

**FACTORS AFFECTING STUDENTS' WILLINGNESS TO COMMUNICATE  
IN ENGLISH CLASS AT ISLAMIC HIGH SCHOOL IN INDONESIA**

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**as Partial Fulfillment of Requirements to Obtain the Sarjana Pendidikan Degree**

**in English Language Education**



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**APPROVAL SHEET**

**FACTORS AFFECTING STUDENTS' WILLINGNESS TO COMMUNICATE  
IN ENGLISH CLASS AT ISLAMIC HIGH SCHOOL IN INDONESIA**



**Approved on October 20<sup>th</sup>, 2022**

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## **RATIFICATION SHEET**

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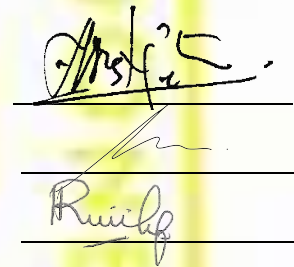
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## STATEMENT OF WORK'S ORIGINALITY

I sincerely certify that this thesis is entirely my own work. This thesis does not contain the entire or a portion of the work of others and is not quoted without using references, as a scientific paper should.

Serang, 20 October 2022

The Writer,



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## **MOTTO**

(Lā haula wa lā quwwata illā billāhīl „aliyyil azhīmi)

“There is neither might nor power except with Allah the Highest and The Almighty”



## **DEDICATION**

Gratefully and thankfully, I specially dedicate this thesis to my beloved parents Mr. DRS. KH. Samsul Bahri M. Mpd and Mrs. Hj. Durrotun Nafisah S. pd, my beloved brother Fahmi Aunillah S.H, my beloved sister Winona Nur Annisa S.H, my beloved young brother Faqih Al-Asyrof, my beloved little brother Fikri Alvin and for my cute nephew Muhammad Umar Aunillah I would like to express my gratitude for their love, support, effort, and prayer that make me able to finish this Sarjana Pendidikan degree.

Last but not least, I want to thank me. I want to thank me for believing in me. I want to thank me for doing all this hard work. I want to thank me for having no days off. I want to thank me for never quitting. I want to thank me for just being me at all times. Finally, the author expects this thesis can be beneficial for the readers.

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Serang, 23 September 2022



**Nur Najmi Laila**

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**ABSTRACT**

This research is concerned with Indonesian students' willingness to communicate in English class at Islamic high school context. This study aims to identify factor affecting EFL Islamic high school students' willingness to communicate in English class. This research employed survey research. The participants were 83 students at a private Islamic school. Questionnaire data were obtained from eighty-three Islamic high school students by female with 54 participants or 65% from the total of students and male with 29 students or 35% from the total students. The data of this study were analyzed using SPSS IBM 23. Findings showed that 1). Group discussions are activities that students enjoyed most in English classes, 2) Students always enthusiast to speak and practice their speaking skills in English classes, 3) classroom discussions are the most perfect way to practice speaking English.

**Keywords:** EFL classroom, Islamic high school, Willingness to communicate.

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an introduction to the paper. It covers the background of the study, Identification of the problem, formulation of the problem, limitation of the problem, objectives of the study and the last present the significance of the study.

#### **1.1 Background of the Study**

Boarding school are one of Indonesia's oldest Islamic educational institutions, which became a central for pure religious activity to spread Islam. That was the identity of boarding schools during their early stages of development. Now days, foreign language influences boarding school. Usually in boarding school there are some role about using foreign language (English Language) in their daily activity which is they must practice to communicate what they have learnt in the dormitory given by language section departement in their daily conversation. In conclusion, the majority of Islamic boarding school students" had used English conversation habits since it was considered one of the best language learning program that students can use for communicate with others especially in the English class. Willingness to communicate using English, which is characterized as „an accessibility to enter into talk at a specific time with a specific person or individuals, using a second language" (McIntyre et al. 1998). Communication ordinarily includes the participation of at least two people. This construct has been studied by many researchers, especially in the

EFL context in English classrooms. Students are asked to prepare their English communication skills to interact with teachers and classmates in English class. According to Peng (2010) examined the Chinese EFL classroom about willingness to communicate in English. The results show that classroom environments forecast how learner willingness to communicate, learner communication confidence, learner beliefs, and motivation. Ghonsooly et al. (2012) studied WTC in English Among Iranian Non-English Major college understudies. The result showed that L2 confidence and mindset are two indicators of L2WTC in the Iranian context. Weda et al. (2021) Investigated variables influencing willingness to communicate (WTC) in EFL classroom at higher institution in Indonesia and the result appeared that EFL students' willingness to communicate (WTC) at higher institution are interested in maintaining speaking in group discourse in the classroom setting with curiously topics. Despite the fact that many researchers studied about WTC in English, such studies in the Iranian, Korean and Indonesian context, particularly students in Islamic boarding schools used English as foreign language in their daily conversation and research about students' WTC in Islamic boarding schools especially in English class are still limited.

