MOTIVATION, EFFECTIVENESS AND CHALLENGES OF PBI ALUMNI IN SPEAKING ENGLISH AT COMMUNITY OF PRACTICE

THESIS

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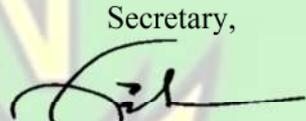
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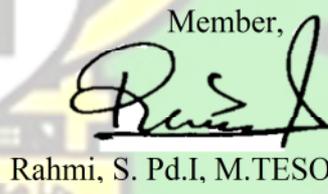
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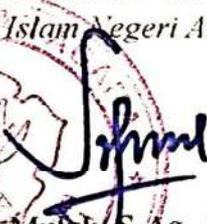
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Motivation, Effectiveness and Challenges of PBI Alumni in Speaking English

at Community of Practice

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya. Maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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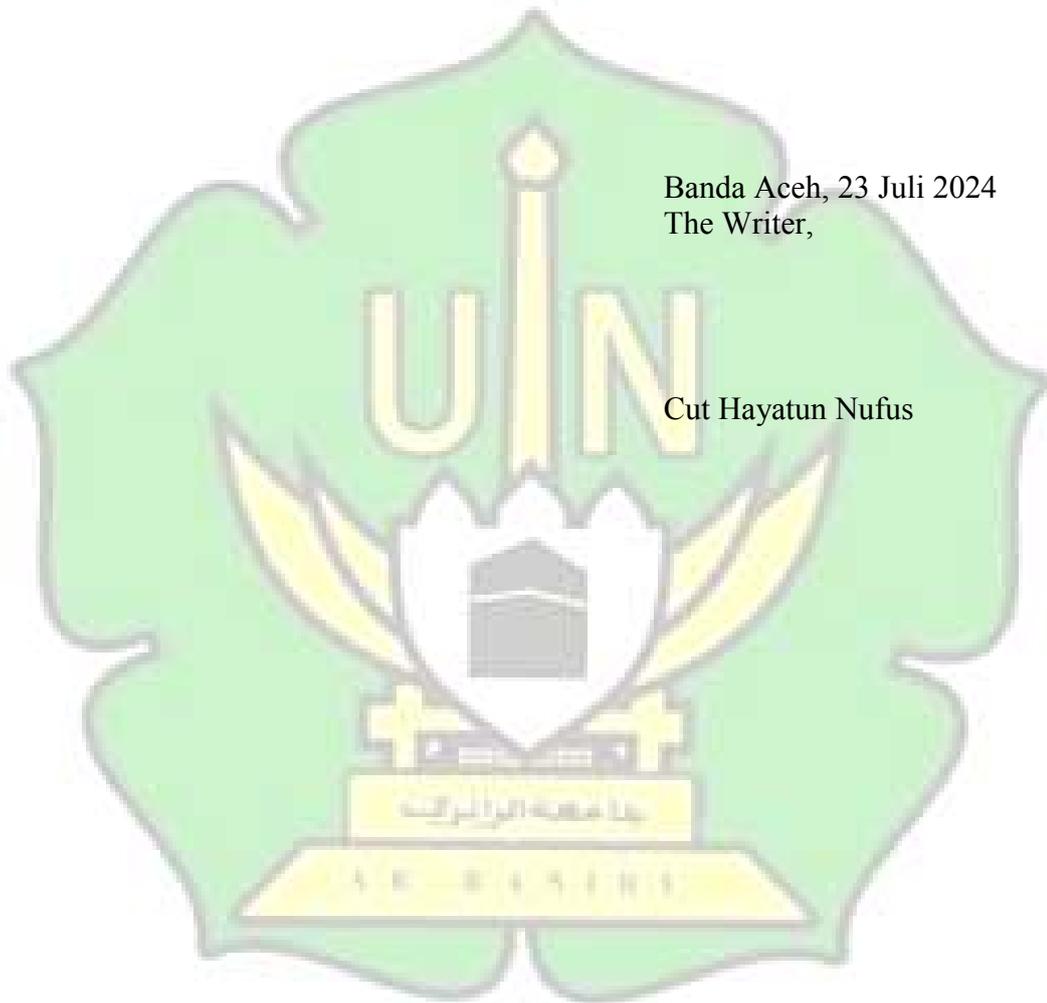
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ABSTRACT

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Title	: Motivation, Effectiveness and Challenges of PBI Alumni in Speaking English at Community of Practice
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This research aims to find out the motivation, effectiveness, and challenges of PBI alumni in speaking English at community of practice. This study used qualitative research to collect the data through interviews. The participants of this study were six PBI alumni of UIN Ar-Raniry who are joining one of community of practice in Banda Aceh. The results show that PBI alumni were motivated to join the community of practice because they wanted to learn and practice English for some reasons, such as intrinsic or extrinsic motivation. Furthermore, this study also found out that learning English together in a community of practice is fun and flexible. After joining the community, they learned new vocabulary and improved their fluency in speaking English. Otherwise, they also faced challenges in joining the community of practice, such as a lack of confidence, a lack of vocabulary and a struggle to manage their time in participating every community's meeting.

