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A SURVEY STUDY ON STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH

THESIS



By:

HALIMAH NURUL AZIZAH

NIM: 205180051

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN JAMBI**

2023

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THESIS

Submitted as Partial Fulfillment of Requirements to Obtain Undergraduate
(S1) Degree in English Education



By:

HALIMAH NURUL AZIZAH

NIM: 205180051

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2023



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NIM : 205180051

Department : English Education

Title : A Survey Study of Students' Willingness to Communicate (WTC) in English

Could be submitted to munaqasah exam as one of the requirements for the undergraduate degree (S1) in English Education Program Education and Teacher Training Faculty the State Islamic University Sulthan Thaha Saifuddin Jambi. So, we submit it in order to be examined soon. We would like to say thanks for attention.

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Jambi, January 10th, 2023

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Nomor: B-19/D.I/KP.01.2/04/2023

The Thesis entitle "A Survey Study on Students' Willingness to Communicate in English" an has been thesis defense by Educati and Teacher Training Faculty (FTK) on:

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Date : 22 February 2023
Time : 13:00 – 14:30
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Place : Ruang FTK
Students' Number : 205180051
Title : A Survey Study on Students' Willingness to Communicate in English

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement.

No	Name	Signature	Date
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I who signed bellow stated that the thesis which is entitle “A Survey Study on Students’ Willingness to Communicate in English” is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Education Program of Faculty of Education and Teacher Training of Islamic University Sulthan Thaha Saifuddin Jambi.

Any parts of writing of which I quoted from the work of other people have been completed with the source in clearly in accordance with the norms, rules, and ethics of academic writing.

If the letter found that some parts of the thesis are not my own work or identified any element of plagiarism, I am willing to accept the consequence in accordance with rules and regulation prevail. Therefore, in writing this statement, I am going in good health and mind.

Jambi, March 6th, 2023

Researcher



Halimah Nurul Azizah

205180051

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DEDICATION

Alhamdulillah, in the name of Allah Subhanallahu Wata'ala, who is all-kind and merciful, who has given researcher grace and guidance so that researcher can easily finish this thesis. Also, Sholawat and the researcher's greeting will be given to the Islamic revolutionary and great prophet Muhammad Salallahu 'Alaihi Wassalam, whose help the researcher hopes to get in the last yaumul.

The researcher would like to thank everyone who contributed ideas, time, money, and any other kind of help. The researcher's thesis and special thanks to:

1. My father and mother are the most wonderful people in the world, and my mother (Suparmi) is the one I adore the most. She has been quite loving and supportive throughout the researcher's efforts to finish this thesis. In other words, without her prayers, the researcher would not be able to complete the thesis. Thanks to my stepfather (Taryudin) for his undivided attention as I worked on this thesis.
2. Amalia Nurhasanah, S.Pd, M.Hum as the first advisor who always gives encouragement, support, and advice, which keeps the researcher motivated to finish the thesis.
3. Khotimah Mahmudah, M.Pd as the second advisor, has given the researcher a lot of help, advice, and direction in writing the thesis.
4. Hilma Suryani, M.Pd as an academic advisor, has taught and guided all of the researcher in the Faculty of Tarbiyah and Teacher Training departments.
5. Wahyuni Fitria, M.Pd as the head of the English Education Study Program, has helped the researcher with guidance, support, and advice to finish the thesis.
6. Muksis, M.Pd as the chairman of the SIT Nurul Ilmi Jambi foundation who has provided support to the researcher and Noviyana S.Pd as the founder of Novi's tailors who has accompanied the researcher and provided support, direction and advice to researcher to complete this thesis.

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7. As brothers, Somat, Sunarto, Jumadi, and Salman Al-Farizi have given a lot of help, keep pushing the researcher to finish the thesis, and always talk to the researcher about being kind.
8. My beloved friend, Efrizal Saril, S.Pd and Fitri Setya Ningrum who has helped and supported the researcher in completing the thesis.
9. Beloved classmates (English students in class B in 2018) that the researcher can't name one by one.

MOTTO

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ

“and that each person will only have what they endeavoured towards”

(QS. An-Najm [53] : 39)

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ACKNOWLEDGEMENT

All praise be to Allah SWT, Lord of all living things, for His bountiful help and guidance throughout my study, and for the opportunity to complete this thesis. The Prophet Muhammad SAW has once again received the salutations of sholawat and salam. On the final day, we plan to ask for and perhaps receive his syafa'at.

This thesis is part of the requirements for the English State Islamic University Sulthan Thaha Saifuddin Jambi Undergraduate Degree (S.1). The researcher would like to say thank you from the bottom of his heart to:

1. Prof. Dr. H. Su'aidi Asy'ary, MA, Ph.D. as the Rector of the State Islamic University Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadilah, M.Pd as the Dean of the Faculty of Education and Teacher Training.
3. Prof. Dr. Risnita, M.Pd as the Vice Dean of academic Affair, Dr. Najmul Hayat, M.Pd.I as the Vice Dean of General Administration, and Dr. Yusria, S.Ag., M.Ag as the Vice Dean of students' affair Faculty of Education and Teacher Training.
4. Wahyuni Fitria, M.Pd, as the Head of English Education Study Program and Edi Rozal, M.Pd as the Secretary of English Education Study Program.
5. Amalia Nurhasanah, S.Pd, M.Hum as the first advisor and Khotimah Mahmudah M.Pd as the second advisor who has make time and guide the researcher in accomplish this thesis.
6. All lecturers Faculty Tarbiyah and Teacher Training at State Islamic University of Sulthan Thaha Saifuddin Jambi who gives knowledge to researcher.
7. My beloved parents and family who always support me and praying for me.
8. All friends who give researcher support and suggestion to finish this thesis.

The researcher hopes that this thesis will be useful in the teaching of English. It has been clear to the researcher that this thesis is not flawless. Therefore, comments and suggestions on how to improve the composition of this thesis are very welcome. Hopefully, this thesis will be useful to researchers and

readers alike, so contributing to scientific progress, may Allah Subhanallahu Wa Ta'ala be pleased and accept it as workshop. Aamiin

Jambi, March 6th, 2023
Researcher



Halimah Nurul Azizah
205180051

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ABSTRACT

Name : Halimah Nurul Azizah
Study Program : English Education Study Program
Title : A Survey Study of Students' Willingness to Communicate (WTC) Using English

This study aims to investigate students' perceptions and the most dominant factor influencing Students' Willingness to Communicate (WTC) in English. It employs a quantitative approach, survey research design. Seventy-five students of State Islamic University of Sulthan Thaha Saifuddin Jambi participated as the respondents. The results indicate that fifth semester students at State Islamic University of Sulthan Thaha Saifuddin Jambi have a positive attitude toward WTC using English in the classroom. The students stated that learning and communicating using English is important and beneficial. There are two types of factors that influenced the students' WTC using English: linguistic factors and non-linguistic factors. Vocabulary and grammar are the most dominant linguistic factors. While the most dominant non-linguistic factors are anxiety and personality.

Keyword: *English Language; Factors, speaking, willingness to communicate*

ABSTRAK

Name : Halimah Nurul Azizah
Study Program : English Education Study Program
Title : A Survey Study of Students' Willingness to Communicate (WTC) Using English

Penelitian ini bertujuan untuk menyelidiki persepsi siswa dan faktor yang paling dominan mempengaruhi kemauan siswa untuk berkomunikasi dalam Bahasa Inggris. Ini menggunakan pendekatan kuantitatif, desain penelitian survei. Tujuh puluh lima mahasiswa Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi berpartisipasi sebagai responden. Hasil penelitian menunjukkan bahwa mahasiswa semester lima Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi memiliki sikap positif terhadap kemauan siswa berkomunikasi menggunakan bahasa Inggris di kelas. Para siswa menyatakan bahwa belajar dan berkomunikasi menggunakan Bahasa Inggris itu penting dan bermanfaat. Ada dua jenis faktor yang mempengaruhi kemauan siswa berkomunikasi menggunakan Bahasa Inggris: faktor linguistik dan faktor non-linguistik. Kosakata dan tata bahasa merupakan faktor linguistik yang paling dominan. Sedangkan faktor non-linguistik yang paling dominan adalah kecemasan dan kepribadian.

Kata kunci: Bahasa Inggris; faktor, berbicara, kemauan berkomunikasi

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CHAPTER I INTRODUCTION

Research Background

Willingness to Communicate (WTC) is a person's desire to actively communicate in a certain situation. This can change depending on the other person, the topic, and the context of the conversation, among other possible situational factors (Kang, 2005). WTC construct is an important part of teaching and learning a Second Language (L2). Almost everyone who is learning a second language will answer a direct question, but many won't go on or start a conversation. WTC is something that can help people who don't speak the target language use the target language (Mystkowska-Wiertelak & Pawlak, 2016).

McCroskey defines WTC in a Second Language as the propensity to initiate conversations with individuals in a second language. It has been proposed as a personality perspective that explains why one person begins communication when the other person is not in the same situation. This WTC construct is developed from the hypothesis of a person's Unwillingness to Communicate (Burgoon, 1976) and Predispositions toward Verbal Behavior (Mortensen, Arntson, & Lustig, 1977), in addition to shyness (McCroskey & Richmond, 1982). The above explanation shows that there are different WTC levels among people learning a second language.

Chan & McCroskey (1987) divide WTC levels into high and low. Students with a high WTC are more willing to talk to each other in a foreign language. Students who are shy and don't want to talk to others in a foreign language are a low WTC. The higher a student's WTC, the more often students will use a second language to talk to others. So, highly motivated students are expected to keep learning, which can improve students skills, self-confidence, and second language.

The researcher was conducted observation of fifth semester students majoring in English Education at Sulthan Thaha Saifuddin State Islamic

University Jambi. Researcher found that lecturer and students interacted using English during the teaching and learning process in class. However, when students come to the front of the class to present the results of assignments given by the lecturer, most of the students use Indonesian to communicate with classmates. While the teaching and learning process looks fun, it's just that students rarely practice communicating in English while studying. This made the researcher would like to examine how the fifth semester students of the English Department perceptions of students WTC in English. In addition, the researcher digs deeper into this topic after seeing some research results from previous studies.

The first previous studies was conducted in 2021 by Ajeng Ayu Rihardini, Rahmati Putri Yaniafari, and Nur Mukminatien under the title Students' Willingness to Communicate Using English: A Survey Study. This study aims to investigate students' perceptions toward WTC using English during classroom interaction. Based on the finding, it is concluded that X and XI grade students at SMK Negeri 10 Malang have a positive opinion towards WTC using English in the classroom. On the other hand, the degree to which the students are willing to speak English is still not exceptionally high.

Other previous studies was conducted in 2015 by Syeda Farzana Bukhori, Xioguang Cheng, and Salman Ali Khan under the title Willingness to Communicate in English as a Second Language: A Case Study of Pakistani Undergraduates. This study looks at how Pakistani undergraduate students see other students' willingness to start a conversation in English in four different situations with three different types of listeners. The results show that Pakistani college students' WTC is higher than average. The Pakistani students liked starting conversations in English with friends and acquaintances more than with strangers.