In view of the above research gaps, the present study aims to investigate factors affecting students' willingness to communicate in EFL Islamic high school setting in Indonesia.



## **1.2 Identification of the Problem**

As mentioned in the background that classroom environments forecast how students' willingness to communicate, a positive classroom environment can boost students in the classroom. However, students' willingness to communicate (WTC) can impact the language learning process. When the students feel shy, uncomfortable, scared of making mistakes and less confident, they try to be unwilling to communicate. Because of that, this research aims to identify factors affecting Islamic high school students' willingness to communicate in English class with speaking activities setting in Indonesia.

## **1.3 Formulation of the Problem**

This research aims to identify EFL Islamic high school students' willingness to communicate in English class. Therefore, the research question was formulated as follow:

What are the factors affecting of students' willingness to communicate in Islamic high school in English class?

## **1.4 Limitation of the problem**

This research will identify EFL students' willingness to communicate. The participants will focus on Islamic high school students in English class.

### **1.5 Significance of the study**

Empirically this research is expected to provide information about factors affecting EFL high school students' willingness to communicate in English class. After filling out the questionnaire, students are expected to be able to reflect and evaluate their weaknesses, strengths, what they like and don't like in learning. Hopefully, the teacher might choose teaching methods that can make students feel enjoy and want to communicate especially in English class.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Speaking Skills in EFL Secondary Education**

Speaking is one of the important skills for communication that must be improved and developed (Leong & Ahmadi 2016). Abadi (2015) which mentioned that many factors can negatively affect students in engaging in speaking activities during educational experiences in EFL English Course (PEACE English Academy and PEACE Camp 4 Boy in Pare, Kediri, East Java. 1). the number of students who usually consist of 40 students or more becomes problematic 2). hiding mistakes for fear of being laughed at and that made them unwilling to speak English. In other words, students stop speaking English because they are less confident, making them unwilling to communicate. Haidara (2016) examined psychological factors affecting English speaking performance for the English learners in Indonesia. As a result,

students' English-speaking performance was affected negatively in their psychology. Although most of the students had good vocabularies and grammar, they felt insecure while speaking English. The issues were (1) scared of making mistakes (2) Felt shy (3) Felt hesitated (4) need confidence while speaking English. In a word, human psychology is highly affected in English speaking performance for the English learners in Indonesia.

## **2.2 Willingness to Communicate**

Willingness to communicate in a second language (L2 WTC), which is defined as „an accessibility to enter into talk at a specific time with a specific person or individuals, using a second language“ (McIntyre et al. 1998, 547) This statement is also assisted by Yashima (2002) which said that willingness to communicate (WTC) developed as a concept to take into account the communication of an individual's first (L1) and second (L2) languages. According to them, we concentrated that willingness to communicate could be an availability to communicate with a particular person. Aomr, Seng & Kapol (2020) examined the association between classroom environmental factors and Libyan EFL students' WTC. The Result of descriptive analysis showed that the level of individual WTC and classroom environment among EFL Libya students are at moderate level. Analysis using correlation showed a positive relationship between WTC, students' cohesiveness, and task orientation.

Weda et al. (2021) Investigated variables influencing willingness to communicate (WTC) in EFL classroom at higher institution in Indonesia and the

result appeared that EFL students' willingness to communicate (WTC) at higher institution are interested in maintaining speaking in group discourse in the classroom setting with curious topics. In another study, Kalsoom, Soomro and Pathan (2020) investigated the impact of social support and foreign language anxiety (FLA) on students' willingness to communicate in English (L2) inside the classroom in an EFL context of Pakistan. The findings suggested that providing social support and means to minimize L2 anxiety can help L2 learners enhance their willingness for L2 communication.

Kang (2014) examined the effects of study-abroad experiences on EFL students' willingness to communicate, speaking abilities, and participation in the classroom interaction. The result showed that the effect using study-abroad in EFL learners' WTC speaking abilities, and participation in interaction in classes significantly developed instructed by the native English-speaking teacher (NEST). In other research, Yashima (2002) examined the relationship between L2 learning and L2 communication factors in Japanese English as a foreign language context using the WTC model and the social education model as a system. The outcomes showed that motivation affects self-confidence in L2 communication which causes the willingness to communicate in a L2. Concluding from the researcher above, there are positive relationships between students' cohesiveness, English classroom group discussion, social support and indeed motivation from teachers can help students' readiness to communicate.

Heuristic Model of Factors Affecting WTC McIntyre et al. (1998)

hypothesized that there are three layers above the heuristic model pyramid, the factors influencing WTC have a situational impact and can be considered as the most direct and possible cause of L2 communication. The three layers closest to the top of the pyramid are Communication Behavior (use of L2 = Layer I), Behavioral Intention (WTC = Layer II), and Situated Antecedents (Want to Communicate with Specific People = Layer III). The bottom three layers consist of Layers IV (Motivational Propensities), V (Affective-Cognitive Context), and VI (Social and Individual Context = bottom of the pyramid). They have a relatively stable and influential on the L2 communication process.

