CHAPTER I

INTRODUCTION

A. Background of Study

In the contemporary era, proficiency in English is of paramount importance for effective communication. Furthermore, as Jack and Theodore observe in Approach and Method in Language Teaching, English is currently the most widely studied foreign language (Ishak, 2011). Additionally, in Indonesia, English has become a mandatory subject taught from elementary school to the university level. By studying English, individuals gain insight into foreign cultures and access global information sources in English.

Although English is not the most widely spoken language in the world, it is now widely used as a means of international communication, becoming a sort of universal lingua franca. In the context of English language instruction, there are four primary competencies that students are required to develop: listening, speaking, reading, and writing. Proficiency in speaking, in particular, allows individuals to interact and communicate with others. As posited by Fisher and Frey (Fisher & Frey, n.d.), the act of speaking entails the transfer of information, ideas, and emotions through oral language, a capacity that is uniquely human. They posit that speaking is a mode of communication that exists beyond the written form and is employed in daily activities by humans. In routine situations, speaking is employed to disseminate and exchange information with others.

Conversely, the majority of learners perceive the practice of English as challenging. As Ur (1996, p. 121) notes, there are a number of challenges associated

with speaking activities, including inhibition, a lack of content to contribute, unequal participation, and the use of the native language. Consequently, a considerable number of students experience feelings of anxiety and a lack of motivation, which are regarded as the most significant obstacles impeding their ability to speak (Usman, 2011).

As posited by Richards (2006), learners frequently evaluate their success in language learning and the efficacy of their English course based on their perceived improvement in spoken language proficiency. Consequently, it is imperative for students to engage in frequent practice to enhance their English proficiency.

In order to enhance students' confidence, it is essential to provide opportunities for them to engage in English language practice outside the classroom setting. Students may engage in conversational English practice with their peers or participate in a community of practice. Such a community of practice may prove an effective means of resolving the issues at hand. In this context, students are permitted to engage in verbal communication exclusively in English, with the instructor or tutor initiating a range of activities, including word chains, games, poems, and songs (Equatora et al., 2023). In this community, students can practice their English with greater ease, enjoyment, and reduced anxiety. Accordingly, the community is structured in a way that precludes any member from judging or bullying another member. Membership in a community of practice allows students to share their knowledge and experience freely.

The objective of this study is to identify and examine the impact of a community of practice on the confidence levels of individuals who participate in such a community with regard to speaking. A community of practice is a group of

individuals who engage in a process of collective learning within a shared domain of human endeavor. These communities are characterized by a shared concern or passion for a particular subject, and they facilitate learning and improvement through regular interaction (Heskin, 2019). Such an English-speaking club represents an alternative means of developing speaking abilities for those who participate in the community of practice. Moreover, the community of practice offers an effective platform for individuals seeking to enhance their English proficiency and particularly their speaking abilities.

The community of practice will facilitate the students' development of speaking confidence. In the context of the students' learning English, the instructor frequently inquires about the reasons behind their inability to speak English with confidence, particularly in the presence of international speakers or in other English-speaking contexts. The community of practice (CoP) serves as a platform for students who wish to disseminate their knowledge and as a venue for self-expression, thereby fostering confidence, particularly in the context of public speaking.

In light of the aforementioned elaborations, the researcher has identified a compelling research opportunity on this topic and has titled the study "The Effect of Community of Practice on Students' Confidence in Speaking."

B. Statement of The Problem

Based on the background of the study above, the statement of the problem of the researcher is:

1. How is CoP implementation in Pare English Course?

2. What is the effect of CoP on students' speaking confidence in Pare English Course?

C. Purpose of Study

Based on the statement of the problem above, the purpose of the research is:

1. To describe the form of CoP implementation at Pare English Course.

2. To identify the effects of CoP on students speaking confidence at Pare English Course.

D. Benefit of the Study

The various sectors of the benefit of this study are follows:

1. For the Student

   By creating fun learning, then students will be comfortable feelling and enjoy in learning, so that in implementing what has been learned it will be easier to enjoy and relax. and the results of what is learned will be easier to remember.

2. The Institution

   The benefit for the Institution from this study is institutions can produce great speakers at small or large events.

3. The Researcher

   The findings of the study are important in helping researchers comperhend how to become future teachers with professional skills. And this study may be the one of basis in the case of English learning research which impacted by various thing.

E. Scope and Limitation

This study focuses on confidence the students in implementing speaking skills wherever and when communicating with anyone. because if learning a foreign language and increase the practice, it will be easier for anyone to master the language.

Even when someone is proficient in implementing the practice, then when it comes to filling out a big event, they will not be nervous and will be fluently. And that's where someone can be a great speaker.

F. Definition of Key Terms

To make easier in understanding this research, the researcher defines the definition of key term as follows:

Speaking: As Brown (2004: 140) notes in Fauzan (2016), the act of speaking is a productive skill that can be directly and empirically observed. However, the observations made are inevitably influenced by the accuracy and effectiveness of the test-takers' listening skills, which ultimately compromises the reliability and validity of an oral production test.

Community of Practice: Communities of practice are formed by individuals who engage in a process and collectively learn from one another in a shared domain of human endeavor. Communities of practice are groups of individuals who share a common interest or passion for a particular activity and who, through regular interaction, develop and refine their collective expertise. Wenger (2004)