PROMOTING ENGLISH SPEAKING CONFIDENCE IN AN ONLINE

COMMUNITY OF PRACTICE

(A Case Study of Language Lounge Community on Discord)

THESIS

Submitted by

YOGA ARIESTA

NIM. 180203250

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

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By:

Yoga Ariesta. K
NIM. 180203250

Students of *Faculty Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Faishal Zakaria, S.Pd.I., M.A., Ph.D
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Board of Examiners,

Chairperson,   Secretary,

Faishal Zakaria, S.Pd.I., M.A., Ph.D.   Azizah, S.Ag., M.Pd.

Member I,   Member II,
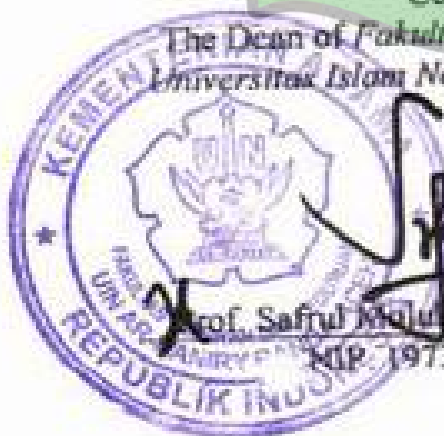
Prof. Dr. Phil. Saiful Akmal, S.Pd., M.A.   Rahmi Fhonna, M.A.

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

SURAT PERNYATAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Yoga Ariesta. K

NIM : 180203250

Tempat/tanggal lahir : Rundeng/20 Desember 2001

Alamat : Jl. Mulia, Kec. Baiturrahman, Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

PROMOTING ENGLISH SPEAKING CONFIDENCE IN AN ONLINE COMMUNITY OF PRACTICE

(A Case Study of Language Lounge Community on Discord)

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

Banda Aceh, 31 Desember 2024

Saya yang membuat surat pernyataan

Yoga Ariesta. K

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(In the name of Allah the most Gracious the most Merciful)

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Last but not least, I recognize that my thesis is far from perfect and that many mistakes will be made, but I do hope that this thesis of mine can give any benefits for anyone who reads this, especially future researcher in this field.

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ABSTRACT

Name   : Yoga Ariesta
NIM   : 180203250
Faculty   : Fakultas Tarbiyah dan Keguruan
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This study explores the impact of active participation in the Language Lounge Community (LLC) on Discord in building confidence in speaking English among its members. Through semi-structured interviews with ten participants, the research uncovers significant improvements in their communication skills, reduced anxiety, and increased self-assurance in speaking English. Key factors contributing to this progress include regular participation in community activities, opportunities for self-expression, and constructive feedback from peers. The findings highlight the importance of a supportive and non-judgmental environment, which helped members overcome initial nervousness and gain confidence. This study emphasizes the role of online communities in fostering language learning, particularly for those facing emotional and psychological challenges in speaking a foreign language.
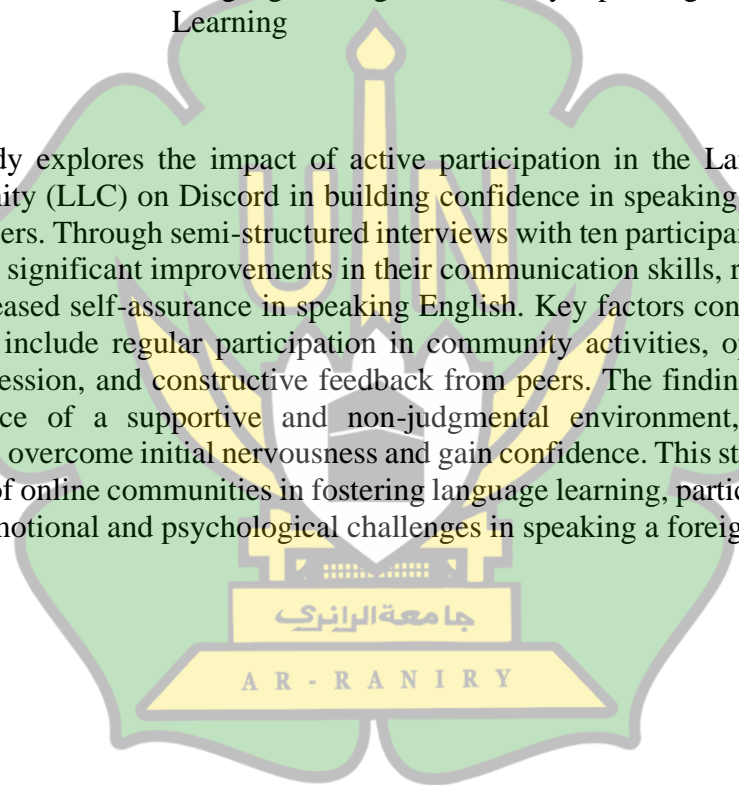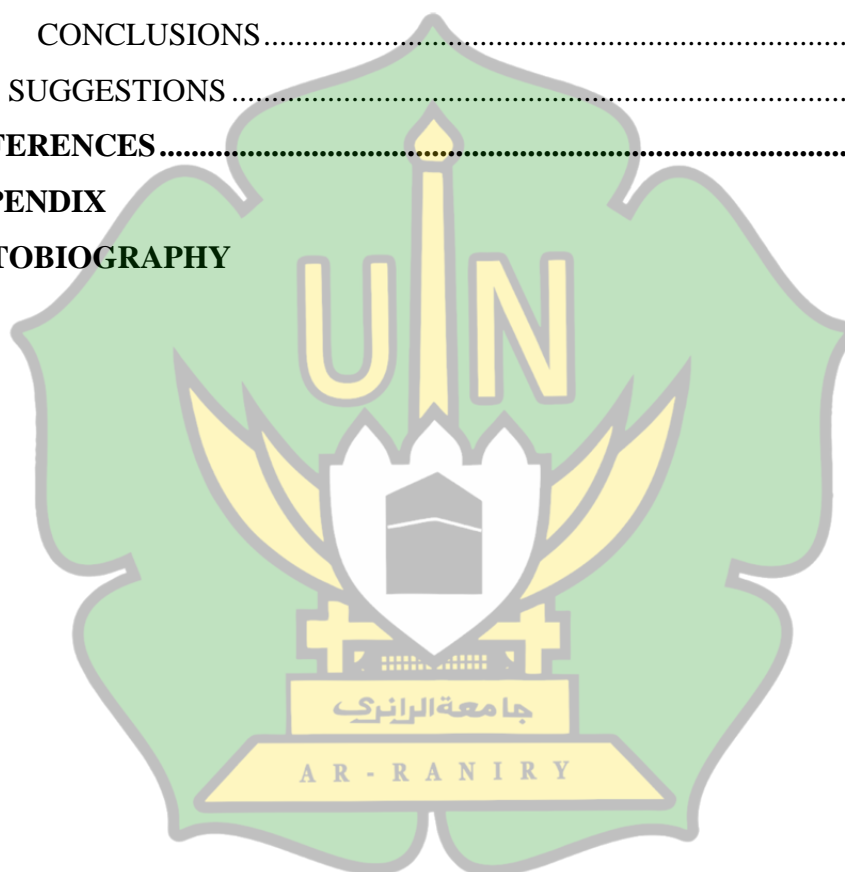
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CHAPTER I

INTRODUCTION

This chapter presents a study that examines the relationship between confidence in speaking English and vocabulary competence within a community of practice. The document is structured into distinct sections, namely the background of study, research questions, research aims, significance of the study, and research terminology.

A.   **Background of Study**

Developing confidence in speaking English is essential for language learners, yet many encounter obstacles such as anxiety and self-doubt. These challenges often stem from a lack of motivation and support, particularly within traditional classroom settings, where the members may struggle with presentations or public speaking due to confidence barriers. Therefore it is crucial to explore strategies for building confidence and providing opportunities for practical language use (Amoah and Yeboah, 2021).

This could be achieved in a learning atmosphere where the members feel safe and nurtured. Such a learning atmosphere can be found in online communities of practice because the members are encouraged to express themselves freely and discuss with peers (Freeman, 2017).