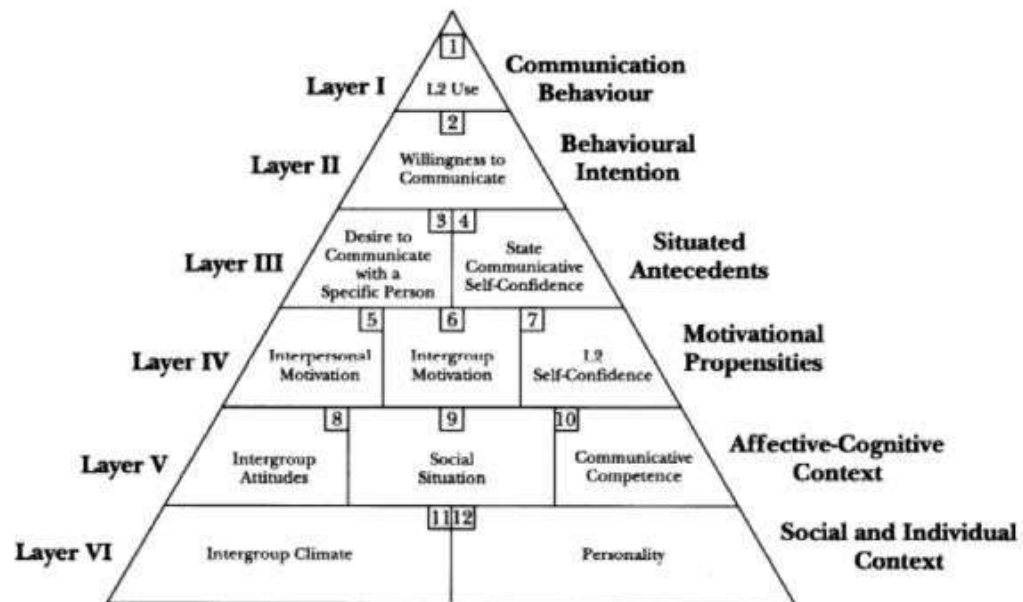
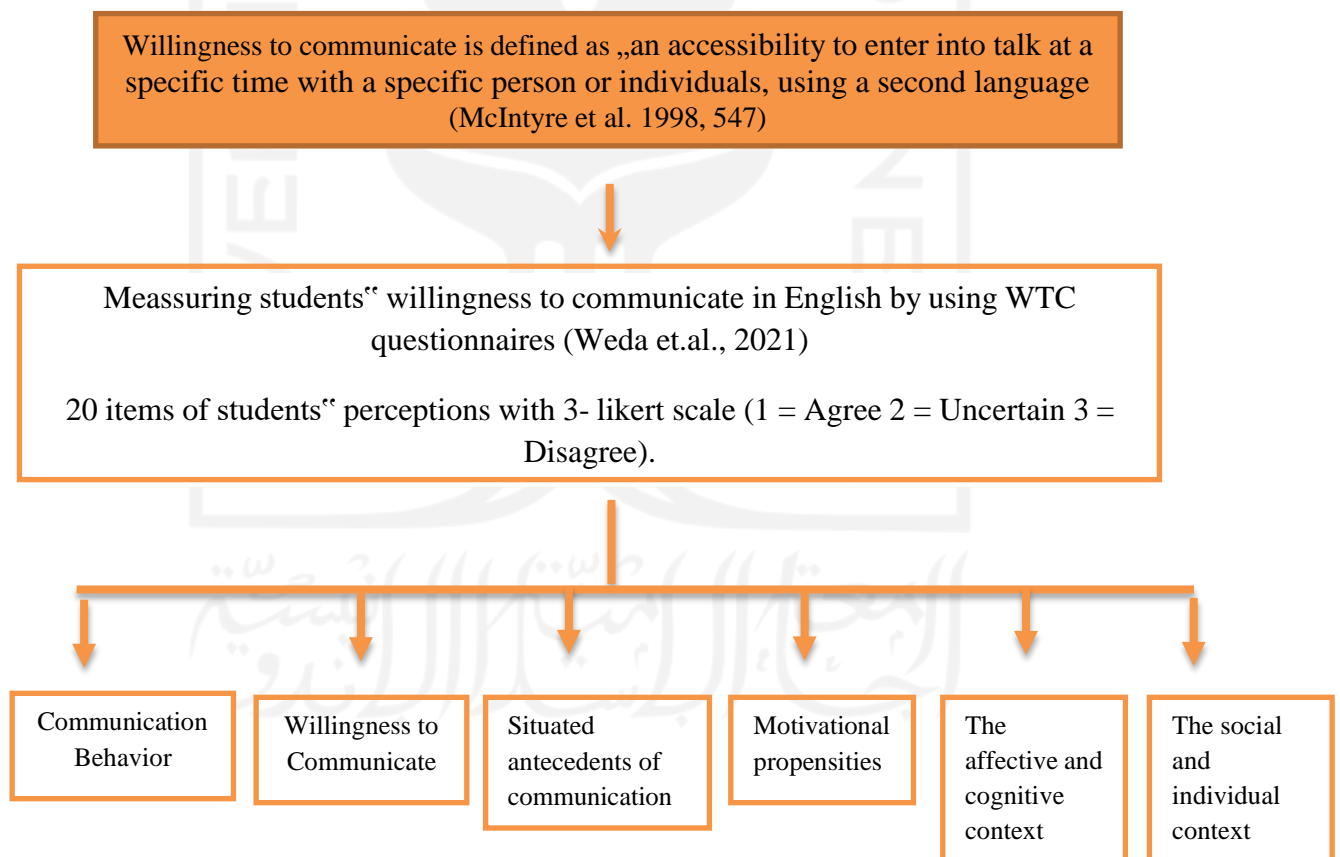