Moreover, previous studies was conducted in 2009 by Diane de Saint Leger and Neomy Storch under the title Learners' Perceptions and Attitudes: Implication for Willingness to Communicate in an L2 Classroom. This study looks at how students perception their speaking skills, what the students bring

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to oral classroom activities (such as whole-class and small group discussions), and how they feel about these activities. It also looks at how these perceptions and attitudes affect the learner's willingness to communicate in L2. This study came to the conclusion that how students' perceptions of speaking activities and how the students see as learners in foreign language classes influence the students WTC in various ways. In general, students' WTC L2 in the classroom grows along with the students' self-confidence.

Research by Rihardini et al. in 2021 shows that class X and XI students of SMK N 10 Malang City have a low WTC rate. Research conducted by Bukhari et al. in 2015 shows that WTC Pakistani college students are relatively high. However, Pakistani students prefer to initiate communication with friends and acquaintances rather than strangers. Pakistani students are not confident if the students have to communicate using English in front of many people. Then, research conducted by Leger & Storch in 2009 showed that as students' self-confidence increases over time, the WTC in the classroom will also increase.

Previous studies focus on examining the perception of students' WTC. In this study, researcher conducted research on students perception toward WTC in English and also factors that contributed to students' WTC using English. Most English majors learn English as the second language and are expected to be fluent in it. If an English student wants to get a bachelor's degree in English, students must be fluent in English and can communicate with people in English. If the English major in class does not talk to each other in English, this will be a serious problem. This will make it difficult for students to interact using English and make it difficult for lecturers to teach effectively. According to the background of the problem discussed above, the researcher is interested in investigating student WTC in English with the title: A Survey Study on Student Willingness to Communicate (WTC) in English.

B. Problem Identification

Based on the background above, the researcher identified that there are different WTC levels among people learning a second language and students' perceptions influenced students' willingness to communicate in English in class.

C. Limitation of the Research

The researcher focused on the fifth semester students enrolled in the English Language Education Study Program at the State Islamic University of Sulthan Thaha Saifuddin Jambi academic year 2021/2022. The research's limitations revolved around students' perceptions of WTC in English and the factors influencing students' WTC in English.

D. Problem Formulation

Based on the background above, the following issues can be identified in this research:

1. What is students' perceptions of WTC in English among fifth semester students of English Education at Sulthan Thaha Saifuddin State Islamic University Jambi?
2. Which factors that have the most dominant on students' WTC in the English of the fifth semester students of English Education at Sulthan Thaha Saifuddin State Islamic University Jambi?

E. Purpose of the Research

Based on the problems above, this study aims to determine the following:

1. Students' perceptions of WTC in English among fifth semester students of English Education at State Islamic University Sulthan Thaha Saifuddin Jambi.
2. Factor that have the most dominant influence on student WTC in English fifth semester students of English Language Education State Islamic University Sulthan Thaha Saifuddin Jambi.

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F. Significant of the Research

The researcher intends for this study to have valuable outcomes. Hopefully, this study will make it easier for academics and others interested in evaluating students' WTC in English in the classroom.

1. Lecturer

Lecturers can create new strategies to increase students' WTC in a class by knowing the factors contributing to students' willingness to communicate using English.

2. Student

Students can practice their ability to increase their level of WTC using English to a high level by knowing the factors contributing to students' willingness to communicate using English.

3. Other researchers

Other researchers can use the results to conduct further research to address cases where students are unwilling to communicate in English.

4. Reader

The results of this study can provide an insight into students' WTC in English that can be applied in everyday situations.

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CHAPTER II REVIEW OF RELATED STUDY

A. The Concept of Willingness to Communicate

The original theoretical groundwork for WTC was laid in native language discourse (L1). Unwillingness to communicate, first conceptualized by Burgoon (1976), is defined as a propensity to avoid engaging in conversation. Later, McCroskey & Baer (1985) identified unwillingness to communicate, proposing WTC as a means of doing so. The theoretical framework defines WTC as the consistent WTC in different situations. Finally, Macintyre et al. (1998) extended the idea of WTC from the realm of personality traits to the field of WTC in L2 through a heuristic model of potential factors influencing WTC in L2, which called the pyramid model. WTC is generated by factors personality traits such as self- confidence and communication skills, as well as introverted and extroverted personalities, are influenced by context. Therefore, people's WTC varies in different situations (McCroskey & Richmond, 1982).

Some people want to talk to others, so they will, but others prefer to be quiet and do not want to talk to others. The WTC theory says that second language (L2) students willing to use the language that the students are learning have a better chance of succeeding in the student's studies. So, a student who is good at communication can practice language and act in a way that helps them communicate at every opportunity. Therefore, Macintyre et al. (1998) said that teaching aims to make students talk more and reduce the students' unwillingness to communicate with others.

McCroskey and his colleagues created the WTC concept in the 1980s. Burgoon's (1976) idea of Unwillingness to Communicate (UWTC) inspired the WTC concept. Initially, this idea was viewed as a characteristic of the individual's personality that explains variances in first language (L1) communication. However, based on Burgoon's research, McCroskey and Richmond (1982, 1987, 1990, 1991) proposed that WTC is a personality

representing a general propensity to interact in situations where the speaker has the freedom to choose whether or not to interact.

The WTC has been shown to significantly impact the performance of learning a second language. Therefore, it is essential to have students in the communicative language course motivated to use English in meaningful ways. However, in Indonesia, this presents a challenge (Riasati, 2012). Their students' reluctance to speak English in class is a common problem for English teachers. Moreover, poor communication skills have been linked to less satisfying relationships. In language acquisition, L2 communication constitutes practice in the target language. Consequently, the greater the amount of time spent communicating in the target language, the greater the level of communicative competence and the higher the level of student achievement (Bernales, 2016).

1. Willingness to Communicate (WTC) in Second Language (L2)

The effects of WTC on learning a second language (SLL) a lot has been written about how WTC changed SLL. But even a quick look at the research shows that WTC affects the amount of time spent on L2 instruction, helps students become more fluent in the language, and builds a foundation of communicative competence in the target language (Kang, 2005). Also, learners can get a lot out of the cognitive effects of extended practice or active engagement, which help develop critical thinking and learning and improve emotional understanding.

Students should be more willing to talk to each other for more than one reason. Macintyre et al. (1998) made a model for L2 WTC that takes into account the interaction between individual and contextual factors that have both short-term (layers I-III) and long-term (layers IV-VI) effects on students' L2 use. The model is built from the top down, starting with the most immediate and fleeting situational and temporary effects on L2 communication state and moving down to the more stable and permanent effects on L2 communication situations.

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Starting at the top with the Communicative Behavior model, Level I focuses on the literal use of a second language, which is widely regarded as the fundamental goal of language training. Layer II is a willingness to participate in discourse at a specific time with a particular person or persons using L2 who are directly responsible for the communication (p.547). Finally, layer III describes the pre-contextual factors that affect WTC, such as the desire to contact specific individuals and the level of confidence in those communications. First, Macintyre et al. (1998) presume that people frequently interact with one another to achieve some predetermined goal, such as obtaining assistance or working together. Macintyre et al. (1998) state that adaptability and code-switching are always necessary to reach that "higher goal." According to Macintyre et al. (1998), the second point, "major direct determinant of WTC" (p.549) is never consistent and highly dependent on the context and characteristics of past L2 experiences.

In layer IV, MacIntyre et al. (1998) begin to focus on variables that are more consistent, enduring, and, therefore, more complex. This layer consists of three parts: interpersonal desires, intergroup drives, and L2 beliefs. Macintyre et al. (1998) identify ownership and control as two primary sources of motivation. The term "affiliation" describes the desire to bond with one's conversational partner based on integrative factors like shared interests and experiences. On the other hand, "control" is a type of communication in which one party seeks to manipulate another during transmission for instrumental goals, such as a more powerful interlocutor.

Layer V consists of three parts that deal with emotional and mental contexts. On the other hand, the elements and variables discussed at this layer are related to the person himself and originate from experiences, attitudes, and general goals, not from specific events. For example, attitudes between groups, social situations, and communication skills. Finally, Layer VI, social and individual settings, consists of climate and personality differences between groups. The friendly attitude of different

social groups brings out the unique features of a multilingual environment. Perceptions and feelings about different ethnic groups have to be looked at together with the availability of language or linguistic vitality (a structural feature of society). Control and ownership motivations are at the heart of the WTC because they are always elevated in the model in terms of both individual and situational variables.

2. Willingness to Communicate (WTC) in English as a Foreign Language (EFL)

Nishanti (2018) says that it's important to learn other languages, especially English. It is thought of as a language spoken all over the world. This means that it is important for students to learn and master English, especially if the students are majoring in English education. Therefore, the L2 curriculum is considered a failure if it does not involve students actively in communicating. In fostering student interaction and dialogue in class, the teacher plays an important role as a facilitator. So, learning a second language at the WTC is contextual learning. In addition, the etiology of WTC is thought to originate from a mixture of internal psychological conditions and elements of the external environment (Kang, 2005).

Namaziandost et al. (2019) Students' self-confidence will increase because students have speaking competence with lots of practice to ensure their English is very good and convincing. This will show students something about the language that students did not know before. When students talk to each other in English in class, it will help students realize that students have language problems and show students something they don't know about the target language. All parts of communication play an important role in the classroom in encouraging and helping students grow in this area. The interaction hypothesis says that L2 learners can improve their communication skills by adapting to ongoing conversations.



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Teachers should be able to plan better future lessons based on how students answer questions about the WTC situation and how willing students are to talk. The goal is for teachers to use this information to continue making the classroom a place where students can work together and find ways to lessen the influence that makes some students feel uncomfortable raising their hands in class. As a bonus, teachers can help and encourage kids until the kids reach a point where they are comfortable talking in any situation. So, EFL teachers will have better tools to help their students build strong WTC and keep their interest and commitment to the language outside school. Also, this strategy can help encourage students to study on their own time. As a result, teachers are strongly encouraged to try the above methods to improve students' WTC and, by extension, their participation in classroom activities. However, the WTC L2 model shows that the learner's desire to communicate can change depending on the situation. So, the list made by Macintyre et al. (1998) is by no means complete. Consequently, educators should modify their strategies to take full advantage of the unique qualities of each classroom.

3. Indonesian Students' Willingness to Communicate (WTC) in the English Language

English is widely used in Indonesia, so it is a required part of the secondary school curriculum. But that doesn't mean that students are ready to talk to each other in English in a good way. It is hard to teach spoken English in places where English is not the native language. Teachers should be able to encourage students who are learning a foreign language to keep speaking English with student's classmates. Students in Indonesia must also be able to speak English well if they want to get jobs requiring English interviews.

When teachers tell students to speak English with friends, it makes many nervous. In Indonesia, Manipuspika (2018: 201) says that a high willingness to use the foreign language being studied will show real

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communication in the classroom. It is clear that the WTC helps language learners become better at using the language the student is learning to speak with other people. In classrooms where students can be heard speaking, English answers are much more common than Indonesian ones (Havwini, 2019). Only 16,44% of the comments made by Indonesian-speaking students in class discussions were graded. Most of the time, students can talk about themselves in the target language. However, when the students' speak, the students' often mix English and Indonesian.