The members can find supportive companions for collaborative learning endeavors (McDonald & Mercieca, 2021). In fact, existing research has suggested the potential of online communities of practice. For example, Zakaria's (2021; 2023) research reveals that an online community of practice is a viable option for

Indonesian English language teacher educators to seek and engage in continued professional development activities. Kapucu (2012), as cited in Nagao (2017) found that learning occurred when they participated in activities and interacted with other members. Last, this study explores how online Communities of Practice (CoPs) enhance English language learning for adult learners in Japan (Hooper, 2023). Active participation in the CoP significantly improves language proficiency by providing authentic practice and peer feedback. Collaborative tasks and discussions enhance skills and cultural understanding. The CoP fosters community and motivation, encouraging persistence. Online CoPs supplement formal education, offering authentic practice and cultural immersion, aiding language acquisition.

A community of practice offers a distinct setting from formal classrooms, facilitating situated learning where participants learn together and engage in reciprocal interactions to develop their English speaking skills (Hargreaves & Gijbels, 2012). By joining such a community, the members gain exposure to diverse cultural perspectives and opportunities to contribute their viewpoints and recommendations, ultimately fostering confidence in speaking English.

A study by Sary (2022), shows that by joining the KOPLO community, a learning community, they obtain many advantages related to the member obtaining many advantages associated with improving vocabulary mastery and speaking confidence." However, this research only impacted a specific area, namely students near the Banda Aceh area. In contrast, the language Lounge Community has the potential to reach a wider area and a more extensive scope than the community mentioned in the previous study above.

The Discord application, a platform for voice and text chat commonly utilized in gaming, recreational, educational, and professional settings, has begun to be an alternate medium for virtual learning. An extensive inquiry was undertaken to gather additional insights into the members' perception of virtual learning by utilizing the Discord programme. This study employed a qualitative research design, namely a case study. The data were obtained from tertiary education members with prior experience in virtual English learning through the use of the Discord application. This was accomplished by administering an online questionnaire and conducting interviews. The data analysis revealed that 89.72% of the members had a favourable perception of using the Discord application in virtual English learning. The study explained the benefits of utilizing the Discord application for virtual learning.

Discord is a multifunctional platform that combines voice-over IP (VoIP), instant messaging, and digital distribution features to foster the creation of online communities. Users communicate through various means such as voice calls, video calls, text messages, media, and files within private conversations or among communities referred to as "servers." Initially, this application, Discord, was only popular among gamers as a means of communication. However, since the pandemic, Discord has grown. It is widely used by many people, not just as a communication tool for gamers but also extensively for online learning, especially language learning. There are many spaces available that offer various speaking rooms in both small and large numbers.

The name of the community shall be "Language Lounge Community." Hereinafter referred to as "LLC," this is the community to learn English by talk in the voice room available on the LLC server, which aims to develop soft communication skills, enhance cultural insights, and to improve the English-speaking skills for youths and adults. Based on the opinion of several people, LLC is one of the communities for learning to speak, and iis easily accessible today because it can be accessed whenever and wherever you are. The community was created on July 7, 2017 and established on December 12, 2017. This community was created to become a forum for people worldwide to learn English, and practice their listening, reading, writing, and speaking skills, through formal and informal interactions on the online Discord platform.

The English language proficiency of students in Indonesia 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 Language Lounge Community.

As time passes, the ability to speak in English increases; this is one of the motivations for learners to learn to speak in English. As Dansieh (2021) states, speaking is the most crucial skill for English language learners that needs to be developed because it is the ability to communicate with others and requires a wide

variety of skills Besides, Harmer (2014) notes that effective communication involves understanding the characteristics of language and the ability to process knowledge. However, not all learners can acquire the language orally; they must also understand language features and engage in social processing. A study by Bagheri and Farhani, (2022) identified five main issues linked to the challenges faced by participants in speaking English: lack of knowledge, insufficient vocabulary mastery, grammar as a stumbling block, fear of negative reactions from others, low confidence when speaking publicly in English, and anxiety while speaking English. The problems encountered in speaking English are closely related to those mentioned above, but the most significant factor is self-confidence. Therefore, this study explores how active participation in the Language Lounge Community (LLC) contributes to members' confidence in their English speaking abilities

The problems encountered in speaking English are closely related to those mentioned above, but the most significant factor is self-confidence. Self-confidence is crucial in language learning because it influences how frequently and effectively learners engage in speaking activities. When learners lack confidence, they tend to avoid speaking situations for fear of making mistakes or being judged, which limits their opportunities to practice and improve. On the other hand, confident learners are more likely to participate actively in conversations, take risks in using new vocabulary or grammar structures, and persevere through challenges. This increased practice leads to more significant improvement in their speaking abilities.

Focusing on self-confidence is essential because it addresses a common barrier to language acquisition. By enhancing self-confidence, learners are empowered to use English more frequently and in diverse contexts, thus accelerating their progress. Furthermore, self-confidence in speaking English can positively impact learners' motivation and overall attitude toward learning the language, creating a virtuous cycle of increased practice and improvement. Therefore, this study explores how active participation in the Language Lounge Community (LLC) contributes to members' confidence in their English-speaking abilities, with the aim of identifying strategies that foster a supportive environment where learners can build and sustain their confidence.

B.   Research Questions

This proposed research seeks to answer the following research question;

1.   In what ways do active participation and engagement in the Language Lounge Community of Practice help members develop their confidence in speaking English?

C.   Aims of the study

This research aims to establish, based on the research question:

1.   To explore the ways in which the Language Lounge community members' active participation and engagement facilitate the development of their English speaking confidence.

D.   The Significance of Study

This study is important because it sheds light on how the EH community affects learners' confidence and ability to speak English. The theoretical goal of the study is to contribute to the body of knowledge regarding participants' speaking practice abilities in the research literature. In particular, the study provides various data and recommendations for organizations. I hope that this will help and inspire participants who struggle with self-esteem to join a community of practice, such as an English-speaking club, to improve their proficiency and confidence in speaking English.

E.   Terminology

To avoid misunderstanding, I provide working definitions for the following terms used throughout this thesis.

1.   Community of Practice

A community of practice refers to a collective of individuals who come together to attain personal and collective objectives, driven by a common problem, a series of challenges, or a shared interest in a particular subject matter. Wenger (2000), as described in Rafid (2020), defines a community of practice as the integration of knowing, learning, and sharing knowledge within the framework of being a community member, rather than treating these activities as distinct and separate. This study will focus on the community of practice centered around English speaking activities within the LLG community.

2. **Speaking Confidence**

According to Lautner (2002), confidence is crucial for individuals to maintain a positive perception of themselves and their social environment (as cited in Munawaroh, 2017). Children develop self-assurance by witnessing their mastery of skills and accomplishment of goals in educational activities. Self-confidence pertains to participants' beliefs about their competence and ability to handle various tasks. Specifically, the participants need self-assurance in English to alleviate anxiety during interactions and effectively express their thoughts.

Moreover, Kurniawan (2013) defines speaking as the ability to express oneself accurately and successfully in real-life situations (as cited in Munawaroh, 2017). It involves generating meaningful messages, with the listener receiving and engaging in an interactive communication process. Speaking confidence is closely linked to self-efficacy in speaking English in front of others, without fear.

3. **LLG Community**

Language Lounge Community is a non-profit socio-education community for people worldwide to learn English, and practice their listening, reading, writing, and speaking skills, through formal and informal interactions on the online Discord platform. The server was created on July 7, 2017, and The Community was established on December 12, 2017.

4. **Discord Application**

Discord is a communication platform designed to create communities and unite people through text, voice, and video chat. Gamers and various other

communities widely use it for discussions, collaborations, and socializing. Discord allows users to create serves, which are essentially chat rooms where members can interact. Serves can be public or private,and have multiple channels for different topics or purposes. Users can also join servers or send direct messages to others to communicate. Additionally, Discord supports features like voice channels, screen sharing, and integration with other apps and services. It i   s a versatile platform for connecting with people and fostering communities online.

In addition to its broader usage across various communities, Discord also hosts specific servers like the "Language Lounge Community ." These servers are tailored to serve a particular purpose or interest. The "Language Lounge Community" could be dedicated to practicing and improving English language skills. Within this server, members may engage in discussions, share resources, participate in language learning activities, and even join voice channels for conversational practice.

Such specialized servers provide a focused environment for users with similar interests to connect, collaborate, and learn. They often feature dedicated channels for language proficiency levels. Language exchange opportunities. and even organized events like language challenges or study groups. Overall, servers like the "English House Server" enhance the Discord experience by catering to specific needs and fostering a sense of belonging within the community.