Figure 1

*The heuristic model of variables influencing WTC (MacIntyre, 2007, p.568).*

Based on the review of literature, this study follows the theory of willingness to communicate MacIntyre et al. (1998) and employ a survey study as seen in Figure 2.2:



## **CHAPTER III**

### **RESEARCH DESIGN**

This chapter explains the methodology of the study. It covers the research design, participants, data collection and data analysis techniques.

#### **3.1. Research Design**

This research is a quantitative approach using survey design. According to Check & Schutt (2012) survey study is to collect information from a sample of individuals through their responses to questions. This study focuses on a quantitative description of Factors affecting EFL Islamic high school students' willingness to communicate. It can be gathered systematically from English as foreign language (EFL) learners in Indonesia.

#### **3.2. Population and Sample**

Total sampling is a sampling technique if the number of population and sample that were used in the study is equal (Sugiyono, 2009). The population of this

study was all of students Islamic high school academic year 2019, 2020 and 2021 at private Islamic school. The population totally of 83 students from Islamic high school consists of 31 students in class 10<sup>th</sup> MA, 25 students in class 11<sup>th</sup> MA, and 27 students in class 12<sup>th</sup> MA.

### 3.3. Data Collection Technique

According to Creswell (2014) data collection instrument is a tool that is selected and used by researchers in their activities to collect for such activities to become systematic and facilitated. Researchers used questionnaires from Weda et al. (2021):

This research is using questionnaires from Weda et al. (2021) as an instrument. This survey focuses on factors affecting students' willingness to communicate in English. To use questionnaires from Weda et al. (2021) there are twenty questions to answer with 3-Likert scale about willingness to communicate in English.

#### Willingness to Communicate

Items	Statement
	Underneath is an arrangement of statements concerning your perception on willingness to communicate (WTC). There are no right or wrong answers. Please type in the number which compares to your answer into the space given at the end of each sentence.  1 = Agree 2 = Uncertain 3 = Disagree
L2WTC-1	I am excited to talk in front of the English class.
L2WTC-2	Group discourse is the activity I enjoy most in English class.



L2WTC-3	I like to start group discussions with some critical questions.
L2WTC-4	I don't feel nervous about expressing my opinion in class discussions.
L2WTC-5	I prefer talking to listening in class discussions.
L2WTC-6	I am always confident speaking in front of the class.
L2WTC-7	Class discussions are the most perfect way to practice speaking English.
L2WTC-8	I find it simple to have conversations in class discussions.
L2WTC-9	I find it difficult to understand other people's speech in class discussions.
L2WTC-10	I constantly need to talk to classmates and teachers during lessons.
L2WTC-11	I am curious about talking in group discourses if the points discussed are interesting.
L2WTC-12	I speak in class discussions even though the topic is less interesting.
L2WTC-13	I don't like to talk in group discussions.
L2WTC-14	I'm nervous about starting a conversation in a class discussion.
L2WTC-15	I don't feel shy to start a class discussion by asking a question.
L2WTC-16	I feel embarrassed if my answer is wrong in class discussion.
L2WTC-17	I like English conversation classes more than anything else.
L2WTC-18	I am always energized to talk in class discussions.
L2WTC-19	I am always enthusiastic to talk to practice my speaking skills.
L2WTC-20	I feel anxious to express my ideas in group discourse.

In this research the writer uses 20 items from Weda et al. (2021). The writer translates into Bahasa Indonesia by researcher. The survey of Weda et al. (2021) can be filled individually in the google form. The researcher gives a link of questionnaires

to students in the group The background of the form is name, class, gender and age.

They required the questions to be filled.

