

**THE RELATIONSHIP BETWEEN GRIT AND WILLINGNESS TO  
COMMUNICATE OF SENIOR HIGH SCHOOL STUDENTS**

**A Thesis**

**Presented to the Department of English Language Education as Partial Fulfillment of the  
Requirements to Obtain the *Sarjana Pendidikan Degree* in English Language Education**



**By  
Kirani Annisa Dhifa Putri  
20322029**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
UNIVERSITAS ISLAM INDONESIA  
YOGYAKARTA**

**2025**

**APPROVAL SHEET**

**THE RELATIONSHIP OF GRIT AND WILLINGNESS TO COMMUNICATE  
OF SENIOR HIGH SCHOOL STUDENTS**

**By**  
**Kirani Annisa Dhifa Putri**  
**20322029**



Approved on October 20 , 2025

**By**  
**Supervisor**

A handwritten signature in black ink, appearing to read 'Banatul Murtafi'ah'.

**Banatul Murtafi'ah, S.Pd. M.Pd**  
**NIP: 193220102**

**RATIFICATION SHEET**

**THE RELATIONSHIP BETWEEN GRIT AND WILLINGNESS TO  
COMMUNICATE OF SENIOR HIGH SCHOOL STUDENTS**

By

**Kirani Annisa Dhifa Putri**  
**20322029**

Chairperson : Banatul Murtafi'ah, S.Pd., M.Pd.  
First Examiner : Dr. Ista Maharsi, S.S., M.Hum  
Second Examiner : Roro Millatu Al Ghaniy, S.S., M.Pd.

Yogyakarta,  
Department of English Language Education  
Faculty of Psychology and Sociocultural Sciences  
Universitas Islam Indonesia  
Head of Department



Puji Rahayu, S.Pd., M.L.S.T., Ph.D.  
NIP: 053310402

## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 20 October 2025

The Writer,



**Kirani Annisa Dhifa Putri**  
20322029

## **MOTTO**

*“I may not have gone where I intended to go, but I think I have ended up where I needed to be.”*

[Douglas Adams, *The Long Dark Tea-Time of the Soul*]

## **DEDICATION**

This thesis is dedicated to my beloved parents and both of my older sisters who always gave me endless support, encouragement, and prayers. I would also like to dedicate this thesis to myself to be able to complete it.

## ACKNOWLEDGMENT

All praises and thanks to Allah SWT for blessing me with health and guidance to complete this thesis. *Sholawat* and *salam* may be upon our prophet Muhammad SAW.

I would like to express my deepest gratitude to:

1. My family, my deepest gratitude to my beloved parents, Mr. Dwi Haryadi and Mrs. Ita Fauzia, and my older siblings, MbK Ditta and MbK Tya for their continuous support and love, and also to Shanum, my newborn niece who brings joy to the family.
2. My greatest supervisor, Ms. Banatul Murtafi'ah S.Pd., M.Pd. who has always patiently guided me all the way through. Without her support, encouragement, dedication, time, energy I might not have been able to complete this thesis.
3. All of the English Language Department lecturers who have been helping me alot during the entire semester.
4. Ma'am Anies, the high school teacher who has been helping me to get data for my thesis, and all the student participants who have been willingly participating in my research.
5. My dearest university friends "Trio Meng Meng", Indra who have always been my group partner and lunch friend since the first semester, and also Oca who have always been my greatest supporter and friend since the 4th semester. I am so thankful to have you both as my friend, we have shared lots of stories, laughs, and tears.
6. All my friends in KKN 68 Unit 83 and PLP MTs YAPI Pakem.
7. All my friends at the English Language Education Department batch 2020.
8. Last but not least, I want to thank myself for all the things I have passed until this day.

Yogyakarta, 20 October 2025



Kirani Annisa Dhifa Putri  
20322029

## TABLE OF CONTENTS

|   |             |
|---|-------------|
| <b>COVER</b> .....  | <b>i</b>    |
| <b>APPROVAL SHEET</b> .....   | <b>ii</b>   |
| <b>RATIFICATION SHEET</b> .....   | <b>iii</b>  |
| <b>STATEMENT OF WORK'S ORIGINALITY</b> .....                            | <b>iv</b>   |
| <b>MOTTO</b> .....  | <b>v</b>    |
| <b>DEDICATION</b> .....   | <b>vi</b>   |
| <b>ACKNOWLEDGMENT</b> .....   | <b>vii</b>  |
| <b>TABLE OF CONTENTS</b> .....  | <b>viii</b> |
| <b>LIST OF TABLES</b> .....   | <b>xi</b>   |
| <b>LIST OF FIGURES</b> .....  | <b>xii</b>  |
| <b>LIST OF APPENDICES</b> .....   | <b>xiv</b>  |
| <b>ABSTRACT</b> .....   | <b>xv</b>   |
| <b>CHAPTER I: INTRODUCTION</b> .....                                    | <b>1</b>    |
| 1.1. Background of the Study .....                                      | 1           |
| 1.2. Identification of the Problems .....                               | 3           |
| 1.3. Limitation of the Problems .....                                   | 3           |
| 1.4. Formulation of the Problems .....                                  | 3           |
| 1.5. Objectives of the Study .....                                      | 3           |
| 1.6. Significances of the Study .....                                   | 4           |
| <b>CHAPTER II: LITERATURE REVIEW</b> .....                              | <b>5</b>    |
| 2.1. Grit in English Language Teaching Context .....                    | 5           |
| 2.2. Willingness to Communicate (WTC) .....                             | 6           |
| 2.3. Review of Relevant Studies .....                                   | 7           |
| 2.4. Theoretical Framework .....  | 8           |
| 2.5. Hypotheses .....   | 9           |
| <b>CHAPTER III: RESEARCH METHOD</b> .....                               | <b>11</b>   |
| 3.1. Research Design .....  | 11          |
| 3.2. Population and Sample .....  | 11          |
| 3.3. Data Collection Technique .....                                    | 12          |
| 3.4. Data Analysis Technique .....                                      | 14          |
| <b>CHAPTER IV: FINDINGS AND DISCUSSIONS</b> .....                       | <b>15</b>   |
| 4.1. FINDINGS .....   | 15          |
| 4.1.1. Descriptive Statistics Results .....                             | 15          |
| 4.1.2. Correlations among Variables .....                               | 16          |
| 4.2. DISCUSSIONS .....  | 18          |
| 4.2.1. Grit and WTC Among High School Students .....                    | 18          |
| 4.2.2. Relationship between grit (Perseverance of Effort) and WTC ..... | 19          |
| 4.2.3 Relationship between grit (Consistency of Interest) and WTC ..... | 19          |

