

**THE WILLINGNESS OF EFL STUDENT IN USING ENGLISH
ORALLY ON CAMPUS**

THESIS

Submitted By:

ZAHRATUL ISYARMUNA

NIM. 190203106

Student of Fakultas Tarbiyah dan Keguruan

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN

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The Bachelor Degree of Education in English Language Teaching

by:

ZAHRATUL ISYARMUNA
190203106

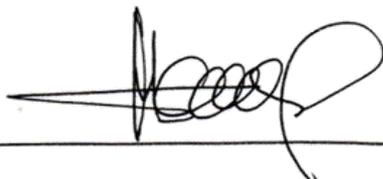
Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

AR-RANIRY

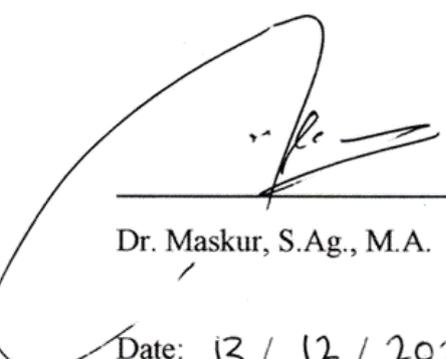
Main Supervisor,

Co-Supervisor,



Prof. Dr. Muhammad Ar, M.Ed

Date: 15 / 12 / 2023



Dr. Maskur, S.Ag., M.A.

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Chairperson,



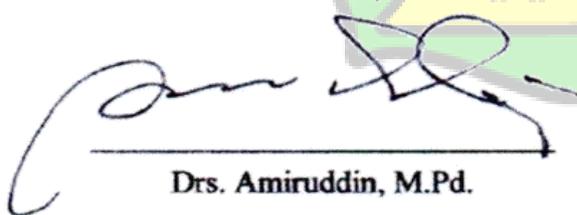
Prof. Dr. Muhammad AR, M.Ed.

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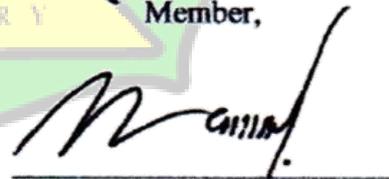
Dr. Maskur, S.Ag., MA

Member,



Drs. Amiruddin, M.Pd.

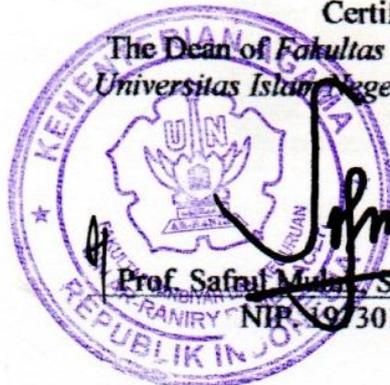
Member,



Nidawati, S.Ag., M.Ag

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Safriul Mulya, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003



SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Zahratul Isyarmuna
NIM : 190203106
Tempat/tanggal lahir : Sanggeue, 19 Juni 2001
Alamat : Kp. Lamreung, Meunasah Papeun, Krueng Barona
Jaya, Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul :

The willingness of EFL students in using English orally on campus

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 12 Desember 2023
Saya yang membuat surat pernyataan,



Zahratul Isyarmuna

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First of all, I would like to thank Allah the Almighty to forgiving me strength, health and capability to complete this thesis entitled “The willingness of EFL students in using English orally on campus”. Greeting and praying are also presented to Prophet Muhammad SAW who has struggled whole heartedly to deliver the truth to human being and guide his ummah to the right path.

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Banda Aceh, December 12, 2023

The writer,

Zahratul Isyarmuna

ABSTRACT

Name : Zahratul Isyarmuna
NIM : 190203106
Faculty : *Fakultas Tarbiyah dan Keguruan*
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Main Supervisor : Prof. Dr. Muhammad Ar, M.Ed
Co-Supervisor : Dr.Maskur, M.A.
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This research was conducted to determine the willingness to communicate in English among students majoring in English at UIN Ar-Raniry. It addresses two research questions. First, try to find out how willing students are to communicate in English. Second, try to identify the factors that influence students' willingness to speak English at UIN Ar-Raniry. This research uses a mixed method, where in the first stage it uses a quantitative method by distributing questionnaires to 70 respondents, then in the second stage it continues with a qualitative method through semi-structured interviews by giving a total of 7 questions to 5 respondents. The research results show the frequency of student willingness and the factors that influence it. Based on research question 1, students' willingness to communicate in English on campus is "sometimes willing". Based on research question 2, the factors that make students willing are their own will and environmental influences. Apart from that, the factor that often makes students reluctant to speak is fear of making mistakes and mispronunciation.

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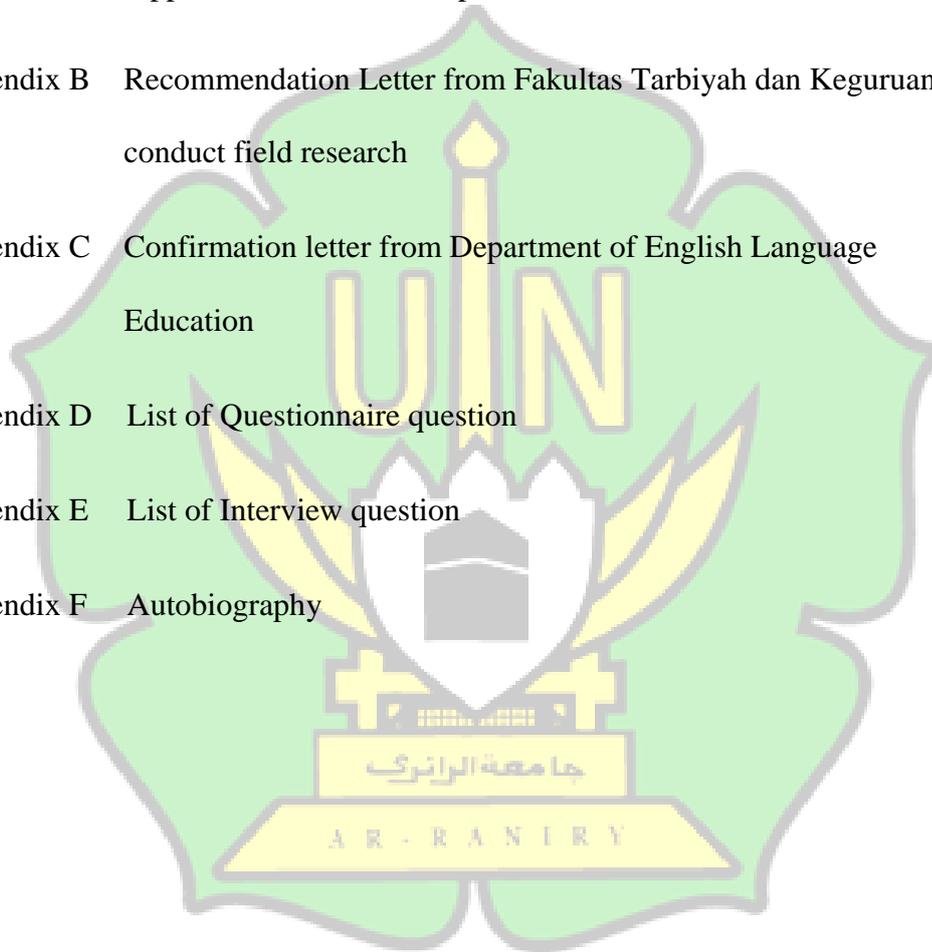
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CHAPTER 1

INTRODUCTION

A. Background of Study

English is an international language that is study as a global communication need. There are various reasons behind the importance of mastering English. The skill of mastering English is a crucial point as a medium of communication, where English is a universal language used through out the world (Riadil, 2020). Speak English skills are very important for student especially to enable them to get a job that requires undertaking an interview in English and they need spoken English ability (Muamaroh & Prihartanti, 2013). That is why English is currently the most commonly used language for communication as a foreign language.

Communication is the activity of transferring information either orally or in writing. However, not everyone can communicate well. Sometimes people can convey all information orally but not in writing or vice versa. The true measure of English teaching and learning achievement is when learners can communicate in English outside and inside the classroom especially in English education study programs, they should speak English inside and outside the class room.

The success of mastering English skills as a foreign language cannot be separated from being active and the willingness of students to use the foreign language itself (Basoz & Hakki, 2019). In the English study program, Willingness to Communicate is very crucial, so teachers are required to be able to encourage

students Willingness to Communicate (WTC) using English, this is considering speaking skills is the target in learning foreign languages (Weda, Atmowardoyo, Rahman, & Said, 2021). That is why students in English education study programs must get used to speaking English in the campus environment. Their Willingness to Communicate is supported by their fluency in spoken English. Willingness to Communicate (WTC) is a model that integrates psychological, linguistic, and communicative variables to describe, explain, and predict second-language communication (Mahdi, 2014). However, in reality, speaking English skills is a very problematic thing for students, thus affecting the willingness of students to speaking in class. Many EFL especially English education study programs on campus are unwilling to speaking English for various factors.

English speaking skills are always a big challenge for EFL students. Their propensity to communicate discovered to be affected by their level of confidence. It believed that anxiety affects students ability in using their orally speaking English.

