



Analysis of Factors Influencing Students' Willingness to Speak English in English Classroom Interaction

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Abstract

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 determine students' willingness to speak English in classroom interaction. This study utilized questionnaires and interviews conducted using the Focus Group Discussion (FGD) method, with an explanatory research design. The information was gathered through the distribution of a questionnaire and interviews. The population of this study was the tenth student class of SMAN 10 Padang. 6 students were interviewed through focus group discussions, and 72 students used the questionnaire. Furthermore, the researcher summarized the interview results and used descriptive statistics to analyze 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

INTRODUCTION

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. As (Khan, et al 2018) said, in language learning, mastering both modes of communication, or communicative competence. They further elaborate that how to be competence especially in spoken mode of communication in learning foreign language is by communicating it. 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. In fact, lack of students' interaction becomes a problem of speaking in foreign language since the new curriculum is to encourage students to have communicative skill also it becomes a problem to all of the language teachers because of a main goal in the class cannot be achieved. 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. It is truly essential to discover why only few students are willing to interact in English.

(Prasetyanto, 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. (Shirvan & Tahereh, 2016) also state that interesting class environment can determine students' who are likely to speak English as much as they want. 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). (Deni, 2020) which involved various variables. which aimed to find out students' willingness to communicate in English. The method used was qualitative method, she used questionnaire and interview to collect the data from 59 students using questionnaire and 4 students selected for interview. The finding indicated the factors influenced were; Individual (long - lasting) factors include the students' personality, the social situation in which he or she lived, students' general self-confidence, and students' willingness to learn English. The other factor is situational (social) factors, described as students desire to communicate with a specific person and one's level of self-confidence in a specified situation.

Previous study explored by (Zakiah, 2019) 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; Students who were highly motivated felt more enthusiastic and courageous in class during the learning process. The second factor is self-beliefs. Students who have a lot of confidence in themselves are more likely to want to speak English. The third factor is the person you're talking to. Some students felt more at ease when they spoke with a partner. The last factor is object discussion. Students were more interested in speaking English when they understood the topic, and they were more likely to talk when the topic was interesting, like current events.

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. The phenomena of students' willingness to communicate similar with previous studies, but in this study, researcher uses different theory which conduct factors willingness to communicate with two kind of factors (situational and individual). 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.

METHOD

This explanatory research seeks to ascertain factors influencing students' willingness to speak English in English classroom interaction. From August to September 2022, this study was conducted at SMAN 10 Padang, located on Jl. Situjuh, Jati Baru, Padang Timur, Padang City. This study's population consisted of SMAN 10 Padang tenth-grade students. The sample was purposefully selected, with 72 students serving as subjects. The researcher chose them because the researcher knows how the classes condition.

The researcher used a questionnaire design employing the Likert Scale style to collect data. Carbiriena Solusia, S. Pd, M. Pd., lecturers from the English Language Literature Department, Universitas Negeri Padang, reviewed the questionnaire and interview aspects for the standardized instrument procedure.

The questionnaire items were distributed through Google Form, and the interview was conducted by using Focus Group Discussion (FGD) method through Zoom meeting for around 40-60 minutes. The items of the questionnaire should be answered by selecting one of four options: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). The descriptive analysis was used to evaluate the data collected. The data was given in the form of tables and summarized in detail.

RESULT AND DISCUSSION

Data description, Findings and Analysis

Data description

The data were gained through the explanatory research method. There were two research instrumentations in this research, the first questionnaire, which filled by two classes of tenth students in SMA Negeri 10 Padang, and the second was an interview using the Focus Group Discussion method, which was done after analyzing the result of the questionnaire.

Findings and Analysis

1) Communication Behavior

No	Statement	N%				Mean	SD	Category
		SA	A	D	SD			
1	Singing English music is enjoyable	75%	22%	3%	0%	3.61	.64032	High
2	I prefer reading English book (e.g. novel written in English)	33%	47%	18%	2%	2.85	.86659	Low
3	I prefer watching	34%	41%	21%	4%	2.75	.930697	Low

	English movies without Bahasa subtitle							
4	I am willing to speak English in English class	42%	40%	17%	1%	3.01	.830629	High
5	I am willing to give a speech in front of the class	23%	48%	25%	4%	2.63	.862971	Low
	Total Mean					2.97		High

Based on five items about communication behavior. The responses of five items were in the high category with a mean score of 2.97. Most of the students chose Strongly Agree and Agree. The study results show that each item's standard deviation is smaller than the average value, indicating that the data are equally and accurately distributed. It means that the communication behavior factor highly affects the students' willingness to speak English in classroom interaction.

