THE EFFECT OF COMMUNITY OF PRACTICE ON STUDENTS' CONFIDENCE IN ENGLISH SPEAKING AND VOCABULARY MASTERY

(A Case Study of KOPLO Community Banda Aceh)

THESIS

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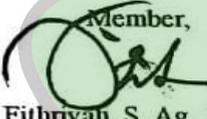
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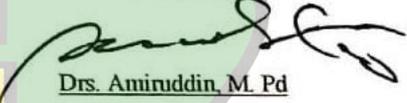
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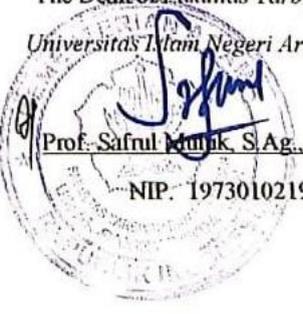
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The Effect of Community of Practice on Students' Confidence in English

Speaking and Vocabulary Mastery

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.

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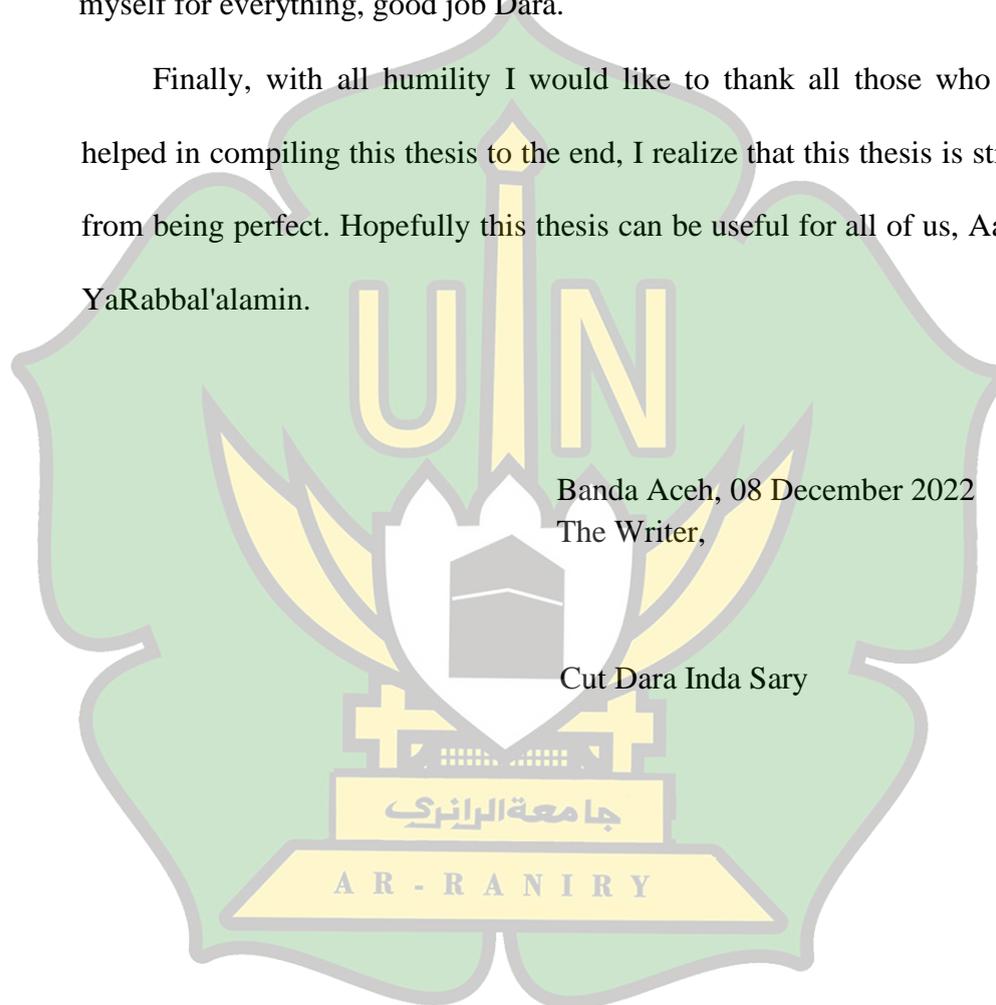
ABSTRACT

This research aims to find out the effects of community practice on students' confidence in English speaking and vocabulary mastery. This study uses a qualitative descriptive research design. The sample of this research was 10 of member participant of KOPLO (Warkop English Orchestra). The result showed that by joining the KOPLO community students obtain many advantages related to the improvement in vocabulary mastery and speaking confidence. Furthermore, this study also found out that there are differences between the students who are frequently and rarely participated in the meeting of community. For the students who frequently participated in the meeting obtained advantages such as students can be more confidence to speak. Otherwise, the students who rarely participated in the meeting faced lack of confidence and face difficulty in speaking. In conclusion, there are some effects in joining KOPLO community.

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CHAPTER I
INTRODUCTION

This chapter introduces the topic of the study about confidence in speaking English and vocabulary mastery which focuses on community of practice. It is divided into several parts; background of study, research questions, research aims, significance of study, and research terminology.

A.   Background of Study

Speaking English is building and sharing meaning using verbal and non-verbal symbols in different contexts (Ibrahim & Adnan, 2019). According to Nunan (1991, as cited in Amoah & Yeboah, 2021), acquiring speaking competence is the most significant part of learning a second or foreign language, because the language comes out through the mouth or the activity of transferring information or expressing one's sentiments through speech. However, some students faced certain difficulties in speaking English, such as a lack of desire and self-confidence, especially when speaking in front of the classroom. Based on the writer's experience in speaking class, it was shown that some students lack self- confidence in giving their best performance, especially in public speaking sessions. Students still do not fully use language in a straightforward and precise manner. It is also characterized by the presence of anxiety. In the same way, Amoah and Beyoah (2021) state that speaking in a target language is difficult for most language learners because it requires more than a web of vocabulary and knowledge of other semantic and grammatical norms. He also added that some students still have problem with

pronunciation, grammatical rules, vocabulary, and fluency. As a result, it might lower the student's motivation and self- confidence in speaking English. Therefore, students need a suitable environment to practice their English skills which are not only limited to studying the theory and brief discussion.

In this case, a supportive learning environment is needed to support students to deepen their knowledge and skills, which is not only limited to university students. The place that students need is a place that motivates them to speak in English freely and where students can practice with friends about a particular thing by sharing their opinion. Therefore, to get those experiences, students need to join a community of practice where the learning system is different from the formal class. This community seems to be the right environment for students to have supportive friends to study together. According to Lave and Wenger (1991), as cited in Mercieca, (2017), a community of practice is situated learning joined by some participants to learn together. By joining this community students can participate in various learning about cultural diversity and training their speaking skills (Freeman, 2017). In addition, by joining this community, students will have the mutual involvement with other members to talk each other using English and each member has the opportunity to share their opinions and suggestions.

Moreover, community of practice can be a place to develop skill share with a group of people. In this community, students can train their abilities by involving others. There are some criteria of community of practice such as shared practices, internally constructed membership, actively constructed dependence of

personal and group identities, shared social or instrumental goals, boundaries are maintained but necessarily defined in contrast with out-groups, and social process of learning (Wenger, 2015).Based on the criteria mentioned, it can be concluded that the community of practice provides a more flexible space for students to train or develop their skill without any pressure. Furthermore, Hildreth and Kimble (2004, as cited in Sayer (2014), states that the community of practice could enhance the inner motivation that drives students to produce the knowledge and create an environment for student to find and share information's while practicing. One of the communities of practice that provides free opportunities for students to practice English speaking is the KOPLO community which is based in Aceh province.

KOPLO is stand for Warkop English Orchestra; this is the community to learn English by gathering in the cafe and having a discussion together, which aims to develop soft skill in communication, enhance the insight about culture, and to improve the English-speaking skill for youth and adult. Based on the opinion of several students, they said that KOPLO is one of the communities for learning speaking that is easily accessible today, especially for students in Banda Aceh. The community was built-in 2019because of the English language proficiency of students in Indonesia especially in Aceh is very low. Based on the research report of the EF English Proficiency Index (EF EPI) 9th edition (2019), Indonesia is still below the average value of English proficiency in the Asian region with a score of (53.00) or ranked 5th under other ASEAN countries such as Singapore (66.82), Philippines (60.04), and Malaysia (58.55).Therefore, the level

of interest of Indonesian students in learning English has spawned several innovations to build an English learning community, one of which focuses on speaking English such as the KOPLO community.

As time passes, the ability to speak in English is increases; this is one of the motivations for students to learn how to speak in English. As Hadfield and Hadfield (2012) state, speaking is the most crucial skill for English language learners that need to be developed because it is the ability to communicate with others and requires a wide variety of skills. Besides, Harmer (2007) notes that effective communication knows characteristics of language and the ability to process knowledge. However, not all students can learn the language orally; they need language features and social processing. A study by Farhani et al (2020) found that there are five main topics were linked to the problems of students speaking English, including lack of knowledge, lack of vocabulary mastery, grammar as a stumbling block, fear of others' negative reactions, low bravery when speaking publicly in English, and anxiety when speaking English. In general, the problems faced in speaking English are closely related to those mentioned above, but the most influential one is related to self-confidence.

Therefore, in this study focused on determining whether specific effects that influenced students' confidence in speaking English after participating in the KOPLO community. The students focused on in this study were students who had at least joined the KOPLO community for four months.

B.   Research Question

Concerning the background of the study explained above intended to find out the answer to the questions:

1.   What are the effects of KOPLO community of practice on students' confidence in English speaking and vocabulary mastery?

2.   What are the differences between students who frequently participate in the KOPLO community and students' who rarely participate in the KOPLO community?

C.   Research Aims

According to the research question, this research aims to find out:

1.   The effects of community of practice on students' confidence in English speaking and vocabulary mastery.

2.   The differences between students' who frequently participate in the KOPLO community and students' who rarely participated.

D.   Significance of Study

This study is significant to provide the insight on the influence of KOPLO community for student's English speaking and students' confidence. Theoretically, this study aims to enrich the literature of this research regarding the students' skills in speaking practice. Specifically, this study provides some information and suggestions for the organization. Hopes this will benefit and motivate students with low self-esteem to join a community of practice such as English-speaking club to boost their skill and confidence in English speaking.

E. **Key Terms used**

The discussion of this terminology is needed to explain in detail, which aims to avoid misunderstandings and unclear interpretations. Regarding the study, the terminologies that need to be discussed are as follows:

1. **Community of Practice**

A community of practice is a group of people who meet to achieve individual and group goals because they share a shared concern, a set of difficulties, or an interest in a topic. According to Wenger (2000), as cited in Rafid (2020), community of practice is knowing, learning, and sharing knowledge's part of being a community member rather than as separate activities. The community of practice that will be discussed in this study is focused on speaking English activity in KOPLO community.

2. **Speaking Confidence**

According to Lautner (2002), as cited in Munawaroh (2017), confidence is an attitude that every individual must possess to develop a positive assessment of themselves and the environment of the people around them. The students will gain a sense of self-confidence when they see themselves mastering skills and attaining goals in teaching and learning activities. It indicates that self-confidence pertains to students' views about their ability to do and handle specific activities. Furthermore, in speaking English, student needs the self-confidence to reduce their nervousness when communicating with others and be able to convey messages in a directed manner.

Besides, According to Kurniawan (2013), speaking is the ability to communicate oneself in areal-life situation or report something in precise words to express a specific notion successfully. Speaking as a form of communication in which a speaker produces meaningful messages. A listener receives the messages so that the speaker and the listener engage in an interactive process between one individual. It can be concluded that speaking confidence is most related to the self-efficacy when speaking English in front of others without any anxiety.