B. Factors Influencing Students' Willingness to Communicate (WTC)

Students' WTC is the intention and willingness to initiate communication in the L2 (Riasati, 2018). According to MacIntyre (1994), the WTC is open to various forms of communication. Therefore, the WTC determines whether or not students choose to communicate when given a chance. Teachers have observed that students' relationships and language productivity suffer when students don't engage in WTC- based activities (Freiermuth & Jarrel, 2006). Zade & Hashemi (2014) found that students with higher WTC scores were more inclined to speak up in class, which led to more significant amounts of oral production. As a result, WTC is crucial for gauging pupils' linguistic competence. Improved fluency in spoken language is a natural byproduct of increased language production, as students spend more time engaging in meaningful conversation in the target language.

Two different circumstances affect students' WTC use of English based on layer III of the heuristic model developed by Macintyre et. al (1998). There are two types of influences: linguistic and non-linguistic.

1. Linguistic Factors Influencing Students' Willingness to Communicate Using English in the Classroom

Linguistic factors contributing to students' WTC using English are vocabulary, grammar, and pronunciation.

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a. Vocabulary

Vocabulary is the first aspect of language that influences pupils' willingness to communicate using English in conversation. Students have trouble communicating in English due to a lack of vocabulary (Fadilah, 2018). Students' ability to express themselves in English may be hindered if the students' lack an extensive vocabulary. Because of this, researchers can conclude that a large vocabulary is necessary for fluent conversation. Furthermore, students lack self-assurance when communicating in English because they are worried about using the incorrect term. So, when students try to talk to each other in English, the students get stuck because the students don't know enough words (Fadilah, 2018). If a student doesn't have a big vocabulary, it could make it hard for them to talk in English. Students will improve the communication skills by mastering an extensive vocabulary. However, students may struggle with the students' studies with a small vocabulary.

Students can't take part in a conversation because the students don't know enough words (Fadilah, 2018). In some cases, students may already memorize the words or the solution to a problem. But on the other hand, the students' limited English vocabulary may prevent from effectively communicating their ideas.

Vocabulary is the collection of words someone uses to express desire to communicate. Therefore, pupils in this situation must have a vast vocabulary to express themselves clearly. This manifests itself, for instance, in student speech, where the speaker seems at a loss for words, and the audience receives nothing but a muddled message. Therefore, the speaker must have an extensive vocabulary and good communication skills.

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b. Grammar

Grammar is the second aspect of language that influences pupil's students' WTC to use the language in everyday situations. According to Sudarmawan et al. (2020), grammar is one part of language that students should learn to communicate clearly and creatively. Most of the time, students learning English ignore or don't care about grammar. If the students don't practice enough, the students might forget how grammar works when the students need to talk to someone in English.

Shakir and Mahmood (2021) say that grammar shows the basic structure and rules for constructing words and sentences. Grammar is also an important part of the English language that EFL learners use to construct words and sentences. Most students worry too much whether what the student says is true or not, and if the student is unsure, the student doesn't say anything. One of the reasons why students worry about making mistakes when speaking English is because students are too focused on what students are going to say and cannot put minds together with the correct grammar.

c. Pronunciation

Pronunciation issues arise when attempting to decipher a phrase based solely on sounds. This involves thinking about more than just the tone of one's voice while considering speaking. There is a close relationship between the way language is spoken and other aspects of communication, such as intonation, phrasing, stress, time, rhythm (hyper-segmental aspect), voice projectivity (tone quality), and, in the broadest sense, attention to gestures and expressions.

Many students assume that the quality of an English speaker can be gauged by how well they use grammar and pronunciation. Antaris and Omolu (2019) say that if a speaker doesn't say a word correctly, it can be hard for the listener to understand, and if a speaker

always says words wrong, it will be very hard for the listener to understand the speaker. The better a person speaks, the easier it is to understand what they are saying. On the other hand, if the pronunciation is not clear, it will be hard for people to understand what is being said.

Horwitz et al. (1986) talk about how many students think that the students should not say something in a foreign language until the students know how to say it correctly and that it is not okay to guess a foreign language word the students do not know. When a student says an English word wrong in front of a large group of people, people might laugh at the students, which can be pretty embarrassing.

2. Non-linguistic Factors Contributing to Students' Willingness to Communicate Using English in the Classroom

Non-linguistic factors contributing to students' WTC using English are interlocutor, motivation, anxiety, personality, and topic interest.

a. Interlocutor

The first non-linguistic factor that influences students' desire to speak English is the interlocutor. Mega and Sugiarto (2020) say that the habit of using English for communication and English proficiency are related. Students need to get used to communicating well in English and have high self-confidence to become better at speaking English.

Riasati (2012) says that people who want to learn a language need motivation from a partner, and most people who want to learn a language don't want to always be the only one speaking. Instead, language learners prefer to talk about ideas with each other. Some students may find it easier to talk to friends because both have a similar level of communication skills. According to Alam et al. (2018), getting the right information from the teacher could help the students do better and be a key to the students future success. On the other

hand, this is not an easy task to do because the students feel more comfortable speaking in the native language outside of the classroom.

b. Motivation

Carnegie Mellon University (2019) says that students are less motivated to learn because the students do not think the efforts will help to do better and because the students have other things that are more important. Students lose motivation when the teacher is not clear about the lesson, has low self-confidence, is not happy with what the students learning, or has personal problems. Sasson (2019) says that a lack of motivation means not having enough passion and enthusiasm for a job. Shore (2017) also says that a lack of motivation can be seen as not caring about what one is supposed to do.

c. Anxiety

Anxiety is the third non-linguistic component influencing pupils' willingness to communicate in English. Rumiya and Seftika (2018) said that language anxiety can start as temporary bouts of fear when a student has to perform in the target language. At this point, the anxiety is just a passing state. It means that the student's WTC English can be affected by the students surroundings.

Fatmawati et al. (2020) say that unsupportive attitudes, like teasing from friends or lecturers, played a big role in making participants feel insecure. The students thought that if the students made a mistake, the classmates would laugh. In other words, the students feared that people would laugh at the students or that the students would do something embarrassing in public.

Fatmawati et al. (2020) said that students' lack of preparation was another reason why the students did not trust themselves. Some students say that the students get very nervous when the students do not study enough for tests or public speaking class. A student blames

himself because the student learns less because the student worries too much. When learners are asked to speak without enough preparation, learners will have trouble focusing, forget things, sweat, and have heart palpitations. From these results, the researcher can conclude that students panic, have trouble focusing, and even forget things when the student do not have enough time to think before the student have to talk in English.

d. Personality

A student's willingness to communicate can be affected by several personality traits, but two of the most common are shyness and self-confidence. It has been found that certain pupils are more extroverted than others and actively seek out social interaction due to this trait. On the other hand, some people are reserved and shy, opting out of most group activities and trying to minimize their interactions with others.

Fatmawati et al. (2020) said that when students make mistakes, most of the other students laugh at the student. The worst thing is the student starts to lose focus when the student makes a mistake. The student couldn't think of anything to say and was silent for a moment. The student twitched, stretched, and tripped. The student looks nervous, tense, even sweating. Some of them only smiled or laughed to hide their worries.

e. Topic Interest

The next thing that changed the WTC for the students was what the students talked about. Alimorad and Farahmand (2021) say that a lack of content or not knowing enough about the topic seemed to be another factor that hurt WTC. If the students did not know about the topic or were not ready for it, the student would be less likely to talk.

Alimorad and Farahmand (2021) also said that learners feel much more comfortable and willing to talk about a topic if the learners know enough about it. When students are given a topic the students do not know much about, the students may not be able to take part in class discussions because they do not know what to say. When students have enough information or knowledge about a certain topic, the students are more likely to want to talk about it.

C. Students' Perception

a. Definition of Perception

Hadi et. al (2017) says that perception is the process of giving meaning to and interpreting stimuli and sensations that people receive, and is strongly affected by both internal and external factors. Students' perceptions can be judged by how well the students can defend the students own opinions and tell the students apart from what is being taught in class. It says that if a person has a good view of something or other people, it will also help him/her. Perception can also be thought of as a person's interpretation of something. The way students see what the students are learning is an important way to measure the learning outcomes.

For this reason, it's important for the lecturer to know what the students perceptions. After finding out what students perceptions, lecturers can change what students don't like and improve what the students do like, whether it's how the lecturer teach, how the lecturer present material, or how the lecturer give assignments. So, understanding how students perceptions is very important not only for estimating but also for improving teaching.

b. Types of Perception

According to Irwanto (2022, p.71), the results of perception can be split into two groups:

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1) Positive Perception

Perception that describes all knowledge (whether know it or not). It will go on with the same energy or accept and help the object in perceive.

2) Negative Perception

Perception that describes all knowledge (whether know it or not) and responses that don't fit with what is being perceived. It will go on with passivity or rejecting and fighting against the object in perceive.

c. Process of Creating Perception

Walgito (2018, p.54) says that the way people see things is the result of a process. The course of perceptual processes begins with things that excite the sense organs or receptors and the skilled stimulation of these organs is called physical processes. The nerves in the sense organs transmit information about what is happening to the brain.

Also, a process happens in the brain so that the person can understand what he is receiving with the receptor, which is the stimulus he receives. The things that happen in the conscious brain are called psychological processes. Thus the last level of the perceptual process is that the individual is aware of what is received through the senses (receptors).

Kenyon and Sen (2015) say that forming perceptions involves four steps: reception, selection, organization, and interpretation. From multiple sources, it can draw the following conclusions about how perceptions are formed:

1) Reception

In this process, information is gathered by looking and listening.

2) Selection

In this process, the receiver will select the information received.

3) Organization

It is the process by which a person sorts the information received into a thought.

4) Interpretation

Here, the information that is sensed, chosen, and organized is put together by the receiver.

D. Previous Study

McCroskey & Baer (1985), the WTC model is a first-to-market approach to language learning & teaching. The idea is best described as a constant inclination to speak up when given a chance. Several investigations were then done to determine the factors contributing to the observed differences in WTC. Finally, in the early 1990s, researchers in the field of L2 acquisition began to take notice of developments in the WTC first language (L1) study.

The researcher started looking for previous studies by looking at what other studies had found. So the researcher can find references, additions, and comparisons that will make the final product more accurate. In the end, this help research the new and old libraries.

Previous research was conducted in 2021 by Ajeng Ayu Rihardini, Rahmati Putri Yaniafari, and Nur Mukminatien under the title Students' Willingness to Communicate Using English: A Survey Study. This study examines students' beliefs and motivations concerning using English in the classroom. The study employs statistical methods and a survey research strategy. The student's willingness to communicate using English was measured using a modified version of the well-known FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz, E.K., Horwitz, and M. B., Cope J. (1986). A total of 115 pupils from SMK Negeri 10 Malang took part. The statistics show that students in grades X and XI at SMK Negeri 10 Malang are enthusiastic about using English in the classroom. All of the students agree that learning English is important and needs to be done, but the students don't want to talk to each other in English, which poses a severe problem.