CHAPTER II

LITERATURE REVIEW

This chapter provides a comprehensive review of literature on developing confidence in English speaking, including the role of communities of practice, online learning communities, and their benefits. It explores the significance of confidence in language acquisition, the dynamic nature of communities of practice, and their impact on proficiency. Additionally, it discusses the benefits of online language learning communities and the role of situated learning theory. Overall, the chapter aims to offer insights into factors influencing English speaking confidence and the advantages of engaging in collaborative learning environments.

A.   **Developing Confidence in English Speaking**

1. **Importance of Confidence in English Speaking**

Confidence is crucial in English speaking proficiency, impacting an individual's willingness to communicate and express themselves effectively. Research by Adia (2023) emphasizes that confidence enables learners to overcome inhibitions and communicate fluently, leading to improved language acquisition and proficiency. Additionally, Nunan (1991, as cited in Amoah & Yeboah, 2021) highlights confidence as a key factor in mastering a second or foreign language, particularly in verbal communication.

2. **Factors Affecting Confidence in Speaking English**

Numerous factors contribute to individuals' confidence levels in speaking English, from internal psychological factors to external environmental influences. Language anxiety, fear of making mistakes, cultural differences, lack of

proficiency, and negative past experiences are among the key factors impacting confidence in English speaking. Studies conducted by MacIntyre and Gardner (1991) and Horwitz et al. (1986) delve into the concept of language anxiety and its detrimental effects on confidence levels in language learners. Moreover, the fear of making mistakes and negative past experiences can further exacerbate confidence issues, hindering individuals' willingness to engage in speaking activities. Understanding these factors is crucial for educators and language learners in addressing confidence barriers effectively.

3. Strategies for Developing Confidence in Speaking English

Developing confidence in speaking English necessitates implementing targeted strategies to build learners' self-assurance and proficiency. Strategies such as exposure to authentic language environments, participation in speaking-focused activities, setting achievable goals, receiving constructive feedback, and practicing self-affirmation techniques have been identified as effective means of fostering confidence in speaking English. Frey et al. (2019) advocate for gradual exposure to speaking tasks in a supportive environment to build confidence over time. By incorporating these strategies into language learning curricula, educators can create conducive environments that promote confidence and proficiency in English speaking. Role of Self-Efficacy in Building Confidence

Self-efficacy, or individuals' beliefs in their ability to perform specific tasks, significantly shapes confidence levels in speaking English. Bandura (1977) posits that individuals with high self-efficacy are more likely to approach challenging speaking tasks confidently and persistently (as cited in Chen, 2007).

According to Chen (2007), learners with higher self-efficacy are more willing to engage in difficult tasks and are likelier to perform well in English, especially in speaking tasks. This supports Bandura's theory and highlights the role of self-efficacy in improving language learners' confidence and persistence.

Moreover, research by Bai and Wang (2023) underscores the positive relationship between self-efficacy and language learning outcomes, highlighting the importance of nurturing learners' belief in their linguistic capabilities. Therefore, understanding the role of self-efficacy in building confidence is essential for educators seeking to empower language learners and facilitate effective language acquisition.

B. Confidence in English Speaking

1. Self Confidence

Speaking confidence plays a vital role in language learning, particularly in the context of English. Confidence enables individuals to maintain a positive perception of themselves and their social environment, which is crucial for effective communication (Prasetyo, 2024). This self-assurance is developed through mastering skills and achieving goals in educational activities. Self-confidence pertains to participants' beliefs about their competence and ability to handle various tasks, particularly in alleviating anxiety during interactions and expressing their thoughts effectively.

McPheat (2010) defines self-confidence as having faith in one's ability to overcome obstacles, adapt to challenging situations, and embrace positive

experiences (as cited in Chen, 2007). This confidence empowers individuals to tackle tasks without being hindered by barriers and aim for favorable outcomes. In the context of public speaking, nurturing self-confidence allows participants to convey information effectively and capture their audience's interest.

Claudia et al. (2019) emphasize that possessing high self-confidence significantly contributes to an individual's sense of purpose in life and fosters increased motivation. This is particularly evident during public speaking engagements, where confident individuals can freely express their thoughts and demonstrate self-assurance without apprehension or self-doubt. The outcome of these engagements often depends on the strength of one's beliefs when faced with challenges.

In language learning, self-confidence plays a crucial role in reducing fear and anxiety, common barriers to language acquisition. High self-confidence encourages learners to engage more actively in conversations, practice new language structures, and take risks, accelerating their progress and proficiency in speaking English. It also positively impacts their motivation and overall attitude toward learning, making them more likely to persevere through difficulties and seek out opportunities for social interactions and practice.

Confidence enables members to engage actively in activities, especially when communicating in English (Prasetyo, 2024). Additionally, McPheat (2010) posits that self-confidence involves having faith in one's ability to overcome obstacles, adapt to challenging situations, and embrace positive experiences (as cited in Chen, 2007). It encompasses the capacity to tackle tasks without being hindered by

barriers, aiming to achieve favorable outcomes in various circumstances. Nurturing self-assurance in public speaking allows the participants to convey information and capture their audience's interest effectively. Individuals with a strong confidence can confidently deliver speeches or presentations without apprehension or self-doubt.

The outcome depends on the strength of one's beliefs when faced with challenges, as confidence empowers the members to strive for proficiency in English speaking. Moreover, as cited in Claudia et al. (2019), possessing high self-confidence significantly contributes to an individual's sense of purpose in life, fostering increased motivation. For example, during public speaking engagements such as delivering speeches or presentations, confident individuals are able to freely express their thoughts and exhibit self-assurance without privacy concerns.

2. Participants Confidence in Speaking

Self-confidence is integral to speaking proficiency, as it empowers the participants to express themselves effectively, particularly when communicating in English (Prasetyo, 2024). McPhee (2010) defines self-confidence as the belief in one's ability to overcome challenges, shift focus from negative experiences, and embrace positive outcomes (Nety & Nurhaeni, 2020). This suggests that self-confidence enables individuals to take action confidently in various situations, without being hindered by obstacles. Having self-confidence in speaking facilitates clear communication and captures the attention of others. The members with high levels of self-confidence can speak publicly without anxiety or negative self-perception, relying on their strong belief systems to confront challenges. In essence,

confidence enables the members to pursue their goals, particularly in achieving proficiency in spoken English.

Furthermore, according to Lauster (2002), as cited in Claudia et al. (2019), high self-confidence significantly contributes to an individual's sense of purpose, fostering motivation. This is evident in public speaking engagements, where confident individuals express their opinions and ideas without hesitation. In summary, the members who possess confidence and competence exhibit assuredness in expressing themselves and engaging confidently in various situations.

C. **Community of Practice**

A community of practice (CoP) is a social group where individuals interact within a specific context, sharing common interests and environments. These communities can develop naturally or intentionally to foster knowledge exchange among members (Lave and Wenger, 2004, as cited in Rafid, 2020). Wenger et al. (2002) further define CoPs as comprising three essential elements: a domain or area of knowledge, a community of observers, and shared practices. Unlike traditional communities, CoPs are defined by their members and shared practices (Janet & Meyerhoff, 2002). The success of a CoP relies on the consistency and active participation of its members, who build trust and mutual respect through social interactions (Wenger et al., 2002). CoPs also involve various levels of participation, including core, active, peripheral, and outsider members, with roles often shifting depending on individual contributions and engagement (Wenger et al., 2002).

D. **Discord Application**

Discord is a free, all-in-one communication platform designed to foster community building and social interaction. Originally created with gamers in mind, Discord has evolved into a versatile tool used by a wide range of communities, including content creators, hobbyist groups, educational institutions, professional teams, and businesses.

Discord was founded in 2015 by Jason Citron and Stanislav Vishnevskiy under the company Hammer & Chisel, later rebranded as Discord Inc. Jason Citron, who previously founded the social gaming platform OpenFeint, aimed to create a communication tool that addressed the need for reliable voice communication during gaming. Since its inception, Discord has grown significantly, attracting millions of users worldwide.

Discord allows users to create and join servers—virtual spaces dedicated to specific topics, groups, or interests. Within these servers, members can interact through various communication channels, including text channels for messages and media sharing, voice channels for audio chats, and video channels for video calls and screen sharing. The platform's customizability allows server administrators to organize their communities by creating roles with specific permissions, setting up channels for various topics, and integrating bots to automate tasks and enhance the user experience.

Discord supports integrations with third-party apps and services, such as Spotify, YouTube, and Twitch, enhancing its functionality. Bots can manage server tasks, provide entertainment, or assist in educational activities. The platform's real-

time nature and interactive features, like screen sharing, direct messaging, and file sharing, make it suitable for both casual and collaborative use.