2) Behavioral Intention

No	Statement	N%				Mean	SD	Category
		SA	A	D	SD			
6	I am willing to ask the English teacher to repeat what he/she just said in English because I do not understand	50%	39%	10%	0%	3.21	.767977	High
7	I am willing answer English teacher's questions without being appointed	38%	40%	20%	1%	2.90	.858425	High
8	I like to raise my hand to answer English teacher's questions	45%	36%	18%	1%	2.99	.88003	High
9	If there is an opportunity, I like to share my ideas in front of class using	23%	72%	1%	4%	2.89	.881029	High

English

Total Mean

3.00

High

Based on four items on behavioral intention factors were in the high category, it can be seen from the result of each item's mean score. The findings of the study demonstrate that each item's standard deviation is less than the average value, demonstrating that the data are accurately and equitably distributed. Students assumed that by willing to ask the English teacher to repeat what he/she just said in English because they do not understand, willing to answer the English teacher's questions without being appointed, like to raise their hand to answer the teacher's questions, and if there is opportunity to share ideas in front of class they will do it, will affect their willingness to speak English in English classroom interaction.

3) Situated Antecedents

No	Statement	N%				Mean	SD	Category
		SA	A	D	SD			
10	I love to do a role-play in English at my desk with my peers.	29.0%	37%	22%	11%	2.75	.8841324	Low
11	I am willing to interact in English if my classmates speak in English at first	36%	44%	19%	1%	2.93	.8106056	High
12	I am willing to ask my group mates in English how to pronounce a word in English	50%	38%	11%	1%	3.14	.8442941	High
13	I like to speak in English although the student who always speaks up in class will be hated by other	30%	44%	23%	3%	2.75	.8680559	Low

classmates

Total Mean 2.89 High

Based on the responses of the four items from the Situated Antecedents factor were in the high category. As can be seen from the data result, the mean score was 2.89. The analysis' findings demonstrate that each item's standard deviation is lower than the average value, demonstrating that the data are evenly and precisely distributed. So, it means students believed that situated antecedents factor could give affect their willingness to speak English in English classroom interaction.

4) Motivational Propensities

No	Statement	N%				Mean	SD	Category
		SA	A	D	SD			
14	Group discussions are the activities I like the most in English class	32%	46%	20%	2%	2.81	.8662513	Low
15	Group discussions are the best way to practice speaking English	40%	47%	11%	2%	3.03	.838715	High
16	I am willing to interact in English in group discussions	45%	39%	14%	1%	3.07	.8277985	High
17	I prefer speaking in English because I choose to be the kind of person who can speak English	43%	37%	19%	0%	3.00	.8222265	High
Total Mean						2.98		High

The study's findings demonstrate that each item's standard deviation is lower than the average value, demonstrating a fair and accurate distribution of the data. As can be seen from the data result that motivational propensities factor in the high category with a mean score of 2.98 because students assumed this factor

could affect their willingness to communicate. It can be concluded that group discussions are the best way to practice speaking English, but it was not the best activities they liked most in class, and they preferred to speak English because they chose to be the kind of person who can speak English.

5) Affective-Cognitive Context

No	Statement	N%				Mean	SD	Category
		SA	A	D	SD			
18	I find if I speak English it will endanger my first language	20%	32%	37%	11%	2.22	.9378162	Low
19	I find it hard to have conversations in English with friend on the phone	26%	42%	27%	5%	2.57	.9166133	Low
20	I find it easy to have conversations in classroom interaction	29%	51%	19%	1%	2.88	.767977	High
21	I interact in English because I understand grammar	30%	46%	21%	2%	2.78	.8594499	Low
22	I interact in English because the topic discussion is interesting	38%	47%	15%	0%	3.04	.7587518	High
23	I interact in English because I am sure my English is correct	34%	36%	28%	2%	2.76	.8638769	Low
Total Mean						2.71		Low

Based on the data result, the affective-cognitive context was in a low category with a mean score of 2.71 because of various opinions from the participants. The results of the study show that the standard deviation of each item is smaller than

the average value, indicating that the data are accurately and evenly distributed. They will interact in English because the topic is interesting. They do not think that interacting in English will endanger their first language. Also, they prefer to have conversations in the classroom than on the phone because they assume that face two face conversations will encourage them to interact in English with each other. Meanwhile, the students who interact in English agree that they interact in the correct way because they choose to interact if they understand grammar.

