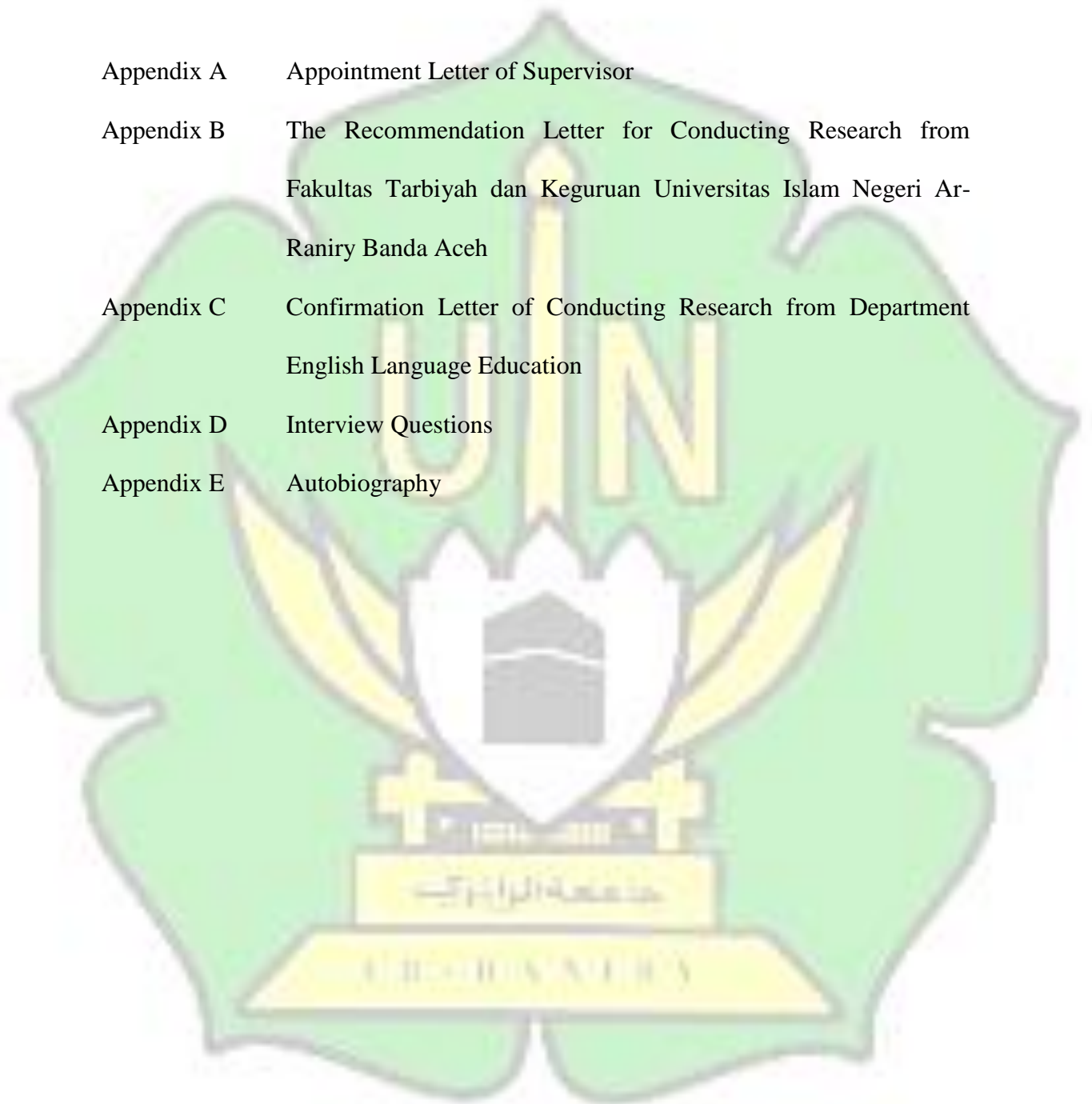
A. Conclusions.....	55
B. Recommendation	56

REFERENCE APPENDICES



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B The Recommendation Letter for Conducting Research from
Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-
Raniry Banda Aceh
- Appendix C Confirmation Letter of Conducting Research from Department
English Language Education
- Appendix D Interview Questions
- Appendix E Autobiography



CHAPTER 1

INTRODUCTION

A. Background of Study

In this modern era, English language is most important in communication. Moreover, according to Jack and Theodore in Approach and Method in Language Teaching “English is being considered the world most widely studied foreign language” (2002, p.9). In addition, English has become obligatory subject that is taught from elementary school up to university level in Indonesia. By studying English we know about foreign, culture and also the information from around the world which based in English.

English has become lingua franca although English is not the language with the largest number of native or first language speakers (Harmer, 2005). In English language teaching, there are four skills that should be mastered by the students, which are listening, speaking, reading and writing. From those skills, by mastering speaking it can help us to interact and communicate with others. Fisher and Frey (2007, p.16) argued that speaking is exchanging the information, ideas, and emotions through oral language and that is why speaking called uniquely of human act. It means that speaking is more than written form and it is used in daily activity

by people. In habitual action, speaking is used to share and exchange information to others people.

On the other hand, most of learners feel difficult to practice English. According to Ur (1996, p. 121) there are several problems when speaking activities such as inhibition, nothing to say, low or uneven participation, and mother-tongue use. Thus, there are many students felt anxiety and lack of motivation considered as the biggest obstacle from them which impact their ability to speak.

Richards (2006), suggests that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel that improved in their spoken language proficiency, therefore a student needs to practice it frequently in order to improve their English proficiency.

To build up students' confidence they need practice speaking English out of the classroom. They can speak or practice English with their friends or join some community of practice. This community of practice may come as a way to solve the problems. In this area, the students only allow speaking in English and the instructor or tutor has initiate giving some activities like words chain, games, poem, song, and so forth to do (Mouleka, 2013). In this community, the members of the students can practice their English easier, fun, and low anxieties. Because of that, the community has a role which every member cannot judge or bully the other members. By joining the community of practice, the students can share freely their knowledge or experience.