Special features like Stage Channels, designed for large-scale, live audio events such as podcasts or seminars, and Community Servers, which offer enhanced moderation tools and analytics for larger groups, add to its appeal. While initially popular among gamers, Discord's flexibility has made it a hub for various other communities. For example, servers like the "Language Lounge Community" focus on language learning and practice. In these servers, members can participate in discussions, share resources, join language challenges, and engage in conversational practice through voice channels.

Servers such as the "English House Server" cater to specific interests, including language proficiency improvement, with dedicated channels for different proficiency levels, language exchange opportunities, and organized events like study groups. Discord is available on multiple platforms, including desktop, web browsers, and mobile devices, ensuring accessibility for users everywhere.

Discord operates on a freemium model, offering core features for free while providing additional perks through Discord Nitro, a subscription service that includes benefits like higher-quality streaming, increased upload limits, and customizable profiles.

E.   Role of Communities of Practice

The role of communities of practice (CoPs) in language learning, especially in the context of enhancing English speaking confidence within an online platform like the Language Lounge Community on Discord, is pivotal and diverse. CoPs

serve as vibrant social hubs where individuals with similar interests, objectives, and expertise converge to collaborate, exchange knowledge, and participate in learning endeavors. Within the realm of language acquisition, CoPs offer distinctive avenues for learners to immerse themselves in genuine language interactions, receive constructive feedback, and bolster their confidence in speaking through active engagement and interaction with peers and mentors (Thorne, 2003).

Additionally, a community of practice serves as a platform for skill development through collaborative learning with a collective of individuals. The members can enhance their abilities within this community by engaging in shared activities with others. Kislov (2012) outlines several criteria for a community of practice, including shared practices, internally constructed membership, actively constructed dependence on personal and group identities, shared social or instrumental goals, maintenance of boundaries while defining contrasts with out-groups, and a social learning process. 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, Lave and Wenger (1991), states that the community of practice could enhance the inner motivation that drives students to produce knowledge and create an environment for students to find and share information while practising. One of the communities of practice that provides free opportunities for students to speak English is the Language Lounge Community, an online community in the Discord application.

1. **Facilitating Social Learning**

CoPs are instrumental in fostering social learning dynamics. Members engage in collective activities, discussions, and knowledge-sharing endeavors that facilitate the acquisition of language skills, including developing speaking confidence (Wenger, 1998). Through regular interaction and involvement with fellow members, learners have the opportunity to observe, emulate, and internalize language patterns and expressions, thereby enhancing their speaking prowess

2. Providing Support and Feedback

These communities establish supportive environments conducive to language experimentation and self-expression. Members offer constructive feedback, encouragement, and guidance to one another, aiding in refining speaking skills and surmounting linguistic challenges (Kim, 2008). For instance, the Language Lounge Community on Discord may designate channels for language practice, enabling learners to engage in conversational exchanges and receive feedback from peers or proficient speakers

3. Encouraging Collaboration and Knowledge Exchange

CoPs promote collaboration and the exchange of insights among individuals with varied backgrounds and proficiency levels. Learners share experiences, resources, and effective strategies for language learning, enriching the communal knowledge base (Lave & Wenger, 1991). Actively participating in discussions, resource sharing, and seeking advice enables learners to broaden their linguistic repertoire and acquire insights that bolster their confidence in speaking.

4. Creating Authentic Language Use Opportunities

CoPs offer authentic language utilization opportunities reflective of real-life communication scenarios. Through participatory discussions, debates, role-plays,

and collaborative ventures within the community, learners encounter genuine language input and are motivated to communicate effectively (Thorne & Black, 2007). Events like language exchange sessions, virtual meetups, or themed conversation gatherings organized by the Language Lounge Community on Discord enable learners to practice English speaking in diverse contexts, thereby enhancing their confidence in language usage.

   5.   **Fostering a Sense of Belonging and Identity**

CoPs cultivate a sense of belonging and identity among members, fostering a supportive community of like-minded individuals united by a shared passion for language learning. This sense of camaraderie enhances learners' motivation, engagement, and commitment to their language learning journey, ultimately contributing to the cultivation of speaking confidence (Wenger, 1998). Within the Language Lounge Community on Discord, sub-communities may form, fostering close-knit networks of peers who provide mutual encouragement and support in their language learning endeavors.

In summary, communities of practice play a pivotal role in facilitating language acquisition and development, particularly in bolstering English speaking confidence within an online milieu. By providing opportunities for social learning, support, collaboration, authentic language use, and fostering a sense of belonging, CoPs empower learners to actively engage with the language and nurture confidence in their speaking abilities.

F.   Online Communities of Practice

Online communities of practice (CoPs) have emerged as significant platforms for language learners to engage in collaborative learning and develop speaking confidence within virtual environments like the Language Lounge Community on Discord (Wenger, McDermott, & Snyder, 2002). These digital spaces facilitate interaction, knowledge sharing, and collective problem-solving among individuals with shared language learning goals (Lave & Wenger, 1991). Learners participate in discussions, share resources, and provide mutual support, creating an environment conducive to language acquisition (Kim, 2008).

The asynchronous nature of online CoPs allows learners to engage at their own pace and convenience, accommodating diverse schedules and learning preferences (Thorne, 2003). Moreover, the global reach of online communities enables learners to interact with individuals from different cultural backgrounds, providing exposure to diverse linguistic contexts and enhancing speaking proficiency (Warschauer & Kern, 2000). Thus, online CoPs serve as dynamic platforms for language learners to collaborate, learn from each other, and develop confidence in speaking English.

G.   Benefits of Online Language Learning Communities

Online language learning communities offer a range of benefits to participants, contributing significantly to language acquisition and proficiency (Warschauer & Kern, 2000). These benefits include:

1.   Flexibility and Convenience

Online communities provide learners with flexibility in terms of time and location, allowing them to engage in language learning activities at their own pace

and convenience (Thorne, 2003). This flexibility accommodates diverse schedules and commitments, enabling learners to access resources and participate in discussions whenever it suits them best.

2. **Access to Authentic Language Use**

Through online communities, learners gain access to authentic language input and real-world communication contexts (Thorne & Black, 2007). Interacting with native speakers and proficient learners exposes participants to natural language use, idiomatic expressions, and cultural nuances, enhancing their linguistic competence.

3. **Peer Support and Collaboration**

Online communities foster a sense of camaraderie and peer support among learners (Kim, 2008). Participants collaborate on language learning tasks, share resources, and provide feedback to one another, creating a supportive environment conducive to skill development and confidence building.

4. **Diverse Learning Resources**

Online platforms offer a wealth of learning resources, including multimedia materials, language exchange forums, and interactive exercises (Warschauer & Kern, 2000). Learners have access to a wide range of materials tailored to their interests and proficiency levels, allowing for personalized and engaging learning experiences.

5. **Global Networking Opportunities**

Participation in online language learning communities enables learners to connect with individuals worldwide (Thorne, 2003). This global networking fosters cross-cultural understanding, expands learners' social networks, and provides opportunities for language practice with speakers of different dialects and accents.

6. **Motivation and Accountability**

Being part of an online community motivates learners to stay committed to their language learning goals (Thorne & Black, 2007). The community's sense of belonging and accountability encourages regular participation and progress tracking, leading to sustained motivation and engagement.

7. **Cost-Effectiveness**

Online language learning communities often offer free or low-cost resources and activities, making language learning accessible to a wider audience (Warschauer & Kern, 2000). Compared to traditional classroom-based instruction or private tutoring, online platforms provide a cost-effective alternative for learners seeking quality language education.

In summary, online language learning communities provide many benefits, ranging from flexibility and access to authentic language use to peer support, global networking, and cost-effectiveness. These communities crucial in facilitating language acquisition, fostering collaboration, and empowering learners to achieve their language learning goals

H. **Situated Learning**

During the era of globalization, significant changes have occurred in various aspects of human life, necessitating diverse adaptations to meet evolving needs. This transformation also impacts education, highlighting the importance of acquiring information, skills, attitudes, and orientations to navigate the current era effectively. One approach to address this is through the adoption of contextual learning theories. Placed learning as proposed by Jean Lave and Etienne Wenger emphasizes that students are actively involved in the learning process, rather than simply receiving information from teachers in traditional classrooms. (Brown & Johnson, 2018).

