



Factors Affecting Students' Willingness to Speak English at Eleventh Grade of SMA Pertiwi Medan

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i></p> <p>Received</p> <p>Revised</p> <p>Accepted</p> <hr/> <p><i>Keywords:</i></p> <p><i>Willingness to speak</i></p> <p><i>English</i></p> <p><i>Senior High School</i></p>	<p>This study is about Factors Affecting Students' Willingness to Speak English at Eleventh Grade of SMA Pertiwi Medan. The aim of this study is to find out the factors that affect students' willingness to speak English at eleventh grade students of SMA Pertiwi Medan. The data of this study was taken from eleventh grade students in SMA Pertiwi Medan. The research design of this data was qualitative research design. The data were collected by observation and interview. The result of the study revealed that there were individual and situational factors that affect students' willingness to speak. They were self-confidence, perceived speaking ability, learning anxiety, motivation and personality as the individual factors. The situational factors consisted of effect of task type, topic, interlocutor, teacher and classroom atmosphere.</p>

INTRODUCTION

English has important roles as the communication media. There are four skills that must be mastered in English, namely listening, reading, writing and speaking. Speaking is considered as the most important of the four English skills where learners can communicate with others to express their ideas and opinions. Speaking is a productive skill, according to Chastain (2004); Azwar (2021), because it generates ideas, messages, and suggestions, and we need to practice it. Speaking according to Nunan (2000); Harahap (2015), is a useful talent because it generates ideas, messages, and suggestions, and it requires practice. Students' or learners' ability to carry on a conversation and converse orally in that language can be used to assess speaking success.

For some students, speaking may be difficult to understand and apply. According to Zhang (2009); Al Hosni (2014), speaking is still the most difficult skill for the majority of English learners to master, and they are still unable to communicate orally in English. According to Ur (1996); Al-Nakhalah (2016), there are a number of variables that contribute to difficulties in speaking, first is inhibition: pupils are afraid of making mistakes, of being judged, or of being bashful. Second, students have no motivation to express themselves because they have nothing to say. Then, low or uneven involvement; due to huge classrooms and the inclination of some students to dominate, only one participant can speak at a time, while others speak very little or not at all. For the last, learners who share the same mother tongue tend to use it since it is easier and they feel less exposed if they speak it.

One of the affective factors assumed to influence success in second and foreign language learning is willingness to speak. Willingness to Communicate (WTC) according to MacIntyre et al. (2002); Mahdi (2014), is a state of readiness to enter a discourse with a specific person using an L2 at a specified time. WTC shows the desire to communicate openly and without fear. The degree of WTC is determined by the situation, the receivers, and personality qualities, and it determines whether people choose to talk or avoid conversing.

METHOD

The researcher used qualitative research design. Qualitative research is commonly used to establish the importance of the key idea, to investigate the topic, and to gain a better knowledge of small individuals in social problems (Creswell, 2012). The data were gathered by observation, interview and documentation. The participants in this research were 25 students in eleventh grade of SMA Pertiwi Medan.

FINDINGS

After analyzing the data, there are ten factors that affect students' willingness to speak English. Self-confidence, perceived speaking ability, learning anxiety, students' motivation and personality as individual factors that affect students' willingness to speak. Effect of task type, topic, interlocutor, teacher and classroom atmosphere affect students' willingness to speak as situational factors.

Students' willingness to speak English was affected by their feeling of confidence. Then, students who are confident with their speaking ability can make them more confident to speak in English. The third element that affects students' willingness is their anxious feeling when speaking in English because English is not their mother tongue which sometimes students feel anxious to speak it. The attempt to learn a language made by a person for personal reasons is referred to as student motivation. The students themselves also have a part to play. Students who are motivated to study English are more likely to speak than those who are not.

Then, how willing they are to speak is strongly affected by their personality. Speaking English is more desirable for talkative students than for quiet individuals. Task type affects students' willingness to speak, because for some students, they feel more at ease speaking when they complete speaking tasks individually, in pairs, or in groups. The topic effect supposes that students are more attracted to interesting and well-known topics. When they are knowledgeable about the subject, the students said, they will be more inclined to speak.