3.   KOPLO Community

KOPLO is the community for students to learn English outside of the classroom. This is one of the communities of practice that support students to enhance their self-confidence in speaking English.
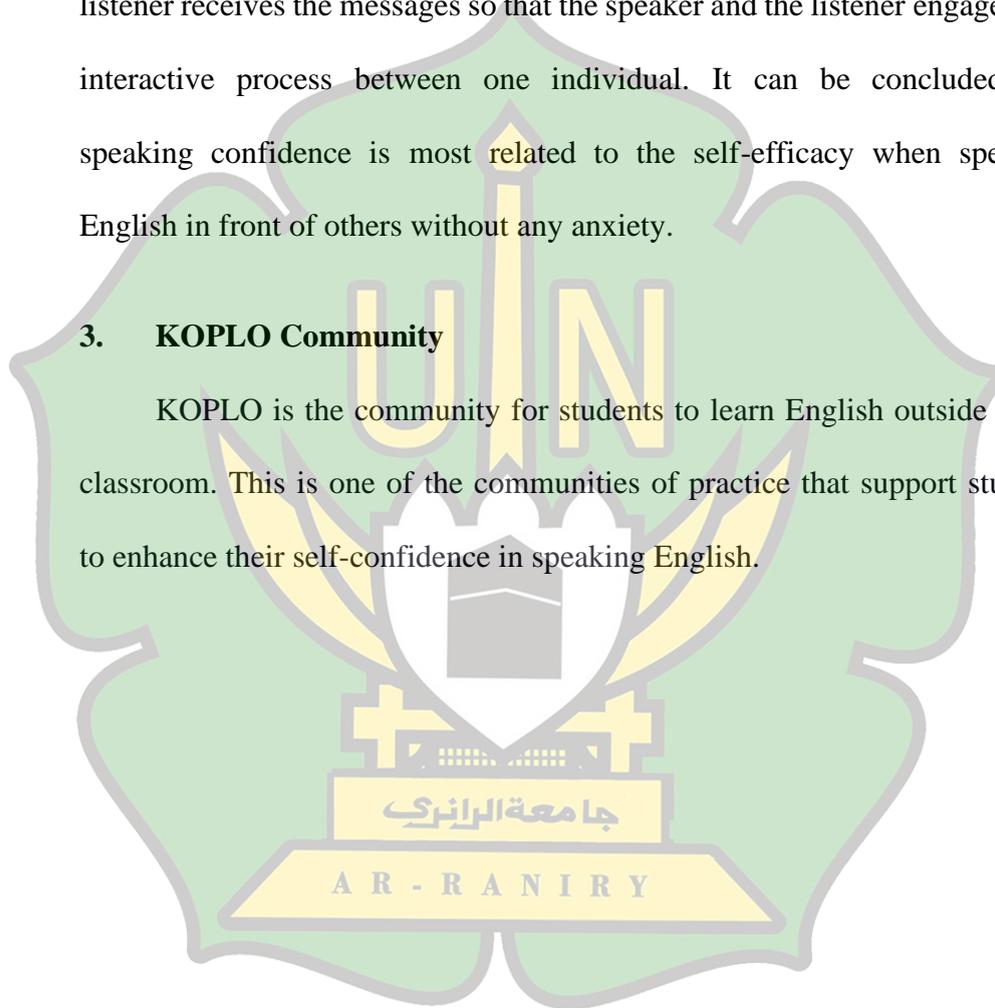
CHAPTER II
LITERATURE REVIEW

This chapter serves as a literature review related to the research that consists of explanation from the nature of speaking English, community of practice, student's confidence, and previous study. All points will be discussed in this chapter.

A. The Nature of English Speaking

Speaking is considered as the most active use of language to express meaning so that others can understand it (Charlotte, 2014). In this case, speaking is a complex skill that includes knowledge of sound, structure, vocabulary, and cultural subsystems of language. That means speaking is a productive skill in using the language. Therefore, speaking is an activity that creates a language for communication in groups, society, etc. as a manifestation of one's language ability. Speaking is an oral language skill that is carried out by someone to obtain information or knowledge that was previously unknown. However, speaking English fluently is a formidable challenge because people do not use English as their daily communication language. In addition, Suryadi (2018) stated that speaking is a form of communication that produces meaningful messages.

Based on the preceding explanations, it is possible to infer that speaking is one of the productive abilities of English that allows people to communicate with others in order to achieve specific goals by communicating their thoughts, intentions, hopes, and points of view among interlocutor. However, speaking

English requires confidence, especially for a non-native speaker. The ability to speak confidently can improve the communicative connection and make conversations easier to understand because it delivered with a high self- confidence.

1.   **Components of Speaking**

According to Harris (1994) as cited in Baihaqi (2016) stated that there are five components to speaking skill (Pronunciation, grammar, vocabulary, fluency, and comprehension).

a.   Pronunciation

According to Hornby (1995) as cited in Baihaqi (2016) stated that pronunciation is the manner in which a language is spoken, the manner in which a word is uttered, or the manner in which a person speaks the words of language. As a result, in this pronunciation define how sounds vary and pattern in a language, and this component also refers to the manner a person speaks a pronounced word. According to Harmer (2001) as cited in Kurniawati (2013) states that, if intelligibility is the goal, then pronunciation qualities are more significant than others.

b.   Grammar

A conversation looks interesting when the speaker uses the language in the situation. Norton(2004) as cited in Baihaqi (2016) stated that grammar is the set of formal patterns through which linguistic words are structured to communicate a greater meaning. Shows that grammar is a description of how words can change shape and be integrated into

sentences in that language. The above expressions show that strong grammar allows the speaker to appropriately convey words or share information.

c. Vocabulary

Vocabulary is a crucial aspect of language learning. According to Diamond and Gutlohn (2006), vocabulary is the science of words and their meanings. If a language learner lacks vocabulary, his or her will not be able to communicate well in writing or orally. Then, the lack of vocabulary is also a barrier for participants in learning the language. Last, vocabulary is a collection of words used to explain concepts/ideas in order to transmit our views verbally or in writing.

d. Fluency

Lambardo (1984) as cited in Baihaqi (2016) stated that fluency is defined as the ability of someone to speak at a normal speed, such as a native speaker or a guy who own the language because the person who owns the language can dispose of the language well. Fluency is defined as the ability to communicate fluently, accurately, effortlessly, and readily is defined as fluency. It is one of the most important aspects of speaking skill in order to ensure that the interlocutor understands the thoughts or messages that the speaker wishes to convey.

e. Comprehension

Comprehension is the ability to grasp and be familiar with a situation or facts completely. Meanwhile, according to Hornby (1995) as cited in

Baihaqi (2016) states that comprehension is the power of understanding and an exercise targeted at enhancing or assessing one's grasp of a language (written or spoken). Furthermore, comprehension can refer to the main's ability to observe and understand; the ability to grasp concepts; and the ability to know. To summarize, comprehension is critical to avoiding misunderstandings between a speaker and a listener.

2. The Functions of English Speaking

Speaking is a significant talent everyone should have because it is an instrument for expressing one's viewpoint, feelings, or understanding of social interaction (Rao, 2019). More classes and practice are required to talk well, correctly, and fluently. Actually, since the time a typical child was born, he or she possessed the ability to speak, as evidenced by the infant's first sounds.

Speaking differs from the other three skills (hearing, reading, and writing) it is the most basic form of human communication and requires more work. According to Celce and Murcia (2001) as cited in Monarisa (2015), the ability to speak a language is equivalent with understanding that language for most people because speaking is the most basic form of human communication.

Furthermore, Baker and Westrup (2003) as cited in Baihaqi (2016) states that believed that a student who can communicate effectively in English may have a better chance of pursuing additional education, getting employment, and advancing in their careers. Furthermore, speaking English

can assist students in obtaining current knowledge in all domains such as politics, economy, social, entertainment, education, and so on in our world where English is used as an international or global language nowadays.

Finally, speaking functions assist learners in expressing their personal feelings, opinions, or ideas; telling stories; informing or explaining; requesting; conversing and discussing.

B.   Confidence in English Speaking

1.   Self Confidence

Confidence is a sense of believing in self. By having good self-confidence, students can take the decision and not feel anxious and take responsibility for the decision that has been chosen. According to Ansari and Skrocki (2004), confidence is selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition, and ambitious impact of oneself are all linked to self-confidence. As a result, someone who has a high level of self-confidence is more likely to produce positive and successful effects.

Murray (2006), as cited in Tridinanti (2018), stated that self-confidence is a strong belief. Someone with a high level of self-confidence is more likely to produce positive and successful effects. In addition, Lawrence (2006) as cited in Gaya (2018), stated that self-confidence is a set of beliefs about one's qualities and abilities. Most confident pupils succeed in school because they trust themselves and never lose. Moreover, Self- confidence is defined as a person's belief in their ability to complete a task,

depending on whether or not they have completed similar jobs in the past (Adalikwu, 2012). Students will succeed in their studies if they are confident in their talents regardless of prior experiences.

According to Ghufron and Risnawita (2012), several factors can affect self-confidence: environmental influences, self-esteem, experience, and education. At the same time, there are a variety of approaches that can assist the student in gaining self-confidence. Students can conduct an exploration on the internet, enroll in a self-development course, attend a paid or free webinar on how to increase their confidence, or talk to people they trust. Moreover, according to Sulastiani (2020), students overcome their fear of public speaking in a class by employing coping strategies such as increasing their bravery and self-confidence, imagining that no one is looking at them while speaking in front of an audience, relaxing by taking a deep breath, considering having a good preparation. That way it will show good performance.

2. Students Confidence in Speaking

Self-confidence is an important part of the speaking skill. Self-confidence can courage the students to be able to do something mainly when they want to speak English (Wiley, 2006). Moreover, Mcpheat (2010) stated that self-confidence is a belief that someone will be able to recover, leave negative things and move the positive experience. This means that self-confidence is the ability to do something without thinking about obstacles in any situation this aims is to get a suitable and effective action in

various situations. By having self confidence in speaking can support students to be able to deliver the information clearly and to get the attention from others. Students with a high level of self-confidence could speak in front of others without any anxiety and negative feeling about themselves.It depends on the powerful belief systems in the face of any challenges. In short, confidence helps students to be able to do something to get their purpose, mainly their purpose to achieve the ability to speak English.

Moreoever, Lauster (2002) as cited in Claudia et al (2019) states that a very high self-confidence plays a role in contributing meaning to an individual's life process because if an individual has high self-confidence, then the motivation will arise in them. The most common example is speaking in public, such as giving a speech, presenting in front of a class, or speaking in a meeting. In short, confidential and competent students have no worries about expressing their opinions and behaving as they do with confidence.

C. Vocabulary Mastery

The vocabulary mastery is cannot be denied in learning English. Not only in speaking skill but also in other skill such as listening, reading, and writing. Vocabulary mastery is one of the most important elements in learning English. Most students argue that it is hard to master language without mastering on understanding certain numbers of vocabularies. In speaking skill, vocabulary gives easiness for the learners to comprehend what the other person speaks. According to Zhihong (2000) vocabulary is a central to language and critical

importance to typical language learner without a sufficient vocabulary, one cannot communication effectively or express his ideas in both oral and written form. It means that the vocabulary mastery has the important role to help the learners to be able to communicate in English clearly.