I.   **The Impacts of Community of Practice on English Speaking**

1. **Influence of Communities of Practice on Speaking Proficiency**

Participation in communities of practice can significantly impact English speaking proficiency by providing opportunities for authentic interaction and feedback. Warschauer and Kern (2000) demonstrate how online communities of practice contribute to speaking proficiency through engagement with peers and authentic language use. Understanding this influence informs strategies for enhancing speaking skills through community-based learning approaches.

Several studies have investigated the influence of community practice on improving students' proficiency and confidence in spoken English, Utari (2021) explored the participants perceptions after participating in an extracurricular English club, employing a qualitative descriptive approach

with a sample size of 20 participants. Findings revealed that students held positive views on the club's activities for honing speaking skills, enhancing vocabulary proficiency, and boosting confidence in English communication.

Rafid (2020) demonstrated the effectiveness of community practice in improving English vocabulary, pronunciation, fluency, and confidence among students. Melviza and Erdina (2017) examined students' perceptions of English learning through a communicative English club (CEC) at IAIN Salatiga, finding that students valued the club as a conducive environment for peer-to-peer speaking practice, leading to enhanced motivation and enjoyment in spoken communication.

Similarly, Armita (2019) investigated students' perceptions of extracurricular activities in English clubs, revealing positive attitudes toward speaking practice activities. Salma (2018) found that students considered English clubs effective in motivating peer-to-peer speaking practice and improving speaking skills in grammar, vocabulary, and pronunciation. Participation in a community of practice has been shown to have numerous benefits for students, particularly in enhancing their confidence and proficiency in spoken English. Such communities provide a platform for effective English speaking practice and inspire students to become more confident speakers.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I discuss some aspects related to this research's methodology. These aspects include research design, data collection, and technique. And data analysis techniques.

A.   Research Design

This study utilized a qualitative research design to explore the effect of a Community of Practice (CoP) on students' confidence in English speaking, focusing on the Language Lounge Community on Discord. Following Robert Yin's framework for case study research, the study delved into the dynamics of this online community and its influence on language learning outcomes. Yin emphasized the importance of case studies in providing in-depth insights into complex phenomena within real-life contexts (Yin, 2018). Through semi-structured interviews, observations, content analysis of chat logs, and document review, this study aimed to understand the dynamics within the CoP and its influence on language learning outcomes. Ethical considerations included obtaining informed consent, ensuring confidentiality, and adhering to ethical guidelines. The research design prioritized thematic analysis and constant comparison to identify patterns and themes while maintaining validity and reliability through triangulation and transparency in the research processes. The findings from this study contributed insights into the role of online CoPs in language learning and provided recommendations for optimizing online language learning communities.

B. Research Setting and Location

The case examined in this study is the Language Lounge Community (LLC), a virtual community hosted on the Discord platform. LLC serves as an online space where individuals practice and improve their English-speaking skills through various interactive activities, discussions, and real-time communication. This virtual environment fosters language learning in a flexible and engaging setting.

1. **Language Lounge Community (LLC)**

LLC represented an English learning community housed within the Discord Application platform, a popular digital forum utilized by individuals of various age brackets. The LLC served as a virtual rendezvous akin to a traditional coffee shop, providing a conducive environment for members to convene, discuss, and engage in diverse activities. The community's overarching objective revolved around offering a flexible and enjoyable space for English language acquisition, orchestrating monthly gatherings with each session exploring different thematic areas. LLC particularly shone in providing exposure to proficient English speakers, thereby affording ample opportunities for students to hone their speaking abilities and delve into advanced vocabulary acquisition.

The inception of LLC traced back to Haris Pratama, a Coventry University alumnus, who envisioned creating a supportive ecosystem for Acehnese students to practice English without harboring apprehensions about judgment. Although the community primarily centers its activities around fostering speaking and listening

skills, sporadic webinars also touch upon writing skills. Many students actively participate in LLC's programs, embodying the community's vibrant and dynamic ethos.

LLC was chosen for this study due to its unique role as a Community of Practice (CoP) that offers an informal yet structured environment for language learners. Unlike traditional classrooms, LLC provides a space where learners can interact with native and proficient English speakers. This setting is particularly suitable for examining how participation in online communities affects students' confidence in speaking English.

LLC operates entirely in a virtual setting, accessible globally through the Discord application. Its digital nature allows for a diverse membership, with participants from various cultural and linguistic backgrounds. LLC's virtual environment is a modern alternative to physical language lounges, offering convenience and accessibility in line with the increasing digitalization of educational resources.

2. **Programs in Language Lounge Community (LLC)**

The Programs in the Language Lounge Community on Discord offered a flexible and dynamic environment for language learners to engage in various activities tailored to their preferences. Within LLC, members had access to a diverse range of channels where they could participate in discussions, practice language

skills, and collaborate with fellow learners. Here's how the programs on EHSDA worked**:**

    a.   **Channel Diversity**

        LLC boasted an array of channels covering different topics and language learning activities. Members could freely choose which channels to join based on their interests and learning goals

    b. **Open Discussions**

        Members engaged in open discussions within designated channels, sharing insights, asking questions, and conversing with others on various topics related to language learning and beyond.

    c. **Study Groups**

        LLC facilitated study groups where members collaborated with peers on language learning activities, such as practicing speaking, reviewing grammar, or studying vocabulary. These groups provided opportunities for structured learning and mutual support.

    d. **Voice Chats**

        In addition to text-based communication, LLC offered voice channels where members participated in spoken language practice through voice chats. This feature allowed for real-time interaction and pronunciation practice in a supportive environment.

    e. **Language Exchange**

LLC provided channels dedicated to language exchange, allowing members to connect with language partners for reciprocal language practice and cultural exchange. Members engaged in conversations to improve their language skills while helping others learn their native language.

Overall, the programs on LLC empowered members to take control of their language learning journey by providing a variety of channels and opportunities for collaboration, practice, and self-improvement. With its inclusive and supportive community, LLC offered a vibrant platform for learners to thrive and achieve their language learning goals.

C. Research Participants

1. Participant Observation Interviews

Semi-structured interviews were conducted with the Language Lounge Community members, including students and moderators. The interviews explored participants' experiences, perceptions, and attitudes towards the CoP and its influence on their confidence in English speaking and vocabulary mastery

2. Participant Observation

As a member, I actively engaged with the Language Lounge Community on Discord, observing interactions, discussions, and activities related to English speaking and vocabulary learning. This method provided firsthand insights into the dynamics of the CoP and its impact on students' confidence and mastery. I invited 10 active participants from the Language Lounge Community to participate in the study.

3.   Document Analysis

I analyzed relevant Language Lounge community documents, such as chat logs, learning materials, and feedback mechanisms. Document analysis provided additional context and insights into the nature of interactions, learning resources utilized, and students' progression in language skills.

D. Data Collection

Below is the description of how interviews, participant observation, and document collection were conducted:

1. Participant Observation

As a member of the Language Lounge Community on Discord, I actively engaged with the community, observing interactions, discussions, and activities related to English speaking and vocabulary learning. This involved:

a.   Immersion in the Community

Spending time in the Discord server, participating in discussions, and observing how members interacted and learned from each other.

b.   Note-taking and Observation

Taking detailed notes on observed behaviors, language use, and interactions within the community.

c.   Engagement with Activities

Participating in language learning activities, such as group discussions, language challenges, or vocabulary exercises.

d. Gathering Insights

Observing the impact of the CoP on students' confidence in English speaking and vocabulary mastery, noting any patterns or changes over time.

2. Interviews

I conducted semi-structured interviews with members of the Language Lounge community, including students and moderators. The interview process involved:

a. Participant Selection

Ten active participants from the Language Lounge Community were invited to participate in the interviews, ensuring a diverse representation.

b. Interview Protocol Development

Creating a set of semi-structured interview questions that explore participants' experiences, perceptions, and attitudes towards the CoP and its influence on their confidence in English speaking and vocabulary mastery.

c. Interview Sessions

I created a set of semi-structured interview questions that explored participants' experiences, perceptions, and attitudes towards the CoP and its influence on their confidence in English speaking and vocabulary mastery.

d. Recording and Transcription

With participants' consent, the interviews were recorded for accurate data capture. Later, I transcribed the interviews verbatim to analyze the data thoroughly.

e. Data Analysis

I analyzed the interview transcripts to identify common themes, patterns, and insights related to English speaking confidence and vocabulary mastery within the online CoP.