Additionally, students are more likely to speak in English if the person they are speaking to shares similar perceptions and competence with them. Teacher's actions in the classroom help students to be more confident and have desire to speak in English. Learning strategies, giving motivation and constructive feedback should make them more willing to speak to reach the goal of EFL learning especially in speaking. Some students claimed that they would remain silent if their teacher didn't invite them to speak, therefore they only spoke English when their teacher asked them to. The classroom atmosphere is a feeling, emotion, or setting that the class creates and values and shows that all students participate in and contributing to the learning process. If it is enjoyable and comfortable, it also impacts students' willingness to speak.

DISCUSSION

After analyzing the data in the research findings, it can be stated that students' willingness to speak English was affected by some factors, such as individual and situational factors. Individual factors consist of self-confidence, perceived speaking ability, learning anxiety, motivation and personality. The environmental factors include factors that exist in the classroom environment and affect the students' willingness to speak. These include effect of task type, topic, interlocutor, teacher and classroom atmosphere. Students with self-confidence, lack of anxiety, having motivation in learning English, and like to talk or extrovert tend to be more willing to speak English because they feel they have these factors from themselves. This finding is also in accordance with what has found by Maryansyah (2019).

Perceived speaking competence also affect students' willingness to speak. Students who feel competent with their English ability, are more willing to speak. Riasati & Rahimi (2018) found that some students are discouraged from speaking in class because they are unsatisfied with their current speaking ability. Such results are consistent with (Chu, 2008; Riasati & Rahimi, 2018), who found that a person's willingness to speak increases in proportion to how well they believe they can communicate.

Some students want to speak in English for several reasons, such as the types of the task where they will find comfort in doing the speaking task. Most students have willing to speak English when they are in group or pairs. Some of them stated why they chose groups than individual is because they don't feel confident and good in English. In contrast to big groups, Riasati (2018) also discovered that

students are more receptive to speak when they are in pairs or small groups. According to Cetinkaya (2005); Mardiana (2020), participants in her study preferred speaking in pairs or groups over speaking in front of a sizable audience separately. According to Cao and Philp (2006), conducting pair or group work in the classroom provides students more opportunities to speak than in the case of speaking individually.

Some students stated that they were excited or enthusiastic to follow the class and speak when the topic is interesting and they have expertise in it. The findings of this study could corroborate Rihardini's (2021) claim that if students are unfamiliar of the topic of discussion, they might find it difficult to participate in English language speaking activities because they do not know what they are going to say.

When the interlocutor starts and understands to speak in English. The majority of students said they prefer to converse with friends who speak English as well as they do or have better English competence than them. This is consistent with Riasati's (2020) study, according to which some students may feel at ease conversing with their friends since they have a similar

level communicative competence in English.

The role of the teacher helps students to want to speak in English, such as rewarding with giving applause and score, provides motivation and encouragement to them to be brave to speak and correction when students make mistakes, so students felt helped in these matters from their teacher. Such a result is consistent with Latifah et al's (2020) discovery, that students would be more willing to speak in English when their teachers were friendly, open-minded, and attractive. This kind of immediacy that the teachers showed during teaching and learning indeed was beneficial in affecting students' willingness to speak because teacher's affection and support were likely to increase students' willingness to speak.

In addition, classroom atmosphere also affects students' willingness to speak. Some students claimed that the classroom atmosphere had an impact on their willingness to speak because they worry about being laughed at or judged by their friends when they make mistakes. In contrast, the other students are not affected because they have felt comfortable in the class, at ease with their friends and they stated some friends helped them when they made mistakes. This is in line with Riasati & Rahimi's (2018) study, they found that learners feel more willing to speak in a relaxed setting where there is a positive connection between the teacher and the students.

CONCLUSION AND SUGGESTIONS

1. Conclusion

After describing and analyzing the data, the researcher draws conclusions about the factors that affect students' willingness to speak in English. The results showed that there were 10 factors to find out the willingness to speak of students, they are self-confidence, perceived speaking ability, learning anxiety, students' motivation and personality, task type effect, topic effect, interlocutor, teacher role, and classroom atmosphere. All these factors affect students' willingness to speak English.

2. Suggestions

a. For teacher

Researcher hopes that teacher can develop his teaching method and strategies to increase students' willingness to speak. After seeing what factors affect the students' willingness to speak, the teacher can identify the students' characteristics and intention in learning English to make them willing to speak in English. So, teacher can create new strategies to make students more willing to speak in English.

b. For researchers

The researcher suggests to other researchers to analyze other aspects of the willingness to speak of the students. So that this research will be continued and can be developed by other researchers.

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