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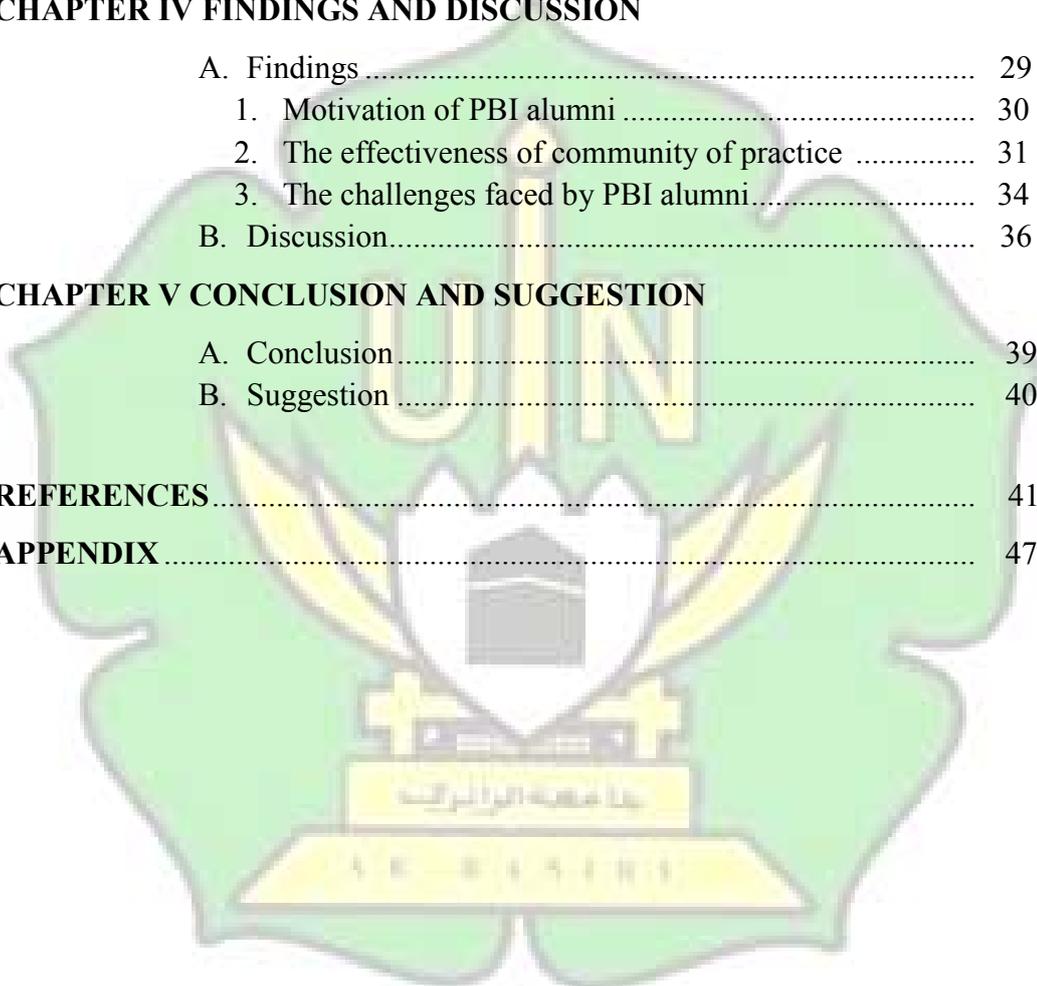
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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, research questions, the aims of the study, the significance of study and terminology.

A. Background of the Study

English is considered a foreign language in Indonesia. English as a foreign language (EFL) is the learning and use of the English language by speakers of other original tongues in countries where English is not the primary language (Christiansen, 2020). English is only utilized in institutions where it is needed, which begins in junior high school and continues through college. It is quite weird and difficult to be a native English speaker in this situation. Therefore, a person who has left an institution will have a tough time finding opportunities to speak English.

Alumni are the graduates or former students of a particular school, college, or university. For example, alumni of UIN Ar-Raniry who have completed an undergraduate degree especially from *Pendidikan Bahasa Inggris* (PBI), they need an environment that will support their English skills. The place that PBI alumni needed was a community of practice (CoP). Community of practice commonly refers to groups whose members "share a concern or a passion for something they do and together learn how to do it better" (Wenger, Mc Demot &

Syder, 2002). The location can encourage PBI alumni to freely enhance their English skills and allows them to practice with other users on a certain topic by sharing their opinions.

Speaking is the capacity to communicate ideas, opinions, and personal sentiments through spoken language. Chaney (as cited in Kayi, 2006) defines speaking as the activity of creating and communicating meaning using the use of verbal and nonverbal symbols in a range of contexts. This skill is useful for conveying a message, an opinion, or an experience. However, as native speakers, some people face certain difficulties in speaking English, and the motivation to speak English is also influential. The writer's personal experience revealed that certain students in a classroom still struggle to utilize words clearly and concisely. Moreover, when speaking English outside the classroom, only a few speakers with more motivation will hold English because they are ashamed and afraid to be mocked by others.

Motivation is needed when speaking English. Motivation is an abstract idea that drives people to adopt specific behaviors (Blašková, Majchrzak-Lepczyk, Hriníková, & Blaško, 2019). PBI alumni who join a community are highly motivated to learn and practice English, obtain new things, and hang out with friends who have the same goals. Their purpose can be to maintain or improve their English. Pratiwi, Setiyadi, and Suparman (2015) discovered that motivation had an impact on students' speaking abilities. Motivation affects a student's learning style, persistence, vision, and frequency of word practice. In

addition to their internal motivation, the external environment can also influence their motivation. The researcher was curious about the motivations driving those behaviors, whether they came from within or were affected by their surroundings.

Effectiveness means choosing and concentrating on actions that will result in a desired output. Effectiveness is related to the compatibility between the main tasks, aspects of behavior and the results to be achieved (Steer as cited in Sholeh 2016). The success of PBI alumni in speaking English at a community of practice is highly dependent on the effectiveness of the program of the community and role of each member to achieve their goals.

Joining a community of practice must take time and sustain interaction. Determining and allocating time to do something and being able to make the right interactions with various people is a difficult thing. Beghetto (2018) defined a challenge as a difficult task that someone must complete. Doing something is not always smooth; there must be challenges. PBI alumni will challenge themselves to further develop their speaking skills according to the community's goals.

There are many studies that have been conductive on term of joining the community of practice to practice English. Rafid (2020) found that Community of practice was effective to improve student English skills such as in vocabulary and pronunciation also fluency. Similarly, Wibowo, Haryani and Rafsanjani (2020) found that that the activities in speaking club are effective in increasing their speaking ability. However, Hamadameen and Najim (2020) found that students were very interested in joining the English Club because there were various

activities in every meeting; they were different from the activities in the regular classes.

Therefore, this study is focused on investigating PBI Alumni's motivation, effectiveness and challenges in speaking English at community of practice. Moreover, this study has been done especially for alumni from Department of English Language Education (Pendidikan Bahasa Inggris) in UIN Ar-Raniry who are joining a community of practice.

B. Research Question

Regarding the study's background, which was previously described, it was designed to find out the answers to the following questions:

1. What is the motivation of PBI alumni in speaking English at community of practice?
2. How is the effectiveness of PBI alumni in speaking English at community of practice?
3. What are the challenges faced by PBI alumni in speaking English at community of practice?

C. Research Aims

The following are the study's objectives, based on the research questions above:

1. To find out the motivation of PBI alumni in speaking English at community of practice.

2. To find out the effectiveness of PBI alumni in speaking English at community of practice.

3. To find out the challenges faced by PBI alumni in speaking English at community of practice.

D. Significance of Study

The researcher hopes this study can contribute the theoretically and significances to the alumni and other researchers. Theoretically, result of this study is expecting to develop English learning in a community of practice for PBI alumni who want to practice English skills more. Practically, this study provides some information and suggestions for the institution. The researcher also expected to give some references about motivation, effectiveness and challenges, they may take in joining a community of practice like English club to improve their English skills especially for PBI alumni of UIN Ar-Raniry University. Furthermore, the researcher expects that this research would be useful to other researchers, particularly students from the Department of English Language Education (Universitas Islam Negeri Ar-Raniry Banda Aceh).

