

**EXPLORING OF FACTORS INFLUENCING STUDENTS' WILLINGNESS TO SPEAK  
ENGLISH IN ENGLISH CLASSROOM INTERACTION**

**THESIS**

*Submitted as Partial Fulfillment of the requirement to Obtain Bachelor of Education (B.  
Ed) in English Language Education*



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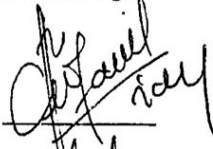
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## **ABSTRACT**

**Zulaika, Adinda Puteri (2022). Exploring of Factors Influencing Students' Willingness to Speak English in English classroom interaction. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

The practical elements determining success in learning a foreign language are willingness to communicate (WTC) factors (McIntyre, Clement, Dornyei, and Noels, 1998). This research aimed to find out students' willingness to speak English in classroom interaction. This study a quantitative research approach. The information was gathered through the distribution of a questionnaire. The population of this study was the tenth student class of SMAN 10 Padang. 72 students filled the questionnaire. Furthermore, the researcher used descriptive statistics to analyzed the questionnaire. The research found that situational and individual factors influenced students' willingness to communicate in class. The majority of students willing to use English in class interactions was at a high level, and the following factors influenced such: Communication Behavior factor, Behavioral Intention, Situated Antecedents, Motivation Propensities, Affective-Cognitive context, and Social-individual context.

**Keywords:** Willingness to communicate, Classroom interaction, tenth student class of SMAN 10 Padang

## **ABSTRAK**

**Zulaika, Adinda Puteri (2022). Menjelajahi Faktor-Faktor yang Mempengaruhi Kesiediaan Siswa untuk Berbicara Bahasa Inggris dalam Interaksi Kelas Bahasa Inggris. Tesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Unsur-unsur praktis yang menentukan keberhasilan dalam belajar bahasa asing adalah faktor kemauan untuk berkomunikasi (WTC) (McIntyre, Clement, Dornyei, dan Noels, 1998). Penelitian ini bertujuan untuk mengetahui kemauan siswa untuk berbicara bahasa Inggris dalam interaksi kelas. Penelitian ini menggunakan pendekatan penelitian kuantitatif. Informasi dikumpulkan melalui penyebaran kuesioner. Populasi penelitian ini adalah siswa kelas X SMAN 10 Padang, dan 72 siswa mengisi angket. Selanjutnya, peneliti menggunakan statistik deskriptif untuk menganalisis kuesioner. Hasil penelitian menemukan bahwa faktor situasional dan individu mempengaruhi kemauan siswa untuk berkomunikasi di kelas. Mayoritas siswa yang bersedia menggunakan bahasa Inggris dalam interaksi kelas berada pada tingkat tinggi, dan faktor-faktor berikut mempengaruhi seperti: Faktor Perilaku Komunikasi, Niat Perilaku, Antecedent Terletak, Kecenderungan Motivasi, Konteks Afektif-Kognitif, dan Konteks Sosial-individu.

**Keywords:** **Kesiediaan untuk berkomunikasi, Interaksi di kelas, siswa kelas X SMAN 10 Padang**

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The researcher recognizes that the finished project paper is far from pristine and a mistake. To make the paper better, positive criticism and suggestions are required.

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# CHAPTER 1

## INTRODUCTION

### A. Background of the study

Communication is defined as the interaction between two or more people in the exchange of information that has a cognitive or affective-evaluative character, all living things communicate, but at the social level it takes the higher forms and is perceived through communication (Numonjonovna, 2021). There are two modes of communication; spoken and written communication. In language learning, mastering both modes of communication, or communicative competence, is the final aim as it is elaborated by Khan et (2018). They further elaborate that how to be competence especially in spoken mode of communication in learning foreign language is by communicating it. Similarly, Shahbaz, et al. (2016) also state that to produce effective communication competence in other language, we must have strong understanding and communicate using the language. Therefore, communication is important for all living things to build trust between people and it can be said that using the language in communication is the best practice to master the language.

In addition, mastering communication skill, particularly spoken communication, is in line with the 2013 curriculum's goal in which the High School students should have a communicative skill. Based on preliminary observation,

researcher did PKL in SMAN 10 Padang which also implement the 2013 curriculum. The lack of interaction and communication in the classroom due to students' unwillingness to converse in the target language is a problem in language teaching learning that most teachers are unaware of. It makes well-informed language teacher focusing his/her language classes on communicative ability rather than on mastery of language rules. According to Sener (2014), if there is no interaction in the classroom, students cannot be expected to develop the oral skills required for effective communication. Due to this issue, it becomes a problem to all of the language teachers because of a main goal in the class cannot be achieved.

Overall, it may be said that students who are unwilling to communicate in English cannot be expected to develop their communication skills as a term for successful communication in 2013 curriculum. Based on preliminary observation, researcher did PKL in SMAN 10 Padang which also implement the 2013 curriculum. In classroom, when the students have opportunity to share their idea in front of the class, they choose to keep silent because they do not have self-confidence to speak English. Even English has been taught since primary school, a lot of students still are not confident. Sometimes, they get confused when interacting with different teachers who teach different subjects because of different languages. It is truly essential to discover why only few students are willing to interact in English.