|   |           |
|---|-----------|
| <b>CHAPTER V: CONCLUSIONS AND SUGGESTIONS .....</b> | <b>21</b> |
| 5.1. Conclusions .....                              | 21        |
| 5.2. Suggestions.....                               | 21        |
| 5.3. Limitation of the Study .....                  | 22        |
| <b>REFERENCES .....</b>                             | <b>23</b> |
| <b>APPENDIX .....</b>                               | <b>25</b> |

## LIST OF TABLES

|   |    |
|---|----|
| Table 3.1. Blueprint of Grit .....                              | 12 |
| Table 3.2. Blueprint of WTC .....                               | 13 |
| Table 3.3. Instruments reliability scores .....                 | 13 |
| Table 4.1. Descriptive Statistics Results (Grit) .....          | 15 |
| Table 4.2. Descriptive Statistics Results (WTC) .....           | 16 |
| Table 4.3. Correlations between dimensions of Grit and WTC..... | 17 |

## LIST OF FIGURES

|  |   |
|--|---|
| Figure 2.1. Theoretical Framework of Grit and WTC..... | 9 |
|--|---|

## LIST OF APPENDICES

|  |    |
|--|----|
| Appendix 1: Grit (PoE & CoI) .....                 | 26 |
| Appendix 2: Willingness to Communicate (WTC) ..... | 28 |

## ABSTRACT

This study aims to investigate the relationship between grit and willingness to communicate among L2 senior high school students. The design of this study is quantitative correlational study. The data were collected through an online survey with two questionnaires, Grit scale questionnaire by Duckworth et. al. (2007) and L2 WTC questionnaire by Lee (2020). 170 students participated in this study. The data were analyzed using Pearson Product-Moment Correlation of SPSS. The result of this study shows that the dimension of Grit (Perseverance of Effort) has a significant and positive relationship with students Willingness to Communicate with  $r = .217$ . While the dimensions of Grit (Consistency of Interest) are not significant with the students Willingness to Communicate with  $r = .034$ . This result means that the students who have a higher perseverance of effort would be more likely to be willing to communicate in the classroom, while students' interest have nothing to do with their willingness in the classroom rather than it because of other factors.

Keywords : *grit, L2 students, willingness to communicate*

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Willingness to Communicate, also known as WTC, is a process by which all language learners, especially second language (L2) learners, have the sense and motivation to participate in their classroom interactions. This idea aligns with MacIntyre et al.'s (1998) definition of WTC as a learner's readiness to communicate in a target language with a specific person at a specific time. However, when L2 learners are placed in a new learning environment—such as on the first day of school—they often find it difficult to initiate conversations. Therefore, the learners' comfort in their new learning environment may be one of the key factors determining whether L2 learners engage more with their classroom activity. As a starter, in all communicative behaviors, WTC plays a significant role in facilitating the second language learning process (Lan et al., 2021). Previous studies have found a broad range of individual diversity that influences L2 learners' willingness to communicate, and one of the other factors was found to be grit (Lee & Drajati, 2019).

Grit is a person's positive reaction and passion for their long-term goals. Grit is defined as the perseverance and passion for one's long-term goals (Duckworth et al., 2007). In the context of educational language learning, the presence of grit can motivate learners to take the next steps. Grit may play a crucial role in second language acquisition as it requires long-term effort (Hakura et al., 2000), diligence, and patience (Alamer, 2021).

Several studies have described the relationship between WTC and grit (e.g., Fathi et al., 2021; Lan et al., 2021; Lee, 2020) The first study was conducted by Lee (2020) where he found

a positive correlation between willingness to communicate and grit among middle school students, whereas no significant correlation was found among high school and college students. The second study done by Lan et al., (2021) found that language learners with higher levels of grit were more motivated to communicate in the target language, and both pathways in this study were statistically significant. The third study that was conducted by Fathi et al., (2021) found that a student's grit and their first language acquisition is related to their second language willingness to communicate. They found that students with higher levels of grit were more likely to complete tasks, achieve their goals, and make significant progress.

From the previous studies, many researchers have explored WTC and grit before and during the COVID-19 pandemic, which started around the end of 2019 and lasted until around the year of 2022, and there are still a few studies that have explored this topic in the context of EFL after the COVID-19 pandemic situation that starting to subside in the year of 2023, especially in Indonesia contexts. During the pandemic, most schools conducted classes online using video conferencing applications, and students completed and submitted their assignments through digital platforms. After the pandemic, schools started to transition their class to go back to before which is offline class in the school, which some students may still not used to with the sudden change. A study conducted by Kurniawati (2025), found that because of the pandemic students lacking in preparing themselves for their class learning, with only using online platform may causes students to have more theoretical material rather than practice. She also added how some teachers would also may strugglers with using the online platform and also preparing the teaching material with it.