E. Terminology

It is necessary to go over this language in depth in order to prevent misconceptions and ambiguous interpretations. The following terms are relevant to the subject and need to be discussed:

1. **Alumni**

   Alumni are the former male and female students of a school, college or university (Hornby, 1995). Graduates of a university or other comparable educational institution are referred to as alumni or alumnae. In this thesis, the alumni that took as aimed here are basically about UIN Ar-raniry alumni especially from Department of English Language Education who have completed an undergraduate degree.

2. **Community of practice**

   The community of practice (CoP) is one way for focusing on what members do, including the practice or activities that demonstrate their connection with the group and the extent of that attachment (Holmes & Meyerhoff, 1999). The community that took as aimed here are basically a group of people that want to practice English then they have a meeting in the community. The community purpose to practice English such as Science Speaks Club.

3. **Motivation**

   Motivation is an internal drive that drives people to perform activities in order to achieve a goal (Harmer, 2001). In this study, motivation refers to PBI alumni motivation in speaking English at community of practice. Intrinsic and extrinsic motivation can drive PBI alumni to improve their English speaking skills.

4. **Effectiveness**

Steer (1975 as cited in Sholeh 2016) says that organizational effectiveness emphasizes attention to; suitability of the results achieved by the organization with the goals to be achieved. The effectiveness mentioned in this research refers to the effectiveness in speaking English to join a community of practice and that can be proved from the success or failure of the community of practice's goals or member's goals.

5. **Challenge**

Challenges are things that are done by trying with the aim of knowing the level of the ability (Beghetto, 2018). In this research, challenge is defined as the difficulty faced by PBI alumni in speaking English at community of practice. The twists and turns that must be considered in interact with other members.
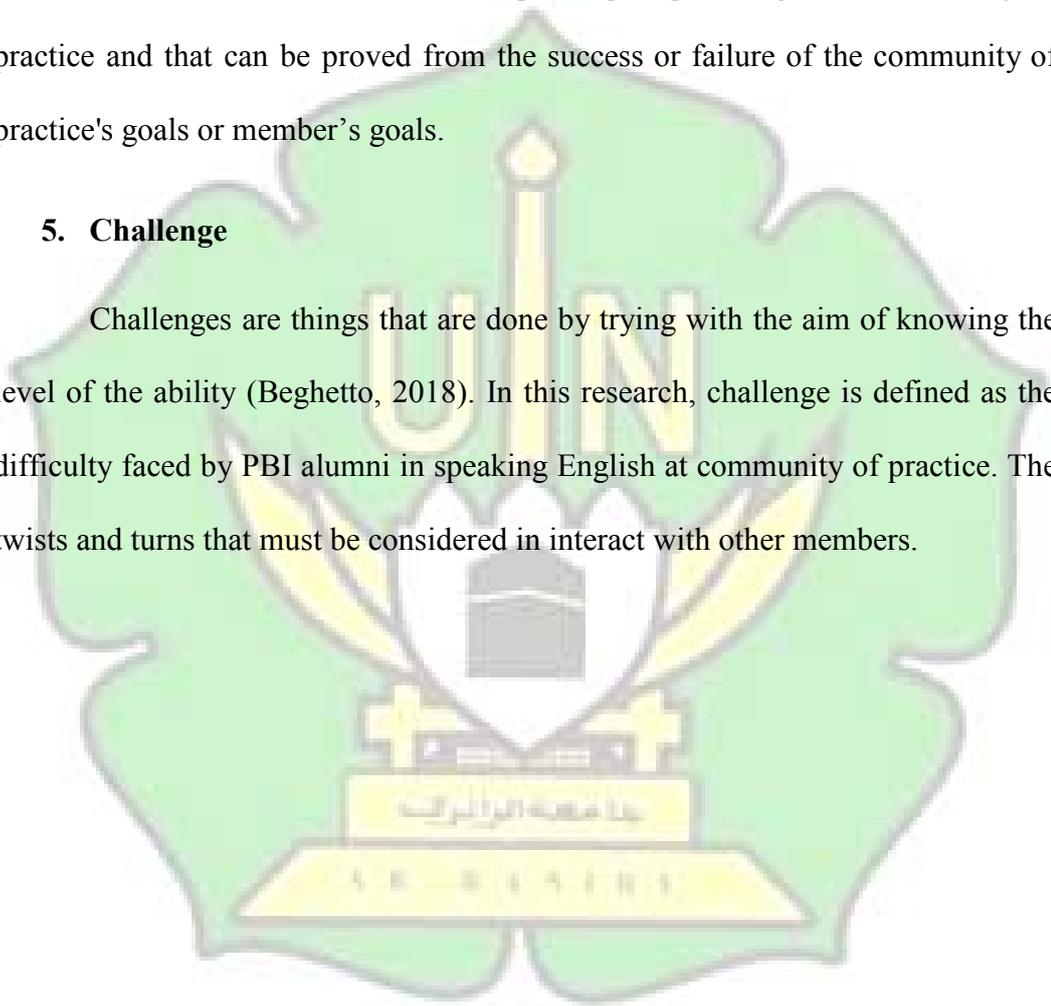
CHAPTER II

LITERATURE REVIEW

This chapter reviews the research-related literature and provides a description of speaking English, motivation and challenges in speaking, and community. This chapter will cover all points.

A. Speaking English

Speaking is a fundamental language ability that enables a person to connect and socialize with those in his or her immediate social circle. According to Tom, Johari, Rozaimi and Huzaimah (2013), speaking in English can be difficult for English language learners, particularly if they lack a strong command of the language. Speaking provides both a social and academic purpose by allowing learners to express ideas both orally and nonverbally. Richard (2008) stated that speaking English is a priority for learners of foreign languages. As a result, instructors can assist learners in becoming more proficient language producers by providing feedback and encouragement. Taking these explanations together, it can be concluded that speaking is a process that allows speakers to share ideas, opinions, feelings, and information with their audience. Speakers use communication to inform others about things, and they apply language according to their own goals. Therefore, for effective communication, speakers must be both listeners and speakers at the same time.

Many elements influence the outcome of the speaking, including language competency, age, gender, personality, culture, and motivation, all of which might affect oral competence (Khan, 2010). There are numerous ways to improve speaking abilities, including listening to English audio, viewing movies, and practicing with foreigners and friends in English. Furthermore, students can improve the fluency of speaking through practicing English continuously. According to Richards (2008), Learners often use their perceived improvement in spoken English as a metric to evaluate their language learning progress and the worth of their English courses. As a result, learners who want to become more proficient in English should practice speaking it frequently.