Base on my preliminary study and interviewed five students as the representative from the English education study program batch 2019. They said we have to speak English in the campus environment. So, it makes it easier for us to reach the target language and then when the sidang munaqasyah skripsi can make it easier for us to present our thesis and make it easier for us to answer oral examinations from lecturers. The students also said that the teacher used English as a teaching language to converse with the students, but they did not want to communicate in

English actively. In addition, they were also shy and afraid of teachers when asking them to speak English. It is because they were fear of making mistakes.

Most students do not want actively use English orally on campus. They are shy and afraid to speak for fearing of making mistakes. The researcher observed some phenomena in campus UIN Ar-Raniry, which may be seen in the rationalization underneath. Many students are passive in having conversations in the English on-campus environment, both inside and outside the classroom. They get too scared when the students used English because they worry about what words to use, either the right word or wrong word. That means still many student who have little knowledge of English vocabulary. Some students use English only in class and some others when they answer the conversation with the lecturer using English.

Some studies have been conducted to investigate the willingness of EFL students to communicate in that language. Muamaroh et al. (2013) conducted a study to investigate the Willingness of Indonesian students to Communicate in English, and to explain the relationship between anxiety and Willingness to Communicate in English. The study reported that the students were in low level in Willingness to Communicate and this study finds a significant relationship between language anxiety and Willingness to Communicate. Another research conducted by Ramli et al. (2021) this study aims to investigate the WTC and UWTC factors of English students in the classroom context and show that students WTC factors include class, teacher support, personality, and self-confidence. Furthermore, the UWTC student factor consists of linguistic problems

such as English comprehension, poor grammatical competence, and poor English pronunciation. In addition, there are also several non-linguistic factors such as psychological problems, low self-confidence, and anxiety.

Based on the description of the problems that EFL learners faced in communicating inside and outside of the classroom, the researcher decided to seek reasons and factors affecting it through this study entitled “The willingness of EFL students in using English orally on Campus”.

B. Research Question

1. How is the EFL student’s willingness to communicate in English orally on campus?
2. What factors affect the willingness of EFL students to speak English in UIN Ar-raniry?

C. Research Aim

The following goals of this research are based on how the problem has been defined:

1. To find out how far the student to communicate in English language in their activity orally on campus.
2. To identify factors that affect the willingness of students to speak English in UIN AR-Raniry.

D. Significance of the Study

1. Theoretically

The results of this study are expected to be useful in providing additional knowledge to students and teachers of this research can help the teacher to identify the problem and find out the factor faced by the student in speaking English in daily activities.

2. Practically

This research is expected to provide benefits for improving the learning curriculum so that education providers can increase their activities in the learning process in using English.

E. Terminologies

To avoid misunderstanding, the writer has defined the following operational definitions of this research as follow:

1. English

According to Collins dictionary English refers to being associated with England, its people, language, or culture. It's also frequently used to denote kinship with or affinity for Great Britain. In this study English refers to target language to be achieved by EFL students in UIN Ar-raniry.

2. Willingness

According to oxford advanced learner's dictionary "willingness can be defined as quality of being happy and ready to do something". It means doing something out of choice and not because of coercion. In this study, willingness

refers to the EFL students in UIN Ar-raniry eagerly communicate English language to other person without compulsion.

3. Orally

Orally is transfer of information verbally. In short, the speaker must be able to adjust what he wants to say to the listener with the right and appropriate approach.



CHAPTER 2

LITERATURE REVIEW

This chapter reviews additional dimensions of problems from theoretical perspective. Therefore the contents in this chapter will concern on relevant theories and previous studies about Willingness to communicate and English as Foreign Language.

A. Willingness to Communicate

1. Undersatanding Willingness to Communicate

The term Willingness to communicate (WTC) was firstly developed by McCroskey and Baer (1985) in relation to interaction in first language. It was an extension of lack of inclination to communicate by Burgoon (1976), and by Mortensen, Arnston, and Lustig (1977) about tendency to oral performance as cited in (Azmand & Zamanian, 2014). Then, in 1994 MacIntyre developed a path to predict the WTC in the first language. His model reveals that self-perceived communication competence and communication apprehension exert a direct influence on the WTC. Personality trait was influencing variable in his model. Personality traits are considered the antecedents of WTC in both first and second languages.

WTC in a second or foreign language is a specific area of research in the second language acquisition. In achieving target language, WTC refers to students who are willing to speak a second language actively. Willingness to Communicate

in a L2 WTC, which is defined as an accessibility to enter into talk at a specific time with a specific person or individuals, using a second language (Macintyre, Clement, Dornyei, & Noels, *Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation*, 1998).

In more recent studies, WTC is regarded as a function of situational contextual variables, such as topic, interlocutors, the magnitude of the communicative group, and cultural setting (Kang, 2005). He maintains that personal psychological conditions and situations have an effect on second language WTC. He argues that the previous definitions of second language WTC cannot be treated as a theoretical foundation for investigating willingness to communicate in active situations, where it can change at any time. Based on his own findings, he proposes a new definition of WTC as a situational variable:

Willingness to communicate (WTC) is an individual's volitional inclination toward actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables. (p.291).

From the definition of willingness to communicate above, it is clear that willingness to communicate can be considered as a variable that is affected by both situational as well as characteristic. This point will be discussed next part.

2. Model of WTC in L2

Willingness to communicate (WTC) also has its own model. (Macintyre, Clement, Dornyei, & Noels, *Conceptualizing Willingness to Communicate in a*

L2: A Situational Model of L2 Confidence and Affiliation, 1998) developed a theoretical WTC L2 model based on McCroskey and Baer's (1985) WTC L1 model. The model or L2 WTC consists of six-layer with 12 variables. There are two primary levels. Level one includes variables of situational factors (Layer 1-3), and level two includes variables of individual factors (layer 4-6). Situational variables (such as want to speak to a certain individual) can alter at any time depending on the context. Individual variables are seen as to be stable traits of an individual that may be used in any circumstance (e.g., intergroup relations, student personality). The placement of situational variables and individual influences in the model demonstrates the superior importance of situational variables over individual influences, as top-level situational variables are located closer to the top of the pyramid than individual variables. Despite having a secondary impact on the WTC, individual influences are at the core of the WTC process. In order to bring these factors closer to the reader, the layers are below.

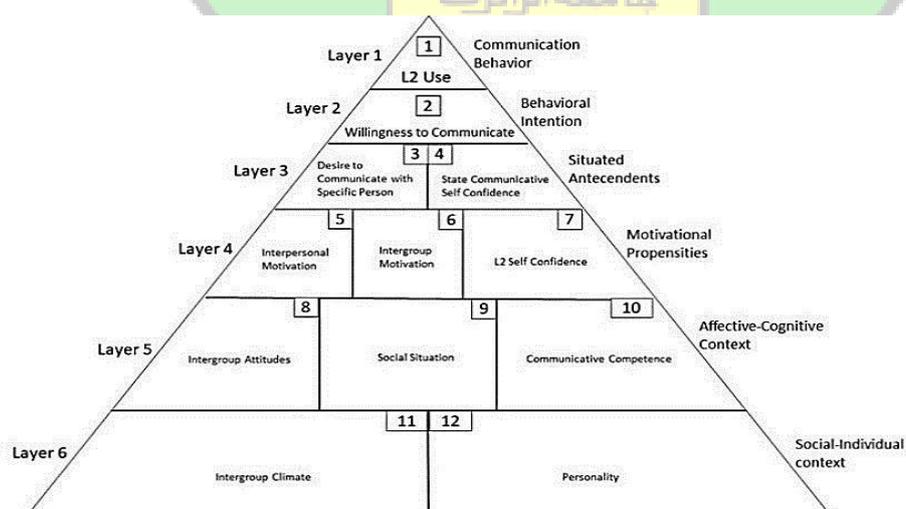


Figure 1. Heuristic Model of Variables Influencing WTC (Source: MacIntyre et al., 1998, p. 547)

Starting at the top of the model, layer 1, communication behaviour, represents L2 use about how someone behaviour when speaking English in specific contexts. Layer 2 is the behavioral intention, which relates to communication readiness. Layer 3 is situated antecedents, which is divided into two parts; desire to communicate with a specific person and state communicative self-confidence. The two situationally dependent are the most important determinants of WTC factors that are formed by the underlying lasting effects or individual differences. In connection to the first factor, the desire to communicate with specific people refers to the need to establish a relationship with the interlocutor that arises depending on 2 situations, two types of motives are Affiliation and Control. Affiliation is the need to form a connection with the interlocutors that comes from integrative factors including attractiveness, similarity, and familiarity and Control refers to a style of communication depends on instrumental motives, such as more powerful interlocutors, where the interlocutors attempt to manipulate one another when communicating, sometimes with particular goals such needing their help, cooperation or services. These two types of situations also impact on enduring variables (i.e., Interpersonal Motivation and Intergroup Motivation) in layers below. State communicative self-confidence which is included in the situational variables, is determined by stated anxiety and state perceived competence. State anxiety refers to term used to describe level of anxiety when speaking in a particular situation, it can be caused by a variety of things including unpleasant past experiences. State Perceived Competence refers to how a speaker feels about their level of communication

ability at that precise moment. The last two factors were clearly the most important predecessors of the WTC. (Macintyre & Charos, Personality, Attitudes, and Affect as Predictors of Second Language Communication, 1996).