### 3.4 Reliability and validity of the instrument

Before collecting the data, researcher checked the validity and reliability of the instrument through test re-test study measures the consistency of results. Researcher chose the same participants consisting of 83 students for the test re-test study. Researchers used a validity test to ensure validity of the WTC questionnaire in Indonesian translation. Furthermore, the validity was determined by the analysis calculation program SPSS 23. Based on the results of the calculation of the validity of the WTC questionnaire that consists 20 items are as follows:

**Validity test**

Items	Pearson Correlation	R-Table (N=83)	Criteria
WTC01	0,813	0,213	Valid
WTC02	0,891	0,213	Valid
WTC03	0,741	0,213	Valid
WTC04	0,682	0,213	Valid
WTC05	0,572	0,213	Valid

WTC06	0,733	0,213	Valid
WTC07	0,835	0,213	Valid
WTC08	0,772	0,213	Valid
WTC09	0,447	0,213	Valid
WTC10	0,614	0,213	Valid
WTC11	0,813	0,213	Valid
WTC12	0,522	0,213	Valid
WTC13	0,384	0,213	Valid
WTC14	0,289	0,213	Valid
WTC15	0,714	0,213	Valid
WTC16	0,330	0,213	Valid
WTC17	0,760	0,213	Valid
WTC18	0,614	0,213	Valid
WTC19	0,882	0,213	Valid
WTC20	0,418	0,213	Valid

Machali (2015) defines that a valid decision is based on the value calculated (Pearson Correlation) > R-table of 0,213 (N =83). Thus, all the questionnaire items are valid.

Meanwhile, the reliability test was done using the Cronbach alpha coefficient. Based on the SPSS 23 output below, the Cronbach alpha value is 0.882 of the total 83 items. This indicates that all questionnaire items are good and reliable.

**Table 3. 1 Reliability Statistics**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.882	20

**Case Processing Summary**

		N	%
Cases	Valid	83	100.0
	Excluded <sup>a</sup>	0	.0
	Total	83	100.0

a. Listwise deletion based on all variables in the procedure.

### 3.5 Data Analysis Techniques

This study used questionnaires from Weda et al. (2021) The researcher gives questionnaires one by one to students in the class and accesses the data by using Microsoft Excel or SPSS. Reliability statistics

The researchers take some steps for the study:

- 1) Translated the questionnaires into Bahasa Indonesia.
- 2) Checked the item periodically in the questioners to make sure it is easy to understand by consulting the lecture.
- 3) Shared the questionnaire in 20 questions to 83 samples by high school students through Google form
- 4) Used Microsoft Excels or SPSS IBM Statistics 23 program to analyze the data of this study were collected using three methods; descriptive statistics which presented percentage, mean, and standard deviation (SD) to characterize EFL high school students' willingness to communicate in English class
- 5) Interpreted the data by looking at the highest and lowest values for each factor of students' perceptions on Willingness to communicate

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to examine EFL high school students' WTC in English class.

#### 4.1 Research Findings

The questionnaire consists of students' willingness to communicate in English. The data results of students' personal information as followed:

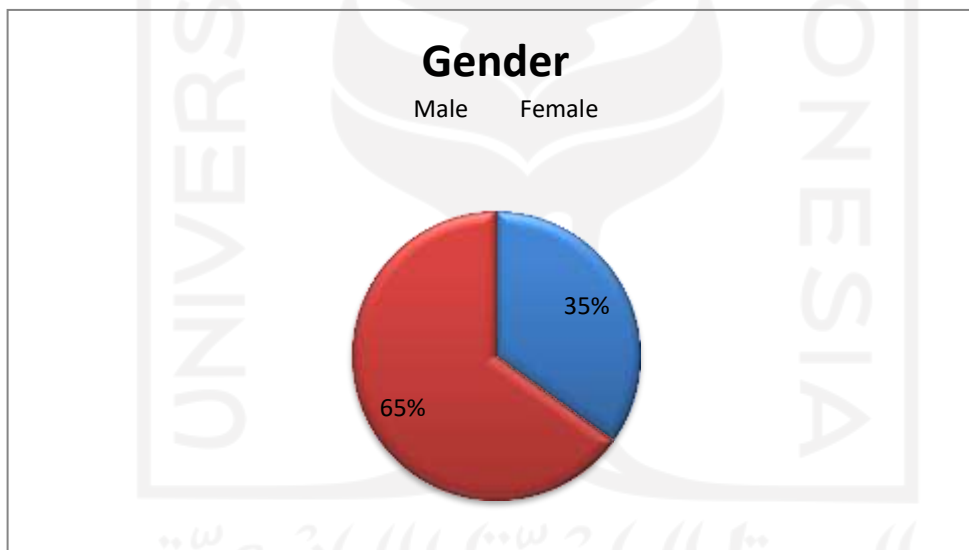
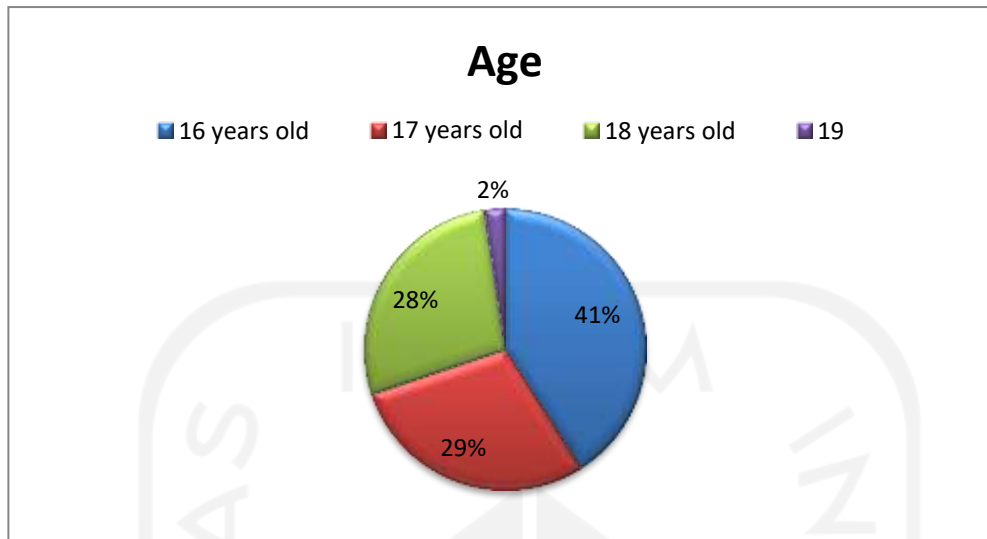