Efrizal (2012) claimed that speaking is critical for human contact because individuals speak everywhere and every day. Speaking is the act of conveying concepts and messages orally. If we want to encourage children to speak in English, we should use it in everyday settings and ask them to do the same. The incorporation of additional language abilities stresses the value of speaking. Speaking with others helps learners improve their writing, vocabulary, and grammar. Learners are able to communicate, talk, tell tales, ask for things, express their feelings and ideas, and demonstrate the various ways that language may be used. Speaking is valuable in settings other than classrooms. As a result, language speakers have greater opportunities to work in a variety of organizations and businesses. Baker and Westrup (2003) supported these statements by claiming learners who spoke English fluently had a higher chance of obtaining a better education, finding good jobs, and being promoted.

1. **Component of speaking English**

It is necessary to have a thorough understanding of speaking components while assessing learners speaking abilities. Moreover, the fundamental components of an effective speech are knowledge, confidence, and delivery style. Hughes (2005), as mentioned in Masbiran and Fauzi (2018), claims that there are five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Hornby (1995) 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.

b. Grammar

When the speaker utilizes the language appropriate for the circumstance, the conversation becomes more engaging. According to Harmer (2001), a language's grammar describes how words in that language can take on different forms and be joined to make sentences. From the previous sentence, it is clear that a speaker who uses proper grammar is able to express themselves clearly and provide information in an accurate manner.

c. Vocabulary

Vocabulary is a critical component of language learning. Diamond and Gutlohn (2006) define vocabulary as the scientific study of words and their meanings. If a language student lacks vocabulary, he or she will

struggle to communicate effectively in writing or vocally. Then, a lack of vocabulary is a barrier to people learning the language. Lastly, vocabulary is a collection of terms that help us express our beliefs both orally and in writing by providing an explanation for various concepts or ideas.

d. Fluency

According to Lambardo (1984), as referenced in Baihaqi (2016), fluency is described as someone's ability to speak at a regular speed, such as a native speaker or a guy who owns the language because he can dispose of the language well. Fluency is the capacity to communicate fluently, accurately, smoothly, and readily. One of the most crucial components of speaking skill is ensuring that the interlocutor understands the speaker's thoughts or words.

e. Comprehension

Comprehension can broaden learners' knowledge of speaking skills and help them develop their speaking abilities. Meanwhile, Hornby (1995) defines comprehension as the ability to comprehend and an exercise designed to develop or measure one's knowledge of a language (written or spoken). Moreover, comprehension can also mean having the capacity to see, comprehend, grasp, and know. In summary, understanding is essential to avoiding misunderstandings between a speaker and a listener.

B. Motivation, Effectiveness and Challenges in Speaking

1. Motivation in speaking

Motives are a type of reasoning. Many factors might be causes for actions, but motives are a specific type of reason (Peters, 2015). Motivation is a fundamental and necessary component of learning (Brewer & Burgess, 2005). Gardner (1985) contends that in order to be motivated, the learner must have something to anticipate, foresee, desire, and want for, such as a reason, principle, or rationale relating to the purpose or target. This goal would be to learn a foreign language in the context of second or foreign language acquisition. In reality, the learner must have a goal or activity in mind, and the target language must serve as a means of achieving it.

Motivation is important in the process of learning a language. Passion, which refers to a person's intrinsic aims and ambitions, is the essence of motivation. Pratiwi, Setiyadi and Suparman (2015) conducted a study in which they found that students' speaking skill was influenced by motivation. Students' learning behavior, perseverance, vision, and frequency of word practice are all influenced by their motivation. Istianti (2013) found in another study that students who were more motivated would talk more fluently than those who were not. Motivation is one of the elements that influence the progress of learners of speaking. Motivation is the energy that learners possess, either within or externally, that propels them to take action.

On the other hand, According to Rafid (2020), there are a number of reasons why students join communities of practice, including the desire to obtain

and share knowledge, the availability of a decent platform for practicing speaking, and the encouragement and motivation of students to speak. Nurmanten (2022) also found that students' motivation to study the English language drove their decision to join the English Club, such us they wanted to improve their skills and gain a better understanding of learning English. Otherwise, Hamadameen and Najim (2020) discovered that students were particularly interested in joining the English Club because each meeting included a variety of activities that differed from those in regular sessions.

a. Types of motivation

According to Ryan and Deci (2000), Self-Determination Theory categorizes and separates many sorts of motivation based on the various rationales, causes, or goals that support a deed or performance. According to this viewpoint, the most fundamental distinction is between internal and extrinsic motivation.

Intrinsic motivation refers to an individual's excitement and interest in doing and participating in particular activities that they find appealing and gratifying. Furthermore, intrinsic motivation is critical to the process of integrating or mixing one's available internal awareness and knowledge with new information (Vansteenkiste, Lens, & Deci, 2006). To put it simply, intrinsic motivation is the desire to perform an action for its own purpose. In reality, people who are truly motivated practice and participate in the activities because they find them delightful (Pintrich & Schunk, 1996).

Extrinsic motivation, on the other hand, refers to a desire to engage in activities for reasons unrelated to the action. This motive could be the desire to avoid earning a reward or penalty, such as failing an exam or receiving a low mark (Vansteenkiste, Lens, & Deci, 2006). In contrast, extrinsic motivation refers to the desire to engage in a task or activity in order to achieve a goal. Extrinsically motivated individuals act and behave in ways they believe will result in admirable results, such as a reward, instructor admiration, or the avoidance (prevention) of punishment (Pintrich & Schunk, 1996).

2. **Effectiveness in speaking**

Prioritizing effectiveness will set you up for success. The rationale for this is that it will focus on making the correct things efficient rather than wasting time optimizing the wrong processes. Improving effectiveness results is increased efficiency. So, in order to increase effectiveness in speaking English at a community of practice, the members are expected to cooperate in taking action to achieve the community goal.

Joining a community of practice that supports learning to speak English has a positive effect. According to Wahyuniati, Qolbia, and Maulidiyah (2019), the majority of students who participate in speaking clubs report making good progress in their English speaking including increases in vocabulary, pronunciation, and fluency. Moreover, Rafid (2020) conducted a study to find out the effect of community of practice in students speaking skill. The study showed the students who join a community was effective to improve their public speaking

and their English vocabulary and pronunciation also fluency. Similarly, According to Sary's (2022) study, joining a community provides students with numerous benefits, including improved vocabulary knowledge and speaking confidence.