Underneath the situational factors farthest from the pyramid's peak, there are the enduring influences or individual differences level are situated. Layer 4, Motivational Propensities, contains three variables. First, Interpersonal Motivation depends on either Control or Affiliation. Second, Inter-group Motivation is Intergroup motivation is directly influenced by the specific group a person belongs to and is also influenced by the intergroup climate and attitudes that are layered underneath depends on control or affiliation. Third, L2 Self-Confidence consists of two components, Cognitive and Affective. The L2 self-confidence at this level is more consistent compared to state communicative self-confidence at the situational level. Layer 5, Affective-Cognitive Context includes three variables: Intergroup Attitudes, Social Situation, and Communicative Competence. Finally, layer 6, Social and Individual Context, comprises two factors, Intergroup Climate and Personality. Intergroup Climate reflects the characteristics of the bilingual context, where the issue of availability of the language or linguistic vitality (Structural characteristics of the society), as well as attitudes towards ethnic groups (Perceptual and affective correlates), very important. Control and affiliation motives are significant factors driving WTC, as they are frequently emphasized in both situational and individual variables in the model.

B. English as Foreign Language in Indonesia Context

English has become an important language and it has become imperative to learn English from a globalization point of view. Similarly, we know that English is an international language that is often used in various countries. ESL (English second language) and EFL (English foreign language) are two different approaches related to teaching or Learning English. In places where English must be learned by non-native speakers in English-speaking countries, the English second language approach is accepted. Learning English is very important because English is the dominant or official language where the person lives and without proper knowledge of English, a person can face problems in everyday activities evenly. EFL is another approach for people living in their own countries where English is not the dominant or official language. English is treated as a foreign language and therefore, people may not be interested in learning English. Learning English is not very important for these people because English is not the dominant language of the place.

Indonesia is one of the countries that uses EFL (English as a Foreign Language), meaning that English in Indonesia is used as a foreign language, not as a second language. English is only used or taught in schools or in the world of education only. However, it is possible that currently many upper class people living in big cities to use English as a second language. English is the foreign language that has to be taught and learned in Indonesia. Students must be taught the English language from elementary school through university. It possesses four main skills. They include speaking, listening, reading, and writing abilities.

Beginning in year 4 and continuing through year 6, English is formally introduced into elementary schools. At the university level, English is a requirement for all faculties and undergraduate majors (Sulistiyo, 2015, p.4). Therefore, it is important to start teaching English to Indonesian students as soon as possible. People should discover new things while they are still young. Additionally, it is true that learning new language is best done when one is young. The success of EFL students cannot be separated from their teachers.

Zhang and Zhan (2014) studied EFL teaching in China to investigate the knowledge base of non-native English-speaking teachers. They found that an effective EFL instructor needs two main skills namely language proficiency and instructional ability. Their findings suggested that educators should consider the kinds of knowledge that non-native English-speaking teachers need for success in order to inform teacher education programs about better preparing student teachers for EFL teaching. In alignment Similar to Zhang and Zhan (2014), Marcellino (2007) researched the effectiveness of English teachers in Indonesian schools and discovered that they frequently conversed with the students about the courses' subjects in Indonesian. Based on the English teachers' responses, this happened because the teachers' level of comfort when utilizing English as the language of instruction in the classroom was insufficient. The participants in this study frequently made grammatical mistakes in their sentences and frequently had trouble in communicating their views in English (Sulistiyo, 2015).

C. Previous Study

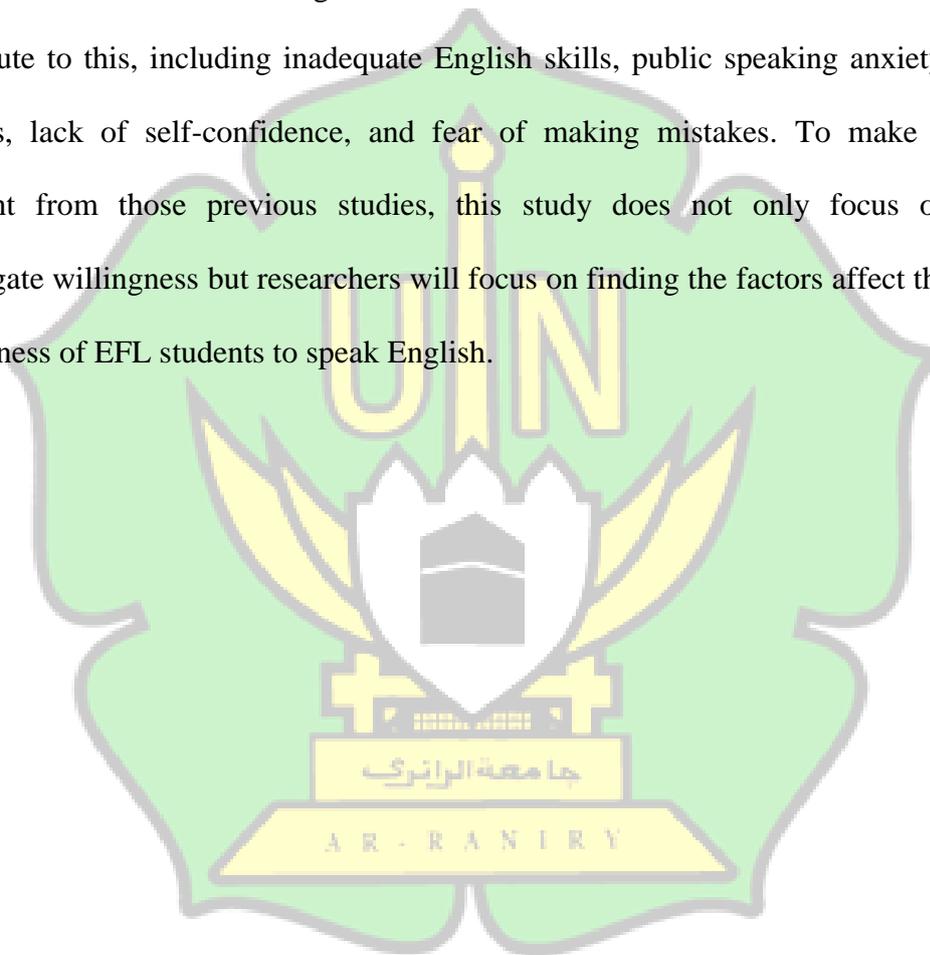
In this study, the researchers take a review of related literature from other researches. The researcher relates this study to the previous research which has similarities that can be used for the material review. First, the study was conducted by Mahdi (2014) the study aims to explore EFL students' willingness to communicate in English at King Khalid University and the findings showed that personality traits greatly affected WTC in two communicative situation types, meetings and public speaking, and two interlocutor types, acquaintances and strangers.

The second research conducted by Utami & Rismadewi (2022) this study aims to investigate the factors that influence the willingness of students to communicate English in the English MPK Course at Undiksha. From the research data, it was found that several factors that most influenced students' willingness to speak in learning English MPK were obtained from two variables; Psychological and Situational Variables. Based on psychological variables, the most dominant factors were motivation and personality. Meanwhile, based on Situational variable, the dominating factor were the topic of learning and the role of the lecturer.

Another research conducted by Isma & Baharuddin (2022) This study aims to investigate to find out the students' WTC in the EFL classroom in he subjects were sixth-semester English Education students at Universitas Negeri Makassar, This research found that most of the students were in the category of "probably willing" to "definitely willing" to show their WTC in

the EFL classroom, which means that they mostly have positive communication behaviors and meet language learning targets.

From those previous studies, researchers assume that the problems that most students faced in willingness to communicate because several factors contribute to this, including inadequate English skills, public speaking anxiety, shyness, lack of self-confidence, and fear of making mistakes. To make it different from those previous studies, this study does not only focus on investigate willingness but researchers will focus on finding the factors affect the willingness of EFL students to speak English.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the study conducted using quantitative and qualitative method or mix method. This research is a research step that combines two previously existing forms of research, namely qualitative research and quantitative one. According to (Cresswell, 2010), mixed method is a research approach that combines qualitative research with quantitative one. According to (Sugiyono, Metode Penelitian Kombinasi, 2012), mixed methods are a research method between quantitative methods and qualitative ones to be used together in a research activity, so that more comprehensive, valid, reliable and objective data is obtained.

This research used a mixed method technique proposed by Cresswell, namely sequential explanatory. In this method the first stage to collect and analyze quantitative data then followed by collecting and analyzing qualitative data. This weight or priority is given to the quantitative data.

The researcher used this research method because the researcher wants to find out deeply how far the student to communicate in their activity orally on campus.

B. Research participants

Based on the opinion of Handayani (2020) a population can be defined as all the members of a group, event, or subject that need to be thoroughly investigated

that share the same characteristics. According to the ideas above the population of the study are students of Department of English Language Education, Ar-Raniry Islamic University batch 2019 which totaled about 131 students.

The researcher took samples of 70 students randomly by using sampling techniques to collect the data using Likert scale about the willingness of EFL student in using English orally on campus.

The researcher selected 5 students of Department of English Language Education, Ar-Raniry Islamic University as respondents in semi-structured interview to get the information.

Sample, according to Sugiyono (2017) is a part of the population that is the source of data in a study. In this study, the researcher used probability techniques, it is a technique that provides equal opportunities or opportunities for each element (member) of the population to be selected as a member of the sample. The researcher used simple random sampling to get respondent randomly from the population.