Figure 3. 1 chart Of Students' Gender



*Figure 3. 2 Chart Of Students' Age*

Total population sampling were 83 students who completed the questionnaire. From Figure 3.1, the data result, students dominated by females with 54 participants or 65% from the total of students and male with 29 students or 35% from the total students. Figure 3.2 showed that most students are 16 years old with 34 students or 41%, 17 years old with 24 students or 29%, 18 years old with 23 students or 28% and 2 students or 2% of total students are 19 years old.

In order to answer the research question, a descriptive statistic was carried out to identify students' willingness to communicate in EFL Islamic high school in English class. Highest item of student's willingness to communicate in EFL high school are presented in Table 4:

*Table 3. 2 Descriptive Statistics*

	N	Mini mum	Maxim um	Mean	Std. Deviation
	Statistic	Statist ic	Statistic	Statistic	Statistic
WTC1- I am excited to talk in front of the English class	83	1	3	1.39	.537
WTC2- Group discourse is the activity I enjoy most in English class	83	1	3	1.02	.154
WTC3- I like to start group discussions with some critical questions	83	1	3	1.83	.746
WTC4- I don't feel nervous about expressing my opinion in class discussions	83	1	2	1.35	.480
WTC5- I prefer talking to listening in class discussions	83	1	2	1.11	.313
WTC6- I am always confident speaking in front of the class	83	1	2	1.22	.415
WTC7- class discussions are the most perfect way to practice speaking English	83	1	2	1.24	.430
WTC8- I find it simple to have conversations in class discussions	83	1	3	1.94	.902
WTC9- I find it difficult to understand other people's speech in class discussions	83	1	3	1.22	.542
WTC10- I constantly need to talk to classmates and teachers during lessons	83	1	3	1.95	.731
WTC11- I am curious about talking in group discourses if the points discussed are interesting	83	1	3	2.35	.788
WTC12- I speak in class discussions even though the topic is less interesting	83	1	3	2.37	.728



WTC13- I don't like to talk in group discussions	83	1	3	1.49	.651
WTC14- I am nervous about starting a conversation in a class discussion	83	1	3	2.25	.853
WTC15- I don't feel shy to start a class discussion by asking question	83	1	2	1.28	.450
WTC16- I feel embarrassed if my answer is wrong in class discussion	83	1	3	1.81	.833
WTC17- I like English conversation classes more than anything else	83	1	2	1.20	.406
WTC18- I am always energized to talk in class discussions	83	1	3	2.05	.868
WTC19- I am always enthusiast to talk to practice my speaking skills	83	1	2	1.48	.669
WTC20- I feel anxious to express my ideas in group discourse	83	1	3	2.36	.849
Valid N (83)	83				

Descriptive statistics for the scale of EFL Islamic high school students' willingness to communicate (WTC) are shown in Table 3.2 As revealed in this table, student responses ranged from three points on the scale. The results show that the students achieved a mean of 1.39 and  $SD = .537$  for student's perception of WTC number 1 (I am excited to talk in front of the English class.). The students achieved a mean of 1.02 and  $SD = .154$  for student's perception WTC number 2 (Group discourse is the activity I enjoy most in English class.). The students achieved a mean of 1.83 and  $SD = .746$  for student's perception WTC number 3 (I like to start group discussions with some critical questions). The students achieved a mean of 1.35 and  $SD = .480$  for student's perception of WTC number 4 (I don't feel nervous about expressing my opinion in class discussions). The students achieved a mean of 1.11 and  $SD = .313$  for student's perception WTC number 5 (I prefer talking to listening in

class discussions). The means and SD for students' perception of WTC number 6 to number 20 are clearly displayed on Table 3.2.