3. Challenges in speaking

A challenge is a situation in which one is presented with something that needs significant mental or physical effort to do successfully, putting one's ability to the test. In an academic environment, According to Ormrod (2008), a "level" at which learners feel they can succeed with sufficient effort is referred to as "challenging." On other side, Malone (1981) defines a challenge is a "task" that requires work and has no promise of success. Similarly, Calikoglu (2019) describes a challenge as a condition that motivates a person to make a conscious effort of their own free choice in order to progress, despite the uncertainty of whether the desired outcome will be accomplished. Based on some of the explanations above, it can be concluded that challenge is doing something that can increase one's potential and be done seriously so that can be completed and achieve the goals.

Moreover, There are several challenges that faced by English learner in speaking English such as a lack of confidence and high anxiety, a lack of vocabulary and managing time to practice English.

a. Lack of confidence

The primary issue with English learners is their lack of confidence in their ability to speak English. The confidence is a very important thing in speaking because if we are nervous in speaking then the information we

want to convey cannot be delivered properly. According to Badrasawi, Solihu and Ahmad (2020), learners have experienced anxiety in speaking English, such as uneasiness, fear of poor evaluation, and concern about making mistakes. Anggrisia and Robah (2023) also revealed that learners faced challenges in speaking English included feeling nervous in front of others, lacking confidence when speaking English with more proficient individuals, fear of making mistakes, and fear of ridicule for improper English usage. Similarity, Tati, Paul and Golongi (2016) stated that learners typically feel nervous when speaking in English. They are reluctant, self-conscious, anxious about speaking correctly, and afraid to talk in front of people. This is a result of the fact that English is neither their first nor second language. Furthermore, People may be discouraged from speaking up in front of others due to a fear of public speaking. Shy learners are unable to communicate fluently because they are inherently timid.

b. Lack of vocabulary

English learners struggled to speak fluently due to a lack of English vocabulary. Research by Zulkurnain and Kaur (2014) indicates that EFL learners face a few speaking challenges. The kids thought their limited vocabulary prevented them from creating English sentences. They also commonly used improper pronunciation and phrase construction. They also discovered that a lack of familiarity with the target language was a common cause of learners' difficulties. Similarly, Anggrisia and Robah

(2023) also stated that challenges faced by learners include a lack of comprehension of grammar, difficulties choosing acceptable vocabulary when speaking English, and confusion with English tenses.

c. Managing to attend the community

Another challenge that is learners is the opportunity to communicate in English outside of the classroom. It is because learners confront when learning to speak English is interruption from their mother tongue. Rafid (2020) discovered that one of the challenges students have while entering a community of practice was learners struggled in attending the community's meeting. Learning English in the community needs more efforts, learners must take their time to attend the community's program.

C. Community of Practice

1. Definition of community of practice

The community of practice (CoP) is one method for focusing on what members do, including the practice or activities that show their affiliation with the group and the level of that affiliation (Holmes & Meyerhoff, 1999). The practice or activities often involve a variety of behavioral factors, such as general or particular features of discourse, language structure, and interaction patterns. It appears that the setting in this community is ideal for members to have encouraging peers with whom to study.

According to Wenger (1998), Communities of practice are made up of people who get together often, share a common interest, and work toward

improving a certain activity. Communities of practice are made up of individuals who participate in a process of collective learning in a common field of endeavor. A community of practice is distinct from a traditional community in that both its members and the practice they engage in define it at the same time (Holmes & Meyerhoff, 1999). In other words, a community of practice can serve as a venue for its members to improve a particular ability.

The community may form as a result of member interactions or with the intention of learning together. Not all organizations that identify as communities of practice are ones run by professionals. The following will be explained further about the three fundamental elements in Communities of Practice (Wanger, 1998):

a. Domain

A community of practice is more than a collection of friends or a social network. A shared passion serves as the foundation for its identity. Membership requires a commitment to the field and, as a result, a shared expertise that distinguishes members from others.

b. Community

Members work together on initiatives and debates, help one another, and share knowledge while pursuing their interests in their different fields. They form relationships that allow them to learn from each other. A website alone does not constitute a community of practice. Even if members have the same job or title, a community of practice cannot exist without interaction and mutual learning.

c. Practice

A community of practice is more than just a collection of people who enjoy the same kinds of songs. Practitioners are part of a community of practice. They develop a common set of resources, including as experiences, stories, tools, and procedures for coping with recurring problems, in other words, a shared practice. This requires time and continuous communication.

While they all have the three elements of a domain, a community, and a practice, but they take different shapes. Some are quite small, while others are rather huge, with a core group and many periphery members. Some are local, while others are global. Some meet mostly in person, while others online. Some are within an organization, while others involve members from several groups. Some are publicly recognized, typically with a budget, while others are wholly unofficial and even undetectable.

According to Wanger and Synder (2000), Communities of practice are informal groups of people who are united by their shared knowledge and enthusiasm for a common goal. Certain professional groups meet regularly, for example, for lunch on Thursdays. For the most part, email networks connect the others. In a community of practice, there might or might not be a set weekly agenda, and even if there is, it might not be strictly followed. But in communities of practice, people inexorably share their knowledge and experience in spontaneous, creative ways that promote original thinking about problems. A community of practice differs from a community of interest or a geographical

community in that neither indicates a shared practice. A community of practice defines itself in three ways (Wanger, 1998):

- What it is about: The concept of a group is its shared enterprise, which is constantly renegotiated by its members.

- How it functions: The way it operates is through the relationships of mutual engagement that unite its members into a social entity.

- What capability it has produced: The shared repertoire of communal resources, which members have developed over time, includes routines, sensibilities, artifacts, vocabulary, styles, and other things.

2. **The successful of community of practice**

What causes a community of practice to prosper is determined by the community's purpose and objectives, as well as the members' interests and resources. Wenger listed the following seven things that may be used to build communities of practice:

a. Design the community to evolve naturally

As a community of practice is dynamic by nature, with members, goals, and interests all subject to change, community of practice forums ought to be built to accommodate these changes in emphasis.

b. Create opportunities for open dialog within and with outside perspectives

The community of practice's most significant resource is its members and their knowledge, but it's also good to go outside the community of practice to see what other options there are for accomplishing their learning objectives.

c. Welcome and allow different levels of participation

Wenger distinguishes three primary participation tiers. 1) The core group, which engages in active community participation through initiatives and conversations. Usually, this group assumes leadership positions to steer the group. 2) The engaged group that routinely shows up and participates, perhaps not as much as the leaders do. 3) The periphery, which gains knowledge from their degree of participation even though they are only spectators in the society. Wenger points out that most of the community is usually represented by the third group.

d. Develop both public and private community spaces

Community of practice groups ought to offer private conversations in addition to their frequent public gatherings, which allow all participants to exchange ideas and engage in dialogue. Depending on particular needs, various community of practice members could set up individualized arrangements for interactions between members and resources.

e. Focus on the value of the community

Communities of practice should give members a platform to communicate the benefits and productivity of their participation.

f. Combine familiarity and excitement

Community of practice should include the expected learning opportunities as part of its framework, as well as opportunities for members to shape their learning experience collaboratively by brainstorming and exploring conventional and unconventional ideas about their topic.

g. Find and nurture a regular rhythm for the community

A community of practice should set up a robust schedule of events and activities that enable members to come together frequently, think, and grow. To keep the community lively, the rhythm, or tempo, should sustain an expected level of participation, but it shouldn't pick up speed to the point where it becomes uncontrollable and excessively intense (Wenger, McDermott & Snyder 2002).