D.   Situated Learning

In this globalization era, human life shows significant changes in a certain thing, various strategies are carried out to adjust human needs according to the era. This also affects the educational process for every human being, because it is always required to develop knowledge, skills, attitudes, and directions in order to be able to balance the era. One of the actions that can be taken is to implement a situated learning theory. Situated learning theory was developed by Jean Lave and Etienne Wenger (Al-Sinaidi & Gawande, 2015). It believed that students more likely to learn more by actively participating in the learning process than by listening to teacher in the classroom. Situational learning is the mechanism by which meaning emerges from the real-world activities in which learning takes place. This learning model is part of Lave and Wenger's community of practice theory, which states that learning should be viewed as an embedded and active process rather than merely the transfer of knowledge.

Situational learning is based on the idea that learning is not specific, but embedded in the 'situation' in which the experience takes place. This is also a crucial difference between situational learning and other constructivist learning theories. Both recognize that learning takes place in the social world, but other learning theories place more emphasis on the individual, while situational learning

places more emphasis on the social context. A specific situational learning model known as the 'community of practice' was formally used.

E.   Community of Practice

According to Rafid (2020), a community of practice is a social group in a society made up of people who interact with one another in a specific setting and share similar interests and environments. A community can also be defined as a social group whose members share specific social characteristics—for instance, the similarity of goods, the similarity of vocations, the similarity of location, etc. In addition, a community of practice can develop naturally, one of which is because of the common interest of each member of the KOPLO community, or it can develop intentionally to gain more knowledge. Through the process of sharing information, members learn from one another and have the opportunity to grow personally and professionally through the process of exchanging information and experiences within the group Lave and Wenger (2004) as cited in Rafid (2020).

Many people in the business world today see communities of practice that can capture information. Communities of practice are a unique combination of three elements such as a domain or area of knowledge, a community or group of observers of that field of expertise, and shared practice, which is the activity of sharing information through practice to enhance the domain skills (Wenger, Dermott, & Snyder, 2002). A community of practice differs from a traditional community in that it is defined simultaneously by its members and the practice in which they engage (Janet & Meyerhoff, 2002). It means that the community of practice can be a medium for its members to practice a certain skill, while the

traditional community refers to human population that live in a village or town where the people are not practicing a certain skill or ability. The framework of communities of practice varies widely based on the aims and demands of the community forming groups, but operational knowledge sharing is the essential structure.

Based on Wenger (2002) as cited in Hennein (2022), here are three domains of community of practice as follow:

1. Domain, including the subject of shared interest of topic.

2. Community, including the social interactions and relationships among members.

3. Practice, including the frameworks, ideas, tools, language, documents, and stories that members share while practicing in speaking.

Figure 2.1 The key elements of community of practice
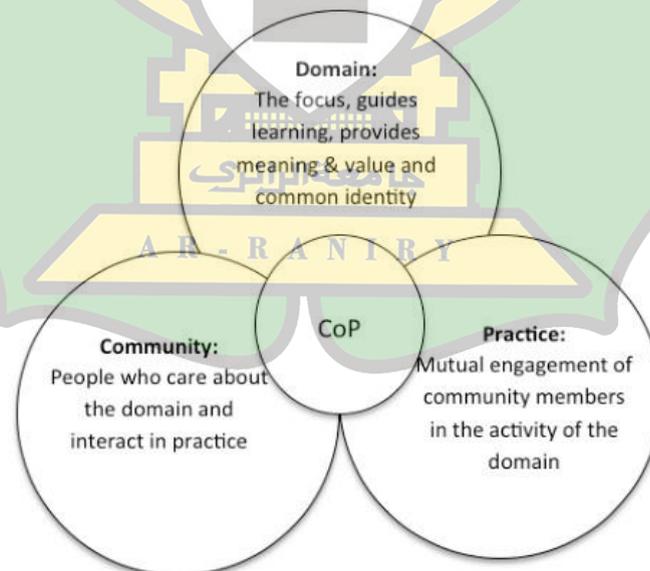
The successful community has built by the consistency of participants of members during Cop activities in interactions. These social interactions including

group trust, mutual respect, and confidence to share their ideas and experiences without fear of being judged, which is critical for negotiating the group's purpose and goals. Furthermore, this community providing opportunities for the member to interact each other with mentor or peers during and outside of work to develop shared framework, language, and tools to accomplish group goals.

In addition, in community of practice it has the level of community participation such as core group, active group, peripheral groups, and outsiders.

Figure 2.2 The level of community participation.
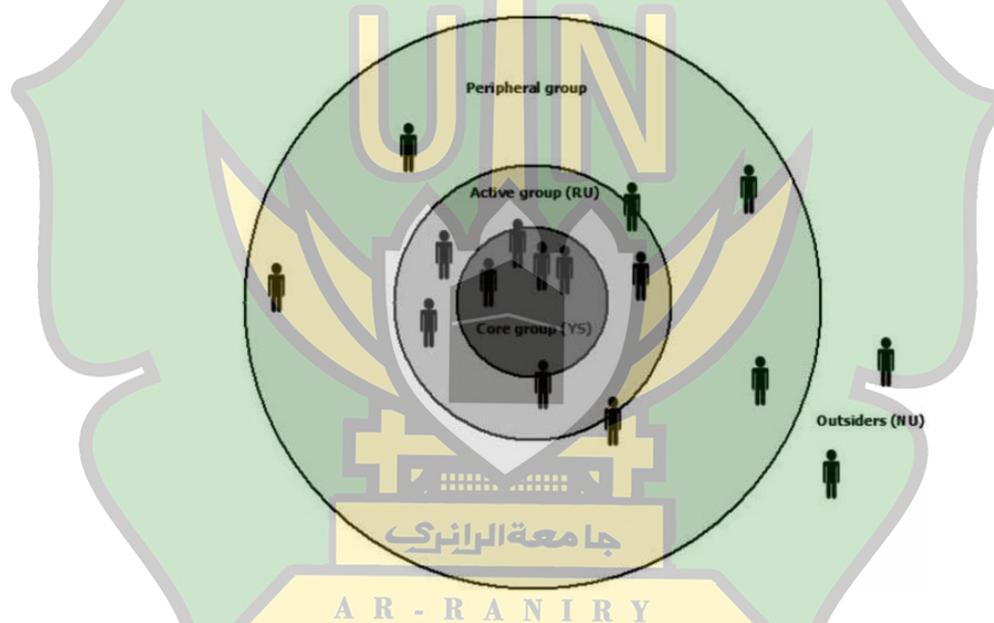
The structure of a CoP is explained in clearer terms by Wenger et al. (2002) as they highlight several distinct levels of community participation (see Figure 12.1). The first is a small core group who act as the heart of the community and essentially ensure the CoP stays on course to succeed in their chosen endeavor by providing 'intellectual and social leadership' (Wenger & Snyder, 2000). Next is a slightly larger active group who maintain regular attendance in group activities and sometimes share ideas regarding the community's endeavors,

albeit with less zeal than the core members. Finally, the largest group, its approximately 75% of the community, are peripheral members who remain largely as passive participants for a number of reasons such as limited time, perceived lack of authority in the CoP or due to a choice based on their individual identity (Wenger, 1998; Wenger et al., 2002). However, as stated previously, the roles of CoP members are often in flux. Due to the fluid nature of these groups, peripheral members, assuming their legitimacy is recognized in the community, can move closer towards the center of the community. In the same way, core members are also able to step back into a less prominent position in the CoP if they so desire (Wenger et al., 2002). Following the results of the observation study, we were confident that these levels of participation by different groups of students were present in the English Lounge.

F.   The Impact of Community of Practice in English Speaking

Many studies have been conducted on the effect of community of practice for improvin students' confidence in English speaking. (e.g., Utari (2021); Rafid (2020); Melviza & Erdina (2017); Armita (2019); Salma (2018). Utari (2021) conducted a study to find out the student's perception after joining an English club extracurricular. This study used a qualitative descriptive approach including 20 students as a sample using interview questions as research instrument. From the research, she found that students had favorable impressions of the English club's extracurricular activities for practicing speaking. After participating in the English club extracurricular, students could improve their vocabulary mastery and confidence in speaking English.

Another study by Abd Rafid (2020) found that the community of practice was effective to improve English vocabulary and pronunciation also fluency. He also found that students felt the improvement in term of confidence, more organized in speaking, and enhancing curiosity in English. Similarly, a study by Melviza and Erdina (2017) students' perception toward English learning through communicative English club (CEC) at IAIN Salatiga. This research used qualitative research to find out the student's perception which includes six students who join in CEC. It was found that the students believe that the English club is an excellent tool to motivate pupils to practice speaking with their peers. The pupils also stated that they were happy to be a part of the English club. In other words, the English club provides students with an enjoyable environment, new experiences, and know ledge that encourage students to practice speaking.

Furthermore, a study by Armita (2019) on students' perception toward English club extracurricular activities which applied descriptive qualitative method that includes 21 students as the sample by using questionnaire and speaking test as the instruments. She was found that the students have a favorable attitude toward English club extracurricular activities that involve speaking practice. Moreover, the result showed 100% of students believe that English club is beneficial to pupils in terms of speaking practice, 82% strongly agree and 18% agree that English club encourage students' willingness to practicing speaking, 59% strongly agree and 41% agree that practicing speaking in English club is fun. Similarly, a study by Salma (2018) on students' perception towards English club as extracurricular in speaking practice studies have shown that the students also

believe that the English club is an excellent way to motivate the student to practice speaking with their peers. In other words, the English Club provides them with more experience and information. Furthermore, the class environment is generally enjoyable and friendly, which encourages students to practice speaking. The distinction between students who participate in the English club program and those who do not participate is that students who participate in the English club program have high speaking abilities in grammar, vocabulary, and pronunciation.

Based on previous studies, it was shown that by joining community of practice gives a lot of positive impacts for students especially in term of build their confidence to speak in English. As a result, the community of practice could be the medium that support students to practice speaking English properly and can also motivate them to be able to improve their confidence in speaking English.
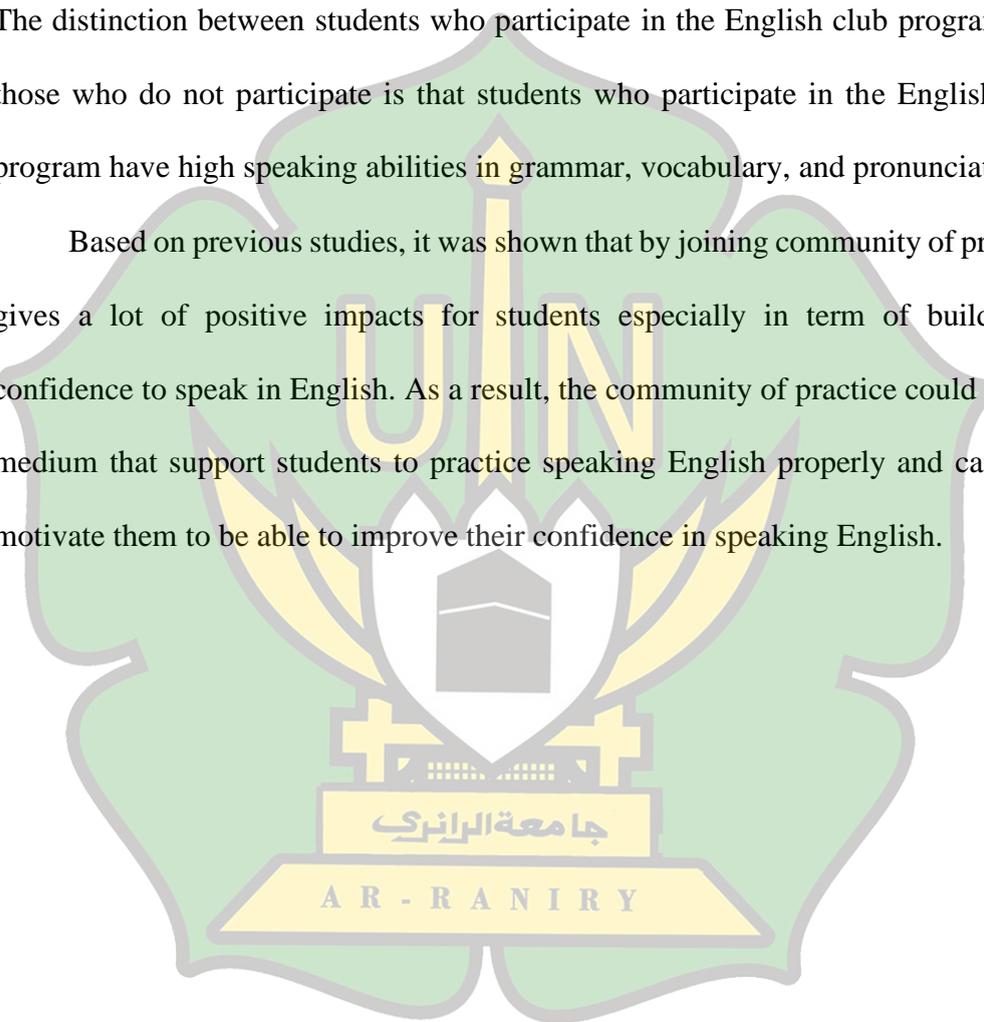
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a research method that consists of a detailed description research design, setting and location research, research participants, method of data collection, and method of data analysis. In short, each part gives some explanation about the definition.