*Table 4. 1 Percentages of students' perception on WTC*

Item	Student's perception	Agree (%)	Uncertain (%)	Disagree (%)
WTC-2	Group discourse is the activity I enjoy most in English class	96,2	1,6	2
WTC-19	I am always enthusiast to talk to practice my speaking skills	94	6	0
WTC-7	Classroom discussions are the most perfect way to practice speaking English.	90,4	7,2	2,4
WTC-1	I am excited to talk in front of the English class	89,2	10,8	0
WTC-11	I am curious about talking in group discourses if the points discussed are interesting	89,2	6	4,8
WTC-8	I find it simple to have conversations in class discussions	78,3	21,7	0
WTC-17	I like English conversation classes more than anything else	77,1	22,9	2,4
WTC-3	I like to start group discussions with some critical questions	74,7	22,9	2,4
WTC-6	I am always confident speaking in front of the class	72	28	0
WTC-15	I don't feel shy to start a class discussion by asking questions	68,7	22,9	8,4
WTC-4	I don't feel nervous about expressing my opinion in class discussions	67,5	30,1	2,4
WTC-10	I constantly need to talk to classmates and teachers during lessons	48,2	14,5	37,3
WTC-18	I am always energized to talk in class discussions	48,2	21,7	30,1
WTC-5	I prefer talking to listening in class discussions	47	30,1	22,9
WTC-12	I speak in class discussions even though the topic is less interesting	31,3	18,1	50,6

WTC-9	I find it difficult to understand other people's speech in class discussions	26,5	22,9	50,9
WTC-20	I feel anxious to express my ideas in group discourse	25,3	14,5	60,2
WTC-13	I don't like to talk in group discussions	22,9	24,1	53
WTC-16	I feel embarrassed if my answer is wrong in class discussion	18,1	24,1	57,8
WTC-14	I am nervous about starting a conversation in a class discussion	15,7	34,9	49,4

The percentages of students' perception on students' willingness to communicate in EFL high school in English classroom settings are displayed in table 4.1. The highest response for statement number 2 (*Group discourse is the activity I enjoy most in English class*) was agree with 96, 4% and the lowest response for statement number 14 (*I am nervous about starting a conversation in class discussion*) was agree with 15,7%. Therefore, the percentage of EFL high school students' perceptions on WTC from item no. 1 to item no. 20 presented in Table 4.1.

#### 4.1 Discussion

The results of this present study revealed that the majority of participants agree that group discourse is the activity students enjoy most in English classes and were reported as EFL high school students' willingness to communicate in English class settings in Indonesia.

In the present study, the highest item of students' willingness to communicate (WTC) is item 2 (*Group discourse is the activity I enjoy most in English class*) with mean ( $M=1.02$ ) and standard deviation ( $SD= .154$ ). The item of WTC-2 showed that students agree if group discourse is the activity students enjoy most in English classes

and has the highest item in students' WTC. The same result is from Nazari and Allahyar (2012) which states that students' WTC can be increased through class discussions that encourage student participation in class and reduce teacher talk. Therefore, students who enjoy classroom discussion because they smile or laugh a lot and get good responses from teachers or friends who make them feel happy to communicate.

Next, the highest item of students' willingness to communicate (WTC) is item 19 (*I am always enthusiastic to talk to practice my speaking skills*) with mean ( $M=1.48$ ) and standard deviation ( $SD=.669$ ). It showed that most students are enthusiastic to speak and practice their speaking skills and has highest response as the second item influencing students' willingness to communicate. Cetinkaya (2005) investigated the interrelations among students' WTC in L2, motivation, communication anxiety, perceived communication competence, attitude toward the international community, and personality. The result showed that WTC Turkey students were found to be directly influenced by their self-confidence and indirectly influenced by their motivation through self-confidence. In order to overcome this factor, the lecturer has to keep the class atmosphere comfortable and enjoy helping students become confident when expressing their ideas.

Next, the highest item of students' willingness to communicate (WTC) is item 7 (*Classroom discussions are the most perfect way to practice speaking English*) with mean ( $M=1.24$ ) and standard deviation ( $SD=.430$ ). It showed that most students agree if classroom discussions are the most impactful way to practice their speaking

skills. Bukhari, Cheng and Khan (2015) investigated willingness to communicate in English as a second language in Pakistan showed that Pakistani students were found most willing to communicate in English to a small group of friends. Therefore, in EFL classes, teachers or lecturers are advised to hire methods or approaches to foster student speaking and understanding.



## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

The aim of this study is to identify factors affecting Islamic high school students' willingness to communicate in English class. Based on the data analysis, researcher found that 1) group discourse is the activity students enjoy most in English classes, 2) students' enthusiasm to speak and practice their speaking skills, 3) Classroom discussions are the most perfect way to practice speaking English.

#### **5.2 Recommendation**

The current study offers some recommendations for further study. First, researchers focused on the highest perception of students' WTC in EFL Islamic high school with small participants. Thus, researchers recommend conducting with large participants at one school in further research. Secondly, this present study only focuses on EFL students' willingness to communicate, the researcher recommends further study conduct various lines of the correlational study, such as the correlation between classroom enjoyment with willingness to communicate in English class.

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## ***APPENDIX 1***

### **Willingness to Communicate**

<b>Items</b>	<b>Statement</b> Underneath is an arrangement of statements concerning your perception on willingness to communicate (WTC). There are no right or wrong answers. Please type in the number which compares to your answer into the space given at the end of each sentence.  1 = Agree 2 = Uncertain 3 = Disagree
L2WTC-1	I am excited to talk in front of the English class.
L2WTC-2	Group discourse is the activity I enjoy most in English class.
L2WTC-3	I like to start group discussions with some critical questions.
L2WTC-4	I don't feel nervous about expressing my opinion in class discussions.
L2WTC-5	I prefer talking to listening in class discussions.

L2WTC-6	I am always confident speaking in front of the class.
L2WTC-7	Class discussions are the most perfect way to practice speaking English.
L2WTC-8	I find it simple to have conversations in class discussions.
L2WTC-9	I find it difficult to understand other people's speech in class discussions.
L2WTC-10	I constantly need to talk to classmates and teachers during lessons.
L2WTC-11	I am curious about talking in group discourses if the points discussed are interesting.
L2WTC-12	I speak in class discussions even though the topic is less interesting.
L2WTC-13	I don't like to talk in group discussions.
L2WTC-14	I'm nervous about starting a conversation in a class discussion.
L2WTC-15	I don't feel shy to start a class discussion by asking a question.
L2WTC-16	I feel embarrassed if my answer is wrong in class discussion.
L2WTC-17	I like English conversation classes more than anything else.
L2WTC-18	I am always energized to talk in class discussions.
L2WTC-19	I am always enthusiastic to talk to practice my speaking skills.
L2WTC-20	I feel anxious to express my ideas in group discourse.

## APPENDIX 2

<i>Statement*</i> <i>Di bawah ini adalah serangkaian pernyataan mengenai persepsi Anda tentang kesediaan untuk berkomunikasi (WTC). Tidak ada jawaban benar atau salah. Silakan beri tanda ceklis yang sesuai dengan jawaban Anda di tempat yang disediakan di akhir setiap kalimat.</i>			
Saya bersemangat untuk berbicara di depan kelas bahasa Inggris.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Diskusi kelompok adalah kegiatan yang paling saya nikmati di kelas bahasa Inggris.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya senang memulai diskusi kelompok dengan sejumlah pertanyaan kritis.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya tidak merasa gugup untuk mengungkapkan pendapat saya dalam diskusi kelas.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju

Saya lebih suka berbicara daripada mendengarkan dalam diskusi kelas.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya selalu percaya diri berbicara di depan kelas.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Diskusi kelas adalah cara terbaik untuk berlatih berbicara bahasa Inggris.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya merasa mudah untuk melakukan percakapan dalam diskusi kelas.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya merasa sulit untuk memahami pembicaraan orang lain dalam diskusi kelas.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya selalu ingin berbicara dengan teman sekelas dan guru ketika pelajaran berlangsung.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya tertarik untuk berbicara dalam diskusi kelompok jika topik yang dibahas menarik.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya berbicara dalam diskusi kelas meskipun topiknya kurang menarik.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya adalah tipe siswa yang tidak suka berbicara dalam diskusi kelompok.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya gugup untuk memulai percakapan dalam diskusi kelas.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya tidak merasa malu untuk memulai diskusi kelas dengan mengajukan pertanyaan.	<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju

Saya merasa malu jika jawaban saya salah dalam diskusi kelas.		
<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya suka kelas percakapan bahasa Inggris lebih dari yang lain.		
<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya selalu didorong untuk berbicara dalam diskusi kelas.		
<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya selalu bersemangat untuk berbicara untuk melatih keterampilan berbicara saya.		
<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju
Saya takut untuk mengungkapkan ide-ide saya dalam diskusi kelompok.		
<input type="checkbox"/> Setuju	<input type="checkbox"/> Tidak yakin	<input type="checkbox"/> Tidak setuju