6) Social and Individual Context

No	Statement	N%				Mean	SD	Category
		SA	A	D	SD			
24	I am afraid to express my idea in group discussion	30%	31%	31%	8%	2.42	1.0035149	Low
25	I am a person who doesn't like to talk in group discussion	13%	33%	43%	11%	2.14	.8608145	Low
26	I am a person who is confident to speak in front of class	34%	37%	24%	5%	2.63	.9849215	Low
27	I am a person who can give short speech in English in front of class without notes	27%	40%	27%	7%	2.50	.964146	Low
Total Mean						2.42		Low

The results of the analysis show that each item's standard deviation is smaller than the average value, showing that the data are precisely and evenly distributed. It can be concluded that social and individual factors highly affect the students, but the low category came from the statement, which made the score turn into the low category. Social and individual context comes from their personality, so the students believed being a person who is confident and not afraid to talk in front of people will affect their willingness to speak English in English classroom interaction.

To sum up the result based on the questionnaire, factors influencing students' willingness to communicate according to the six indicators above were in the high category. Students' willingness to interact with each other using English in the classroom is affected by a number of factors, including their desire

to communicate using English with their classmates or peers and motivation from the surrounding environment. Having English skills, especially communication ability, and having a confident personality can affect student's willingness to speak English in English classroom interaction.

After the researcher analyzed the data about factors influencing students' willingness to speak English in English classroom interaction, the researcher interviewed Focus Group Discussion (FGD) method to obtain detailed and specific information which the researcher could not gain from questionnaire. The researcher interviewed six students of 72 respondents to complete the result of the questionnaire data. The six students were chosen because of their high scores on the questionnaire results. The questions in the interview were about factors influencing students' willingness to speak in English in English classroom interaction. The researcher guided the questions based on the statements in the questionnaire.

The first aspect influenced students' willingness to communicate is communication behavior factor. According to data analyzed, all students agreed that Communication Behavior could influence their interaction in English. By getting used to speaking English, making them want to know more about English, and want to speak English. To illustrate the case, there was a quote from the participant:

If we get used to speaking English, we will automatically apply it in daily life as if we are interested in something, and we will always carry it with us in our daily life – R6

However, some of them believed by doing activities using English, such as singing English music or watching English movies can encourage them to imitate how they speak. There were some quotes from the participants:

When we are used to listening to English songs or watching movies and how to speak, it will make us imitate and be able to interact using English – R5

When watching your favorite actor use English with a unique and interesting accent when we listen which indirectly makes us imitate the way he speaks, or maybe his accent will take time to get used to ourselves – R4

In conclusion, Behavior could affect how they communicate in English. Singing english music and watching english movies may inspire the students to imitate their speech by engaging in English-speaking activities like singing English songs or viewing English-language movies. As they become more accustomed to speaking English, they develop an interest in learning more about the language and in doing so.

The second aspect is Behavioral Intention factor. all students agreed that Behavioral Intention could influence their willingness to speak English in classroom interaction. Some of the students believed that having the intention to talk in English could explore their skills in English

It is my intention from the heart, because outside the class there were some who had taken lessons and so did I. When I was in English class, I felt I

could train and explore my English skills with my friends and teachers – R4

Moreover, some of the students assumed that they would speak in English if there was an opportunity and if someone spoke English to them at first.

If there is an opportunity why not try it and the opportunity to speak English is only in class – R5

... but I will interact if someone starts using English – R2

It can be concluded Some students believe that having the intention to talk in English could explore their skills in English, but others think it is just a habit.

The next aspect influenced students' willingness to communicate is Situated Antecedents factor. Most students believed that surrounding factors, especially classmates, influenced their willingness to speak English in English classroom interaction.

When my friends speak English, I think, why I cannot, so a very strong motivational factor can be from the surrounding environment – R6

From family factors it also really affects miss, because from my experience, my family encourages me to speak English – R5

However, Some students think being competitive and cooperative could affect their desire to speak English.