## **1.2. Identification of the Problems**

In EFL secondary schools in Indonesia, there are several problems faced by English teachers, some of which relate to students' willingness to communicate when learning English in the class. For example, a student's willingness to communicate with their peers in the class or their willingness to learn English. They tend to be less enthusiastic about learning English than other subjects they study in the class. By thinking that learning English is hard and they felt afraid to make mistake, unlike other subjects English may not be used daily in a L2 students' context, and lastly their learning environment are also influencing the student's learning behavior.

## **1.3. Limitation of the Problems**

This present study focuses on the relationship between grit and WTC in English among senior high school students.

## **1.4. Formulation of the Problems**

Is there any significant relationship between grit and WTC in English among senior high school students?

## **1.5. Objectives of the Study**

The objective of this present study is to find the correlation between the two variables, grit and WTC in English among senior high school students.

## **1.6. Significances of the Study**

The significance of this study is for English teachers or lecturers and future researchers who focused on researching L2 students' willingness to communicate in senior high school in an Indonesian EFL context. It could provide both English teachers and lectures with more understanding of the factors that could influence a student's willingness to communicate in the classroom. For future researchers this study could contribute as a data to the other areas that have not been explored as their references.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Grit in English Language Teaching Context**

Grit in English language learning is important for learners. Grit is defined as a person's passion for learning toward a long-term goal. This is an important aspect of the learner's learning process that may motivate and encourage students to continue pursuing their goals. Duckworth et al. (2007) have defined grit as a learner's perseverance and passion for long-term goals. He also found that perseverance correlates positively with a person's belief that they can change for the better and learn new things successfully. He suggests that grit is defined as a learner's willingness to engage passionately in what they are learning while pursuing their goals and learning new things.

Duckworth et al. (2007) stated that grit consists of two lower-order components, which are perseverance of effort and consistency of interest. Perseverance of effort means the learner's ability to reach long-term goals in spite of difficulties and failures. While consistency of interests refers to the ability to maintain interest over the long-term despite difficulties and setbacks. He has also found that individuals who have more grit tend to achieve higher educational levels, maintain career consistency, achieve higher GPAs, and tend to achieve other great accomplishments. Grit could be easier to understand as a learner attempts to manage their effort and interests for their long-term goals, aiming for a higher level of achievement, even if there are setbacks and failures along the way.

## **2.2. Willingness to Communicate (WTC)**

WTC (Willingness to Communicate) is important to the L2 language learning process. As individuals, we need to communicate with others on a daily basis in order to gain more information and knowledge. MacIntyre et al. (1998) defined WTC as a learner's readiness to communicate with one or more specific people in the target language at a specific time. McCroskey and Baer (1985) stated that at the individual level, WTC is understood as personality orientation, which explains why some individuals communicate in the same or similar situational conditions and others do not. From the researcher's perspective so far, WTC could be understood as why one person wants to communicate with another person and another does not, using the target language.

Baker and MacIntyre (2000) have found that WTC has an internal and external, or state-like, level that can affect learner readiness. The internal aspect is a trait similar to learner traits; differences in learner age, motivation to learn, self-confidence, anxiety, international posture, attitude toward fellow L2 learners, and getting exposed to different accents would influence their willingness to speak in the classroom. Meanwhile, the external aspects, or their state-like level, are influenced by the group size within the classroom, group dynamics, their familiarity with other speakers, having social support from friends and teachers, their understanding of topics of interest, teacher usage of the target language, methods of communication, and international experience. Donovan and MacIntyre (2002) have argued that gender played a major role in the learner's WTC. In addition, there is competence in communication skills among male and female students in different age groups. A learner's WTC level was also predicted based on self-perceived ability. In conclusion, the researchers conclude that learner and environmental conditions can affect learners' willingness to communicate, such as their

age, gender, familiarity with fellow speakers, understanding of the topic, their interest, and other factors.

### **2.3. Review of Relevant Studies**

WTC has been the focus of research for many years, and it has shown many positive relationships with other variables such as grit. In recent years, many academic researchers have been conducting research on language education for secondary high school students. This section will review previous studies related to the relationship between WTC and grit.

One of the most cited studies was by Lee (2020). He has conducted a research study on "The Role of Grit and Classroom Enjoyment in EFL Learners' Willingness to Communicate." His research focused on the relationship between grit and classroom enjoyment in WTC among secondary school and college students who never had any overseas experience before in the Korean EFL context. To conduct this study, he adapted the Duckworth (2007) instrument for the grit scale and the L2 WTC from himself that he had previously used in the Korean EFL context (Lee, Sylven, & Lee, 2020). His data showed that college students exhibited higher levels of grit than middle school and high school students. He implied that more grittier EFL learners are more likely to start communicating in English within the classroom, as they tend to be more diligent and committed to achieving long-term goals despite encountering challenges and difficulties.