Ipgrave, Jackson and O'Grady (2009) suggest five key features of a successful community of practice.

a. A clear focus but flexible leadership: A community of practice needs to have a focus but be able to move away from it and back to it.

b. Opportunities to meet together and for personal interaction: It's the meeting together that makes the community of practice. It has given a sense of how open it can be and this reflection is so important.

c. Shared value: It is important shared a set of value from early on, even though they are not explicit, underlying assumptions are shared. Shared Values are the explicit or tacit core beliefs, attitudes, and principles that underpin an organization's culture.

d. Diversity within the group: A community of practice has been a multi- disciplinary group and this is important for generating new insights, new ways of doing things, possibilities.

e. Equality within the group: A community of practice needs to have 'flatness'. But equality is a process to be worked on. Every individual person's set problem was and needs to be viewed as utterly serious and important.

3. Learning English in a community of practice

The community of practice can create a conducive and effective environment for its members in learning English, which is English as foreign language. According to Prasetio (2020), the use of speaking activities in the English-speaking community began with the activity's instruction, which included providing the topic, encouraging learners with engaging activities, and providing support in the form of encouraging remarks at the conclusion of the

activities. Activities in a community are carried out regularly according to a schedule and aim to improve English speaking skills, and the members can exchange ideas or useful information. Learning English in a group and using a unique and interesting way is very helpful to build a sense of motivation in learning to speak English, therefore improving the ability to speak English.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes a study method in depth, including the research design, research participants, method of data collection, and method of data analysis. In summary, each section provides some clarification of the definition.

A. Research Design

This study is done qualitatively. The study aims to find out motivation, effectiveness and challenges in speaking English of UIN Ar-raniry alumni especially from Department of English Language Education who join a community. Qualitative approaches strive to comprehend and interpret the significance of a behavioral interaction of human behavior in specific contexts from the author's point of view (Gunawan, 2013). This type required new questions and methods, frequently gathering data in the participant's settings and interpreting the meaning of the findings. Furthermore, the discovery was expanded into a thematic analysis. The qualitative research's final written report has a flexible structure and focuses on the individual.

B. Research Participants

The participants in this study are chosen by a purposive sampling method. Taherdoost (2020) defines purposeful sampling as an approach in which selected places, people, or events are intentionally picked to provide substantial

information that cannot be obtained through other means. According to Creswell (2012), utilizing purposive sampling can disrupt a trend by selecting a topic that is not wholly based on the breath of the area. Furthermore, based on the sampling strategy utilized in this study, there are six participants for this research as recommendation ranges, Creswell (1998) between 5 and 25 interviews for a phenomenological study. The following is a description of the requirements for research participants: (1) UIN Ar-Raniry Alumni from Department of English Language Education. (2) Must have been joining an English community.

C. Method of Data Collection

The data of this research will be collected by using interviews. The researcher uses interview as the instrument to collect the data. The interview is frequently employed as a method of data collection to elicit information about participants' experiences, viewpoints, and beliefs regarding particular research questions or phenomena of interest, according to Lambert and Loiselle (2008). The type of interview used is semi- structured. According to Cohen and Manion (2007), semi-structured interviews provide writers more freedom in crafting questions and allow participants to share an overview of their own experiences.

In this study, the researcher would interview with some questions related to find out the motivation of PBI alumni to join a community of practice, the effectiveness and the challenges, in term of their English speaking skills. Each participant interviews for around 10-15 minutes depending on the issue and situation. Throughout the interview, participants are free to speak in the language in which they feel most at ease. The data was gathered using digital audio

recording. This suggests that the researcher permits respondents to submit their responses in either English or Indonesian. If people speak in the language they are comfortable with, it will be easier to get more detailed information about their experience. The transcription of the record will be written as the analysis document. The researcher did not mention the real identities of participants as an ethical code, but they are pseudonyms.

D. Method of Data Analysis

To answer research questions, data from the interview procedure must be analyzed. According to Creswell (2014), the outcome of this study's information series will be examined into several steps, which are as follows:

a. Organize and prepare the data

During the first stage, the participants were interviewed with a series of questions; the interviewer then recorded the conversation, transcribed it into words, and wrote up the field notes. This study used a digital voice recorder to collect data. Then take notes while listening to the individuals' experiences. During the interview, participants were free to speak in Bahasa (Indonesia) or English about their experiences.

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

After the data has been transcribed, re-read all of the collected data to obtain the necessary information about the questions that were posed; this is related to the participant's opinion on what thoughts are communicated.

c. Coding the data presenting it into a specific category

In qualitative research, coding is "how you define what the data you're analyzing are about" (Gibbs, 2007). Coding is a means of understanding a text, photograph, or image, as well as determining principles and relationships between them. Furthermore, the data is labeled with concepts, and categories are formed and evolved based on their intended function. The actual names of participants were no longer mentioned in the ethics code; instead, pseudonyms were utilized. A pseudonym is employed to mask the participants' true names (Wiles, Allen, & Butler, 2016).

d. Look for patterns and themes

The code is meant at this point to take the shape of a thematic analysis. Next, this section has to outline each person's varied points of view and include specific quotations and supporting data to back them up.

e. Representing the theme and reporting findings

This step presents multiple viewpoints and quotes on a given issue in order to clarify the data theme.

f. Interpreting and discussing the meaning of the findings

Analyzing and debating the findings to gather additional specific information for the research outcome is the last stage of the qualitative data analysis process.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings based on data collected through interview method. It seeks to provide answers to the research questions.

A. Findings

The goal of this study is to determine the motivation, effectiveness, and challenges of PBI alumni in speaking English at one of the community of practices in Banda Aceh. There were six (6) PBI alumni participated in this interview who had joined a community of practice, and each of them was asked five (5) questions. The selected participants' initials are Participant-1 (P1), Participant-2 (P2), Participant-3 (P3), Participant-4 (P4), Participant-5 (P5), and Participant-6 (P6).