A. Research Design

The research applied a qualitative data research method to find out the effects of KOPLO community of practice on student's confidence in speaking skill and vocabulary mastery. Qualitative methods seek to understand and interpret the meaning of an event of behavioral interaction human behavior in certain situations according to the author's perspective (Gunawan, 2013). This type involved emerging questions and procedures, usually collecting data in the participant's settings, and interprets the data's meaning. Furthermore, elaborated the finding into thematic analysis. The final written report of the qualitative research has a flexible structure and focuses on the individual.

B. Research Setting and Location

1. KOPLO Community

KOPLO is one of the English learning communities in Aceh province. KOPLO is stand for Warkop English Orchestra. In Bahasa, Warkop is the place most often visited by people of various ages, including youth, adults, and seniors. Usually, the schedule is held in coffee shops such as gathering

and discussing while doing assignments and holding the meetings. The reason to arrange the meet-up in Warkop is the concept of KOPLO itself as a community. It has the purpose to learn English in a flexible and fun way. Moreover, this community set the program to have a meet-up every month for two times with different topics in each meet-up. KOPLO community itself is exciting because it is surrounded by seniors who are already proficient in English, which gives a lot of opportunities for the students about how to speak and master the advanced vocabulary.

The founder of the KOPLO community itself is Haris Pratama, a graduate of a master's degree from England, Coventry University, in 2019. The reason behind the establishment of the KOPLO community is that the founder intended to create a forum for Acehnese students to have a comfortable environment to practice their English without fear of being judged by others. Mainly the KOPLO community focuses on speaking and listening skills. However, in some webinars, they also teach about writing skills. Furthermore, the chairman of KOPLO, Furqan, said that many students had been involved in all KOPLO programs.

2. Programs in KOPLO Community

a. Webinar

The webinar is an alternative way the KOPLO community often uses to connect and share knowledge and insight by inviting a guest as a speaker who has experience in a particular field. The abbreviation of the webinar is a web seminar, or it can also be called an online seminar. The webinar held

by the KOPLO community is similar to the regular webinar, which has the presenter, participants, questions and answers session. The webinar is a medium for students to get new insight, information, and communication with others; this is a virtual bridge to the college community which allows student attendees to share their experiences.

Moreover, webinars are held every upgrading of the KOPLO community. KOPLO has made 6 sessions of webinars and there are approximately 430 participants. Initially this webinar was made specifically for students who are members of the KOPLO community, the webinar also opened to the public regarding the needs of people who intend to join. These webinars are held online and usually use zoom application. The activity starts with the presentation of material by the guest speaker to discuss a topic. After that, the members who joined in the zoom were divided into several groups and were free to discuss anything. After the time is up, they will give a conclusion from what has been discussed in the group. The purpose of this webinar is to upgrade the internal group, to invite people to improve their speaking and also their insight about the topic that was discussed.

b.   Meet-up

Meet-up is one of the routine activities carried out by the KOPLO community. In general, meet-up is held once every 2 weeks at a cafe. In the offline meet up, they will determine the theme first, then each member is given the freedom to have opinions and provide feedback and suggestions to

each other. During the formation of the KOPLO community, this meet-up has been held as many as 33 Meet-ups and there are 166 Participants.

c.   Instagram Live

Instagram Live is a broadcast video for the followers in Instagram account as part of Instagram stories, this feature has been launched in August and now used by 100 million users every day. This program is one of the innovations that KOPLO community uses as a tool to connect with each other. During the establishment of this KOPLO, Instagram live activities have taken place as many as 5 sessions and there are approximately 520 viewers. The purpose of this live Instagram is to invite people to join the program to share the information or overview of the situation abroad.

C.   Research Participants

The research participants of this study were 10 EFL students who have been joined and still joining the KOPLO community. Moreover, the participants in this study using a purposive sampling approach. According to Maxwell (1996), as cited in Taherdoost (2020), purposive sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices. Creswell (2012) added by using purposive sampling can break a pattern by taking a topic that was not entirely based on the breath of the area. Furthermore, based on the sampling technique used in this study, describes the criteria for research participants: the students who have been joining or still joining the KOPLO community minimum

of four months; thus, this study intended to collect and observe the data obtained from the participants.

D. Research Instrument

To collect data this research use questionnaire and interview.

1. Questionnaire

According to Hornby (1995) stated that questionnaire is a written or printed list of questions to be answered by a number of people especially as part of a survey. A questionnaire was required to collect data from the students or participants. This study provides the questionnaire to each student as the sample of research and would use close-ended questionnaire to answer the question where the answer is already available and the respondent can choose to answer each statement that has been provided.

The questionnaire provided several categories for each question, namely those related to vocabulary, speaking skills, and confidence. Each of these categories contains statements that participants must answer. Participants tick the answers they think are appropriate. Moreover, the questionnaire using the Likert Scale model, that contains four options of answers regarding the respondent's approval of statement as follow:

1. Strongly agree

2. Agree

3. Neutral

4. Disagree

5. Strongly disagree

2. Interview

According to Lambert and Loiselle (2008), the interview is commonly used as a data collection tool in qualitative research; it is generally used as a research strategy to gather information about participants' experiences, perspectives, and beliefs about specific research questions or phenomena of interest. The type of interview used is semi- structured. According to Cohen and Manion (2007), semi-structured interviews supply writer's extra flexibility in assembling questions and permit contributors to outline their personal experiences.

In this study, the researcher would some interview questions related to the reason of student to join KOPLO community, learning strategy in KOPLO community, and to find out the information about how KOPLO community influence the student in term of their speaking and vocabulary mastery improvement. Moreover, by the interview process, researcher intend to find out about the differences between the passive and active student's perception after joining KOPLO community.

E. Method of Data Collection

This study used the questionnaire as a data collection by provided the questionnaire to the student's participants and explained it. The students have to answer all the questionnaire within a certain minute, after all finished, then collected the questionnaire and analyzed the information from the participants to obtain the data. Finally, make a conclusion toward data to find the appropriate participants to join in the interview process. Furthermore, the interview used to

collect the data from the chosen participants, then provided 16 questions that students should answer in the interview process within about 10-15 minutes. This study designed several questions related to the topics discussed, and the participants were free to respond but should not be far from the theme of this research. Meanwhile, Bryman (2008) as cited in Danila (2021) mentioned that the gain of semi-structured interviews is that members tend to be greater open approximately their perspectives on the world. This approach suits into look at the layout as qualitative research, gather the facts less complicated because it is an open-minded method to immediately offer points from the participants.

F. Method of Data Analysis

1. Data of Questionnaire

Considering the importance of prepared the questionnaire to collect the data from the respondent, this study provided a questionnaire that has been prepare ed to find out the effect on community of practice toward the student's speaking skill and vocabulary mastery, with the aim to know do the participants really involved in the community or not and the perspective related to the development of confidence in English speaking and vocabulary mastery after joining the KOPLO community.

The theme is the same code that is collected together to form the main ideas in the database. Then, after each data analyzed uses Microsoft Excel program to analyze the data. The aim is to describe the data, to draw a conclusion based on the data obtained of each participant so that it can be understood.

2.   Data of Interview

To answer research questions, it is needed to analyze the data from the interview process. The result of information series on this study is to be analyzed into numerous steps referring to Creswell (2014), those steps are:

1.   Organize and prepare the data

The first stage, the participants were interviewed by several questions; after the interviewer recorded the conversation, transcribed the interview into words, and typed the field notes. In this study used a digital voice recorder in collecting data. Then takes notes while listening to participants' experiences. The participants were allowed to talk in Bahasa (Indonesia) or English during the interview to tell their experiences.

2.   Read and view all the data to obtain general information

After the data was transcribed, then re-read all the data that had been collected to get the required information about the questions that had been asked; this is related to the participant's perspective on what ideas are conveyed.

3.   Coding the data presenting it into a specific category

Then, in qualitative research, coding is "how you define what the data you are analyzing are about" (Gibbs, 2007). Coding is a method of figuring out a passage, photograph, image, and figuring out principles and finding relations among them. In addition, the data is labeled with concepts, and categories are defined and developed according to their purpose. As an ethics code of participants, no longer pointed out the actual names of

participants; however, it used pseudonyms. A pseudonym is used to conceal participants' real identities (Wiles, Allen, & Butler,2016).

4. Look for patterns and themes

At this stage, the code is intended and in the form of thematic analysis. Then, in this section, must describe the various opinions of each person and be supported by some specific quotes and evidence.

5. Representing the theme and reporting findings

In this step, the data theme is explained by stating the different perspectives and quotes related to a predetermined theme.