The classmate factor affects miss because our competitive spirit will appear against our classmates – R4

I prefer cooperative. We are social creatures, and wants to be the same as other people, so we think that person speaks English – R2

In short, Situated Antecedents think external factors, particularly their classmates, impacted their willingness to use English in classroom interactions. Some students believed their motivation to speak English might be influenced by their cooperation and competitiveness. The propensity of students to interact in English in the classroom is also greatly affected by familial issues.

The fourth aspect influenced students' willingness to interact in English is Motivational Propensities factor. All of the students agreed that group discussion could influence their communication skills. They believed group discussion is effective for improving communication skills because a discussion group has a small scope, so they feel free to express themselves.

Group discussion is very influential because if we discuss it, it will unite one mind to another ... - R1

Meanwhile, some of them thought they would be active if the group member were familiar with them because they felt that some students were not confident to share their opinion in a group.

... maybe we will not be as confident as that to express opinions – R6

... Because not a few people are still skeptical of the English language, especially like people who have high confidence in the language they mastered – R4

It depends on the interlocutor or our discussion partner – R2

In addition, topic discussion affects their activeness in speaking in a group discussion.

... into the topic, if the topic is interesting maybe I can connect. So, group work really provokes us to interact – R3

So, since a discussion group has a limited audience, members feel comfortable expressing themselves, which makes group discussion effective for developing communication skills. Their willingness to speak up during a group conversation is influenced by the topic discussed. It suggests that motivational tendencies can affect students' readiness to communicate in English during class interactions.

The next aspect influenced is Affective-Cognitive Context factor. Most students agreed that Affective-Cognitive could influence their willingness to communicate. They felt they had to speak correctly because of the interlocutor.

The type of perfectionist person when you have to talk correctly – R4

Because if we just say something wrong, then we will not be confident to interact with miss – R6

Meanwhile, a few students felt they would keep speaking in English if the interlocutor understood without thinking about how to speak in a correct way.

It is more about understanding. The point is that my interlocutor understands what I am talking about – R2

However, they felt interlocutors also influenced how they interacted; sometimes, interlocutors are likely to correct how they speak, making them refuse to talk.

There is someone who judges me, so I'm down to speak again – R5

On the other hand, some students do not mind if someone corrects them

The more I am corrected, the more I show that I can – R6

If someone corrects me, I'll just continue my English – R2

To sum it up, students occasionally believed they would continue talking, but they also felt they had to speak clearly because of the interlocutor. This indicates that the affective-cognitive setting had an impact on some students' desire to communicate. Others continue speaking in English while paying no attention to grammar, pronunciation, etc.

The last aspect that influenced students' willingness to communicate is Social and Individual factor. There is a high effect on personality aspects. They believed in being a confident person. They would be free to share their ideas with others.

When they say something, some just beat them up, so being confident is a big influence – R4

Because the more confident someone he will say more – R5

Sometimes people who are confident, what comes to their mind, they will just say it – R3

Furthermore, There was a student felt it depends on each personality.

... introverts and don't want to express them or extroverts who have a lot of ideas and want to convey their ideas – R1

... it means that the interaction depends on our confidence – R2

Students who value confidence would feel comfortable expressing their thoughts to others and believe that personality matters when trying to accomplish

a goal. Their social and personal background can influence their desire to communicate in English during English class interactions.

Discussion

Based on the data analyzed, all of the indicators in the questionnaires discussed in more detail in the Focus Group Discussion interview show high category results. Since Communication Behavior is one indicator influencing students' willingness to communicate in classroom interaction, it can encourage someone to speak in English. (Yousefi & Kasaian, 2014) asserts that how frequently a learner actively communicates in a Foreign language is influenced by their Willingness to Communicate. Other evidence shows that the students intend to speak English so they can interact easily in the classroom. Yashima (2002) study noted that students' WTC is impacted by their international mindset. Their level of integrativeness will significantly influence one's readiness to interact with Learners' groups of languages. It is accurate to say that the idea of Willingness to Communicate (WTC), which is the intention and desire to engage in conversation, is crucial for learning a foreign language (MacIntyre, Dornyei, Clement, & Noels, 1998). in addition, some students will communicate in english if there is an opportunity. The same comment from (MacIntyre, 2007) is some people prefer to speak up when allowed to do so in their Foreign language, while others choose to keep silent. Willingness to Communicate is the relevant factor in employing the Learner when the opportunity exists. Therefore, the environment in the classroom also influences people's willingness to speak up. A learning environment can either encourage or discourage student participation. People tend to communicate more in an environment where they are pleasant enough to feel safe and comfortable. The primary support is that when learners share with someone they know well, they will experience less nervousness in speaking and will benefit from increased self-confidence, making them more willing to talk. According to Elahi et al. (2016), it is established that the attractive learning environments produced impact the degree to which students are motivated to speak actively. Also proposed by Zuhufi Latifah, et al. (2020), this is partly because the students' relationships are strong, and they have known their classmates for several weeks. This study supports the findings of Khajavy (2014) and Peng (2007) studies that cohesiveness impacts students' WTC.