F. Data Analysis

To complete a thematic analysis of all the data gathered from the interviews, I followed Braun and Clarke's (2006) approach:

1. Familiarizing Yourself with Your Data

I began by transcribing all the interviews and reading through the transcripts multiple times to become thoroughly acquainted with the data. This step was crucial for understanding the context and nuances of the participants' responses.

2. Generating Initial Codes

I systematically coded interesting features of the data across the entire dataset. This involved highlighting significant or relevant sections of the data and assigning short, descriptive codes to them. These codes could be derived from the data themselves or from theoretical frameworks if the analysis is deductive.

3. Searching for Themes

With a set of codes in hand, I started looking for patterns and potential themes. This involved sorting the different codes into potential themes and collating all data relevant to each potential theme. The aim was to identify themes that captured something important about the data in relation to the research question and the entire dataset.

4. **Reviewing Themes**

I reviewed the themes to ensure that they worked in relation to the coded extracts (level 1) and the entire dataset (level 2). This involved checking if the themes were coherent and if they work well together in telling the story of the data. It's a process of refining the themes to ensure they are internally coherent and that the data within them are coherently connected.

5. **Defining and Naming Themes**

Once the themes were established, I defined them clearly and named them appropriately. This involved articulating the 'story' that the theme tells about the data and ensuring that the theme's name and detailed description resonate with the data within it.

1) Producing the Report

Finally, I will write the analysis in a way that clearly and compellingly communicated the findings. This involved weaving together the analytic narrative and data extracts and contextualizing the analysis concerning the

research question and existing literature. The report told a story about the data that was supported by evidence from the dataset.

Throughout this process, it is important to maintain reflexivity and be aware of how my own background, perspectives, and assumptions might influence the analysis. This approach to thematic analysis was iterative, meaning that I may moved back and forth between these steps to refine the analysis and ensure that it accurately represented the data and addressed the research question.

This chapter outlined the research methodology employed in this study, focusing on the qualitative design and the use of semi-structured interviews to gather data from participants in the Language Lounge Community. The thematic analysis approach provided a structured framework for analyzing the data, allowing for the identification of key themes related to students' confidence in English speaking and vocabulary mastery. By prioritizing ethical considerations and ensuring a rigorous analysis process, this study aims to contribute valuable insights into the role of online Communities of Practice in language learning.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings from interviews conducted with 10 members of the Language Lounge Community (LLC). This study aims to explore how active participation in the Language Lounge, particularly in its Discord server, impacts members' confidence in speaking English.

A. FINDINGS

Based on the data analyses, most participants agreed that they experienced significant benefits from being part of LLC, especially concerning their confidence in speaking English. Many members noted improved speaking skills, reduced anxiety, and a stronger sense of self-assurance when communicating in English, particularly in public or group settings. The supportive and non-judgmental environment of the community played a crucial role in helping members overcome their initial nervousness and become more confident speakers. Below are some of the major findings.

1. **Communication Skills: Coping with Nervousness and Building Confidence**

Participants frequently described their initial nervousness when speaking English, but the community played a key role in helping them cope with these feelings. Coping with nervousness was a recurring theme, especially in relation to public speaking or speaking in groups.

Respondent 1 shared that when he first joined, he felt nervous about speaking, saying,

"When I first joined this community, I felt a bit nervous."

However, he noted that the supportive environment of LLC, especially during weekly activities like the book club and English classes, helped him gradually overcome his anxiety. This suggests that the consistent practice and encouragement provided by the community helped him manage his nervousness and become more confident in his speaking ability.

Similarly, Respondent 7 expressed that his initial anxiety about speaking in public was alleviated over time through peer support:

"Initially, I felt quite anxious when I first joined the Language Lounge. I wasn't sure if I would fit in or if people would understand me, so my confidence was around 3 out of 10."

However, as continued to participate, he became more comfortable and now joins voice chats 4-5 times a week, which helped him build confidence and reduce nervousness.

Respondent 6 also spoke about how the community helped her overcome initial hesitation.

" When I first joined the Language Lounge Community, I was pretty nervous but after getting feedback from others and practicing regularly, I became more confident."

Her experience demonstrates how continued interaction in a supportive community helped her overcome her fear of making mistakes, allowing her to speak more freely.

2. Participation: active engagement to build confidence

Another common theme in the findings was the importance of regular participation in community activities to build confidence. Many participants initially felt nervous or unsure about speaking English but reported that consistent engagement with the community allowed them to gradually improve their confidence.

Respondent 4 admitted,

"When I first joined, I felt nervous and unsure of myself. My English wasn't great, and I struggled to express myself,"

but she soon discovered that regular participation in voice channels and community events helped her become more comfortable. She continued,

"The more I joined, the more confident I became, even if my English wasn't perfect, and the more I participated, the more my skills improved."

Respondent 9 shared a similar experience, explaining how frequent participation in activities like role-playing and open mic sessions boosted his confidence:

"When I first joined the Language Lounge Community, I was pretty nervous. but after getting feedback from others and practicing regularly, I became more confident."

This illustrates how regular engagement with the community, particularly in interactive activities, provided the opportunity to practice and gain confidence.

Respondent 5 also acknowledged the importance of participation in overcoming his initial nervousness:

"At first, I was a little bit shy and insecure about my English proficiency. but over time, I joined more activities like the book club and English classes. These interactions helped me improve my speaking confidence."

3. Self-Expression: Gaining Confidence Through Personal Experience

For many participants, the ability to express themselves in English, particularly in personal or emotional contexts, was an important factor in boosting their confidence. Many participants shared that activities that required them to share personal experiences or opinions in English helped them overcome nervousness and gain more self-assurance.

Respondent 8 shared that an event where she had to work with others to solve a problem in English helped her gain confidence.

"One event that helped boost my confidence was a team activity where we worked together to solve a problem in English. I wasn't sure how well I could contribute, but everyone was so encouraging. I felt like I was part of something bigger,"

she said. By participating in such activities, she was able to express herself more freely, which contributed to her increasing confidence.

Respondent 3 recalled a psychological discussion in the community that allowed him to express his opinion in English, despite his initial self-doubt. He explained,

"I remember a discussion about psychological topics where I shared my opinion, even though my English wasn't perfect. The community was welcoming, and it boosted my confidence."

This illustrates how community-driven discussions and shared experiences can help individuals overcome their fears and express themselves more comfortably in English.

4. Peer Interaction: Supportive Community Feedback and Encouragement

Finally, peer interaction was crucial in helping participants cope with their nervousness. The feedback and support from fellow community members were vital in overcoming feelings of inadequacy and building confidence. And highlighted the importance of receiving constructive feedback in reducing anxiety. She stated,

"The feedback from other community members has been very constructive. They point out small errors in a friendly way, and this feedback helps me immediately improve." (R6).

This positive reinforcement helped Lina feel more confident in her speaking ability and reduced her fear of making mistakes Respondent 2 echoed the importance of peer support:

"The feedback has been a game-changer for me. People are always so kind when they correct me, and that helps me avoid feeling discouraged."

The supportive nature of the community helped the members feel more confident and encouraged her to continue practicing English, even if she made mistakes. Respondent 4 also emphasized the non-judgmental atmosphere of the community:

"A supportive community is crucial for building confidence. If the community is understanding and non-judgmental, you feel comfortable making mistakes and learning from them."

This feedback from peers reassured participants that their mistakes were part of the learning process, which helped them cope with nervousness and gradually become more confident.

B. DISCUSSION

The findings from the interviews with Language Lounge Community members reveal the central role of regular participation in community activities, constructive feedback from peers, and opportunities for self-expression in helping individuals cope with nervousness and build confidence in speaking English. The sense of community support was pivotal in reducing initial anxiety, with many participants reporting significant improvements in their confidence levels after engaging in real-time conversations, receiving positive feedback, and being encouraged to express themselves without fear of judgment. These findings align

with previous research that emphasizes the importance of supportive environments in fostering language learning and reducing language anxiety.

The results of this study converge with several well-established theories and findings in language acquisition and psychology. For instance, Dewaele and MacIntyre's (2014) research highlights the role of regular speaking practice in reducing language anxiety and improving fluency, which is consistent with the participants' experiences in the LLC. Their study found that regular interaction in a supportive environment helps learners overcome nervousness and develop communication skills. The participants in this study reported similar improvements, particularly after engaging in real-time conversations within the LLC. The LLC's peer-based support system seemed to play a crucial role in this process, as it created a space where learners could practice speaking without fear of judgment.