The data collection method used was a semi-structured interview, as described in the previous chapter. The interview data were coded and categorized into several themes. In detail, the data analysis was divided into three themes and coded according to what the research question required to explain. The first research question was PBI alumni motivation in speaking English to join the community of practice. The second research question, the effectiveness of PBI alumni joins community of practice in speaking English. And third research

question, the challenges faced by PBI alumni in speaking English at the community of practice.

1. Motivation of PBI Alumni

This section explains the motivation of PBI alumni to join a community of practice. The interviews show that they were motivated because of some reasons that come from intrinsic or extrinsic factor. The motivation was a reason for PBI alumni to join the community meeting once every two weeks and practice English together.

a. Extrinsic motivation

One out of six participants was motivated to join this community of practice because of the extrinsic factor. P5 said:

> In truth, my motivation for joining the speaking English community was to pursue master degree (S2) abroad, as is the case with the LPDP scholarship path. While the LPDP demands an IELTS or TOEFL.

From the interview above, the participant was motivated to join the community of practice because she wanted to continue her study abroad through a scholarship program. She joined the community to learn English and to pass her IELTS or TOEFL score. It means that her motivation was came from external factor that controlled by the goals.

b. Intrinsic motivation

Based on the interviews, all of the participants joined the community because they were motivated by internal factor. P1 said:

My reason is to acquire my skills, specifically in English speaking,

Then P4 also noted as she said:

First, I joined this community because I just graduated from college and wanted to fill my spare time and I also wanted to continue to be able to practice English, as we are not native speakers.

And P6 added:

First joined this community I was invited with my friends and I also felt it was a long time no longer speaking English. Finally I joined the community so that I could practice English with others.

All of the participants were motivated to join the community of practice because they wanted to practice English. They took their time with pleasure to join the meeting to practice English together. It can be concluded that they motivated by themselves, they participate in every activity because they wanted to practice English.

2. The Effectiveness of Community of Practice

This section explains the data from an interview related to the effectiveness of community of practice. Effectiveness means there was an improvement in achieving community goals. Based on the interview findings, a good community program can improve their English speaking skills.

a. The program in community of practice

According to the all of participant's interviews, they agreed that the program of this community is a good program. The statement by P1 as she said:

> I can say that this is a good program, since with one agenda in one catch-up we can do many things with our speaking skills. In one agenda, we took about 2–3 hours, and during this time we tried to acquire our speaking skills in many ways, like playing games (vocabulary, writing, or speaking).

Supported by P5 as noted that:

> I think the program in this community is nice and relaxed. So whoever wants to join doesn't have to be afraid of heavy programs because here we practice English with relaxation and having fun, which usually discusses experience and also while playing games or quizzes using English, and at each meeting the game must be different.

And P2 also added as he said:

> Activities within the community discuss a light discussion and are also carried out in a fun way, like mini games. In this community, we learn from each other, or peer learning, so we can exchange information.

All of the participants agreed that this community program is good, fun, and flexible. The program in this community meeting is two sections; telling your past two weeks experience and playing games. It can be concluded that the program of this community can build an environment that is suitable for practicing English so that it can improve the English-speaking skills of the PBI alumni.

b. The effectiveness in speaking English

According to the all of participant's interviews, they are agree that after joining this community they can improve their speaking skills. The statement by P1 as she said:

> It is very beneficial for me as a bilingual teacher. I have a place to practice my English before teaching, which will get me can speak

English well. When I went on a trip overseas, I could speak English well with native speaker.

P3 also noted:

In my opinion, after joining this community activity, the most improved thing was that I learned new vocabulary and improved my fluency in English. (P3)

And P6 added as she said:

I joined the community so I could practice speaking English after a long time. The improvement I felt was my fluency in English. The initial before joining 60% is now up to 75–80%. (P6)

All of the participants indicated that they were improved their fluency in speaking English and learned new vocabulary after joining a community of practice. It can be concluded that PBI alumni who join a community can affect their speaking skill.

c. **Learning and sharing with other members**

Based on the interviews all of participants, they all agreed that they can learn and share information with each other while participating in this community. P1 said:

Last, the members also get experience and the opportunity to share their interests or information related to their field of study.

P2 also supported as he said:

In this community, we learn from each other, or it call peer learning, so we can exchange the information, for example, vocabulary.

And P4 added as she said:

In this community, we can also gain new knowledge by sharing information with other members.

All of the participants stated that PBI alumni can gain new information in this community from other members. The activity in this community is speaking, which should contain information about the topic we discuss. If someone makes a mistake, the other member should tell him the right one. It means they can learn and share information with each other related to English or another topic.

3. The Challenges Faced by PBI Alumni

This section explains the challenges faced by PBI alumni when joining a community of practice. Based on interviews the participants, the challenges that faced by PBI alumni such as lack of confidence, lack of vocabulary and time management.

a. Lack of confidence

One out of six participants said that she was not confident in her English. P5 said:

> The challenge was my confident. Especially if I see the other members of this community can speak English well, so I feel insecure about my speaking skills.

Based on the interview above, the challenges that she faced was lack of confidence. She felt insecure when speaking in front of others. It means having lack of confidence to speak English due to some reason such as fear of making mistake or fear of being ridicule.

b. Lack of vocabulary

Two out of six participants stated that they lack of vocabulary when speaking with each other. The statement by P4 as she said:

> ... and my challenges during the activities that I do not know some of the words when I want to use in speaking.

And supported by P5, she said:

> … I have limited vocabulary and sometimes there are a few words that I forget.

A few of participants mentioned that they forgot some vocabulary when participating in the community activities. They struggled to communicate fluently because of their lack of vocabulary.

c. Time management

Five out of six participants stated that they were trying to manage their time to join the community of practice. P2 said:

> Technically, in terms of time allocation, I try to arrange the time as possible to be able to attend every community meeting, even though sometimes there are times when I have to be absent.

And P3 also added, he said:

> I also try to manage as much time as possible to be able to attend community activities. Although sometimes related to my work as a teacher, I was very busy when I am at the end of the semester because I have a lot of to do.

The most of the participants mentioned the challenges faced by PBI alumni were time allocation when community meetings take place. This can

happen because they have other activities related to work or family affairs. However, they still take as much time as they can to attend community meetings to practice English together.

B. Discussion

This section provided to discuss the answer of this study's research questions about motivation, effectiveness and challenges of PBI alumni in speaking English at a community of practice.

PBI alumni were motivated to join a community of practice. They were motivated to join the community of practice because of the intrinsic motivation that come from themselves, they wanted to practice English with others. They took the time to attend the conference and learn English together. One out of six participants was also motivated by extrinsic motivation to join this community. she wanted to pursue her study abroad through scholarship program. Similarly, Nurmanten (2022) found that students' motivation to study the English language drove their decision to join the English Club, such us they wanted to improve their skills and gain a better understanding of learning English. However, this study was found PBI alumni who are joining the community were they motivated by intrinsic or extrinsic motivation.