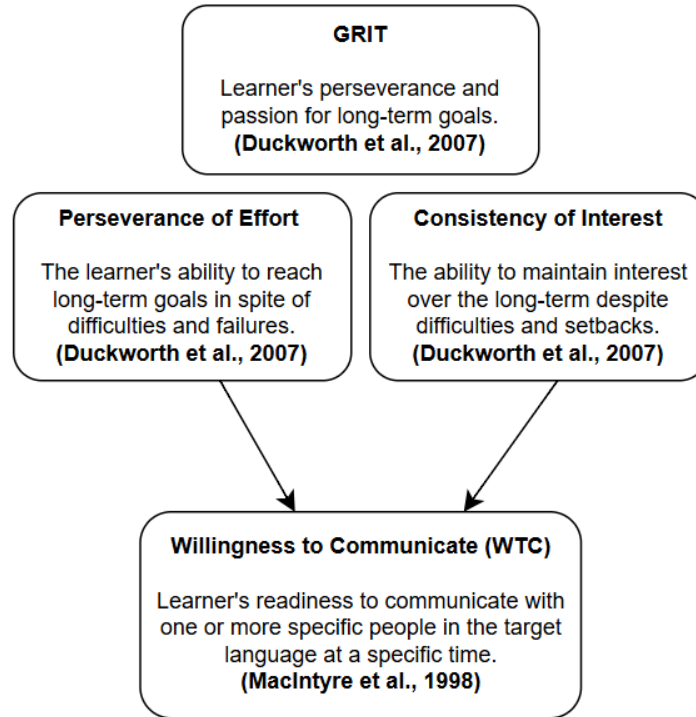
Lan, Nikitina, and Woo (2021) conducted a study on "Ideal L2 self and willingness to communicate: A moderated mediation model of shyness and grit". Their research focused on the variable learners' shyness and grit and the relationship between the ideal L2 self and WTC among students who are majoring in business English and educational purpose programs at

three different universities in China. They discovered that learners from different cultural and educational backgrounds exhibited a stronger sense of their ideal L2 self, which may increase learners' willingness to communicate in their target language. Their research findings also relate to several studies that have reported that language learners with higher grit levels are more willing to communicate in the target language in the classroom.

This section examines the fact that the presence of grit is strongly associated with learners' willingness to communicate in the classroom. Additionally, several studies have found that the higher a learner's grit is, the more committed they are to achieving their long-term goals.

#### **2.4. Theoretical Framework**

This present study, in researching the relationship between WTC and grit among secondary high school students in an Indonesian EFL context, utilizes the theory by Lee (2020) because of the relevant relationship between the two variables. In addition, this study will also use Duckworth et al. (2007) second interpretation theory because the individual's grit levels affected their willingness to communicate. The following figure best describes the hypotheses about whether there is a relationship between the dimensions of grit and WTC.



**Figure 2.1. Theoretical Framework of Grit and WTC.**

## 2.5. Hypotheses

This research aims to find the correlation between grit and willingness to communicate among high school students in the Indonesian EFL context. The hypothesis is proposed as follows.

1. The relationship between grit (Perseverance of Effort) and WTC

H<sub>0</sub> = There is no significant and positive relationship between grit (Perseverance of Effort) and WTC among high school students in the Indonesian EFL context.

H<sub>a</sub> = There is a significant and positive relationship between grit (Perseverance of Effort) and WTC among high school students in the Indonesian EFL context.

2. The relationship between grit (Consistency of Interest) and WTC

H<sub>0</sub> = There is no significant and positive relationship between grit (Consistency of Interest) and WTC among high school students in the Indonesian EFL context.

H<sub>a</sub> = There is a significant and positive relationship between grit (Consistency of Interest) and WTC among high school students in the Indonesian EFL context.

## **CHAPTER III**

### **METHODOLOGY**

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

The purpose of this study was to examine the relationship between grit and WTC among EFL learners in Indonesian secondary school classrooms. This study used quantitative correlational design and a questionnaire as the data-collection instrument. The instrument, which also included a consent form, was distributed to the participants using Google Forms to clarify the impact of data volume on WTC for EFL learners from the learners' perspective. This study employed a correlational design to examine the relationship between grit and EFL learners' willingness to communicate in the classroom. According to Tan (2014), a correlational study aimed to find a connection between two or more variables; this type of study investigated whether a change in one variable corresponded to a change in another variable.

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

The population for this study was 285 high school students from one public school in Yogyakarta. The population relevant to this study consisted of high school students on grade 10<sup>th</sup> who had completed at least one semester of the school year.

Furthermore, this study employed a convenience sampling technique to obtain data from the population. Convenience sampling is a sampling method that involves selecting respondents who are easily accessible to the researcher, either by location or internet

connection (Edgar & Manz, 2017). Therefore, this sampling method made it relatively easy to collect the required data.

The sample size of this study was determined with a 5% margin of error. A sample size calculator tool was used to calculate the appropriate sample size based on the total population. Therefore, with a population of 285 students, the sample size for this study was 164 respondents.

### **3.3. Data Collection Technique**

The instrument used in this study was a questionnaire adapted from Duckworth et al. (2007) for the Grit Scale and Lee (2020) for the L2 WTC scale. The questionnaire was adopted and translated into Indonesian to make it easier for the students to understand. The Grit Scale included two variables: perseverance of effort and consistency of interest, while the L2 WTC scale consisted of a single variable. The Grit Scale was measured using a 5-point Likert scale ranging from “strongly agree” to “strongly disagree,” and the L2 WTC was measured using a 5-point Likert scale ranging from “definitely willing” to “definitely not willing”.

**Table 3.1. Blueprint of Grit questionnaire from Duckworth et al. (2007) grit scale**

| <b>Dimensions</b>             | <b>Number of items</b> | <b>Items Number</b> |
|-------------------------------|------------------------|---------------------|
| Perseverance of Effort (POE)  | 5                      | 1,2,3,4,5           |
| Consistency of Interest (COI) | 5                      | 6,7,8,9,10          |

**Table 3.2. Blueprint of WTC questionnaire from Lee (2020) L2 WTC**

| <b>Dimension</b> | <b>Number of items</b> | <b>Items Number</b> |
|------------------|------------------------|---------------------|
| WTC              | 5                      | 1,2,3,4,5           |

Based on the data from Lee’s (2020) research, each questionnaire had been administered to students at three different academic levels: middle school, high school, and university. The results of the reliability scores indicated that the questionnaire was reliable for high school students as participants.