Moreover, the findings of this research are aligned with the self-determination theory in language learning, which suggests that learners who feel they have control over their language use are more motivated and confident (Deci & Ryan, 2000). The participants in LLC were able to express themselves freely in a non-judgmental environment, which allowed them to confront their insecurities and gain a sense of agency in their language use. This feeling of autonomy, fostered through opportunities for self-expression, appears to have contributed significantly to their increased confidence in speaking English.

Additionally, the social cultural theory (Vygotsky, 1978) finds clear support in this study. The theory stresses the importance of social interaction and feedback

in language acquisition. The LLC members experienced substantial growth in their language skills through peer interactions, where they were able to make mistakes, receive feedback, and improve their language proficiency in a safe, supportive space. This aligns with Vygotsky's emphasis on the social nature of learning and the critical role of interaction in cognitive development.

While the findings of this study align with existing research, they also provide new insights into how community-based platforms like Discord can be particularly effective in fostering language learning and confidence. One notable contribution of this study is the exploration of virtual communities of practice as a tool for overcoming nervousness in language learners. Most existing studies focus on face-to-face communities or classroom-based learning environments. However, this study demonstrates that online communities like LLC can offer similar, if not enhanced, opportunities for interaction and support. The asynchronous and real-time nature of online communication allows for more flexibility, which may appeal to a wider range of learners, particularly those who are hesitant about speaking in face-to-face situations.

Another insight that emerged from the findings is the significant role that feedback loops within the community played in improving learners' confidence. While previous research has emphasized the importance of feedback in language learning, the specific dynamics of peer feedback in virtual spaces remain underexplored. The LLC participants reported that receiving regular, positive feedback in real-time conversations helped them combat feelings of inadequacy and

boosted their language confidence. This suggests that feedback, when delivered encouraging and non-judgmental, can be particularly effective in fostering language learners' self-esteem, especially in digital spaces where learners may feel more isolated.

Furthermore, this study adds a layer of understanding to how peer relationships in digital spaces affect language learning. Many participants indicated that the friendships and social bonds they formed within the LLC were instrumental in reducing anxiety. The social support provided by peers was related to language learning and emotional encouragement, highlighting the emotional and social dimensions of learning a language that extend beyond traditional academic settings. This suggests that the emotional benefits of participating in a community of practice might be just as important as the linguistic outcomes.

This research suggests that online communities like LLC can be powerful tools in language learning, particularly for students who struggle with nervousness and anxiety when speaking English. By fostering a supportive and inclusive environment, these communities allow learners to practice speaking in low-pressure situations, receive constructive feedback, and express themselves freely. This creates a dynamic in which learners improve their language skills and gain the confidence necessary to use English in both public and real-life situations.

Future research could explore how different types of online communities (e.g., social media groups, forums, gaming communities) contribute to language learning and whether similar outcomes are observed across different platforms.

Additionally, it would be valuable to examine how varying levels of participation and engagement in these communities affect learners' confidence and language proficiency over time. Longitudinal studies could provide a deeper understanding of the sustained impact that community-based language learning platforms have on learners' abilities and confidence.

In conclusion, the Language Lounge Community proved to be an effective platform for building confidence in speaking English. By combining regular participation in community activities, supportive peer interactions, opportunities forself-expression, and consistent practice, LLC provided a holistic approach to overcoming language learning barriers, particularly nervousness. The findings of this study not only confirm the value of existing theories in language acquisition but also shed light on new aspects of virtual community-based language learning. As a result, members experienced significant improvements in their confidence and communication skills, making them more capable of using English in both public and real-life contexts. These findings suggest that communities like LLC can serve as effective, accessible, and flexible tools in fostering language learning, particularly for learners who face emotional and psychological challenges when learning a foreign language.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and recommendations stemming from the study. The conclusions are based on the analysis of the research findings detailed in the preceding chapter. The suggestions are intended to guide and improve future research on related subjects.

A. CONCLUSIONS

This study explored how active participation in the Language Lounge Community (LLC), particularly through its Discord server, influences members confidence in speaking English. Based on the analysis of interviews conducted with ten members, several key conclusions can be drawn:

Participants reported significant improvements in their communication skills as a result of regular engagement in community activities. The supportive environment of the LLC allowed members to practice speaking in real-time, which helped alleviate initial nervousness and foster fluency.

Consistent involvement in community events, such as role-playing, book clubs, and discussions, was crucial for building confidence. By being active participants, members noted that their anxiety decreased over time, leading to greater comfort in expressing themselves in English.

Opportunities for Self-Expression, the ability to share personal experiences and opinions in a safe space contributed to participants' confidence. Engaging in

discussions that required self-expression allowed members to confront their insecurities and feel more empowered in their language use.

Constructive feedback and encouragement from peers played a vital role in helping members overcome feelings of inadequacy. The non-judgmental atmosphere of the LLC created a supportive community where learners felt comfortable making mistakes and learning from them. This peer interaction was key to participants' confidence-building, demonstrating the importance of social support in language learning.

Overall, the findings indicate that the Language Lounge Community serves as an effective platform for language learners to enhance their speaking confidence and communication skills. The combination of regular participation, supportive peer interactions, and opportunities for self-expression provides a holistic approach to overcoming language learning barriers, particularly anxiety.

B. SUGGESTIONS

Based on the conclusions drawn from this study, the following suggestions are offered for future research and practice:

Future studies could benefit from including a more diverse participant pool, encompassing individuals from various linguistic backgrounds and proficiency levels. This would provide a broader understanding of how different factors influence confidence in speaking English, and how the dynamics of the community may vary across diverse groups.

Conducting longitudinal research could help assess the long-term effects of community participation on language learners' confidence and communication skills. Tracking participants' progress over an extended period would provide valuable insights into the sustainability of the benefits gained through community engagement, allowing researchers to understand if the improvements in confidence are enduring.

Focus on specific activities for future research could investigate the impact of specific community activities (e.g., role-playing, discussions, or feedback sessions) on confidence levels. Understanding which activities are most effective could help optimize community programming and better tailor activities to ee learners' needs.

It would be beneficial to compare the effects of online participation with those of in-person interactions. This could shed light on the unique advantages and challenges of each format.

Training community leaders on how to foster a supportive and inclusive environment could enhance the effectiveness of language learning communities. Leaders equipped with strategies to encourage participation and provide constructive feedback can significantly impact members' confidence and overall learning experience.

By implementing these suggestions, future research can further contribute to understanding language learning dynamics and the role of community engagement in fostering confidence among learners.

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Appendix A Appoitment letter of supervision

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-4646/Un.08/FTK/Kp.07.6/06/2024

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 Institut 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 dan 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 Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh 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 : Menunjuk Saudara :
Faishal Zakaria, M.A., Ph.D.

Untuk membimbing Skripsi
Nama : **Yoga Ariesta K**
NIM : 180203250
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Developing English Speaking Confidence in an online Community of Practice (a case study of Language Lounge community on Discord)**

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

KETIGA : 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;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : 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 : 12 Juni 2024
PLH Dekan,

Habiburrahim
Nomor : B-4288/Un.08/FTK/Kp.07.6/05/2024
Tanggal 27 Mei 2024

Tembusan:
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen 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 Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

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

the Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor   : B-10568/Un.08/FTK.1/TL.00/12/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*
Kepada Yth,
   Pimpinan Language Lounge Community
Assalamualaikum Warahmatullahi Wabarakatuh,
Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:
NIM   : 180203250
Nama   : Yoga Ariesta. K
Program Studi/Jurusan   : Pendidikan Bahasa Inggris
Alamat   : Pasar Rundeng

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 *PROMOTING ENGLISH SPEAKING CONFIDENCE IN AN ONLINE COMMUNITY OF PRACTICE (A CASE STUDY OF LANGUAGE LOUNGE COMMUNITY ON DISCORD)*

Banda Aceh, 23 Desember 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 31 Januari 2025

Appendix C "Questions for the Interview."

1. Can you describe your initial feelings and confidence level when you first joined the Language Lounge Community?

2. How often do you participate in speaking activities within the community?

3. What specific features or activities within the Discord server do you find most beneficial for improving your speaking confidence?

4. Can you share an experience where participating in a community event or discussion significantly boosted your confidence in speaking English?

5. How do you feel the feedback from other community members has impacted your speaking skills

6. Have you noticed any changes in your ability to speak English in real-life situations since joining the community? Please elaborate.

7. What challenges, if any, have you faced in participating actively in the community, and how have you overcome them?

8. How important do you think a supportive community is for language learning and building confidence in speaking?

9. In what ways has the Language Lounge Community contributed to your understanding and use of English in different contexts (e.g., casual conversations, professional settings)?