C. Methods of data collection

In this study, the researcher used questionnaire and interview to get data needed.

a. Questioner

For the quantitative data collection the researcher using questionnaire. A questionnaire is a set of questions ask to persons with the aim of obtaining statistically significant data regarding a specific subject (Roopa & Rani, 2012). In this research it was a close ended questionnaire. The type of close-ended

question is multiple choice or Likert Scale. The Likert scale is a psychometric scale that is frequently used in studies that use questionnaires to examine social attitudes. The researcher adopted the questionnaire from Willingness to Communicate (WTC) Scale from Xie (2011). There were 15 of the statement for the questionnaire. The research questionnaire employs a Likert scale in the form of a checklist with three types of responses: Never Willing , Sometimes Willing and Always Willing.

b. Interview

For secondary data the researcher interviewed several students. According to (Moleong, 2012) an interview is the activity of having a conversation with a specific purpose. The interview can be conducted by two people, namely the interviewer as the person who asks the questions and the resource person as the person who answers the questions. Semi-structured is the type of interview used in this research. Semi-structured interviews were used in this study to give participants more freedom and encourage them to speak in depth. Semi-structured interviews are a type of interview that allows researcher to ask additional questions and discuss further topics related to the problem being discussed. The purpose of the interview in this study was to confirm the validity of the data and to identify the variables influencing students willingness to converse in English.

D. Method of analysis

The researcher analyzed the data with categorized and arranged the data into a meaningful pattern based on the study problem.

1. Questioner

The researcher in this study analyzed the data using descriptive statistics. Additionally, the researcher employed SPSS 20.0 and Microsoft Excel 2010 to analyze the data. According to Hussein (2014) Data are described using descriptive analysis in terms of frequencies, proportions, mean, median, quartiles, standard deviation, inter-quartiles range etc. it depends on a type of variable whether qualitative or quantitative which determines how these data are measured. This research used percentage formula to find out the students willingness to communicate level, it is needed to use the formula as below to calculate the presentage total of frequency of each item:

$$P = \frac{f}{n} \times 100\%$$

In which:

P = percentage

f = frequency

n = total number

100% = constant value

2. Interview

In analyzing data from interview the researcher analyzed them by categorising them and there are four technique using to analyze the data:

1. Data Collection

Data collection is the outcome based on data collecting methods of interview. The data collected of course, it was related to the case experienced by the students of English education batch 2019.

2. Data Reduction

The data reduction is a process of selecting the most crucial information, concentrating on it, and eliminating the irrelevant information which is known as data reduction. The goals of the study serve as the guidelines for data minimization. The process of reducing data requires high intelligence, extensive knowledge, and delicate thinking.

3. Data Display

After data reduction, the next step is analyzing data using Data Display. It is the process of displaying data in an essay or table format to make it easier to understand. According to Miles and Huberman (1984) cited in (Sugiyono, Penelitian Kuantitatif, Kualitatif, dan R & D , 2009) points out "Observing displays enables us to comprehend what is happening and take appropriate action, such as conducting additional analysis or exercising caution based on that understanding". In this research, the researcher used direct descriptive of the interview results, because it is the most common data display used in qualitative research.

4. Drawing conclusion

Final step of the data analysis is drawing conclusion. At this point, the researcher starts to identify the data. Every response of the every question is

examined by the researcher. The primary data used by the researcher to analyze and determine the reason for students' readiness to use English in everyday activities was the responses to each question in the interview.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the findings and discussion based on the data gained from questionnaire and interview.

A. Finding

In finding, the researcher presents the findings and processes the data obtained from respondents based on the questionnaire provided and data from interviews to answer. The findings of this research are shown based on the research two questions formulated. The first question is *how is the EFL Students willingness to communicate in English orally on campus?* and the second question is *what factors affect the willingness of EFL students to speak English in UIN Ar-Raniry?* The following are the findings outcomes:

1. Questionnaire

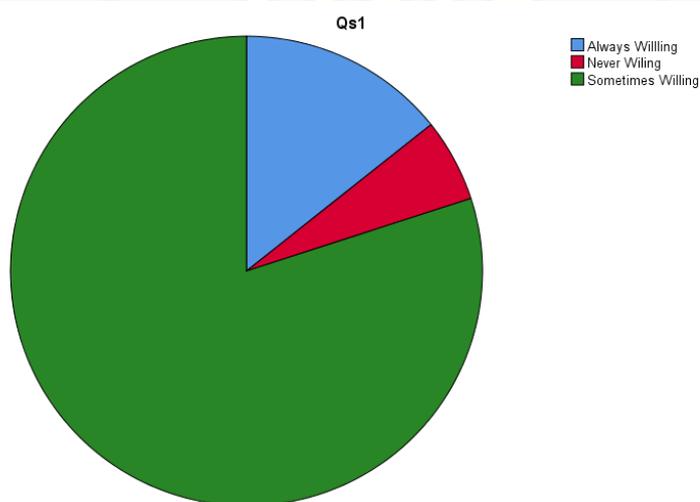
The result of the first question "How is the EFL Students willingness to communicate in English orally on campus?" The researcher used a questionnaire as an instrument to obtain data answer the first question. The sample taken was 70 students from the English Language Education Department class of 2019. The results are as shown in the table below:

Answer Sheet

Table 4.1

Question 1: Students are willing to answer in English when the teacher ask a question in class.

Qs1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	10	14.3	14.3	14.3
	Never Wiling	4	5.7	5.7	20.0
	Sometimes Willing	56	80.0	80.0	100.0
	Total	70	100.0	100.0	

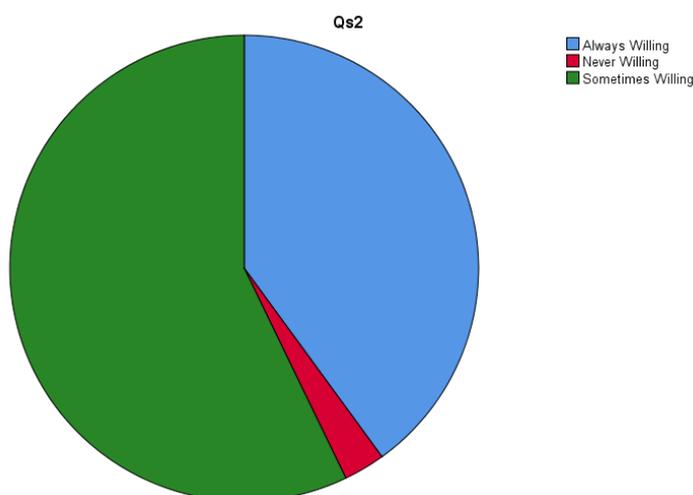


Based on Table 4.1 above, 10 students answered Always Willing or 14 percent, 4 students answered Never Willing or 5.7 percent and 56 students answered Sometimes Willing or 80 percent. In the question "Volunteer an answer in English when the teacher ask a question in class" students with the answer Sometimes Willing dominate with 56 people or 80 percent.

Table 4.2

Question 2: Answer a question in English when you are called upon by the teacher

Qs2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	28	40.0	40.0	40.0
	Never Willing	2	2.9	2.9	42.9
	Sometimes Willing	40	57.1	57.1	100.0
	Total	70	100.0	100.0	

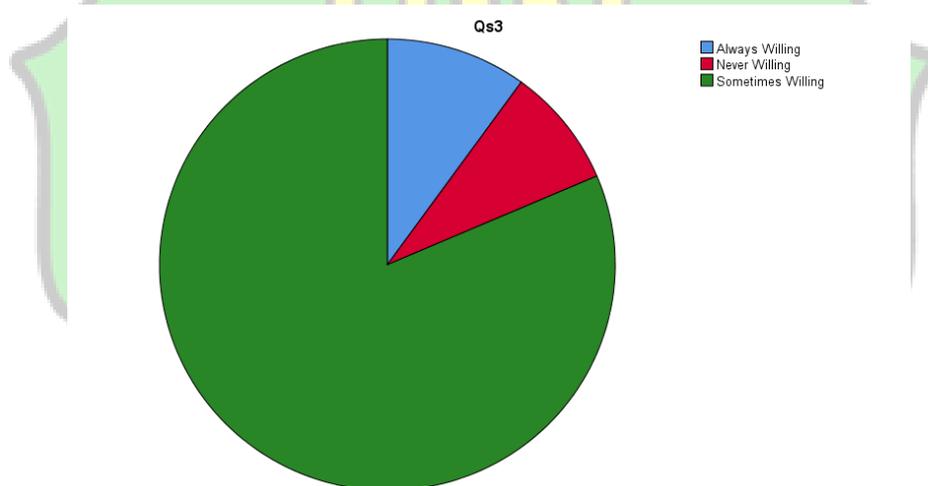


Based on Table 4.2 above, 28 students answered Always Willing or 40 percent, 2 students answered Never Willing or 3 percent and 40 students answered Sometimes Willing or 57 percent. In the question "Answer a question In English when you are called upon by the teacher" students with the answer Sometimes Willing dominated with 40 people or 57 percent.