The focus of this study is capturing and investigating the effect of community of practice for the people or students who join on community of practice about their confidence in public speaking. Community of practice created by the people who involve or engage in a process collective learning in a shared domain of human endeavor; community of practice are groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly (Wenger, 2004). The community of practice such English speaking club is alternative way to develop speaking ability for the people or students that joined on that community. Furthermore, community of practice becomes to facilitate the people or students who want mastering the English and improve their ability especially in speaking skill.

The community of practice will help the students on their confidence in public speaking. In the students context of learning English, the instructor always ask the student why they are unable to speak English confidently, especially with international speakers or even with others around them on English context. So the community of practice (CoP) comes as the platform for the students who want share their knowledge with others and as the place to express their self to build up their confidence, especially in public speaking.

Several studies have been conducted to explore about the effect of community of practice or the group with the same interest. Kasmalinda (2012), conducted a research to explore “The influence of speaking club to encourage student motivation in speaking (at senior high school 1 Krueng Sabee, Aceh Jaya). The

finding was reported that speaking club is an effective way to improve speaking ability. Another research was conducted by Ms. Ratana , to investigate “The student English language problems and their learning strategies in the international program at Mahidol University”. This study was to investigate the English language problems and learning strategies. In other hand, Melviza, Z., Ys, S. B., & Erdina, N. (2017), the researcher of Syiah Kuala University, conducted a research, entitled “Students’ perception toward English club activities”. This study is intended to find out the perception of students toward English club activities in speaking. Other researcher also did the study in CoP site, Holmes & Meyerhoff, (1999). This study provides an introduction to this issue of Language in Society by exploring the relationship of the concept of Community of Practice (CofP) to related terms and theoretical frameworks. The criterial characteristics and constitutive features of a CofP are examined; the article points out how a CofP framework is distinguished from other sociolinguistic and social psychological frameworks, including social identity theory, speech community, social network and social constructionist approaches.

At the end, this study only focused on investigating the effect of community of practice on student confidence in public speaking. Moreover, this study has taken research for the student of English education department at UIN Ar-Raniry in ten semester batch 2015 which consist of six units and took 6 participants as the sample. Additionally, even PBI included one of favorite major in Tarbiyah faculty; most of PBI’s students need to learn English from other site because most of

English student is difficult in speaking. Lack of confidence or low self-esteem, anxiety, lack of vocabulary, and also lack of motivation are the current issue that student PBI felt. Thus, this study explores the effect of CoP from the student who joined in some community or English club. This study is hoped to be of use for the teaching of public speaking of EFL learners especially at UIN Ar-Raniry.

Based on the above elaboration, the researcher was interested in conducting research on this topic and has titled the study as *“The Effect of Community of Practice on Students’ Confidence in Public Speaking”*.

B. Research Questions

The following are the questions that should be answered related to the background of study:

1. What are the effects of community of practice on students’ confidence in public speaking?
2. What kinds of problem are they faced in community of practice?

C. Research Aims

The purpose of this study is:

1. To investigate whether the effect of community of practice on students’ confidence in public speaking
2. To find out their problems faced on joining the community of practice.

D. Significance of the Study

The researcher hopes this study can contribute theoretically and significances to the people who has involved on this community. Theoretically, this study aims to enrich the literature of this study regarding to the student's who has confidence in practice public speaking. Practically, this study provides some information and suggestions for the institution. The researcher also expect if it can beneficially and motivate the students who have low self-esteem to join some community of practice like English speaking club to build up their confidence in public speaking especially PBI students at UIN Ar-Raniry.

E. Terminology

To avoid misunderstanding in this research, there is several terms need to be explained. The terms are:

1. *Community of practice*

According to Wenger (2004), Communities of practice created by the people who involve or engage in a process collective learning in a shared domain of human endeavor; communities of practice are groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly.

The community of practice that took as aimed here are basically about English practice or English club which located around Banda Aceh. There

is several community of practice with the purpose to practice English such as Exord Youth Platform, Ar-Raniry English Club and so on.

2. *Students Confidence*

According to Brown (2001:62), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self efficacy refers to the students' belief in their capacity to perform and handle specific tasks. In addition, the students' judgment of their own worth or value from the self efficacy above is called self-esteem.

3. *Public Speaking*

Public speaking is the process of designing and delivering a message to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech.

CHAPTER II

LITERATURE REVIEW

A. Community of Practice

Community is a social group in a society consisting of several individuals who interact with one another in a particular environment and generally have the same interests and habitats. Community is also defined as a group in society, where its members have the same social criteria as a characteristic. For example the similarity of interests, the similarity of professions, similarity of religion, similarity of residence, and others. A community is formed because of the desire of its members to achieve certain goals that

have been mutually agreed upon. In addition, the community also aims to provide mutual assistance to fellow members so that they can develop together. So, we can make tied if the community has aim and purpose which the people around that community practice do the same activities. Then we can say that is community of practice.

A community of practice is an important theoretically construct that underlies a particular model of learning, namely, learning in which people, through a process of legitimate peripheral participation, take up membership in and identity with a community which serves as the home of these shared practices. While knowledge communities can take many forms, (communities of interest, knowledge-building

communities, etc.) communities of practice typically have a degree of informality (low to moderate institutionalization, making them a community and not an organization), and high connectivity (rather tight social relationships between members of the community, and a relatively high degree of identification with the group). Communities of practice rely on situated theories of knowledge, i.e., the idea that knowledge is a property enacted by groups of people over time in shared practices, rather than the idea that knowledge is a cognitive residue in the head of an individual learner. (Hoadley, 2004).

According to Wenger (2004), Communities of practice (CoP) created by the people who involve or engage in a process collective learning in a shared domain of human endeavor. Thus, community of practice also defined as a group of people who share a concern or passion for something they do and learn how to do it better as they interact regularly. In other hand, it is ways of doing things, ways of talking, beliefs, values, power relations – in short, practices – emerge in the course of this mutual endeavor. A CoP can evolve naturally because of the members' common interest in a particular domain or area, or it can be created deliberately with the goal of gaining knowledge related to a specific field. It is through the process of sharing information and experiences with the group that members learn from each other, and have an opportunity to develop personally and professionally (Lave & Wenger 2004).