Other previous research was conducted in 2015 by Syeda Farzana Bukhori, Xioguang Cheng, and Salman Ali Khan under the title *Willingness to Communicate in English as a Second Language: A Case Study of Pakistani Undergraduates*. This quantitative study included 170 college students from Pakistan. This study looks at how Pakistani undergraduate students see other students' willingness to start a conversation in English in four different situations with three different types of listeners. The results show that Pakistani college students' WTC is higher than average. The Pakistani students liked starting conversations in English with friends and acquaintances more than with strangers.

Moreover, previous research was conducted in 2009 by Diane de Saint Leger and Neomy Storch under the title *Learners' Perceptions and Attitudes: Implication for Willingness to Communicate in an L2 Classroom*. A total of 32 students who were learning French as a second language (L2) took part in this study. This study looks at how students perception their speaking skills, what they bring to oral classroom activities (such as whole-class and small group discussions), and how they feel about these activities. It also looks at how these perceptions and attitudes affect the learner's willingness to communicate in L2. This study came to the conclusion that how students' perceptions of speaking activities and how the students see as learners in foreign language classes influence the students WTC in various ways. In general, students' WTC L2 in the classroom grows along with the students' self-confidence.

In language classes, it's essential to use the target language to get students more interested in talking (Havwini, 2019). The 2013 National Education Curriculum puts a lot of emphasis on students' oral communication skills in English and other languages. This study looks at how English class students see the World Trade Center. Look at how often Indonesian students in class use the WTC pattern. A detailed analysis of two English studies at Aceh Timur Senior High School shows that different types of assignments lead to different ways of writing task completion. Getting students involved and

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making the WTC pattern more diverse is essential, giving them a wide range of educational goals and activities.

In conclusion, the aforementioned empirical studies reveal cultural differences in the association between L2 WTC and characteristics, including motivation, attitude, self-confidence, and communication skills. However, the researcher indicate that self-perceived communication abilities, communication anxiety, and motivation are the most crucial drivers of WTC in ESL/EFL contexts.

Some data from a researcher examining the issue of student WTC show a similar pattern. There was a general lack of interest on the side of students at Sulthan Thaha Saifuddin State Islamic University Jambi actively participating in the discussion. While some students may be able to communicate in English, the students often refrain from doing so out of fear of making mistakes.

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CHAPTER III RESEARCH METHOD

A. Research Design

A quantitative method is used to do the research. The quantitative method lets the researcher get numbers by analyzing samples statistically with tools that have already been set up (Creswell, 2009). This study's research method is a survey research method. A survey research design is a quantitative research method that is used to get a description of the population's opinions, behaviors, and traits from a sample of the population (Creswell, 2009). A cross-sectional survey design was used. This type of research collects data from a sample at one time (Creswell, 2009).

A cross-sectional survey design was chosen to measure the behavior of a number of populations through samples of the level of students' willingness to communicate and the factors that affect students' willingness to communicate as variables in the study. Cross-sectional surveys are often used in education to learn about people's attitudes, beliefs, opinions, and behaviors, and the researcher can quickly give information.

Based on the explanation above, questionnaires are often used as research tools in this research method. However, each subject can also be interviewed as an alternative. Cross-sectional studies are often the best way to go because they are the most useful. For example, if the researcher only have time or money to collect cross-sectional data or if the only data the researcher can find that answer our research question were collected at one point. This is because cross-sectional studies are cheaper and take less time than many other types of studies. The researcher also make it easy to get information that can be used to start more research.

Specifically, the researcher was conducted this research at the Sulthan Thaha Saifuddin State Islamic University Jambi, located at the Faculty of Tarbiyah and Teacher Training, English Education Study Program, Ahmad Dahlan Building, Classes A, B, and C.

B. Research Setting

Specifically, the researcher was conducted this research at the Sulthan Thaha Saifuddin State Islamic University Jambi, located at the Faculty of Tarbiyah and Teacher Training, English Education Study Program, Ahmad Dahlan Building, Classes A, B, and C. Research begins on December 2, 2022 until January 11, 2023.

C. Population and Sample

1. Population

Creswell (2012, p.142) said that the population consists of people with the same traits. The population includes people, groups, institutions, speech, signs and symbols, print, broadcast, visual media, and advertising. This analysis was based on data from the fifth semester of the English Language Education Study Program, the Teaching and Teacher Training Faculty of Sulthan Thaha Saifuddin State Islamic University Jambi. The researcher chose fifth semester students because these students had completed 137 credits. Students in fifth semester have also taken four speaking classes: interactional speaking in the second semester, transactional speaking in the third semester, public speaking in the fourth semester, and teaching English for young learners in the fifth semester. As a result, fifth semester students have better English skills than previous semester students. The researcher wants to find out from the students' answers how much they want to use English in everyday life and what makes them want to do it. The following is the number of students:

Table 3.1. Total of population

No.	Class	Total students
1.	A	23
2.	B	26
3.	C	26
	Total	75

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2. Sample

The sample is a part of the population's total size and set of traits (Sugiyono, 2015). If the population is big and the researcher doesn't have enough time or energy to study everything in it, the researcher can use samples from the population. Then, the whole population will be judged by what is learned from the sample. Samples taken from the population must therefore be representative of the whole.

The total sampling method used for the sampling method in this study. Total sampling is a type in which the number of samples is the same as the number of people in the population (Sugiyono, 2007). Total sampling will be done because there are less than 100 people. If there are less than 100 people, the whole population is used as the research sample (Sugiyono, 2007).

D. Technique of Data Collection

1. Questionnaire

In order to collect information for this study, researcher used online Google form survey. The survey is based on the work of Rihardini et al. (2021), adopted from Horwitz et al. (1986), on students' WTC in English in class. The questionnaires were translated into Indonesian to avoid misunderstandings. Data from the questionnaire results are arranged into tables along with percentiles and narrative explanations after data collection is complete.

The researcher used a Likert scale to collect data and asked respondents to indicate agreement or disagreement with each set of statements about the stimulus object. Likert scale is a psychometric scale that is used to measure people's opinions, attitudes and preferences (Wahjohi & Syokau, 2021). The most commonly used Likert scale is a five-point scale that ranges from strongly agree to strongly disagree. Each response is numbered or called a score from one to five (McLeod, 2019). A

score of 5 means strongly agree, 4 means agree, 3 means neutral, 2 means disagree, and 1 means strongly disagree. The questionnaire is as follows:

Table 3.2 Questionnaire of Students' Perception about the Importance of Learning and Using English in Classroom

No	Statement	SA	A	N	D	SD
1.	I think learning English is important.					
2.	I think communicate using English in the classroom is important.					

Table 3.3 Questionnaire of Students' Perceptions about the Usefulness of Communicating Using English in the Classroom

No.	Statement	SA	A	N	D	SD
3.	Communicating using English in the classroom help me understand English better.					
4.	Communicating using English in the classroom can improve my speaking skill.					
5.	Communicating using English in the classroom enrich my vocabularies.					
6.	Communicating using English in the classroom boost my confidence.					

Table 3.4 Questionnaire of Students' WTC Using English in the Classroom

No.	Statement	SA	A	N	D	SD
7.	I am willing to answer a question from the teacher.					
8.	I will answer a question if my teacher asked me.					
9.	I communicate using English during group discussion.					
10.	I deliver my opinion using English in the classroom.					

Table 3.5 Questionnaire about Vocabulary

No.	Statement	SA	A	N	D	SD
11.	I do not really understand English words.					
12.	It is difficult for me to find the most suitable English words.					

Table 3.6 Questionnaire about Grammar

No.	Statement	SA	A	N	D	SD
13.	I do not really understand how to construct sentences.					
14.	I am afraid of constructing wrong sentences.					

Table 3.7 Questionnaire about Pronunciation

No.	Statement	SA	A	N	D	SD
15.	I have difficulties pronouncing English words.					
16.	I feel embarrassed if I mispronounce English words.					

3.8 Questionnaire about Interlocutor

No.	Statement	SA	A	N	D	SD
17.	I communicate using English with the teacher.					
18.	I feel confident to communicate using English with the					

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	teacher.					
19.	I feel embarrassed if my teacher correct my mistakes.					
20.	I communicate using English with my friends in the classroom.					
21.	I feel more confidence communicating using English in the classroom with my friends.					
22.	I feel embarrassed if my friends correct my mistakes.					

3.9 Questionnaire about Motivation

No.	Statement	SA	A	N	D	SD
23.	I think communicating using English is difficult.					
24.	I lack of motivation to communicate using English in the classroom.					

3.10 Questionnaire about Anxiety

No.	Statement	SA	A	N	D	SD
25.	I am afraid of making mistake when communicating using English.					
26.	I am afraid of being laughed if I make a mistake when communicating using English.					
27.	I panic if I have to communicate using English without preparation.					

3.11 Questionnaire about Personality

No.	Statement	SA	A	N	D	SD
28.	I am lack of confidence when I have to communicate using English in front of many people.					

3.12 Questionnaire about Topic Interest

No.	Statement	SA	A	N	D	SD
29.	I am willing to communicate using English if the topic discussed is interesting.					
30.	I am willing to communicate using English if I like the topic discussed.					

E. Technique of Data Analysis

Data analysis is the process of making information easier to read, understand, and interpret. The analytical method of this research was carried out by:

- 1) Classifying students scores based on Likert scale.
- 2) Organize data into tables in the form of percentages
- 3) Interpreted in narrative form.

The questionnaire acquires with respondents' opinion in responding to the following options:

Table 3.13 Classification of Students' Score

No.	Score	Category
1.	80-100	Very Good
2.	66-79	Good
3.	56-65	Enough
4.	40-55	Less
5.	30-39	Fail

Adopted from ((Arikunto, 2006)

F. The Schedule of Research

Table 3.14 Research Schedule

Activity	Year 2022							Year 2023	
	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Preparation of a Research Title									
Arranging Proposal									
Preparation of Seminar									
Seminar Proposal									
Observation									
Design Instrument of the Research									
Collecting the Data									
Analysis the Data									
Writing Final Report									
Thesis Examination									

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CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings

This chapter talks about the study's results and discussions, which were based on data collected from students at State Islamic University Sulthan Thaha Saifuddin Jambi through observation and questionnaires. The researcher looked at the results of the questionnaire, which had 30 items from 11 different areas. These are the importance of learning and using English in the classroom, the usefulness of communicating in English in the classroom, students' WTC using English in the classroom, linguistic factors that contribute to students' WTC using English in the classroom (vocabulary, grammar, and pronunciation), and non-linguistic factors that contribute to students' WTC using English in the classroom (interlocutor, motivation, anxiety, social situation, and topic interest). The result of each item can be seen in the following tables:

1. Students' Perception towards WTC Using English

Analysis description was performed to determine students' perception of WTC using English. The researcher used google form to get the analysis description. Students' WTC using English is being talked about from three different angles: (1) how important it is to learn and use English, (2) how useful it is to communicate in English, and (3) the students' WTC using English itself.