6. Interpreting and discussing the meaning of the findings

The final step of qualitative data analysis is to analyze and discuss the result to obtain more detailed data for research result.
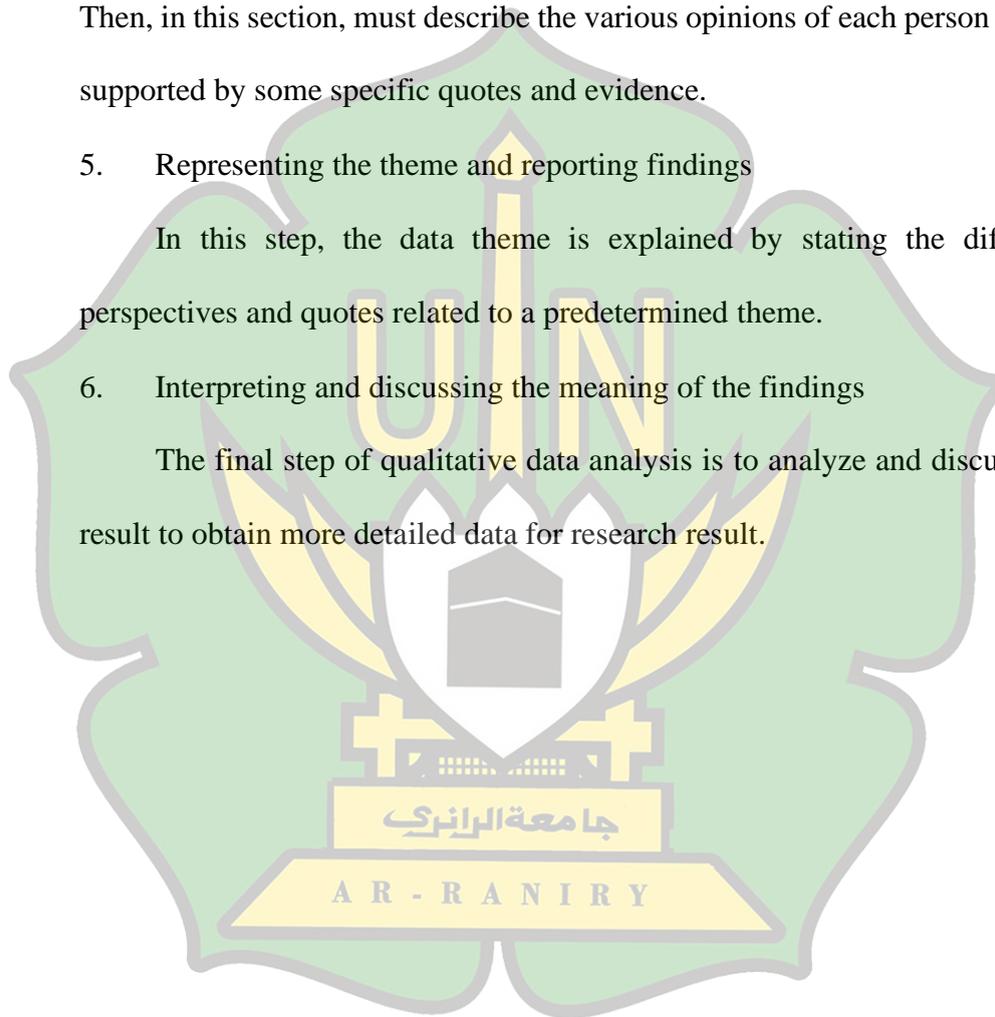
CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this study is to find out the effects on the students' confidence in English speaking and vocabulary mastery after joining KOPLO community. This chapter discuss the research finding based on the data obtained from the questionnaire and interview process. It attempts to answer the questions of the study.

A. Findings

1. Analyzing Data from the Questionnaire

This section collected data using a questionnaire addressed to 21 students. The questionnaire consists of 15 questions about students' confidence and vocabulary mastery statements to which participants must respond by selecting one of five responses on a Likert scale. Questionnaires were distributed, and the results were analyzed.

a. Students' confidence in speaking English

This section contains 10 questions, which discuss the results obtained by participants who have filled out the questionnaire. The following is the data that has been allocated from the highest to the lowest.

Table 4. 1
The ordering statement result of students' confidence in English speaking skill.

NO	Statements	Means
1	After joining the KOPLO community, my English-speaking ability has improved.	**4.38**
7	After joining the KOPLO community, my confidence in English has increased.	**4.29**
9	After joining the KOPLO community, I have been able to deliver opinion in English.	**4.29**
2	After joining the KOPLO community, I have been able to compose grammar on sentences in communicating English so that it sounds decent and polite.	**4.19**
8	After joining the KOPLO community, I have felt confidence when I speak English.	**4.14**
10	After joining the KOPLO community, I have felt confidence when I have to deliver English materials in public.	**4.14**
6	After joining the KOPLO community, I don't feel depressed when I have to communicate in English with friends, lecturers and people that I just met.	**4.05**
5	After joining the KOPLO community, I have been able to come up with ideas on various topics using English.	**3.86**
4	After joining the KOPLO community, I have been able to speak with good pronunciation of words and appropriate. intonation.	**3.81**
3	After joining the KOPLO community, I have been able to speak English fluently and without stammering.	**3.76**

Table 4.1 shows that the result of means the highest means fall into 4.38 as in question number 1; it means that after joining KOPLO community, the members have better ability to speak English. Otherwise, the lowest score falls into number 3 with 3.76, it means that students are difficult to speak fluently even more they stammer when they have to speak in front of a lot of people. The findings suggest that after joining the KOPLO community students could being able to speak English much better than before. However, they still have the lack in fluency.

b.   **Vocabulary Mastery**

In this section there are 5 questions that discuss vocabulary mastery along with the answers of the participants who have been allocated from the highest and lowest.

Table 4. 2
The ordering statement result of students' vocabulary mastery.

NO	Statements	Means
15	After joining the KOPLO community, I have felt that my mastery of English vocabulary needs to be further improved.	4.71
11	After joining the KOPLO community, my English vocabulary mastery has increased.	4.29
13	After joining the KOPLO community, I have been able to capture the meaning of the vocabulary while in the communicating.	4.29
12	After joining KOPLO community, I have been able to use the right vocabulary in speaking English.	4.19
14	After joining KOPLO community, I often use vocabulary that I have just encountered when I speak English.	4.14

The table 4.2 shows that the result of means the highest means was 4.71 as in question number 15; it means that after joining KOPLO community, the members are still need further improvement toward the vocabulary mastery. Otherwise, the lowest score was 4.14 as in question number 14; students are rarely to speak using the new vocabulary that they encountered. The findings show that after joining the KOPLO community students could improve their vocabulary mastery.

2. Analysis Data from the Interview

Based on the analysis of interview data conducted with 10 students, several perceptions emerged according to the improvement of their confidence in English speaking and vocabulary mastery. These questions are grouped into two themes: the effects of KOPLO community on students' confidence in English speaking and the effect on students' vocabulary mastery.

a. The Effects on Student's Confidence in English Speaking

This section explains about the effects on students after joining the KOPLO community. Based on the results of interviews that have been conducted, the average member of the community agreed that there are many benefits they get in KOPLO community, especially those related to confidence in speaking English.

1) Dealing with anxiety and nervousness

> After joining the KOPLO community I know how to overcome anxiety when speaking in English, because we are always getting some advice when say something wrong and not the judgement from our senior (R1).

From the interview excerpt, R1 said '*I know how to overcome anxiety in speaking English'* it can be concluded that the KOPLO community can be a platform to practice speaking English, because it has a supportive environment so that the member knows how to overcome anxiety when speaking English.

> I often speak rambling because I was too nervous, but after joining KOPLO community I was taught how to overcome nervousness, from now on I am able to speak in English by looking at the communicant with confidence (R2).

The term *'Overcome nervousness'*. Anxiety and nervousness have the same meaning, which is identified with worry, whether it is worried about other people's comments, or worried about their own abilities. However, because this community acts as a supportive place not a judgmental environment, it helps the member in the community to be more confidence in speaking English.

> Here, I learn a lot in different places with different people. So even though I felt embarrassed at first, I ended up getting used to and confident because I was trained, that's why after joining KOPLO I can <u>cope with nervousness</u> (R8).

The term *'Cope with nervousness'* it can be interpreted that participants have a sense of nervousness when speaking English in public at first, but after joining KOPLO community it could support them to be more confident.

2) Good Presentation

> The confidence I get there is very diverse, one of which I can be more confidence in <u>taking others' attention</u> when I speak in English. So indirectly I was also taught about good public speaking and how it works (R1).

The term '*Taking other's attention''*. It can be interpreted that the ability to attract the attention of others when we speak is also not only because of our knowledge on a certain topic, but it is also supported by the confident that someone have in a communication.

> At that KOPLO community every meeting we were required to discuss one particular topic. Because of such a necessity, I was trained to dare to find my ideas widely in English. So, its help me to <u>deliver the ideas using English</u> such as criticisms, arguments, and discussions (R3).

The term *"Deliver the ideas using English'*, this can be interpreted that with the variety of certain topics, KOPLO members are not only focus on learning to speak English but also taught to think critically and to express good opinions. Therefore, KOPLO members are more courageous to put forward ideas in English because they are released to discuss the targeted topic freely.

> In terms of self-confidence, I feel there is an improvement such as the ability to convey ideas in good English. I mean when I am able to explain something without being convoluted and I realize that the direction is clear using English (R6).
>
> With the feeling of confident, I'm getting to know how to convey ideas systematically in a more arranged sentence directly (R2).

The term *"Convey ideas in good English"* and *"Convey ideas systematically'* from this statement, it can be concluded that the members could be able to express their ideas using appropriate sentences, not convoluted and more organized sentences when communicate using English. Because in KOPLO community students or members are challenged to prepare the topic for each meeting. Moreover, they have to discuss the ideas about the topic in a group, this section command them to be confidence.

b.   The Effects on Students' Vocabulary Mastery

In this section explains the data from interview on 10 students related to their vocabulary mastery progress after joining KOPLO community. Based on the interview findings, students feel the improvement in vocabulary mastery and able to maximize their vocabulary mastery.

1) **The improvement in the vocabulary mastery**

> Of course, it improved my vocabulary, especially when people speak many different vocabularies to explain their opinion or information about a topic (R1).

> As we go through the process of finding out about the topic discussed, we come across a lot of new vocabulary, so that's where I feel that my vocabulary mastery is improved(R3).

> Yes, definitely it could enhance my vocabulary mastery (R5).

> Yes, I feel there is an improvement in my vocabulary mastery after joining the KOPLO community (R7).

> I feel that my vocabulary mastery is improved. With the change of topic that will be discussed in every meeting, then I always prepare for what I have to talk in the meeting. So, I try to find out some information about the topic and of course when I practice it in a group/forum I can be more confidence. (R10).

From the interview, R1, R9, R5, R7, and R10 expressed the same opinion marked by the statement *'my vocabulary mastery is improved'*. So, it can be concluded that by joining the KOPLO community could help the member to improve their vocabulary mastery, which means that members are competent to be able to speak by using different vocabulary to deliver a topic. One of them is because the KOPLO community requires its members to discuss a different topic at each meeting using English.

2) **Increasing the use of students' vocabulary**

> My vocabulary improved a lot, and it has an effect on my awareness to increase my vocabulary and to support my speaking ability with vocabulary that I already knew. Because if I don't apply it automatically, I can forget it (R2).

> In this community I can increase my vocabulary, because sometimes I have a new vocabulary but I never use it. And this community became a platform for me to implement it directly (R4).

I know a lot of vocabulary in English but I rarely use it when I speak English. And we are often challenged to talk about different topics, so here I am then decided to increase the use of vocabulary that I already knew (R6).

From the interview R2, R4, and R6 there were the same answer that said '*maximize the use of vocabulary'*. So, it can be concluded that with the existence of KOPLO community, it will strongly support its members to take the opportunity to maximizing the implementation of vocabulary that they had already knew. Because it is a community that provides the members with the supportive environment to discuss a topic by preceding their opinion in every communication freely.

3. **The Differences Between the Members who Frequently and Rarely Participated in KOPLO Community.**

Based on the data from the interview, members who frequently participated in KOPLO community will have the sense of advantages as follow:

a. **Confidence and comfortable**

Usually some friends are so confidence and comfortable to speak in English. (R1)

They feel more confidence. (R4)

From the above explanations, it can be concluded that students will become more confident speaking in English if they attend meetings more often. Regular attendance will make students feel comfortable and gain the confidence to speak with other members.

b. More familiar with English

> I think what makes it different it because the student who often join the meeting, they will be <u>more familiar with English</u> rather than the students who rarely come to the meeting. At least they can boost their vocabulary and have many opportunities to speak in English. Besides, they also can obtain a lot information and insight about a topic because KOPLO prepare the current issue to be discussed. (R3)

The term "*more familiar with English*" can be interpreted that student who regularly join the meeting become familiar to have conversations with English because they involve to discuss the variety of topics in the forum by using English.

c. Easy to adjust in the forum

> For the one who often join the KOPLO community they <u>would understand how to adjust</u> in the group, they can also sharpen their speaking skill. (R5)

R5 explained that students will "*know how to adapt*". This can be interpreted as easily adaptable to members of the community as members gather to discuss many different topics for extended periods of time.

d. More relax to speak English

> It's depended on the person. But the one who often join the meeting seems to be <u>more relax in communication</u>. (R5)

The term "more relax in communication" can be explained by students having more fun practicing English, especially when certain topics are discussed among members.

e. Have a better fluency

> Yes, if the students are only joining KOPLO for speaking class they will have a <u>better fluency in speaking</u>. (R8)

R8 statement's "*better fluency in speaking*". This means that as long as the members are willing to learn English in KOPLO and attends meetings often, they will be able to speak English fluently because there is a lot of practice to speak English in this community.