The Grit Scale questionnaire from Duckworth et al. (2007), which consisted of five items for each variable, and the L2 WTC questionnaire from Lee (2020) were tested for reliability using Cronbach’s alpha, as shown in Table 3.3.

**Table 3.3 Instruments reliability scores**

| <b>Aspect</b>           | <b>Cronbach Alpha score</b> | <b>Number of Items</b> |
|-------------------------|-----------------------------|------------------------|
| Perseverance of Effort  | .86                         | 5                      |
| Consistency of Interest | .78                         | 5                      |
| WTC                     | .95                         | 5                      |

From the previous study, Lee (2020) noted that grit was measured using two categories: perseverance of effort and consistency of interests. The researchers conducted the questionnaire through an exploratory factor analysis (EFA), which was reviewed by one psychology expert and two applied linguistics researchers to ensure its content validity, EFA was conducted on 21 items and yielded four factors: nature of L2 WTC (5 items), perseverance

of effort (5 items), consistency of interests (5 items), and classroom enjoyment (6 items). The questionnaire consisted of 21 items covering the following categories: L2 WTC, perseverance of effort, consistency of interests, and classroom enjoyment.

### **3.4. Data Analysis Technique**

This research used descriptive statistics to analyze the data. Descriptive statistics were employed to summarize the main characteristics of each item. In this study, the Pearson correlation was used to analyze positive associations, as it aims to measure the relationship between two variables. The analyses in this study were conducted using SPSS 25 and Microsoft Excel. The survey data collected through Google Forms were compiled in Microsoft Excel, then imported into SPSS and analyzed using descriptive statistics. The final output of the data was presented in the form of tables and graphs.

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**4.1. FINDINGS**

**4.1.1. Descriptive Statistic Results**

The data of this study were collected from a questionnaire that was distributed to senior high school students of a local high school in Yogyakarta, Indonesia. The total respondents of this study are 170 students (N). Table 4.1. shown the descriptive statistics of the dimensions Grit. While the Table 4.2. shown the descriptive statistics of the dimensions of Willingness to Communicate (WTC).

**Table 4.1. Descriptive Statistics Results (Grit)**

| Grit                    | N   | Min  | Max  | Mean   | SD     |
|-------------------------|-----|------|------|--------|--------|
| Perseverance of Effort  | 170 | 2.20 | 5.00 | 3.7365 | .51781 |
| Consistency of Interest | 170 | 1.00 | 5.00 | 2.5518 | .68821 |

Table 4.1. shows that the perseverance of effort, one of the dimensions from grit, has the highest mean score with 3.74 and for the lowest score is on consistency of interest with 2.56. This implies that the majority of the respondents are able to put their effort in overcoming the distractions that arise depending on the strength of the willingness the students have. Based on the data, high school students tend to have a low consistency in their interest, which is a normal thing to happen, as it is all part of their growth process.

**Table 4.2. Descriptive Statistics Results (WTC)**

| Willingness to Communicate | N   | Min  | Max  | Mean   | SD     |
|----------------------------|-----|------|------|--------|--------|
| WTC                        | 170 | 2.00 | 5.00 | 3.5635 | .69578 |

Table 4.2. shows that the mean score of willingness to communicate on the WTC dimension is 3.57. Therefore, this could indicate that the majority of the respondents has a willingness to communicate in English in various scenarios, such as self-presenting to a new environment, presenting in a large audience, and actively participating in English class discussions, whether in small or large group settings. Furthermore, this research will provide the correlations between the variable grit and willingness to communicate.

#### **4.1.2. Correlations among Variables**

Based on the theory from the research conducted by Duckworth et al. (2007) and Lee (2020) related to WTC and grit (i.e., perseverance of effort and consistency of interest), two hypotheses were proposed in this study. The following below are both of the hypotheses in this study.

1. Hypothesis 1: The relationship between WTC and grit (perseverance of effort)

H<sub>0</sub> = There is no significant and positive relationship between grit (Perseverance of Effort) and WTC among high school students in the Indonesian EFL context.

H<sub>a</sub> = There is a significant and positive relationship between grit (Perseverance of Effort) and WTC among high school students in the Indonesian EFL context.

2. Hypothesis 2: The relationship between WTC and grit (consistency of interest)

H0 = There is no significant and positive relationship between grit (Consistency of Interest) and WTC among high school students in the Indonesian EFL context.

Ha = There is a significant and positive relationship between grit (Consistency Interest) and WTC among high school students in the Indonesian EFL context.

**Table 4.3. Correlations between dimensions of Grit and WTC**

|                     | Perseverance of Effort | Consistency of Interest |
|---------------------|------------------------|-------------------------|
| WTC                 |                        |                         |
| Pearson Correlation | .217**                 | .034                    |
| Sig. (2-tailed)     | .004                   | .661                    |
| N                   | 170                    | 170                     |

\*\*Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.3., it was revealed that the first dimension of grit, that is perseverance of effort, has a significant and positive relationship with willingness to communicate ( $r = .217$ ) ( $p$  value = .004). This relationship is significant because the  $p$  value of the dimension is less than .05 and it also can be seen for the flag below the table 4.3 that stating the correlation is significant at level .01 level have a positive correlation coefficient score ( $r$ ). Referring to the hypothesis before regarding the relationship of WTC and grit (perseverance of effort), it clearly shows that Ha is accepted and H0 is rejected. Therefore, it can be concluded that there was a significant and positive relationship between grit (perseverance of effort) with willingness to communicate among senior high school students.

The second dimension of grit, consistency of interest, shows that it does not have a significant relationship ( $r = .034$ ) ( $p$  value = .661). This dimension is not significant because the  $p$  value of the dimension is more than .05. Referring to the hypothesis before regarding

the relationship of WTC and grit (consistency of interest), it clearly shows that H<sub>0</sub> is accepted and H<sub>a</sub> is rejected. Therefore, it can be concluded that there was no significant relationship between grit (consistency of interest) with willingness to communicate among senior high school students.