Table 4.1. The Importance of Learning and Using English in the Classroom in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I think learning English language is important.	39%	44%	16%	1%	0%
2.	I think learning English language in the classroom is important.	52%	44%	4%	0%	0%

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Table 4.1 shows the survey results for the two questions about how important it is to learn English in Classroom. All of the statements get the highest score on the Likert scale, which is 52% for "strongly agree." About 83% of the 75 students (a mix of "strongly agree" and "agree") tend to agree with the statement that learning English is important. Also, 16% of the students weren't sure if learning English was important or not.

Also, 98% (a mix of "strongly agree" and "agree") agree that it's important to communicate in English in the classroom. 4% of students, on the other hand, don't think it's important to communicate in English in the classroom. The fact that the two statements don't have a strong disagree percentage makes these results more likely to be good.

Table 4.2. The Usefulness of Communicating Using English in the Classroom in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.	Communicating using English language in the classroom help me understand English better.	37%	43%	19%	1%	0%
4.	Communicating using English language in the classroom can improve my speaking skill.	39%	52%	9%	0%	0%
5.	Communicating using English language in the classroom enrich my vocabulary.	36%	52%	11%	1%	0%
6.	Communicating using English language in the classroom boost my confidence.	23%	56%	21%	0%	0%

The answers to the four questions about how useful it is to learn English in the classroom are shown in Table 4.2. On the Likert scale, "strongly agree" and "agree" get the most votes, with 52% to 56% for each statement. The fact that none of the four statements have a high percentage of people who strongly disagree with them shows that these results are likely to be good.

Based on the answers to the questionnaire, more than half of the respondent who took part agree with the statement that communicating in English can help students in many ways. 80% of the students who answered agree that using English to communicate helps them understand English better. 19% of the students are still not sure if communicating in English in the classroom helps them understand English better or not. On the other hand, only 1% of students disagree with this statement.

Aside from that, 91% of students agree that using English to communicate in the classroom can help them get better at speaking. Only 9% of students are not sure if communicating in English in the classroom can help them get better at speaking. There are no students who disagree with this statement.

The majority of students around 88% believe that expanding their vocabulary through communicate in English during classroom is beneficial. However, 11% of students have chosen to provide a neutral response, and 1% of students have chosen to disagree with this statement.

Aside from that, 79% of students agree that speaking English in classroom makes the students feel more confident. At the same time, 21% of students was neutral. The students still do not know if the students should choose "agree" or "disagree" to the statement that using English to communicate in the classroom will boost their confidence. No student also disagrees with this statement.

Table 4.3. The Students' Willingness to Communicate Using English in the Classroom in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7.	I am willing to answer a question from the teacher.	12%	58%	29%	0%	1%
8.	I will answer a question if my teacher asked me to.	14%	40%	45%	1%	0%
9.	I communicate using English during group discussion.	8%	27%	55%	9%	1%
10.	I deliver my opinion					

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using English in the classroom.	11%	36%	53%	0%	0%
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Table 4.3 shows the result of survey of the four questions regarding the students' WTC using English in the classroom. The result of questionnaire show that 70% of the respondents are willing to answer questions raised by the lecturer. 29% of the respondents still unsure to willing to answer a question from the teacher. Other than that, there is no student who choose disagree from this statement. Only 1% of the student are not willing to answer a question from the lecturer.

More than 50% of students, namely 54% of students answer a question only if the teacher asks them to. Meanwhile, almost 50% of students, namely 45% of the students choose neutral of this statement. The students are constrained to answer the teacher's question. But, only 1% students that disagree to answer the lecture's question.

In the third statement, only 35% of students agreed to communicate using English during group discussions. While the other 55% are still hesitant to communicate using English during group discussions. The students tend to rarely use English when they discuss in groups. In fact, even 10% of students do not communicate in English during group discussions.

Aside from that, only 47% of the students deliver their opinion using English. More than half of students, namely 53% of students are forced to deliver opinions using English in the classroom. Even if the students want to communicate in English but do not when the students have the chance, that does not mean the students are not willing to communicate in English.

Table 4.4. The Students' Perception Score

No.	Respondents	Score
1.	Student 1	100
2.	Student 2	68
3.	Student 3	80
4.	Student 4	78

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5.	Student 5	94
6.	Student 6	72
7.	Student 7	82
8.	Student 8	80
9.	Student 9	88
10.	Student 10	90
11.	Student 11	94
12.	Student 12	70
13.	Student 13	82
14.	Student 14	72
15.	Student 15	90
16.	Student 16	78
17.	Student 17	78
18.	Student 18	76
19.	Student 19	88
20.	Student 20	88
21.	Student 21	70
22.	Student 22	90
23.	Student 23	80
24.	Student 24	86
25.	Student 25	76
26.	Student 26	66
27.	Student 27	72
28.	Student 28	78
29.	Student 29	74
30.	Student 30	60
31.	Student 31	66
32.	Student 32	80
33.	Student 33	60
34.	Student 34	74
35.	Student 35	74
36.	Student 36	100
37.	Student 37	80
38.	Student 38	74
39.	Student 39	90
40.	Student 40	88
41.	Student 41	68
42.	Student 42	76
43.	Student 43	76
44.	Student 44	84
45.	Student 45	82
46.	Student 46	84
47.	Student 47	82
48.	Student 48	92
49.	Student 49	88
50.	Student 50	58

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51.	Student 51	80
52.	Student 52	80
53.	Student 53	74
54.	Student 54	74
55.	Student 55	92
56.	Student 56	92
57.	Student 57	70
58.	Student 58	76
59.	Student 59	76
60.	Student 60	90
61.	Student 61	100
62.	Student 62	80
63.	Student 63	86
64.	Student 64	72
65.	Student 65	72
66.	Student 66	82
67.	Student 67	70
68.	Student 68	80
69.	Student 69	96
70.	Student 70	76
71.	Student 71	90
72.	Student 72	74
73.	Student 73	80
74.	Student 74	74
75.	Student 75	66
Total		5978
Mean		79,7

The table above shows the students' perception scores of 75 students. The student's lowest score was 60 and the highest was 100, with an average score of 79,7. So based on the student score classification by Arikunto (2006) shows that fifth semester students majoring in English education at the University of Sulthan Thaha Saifuddin Jambi have a very good perception.

2. Factors Influencing Students' WTC Using English in the Classroom

There are several factors that affect students' WTC using English in the classroom, namely linguistic and non-linguistic factors. Linguistic factors influencing students' WTC using English are vocabulary, grammar, and pronunciation. Non-linguistic factors influencing students'

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WTC using English are interlocutor, motivation, anxiety, personality, and topic interest.

Table 4.5. Vocabulary in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.	I do not really understand English words.	11%	36%	53%	0%	0%
12.	It is difficult for me to find the most suitable English word.	7%	44%	39%	11%	0%

Table 4.4 shows the result of survey of the two questions regarding the students' WTC using English in the classroom. The first linguistic factor that contributes to students' WTC using English is vocabulary. The results of the survey show that 47% of the 75 students (a mix of "strongly agree" and "agree") have trouble understanding English words, and 53% of the students still do not know whether to choose an answer that agrees or disagrees.

Other than that, more than 50% of 75 students, namely 51% students tend to agree that it is difficult to find the most suitable English word, while 39% students are still unsure whether to answer agree or disagree. Students' lack of vocabulary affects the students' WTC because the students cannot talk to other people or explain the ideas in English. So, it led the students to use National language more when teaching and learning.

Table 4.6. Grammar in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13.	I do not really understand how to construct sentences.	4%	36%	48%	12%	0%
14.	I am afraid of constructing wrong sentences.	16%	43%	48%	9%	0%

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Table 4.5 shows the result of survey of the two questions regarding the students' WTC using English in the classroom. Grammar is the second part of language that affects how well students use English. The results of the survey show that 40% of the 75 students have trouble making sentences, and 48% are still not sure whether the students agree or disagree. Only 12% of the people who answered disagree that making sentences is hard.

Besides that, more than 50% the respondent namely 59% respondent agree that the students afraid of constructing wrong sentences. Also, 48% respondent still doubt the answer. There are 9% respondents that not afraid of constructing wrong sentences. Students need to understand how the English language is put together so that the students can communicate well in English. Also, the students have to know how the structure works and how words change form in a sentence.

Table 4.7. Pronunciation in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15.	I have difficulties pronouncing English words.	5%	31%	53%	11%	0%
16.	I feel embarrassed if I mispronounce English words.	9%	27%	44%	20%	0%

Table 4.6 shows the result of survey of the two questions regarding the students' WTC using English in the classroom. The results of the questionnaire show that 36% of the students who answered it said the student had trouble pronouncing English words. Meanwhile, more that 50% of respondent namely 53% respondents still unsure that it is difficult or not to pronouncing English words. Also, there are 11% respondents disagree that it is difficult to pronouncing English words.

Other than that, only 36% of the respondents agree that the student feel embarrassed if they mispronounce the English words, while 44% of

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the respondents still unsure to choose agree or disagree. In opposite, 20% of the respondents do not have the same opinion.

Table 4.8. Interlocutor in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17.	I communicate using English with the teacher.	5%	25%	64%	5%	0%
18.	I feel confident to communicate using English with the teacher.	7%	23%	57%	12%	1%
19.	I feel embarrassed if my lecturer correct my mistake.	7%	16%	43%	29%	5%
20.	I communicate using English with my friends in the classroom.	3%	21%	61%	11%	4%
21.	I feel more confidence communicating using English in the classroom with my friends.	5%	25%	57%	9%	3%
22.	I feel embarrassed if my friends correct my mistakes.	5%	19%	39%	33%	4%

Table 4.7 shows the result of survey of the six questions regarding the students' WTC using English in the classroom. Less than 50% of students, namely only 30% of students, communicate in English with lecturer. Another 64% of students are still hesitant to communicate in English or not with teacher. Students tend to be hesitant to start communicating in English. In fact, 5% of students prefer not to communicate at all using English with teacher.

Also, just like the previous statement, only 30% of students feel confident communicating in English with the students' teacher. Another 57% of students lack the confidence to communicate in English or not with lecturer. Meanwhile, 13% of students have problems with the confidence to communicate using English from teacher.

Besides, the findings from the questionnaire also show that 23% of the students feel embarrassed if the lecturer corrects their mistake. Also, almost half of the students, namely 43% of the students still feel embarrassed if the lecture corrects their mistakes. 34% of the students disagree with this statement. They don't feel ashamed if the lecturer corrects the students mistakes.

Other than that, less than 50%, namely only 24% of the students who communicate using English with their friends in the classroom. 61% of the students, namely more than half of the students, are hesitant to start communicating using English with their friends in the classroom. In fact, there are still around 15% of the students who do not agree to communicate in English with the students classmates.

Furthermore, there are only 30% of students who feel more confidence when communicating using English with their friends in the classroom. There are still more than half of students namely, 57% of students who feel less confident to communicate using English with their friends in the classroom. In fact, 12% of the students have absolutely no confidence to communicate using English with the students' friends in the classroom.

Rather than being corrected by the lecturer, 24% of students are more embarrassed to be corrected by a friend. 39% of students are sometimes embarrassed when their friends correct their mistakes. However, 37% of students do not feel embarrassed if the students' friends correct their mistakes.