In contrast, members who rarely participated in KOPLO community will have the sense of disadvantages as follow:

1. **Lack of confidence**

   Some friends are still look confidence to speak. (R1)

   The term *"confidence to speak"* can be interpretation of having the lack of self-belief to speak due to some reasons such as having low self-esteem and not familiar with the environment because rarely involve in the forum.

2. **Stiff in communication**

   Students who rarely join the meeting seems to look stiff when communicate in English. (R2)

   R2 statement's "*stiff when communicate in English*" means that students

   tend to be communicative in English unless they attend meetings regularly.

3. **Face the speaking difficulty**

   And honestly for the member who rarely joining the meeting seems to face the speaking difficulty in terms of organizing the sentence and idea (R5)

   R5 statement's *"face the speaking difficulty"*. It can be concluded that some students who rarely attend meetings seem to have difficulty in speaking when organizing ideas to present.

B.   Discussion

This section provided to answer the research questions of this study about the effects on the student's confidence in English speaking and vocabulary mastery after joining the community of practice which focused on KOPLO community.

From the data of questionnaire, it was found that students are being able to speak in English better than before joining the KOPLO community. The competency of using English after joining the KOPLO community is also related to the ability to speak in English in public, using the good grammar, delivering the ideas in English, having a good pronunciation, and able to communicate with different topic in English. Similarly, Abd Rafid (2020) found that the community of practice was effective to improve English pronunciation also fluency. However, in KOPLO community it was found that there the difference in term of fluency that some students argued that they still need more practice toward the fluency. Furthermore, Freeman (2017) found that by joining the community of practice students can participate in various learning about cultural diversity and training their speaking skills. It means that English community of practice helps students in term of their vocabulary, pronunciation, and their speaking skill. However, this study found other effects of joining Community of practice such as able to use good grammar and to deliver the ideas in English.

In addition, from the data of questionnaire in terms of student's vocabulary mastery found that the students are able to use the vocabulary appropriately because they often practice it in the communication process.

Meanwhile, students stated that they still need the further improvement toward the vocabulary mastery. In accordance with Abd A Rafid (2020) found that the community of practice could also enhance the vocabulary mastery. This finding is also supported by the result of the interview process of this study which found that after joining KOPLO community students are able improve their vocabulary mastery. Moreover, Utari (2021) also found the similar result with this study that After participating English in the community of practice, students could improve their vocabulary mastery and confidence in speaking English.

On the other hand, this study also provided some results regarding the differences between the students who frequently and rarely participated in the KOPLO community. it showed that students who often participated in the community more confidence to speak, easy to adapt with the members, more familiar to speak about any topic discussion in English, and tend to be more relax when speaking English. Otherwise, the students who rarely join the meeting seem to face some difficulties when they have to join the next meeting such as having the lack of self-confidence, stiff in communication, and have some problems in speaking.

Moreover, this study found some effects that different with the previous study that students gain after joining the KOPLO community, based on the data of interview it was found that some students argued that they could be able to handle the anxiety and nervousness, understand how to grab the communicant's intention, confidence to speak with people from different

background, and confidence in communicating the idea and opinion in English. Those are the findings of this study that pointed out some differences between the effects that students get after joining KOPLO community and other community of practice.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter present the conclusions and suggestions of this study. The conclusion is based on the data analysis of the research findings from the previous chapter. Meanwhile, the suggestions are being written to improve future research on the related topic.

A. Conclusion

Community of practice is a place for people to achieve profitable goals, in this community students can also develop themselves by interacting with people from different background. One of the communities of practice discussed in this study is the KOPLO community. KOPLO community is one of the communities in Aceh that created for English speaking improvement. The members of KOPLO are on average dominated by students in Aceh.

KOPLO community was build based on the need of students in Aceh to have the proper environment to speak in English without any judgmental. It provides a platform for each member to speak freely in English with different topics at each meeting. In accordance with what KOPLO stands for "Warkop English Orchestra", it shows that most of the meetings held in Warkop (Coffee shop) to talk about different topics every week that are discussed in English. This is the reason to find out how much influence KOPLO community has on the members who have joined it.

This study found out that by joining the KOPLO community many advantages obtained by its members related to their proficiency in English and the improvement in speaking confidence such as student able to cope with the anxiety and nervousness when speaking English in public, students more easily to grab listener's attention, students are able to speak English in front of the public, and better understand how to convey ideas, opinions, and arguments in using English.

On the other hand, this study also found that although there are many advantages obtained from KOPLO community, there are certainly still many other things that must also be in the process of improvement, this is related to the problem of fluency and vocabulary. Because in KOPLO community this is required to have adequate fluency and vocabulary in speaking, sometimes there are members who also have difficulties and feel they need to improve their ability to speak English better.

B. Suggestion

After analyzing the data obtained from the interview, there are some suggestions for students, and further researchers.

For the students, Community of practice can be one of the suitable places to learn English, especially to practice using English speaking and also to increase self-confidence in speaking English, in addition, to increase expertise in expressing ideas, opinions, arguments and criticism. Because in KOPLO community the context is very broad, it no longer focuses on learning English from a basic but rather learning English in order to be able to use it in everyday life and wider context.

For other expected to conduct further research related to KOPLO community to find more convincing points so that people can improve their English-speaking skills through this community. This current study is limited to the detailed information about how KOPLO community strategy in teaching the members. Furthermore, this study also limited to the techniques to collect the data and size of the sample which only involved 10 members as the subject research. Future research may investigate the same topic, but with different methods of data collection.

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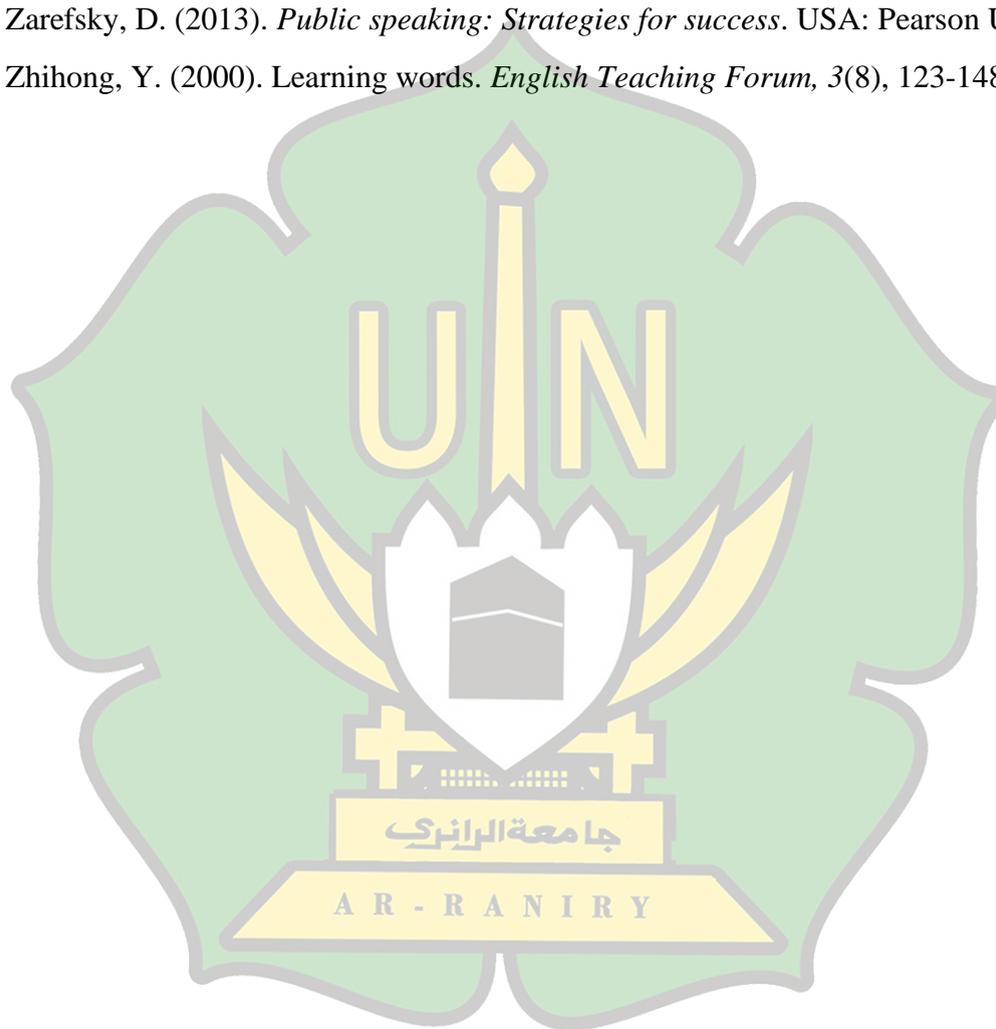
Appendix A. Appointment Letter from Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14722/Un.08/FTK/KP.07.6/11/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-12816/Un.08/FTK/KP.07.6/9/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **18 Mei 2022**

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-12816/Un.08/FTK/KP.07.6/9/2022** tanggal **6 September 2022**

KEDUA	:	Menunjuk Saudara:

1. Dr. Jarjani, S.Ag., S,si., M.Sc., M.A.　　　Sebagai Pembimbing Pertama
2. Fithriyah, M.Pd　　　Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Cut Dara Inda Sary**
NIM	:	**180203119**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Effect of Community of Practice on Students' Confidence in English Speaking and Vocabulary Mastery**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
KELIMA	:	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:　　11 November 2022
Dekan,
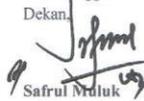
Safrul Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip*

Appendix B. Recommendation Letter from FTK UIN Ar-Raniry to Conduct the Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-14238/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa Leting 2018 - 2019 Program Studi Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **CUT DARA INDA SARY / 180203119**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Laks. Malahayati Gampoeng Kajhu Perumahan Hadrah Lambateung Kec. Baitussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Effect of Community of Practice on Student's Confidence in English Speaking and Vocabulary Mastery*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 27 November 2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C. Confirmation Letter from FTK UIN Ar-Raniry

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-753/Un.08/PBI/TL.00/11/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-14238/Un.08/FTK.1/TL.00/10/2022 tanggal 15 November 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Cut Dara Inda Sary
NIM   : 180203119
Fak/Prodi   : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

The Effect of Community of Practice on Student's Confidence in English Speaking and Vocabulary Mastery

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Oktober 2022
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D. Questionnaire Instrument

*Question result for students' confidence in English speaking ability.*

NO	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	5	5	5	5	5	5	3	5	4	5
2	5	5	5	5	5	5	5	5	5	5
3	4	4	3	3	3	5	4	4	5	5
4	4	3	3	3	3	3	4	3	4	4
5	3	4	4	4	4	4	3	4	4	3
6	5	5	4	4	4	4	5	5	5	5
7	4	3	3	3	3	2	4	4	4	4
8	4	4	4	4	4	4	4	4	4	4
9	4	4	4	4	4	4	4	4	4	4
10	4	4	3	3	4	4	5	4	4	4
11	5	4	4	5	5	5	5	5	5	3
12	5	5	5	5	5	5	5	5	4	5
13	4	4	2	3	2	3	4	3	4	4
14	4	3	4	3	4	4	3	4	4	4
15	5	5	4	4	3	4	5	4	4	4
16	4	4	4	4	4	4	4	4	4	4
17	5	5	4	4	4	5	5	5	5	5
18	5	4	3	3	4	3	5	3	5	4
19	5	5	5	5	5	5	5	5	5	5
20	3	3	3	3	3	4	3	3	3	3
21	5	4	3	3	3	3	5	5	4	3
Total	92	87	79	80	81	85	90	88	90	87
Mean	4.38	4.14	3.76	3.81	3.86	4.05	4.29	4.19	4.29	4.14

Question result for students' improvement of vocabulary mastery.