## **4.2. DISCUSSIONS**

### **4.2.1 Grit and WTC Among High School Students**

Based on the result in Table 4.1, the dimension of grit (perseverance of effort) has a higher mean score of 3.74 than the dimension of grit (consistency of interest) with the mean score 2.56. The difference data result with the other researcher could maybe due to the student participants background learning that would affect their grit that could influence their learning. With the higher score from one of the dimensions, both of these dimensions played the same amount of roles regarding the students' effort in the classroom. This is in line with the study by Oxford (2021) stating that the presence of Perseverance of Effort and Consistency of Interest together can lead to the success, achievement, and the excellent performance of the students in the classroom.

Then, based on the result in Table 4.2, WTC dimension gave the mean result of 3.57. Therefore, it can be concluded that the willingness to communicate of the students is considered pretty high, the presence of this WTC affects the students desire and confidence to speak with the other peers. This result confirms the study from Katsaris (2019) discussing the significance of WTC. His study discussed how the presence of a WTC on an individual is crucial for their language learning development. He further added that a higher WTC results in a better engagement and quicker language acquisition.

#### **4.2.2 Relationship between Grit (Perseverance of Effort) and WTC**

From the grit dimension, the result shows that L2 high school students who have higher grit, where they would maintain their persistence of effort in improving their English skills, would be more likely to give more effort in their willingness to communicate in the classroom. Teimouri et al. (2020) revealed that higher-grit students would continue to be persistent in their learning efforts, be passionate in communicating using the target language, and be observant of the classroom surroundings. He also found that gritty students tended to value their learning experiences more, felt less anxious in class, and improved their intelligence through hard work. Furthermore, the study by Fathi et al. (2021) stated that in order to further develop their level of proficiency, students with greater grit would seek opportunities to speak English with their teacher and peers in the classroom. Therefore, based on the research above, it can be concluded that the higher grit a student possesses, they would most likely maintain their effort for their willingness to communicate and seek more opportunity to be able to speak English in the class.

#### **4.2.3 Relationship between Grit (Consistency of Interest) and WTC**

The result shows the relationship between WTC and grit (consistency of interest) was not significant. Based on the data result, consistency of interest has no significant relationship with willingness to communicate in English ( $p$  value = .661); this could be related to the fact that human interest and likeness, especially among high school students, have a high chance of being often changed while they are still in their growth and self-search period. This finding is therefore in line with the result of a study by Zhang et. al. (2024), who reported that a student's interest does not directly affect their willingness in the classroom, and the student's willingness

could have occurred from other factors, such as student's fear and anxiety, and student's feelings. Furthermore, in her research, Tin (2013) stated that the presence of learning English itself does not guarantee the student's interest to interact in the classroom; a situation or interaction that occurs in the class would play an important part in triggering students' interest in learning. Therefore, based on the research above, it can be concluded that students' willingness to communicate and to interact in the classroom does not result from their interest; several factors, either personal or the class environment, may affect their willingness.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

The objective of this study is to investigate the relationship between the willingness to communicate and both of the grit dimensions of high school students. A total of 170 high school students were the respondents of this study. Based on the findings and analysis in the previous chapter, the researcher draws some conclusions as follows.

According to the findings, it is revealed that students' willingness to communicate is correlated with grit (perseverance of effort); high school students who have greater grit (perseverance of effort) tend to have more willingness in their learning. On the other hand, the students' willingness to communicate does not correlate with grit (consistency of interest); high school students would tend to change their interest. That means their willingness could possibly occur from a different factor.

#### 5.2 Suggestions

As a recommendation for the next study, the researcher would like to provide some suggestions for students and future researchers.

1. English Teacher or English Lecturer

A teacher or lecturer who focuses on teaching English should be more aware of their students' motivation and effort to reach their long-term goal and be able to provide support for the students' effort in learning English. An English teacher and lecturer can arrange their teaching material based on their students' condition.

Reflecting on my role in place of English teacher or lectures, how important it is to be understanding of my student's motivation and effort for their long-term goals. It is also important to always could adapt the learning material to the students needs and learning conditions.

## 2. Future Researchers

With this study using a quantitative method, the result may come out different if it is conducted with the qualitative method. Reflecting on my role as a researcher, by conducting an interview with a student regarding their effort and interest in the English class to be able to investigate this topic more in-depth. Further qualitative research could be conducted with the student's age, gender, or level of English proficiency to determine their grit and willingness to communicate in the classroom.

### **5.3 Limitations of the Study**

This study has a number of limitations, one of them being that it is not investigated in depth to provide more points of view of the students' grit and willingness to communicate in the classroom. The answer from the student's personal opinion would help the researchers to investigate more about the other factors that would affect L2 students' willingness to communicate. Furthermore, conducting an interview with the English teacher could also provide another opinion regarding their students' willingness to speak in the classroom.