10. What suggestions would you have for new members of the community to help them build their speaking confidence effectively?

Appendix D

Communication Skills: Coping with Nervousness and Building Confidence

Q1: Can you describe your initial feelings and confidence level when you first joined the Language Lounge Community?

Q5: How do you feel the feedback from other community members has impacted your speaking skills?

Q6: Have you noticed any changes in your ability to speak English in real-life situations since joining the community? Please elaborate.

Participation: Active Engagement to Build Confidence

Q2: How often do you participate in speaking activities within the community?

Q3: What specific features or activities within the Discord server do you find most beneficial for improving your speaking confidence?

Q7: What challenges, if any, have you faced in participating actively in the community, and how have you overcome them?

**Self-Expression: Gaining Confidence Through Personal Experience**

Q4: Can you share an experience where participating in a community event or discussion significantly boosted your confidence in speaking English?

Q9: In what ways has the Language Lounge Community contributed to your understanding and use of English in different contexts (e.g., casual conversations, professional settings)?

Peer Interaction: Supportive Community Feedback and Encouragement

Q8: How important do you think a supportive community is for language learning and building confidence in speaking?

Q10: What suggestions would you have for new members of the community to help them build their speaking confidence effectively?
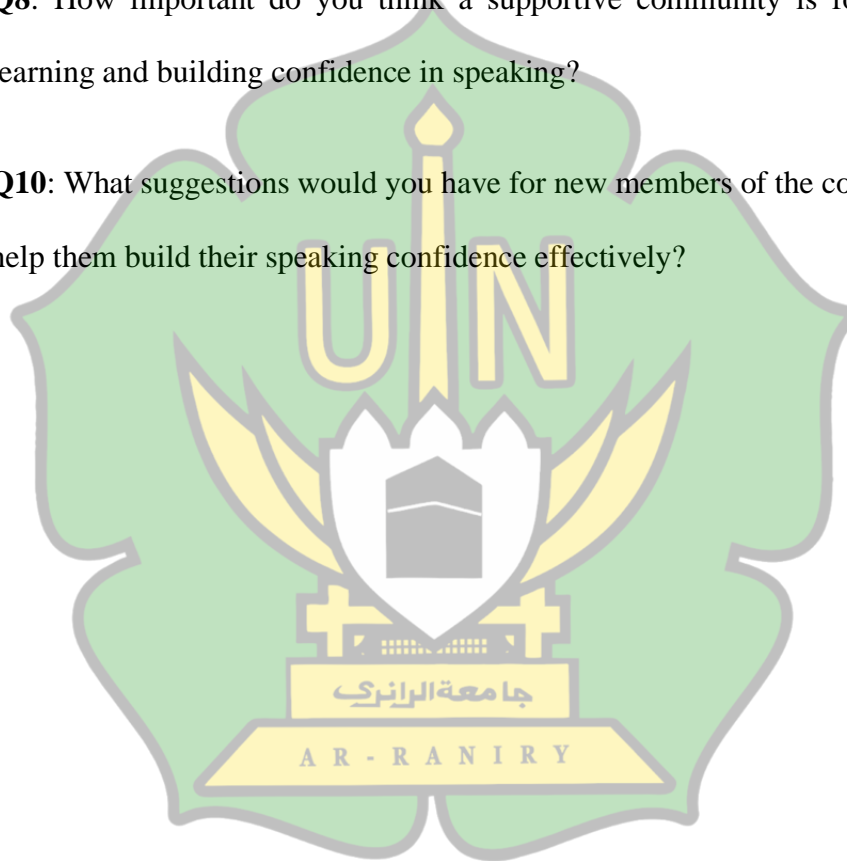
Appendix E. Interview Transcript

RESPONDENT 1

Date of Interview : October !8 2024

Time of Interview : 19:37 - 19:46 WIB

Place : Language Lounge Community Voice Chanel

1. When I first joined this community, especially English House, I felt a bit nervous at the same time.
2. As usual in English House, I rarely participate in casual conversations.
3. English House has activities like the book club and English classes every week, which really improve my speaking, grammar, and confidence.
4. Last year, I joined the big event at English House. At the time, I wasn't sure if I could do it, but my confidence grew after the event. It was fun, and I learned how to debate properly.
5. So far, I'm very grateful for the supportive members in English House. I wouldn't say the impact is huge, but it has slightly improved my speaking, though I still struggle with grammar.
6. Yes, I'm not fluent, but I would say joining this community has accelerated my learning process.
7. Initially, I felt timid because I didn't know how to approach others. But I overcame this by joining and realizing that even though I had nothing to say, they tried to engage with me. I now feel more confident in speaking English because of their support.
8. For me, it's really important, but it also depends on the person's fluency and confidence. Everyone has different approaches and factors affecting their progress.
9. There are a lot of things in LLC, but when it comes to casual conversations, people usually speak in Bahasa Indonesia, which isn't very effective for language practice.
10. My advice is to not limit yourself but also not be overconfident. In Indonesian terms, there's a saying "sok kenal sok dekat" (acting overly familiar), which can make you seem strange. But if you want to build confidence, it's more effective to embrace yourself and learn how to react.

RESPONDENT 2

Date of Interview :8 October 2024

Time of Interview : 20:29 – 20:46 WIB

Place : Language Lounge Community Voice Chanel

1. When I first used the app, I felt my confidence was around a 5 out of 10. I'd never used it before, so I didn't know the rules or how people talk.
2. When I first joined, I was very excited and spent almost every night, about 2 to 3 hours each time.
3. What I liked most was talking with people on random topics. It helped me learn new vocabulary and improved my speaking skills.
4. Discussing books or life experiences with others really helped boost my confidence. At first, I felt unsure, but as I talked more with different people, I became much more confident.
5. When talking to someone who's very talkative, I felt it was really useful for me. It automatically improved my skills, and over time, I noticed my speaking improved.
6. Yes, I definitely noticed improvement, especially when I was just having fun talking and laughing with others. The casual discussions helped level up my speaking.
7. It's challenging when I don't know certain vocabulary or when I don't understand something. However, people in the community correct me kindly, and I always try to improve. I've learned to accept my mistakes and get better.
8. I might be exaggerating a bit, but this community is extremely important to me. It's a big help in improving my English.
9. The most meaningful conversations often shift to deeper topics. These moments help me reflect on life experiences and broaden my understanding of English.
10. To new members: just be confident, even if it's your first time. Don't stay silent; speak as much as you can. Join conversations and observe how others talk to build your confidence

RESPONDENT 3

Date of Interview : 5 November 2024

Time of Interview : 21:07 – 21:18 WIB

Place : Language Lounge Community Voice Chanel

1. When I first joined the Language Lounge Community, I was pretty nervous. I wasn't confident in my speaking ability, and I was afraid of making mistakes in front of others. My confidence level was low, maybe around 4 out of 10, but I was eager to improve.
2. At the beginning, I participated in speaking activities about once a week, but now I try to join at least three or four times a week whenever I can.
3. I find the voice chat rooms to be really helpful. It's great because I can have real-time conversations, and I feel like I learn a lot from listening to others and joining in when I can. I also like the debate events—they push me to think quickly and speak more confidently.
4. One experience that boosted my confidence was when I joined a debate event. At first, I was hesitant, but once I started speaking and received positive feedback, it really encouraged me. It made me realize that I can express myself better in English than I thought.
5. The feedback from other community members has been very constructive. Sometimes they point out small errors, but it's always in a friendly way, and I can immediately improve. Their support has made me feel less anxious about making mistakes.
6. Yes, I've noticed a big change! Before joining, I would avoid speaking English in public, but now I'm more confident when I meet foreigners or need to use English in my work. The community has helped me get over my fear of making mistakes in real life.
7. One challenge I faced was not knowing how to keep the conversation going, especially when I didn't understand certain words. I overcame this by asking people to explain things to me and practicing more. Over time, it became easier.
8. I think a supportive community is absolutely crucial. If members didn't encourage each other, I would never have gained the confidence I have now. Being in a space where mistakes are not judged but seen as learning opportunities makes a huge difference.
9. The Language Lounge Community has helped me adapt to different English contexts, like casual chats or professional discussions. I've learned how to

adjust my tone and vocabulary depending on the situation, which is something I didn't focus on before.

10. For new members, I would suggest not to be afraid to speak, even if you make mistakes. The community is supportive, and the more you practice, the easier it gets. Just be active and don't worry about being perfect.