NO	Q11	Q12	Q13	Q14	Q15
1	3	5	4	5	5
2	5	5	5	5	5
3	4	4	5	5	5
4	4	3	4	4	5
5	3	4	4	3	4
6	5	5	5	5	5
7	4	4	4	4	5
8	4	4	4	4	5

9	4	4	4	4	4
10	5	4	4	4	5
11	5	5	5	3	5
12	5	5	4	5	5
13	4	3	4	4	4
14	3	4	4	4	5
15	5	4	4	4	5
16	4	4	4	4	4
17	5	5	5	5	5
18	5	3	5	4	5
19	5	5	5	5	5
20	3	3	3	3	3
21	5	5	4	3	5
Total	90	88	90	87	99
Mean	4.29	4.19	4.29	4.14	4.71
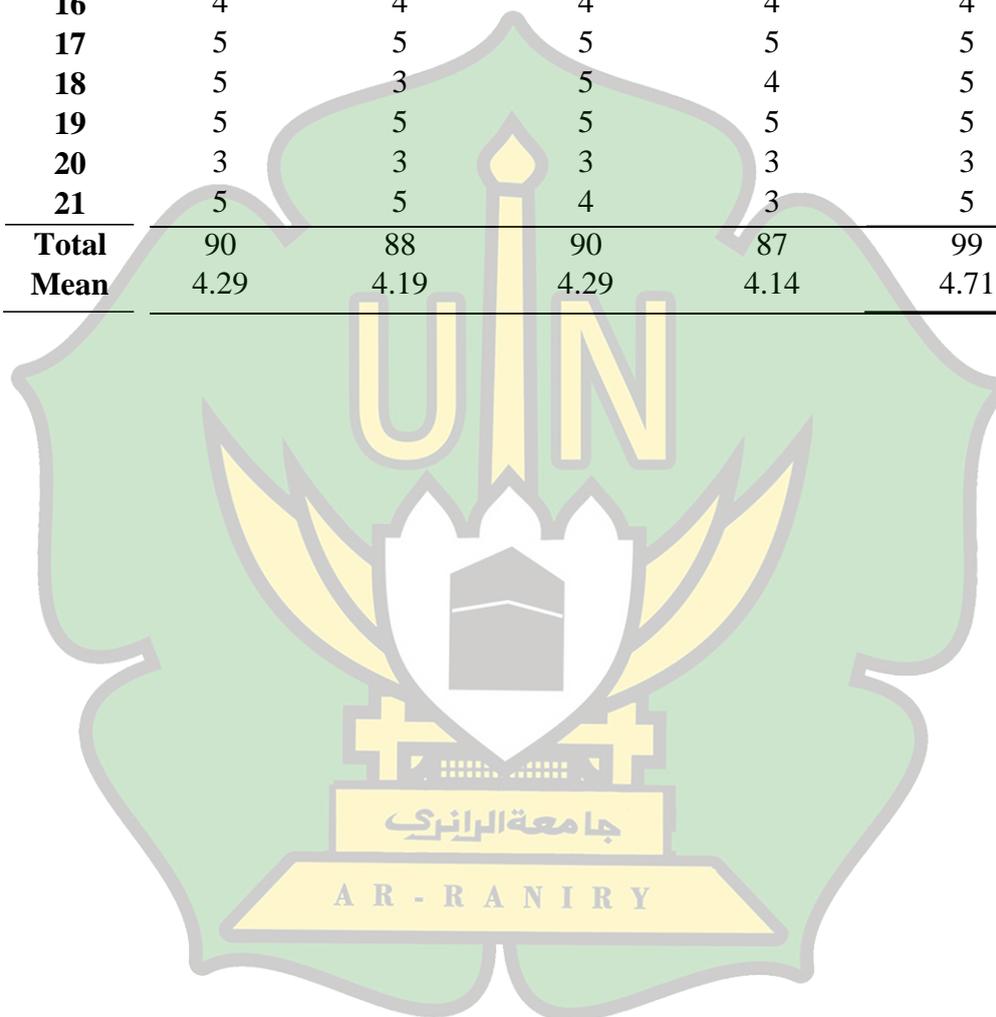
Appendix E. Interview Protocol

Project: The Effect of Community of Practice in Students' Confidence in English Speaking and Vocabulary Mastery

Time of interview:

Date:

Place:

Interviewers:

This research study on the effect of community of practice on students' confidence in English speaking and vocabulary mastery. The aim is to find out the effects of community of practice on students' confidence in English speaking and vocabulary mastery and the differences between students' who frequently participate in the KOPLO community and students' who rarely participated. Data was collected through semi-structured and only used for research purposes in order to maintain the confidentiality of the interviews. Interview sessions were conducted with 10 students who had joined the KOPLO community for 4 months. The interview process will take about 10-15 minutes.

Questions:
1. Why do you want to be a part of KOPLO community?
2. How long have you been in KOPLO community?
3. How is the learning strategy implemented in KOPLO community?
4. How many members are there in the KOPLO community?
5. How do you feel after joining the KOPLO community?
6. Do you think that KOPLO community helps you in improving your English skills?
7. What kind of improvement did you experience related to your English skill?
8. One of the most important things in speaking is self-confidence; do you feel your self-confidence is improved after you joined KOPLO community?

9. How does KOPLO community help you to be confident in speaking English?

10. Apart from self-confidence, have you experienced any other progress while joining the KOPLO community?

11. How about your vocabulary improvement, do you feel any changes?

12. In your opinion, what is the differences between the member who frequently join the meeting and rarely join the meeting of KOPLO community?

13. As you said that some of the members rarely join the KOPLO community, do you know what their reason are? (if you join often, no need to answer)

14. If you absent in the last day of meeting. Did you feel such differences when you attend in the next meeting?

15. In your opinion, is KOPLO community a good place to practice your speaking skill? Why?

16. Would you recommend your friend to join this community?
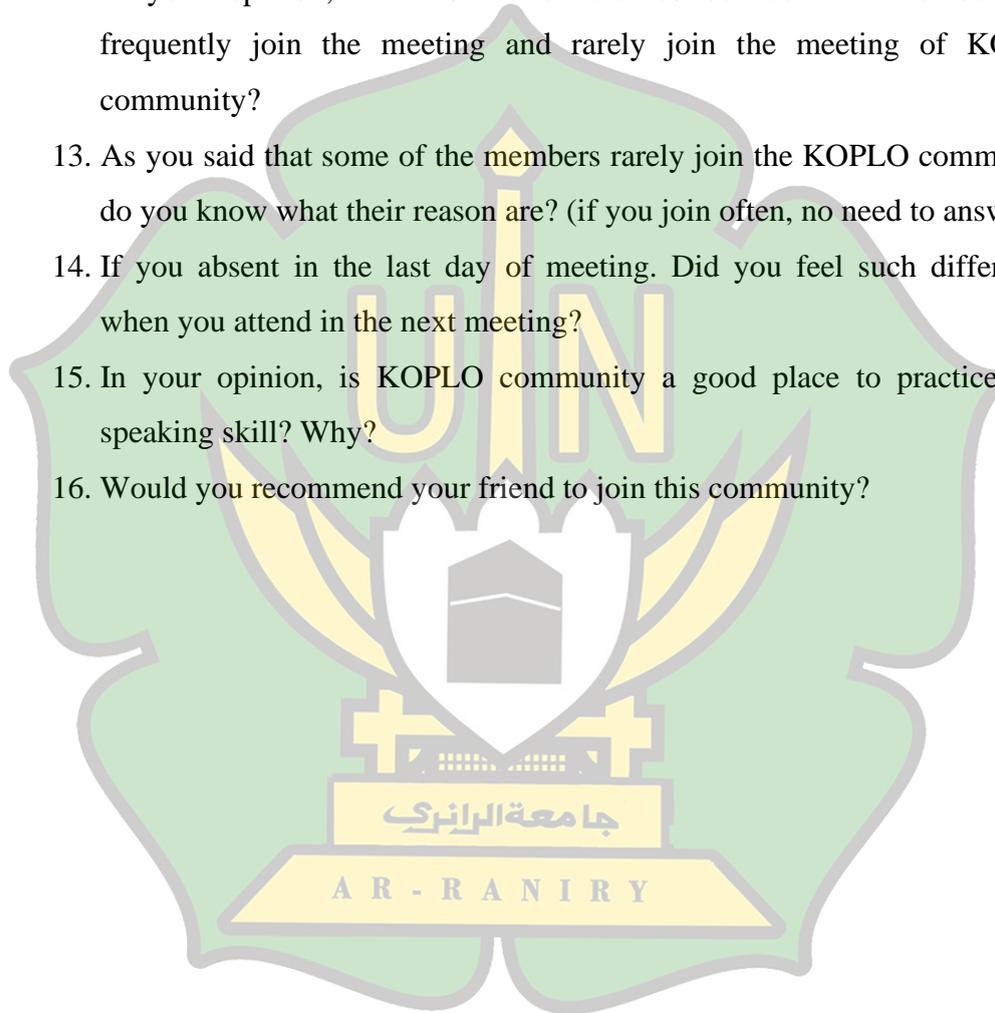
Appendix F. Interview Transcript

RESPONDENT 1

Correspondent   : BM
Date of Interview   :
Time of Interview   :
Place   :

1. Why do you want to be a part of KOPLO community?
   Answer: Because the English language community is by nature relaxed and cool people are rarely in Aceh, meeting lots of new friends, then KOPLO is free, joining KOPLO also doesn't need to pay any fees, guidance in KOPLO is also very good and held on weekends, The choice of topics was also fun and what's more, we could practice speaking English there with titles we liked, so we were interested in joining KOPLO.

2. How long have you been in KOPLO community?
   Answer: Since 2019, 2020 Corona has been skipping for a while, then I didn't join the Zoom meeting, preferring to join if it's held face-to-face, then continue again in 2021.

3. How is the learning strategy implemented in KOPLO community?
   Answer: So, every time our meeting was given a theme, they gave the theme by invitation and on the banner, which was given H-1 before meeting. So, we can prepare the material. For example, the theme is about the book that we like the most in life, so when the meeting takes place, we bring the book with us. I like their strategy, because when we get there, we don't get confused about what to talk about and also this community has a very organized system.

4. How many members are there in the KOPLO community?
   Answer: Every meeting the people who attend are random, sometimes there are 15 people per day, and it can be more or less, because I once joined, sometimes the girls and boys have to be separated by around 25 people.

5. How do you feel after joining the KOPLO community?

   Answer: Yes, I feel happy, because it turns out that there are lots of people out there who speak very well, even though they are not English students, and I am happy because I know a lot of new things.