## REFERENCES

- Alamer, A. (2021). Grit and language learning: construct validation of L2-Grit scale and its relation to later vocabulary knowledge. *Educational Psychology, 41*(5), 544–562. <https://doi.org/10.1080/01443410.2020.1867076>
- Disabato, D., Goodman, F., Kashdan, T. (2019) Is grit relevant to well-being and strengths? Evidence across the globe for separating perseverance of effort and consistency of interests. *Journal of Personality, 87*(2), 194–211. <https://doi.org/10.1111/jopy.12382>
- Duckworth, A., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 92*(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Fathi, J., Mohammaddokht, F., & Nourzadeh, S. (2021). Grit and foreign language anxiety as predictors of willingness to communicate in the context of foreign language learning: A structural equation modeling approach. *Issues in Language Teaching*. <https://doi.org/10.22054/ilt.2021.63362.627>
- Jiang, L., Zhang, S., Li, X., & Luo, F. (2021). How grit influences high school students' academic performance and the mediation effect of academic self-efficacy and cognitive learning strategies. *Current Psychology, 42*(1), 94–103. <https://doi.org/10.1007/s12144-020-01306-x>
- Katsaris, A. (2019). The willingness to communicate (WTC): Origins, significance, and propositions for the L2/FL classroom. *Journal of Applied Languages and Linguistics, 3*(2), 31–42
- Kurniawati, A. (2025). THE IMPACT OF COVID-19 PANDEMIC ON LEARNING IN INDONESIA. *Jurnal MEKOM (Media Komunikasi Pendidikan Kejuruan), 8*(2), 16–21. Retrieved from <http://journal.unm.ac.id/index.php/MKPK/article/view/6248>
- Lan, G., Nikitina, L., & Woo, W. S. (2021). Ideal L2 self and willingness to communicate: A moderated mediation model of shyness and grit. *System, 99*, 102503. <https://doi.org/10.1016/j.system.2021.102503>
- Lee, J. S., & Drajadi, N. A. (2019). Affective variables and informal digital learning of English: Keys to willingness to communicate in a second language. *Australasian Journal of Educational Technology*. <https://doi.org/10.14742/ajet.5177>
- Lee, J. S. (2020). The role of grit and classroom enjoyment in EFL learners' willingness to communicate. *Journal of Multilingual and Multicultural Development, 43*(5), 452–468. <https://doi.org/10.1080/01434632.2020.1746319>
- Lee, J. S., Sylvén, L. K., & Lee, K. (2020). Cross-cultural insights into Korean and Swedish secondary school students' willingness to communicate in a second language. *Journal of Multilingual and Multicultural Development, 1*–15. <https://doi.org/10.1080/01434632.2019.1708917>
- MacIntyre, P. D., Dörnyei, Z., Clement, R. W., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: a situational model of L2 confidence and

- affiliation. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- MacIntyre, P. D., Baker, S., Clement, R. W., & Donovan, L. A. (2002). Sex and Age Effects on Willingness to Communicate, Anxiety, Perceived Competence, and L2 Motivation Among Junior High School French Immersion Students. *Language Learning*, 52(3), 537–564. <https://doi.org/10.1111/1467-9922.00194>
- McCroskey, J. C., and E. Baer. 1985. “Willingness to Communicate: The Construct and its Measurement.” Paper presented at the Annual Meeting of the Speech Communication Association, Denver, CO, November
- Panggabean, H. (2015). Problematic approach to English learning and teaching: A case in Indonesia. *English Language Teaching*, 8(3). <https://doi.org/10.5539/elt.v8n3p35>
- Research methods for Cyber Security. (2018). *Network Security*, 2018(6), 5. [https://doi.org/10.1016/s1353-4858\(18\)30053-9](https://doi.org/10.1016/s1353-4858(18)30053-9)
- Tan, L. (2014). Correlational study. In W. F. Thompson (Ed.), *Music in the social and behavioral sciences: An encyclopedia* (pp. 269-271). Thousand Oaks: SAGE Publications.
- Teimouri, Y., Plonsky, L., & Tabandeh, F. (2020). L2 Grit: Passion and Perseverance for second-language learning. *Language Teaching Research*, 26(5), 893–918. <https://doi.org/10.1177/1362168820921895>
- Tin, T. B. (2013). Exploring the development of ‘Interest’ in learning English as a Foreign/Second Language. *RELC Journal*, 44(2), 129–146. <https://doi.org/10.1177/0033688213488388>
- Zhang, L. J., Saeedian, A., & Fathi, J. (2022). Testing a model of growth mindset, ideal L2 self, boredom, and WTC in an EFL context. *Journal of Multilingual and Multicultural Development*, 45(8), 3450–3465. <https://doi.org/10.1080/01434632.2022.2100893>

## APPENDIX

### Grit and WTC questionnaire

Assalamualaikum Warahmatullahi Wabarakatuh

Perkenalkan nama saya Kirani Annisa Dhifa Putri, saya mahasiswa program studi Pendidikan Bahasa Inggris, Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian sebagai pengambilan data skripsi dengan judul “The Relationship of Grit and Willingness to Communicate of Senior High School Students”. Oleh karena itu, saya mohon kesediaan anda untuk menjadi partisipan dan mengisi kuesioner penelitian ini.

Anda dapat mengisi kuesioner ini jika memenuhi kriteria yaitu sebagai siswa Sekolah Menengah Atas kelas 10 yang sedang menempuh pembelajaran di kelas Bahasa Inggris.

Semua data yang didapat dari penelitian ini akan dijaga kerahasiaannya dan hanya akan digunakan untuk kepentingan penelitian. Jika ada yang ingin ditanyakan terkait dengan penelitian ini, dapat menghubungi saya melalui:

Email : 20322029@students.uii.ac.id  
WhatsApp : 081393792050

Terima kasih atas kesediaan anda dalam mengisi kuesioner ini.

Wassalamualaikum Warahmatullahi Wabarakatuh

Hormat saya,

Kirani Annisa Dhifa Putri

Dosen Pembimbing,

Banatul Murtafi'ah, S.Pd., M.Pd.

**Section 1**

- Name
- Gender

**Section 2**

1. Grit Scale by Duckworth et al. (2007)
2. L2 WTC by Lee (2020)

**1. Grit**

English version.