The study also shows that speaking English in group discussions is the most excellent method to improve communication skills in English. Since they enjoy initiating the group discussion with several critical questions, they find it easy to have conversations in class discussions, are eager to speak in front of the English class, are constantly encouraged to speak in group discussions, and do not feel embarrassed to do so. The discussion seems to increase situational interest, particularly when relevant topics are covered, according to Favero et al. (2007, p. 652). The same finding is derived by (Nazari and Allahyar 2012; Weda et al. 2021), who highlighted that classroom discussions can raise students' WTC by encouraging student engagement and lowering teacher speaking. Related to (Menggo, 2018) students who are highly motivated to learn English are best served by discussion-based instruction because they can be critical speakers,

participate actively in a wide range of discussion activities, develop into high-responsibility learners who are involved in the learning and teaching process, are eager to be challenged in various challenging activities, and are brave enough to share their ideas both inside and outside the classroom. Meanwhile, based on present research topic discussion affected their willingness to communicate too. Same with previous research examined by (Kurnia 2019; Alimorad and Farahmand 2021) that topic discussion also influenced, because students were more interested in speaking English when they understood the topic, and they were more likely to talk when the topic was interesting, like current events. Subsequently, the present study shows that the Affective-Cognitive context highly influenced their willingness to communicate. Some students are reluctant to speak in class because they are self-conscious about their communication skills. However, those who believe their communication skills are strong and highly regard them show a greater willingness to communicate. According to Chu et al. (2008), people will be more responsive to sharing when they consider their communication ability higher. Again, the same finding examined by Kurnia (2019), students who were highly motivated felt more enthusiastic and courageous in class during the learning process. Previous research by (e.g., Hashimoto, 2002; Kim, 2004; Cetinkaya, 2005) also has demonstrated that those with a more excellent perception of their abilities had less anxiety and more self-confidence. Other evidence shows personality also dramatically impacts the students' Willingness to Communicate. Psychological factors such as state level and personal character are likely to become a more significant determinant of willingness to communicate. In terms of self-confidence, the present study found that students' self-confidence improved their speaking abilities, resulting in a high desire to speak English in the classroom. According to previous studies, by (Kurnia 2019; Mardiana 2020) students who have a lot of confidence in themselves are more likely to want to speak English. Yashima (2002) supports these findings by emphasizing that self-confidence is a significant factor in Willingness to Communicate.

CONCLUSION

Based on the findings of the questionnaire research to determine the general view of students' willingness to speak English in English classroom interaction, the researcher discovered that the majority of students' readiness to communicate in English is in the high category. Meanwhile, some are hesitant to use English in English classroom interactions. In addition, after determining the survey questionnaire results, the researcher used the Focus Group Discussion (FGD) method to investigate the factors that influenced students' willingness to communicate in English classroom interactions using the sixth indicator. Moreover, after the interview and a summary of the student's responses to the discussion and questionnaire, the findings revealed that all of the indicators that influence students' willingness to use English in English classroom interaction, namely: Communication Behavior factor, Behavioral Intention factor, Situated Antecedents factor, Motivational Propensities factor, Affective-Cognitive factor, and Social-Individual factor.

The authors of the study hopes that it will be helpful to other researchers who will undertake further research about this study. To me, future research on related themes should investigate the research with the topic: the relationship between the influential factors influencing students' willingness to communicate and students' achievements. Thus, it can maximize their improvement in increasing their desire to communicate with each other using English in classroom interaction.

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