In other hand, the people with the same concern, goals, and want to solve problem with their scope and field then share to others to get the new form and idea it is called community of practice

The form of Communities of Practice varies greatly depending on goals and needs the community forming groups, but the basic structure is the sharing activity knowledge. Communities of Practice is a unique combination consisting of three elements fundamental is the domain or field of knowledge, community or group of observers of the field that knowledge, and shared practice, namely the activity of sharing knowledge through practice for improve capabilities in the domain (Wenger, McDermott, & M. snyder, 2002).

The following will be explained further about the three fundamental elements in Communities of Practice:

1. *Domain* created ground with the same identity to define good domain, the community have to know the goals and the benefit for the members on that community and give the support for the members to active and give contribution to that community.
2. *Community* creates social networks of learning activities. Strong community will fostering trusting and respectful interactions and relationships, this will encouraging the desire to share ideas, express problems, ask questions and listen carefully between individuals.
3. *Practice* is a set of frameworks, ideas, information tools, language styles, stories, as well as documents regarding the activities of sharing knowledge between community members.

In many organizations, communities of practice have become an integral part of the organization structure (McDermott & Archibald 2010). These communities take on

knowledge stewarding tasks that were formerly covered by more formal organizational structures. In some organizations there are both formal and informal communities of practice. There is a great deal of interest within organizations to encourage, support, and sponsor communities of practice in order to benefit from shared knowledge that may lead to higher productivity (Wenger 2004). Communities of practice are now viewed by many in the business setting as a means to capturing the tacit knowledge, or the know-how that is not so easily articulated.

As a social construct, a CoP is different from the traditional community, primarily because it is defined simultaneously by its membership and by the practice in which that membership engages (Janet & Meyerhoff, 2002). This definition suggests a dynamic, rich, and complex concept of a CoP. This stresses the notion of "learning" as essential to an interpretation of why the theory gives researchers something different from the conventional term "group" – or more than definitions such as "language culture" or "social network" in the sense of sociolinguistic research.

1. The characteristic Community of Practice

In addition to the distinction between CoP and other types of organizational groupings found in the workplace, in some cases it is useful to differentiate CoP to other community. There are:

- a. A group of people interested in sharing information and discussing a particular topic that interest them

- b. Members are not necessarily experts or practitioners of the topic around which the CoP has formed.
- c. The purpose of the CoP is to provide a place where people who share a common interest can go and exchange information, ask questions, and express their opinions about the topic. Additionally, as discussed above, is to provide a way for practitioners to share tips and best practices, ask questions of their colleagues, and provide support for each other.
- d. Membership in a CoP is not dependent and dependent upon expertise – one only needs to be interested in the subject. Example: Someone who is interested in photography and has some background/training in it finds an online CoP for working photojournalists, who use it to discuss various aspects of their work. Since this community is focused on working photojournalists, it would not be appropriate for an amateur photographer to contribute to the CoP discussions there. Depending on the CoP's structure, non-CoP members may have access to reading the discussions and accessing other materials of the community.

2. Benefits and Factors of CoP

a. Social capital

Social capital is said to be a multi-dimensional concept, with both public and private facets (Bourdieu 1991). That is, social capital may provide value to both the individual and the group as a whole. Through informal connections that participants build in their community of practice, and in the process of sharing their expertise,

learning from others, and participating in the group, members are said to be acquiring social capital – especially those members who demonstrate expertise and experience.

b. Knowledge management

Wasko & Faraj (2000) describe three kinds of knowledge: "knowledge as object", "knowledge embedded within individuals", and "knowledge embedded in a community". Communities of Practice have become associated with finding, sharing, transferring, and archiving knowledge, as well as making explicit "expertise", or tacit knowledge. Tacit knowledge is considered to be those valuable context-based experiences that cannot easily be captured, codified and stored (Davenport & Prusak 2000), also (Hildreth & Kimble 2002).

Because knowledge management is seen "primarily as a problem of capturing, organizing, and retrieving information, evoking notions of databases, documents, query languages, and data mining" (Thomas, Kellogg & Erickson 2001), the community of practice, collectively and individually, is considered a rich potential source of helpful information in the form of actual experiences; in other words, best practices.

Thus, for knowledge management, a community of practice is one source of content and context that if codified, documented and archived can be accessed for later use.

c. Individuals

Members of communities of practice are thought to be more efficient and effective conduits of information and experiences. While organizations tend to provide manuals to meet the training needs of their employees, CoPs help foster the process of

storytelling among colleagues which, in turn, helps them strengthen their skills on the job (Seely Brown & Duguid 1991).

Studies have shown that workers spend a third of their time looking for information and are five times more likely to turn to a co-worker rather than an explicit source of information (book, manual, or database) (Davenport & Prusak 2000). Time is saved by conferring with members of a CoP. Members of the community have tacit knowledge, which can be difficult to store and retrieve outside. For example, one person can share the best way to handle a situation based on his experiences, which may enable the other person to avoid mistakes and shorten the learning curve. In a CoP, members can openly discuss and brainstorm about a project, which can lead to new capabilities. The type of information that is shared and learned in a CoP is boundless (Dalkir 2005). Duguid (2005) clarifies the difference between tacit knowledge, or knowing how, and explicit knowledge, or knowing what. Performing optimally in a job requires being able to convert theory into practice. Communities of practice help the individual bridge the gap between knowing what and knowing how (Duguid 2005).

As members of communities of practice, individuals report increased communication with people (professionals, interested parties, hobbyists), less dependence on geographic proximity, and the generation of new knowledge (Ardichvilli, Page & Wentling 2003).

d. Social presence

Communicating with others in a community of practice involves creating social presence. Tu (2002) defines social presence as "the degree of salience of another person in an interaction and the consequent salience of an interpersonal relationship" (p. 38). It is believed that social presence affects how likely an individual is of participating in a CoP (especially in online environments) (Tu 2002). Management of a community of practice often faces many barriers that inhibit individuals from engaging in knowledge exchange. Some of the reasons for these barriers are egos and personal attacks, large overwhelming CoPs, and time constraints (Wasko & Faraj 2000).

e. Motivation

Motivation to share knowledge is critical to success in communities of practice. Studies show that members are motivated to become active participants in a CoP when they view knowledge as meant for the public good, a moral obligation and/or as a community interest (Ardichvilli, Page & Wentling 2003). Members of a community of practice can also be motivated to participate by using methods such as tangible returns (promotion, raises or bonuses), intangible returns (reputation, self-esteem) and community interest (exchange of practice related knowledge, interaction).

f. Collaboration

Collaboration is essential to ensuring that communities of practice thrive. Research has found that certain factors can indicate a higher level of collaboration in knowledge exchange in a business network (Sveiby & Simon 2002). Sveiby and Simons found that

more seasoned colleagues tend to foster a more collaborative culture. Additionally they noted that a higher educational level also predicts a tendency to favor collaboration.