6. Do you think that KOPLO community helps you in improving your English skills?

   Answer: Of course, then during Corona they also had meetings via zoom, because there were also people who couldn't join offline. Anyway, many things have changed after joining KOPLO.

7. What kind of improvement did you experience related to your English skill?

   Answer: I understand how to deal with anxiety when speaking, then understand how good public speaking is, understand how to get people's attention when we are speaking, then in this KOPLO community what I like is that they don't put pressure on me when I speak, I am allowed to speak to my heart's content so I don't feel rushed. But sometimes the selection of warkop is small, so we are not comfortable.

8. One of the most important things in speaking is self-confidence; do you feel your self-confidence is improved after you joined KOPLO community?

   Answer: Yes, for sure, because at every meeting we meet PBI children but we meet more people from outside PBI, so in the future if we meet new people, we are used to speaking English.

9. How does KOPLO community help you to be confident in speaking English?

   Answer: Because in the KOPLO community they don't judge if the grammar doesn't match, in fact, when we start to get confused about speaking, they keep listening, "Okay, what do you want to talk about?" then help with ideas.

10. Apart from self-confidence, have you experienced any other progress while joining the KOPLO community?

    Answer: Listening, how to pronounce, new vocabulary, new friends, then we were taught how to stay on track when talking, don't stretch everywhere.

11. How about your vocabulary improvement, do you feel any changes?
Answer: Of course, adding a new vocabulary, moreover every time someone speaks, we will definitely get a lot of vocabs.

12. In your opinion, what is the differences between the member who frequently join the meeting and rarely join the meeting of KOPLO community?
Answer: For those who often join, they will better understand how to position themselves when they are in the KOPLO community, they can hone their speaking skills, and to be honest, like me who rarely joins KOPLO, I find it a bit difficult when I speak or I find it difficult to balance between what I think and thing I want to say.

13. As you said that some of the members rarely join the KOPLO community, do you know what their reason are? (if you join often, no need to answer)
Answer: Because, I have a lot of work to do.

14. If you absent in the last day of meeting. Did you feel such differences when you attend in the next meeting?
Answer: There is no difference, because each meeting discussed a different topic.

15. In your opinion, is KOPLO community a good place to practice your speaking skill? Why?
Answer: Yes, because according to our age, it is easy for us to understand because the discussion relates to us.

16. Would you recommend your friend to join this community?
Answer: Of course, because I have felt the extraordinary impact.

RESPONDENT 2

Correspondent   : F
Date of Interview   :
Time of Interview   :
Place   :

1. Why do you want to be a part of KOPLO community?
   Answer: Because I want to find a place to practice speaking, because in this Banda Aceh I don't see a place to practice speaking, usually going to tutoring and tutoring is paid, the meeting is also limited. But if in KOPLO every week a meeting is held and of course it's free. It was also where I met new people, so I had a place to practice speaking.

2. How long have you been in KOPLO community?
   Answer: I entered KOPLO 2019-2021. So, I am now part of the KOPLO, but not part of the management.

3. How is the learning strategy implemented in KOPLO community?
   Answer: There is no specific method, but what is certain is that we have to talk and also the topic is interesting, it triggers people to talk.

4. How many members are there in the KOPLO community?
   Answer: There are two KOPLO, there are administrators and there is a community, if the community has many members counted from webinars, meet ups, the IG program can reach up to 5000 people when accumulated, but for the WA group there are 300 people. the management team changes generations every 2 years, this year 25 people are the management team.

5. How do you feel after joining the KOPLO community?
   Answer: What I feel is a lot of changes, because every week we meet new people, students, high school students, or even people who are already working so they have a new perspective, then what has changed the most is speaking, because we often hear people talk, often practice which makes our speaking also improve.

6. Do you think that KOPLO community helps you in improving your English skills?

Answer: The improvement is like pronunciation because hearing people speak then the pronunciation is more fluent, then when speaking English there is more confidence when conveying ideas.

7. What kind of improvement did you experience related to your English skill?
Answer: Improvement in various ways, such as confidence.

8. One of the most important things in speaking is self-confidence; do you feel your self-confidence is improved after you joined KOPLO community?
Answer: Yes, I feel more confident when I join the KOPLO community.

9. How does KOPLO community help you to be confident in speaking English?
Answer: By not judging when we are wrong, when our grammar is not right, because that's where everyone learns and doesn't blame each other.

10. Apart from self-confidence, have you experienced any other progress while joining the KOPLO community?
Answer: I feel that I get a lot of knowledge outside of English.

11. How about your vocabulary improvement, do you feel any changes?
Answer: Adding, but not too much because one of the problems is that the vocab used is the same from one person to another, only 1 or 2 people use a different vocab.

12. In your opinion, what is the differences between the member who frequently join the meeting and rarely join the meeting of KOPLO community?
Answer: There is a difference, if they only use the KOPLO community only for speaking practice, surely the speaking will be more fluent.

13. As you said that some of the members rarely join the KOPLO community, do you know what their reason are? (if you join often, no need to answer)
Answer: -

14. If you absent in the last day of meeting. Did you feel such differences when you attend in the next meeting?

Answer: There is no difference, because KOPLO does not have a curriculum that is bound between one meeting and another, because KOPLO is just media that provides topics, places and places for people to gather.

15. In your opinion, is KOPLO community a good place to practice your speaking skill? Why?
Answer: For now, there are many similar communities to improve language based on my subjective because there are many friends, I feel safer there. One of the other speaking communities is Polygon Indonesia. I also feel that KOPLO is now also improving to be even better.

16. Would you recommend your friend to join this community?
Answer: I recommend for people who are introverted or don't want to practice with anyone who can join KOPLO, there will definitely be a difference in speaking practice.
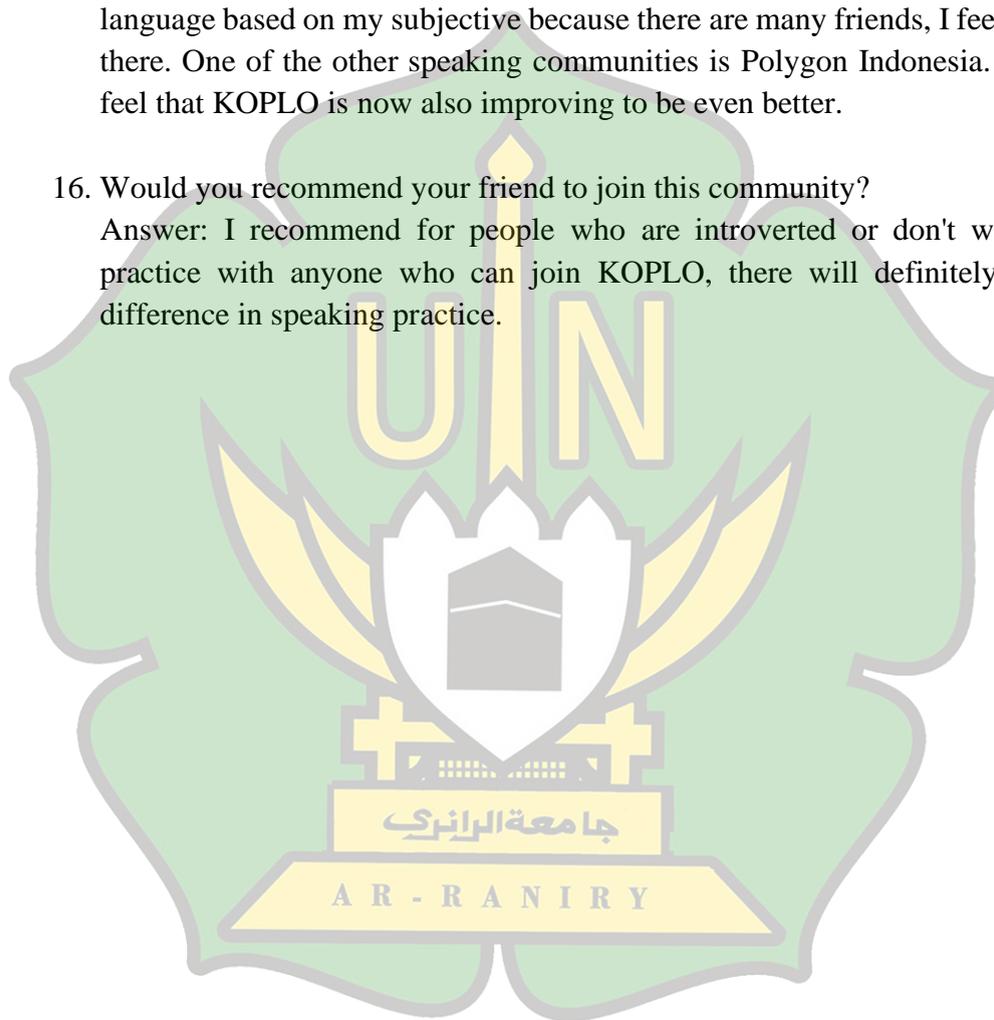
RESPONDENT 3

Correspondent   : NNA
Date of Interview   :
Time of Interview   :
Place   :

1. Why do you want to be a part of KOPLO community?
    Answer: Joined KOPLO to develop my English skills.

2. How long have you been in KOPLO community?
    Answer: 2020-2022.

3. How is the learning strategy implemented in KOPLO community?
    Answer: Actually, giving opinions or opinions on issues concerning young
    people and sometimes games are also held to make the atmosphere more
    fun.

4. How many members are there in the KOPLO community?
    Answer: 100   orang, leader, administration team, program team,
    publication team.

5. How do you feel after joining the KOPLO community?
    Answer: I feel that this is a supportive group for discussion and speaking
    English, no one will judge, very humble and will feel safe in the group.

6. Do you think that KOPLO community helps you in improving your
    English skills?
    Answer: Yes, because we practice speaking once a week, then there are
    online seminars and webinars.

7. What kind of improvement did you experience related to your English
    skill?
    Answer: What I feel is improvement as I learn how to convey ideas in
    good English, then when explaining according to the track, it doesn't
    spread everywhere.

8. One of the most important things in speaking is self-confidence; do you
    feel your self-confidence is improved after you joined KOPLO
    community?

Answer: Yes, I feel my confidence increased.

9. How does KOPLO community help you to be confident in speaking English?
Answer: By speaking every week it makes our speaking more fluent and the pronouns better.

10. Apart from self-confidence, have you experienced any other progress while joining the KOPLO community?
Answer: Another change in terms of the arrangement of vocabulary and grammar.

11. How about your vocabulary improvement, do you feel any changes?
Answer: Of course.

12. In your opinion, what is the differences between the member who frequently join the meeting and rarely join the meeting of KOPLO community?
Answer: The difference is that those who often join will be more exposed to an English-speaking environment where they will get more new vocabulary then they will also get more hours to practice speaking English. besides that, they can also get more insight into a topic because usually the issues discussed in KOPLO are very interesting and the latest issues.

13. As you said that some of the members rarely join the KOPLO community, do you know what their reason are? (if you join often, no need to answer)
Answer: The reason I rarely join KOPLO is because I'm too lazy, because usually KOPLO meet ups are held on weekends, so I'm tired of activities, I rarely join because of technical problems such as rain and clashes with schedules with my family.

14. If you absent in the last day of meeting. Did you feel such differences when you attend in the next meeting?
Answer: There was no significant difference when I joined the next meeting, because the topics discussed were different, but I would feel a little stiff when speaking because I had not practiced speaking for a long time.

15. In your opinion, is KOPLO community a good place to practice your speaking skill? Why?

Answer: Yes, because this community does not judge each other.

16. Would you recommend your friend to join this community?

Answer: Yes, I would like to recruit my friends to join the KOPLO.