Moreover, the effectiveness of a community of practice is determined by the community's program or agenda. A community of practice is a different place than a formal class, the activities within a community of practice are informal,

enjoyable, and flexible. So they can create a place with suitable environment for practicing English and improve their speaking skills.

Meanwhile, PBI alumni are better able to communicate in English than before entering the community of practice. PBI alumni can also utilize the word appropriately because they frequently practice it in the communication process. Similarly, According to Rafid (2020), the community of practice was helpful in improving English pronunciation, fluency, and vocabulary knowledge. This finding is backed by the study's interview results, which revealed that after joining the community, PBI alumni can increase their fluency in speaking English and vocabulary knowledge. Moreover, Sary (2022) also found the similar result with this study that after joining the community of practice, learners cloud improve their vocabulary knowledge.

In addition, PBI alumni can improve their speaking skills because they practice English in every community activity. Learning English in the community with friends is effective because they can share and get new information from each member related to English or their topic. In accordance with Ricards (2008), learners who want to become more proficient in English should practice speaking it frequently.

On the other side, the researcher found the challenges faced by PBI alumni in speaking English at joining the community of practice. Based on the data of the interview, it was found that some PBI alumni had challenges with a lack of confidence, but they could be able to handle the anxiety and nervousness. A lack

of vocabulary was also a challenge that PBI alumni found. The last challenge was time allocation because they had job or a family affair. Similarly, Rafid (2020) found that some learners who joining the community of practice were feeling shy or nervous, had lack of vocabulary, and struggled to attend every community's meeting. However, this study also found the similar issue that faced by PBI alumni in speaking English at joining a community of practice.

CHAPTER V

CONCLUCION AND SUGGESTION

This chapter presents the study's conclusions and suggestions. The conclusion is based on an analysis of the previous chapter's study findings. Meanwhile, suggestions are being developed to better future research on the topic.

A. Conclusion

This study aims to find out about PBI alumni motivation, effectiveness, and challenges in speaking English at one of community of practice in Banda Aceh. From the findings and discussion in the previous chapter, I can conclude several points in this chapter. First, the motivation for PBI alumni to join a community of practice is that they wanted to practice English with friends. A community of practice can also build a good environment that supports their speaking English, as English is a foreign language.

The second point is the effectiveness of community of practice in speaking English. PBI alumni can learn new vocabulary and get used to speaking English with others. The community of practice is informal learning that can be flexible and fun. Learning and practicing English together with friends can improve your English skills.

The last point is PBI alumni also faced challenges in joining this community of practice. There are three challenges: lack of confidence, lack of vocabulary, and time management to join a community. They try their best to solve these challenges so they can improve their English skills.

B. Suggestion

Following an analysis of the interview data, some recommendations have been made for students and future researchers.

For PBI alumni, a community of practice can be a good place to study English, particularly to practice speaking English and improve their speaking skills, as well as to gain competence in expressing thoughts, opinions, arguments, and critiques. Because the context in the community is so vast, the emphasis has shifted from learning English from the ground up to learning English in order to apply it in everyday life and in a larger context.

Future studies may investigate the same problem using different data collection approaches. Other projected studies, for example, will need to perform additional research on community of practice in order to find more persuasive reasons about how people might enhance their English-speaking skills through the community. This study is limited to the specifics of how the community strategy in teaching the members. It also constrained the data collection techniques and sample size, which consisted of only six members.

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Appendix A. Appointment Letter from Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2413/Un.08/FTK/Kp.07.6/03/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

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 Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI.
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. B-2274/Un.08/FTK/Kp.07.6/01/2023
KEDUA : Menunjuk Saudara

1. Prof. Dr. Muhammad AR, M.Ed   Sebagai Pembimbing pertama
2. Fithriyah, S.Ag., M.Pd   Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama   : Cut Hayatun Nufus
NIM   : 180203094
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Motivation, Effectiveness and Challenges of PBI Alumni in Speaking English at Community of Practice

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di   : Banda Aceh
Pada tanggal   : 05 Maret 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta
2. Dosen Pendidikan Islam Kementerian Agama RI di Jakarta
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. 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-4093/Un.08/FTK.1/TL.00/5/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Komunitas Science Speaks

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

Nama/NIM : **CUT HAYATUN NUFUS / 180203094**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Jeulingke, Syiah Kuala

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Motivation, Effectiveness and Challenges of PBI Alumni in Speaking English at Community of Practice*

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

Banda Aceh, 14 Mei 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 21 Juni 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C. Confirmation Letter from Science Speaks Club

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Cut Shentia Samara

Jabatan   : Ketua komunitas Science Speaks Club

Dengan ini menytakan bahwa mahasiswa yang beridentitas:

Nama   : Cut Hayatun Nufus

NIM   : 180203094

Fak/Prodi   : FTK/Pendidikan Bahasa Inggris

Universitas   : UIN Ar-raniry Banda Aceh

Benar telah melakukan penelitian dan pengumpulan data pada anggota komunitas Science Speaks Club dalam rangka menyusun Thesis yang berjudul:

Motivation, Effectiveness and Challenges of PBI Alumni in Speaking English at Community of Practice

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Juni 2024

Ketua Komunitas Science Speaks Club,

Cut Shentia Samara

Appendix D. Questions of the Interview

<u>**Interview Questions**</u>

1. What is your reason to join this community?

2. How long have you been in this community?

3. Do you think the program in this community is a good program?

4. What kind of improvement di you experience related to your speaking skill?

5. What are the challenges that you faced in join this community?

Appendix E. Autobiography

AUTOBIOGRAPHY

Name	: Cut Hayatun Nufus
Place/Date of Birth	: Mereudu/14 June 2000
Gender	: Female
Religion	: Islam
Nationality	: Indonesia
Address	: Jl. Medan-Banda Aceh, Lr. Koramil 06, Blang Peuria, Geudong, Samudera Pase, Aceh Utara
Marital Status	: Single
Occupation/NIM	: Student/180203094

Parents

Father's Name	: Jufri
Mother's Name	: Cut Saumiati
Address	: Jl. Medan-Banda Aceh, Lr. Koramil 06, Blang Peuria, Geudong, Samudera Pase, Aceh Utara

Educational Background

Elementary School	: SDN 5 Samudera
Junior High School	: MTsS Al- Muslimun Lhoksukon
Senior High School	: SMAN 3 Putra Bangsa Lhoksukon
University	: UIN Ar-Raniry Banda Aceh