3. Cultivating successful of CoP

What makes a community of practice succeed depends on the purpose and objective of the community as well as the interests and resources of the members of that community. Wenger identified seven actions that could be taken in order to cultivate communities of practice:

a. Design the community to evolve naturally – Because the nature of a community of practice is dynamic, in that the interests, goals, and members are subject to change, CoP forums should be designed to support shifts in focus.

b. Create opportunities for open dialog within and with outside perspectives – While the members and their knowledge are the CoP's most valuable resource, it is also beneficial to look outside of the CoP to understand the different possibilities for achieving their learning goals.

c. Welcome and allow different levels of participation – Wenger identifies 3 main levels of participation. 1) The core group who participate intensely in the community through discussions and projects. This group typically takes on leadership roles in guiding the group 2) The active group who attend and participate regularly, but not to the level of the leaders. 3) The peripheral group who, while they are passive participants in the community, still learn from their level of involvement. Wenger notes the third group typically represents the majority of the community.

d. Develop both public and private community spaces – While CoPs typically operate in public spaces where all members share, discuss and explore ideas, they should also offer private exchanges. Different members of the CoP could coordinate relationships among members and resources in an individualized approach based on specific needs.

e. Focus on the value of the community – CoPs should create opportunities for participants to explicitly discuss the value and productivity of their participation in the group.

f. Combine familiarity and excitement – CoPs should offer the expected learning opportunities as part of their structure, and opportunities for members to shape their learning experience together by brainstorming and examining the conventional and radical wisdom related to their topic.

g. Find and nurture a regular rhythm for the community – CoPs should coordinate a thriving cycle of activities and events that allow for the members to regularly meet, reflect, and evolve. The rhythm, or pace, should maintain an anticipated level of engagement to sustain the vibrancy of the community, yet not be so fast-paced that it becomes unwieldy and overwhelming in its intensity (Wenger, McDermott & Snyder 2002).

B. Students Confidence

Confidence means feeling sure of yourself and your abilities not in an arrogant way, but realistic, secure way. Confidence is not about feeling superior to others. It is a quiet inner knowledge that you are capable. To sum up, the person or students that has belief in their self and competent which has no worries to voice out their opinion and act like as much as their want it is mean they are confidence.

There is opinion about public speaking as outlined in a number of books. The individuals can be skilled speakers, if they have doing more exercise and practice that improve their confidence. Confidence and peaceful are the result of developing a number of skills to successful complete a task. Self-confidence is often referred to as the main key determinant of one's success. Individuals who have good confidence will easily adjust to any environment.

Peter (2002) stated that, self-confidence is an attitude or belief in one's own abilities so that in his actions are not too anxious, feel free to do things in accordance with the desires and responsibilities for his actions, polite in interacting with people others, have a drive for achievement and can recognize their own strengths and weaknesses. This means that someone which has confidence can be seen from its characteristics, namely selflessness (tolerance), does not need encouragement from others, and optimistic.

According to Brown (2001), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning

activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self efficacy refers to the students' belief in their capacity to perform and handle specific tasks.

In addition, the students' judgment of their own worth or value from the self efficacy above is called self-esteem. There is a well accepted definition of self-esteem by Coppersmith in Brown (2007) as follow:

“By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individuals convey to others by verbal reports and other overt expressive behavior”.

Simon (2004) stated that, if confidence is the belief for something that will to do which will successful. So many students lack in their self esteem because they do not have enough practice and believe they can successfully in their public speaking in front of people (Simons, 2004). In other hand, to combat these beliefs through public speaking units meant to fosters students confidence in speaking, which purpose make effective public speaker in this era.

The study conducted by Goleman (2001), Through self-evaluation, the teenagers can understands them and will know how to develop their self-confidence. Low self-

esteem generally comes from the assumptions which affect their self to not have confidence for doing something and do not give the appreciation for them. Self-confidence is related to ability or the courage of individuals to take actions that are not carries only physical but also psychological risks. The individuals can be named do not have confidence if that person does not dare to speak or appear in a public, embarrassed in expressing his/her ideas in group discussion, etc. confidence is very needed for every people, especially for college students in academic life.

In accordance with the opinion of some experts above, it can be concluded that self-confidence is a person's assessment of the ability and skills which have lead to firmness or confidence to act in a broader area. A student needs confidence to succeed in life, self-confidence plays a role in encouraging and motivating individuals to react appropriately to the challenges and opportunities that come to them as well as to feel happy in their life.

1. The kinds of Self-Confidence

Everyone needs confidence to succeed in life and it is plays a role in encouraging and motivating individuals to react appropriately to the challenges and opportunities to come. Confidence has a number of characteristics. According to Hakim (2002: 5), a person who is confident is able to carry out tasks well and responsibly and has a plan for his future, creative, tolerance, in his work and usually that person has confidence in himself. Furthermore Hakim stated that people who have confidence have the following characteristics:

- a. Keep calm, this type is student's personal belief. Consciously choose to accept something you can, indeed, accept, handle, learn, gain, and benefit from any outcome or situation in some way.
- b. Independent, this characteristic means the students capable to do something what she/he want and can handle it also taking decision without fear for other judgment.
- c. Easygoing, this kind usually easy to adapt, nice, polite and do something in simple way.
- d. Have a skill; the people who have self confidence generally have a skill to support their performance, such tips and tricks being confidence.
- e. Optimistic, being optimistic means that you are looking at the bright side of things. You are looking for solutions and belief to yourself.
- f. Responsibility, this sort means the people commit to conscientiousness for something what had they done.