Table 4.3

Question 3: Talk to your teacher in English before or after class

Qs3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	7	10.0	10.0	10.0
	Never Willing	6	8.6	8.6	18.6
	Sometimes Willing	57	81.4	81.4	100.0
	Total	70	100.0	100.0	

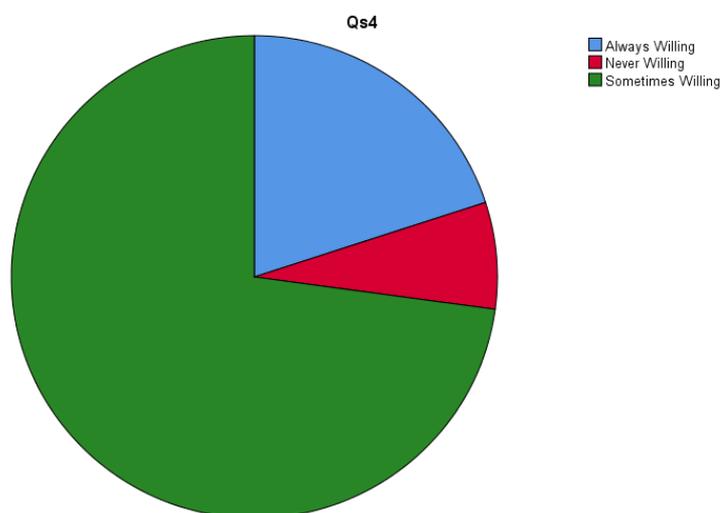


Based on Table 4.3 above, 7 students answered Always Willing or 10 percent, 6 students answered Never Willing or 9 percent and 57 students answered Sometimes Willing or 81 percent. In the question "Talk to your teacher in English before or after class" students with the answer Sometimes Willing dominated this question with 57 people or 81 percent.

Table 4.4

Question 4: Ask the teacher a question in English in class

Qs4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	14	20.0	20.0	20.0
	Never Willing	5	7.1	7.1	27.1
	Sometimes Willing	51	72.9	72.9	100.0
	Total	70	100.0	100.0	

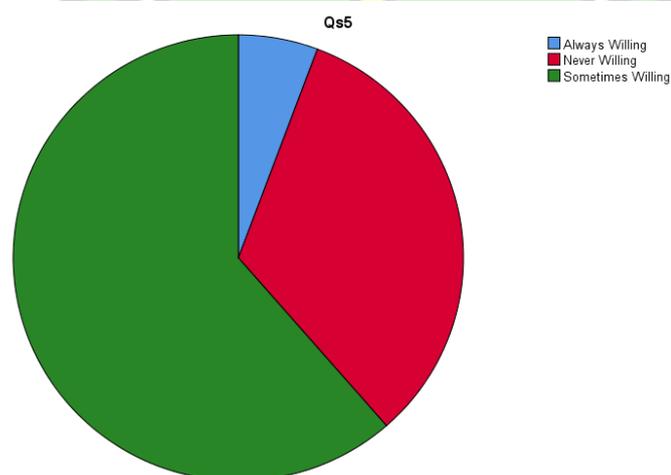


Based on table 4.4 above, 14 students answered Always Willing or 20 percent, 5 students answered Never Willing or 7 percent and 51 students answered Sometimes Willing or 73 percent. In the question "Ask the teacher a question in English in class" students with the answer Sometimes Willing dominated with 51 people or 73 percent.

Table 4.5

Question 5: Ask the Teacher a question in English in private

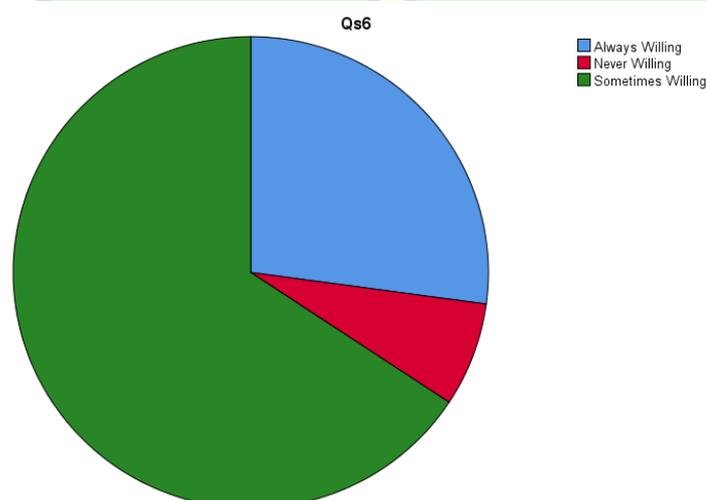
Qs5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	4	5.7	5.7	5.7
	Never Willing	23	32.9	32.9	38.6
	Sometimes Willing	43	61.4	61.4	100.0
	Total	70	100.0	100.0	



Based on Table 4.5 above, 4 students answered Always Willing or 6 percent, 23 students answered Never Willing or 33 percent and 43 students answered Sometimes Willing or 61 percent. In the question "Ask the teacher a question in English in private" students with the answer Sometimes Willing dominated with 43 people or 61 percent.

Table 4.6*Question 6: Present your own opinions in English in class*

Qs6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	19	27.1	27.1	27.1
	Never Willing	5	7.1	7.1	34.3
	Sometimes Willing	46	65.7	65.7	100.0
	Total	70	100.0	100.0	

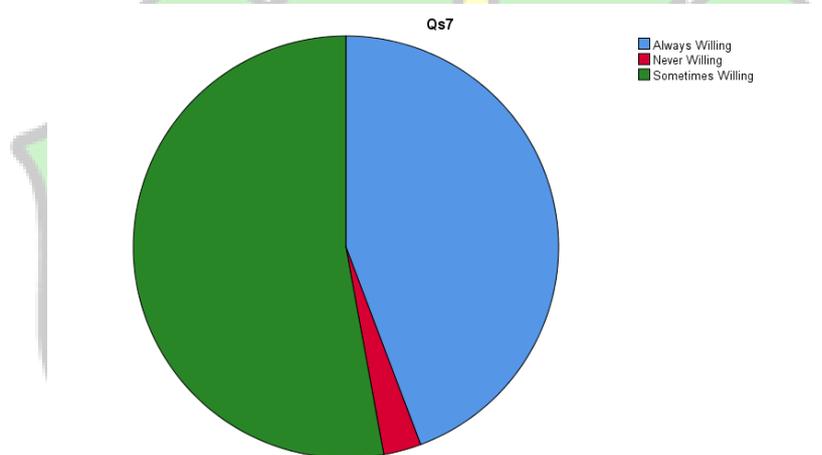


Based on Table 4.6 above, 19 students answered Always Willing or 27 percent, 5 students answered Never Willing or 7 percent and 46 students answered Sometimes Willing or 66 percent. In the question "Present your own opinions in English in class" students with the answer Sometimes Willing dominated with 46 people or 66 percent.

Table 4.7

Question 7: Participate in pair discussions in English in class

Qs7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	31	44.3	44.3	44.3
	Never Willing	2	2.9	2.9	47.1
	Sometimes Willing	37	52.9	52.9	100.0
	Total	70	100.0	100.0	

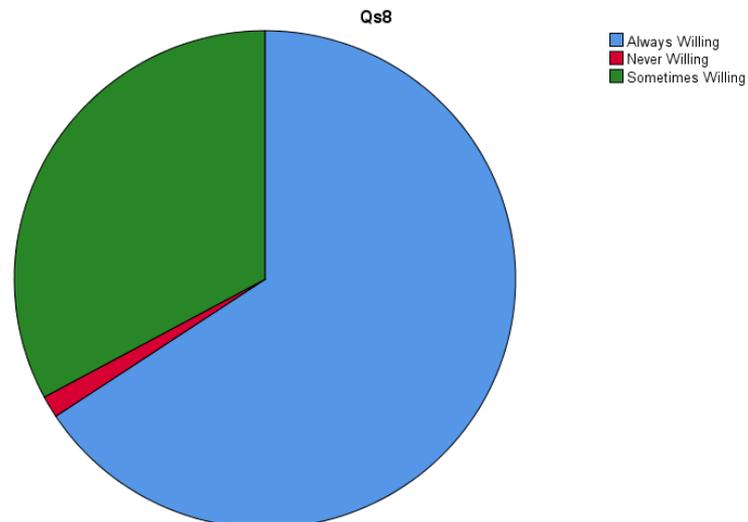


Based on Table 4.7 above, 31 students answered Always Willing or 44 percent, 2 students answered Never Willing or 3 percent and 37 students answered Sometimes Willing or 53 percent. On the question " Participate in pair discussions in English in class" students with the answer Sometimes Willing dominated with 37 people or 53 percent.

Table 4.8

Question 8: Say sorry in English when you are wrong

Qs8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	46	65.7	65.7	65.7
	Never Willing	1	1.4	1.4	67.1
	Sometimes Willing	23	32.9	32.9	100.0
	Total	70	100.0	100.0	

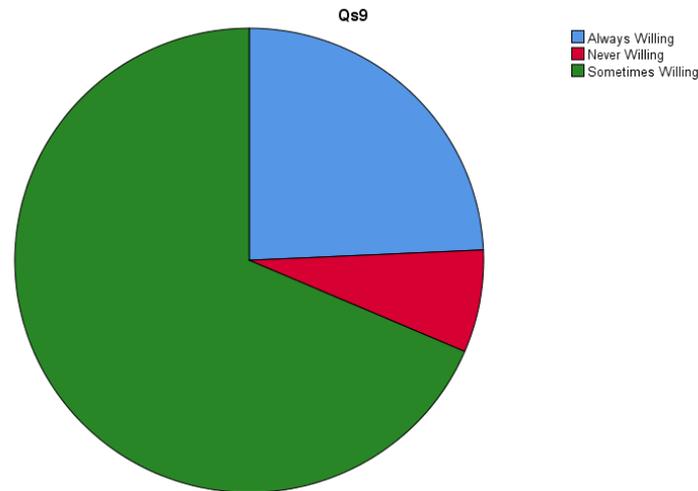


Based on Table 4.8 above, 46 students answered Always Willing or 66 percent, 1 student answered Never Willing or 1 percent and 23 students answered Sometimes Willing or 33 percent. On the question " Say Sorry in English when you are wrong" students with the answer Always Willing dominated with 46 people or 66 percent.