Table 4.9. Motivation in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23.	I think communicating using English is difficult.	5%	24%	48%	23%	0%
24.	I lack of motivation to communicate using English in the classroom.	7%	25%	40%	24%	4%

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The result of the questionnaire in the table 4.8 shows that 29% of students agree to a statement that communicating using English is quite difficult. However, there is still 48% of the students who think communicating using English is not too difficult. 23% of the students think that communicating using English is not difficult.

In addition, 32% of the students state that they do not feel motivated to use English in the classroom. Meanwhile, 40% of the students still unsure to choose the answers. Nevertheless 28% of the students have different opinion.

Table 4.10. Anxiety in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
25.	I am afraid of making mistake when communicating using English.	9%	33%	39%	17%	1%
26.	I am afraid of being laughed if I make a mistake when communicating using English.	11%	27%	48%	11%	4%
27.	I panic if I have to communicate using English without preparation.	15%	37%	37%	8%	3%

Table 4.9 shows the result of survey of the three questions regarding the students' WTC using English in the classroom. The data obtained from the questionnaire show that less than 50% of students, namely only 42% of the students are afraid making mistakes while communicating in English. Other than that, 39% of the student unsure to this statement. Only 18% of the students who not afraid of making mistake when communicate using English.

Another finding from the questionnaire shows that less than 50% of the students, namely 38% of the students is afraid of being laughed if they make mistakes while communicating using English. However, almost 50%

of the students, namely 48% of the students still choose neutral of this statement. In addition, only 15% of the students who not afraid of being laughed if they make mistake when communicating using English.

Besides, from the data collected from the questionnaire, 52% of the students experience panic when the students are required to communicate using English without enough preparation. However, there are 37% of the students choose neutral of this statement. Meanwhile, there are 11% of the students do not panic if have to communicate using English without preparation.

Table 4.11. Personality in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
28.	I am lack of confidence when I have to communicate using English in front of many people.	12%	37%	43%	5%	3%

The data collected from the questionnaire shows that almost 50% namely 49% of the students agree that they do not feel confident when they are required to communicate using English in front of many people. However, 43% of the students that try to be confidence to communicate using English in front of many people. In fact, still 8% of the students disagree with this statement.

Table 4.12. Topic Interest in Percentage (%)

No.	Aspect/Items Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29.	I am willing to communicate using English if the topic discussed is interesting.	9%	39%	51%	0%	1%
30.	I am willing to communicate using English if I like the topic discussed.	2%	40%	47%	0%	1%

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According to the data gathered through the questionnaire, the table 4.11 shows that less than 50%, namely 48% of the students tend to agree that the students willing to communicate using English if the topic of discussion is interesting. Meanwhile, 51% of the students still unsure willing to communicate using English even though the topic discussed is interesting. In fact, there is 1% of the students that disagree with this statement.

Similar to the previous statement, less than 50%, namely 42% of the students agree that the students are willing to communicate using English if they like the topic of discussion. However, there are still 47% of the students who do not have the same opinion about this statement. The students still unsure with this statement. In fact, there is 1% of the students disagree willing to communicate using English although the students like the topic discussed.

B. Discussion

The discussion is about the students' willingness to communicate (WTC) using English. Based on theory from Rihardini et al. (2021), there are linguistic factors that influence students to communicate using English, namely vocabulary (table 4.4), grammar (table 4.5) and pronunciation (table 4.6). Also, Rihardini et al (2021), stated that the problem in WTC is that students' use of English is affected by variables in the heuristic model, such as interlocutor (table 4.7), motivation (table 4.8), anxiety (table 4.9), personality (4.10), and topic interest (table 4.11).

After the researcher conducted observations and questionnaires to the students, the researcher got results that could be concluded and could answer the questions of this study. Which research question was "How are students' perceptions of WTC in English among fifth semester students of English Education at State Islamic University of Sulthan Thaha Saifuddin Jambi" and "Which factor that have most dominant influence on students'

WTC in English of the fifth semester students of English Education at State Islamic University of Sulthan Thaha Saifuddin Jambi”.

The researcher did the research and got all of the information from the different research tools. To reach the goals of the research, the researcher has carefully and methodically looked at the data. The data were looked at to figure out what the study's goal was. In this chapter, the researcher broke the results into two sections. The following would be said about:

1. Students’ willingness to communication using English

a. The importance of learning and using English in the classroom.

The findings show that students have a positive opinion about the importance of learning and using English with the percentage 83% of the students tend to agree that learning English is important and 96% of the students tend to agree that communicate using English in the classroom is important. The findings are supported with the research conducted by Nishanti (2018) state that foreign languages, especially English, are important. Where is considered as an international language. From those statement, it is considered that can infer that it is important for students to learn and master English, especially if majored in English education.

b. The usefulness of communicating using English

The results of the questionnaire show that more than half of the students tend to agree with the statements above. 80% of the students tend to agree that talking to each other in English helps them understand English better, and 91% of students tend to agree that it also improve the students’ speaking ability. Aside from that, 88% of students tend to agree that speaking English in the classroom helps the students learn new words and 79% of students

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tend to agree that speaking English in the classroom makes the students feel more confident.

The findings of this study are in line with a research conducted by Namaziandost et al. (2019) A students confidence will increase because students have speaking competence with lots of practice to ensure that their English is excellent and convincing. This will show students something about the language that the students did not know before. When students talk to each other in English in class, it will help the student realize that the student has a language problem and show the student something that is not known about the target language.

- c. Students willingness to communicate using English in the classroom

The results of the questionnaire show that the students have a medium level of WTC when using English. 70% of the students are willing to answer the teacher's questions, and 54% of the students will only answer a question if the teacher asks the students to. Aside from that, only 35% of the students use English when talking in groups, and 55% of the students still do not know what this statement means. Also, 47% of the students say what the students think in English, and 53% of the students do not know what this means. Even if the students really wanted to communicate in English but did not when the students had the chance, that does not mean the students have a WTC in English.

Based on the information gathered from observing the students, most of the students do not talk to each other in English very often. Some of the students only talk to each other in English when the lecturer tell the students to or when the teacher tell the students to talk to classmates in English. Some students also prefer to talk in National language or even local language in class.

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During the teaching and learning process, students might want to talk to each other in English. However, because the students are not very good at English and are not used to using it in the classroom, the students might make mistakes when the students talk to each other in English. So, this could be one reason why students do not want to talk to each other in English and instead prefer to use native language or a local language the students already know to avoid getting bad feedback from other people.

In line with these findings, Manipuspika (2018:201) says that a high willingness to use the foreign language learned will show real communication inside the classroom. It is clear that WTC helps language learners get better at using the language the students are learning to talk to other people.

2. Factors influencing students willingness to communicate using English
 - a. Linguistic factors that influencing to students' WTC using English
 - 1) Vocabulary

The first linguistic factor that contributes to students' WTC using English is vocabulary. The survey results show that 47% of students have trouble understanding English words. 53% of the students were not sure about the answers. When students do not have enough words in the students vocabulary, students tend not to want to talk to other people because students cannot communicate with these other people or express ideas in English. So, it led to the student using National language while teaching and learning.

This finding is line with Fadilah (2018) that how the student got stuck when the student tried to communicate in English because the student did not know enough words. If students do not have a large vocabulary, these students may not be able to talk to each other in English.

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Also, more than half, or 54%, of students agree that it is hard for the students to find the right words. This finding is supported by a study done by Fadilah (2018), which found that students' lack of vocabulary makes it hard for the students to take part in a conversation. Students might know the words or answer to a question, but the students might not be able to explain it well in English because the students do not have a big enough vocabulary.

2) Grammar

Grammar is the second part of a linguistic factor that affects a student's WTC in English. The results of the survey show that 40% of the students have trouble putting words together to make sentences. Even so, 48% of the students still choose a response between "agree" and "disagree." Its mean a lot of students do not know what to think about this statement. Students need to know how the English language is put together in order to communicate well in English. Also, the students need to know the rules of structure and how words change when used in a sentence.

A study by Sudarmawan et al. (2020) state that grammar is one of the parts of language that students should learn in order to use language to communicate with accuracy and creativity. Most of the time, English learners do not care about grammar or do not pay attention to it. If the students have not practiced enough, they might forget how grammar works when the students need to talk to someone in English.

The survey also showed that more than half of the students, or 59%, are afraid of making mistakes when the students write sentences. According to research by Shakir and Mahmood (2021), grammar shows the basic structures and rules for

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making words and sentences. Also, grammar is an important part of language that helps EFL learners form words and sentences. Most students are too worried about saying the right thing when the students talk, and if the students are not sure, the students do not talk at all. One reason why students worry about making mistakes when talking to each other in English is that the students focus too much on what the students are going to say and cannot put the students thoughts together in a way that is correct from a grammar point of view.

3) Pronunciation

The result of the questionnaire shows that only 36% of the students agree that the students have difficulties in pronouncing English words. Meanwhile, 53% of the students do not really have difficulties in pronouncing English words. Antaris & Omolu (2019) report that if a speaker does not pronounce a word correctly, it can be very difficult to understand him/her speaks and a speaker who constantly mispronounces will extremely difficult for a listener to understand it. The better a speaker pronounce words, the better the listener can understand the speaker say. On other hand, it will be hard for listeners to understand the speakers if the speakers pronunciation is not clear.

Besides, similar of the previous statement, only 36% of students feel embarrassed when the students say an English word wrong. 44% of the students are still not sure about this statement. A research by Horwitz et al. (1986) backs up the finding of this study that many students think the students should not say something in a foreign language until the students know how to say it correctly and that it is not okay to guess a foreign language word the students do not know. When

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a student mispronounces an English word in front of many people, people may laugh at the student, which can be pretty embarrassing.

b. Non-linguistic factors that influencing to students' WTC using English

1) Interlocutor

The first non-linguistic factor that contributes to students' WTC using English is the interlocutor. Based on finding only 30% of the students communicate using English with the lecturer and only 24% of students talk to friends in English. Mega and Sugiarto (2020) said that the habit of using English to communicate and the ability to speak English are related. Students need to get used to communicating well in English and have high self-confidence to become better at speaking English.

Besides, the findings from the questionnaire also show that only 30% of the students feel confident communicating using English with the lecturer and also only 30% feel comfortable speaking English with the students' friends. Riasati (2012) says that language learners need motivation from a partner, and most language learners do not want to be the only speaker all the time. Instead, the students prefer to talk about ideas with each other. Some students may find it easier to talk to the students' friends because both have a similar level of communication skills.

Other than that, the finding show that only 23% of the students that embarrassed if the lecturer correct the students mistakes and 34% of the students not have the same opinion. Meanwhile, only 24% of the students also agree to feel embarrassed if the friends correct the students mistakes.

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According to Alam et al. (2018), getting the right information from the lecturer could help the students do better and be a key to the students' future success. On the other hand, this is not an easy task to do because the students feel more comfortable speaking in native language outside of the classroom.

2) Motivation

The result of the questionnaire shows that only 29% of the students tend to agree to a statement that communicating using English is quite difficult. Still, 48% of the students are not on either side, and 23% of the students think the opposite. Carnegie Mellon University (2019) say that students are less motivated to learn because the students do not think the students efforts will improve the students performance and the students have other things that are more important. Students lose motivation when the lecturer is not clear about the lesson, has low self-confidence, is not happy with what the students learning, or has personal problems.