Agung and Iswindharmajaya (2010) also set several characteristic the people who have low self-esteem or not confidence which affect for their condition, there are:

- a. Not responsible for their decision. This characteristic identify if the people or student do not belief to their self.
- b. Bashful and clumsy. Too bashful and clumsy are the student circumstance that cannot show up their own pride in front of people affected from their anxiety.
- c. Can not show up his or her skills. The people or a student who have self esteem is difficult to express their thought easily.
- d. Do not brave give the idea.

- e. Usually waiting the opportunity. The people who have low self-esteem will do not take and afraid for the opportunity to exit from their comfort zone.
- f. Wasting time for making decision. This type will feeling confused for decision.
- g. Pessimism, egoism and anxiety. This category will feel uncomfortable before doing something.

2. Factors affecting student confidence

Rogers (2003) stated that, there are three common fundamental that often reported by those who are difficult to speak in public. Such physical symptom which has effect to his or her stomach before presenting and appeared in the form of stomach tension and difficult to sleep. But every person has different condition on this situation. There are several common conditions that influence a person:

- a. A faster heartbeat.
- b. Knee trembles, makes it difficult to stand or walk to the pulpit, or difficult to stand quietly in front of an audience.
- c. Vibrating sounds, often accompanied by twitching of the throat muscles, or gathering of lunders in the throat.
- d. Heat waves, or a feeling of fainting
- e. Stomach cramps, sometimes accompanied by nausea
- f. Hyperventilation, which includes difficulty breathing
- g. Watery eyes or slimy nose.

According to Sinambela (2020), there are several ways how to handle and assisted the people with PSA symptoms.

- a. Cognitive behavioral therapy (CBT)
- b. Behavior Therapy
- c. Farmakoterapy
- d. Practice without memorize
- e. Practice with the notes
- f. Practice and imagine the way of presentation
- g. Get ready for something unplanned or bad condition.

C. Public Speaking

Public speaking used to be known as rhetoric, but after the advancement of science and technology, the word rhetoric changed and called as public speaking. These changes are due to need communication becomes increasingly important and so that it penetrates into various aspects of life. Furthermore, it is becomes as the skills that must be possessed by everyone to support their career and success life on any fields like social, economic, political and even cultural and education. Students as the agents of change are expected to play a role through the ability of public speaking.

There are several definitions of public speaking according to some expert. Public speaking is the process of designing and delivering a message to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering

your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech (wrench, goding, johnson, & attias, 2012). So, we can conclude that if the audiences of a workshop feel happy, enjoyable and understand with that speech by a public speaker it will be called as success public speaking.

In other hand, Effendy (2005) argues that “speech” defined as the art of speaking in front of public. The speech is not only exposure informative which contains information and explanation, but also persuasive that contains incitement which make the audiences want to move to apply it on their daily life. Other expert like Zarefsky (2013) also argues that if public speaking is; "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speakers and listeners".

Based on several explanations above, we may summarize that public speaking is the art of communication in front of public that takes a place continuously between the speaker and the listener with the aim that the listener thinks, feels and acts as expected by speaker. Furthermore, the ability of public speaking is a skill that formed of the potential for mastery to speak fluently in front of public which can be owned as giving when we born or is the result of practice. A person has the ability in public speaking called, have confidence and good communication skill.

According to Raja, (2017) cited in Lucas (2011), there is so many people who want to speech will be doing has an frightened for someone who converse easily in all varies activity on that field. As we know, all the people have to know that they are not the

only one may be going passes that fell; in reality, most of speaker feels the same. It is good for to know if outside many speakers feels that case situation.

Furthermore, trained to become one public speaker; most of them not born as the nature one. They felt emotions like anxiety, fear, leading nausea and also excessive sweating when they are at the situation which they have to become focus of attention as they have to address an audience.

In other hand, confidence is also needed for someone who want to be good public speaker. Confidence in public speaking is defined as belief in the successful outcomes of one's effort (Simons, 2004). If students make an effort to practice their speeches purposefully and know their content, they reported higher feelings of confidence before engaging in public speaking (Combes, Walker, Harrell, & Tyler-Wood, 2008). Confidence in public speaking is not established immediately, nor is it something with which one is born naturally; the best speakers use lessons and practice until the knowledge they convey is second nature (Blanchard, 2016). Teachers must, therefore, take into account the time it takes for students to practice public speaking in their classroom to promote trust among students.

1. The basics of public speaking

Suhandang (2009) stated there are three elements of public speaking.

- a. Speaker, the speaker as the center of the transaction.

The speaker acts as the communicator who appears as a central activity that describes the focus of the audience by looking at the speaker. The speaker necessary to use the tricks and technique that aim the message of the speech will be achieved.

b. Message, all the message from the speaker to audiences is flow.

c. Audiences

The audiences which involved on the process of this public speaking activity are essentially the people with naturally different background and has the it own sense about this public speaking.

In fact, the functions of public speaking and communication are similar, because public speaking is a communication tool. An individual who wants to convey a message to other individuals must use a symbol that means communication with all the processes. There are elements that convey, there are contents of the message and there are supporting tools or media used to convey it.

2. Public Speaking factors

There is three factors that can shape a people be a good public speaker. According to Cornegie (1992) cited in www.forumkuliah.wordpress.com;

a. The process of learning and practicing

The process of learning and practicing can begin by finding some references books on how to improve public speaking skills, attending to the seminars or training. The students also be able to practice public speaking skills during lecture hours or while in the classes such as expressing opinion, presenting, asking and answering questions.

b. Environment

Environment is also the factor how to be a good public speaker. The good environment is always containing with positivity and the people who always support around you.

c. Talent.

Talent gives positive investment for the success to become a good public speaker. In other case, some people already have a natural talent without practicing and learning first.