Table 4.9

Question 9: Help others answer a question in English

Qs9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	17	24.3	24.3	24.3
	Never Willing	5	7.1	7.1	31.4
	Sometimes Willing	48	68.6	68.6	100.0
	Total	70	100.0	100.0	

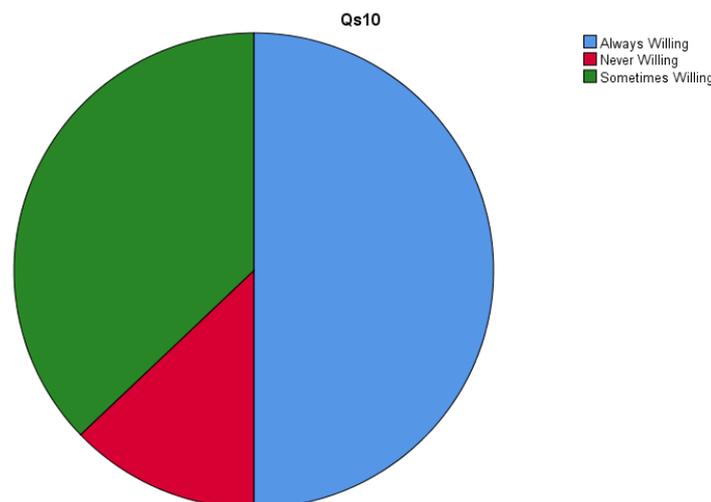


Based on Table 4.9 above, 17 students answered Always Willing or 24 percent, 5 students answered Never Willing or 7 percent and 48 students answered Sometimes Willing or 69 percent. In the question "Help others answer a question in English" students with the answer Sometimes Willing dominated with 48 people or 69 percent.

Table 4.10

Question 10: Sing a song in English

Qs10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	35	50.0	50.0	50.0
	Never Willing	9	12.9	12.9	62.9
	Sometimes Willing	26	37.1	37.1	100.0
	Total	70	100.0	100.0	

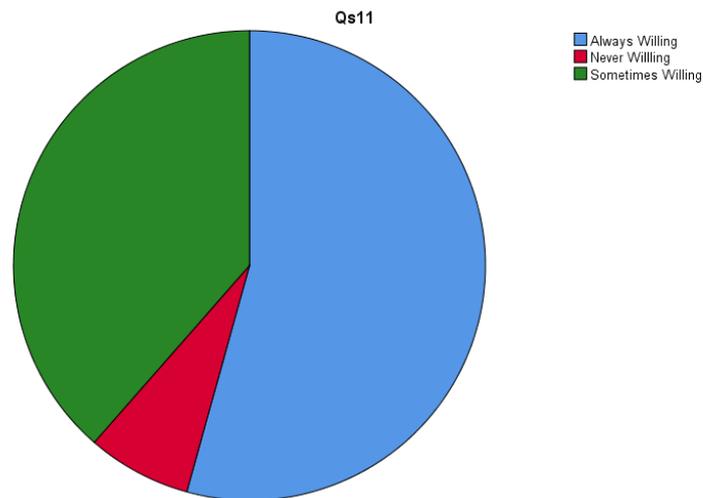


Based on Table 4.10 above, 35 students answered Always Willing or 50 percent, 9 students answered Never Willing or 13 percent and 26 students answered Sometimes Willing or 37 percent. On the question "Sing a Song in English" students with the answer Always Willing dominated with 35 people or 50 percent.

Table 4.11

Question 11: Read out the conversations in English from the textbook

Qs11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	38	54.3	54.3	54.3
	Never Willing	5	7.1	7.1	61.4
	Sometimes Willing	27	38.6	38.6	100.0
	Total	70	100.0	100.0	

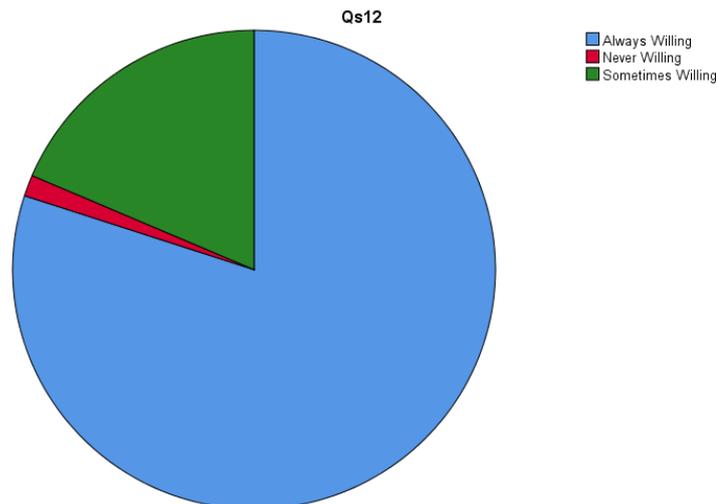


Based on Table 4.11 above, 38 students answered Always Willing or 54 percent, 5 students answered Never Willing or 7 percent and 27 students answered Sometimes Willing or 39 percent. On the question "Read out the conversations in English from the textbook" students with the answer Always Willing dominated with 38 people or 54 percent.

Table 4.12

Question 12: Say "Thank you" in English when your classmates help you

Qs12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	56	80.0	80.0	80.0
	Never Willing	1	1.4	1.4	81.4
	Sometimes Willing	13	18.6	18.6	100.0
	Total	70	100.0	100.0	

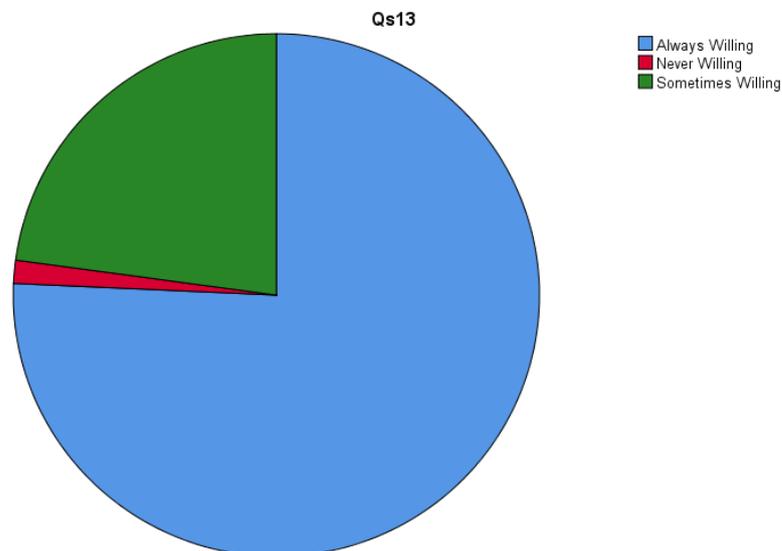


Based on Table 4.12 above, 56 students answered Always Willing or 80 percent, 1 student answered Never Willing or 1 percent and 13 students answered Sometimes Willing or 19 percent. On the question " Say thank you" in English when your classmates help you" students with the answer Always Willing dominated with 56 people or 80 percent.

Table 4.13

Question 13: Introduce yourself in English without looking at notes

Qs13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	53	75.7	75.7	75.7
	Never Willing	1	1.4	1.4	77.1
	Sometimes Willing	16	22.9	22.9	100.0
	Total	70	100.0	100.0	

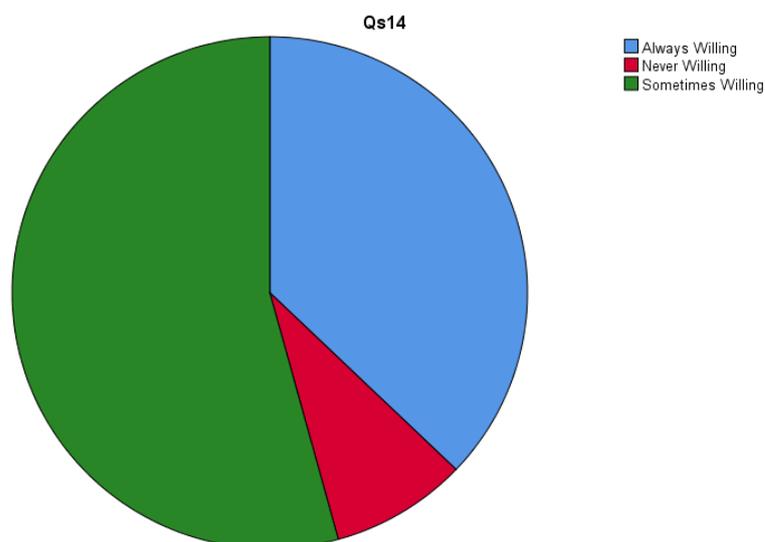


Based on Table 4.13 above, 53 students answered Always Willing or 76 percent, 1 student answered Never Willing or 1 percent and 16 students answered Sometimes Willing or 23 percent. On the question " Introduce yourself in English Without Looking at Notes" students with the answer Always Willing dominated with 53 people or 76 percent.