Besides, the finding shows that only 32% of the students tend to agree that the students lack of motivation to communicate using English in the classroom. Meanwhile, 40% of the students did not choose anything. 28% of the students tend to disagree for this statement. This finding, which is supported by Sasson (2019), says that a lack of motivation means not caring or being interested enough about a job. Also, Shore (2017) says that a lack of motivation can be seen as a lack of interest in what a person is supposed to do.

3) Anxiety

The third non-linguistic factor that contributes to students WTC using English is anxiety. Based on the results of the

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survey, 42% of the students tend to agree that the students are afraid of making mistakes when using English to communicate. While 39% of students tend to neutral and 18% of students tend to disagree. This finding is in line with what Rumiya and Seftika (2018) said, which is that language anxiety can start with short bouts of fear when a student has to perform in the target language. At this point, the fear is just a passing state. It means that the student's WTC English can be affected by the students surroundings.

Other than that, there are 38% of the students tend to agree that the students afraid of being laughed if the students make a mistake when communicating using English. On the other hand, almost 50% namely 48% of the students tend to choose neutral for this statement, and also only 15% of the students tend to disagree for this statement. This finding is in line with Fatmawati et al. (2020) say about how unsupportive attitudes, like teasing from friends or lecturers, played a big role in making participants feel unsafe. The students thought that the students classmates would laugh if the students made a mistake. In other words, the students were all very worried about being laughed at or embarrassing themselves in public.

Another finding from the questionnaire shows that 52% of the students experience panic when the students are required to communicate using English without enough preparation. Fatmawati et al. (2020) said that students' lack of preparation was also a reason why the students did not trust themselves. Some say the students get very nervous when the students do not study enough for tests or public speaking class. The students blame themselves for worrying too much because it makes the students learn less. Learners will have trouble concentrating, forget things, sweat, and have heart palpitations

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if the students do not have enough time to prepare. From these results, the researcher can infer that students panic, have trouble focusing, and even forget things when the students do not have enough time to think before the students have to talk in English.

4) Personality

The data collected from the questionnaire shows that 49% of the students tend to agree that the students do not feel confident when the students are required to communicate using English in front of many people. However, 43% of the students neither agree with this statement. In fact, only 8% of the students who confidence when the students communicate using English in front of many people.

The results of this study are supported by a study by Fatmawati et al. (2020), which says that most students laugh at the students peers when the students make mistakes. The worst thing is that students start to lose focus when the students make mistakes. They could not think of anything to say and were silent for a moment. The students move around, stretch, and stumble. The students look nervous, tense, and even sweaty. Some of the students just smiled or laughed to hide the students worry, while others cried. Some students are quiet and shy, so the students try to avoid group activities and talk to other people as little as possible.

5) Topic Interest

Based on the results of the questionnaire, 48% of the students tend to agree that the students are willing to talk in English if the subject is interesting. On the other hand, 51% of the students do not agree with either of these statements.

Alimorad and Farahmand (2021) say that a lack of content or not knowing enough about the topic seemed to be another factor that hurt WTC. If the students did not know about the topic or were not ready for it, the students would be less likely to talk.

Aside from that, 52% of the students tend to agree that the students are willing to talk to each other in English if the students like what the students are talking about. But 47% of the students tend to disagree with this statement. Alimorad and Farahmand (2021) also said that learners feel much more comfortable and willing to talk about a topic if the learners know enough about it. When students are given a topic the students do not know much about, the students may not be able to take part in class discussions because the students do not know what to say. When students have enough information or knowledge about a certain topic, the students are more likely to want to talk about it.

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CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

The results of this study indicate that linguistic factors and non-linguistic factors influence the Students' Willingness to Communicate (WTC) using English in fifth semester students majoring in English Education at State Islamic University of Sulthan Thaha Saifuddin Jambi.

Furthermore, there are three linguistic factors that influence students' WTC in English, namely vocabulary, grammar, and pronunciation. All of these factors affect students' WTC in English of fifth semester students majoring in English Education at State Islamic University Sulthan Thaha Saifuddin Jambi. Based on the results, the dominant linguistic factors influencing students' WTC using English were vocabulary and grammar, even though students agreed that pronouncing English words was difficult and students were afraid of making mistakes when pronouncing words.

Other than that, non-linguistic factors that influence students' WTC in English of fifth semester students majoring in English Education at State Islamic University Sulthan Thaha Saifuddin Jambi include interlocutors, motivation, anxiety, personality, and topic interests. Based on the results of the study, it shows that anxiety and personality are the dominant factors influencing WTC students' use of English. When students communicate in English, the students often feel anxious and panic because of a lack of preparation. In addition, speaking in English in front of a large group can make students not confidence.

The results and discussions led to the conclusion that fifth semester students of English Education majors at State Islamic University Sulthan Thaha Saifuddin Jambi have a positive perception toward students' WTC in English class. The majority of students surveyed said that mastering English language skills is crucial. Many students are Unwillingness to Communicate

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(UWTC) in English because of the many linguistic and non-linguistic factors that can affect the students' Willingness to Communicate (WTC) in English.

B: Suggestion

Based on the responses of fifth semester students of English Education majors at State Islamic University Sulthan Thaha Saifuddin Jambi, the following recommendations are given to enhance the English proficiency of students' WTC at the institution. First and foremost, lecturers need to be good examples for the students, especially when it comes to how to communicate in English. Because it can encourage the students to learn English and speak it. Sometimes, lecturers have to remind students to use English both in and out of the classroom so that students get used to using it, and lecturers have to take part in student activities to control and monitor student performance.

Second, lecturers need to help and encourage students to make the students more willing to learn and fluent. After that, the students have to talk to the classmates or lecturers a lot. This activity can help students learn new words, talk more fluently, and feel better about themselves. Students should also be told to stop thinking about how hard English is and how much the students fear making mistakes. Instead, the students should start to think positively about the students' skills and turn bad things into motivation for themselves.

Last but not least, this study has several limitations that limit its scope in looking at the causes or factors related to students' WTC in English at State Islamic University Sulthan Thaha Saifuddin Jambi. As a result, it is important that further research is conducted on other factors of students' Willingness to Communicate (WTC) in English.

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APPENDIX I

Observation Checklist

Name of the Research Project: A Survey Study of Students' Willingness to Communicate (WTC) in English

General Objective: To find out the perceptions of 5th semester students majoring in English towards students' WTC in English and to find out the most dominant factors influencing students' WTC in English

Place: Gedung Ahmad Dahlan, Prodi English Education Study Program

Time: Friday, December 2, 2022

No.	Observation	Yes	Sometimes	No
1.	Students actively communicate using English in class		✓	
2.	Students communicate using English with lecturer		✓	
3.	Students communicate using English with classmates		✓	
4.	Students deliver opinion using English in the classroom			✓
5.	Students present assignments given by lecturer using English		✓	
6.	Class conditions are conducive during the teaching and learning process	✓		
7.	Lecturer teach using English in class	✓		

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APPENDIX II Questionnaire

A Survey Study of Students' Willingness To Communicate (WTC) in English Questionnaire

adopted from Horwitz et al. (1986)

This questionnaire aims to determine students' perceptions of WTC in English and determine factor that have the most dominant influence on students' WTC in English of fifth semester students of English Language Education Sulthan Thaha State Islamic University Saifuddin Jambi. Questionnaire answers are rated on a Likert scale. Likert scale is a psychometric scale that is used to measure people's opinions, attitudes and preferences (Wahjohi & Syokau, 2021). The most commonly used Likert scale is a five-point scale that ranges from strongly agree to strongly disagree. Each response is numbered or called a score from one to five (McLeod, 2019).

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Name :

Gender :

Using the Likert scale, state the extent to which you agree with each of the following. Give your answer to the following statement below by ticking (✓) in the column provided.

Questionnaire of Students' Perception about the Importance of Learning and Using English in Classroom

No	Statement	SA	A	N	D	SD
1	I think learning English is important.					
2	I think communicate using English in the classroom is important.					

Questionnaire of Students' Perceptions about the Usefulness of Communicating Using English in the Classroom

No.	Statement	SA	A	N	D	SD
1.	Communicating using English in the classroom help me understand English better.					
2.	Communicating using English in the classroom can improve my speaking skill.					
3.	Communicating using English in the classroom enrich my vocabularies.					
4.	Communicating using English in the classroom boost my confidence.					

Questionnaire of Students' WTC Using English in the Classroom

No.	Statement	SA	A	N	D	SD
1.	I am willing to answer a question from the teacher.					
2.	I will answer a question if my teacher asked me.					
3.	I communicate using English during group discussion.					
4.	I deliver my opinion using English in the classroom.					

Questionnaire about Vocabulary

No.	Statement	SA	A	N	D	SD
1.	I do not really understand English words.					
2.	It is difficult for me to find the most suitable English words.					

Questionnaire about Grammar

No.	Statement	SA	A	N	D	SD
1.	I do not really understand how to construct sentences.					
2.	I am afraid of constructing wrong sentences.					

Questionnaire about Pronunciation

No.	Statement	SA	A	N	D	SD
1.	I have difficulties pronouncing English words.					

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2.	I feel embarrassed if I mispronounce English words.					
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Questionnaire about Interlocutor

No.	Statement	SA	A	N	D	SD
1.	I communicate using English with the teacher.					
2.	I feel confident to communicate using English with the teacher.					
3.	I feel embarrassed if my teacher correct my mistakes.					
4.	I communicate using English with my friends in the classroom.					
5.	I feel more confidence communicating using English in the classroom with my friends.					
6.	I feel embarrassed if my friends correct my mistakes.					

Questionnaire about Motivation

No.	Statement	SA	A	N	D	SD
1.	I think communicating using English is difficult.					
2.	I lack of motivation to communicate using English in the classroom.					

Questionnaire about Anxiety

No.	Statement	SA	A	N	D	SD
1.	I am afraid of making mistake when communicating using English.					
2.	I am afraid of being laughed if I make a mistake when communicating using English.					
3.	I panic if I have to communicate using English without preparation.					

Questionnaire about Personality

No.	Statement	SA	A	N	D	SD
1.	I am lack of confidence when I have to communicate using English in front of many people.					

Questionnaire about Topic Interest

No.	Statement	SA	A	N	D	SD
	I am willing to communicate using English if the topic discussed is interesting.					
	I am willing to communicate using English if I like the topic discussed.					



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APPENDIX III

Documentation of the Research

On Friday, December 2, 2022, researcher observed fifth semester English Education majors at Sulthan Thaha Saifuddin State Islamic University Jambi. At 7:32, the researcher asked the teaching lecturer for permission to make observations in order to find out how well students' WTC in English were doing in class while they were studying. Then, the teacher gave the researcher permission to make observations at 13:30 with the Teaching English for Young Learners course.

Like in any other class, when the lecturer walks into the room, the students greet the lecturer and say a prayer. After praying, the lecturer checked to see if all of the students were there. Then, when the lecturer asked how the students were using English, all of the students answered questions in good English. All the students again asked how the lecturer was using English. After that, the lecturer asked about the assignment from the week before, which was to practice teaching English to young learners. All the students answered that they were ready to try it out in front of the class. Students show their work to the class as if they were teaching young learners by treating their classmates as if they were young learners.