Schreibers and colleagues (2012) recognized nine basic ways how to deliver the good speech and performance for the students to keep focus on in public speaking, there is:

- a. Decide a proper topic to the listeners.
- b. Formulate an introduction to the subject and speaker for the audience
- c. Use an effective organizational pattern
- d. Locate, synthesize and use convincing materials to help them
- e. Create a conclusion that reinforces the argument and emotionally closes
- f. Demonstrate a careful choice of words
- g. Effectively use vocal expression and paralanguage to engage the audience
- h. Demonstrate nonverbal behavior that reinforces the message
- i. Adapt the answer successfully to the audience

It takes a lifetime to learn the variety of skills and competencies, which is why it is important to develop them slowly throughout a K-12 education. Evidence of students feeling more confident when they have opportunities to practice and ready

during public speaking (Price, 2009). Use rubrics such as PSCR to define the various components of public speaking, educators should prepare students for as many different aspects as they can; improve their readiness and confidence (Price, 2009). Further, as students practice they become more confident and as their confidence improves so does their ability to speak publicly; thus, it is essential that educators create opportunities for students to develop confidence in public speaking.



CHAPTER III

RESEARCH METHODOLOGY

This study focused on the effect of community of practice on students' confidence in public speaking and also investigated students' problems and strategy to solve their problems. This research found at the effect of community of practice on students' confidence by using the interview to ask their opinion. In that case, the researcher asked about students' problems that are faced during speaking. This study took place at UIN Ar-Raniry, Banda Aceh. This chapter also explained about the design of this research, research sites and participants, methods of data collection and the procedures of data analysis.

A. Research Design

Research is the process of step used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2012:3). This research was a qualitative study, which “seeks to discover and understand a phenomenon, a process or the perspectives and worldviews of the people involved” (Merriam 1998). This type of study included descriptions, interpretations, and understanding of repetitive patterns that were categorized or looking at members' response. Research method helps the researcher to collect, analyze, and interpret data and answer research

questions (Creswell, 2012; Johnson & Christensen, 2008). This study used in-depth interview as the instrument for collecting the data including how to analyze the data. Thus, the researcher and the interviewee made appointment first and did the interview in different day with others interviewee in length 20-30 minutes by using smart phone to record the interview. The population is the students of English education department in ten semester batch 2015 which consist of six units and took 6 participants as the sample. In other hand, the participants as the sample are the people that joined or alumni on every community of practice which available in Aceh.

B. Research Sites and Participants

This section discussed the description of the research location and participants clearly and briefly.

1. Research Sites

The research was conducted at UIN Ar-Raniry, Banda Aceh, particularly of the English Department Education on Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Banda Aceh.

2. Research Participants

1. Population

Castillo (2009) defined that population is generally a large collection of individuals or objects that is the main focus of scientific query. Based on the explanation above, the population of this study was the students of English Education Department in ten semesters in academic year 2015 which consist of six units with the number of students are 150. The researcher chose English Department Students batch 2015 as the participants because they had passed public speaking class and most of them joining some community of practice like English club.

2. Sample

The sample was the small unit of population that was taken as representatives of all population. The sample was chosen purposively. Sugiyono (2008) stated that purposive sampling is the sampling technique based on certain criteria. Purposive sampling is one of techniques in selecting participants, which focus on particular characteristics of a population. The condition of the sample here are the students who had pass the productive skill subject (Public Speaking class). At the end, the researcher chose 6 participants as the sample that involved on in-depth interview from six units which took one participant from every unit. Thus,

the 6 candidates are selected with a criterion, which ever joined at some community of practice.

C. Methods of Data Collection

1. Interview

The interview is used when researcher asked some participants and records their answers to obtain in-depth information about their thought, knowledge, reason, motivation, belief, and feeling about the topic (Creswell, 2012).

In this study, the researcher used a one-on-one interview. It is “data collection process in which the researcher asked to record answers from only one participant in the study at a time” (Creswell, 2012, p.218). In this interview section, each participant interviewed about 20-30 minutes depending on the question and situation which consist of 8 questions. The data were recorded by using a Smartphone. The researcher and participants spoke directly in English when doing the interview and the transcription of the record will be drafted as the document of analysis. As an ethic code of participants, the researcher did not mention the real names of participants, but they are pseudonyms. Pseudonym is the term that it used to disguise participants' real identity, Ruth & Janine (2016).

D. Method of Analysis

Hancock (2009) stated, analysis of data in research project involves summarizing the mass of data collected and presented the result in a way that communicates the most important features. The interview analyzed by transcribing into narration. The result of data collection which used interview in this study analyzed qualitatively by using thematically analysis written descriptive. The result of the interview analyzed descriptively based on what the participant said when the process of interview occurs. The descriptive analysis is a good method used in analyzing and collecting the data of interview, because it used to obtain detail descriptions examines the result of the data. Thus, to avoid misinterpretation in analyzing the data, the interview was recorded to case up in gathering information.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the result from data that are gained from interview analysis. The purpose of this research is to achieve the answers about the effect of community of practice on students' confidence in public speaking.

A. Research Findings

The research findings were explained based on the research questions. However, an additional finding which was not based on the research question will be discussed at the end of this chapter. The research questions were “What are the effects of community of practice on students' confidence in public speaking?” and “What kinds of problem are they faced in community of practice?”.

B. The Result of Interview

In this part, the researcher would elucidate the data analysis from the in-depth interview. The interview was conducted to know participants perceptions, problems, and also the effects community of practice on students' confidence in public speaking. The questions were provided to six students of semester ten of English department UIN Ar-Raniry Banda Aceh which joining some community of practice. The researcher addresses 8 main questions to get the information, and

the researcher found that the results of the participants were varied. The participants' initials are US, IW, ST, DA, ZA, and NS.

1. Student's perception about community of practice (CoP)

Almost all of the participants gave the same answer when they were questioned about their perceptions on community of practice, which community of practice is the best platform to the people who want to practice English and the place that give them new knowledge and improve their skills in English. As participant US stated that:

“Well... I think it is the perfect way for some people who want to communicate and practice their English with some people”.

In similar, DA also supported with the same statement:

“Community of practice is really good and important place. I can practice English and improve my ability here. So, this community of practice is very good for the people who want practice and improve their English”.

In other hand, participant ZA gave the statement:

“Emmm.. In my opinion, Community of Practice especially English club is the place where we can improve our English especially speaking skill. Besides, we also learn other skills such as listening, writing and reading. In other hand, we can learn everything too about English”.