Table 4.14

Question 14: Greet your classmates in English

Qs14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	26	37.1	37.1	37.1
	Never Willing	6	8.6	8.6	45.7
	Sometimes Willing	38	54.3	54.3	100.0
	Total	70	100.0	100.0	

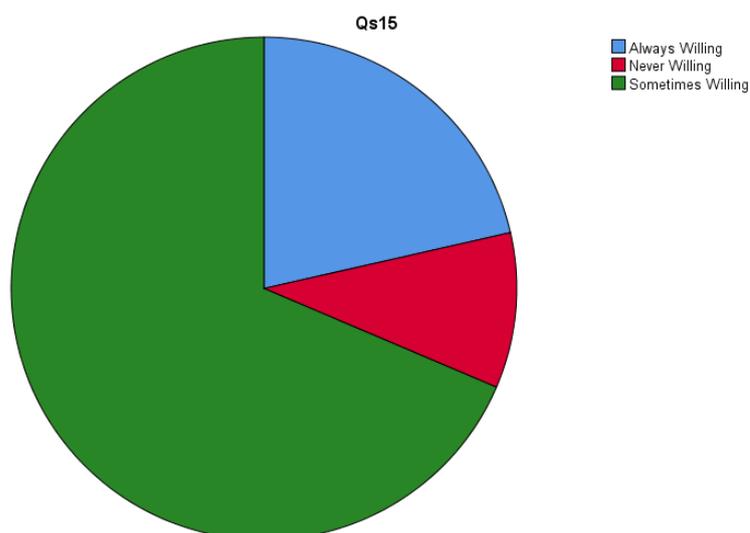


Based on Table 4.14 above, 26 students answered Always Willing or 37 percent, 6 students answered Never Willing or 9 percent and 38 students answered Sometimes Willing or 54 percent. In the question "Greet your classmates in English" students with the answer Sometimes Willing dominated with 38 people or 54 percent.

Table 4.15

Question 15: Give a speech with note in class

Qs15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always Willing	15	21.4	21.4	21.4
	Never Willing	7	10.0	10.0	31.4
	Sometimes Willing	48	68.6	68.6	100.0
	Total	70	100.0	100.0	



Based on Table 4.15 above, 15 students answered Always Willing or 21 percent, 7 students answered Never Willing or 10 percent and 48 students answered Sometimes Willing or 69 percent. In the question "Give a speech with note in class" students with the answer Sometimes Willing dominated with 48 people or 69 percent.

Based on the results of the analysis carried out on the fifteen questions above, the answer "Sometimes Willing" dominates the 9 questions addressed to EFL students, while the answer "Always Willing" is the most common answer to the other 6 questions addressed to English Foreign Language students. This shows that EFL students use English in class is only "Sometimes Willing".

2. Interview

The result of the second question "what factors affect the willingness of EFL students to speak English in UIN Ar-Raniry?" The researcher used semi-structured interviews to ask several questions related to research needs. The questions were explained based on their initial name. The following data "factors affect the students' willingness to communicate in English" :

Question 1: How often do you communicate in English at campus activities?

Their initial are:

- **RS** : I don't communicate in English very often. It's just that sometimes when we don't want anyone to know what conversation we are talking about, maybe we will use English to communicate. apart from that we only use a few words in speaking.
- **IBF** : I rarely speak English on campus.
- **ZR** : I think sometime I use English to communicate at campus just for English class I feel nervous and not confident with my pronunciation.

- **MJ** : I think in campus I always using English, such as during the learning process time. But sometimes I also using English to communicate with my friends out of class time.
- **NH** : Rarely, almost never. At the very least, if there are questions from the lecturer, it is very rare.

When the researcher asked the students about how often they communicate in English language, the responses of the students were different. Some students used English language rarely. They just communicate in English just during the learning process time.

Question 2 : What challenges do you face when trying to communicate in English during campus activities?

- **RS** : The challenge is when there are words that I don't know, which makes me sometimes annoyed with myself, so I replace the words I don't know with my first language.
- **IBF** : how to organize correct grammar and difficulty expressing words.
- **ZR** : the challenges that I face is when my English looking by everyone or my the target of my speaker and also my pronunciation.
- **MJ** : The challenge I feel is that sometimes I am still confused about using the right vocabulary and also the right grammar of course.
- **NH** : I don't feel confident when speaking English.

Based on the question about the challenges that they face when trying to communicate in English during campus activities. The researcher found some

challenges they had in trying to speak English. The challenges were lack of vocabulary, grammar, pronunciation and less of confident. They said that

Question 3 : What role does peer influence play in motivating you to communicate in English on campus?

- **RS** : Sometimes friends start conversations using English so we get used to it. There are also things like creating groups that can only speak English.
- **IBF** : both speak English.
- **ZR** : make a group make us speak more often.
- **MJ** : What motivates me to speak is when people around us use English, and I also feel that I have to get used to using English more To develop my speaking skills.
- **NH** : Sometimes my freind start and invite me to speak English to get used to and become fluent in English

Based on the questions above, the result found that peers play a very important role in motivating you to speak English by having lots of friends, there would be more suggestions from them to form a group and start conversations using English.

Question 4 : How much do you enjoy speaking English with your classmates?

- **RS** : I very enjoy to communicate using English language.
- **IBF** : Very happy to have friends to communicate together.

- **ZR** : I feel enjoy to speaking English with my close friend because I love English so much but it different if I speak in front of public.
- **MJ** : Sometimes I feel uncomfortable speaking English when the person I am talking to seems more fluent in English than me.
- **NH** : Actually, I enjoy speaking English with my freinds, but only with close freinds do I really enjoy it.

Based on the answer to the question, that most of them enjoy communicating in English with friends and there were also those who felt less comfortable speaking English in front of people who were fluent in English.

Question 5 : Do you feel confident when speaking English in class?

- **RS** : When in class I am not very confident in speaking English because I am afraid that what I say will contain wrong vocabulary or wrong pronunciation.
- **IBF** : not confident enough, because I feel my English is very lacking.
- **ZR** : sometime I feel confident but if my mind was blank with my vocabulary it so shy.
- **MJ** : When in class I feel confident because my classmates usually understand me more easily and sometimes they also help me when there is vocabulary that I don't know.
- **NH** : I am not very confident when speaking English in front of class, especially when there is a lecturer

When the researcher asked the students about their confidence when speaking English in class, some of them felt not confident because they were afraid that what I say would contain wrong vocabulary or wrong pronunciation. Some of them also felt confident because they helped by classmates to understand them more easily and sometimes they also help them when there is vocabulary that they don't know.

Question 6 : How do you feel when you need to use English to communicate?

Do you do you usually feel nervous or calm? Do you enjoy using English?

- **RS** : There are times when I feel like I enjoy speaking English and sometimes I'm often nervous too.
- **IBF** : Sometimes I'm nervous and excited depending on the situation.
- **ZR** : of course yes.
- **MJ** : Sometimes I feel confident but I am also nervous if the person I am talking to is a new person.
- **NH** : I really enjoy speaking English but I am also nervous when speaking English in front of many people.

From the answers above, they all felt nervous when they needed to use English to communicate. There were various reasons they felt nervous, namely depending on the situation, while talking with new people and speaking English in front of many people.

Question 7 : In what situations do you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher as a whole class?

Why?

- **RS** : I prefer to speak English in small groups or just in pairs. because it makes me more confident and comfortable.
- **IBF** : I'm happy just in a small group, because the pressure isn't too big.
- **ZR** : based on my opinion in question 4 I feel most comfortable with my close friend that know me before or in pairs could be. They always fix my grammar or my pronoun at that time.
- **MJ** : 7. I feel very comfortable when talking in pairs. Because if it's in group, my fear of making mistakes in speaking gets bigger so that sometimes will affected my pronunciation.
- **NH** : I feel very comfortable when speaking English with my classmates because it makes me more confident.

Based on the interview above, it was found that they felt comfortable when speaking in pairs, because they felt more confident and felt less afraid when making mistakes in speaking because sometimes they would be corrected by the other person speaking.

B. Discussion

Based on the data analysis, the study wants to discuss the research question in this study. The first research question is “how is the EFL students willingness

to communicate in English orally in Campus?'. To answer the research questions, the research conducted gave questionnaire to EFL students, batch 19. The study purpose is to find out the frequency of students willing to communicate in English by giving a questionnaire, to get the data the researcher used SPSS 20,0 and Microsoft Excel 2010 to find the result. The result show that the frequency of willingness to speak English of the student at campus is sometimes willing.

The second part is interview, the interview section was held after the questionnaire answered by the EFL students. The function of doing this interview section to get the main answer for this research, about the factors affect the willingness of EFL students to speak English. In interviewing the students, the researcher asked some appropriate questions that related to the topic of this research. The researcher gained information from the students in order to answer all of the research questions. After getting all of student's answers, the researcher did data reduction process. The researcher only selected some appropriate answers from the students. The data above shows that all of the students are sometimes willing to speak in English language. Each students has different factor that affect them to communicate with English language.

Based on the interview result, the researcher found that all of the students in Uin Ar-Raniry are *sometimes willing* to communicate in English both in the class and out side the class. The frequency depends on the factor that affected them. The researcher found some factors that affected the students to speak English, the factor are lack of confident, lack of vocabulary, and lack of pronunciation. It can

conclude that the students willingness to communicate with English is sometimes willing.



Chapter V

Conclusion and Suggestion

This final chapter discusses conclusion of the study. I would reiterate and summarize the analysis of the data and the discussion of the result accordingly. In this chapter, I also presented some suggestions regarding the proposed study and recommended future works related to the study to be conducted by other researchers.

A. Conclusion

Based on the data analysis in chapter IV, The researcher found that the frequency of EFL students batch 2019 in UIN Ar-raniry, shows that EFL student use English in campus was Sometimes Willing, it can be seen from answering the questionnaire.