On the other hand, it is undeniable that there are also some students who are willing to communicate in English during the learning process in class. According to

Dewaele and Pavelescu (2019), students' intention or desire to use the language what has driven them to have willingness to communication (WTC). Furthermore, Prasetyo et al (2019) mention several determinants factors of why students have willingness to communicate. The factors are communication competence, teacher affirmation, classroom environment, inspiration, students' beliefs, and a higher level of fortitude. Elahi et al. (2016) also state that interesting class environment can determine students' who are likely to speak English as much as they want. Grant (2018) shows that students who are willing to communicate usually more consistent on communication in English in the classroom interaction. Zhou et al. (2020) also say that students' willingness to communicate depend on their preparedness in speaking class. According to Kamdideh and Barjesteh (2019), giving students more time to study can make them more willing to speak in a foreign language. Hence, willingness to communicate has significant role in students' communicative competence. For developing the language skill, students should have effective learning environment which can boost students' willingness to communicate in English at classroom interaction. In fact, supportive classroom environment gives a significant effect for students to interact in English; therefore, teachers' role is significant.

Furthermore, there have been several studies conducted about Willingness to Communicate (WTC) which involved various variables. A study done by Zuhrufi Latifah, et al. (2020) examined the factors that affect students' willingness to communicate in English in the classroom. Based on the result, it was found there are

five factors affect students' willingness; teachers, classroom environment, topic discussion, types of activity. Similar study has been done by Mardiana (2020) which aimed to find out students' willingness to communicate in English.

Previous study explored by Kurnia (2019), she examined the students' teachers' perception on factor influencing willingness to speak English in language classroom. She found that there are four factors of students' teachers' willingness to speak include motivation, self-beliefs, interlocutors, and topic discussion. Other studies, Alimorad and Farahmand (2021) examined the underlying factors that lead to willingness on the part of Iranian EFL tertiary students. The result found that there are three factors, individual factors include self-confidence and personality, contextual factors include topic material or task orientation, and linguistic factors include self-perceived also proficiency. Similar aim with study examined by Weda, et al. (2021) exploring factors affect willingness to communicate in EFL classroom. 70 university graduate students English study program were participated in this study. A questionnaire was used to get the information. Based on the result, there is only one main factor, classroom discussion because students easy to have conversations in it.

Based on the previous studies mentioned, the factors considered in each study as follows; First, five factors examined by Zuhrufi Latifah et al. (2020) interactive teachers, competent peers, comfortable classroom environment, interesting topic discussion, and pairs activity. Second, the factors examined by Mardiana (2020), there are individual factors and social factors. Third, the result of factors influencing



students' willingness to communicate found by Kurnia (2019), there are four factors, highly students' motivation, highly students- self-confidence, in pairs activity, and interesting topic discussion. Fourth, study done by Alimorad and Farahmand (2021), the result found three factors, self-confidence, topic, and linguistic factor. The last one, study examined by Weda, et al. (2021) found only one factor, classroom discussion which makes students easy to interact.

Therefore, this study investigates students in SMAN 10 Padang which by previous studies mostly investigated university students. The previous studies are inconclusive because it found different results due to the different theories. Theory that the researcher used is more complete, moreover the researcher can get the certain result. So, by preliminary observation, researcher is interested to analyze the students' willingness to communicate in classroom interaction because of few students willing to speak English in classroom interaction meanwhile the others are reluctant.

## **B. Identification of the Problem**

Firstly, speaking English in foreign language becomes a problem since many students are reluctant to communicate in English because of many reasons. By preliminary observations, the researcher is curious why students have enthusiast in communicating English in classroom interaction. This problem appears because the students have a willingness to communicate in a certain situation when interacting.

### **C. Limitation of problem**

English subject is the focus of this study since communication skill is an important part of developing a student's ability in English. According to the identification of the problem, the researcher focuses on what factors affecting students' willingness to speak English in classroom interaction at students tenth grade at SMAN 10 Padang.

### **D. Formulation of the problem**

Related to the focus of the problem above, the problem is formulated as follows: What factors make the students' willingness to speak English in English classroom interaction?

### **E. Research Questions**

Based on the limits of the problem, the researcher creates the following research questions:

1. What factors affecting students' willingness to speak English in English classroom interaction?

### **F. Purpose of the research**

Based on the formulation of the problem, the purpose of this study are as follows:

1. To find out the factors affecting students' willingness to speak English in classroom interaction.

#### **G. Significance of the research**

1. The researcher expected to provide information from the factors of students' willingness to speak English in classroom interaction, especially for those who concerned in the world of teaching and learning English as a foreign or second language.
2. Hopefully, this study is able to benefit the researcher as a novice researcher, especially in learning how to conduct a research.
3. The researcher hopes the research findings are also expected to be practical and theoretical information to development of the theories on language teaching.
4. The researcher hopes this finding can be useful and valuable, especially for English teacher to understand the factors why students want to speak English in classroom interaction.

#### **H. Definition of Key Terms**

In order to avoid misunderstanding in interpreting the terms used in this research, the researcher explained several definitions related to this research topic:

- a. Willingness to Communicate

According to MacIntyre et al. (1998 p. 547), If someone else is willing to communicate, he or she will be interested in participating in a particular context in order to interact with the speaker. Therefore, each person's willingness to communicate differs depending on the factors that can influence it.

b. Factors of Willingness to Communicate

Willingness to Communication factors, model elaborated by MacIntyre et al. (1998) have six kind of layers which differentiated into situational and individual factors.

## **CHAPTER II**

### **REVIEW OF LITERATURE**