Based on the participant's statement above, it can be concluded that community of practice is the good place to practice English and it also the platform to improve the knowledge about English. Moreover, they learn other skill in English.

2. The Student's reasons on joining Community of Practice (CoP)

a. To gain and share knowledge

The six participants said that the reason why they joined on CoP are to gain and share some knowledge and also to build their confidence at that place and met a lot of friends. The statement by participant US as she said that:

“The program at community of practice made the participants talk active with others members. We were practice speaking each other and gain some knowledge, such as the skills of speaking and use English as habitual language to practice in the club and daily life. Thus, not only practice English, but also the members can gain some knowledge when join in CoP”.

Supported by IW said that:

“Yes, I am really like joining into this community, because I can share my knowledge with my friend and also we can speak each other with any subject without felling nervous. So, share some knowledge and less of nervous are the reason on joining in community of practice”.

Other reason by ST stated that:

“Yes I like joining this community because here I can meet a lot of people and friends who have the same intension and goal which want to improve our speaking skill”.

The same as opinion by ZA said that:

“Yes. Because in another side, I can make relationship and get more friends and also I can learn about English absolutely”.

Another argument by other participant as DA supported that:

“I like joining this community. This community of practice helps me in practicing English. So, it is increase my confident to speak in English”.

Referring to the answer of participants above, it can be concluded that the reason why they joined the community of practice are gain some knowledge, met a lot of friend and made relationship also it can increase their confidence in English.

b. The good platform to practice speaking

According to all participants in this research, they gave the same answer if this community as the good and interesting platform to practice speaking. Here, the researcher provided two the best answers.

US responded:

“Hmm yes, because when I am at community of practice my friend and I try to speak English even we are not really fluent in English. So, we have to practice a lot if we want fluently in speaking”.

Then ZA said that:

“Yes of course, that really indeed for me. When we come to campus or institution we have to study formally with many rules. But when we join speaking club we can extend it. In conclusion, in CoP we can improve our skills also get more information about English. It is the good platform to practice speaking”.

By concerning two participants' answer above, it could be concluded that the community of practice is the interesting community to learn and practice speaking. In

this community of practice the participants try to speak if they want fluent in English and also it can improve their skill where they did not get in the class also get some knowledge and information. So, the community of practice is the good platform to practice speaking.

c. Encourage students' willingness to practice speaking.

Based on the result of the interview answers, all participants responded that Community of Practice encouraging their willingness to practice speaking. The participants also gave some perspective why it can encourage their willingness to speak. Such ZA said it is not like credit as at the campus that she has to finish it, but in this community of practice they have the rules how to manage and encourage the students to speak. As ZA said:

“Of course. They have such their own curriculum that not same like formally institution or campus on way to handle the participants. In the English club have many tricks or tips that students can learn about English. The tutors' forces us to accustoming speaking in English as much as possible we can without punishment till we enjoy it to make us fluently. We can freely to speak and give our idea in this club. Because in the community of practice have no credit such in the campus. So, it will encourage our willingness to practice speaking”.

In addition, other participants supported about how it can encourage their enthusiasms or willingness.

NS said that:

“Yes, because the place more comfortable and fun that makes us do not feeling shy. In other hand, the students’ willingness to practice speaking will raise caused of comfortable and fun place”.

Thus, DA and US also revealed if it can encourage their confidence in practicing to speak English. It can be concluded that community of practice is the place where someone feel confident and free to speak or learn English without any credits and punishment from the lecturer. In other case, the place that held to do for learning process of English club are more comfortable and fun which impact on student feeling.

d. Perception of the prefer place in practice speaking.

In this sub-unit reason, the participants were asked about their perception about which one they prefer to practice speaking English in regular class or in the community of practice. All of them gave the reason why they more prefer to practice in CoP rather than in regular class. Besides that, there were few students that added their opinion about it. Here, the researcher provided the best two answers.

NS responded:

“I prefer to choose Community of practice rather than in regular class. In the regular class I felt like monotonous where I cannot express my feeling while practicing English in the class. On the contrary, I can share my experience and express my idea that affected to decrease my anxiety in practice speaking while in the community of practice”.

Then, ZA said that:

“Personally I chose community of practice. In community of practice provide many times to learn something new. For example, community of practice provides a lesson such public speaking, so we use our timing to explore it. Opposite, it is different when practice speaking in the class. Thus, learning in the community more effective then learning in the classroom because we have more time to learn something new”.

From the data of the participants, it could be resumed all the participants like and more prefer to practice speaking in community of practice. The reasons were different from each interviewee. The first reason was about the monotonous and cannot express their feeling in the classroom. In this case, it was about students’ freedom while in the class. The second reason was about student improvement by learning new knowledge in the limit of time.

3. The effect of Community of Practice

Based on the interview, the participants conveyed about the effect of CoP are really affected on their speaking ability. Here, the researcher provided several the best answers. As ST said that:

“Yes, this community has effect in my speaking ability. It is enhancing curiosity and motivated me to learn more about English. I can also sharing my thought to others and got many inspirations. As the result, the effects of CoP are enhancing student curiosity and motivation in English and get inspiration to solve their problem in speaking”.

Thus, IW supported if her vocabularies, pronunciations, and fluency are improved:

“My vocabularies are improved since joining in this club. Every meeting in CoP has many topics to discuss that make me found new words to memorize. Furthermore, it also has progressed in my pronunciations which affected on my fluency in public speaking. So, because the theme while learning process is different in every meeting. The student found the new method of pronoun, fluent, and also vocabulary”.

Then ZA also responded about the effect of CoP on her self confidence. As she revealed that:

“In community of practice the tutors forced us to practice a lot in speaking. It is make us more organized and learn how to behave on conveying something that makes us brevier then before while speaking in front of public. In other hand, our confidences in public speaking are increased. So, practicing a lot, organized, and self confidence are the effect on joining CoP”.

Regarding the participants answer above, it can be concluded that the community of practice have effects for all the participants on their speaking ability and improve their vocabulary mastery for all the participants. Such as enhancing students' curiosity and motivation to learn and got the inspiration to solve their problem, improving student vocabulary, pronunciation, organized, and self confidence.