There were several findings worth considering as follows, several students at the UIN Ar-Raniry lack of confidence more often because they were afraid that what they said might contain wrong vocabulary or pronunciation. It was proved and supported by the result of the interview. One of the main causes that makes students felt insecure or even did not want to speak English because the student may not have enough insight into the topic to be discussed or they have not mastered the language material to be discussed, and it could be because they did not pay attention well. Maybe there was a student who had his own opinion, but he was worried about what other students will say later, or the student felt very

worried if other students attacking him or using sentences that were not very pleasant to hear, or in short invited to argue. That was the reason they could not speak English. However, the level of willingness of the students is different.

B. Suggestion

Inspected several students of University UIN Ar-Raniry, in relation to the insight of the study, the following explicit suggestions are offered in order to improve their willingness to use English in Campus.

In order to make their wilingness and pronunciation enhance, the EFL students need to do is giving an advice or motivation to themselves. They must speak up freely with friends or teacher. This activity can enrich vocabulary, make the pronunciation better, and also make them more confident. Moreover, the students should try to encourage to stop bearing in mind that the English language is difficult, stop worrying so much about mistakes, and start to think positively about their ability, and make that negative thing become motivation for themselves.

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Appendix A Appointment Letter of Supervisors



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B-6658/UN.08/FTK/KP.07.6/10/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal

MEMUTUSKAN

Menetapkan
PERTAMA

- Menunjuk Saudara:
- | | |
|--------------------------------|----------------------------|
| 1. Prof. Dr. Muhammad AR, M.Ed | Sebagai Pembimbing Pertama |
| 2. Dr. Maskur, S.Ag., M.A | Sebagai Pembimbing Kedua |

Untuk membimbing Skripsi :

Nama : **Zahratul Isyarmuna**
 NIM : **190203106**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **The Willingness of EFL Students in Using English Orally on Campus**

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 13 Juni 2023
 Dekan,


 Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arstip.

Appendix B Recommendation Letter from Fakultas Tarbiyah dan Keguruan to
conduct field research

12/15/2023

Document



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11090/Un.08/FTK/PP.00.9/10/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Prodi Pendidikan Bahasa Inggris
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Zahratul isyarmuna / 190203106**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Lamreung, Meunasah Papeun

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Willingness of EFL students in using English orally on campus***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Oktober 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 29 Desember
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C Confirmation letter from Department of English Language
Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-926/Un.08/PBI/Kp.01.2/12/2023

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : **ZAHRATUL ISYARMUNA**
NIM : 190203106
Fak/Prodi : Pendidikan Bahasa Inggris/ Fakultas Tarbiyah Keguruan
Alamat : Lamreung, Meunasah Papeun

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

“The Willingness of EFL Students in Using English Orally on Campus”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 11 Desember 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana
Syarifah Dahliana

Appendix D List of Questionnaire question

List of questionnaire

1. Students are willing to answer in English when the teacher ask a question in class.
2. Answer a question in English when you are called upon by the teacher
3. Talk to your teacher in English before or after class
4. Ask the teacher a question in English in class
5. Ask the Teacher a question in English in private
6. Present your own opinions in English in class
7. Participate in pair discussions in English in class
8. Say sorry in English when you are wrong
9. Help others answer a question in English
10. Sing a song in English
11. Read out the conversations in English from the textbook
12. Say "Thank you" in English when your classmates help you
13. Introduce yourself in English without looking at notes
14. Greet your classmates in English
15. Give a speech with note in class

Appendix E List of Interview question

Transcript of interview

Interview Time: 20 November 2023

Participant Profile

Initial Name : RS

Gender : Female

Researcher : How often do you communicate in English at campus activities?

Participant : I don't communicate in English very often. It's just that sometimes when we don't want anyone to know what conversation we are talking about, maybe we will use English to communicate. apart from that we only use a few words in speaking.

Researcher : What challenges do you face when trying to communicate in English during campus activities?

Participant : The challenge is when there are words that I don't know, which makes me sometimes annoyed with myself, so I replace the words I don't know with my first language.

Researcher : What role does peer influence play in motivating you to communicate in English on campus?

Participant : Sometimes friends start conversations using English so we get used to it. there are also things like creating groups that can only speak English.

Researcher : How much do you enjoy speaking English with your classmates?

Participant : I very enjoy to communicate using English language.

Researcher : Do you feel confident when speaking English in class?

Participant : When in class I am not very confident in speaking English because I am afraid that what I say will contain wrong vocabulary or wrong pronunciation.

Researcher : **How do you feel when you need to use English to communicate? Do you usually feel nervous or calm? Do you enjoy using English?**

Participant : There are times when I feel like I enjoy speaking English and sometimes I'm often nervous too.

Researcher : **In what situations do you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher as a whole class? Why?**

Participant : I prefer to speak English in small groups or just in pairs. because it makes me more confident and comfortable.

Participant Profile

Initial Name : IBF

Gender : Female

Researcher : **How often do you communicate in English at campus activities?**

Participant : I rarely speak English on campus.

Researcher : **What challenges do you face when trying to communicate in English during campus activities?**

Participant : how to organize correct grammar and difficulty expressing words.

Researcher : **What role does peer influence play in motivating you to communicate in English on campus?**

Participant : both speak English.

Researcher : How much do you enjoy speaking English with your classmates?

Participant : Very happy to have friends to communicate with together.

Researcher : Do you feel confident when speaking English in class?

Participant : not confident enough, because I feel my English is very lacking.

Researcher : How do you feel when you need to use English to communicate? Do you usually feel nervous or calm? Do you enjoy using English?

Participant : Sometimes I'm nervous and excited depending on the situation.

Researcher : In what situations do you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher as a whole class? Why?

Participant : I'm happy just in a small group, because the pressure isn't too big.

Participant Profile

Initial Name : ZR

Gender : Female

Researcher : How often do you communicate in English at campus activities?

Participant : I think sometime i use english to communicate at campus just for english class i feel nervous and not confident with my pronunciation.

Researcher : What challenges do you face when trying to communicate in English during campus activities?

Participant : The challenges that i face is when my english looking by everyone or my the target of my speaker and also my pronunciation.

Researcher : What role does peer influence play in motivating you to communicate in English on campus?

Participant : Make a group make us speak fluently.

Researcher : How much do you enjoy speaking English with your classmates?

Participant : I feel enjoy to speaking english with my close friend because i love english so much but it different if i speak in front of public.

Researcher : Do you feel confident when speaking English in class?

Participant : Sometime i feel confident but if my mind was blank with my vocabullary it so shy.

Researcher : How do you feel when you need to use English to communicate? Do you do you usually feel nervous or calm? Do you enjoy using English?

Participant : of course yes.

Researcher : In what situations do you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher as a whole class? Why?

Participant : Based on my opinion in question 4 i feel most comfortable with my close friend that know me before or in pairs could be. they always fix my grammar or my pronoun at that time.

Participant Profile

Initial Name : MJ

Gender : Female

Researcher : How often do you communicate in English at campus activities?

Participant : I think in campus i always using English, such as during the learning proses time. But sometimes i also using English to communicate with my friends out of class time.

Researcher : What challenges do you face when trying to communicate in English during campus activities?

Participant : The challenge I feel is that sometimes I am still confused about using the right vocabulary and also the right grammar of course.

Researcher : What role does peer influence play in motivating you to communicate in English on campus?

Participant : What motivates me to speak is when people around us use English, and I also feel that I have to get used to using English more To develop my speaking skills.

Researcher : How much do you enjoy speaking English with your classmates?

Participant : Sometimes I feel uncomfortable speaking English when the person I am talking to seems more fluent in English than me.

Researcher : Do you feel confident when speaking English in class?

Participant : When in class I feel confident because my classmates usually understand me more easily and sometimes they also help me when there is vocabulary that I don't know.

Researcher : How do you feel when you need to use English to communicate? Do you usually feel nervous or calm? Do you enjoy using English?

Participant : Sometimes I feel confident but I am also nervous if the person I am talking to is a new person

Researcher : In what situations do you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher as a whole class? Why?

Participant : I feel very comfortable when talking in pairs. Because if it's in group, my fear of making mistakes in speaking gets bigger so that sometimes Will affected my pronunciation.

Participant Profile

Initial Name : NH

Gender : Female

Researcher : How often do you communicate in English at campus activities?

Participant : Rarely, almost never. At the very least, if there are questions from the lecturer, it is very rare.

Researcher : What challenges do you face when trying to communicate in English during campus activities?

Participant : I don't feel confident when speaking English.

Researcher : What role does peer influence play in motivating you to communicate in English on campus?

Participant : What motivates me to speak is when people around us use English, and I also feel that I have to get used to using English more To develop my speaking skills.

Researcher : How much do you enjoy speaking English with your classmates?

Participant : Sometimes I feel uncomfortable speaking English when the person I am talking to seems more fluent in English than me.

Researcher : Do you feel confident when speaking English in class?

Participant : When in class I feel confident because my classmates usually understand me more easily and sometimes they also help me when there is vocabulary that I don't know.

Researcher : How do you feel when you need to use English to communicate? Do you usually feel nervous or calm? Do you enjoy using English?

Participant : I really enjoy speaking English but I am also nervous when speaking English in front of many people.

Researcher : In what situations do you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher as a whole class? Why?

Participant : I feel very comfortable when speaking English with my classmates because it makes me more confident.