The first student presentation for teaching English to young students was about the names of the days in English. The first student starts the class by introducing himself. Then, the first student explained the material by distributing papers with the names of the days written on them. Then, the first student begins to tell his classmate the English names of the days, and his classmate repeats them. Then, the first student asked his classmate to stand up and sing the names of the days in English, as instructed. The first student asked some of his classmates to name the days in English that had been explained earlier. The designated student also mentions the names of the days in English well. The first student then asks a classmate to sit down and close the presentation. The first presentation went well and was fun, but the first students still spoke more in Indonesian than

English during the presentation. Finally, the lecturer gave his opinion and suggestions to the first students in English, and the first students also answered in English.

Picture 1. Presentation of first students



The second student presentation practical teaching for young students is about the names of the months in English. The second student started the opening of teaching using Indonesian. Then the second student explained the material in Indonesian using learning media in the form of paper containing the names of the months. Then, the second student started saying the month name in English to his classmate, and asked his classmate to repeat it again. Then the second student asks all classmates to stand up and say the names of the days in English by singing them together according to the instructions given. Then the second student asks a classmate to sit back and closes the presentation. Finally, the lecturer gave his opinion and suggestions for his first appearance in English, and gave suggestions to communicate more in English in the next presentation.

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Picture 2. Presentation of second students



The third student presentation on practical teaching for young students was about fruit names in English. The third student started the opening teaching using Indonesian. Then the third student explained the material in Indonesian using learning media in the form of paper containing the names and pictures of fruit. Then, the third student started to say the name of the fruit in English to his classmate, and asked his classmate to repeat it again. Then the second student asked several classmates to stand up and come to the front of the class to guess the name of the fruit in the picture using English. The student who is able to guess the picture gets a prize. Then the third student asked his classmate to sit back and closed his presentation. Finally, the lecturer gave his opinion and suggestions for third students to use English, and also gave suggestions to communicate more in English in the next presentation.

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Picture 3. Presentation of third students



Before the teaching and learning process was ended, both the lecturer and the students talked about what they had learned. Then, the lecturer tells the students what they will be talking about at the next meeting. The lecturer closes the class and greets her students.

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APPENDIX IV

Students' Responds Paper

Questionnaire of Students' Willingness To Communicate (WTC) in English

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Name : *Ananta Darma*
Gender : *Male*

Using the Likert scale, state the extent to which you agree with each of the following. Give your answer to the following statement below by ticking (✓) in the column provided.

Questionnaire of Students' Perception about the Importance of Learning and Using English in Classroom

No	Statement	SA	A	N	D	SD
1.	I think learning English is important.	✓				
2.	I think communicate using English in the classroom is important.		✓			

Questionnaire of Students' Perceptions about the Usefulness of Communicating Using English in the Classroom

No.	Statement	SA	A	N	D	SD
1.	Communicating using English in the classroom help me understand English better.		✓			
2.	Communicating using English in the classroom can improve my speaking skill.		✓			
3.	Communicating using English in the classroom enrich my vocabularies.		✓			
4.	Communicating using English in the classroom boost my confidence.		✓			

Questionnaire of Students' WTC Using English in the Classroom

No.	Statement	SA	A	N	D	SD
1.	I am willing to answer a question from the teacher.		✓			
2.	I will answer a question if my teacher asked me.		✓			
3.	I communicate using English during group discussion.		✓			
4.	I deliver my opinion using English in the classroom.		✓			

Questionnaire about Vocabulary

No.	Statement	SA	A	N	D	SD
1.	I do not really understand English words.			✓		
2.	It is difficult for me to find the most suitable English words.			✓		

Questionnaire about Grammar

No.	Statement	SA	A	N	D	SD
1.	I do not really understand how to construct sentences.		✓			
2.	I am afraid of constructing wrong sentences.		✓			

Questionnaire about Pronunciation

No.	Statement	SA	A	N	D	SD
1.	I have difficulties pronouncing English words.		✓			
2.	I feel embarrassed if I mispronounce English words.		✓			

Questionnaire about Interlocutor

No.	Statement	SA	A	N	D	SD
1.	I communicate using English with the lecturer.			✓		
2.	I feel confident to communicate using English with the lecturer.			✓		
3.	I feel embarrassed if my lecturer correct my mistakes.		✓			
4.	I communicate using English with my friends in the classroom.		✓			
5.	I feel more confidence communicating using English in the classroom with my friends.		✓			

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6.	I feel embarrassed if my friends correct my mistakes.					✓	
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Questionnaire about Motivation

No.	Statement	SA	A	N	D	SD
1.	I think communicating using English is difficult.			✓		
2.	I lack of motivation to communicate using English in the classroom.			✓		

Questionnaire about Anxiety

No.	Statement	SA	A	N	D	SD
1.	I am afraid of making mistake when communicating using English.			✓		
2.	I am afraid of being laughed if I make a mistake when communicating using English.			✓		
3.	I panic if I have to communicate using English without preparation.			✓		

Questionnaire about Personality

No.	Statement	SA	A	N	D	SD
1.	I am lack of confidence when I have to communicate using English in front of many people.			✓		

Questionnaire about Topic Interest

No.	Statement	SA	A	N	D	SD
1.	I am willing to communicate using English if the topic discussed is interesting.		✓			
2.	I am willing to communicate using English if I like the topic discussed.			✓		

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Questionnaire of Students' Willingness To Communicate (WTC) in English

Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
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Name : *Mia Syahnan*
Gender : *Female*

Using the Likert scale, state the extent to which you agree with each of the following. Give your answer to the following statement below by ticking (✓) in the column provided.

Questionnaire of Students' Perception about the Importance of Learning and Using English in Classroom

No	Statement	SA	A	N	D	SD
1.	I think learning English is important.		✓			
2.	I think communicate using English in the classroom is important.		✓			

Questionnaire of Students' Perceptions about the Usefulness of Communicating Using English in the Classroom

No.	Statement	SA	A	N	D	SD
1.	Communicating using English in the classroom help me understand English better.			✓		
2.	Communicating using English in the classroom can improve my speaking skill.			✓		
3.	Communicating using English in the classroom enrich my vocabularies.			✓		
4.	Communicating using English in the classroom boost my confidence.			✓		

Questionnaire of Students' WTC Using English in the Classroom

No.	Statement	SA	A	N	D	SD
-----	-----------	----	---	---	---	----

1.	I am willing to answer a question from the teacher.		✓			
2.	I will answer a question if my teacher asked me.		✓			
3.	I communicate using English during group discussion.			✓		
4.	I deliver my opinion using English in the classroom.			✓		

Questionnaire about Vocabulary

No.	Statement	SA	A	N	D	SD
1.	I do not really understand English words.	✓				
2.	It is difficult for me to find the most suitable English words.		✓			

Questionnaire about Grammar

No.	Statement	SA	A	N	D	SD
1.	I do not really understand how to construct sentences.				✓	
2.	I am afraid of constructing wrong sentences.		✓			

Questionnaire about Pronunciation

No.	Statement	SA	A	N	D	SD
1.	I have difficulties pronouncing English words.			✓		
2.	I feel embarrassed if I mispronounce English words.	✓				

Questionnaire about Interlocutor

No.	Statement	SA	A	N	D	SD
1.	I communicate using English with the lecturer.			✓		
2.	I feel confident to communicate using English with the lecturer.				✓	
3.	I feel embarrassed if my lecturer correct my mistakes.			✓		
4.	I communicate using English with my friends in the classroom.				✓	
5.	I feel more confidence communicating using English in the classroom with my friends.				✓	
6.	I feel embarrassed if my friends correct my mistakes.				✓	

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Questionnaire about Motivation

No.	Statement	SA	A	N	D	SD
1.	I think communicating using English is difficult.			✓		
2.	I lack of motivation to communicate using English in the classroom.				✓	

Questionnaire about Anxiety

No.	Statement	SA	A	N	D	SD
1.	I am afraid of making mistake when communicating using English.		✓			
2.	I am afraid of being laughed if I make a mistake when communicating using English.		✓			
3.	I panic if I have to communicate using English without preparation.		✓			

Questionnaire about Personality

No.	Statement	SA	A	N	D	SD
1.	I am lack of confidence when I have to communicate using English in front of many people.		✓			

Questionnaire about Topic Interest

No.	Statement	SA	A	N	D	SD
1.	I am willing to communicate using English if the topic discussed is interesting.			✓		
2.	I am willing to communicate using English if I like the topic discussed.			✓		

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In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name : Halimah Nurul Azizah
Student ID : 205180051
Advisor I : Amalia Nurhasanah, S.Pd, M.Hum
Title : A Survey Study on Students' Willingness to Communicate in English
Major : English Education Study Program

No.	Date	Material Conclutation	Signature
1.	04 October 2022	Submission Proposal	
2.	06 October 2022	Revise Chapter I	
3.	11 October 2022	Revise Chapter II	
4.	17 October 2022	Revise Chapter III	
5.	20 October 2022	ACC to Seminar	
6.	04 November 2022	Conducted Proposal Seminar	
7.	02 January 2023	ACC to Research	
8.	10 February 2023	Revise Chapter IV and V	
9.	15 February 2023	ACC to Munaqasah	

Jambi, 30 March 2023

Advisor I

Amalia Nurhasanah, S.Pd, M.Hum

NIP.198401122011012007










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Name : Halimah Nurul Azizah
 Student ID : 205180051
 Advisor II : Khotimah Mahmudah, M.Pd
 Title : A Survey Study on Students' Willingness to Communicate in English
 Major : English Education Study Program

No.	Date	Material Conclutation	Signature
1.	10 August 2022	Submission Proposal	
2.	16 August 2022	Revise Chapter I	
3.	24 August 2022	Revise Chapter II	
4.	6 September 2022	Revise Chapter III	
5.	03 October 2022	ACC to Seminar	
6.	04 November 2022	Conducted Proposal Seminar	
7.	29 December 2022	ACC to Research	
8.	10 January 2023	Revise Chapter IV and V	
9.	13 February 2023	ACC to Munaqasah	

Jambi, 30 March 2023

Advisor II

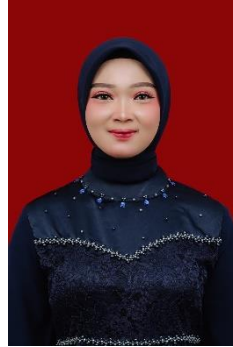


Khotimah Mahmudah, M.Pd

NIP.199206032022032002

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CURRICULUM VITAE



Name : Halimah Nurul Azizah
 Gender : Female
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 Kec.Muara Bulian, Kab.Batanhari, Prov.Jambi
 E-mail : halimahnurulazizah16@gmail.com
 Contact Person : 083184564794

Educational Background:

No.	Education	Graduated Year
1.	SD N 55/1 Sridadi	2011
2.	SMP N 19 Batanghari	2014
3.	SMK N 2 Batanghari	2017
4.	S1 Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi	2023

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