4. Student' problems faced in Community of Practice

All of participants said the same problems that they are faced in CoP are nervous or feeling shy, lack of vocabulary and also low self-esteem. Here, the researcher provided the best answer from all the participants. As DA stated that:

“The problem that I faced when joining in English club is nervous or feeling shy. Sometimes feeling scary when I want perform or speak out gives my idea in front of people on that club. Moreover, lack of

vocabulary and wrong in pronunciation are also the problem that I faced. Although low of self-esteem make me difficult to share and build relation with new people while interact in that club. Other problem that I faced in CoP is the distance of the speaking activity or the program are held is excessively far away to access because it is not permanently did in the same place. But it shift about to another place depend on the member agreement”.

To sum up, according from the participant answer above, it can be concluded that the student problem faced in community of practice are feeling shy or nervous, lack of vocabulary, low self-esteem, and the distance to access the program. So, these student problem faced can affected and make barrier on student achievement in public speaking.

C. Discussion

The purpose of this research is to investigate whether the effect of community of practice on student' confidence in public speaking and to finds out students problems faced on joining the community of practice. The analyses of the interview have similar responses from the participants. Based on the interview conducted by the researcher at that time, all of the students gave answers about the effected impact of the community of practice on their confidence in public speaking.

All the participants agreed the CoP as the platform or place for the people who have the same intension and the same purpose which learn together to achieve their goals.

Community of practice may help the students who have low self-esteem and for those people who want fluently speaking in English. When the researcher did the interview all of the student stated it is very effective on their confidence in speaking and also they get new knowledge in English. In other point, it is not only affected on students speaking ability but also impact on student vocabulary mastery. In this case, the memorization is related to vocabulary memorizing. They also perceived that after involving themselves into the programs, they are able to communicate English easier because many programs engage students to be active in speaking. Furthermore, the students' pronunciations are progressed and also students' fluency in speaking is increased. Hence, they speaking more organized and they know how to behave while conveying or speaking in front of public. The students get more confidence and make them briefer in public speaking. In other side, it is enhancing student curiosity in English and they can share they thought till they get many inspiration to learn English.

Based on the explanation above, it was answered the first research question which conducted and apply it to the interviewee. That research question is "what are the effects of community of practice on students' confidence in public speaking?".

The second research question was asked about "what kinds of problem are they faced in community of practice?". The result of data collected shows that some student have the same difficulties that student faced on community of practice in

the first time on joining this community. Some participants stated that their problems faced on CoP are feeling shy or nervous, lack of vocabulary, low self-esteem, and the distance to attend on that program is far away to access. So, we can assume that the student have the same problems that they are faced in community of practice.

As the additional statement, the researcher asked the participants about their thought of CoP and the students reason on joining CoP. For the student perception, the participants mentioned that the community of practice is the appropriate platform to practice English, improve and learn other skill in English especially speaking. In addition, after conducting the interview, the researcher found many factors about student reason on joining community of practice. Their answer were varied such as to gain and share knowledge, the good platform to practice speaking, encourage and motivated student willingness to practice speaking and also they gave the reason about the prefer place to practice speaking which distinguish the regular class and community of practice.

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

A. Conclusions

Based on the research findings and discussion, the researcher concluded that the effect of community of practice on students' confidence in public speaking is really effective. Furthermore, CoP can enrich student with a variety of skill and knowledge about confidence, motivation, relation and also vocabulary. The community of practice which set with some rules it makes the student who joining on this program made student enjoyable and comfortable while learning and practicing English. There is no judging and bullying till make the student on that community felt shy.

However, the student answered that confidence and vocabulary is the some aspect that improved from the five components while joining that community. This research proved that students' perception on the effect of community of practice is really effective for speaking development.

B. Recommendation

After conducting this research, the researcher perceives the need to give some suggestions that would be useful in the future, especially for future researchers who

are interested in conducting research on the relevant issues. The researcher considers that there is a limitation of this research. The monotonous or learning in one place or a resource for learning language especially for speaking is not always effective. So, the community of practice is one of the platforms that can be alternative way of learning. The researcher provided several recommendations:

1. The researcher hopes it is can encourage the future researcher to investigate its potential in other ways related to these issues.
2. The researcher hopes that this research can be references or sources to the next research with the issue and other purposes to make this community of practice more effective for students in learning languages.
3. The researcher also hopes that this CoP is better widely known and as the platform for students to improve and develop their skills, cultures, and knowledge of foreign languages.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15099/UN.08/FTK/KP.07.6/10/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 September 2019
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Nidawati, M.Ag
2. Azizah, M. Pd
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Abd. Rafid
NIM : 150203179
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Community of Practice on Students' Confidence in Public Speaking
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2019
An. Rektor
Dekan,


Muslim Razali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telpn : (0651)7551423, Fax : (0651)7553020
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Nomor : B-3323/Un.08/FTK.1/TL.00/02/2020

Banda Aceh, 25 February 2020

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : ABD. RAFID
N I M : 150203179
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl. Lingkar Kampus Uin Ar -Raniry Darussalam Banda Aceh

Untuk mengumpulkan data pada:

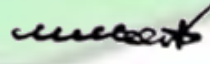
Kampus Uin Ar - Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Effect of Community of Practice on Students' Confidence in Public Speaking

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.flk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-184/Un.08/PBI/TL.00/06/2020

Sehubungan dengan surat An. Dekan, Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-3677/Un.08/FTK.I/TL.00/03/2020 tanggal 05 March 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Abd. Rafid
NIM : 150 203 179
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Effect of Community of Practice on Students' Confidence in Public Speaking.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 25 Juni 2020

Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Interview Guideline

1. What do you think about Community of Practice especially English club?
2. Do you like joining that community? Why?
3. Do you think this community is very interesting to practice speaking?
4. Could this community of practice encourage students' willingness to practice speaking? Why?
5. Does this community have effect in students speaking ability?
6. In your opinion, which one you prefer practicing speaking in regular class or community of practice?
7. Do you feel more motivated and interested in practicing speaking during attending the community of practice?
8. What are the problems faced when you joined community of practice?