Choose one statement that fits your actual situation.

|                           |                  |                    |                     |                              |
|---------------------------|------------------|--------------------|---------------------|------------------------------|
| <b>(1) Strongly agree</b> | <b>(2) Agree</b> | <b>(3) Neutral</b> | <b>(4) Disagree</b> | <b>(5) Strongly disagree</b> |
|---------------------------|------------------|--------------------|---------------------|------------------------------|

| Dimension | Items  | 1 | 2 | 3 | 4 | 5 |
|-----------|--|---|---|---|---|---|
| POE       | I have overcome setbacks to conquer an important challenge.                                      |   |   |   |   |   |
| POE       | Setbacks don't discourage me.  |   |   |   |   |   |
| POE       | I finish whatever I begin.   |   |   |   |   |   |
| POE       | I have achieved a goal that took years of work.  |   |   |   |   |   |
| POE       | I am diligent.   |   |   |   |   |   |
| COI       | My interests change from year to year.   |   |   |   |   |   |
| COI       | I have been obsessed with a certain idea or project for a short time but later lost interest.    |   |   |   |   |   |
| COI       | I often set a goal but later choose to pursue a different one.                                   |   |   |   |   |   |
| COI       | I have difficulty maintaining my focus on projects that take more than a few months to complete. |   |   |   |   |   |
| COI       | I become interested in new pursuits every few months   |   |   |   |   |   |

Translated to Indonesian version.

Pilihlah salah satu pernyataan yang mewakili situasi saat ini.

|                          |                   |                   |                         |                                |
|--------------------------|-------------------|-------------------|-------------------------|--------------------------------|
| <b>(1) Sangat Setuju</b> | <b>(2) Setuju</b> | <b>(3) Netral</b> | <b>(4) Tidak Setuju</b> | <b>(5) Sangat Tidak Setuju</b> |
|--------------------------|-------------------|-------------------|-------------------------|--------------------------------|

| <b>Dimension</b> | <b>Items</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|------------------|---|----------|----------|----------|----------|----------|
| POE              | Saya dapat mengatasi halangan untuk menghadapi tantangan saat belajar.                                  |          |          |          |          |          |
| POE              | Halangan dalam belajar tidak membuat saya patah semangat.   |          |          |          |          |          |
| POE              | Saya dapat menyelesaikan apapun yang saya telah mulai.  |          |          |          |          |          |
| POE              | Saya telah mencapai tujuan saya yang memerlukan beberapa tahun untuk menyelesaikannya.                  |          |          |          |          |          |
| POE              | Saya adalah orang yang rajin.   |          |          |          |          |          |
| COI              | Kesukaan saya sering berganti dari waktu ke waktu.  |          |          |          |          |          |
| COI              | Saya terobsesi pada sebuah ide atau proyek dalam waktu singkat namun juga merasa cepat bosan dengannya. |          |          |          |          |          |
| COI              | Saya selalu membuat tujuan namun akhirnya melakukan hal yang berbeda.                                   |          |          |          |          |          |
| COI              | Saya kesusahan memfokuskan diri pada project yang perlu beberapa bulan untuk selesai.                   |          |          |          |          |          |
| COI              | Saya mudah tertarik pada suatu hal baru setiap beberapa bulannya.                                       |          |          |          |          |          |

## 2. WTC

English version.

Choose one statement that fits your actual situation.

|                               |                    |                    |                        |                                   |
|-------------------------------|--------------------|--------------------|------------------------|-----------------------------------|
| <b>(1) Definitely Willing</b> | <b>(2) Willing</b> | <b>(3) Neutral</b> | <b>(4) Not Willing</b> | <b>(5) Definitely not Willing</b> |
|-------------------------------|--------------------|--------------------|------------------------|-----------------------------------|

“How much are you willing to communicate in English in this situation?”

| <b>Dimension</b> | <b>Items</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|------------------|---|----------|----------|----------|----------|----------|
| WTC              | When you are given a chance to talk freely in an English class.                   |          |          |          |          |          |
| WTC              | When you have a chance to talk in front of the class in an English class.         |          |          |          |          |          |
| WTC              | When you have a group discussion in an English class.                             |          |          |          |          |          |
| WTC              | When you have a chance to make a presentation in front of a large group.          |          |          |          |          |          |
| WTC              | When you have a chance to explain your own culture in English to your classmates. |          |          |          |          |          |

**Translated to Indonesian version.**

**Pilihlah salah satu pernyataan yang mewakili situasi saat ini.**

|                            |                     |                   |                           |                                  |
|----------------------------|---------------------|-------------------|---------------------------|----------------------------------|
| <b>(1) Sangat Bersedia</b> | <b>(2) Bersedia</b> | <b>(3) Netral</b> | <b>(4) Tidak Bersedia</b> | <b>(5) Sangat Tidak Bersedia</b> |
|----------------------------|---------------------|-------------------|---------------------------|----------------------------------|

**“Seberapa besar kesediaanmu untuk berbicara dengan bahasa Inggris di situasi seperti ini?”**

| <b>Dimension</b> | <b>Items</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|------------------|--|----------|----------|----------|----------|----------|
| WTC              | Saat saya mendapatkan kesempatan untuk berbicara dengan bebas pada kelas bahasa inggris.         |          |          |          |          |          |
| WTC              | Saat saya diberi kesempatan untuk berbicara di depan kelas pada pelajaran bahasa inggris.        |          |          |          |          |          |
| WTC              | Saat saya berada dalam diskusi kelompok pada pelajaran bahasa inggris.                           |          |          |          |          |          |
| WTC              | Saat saya diberi kesempatan untuk presentasi di depan kelompok besar.                            |          |          |          |          |          |
| WTC              | Saat saya diberi kesempatan mengenalkan budaya saya dalam bahasa inggris di depan teman sekelas. |          |          |          |          |          |