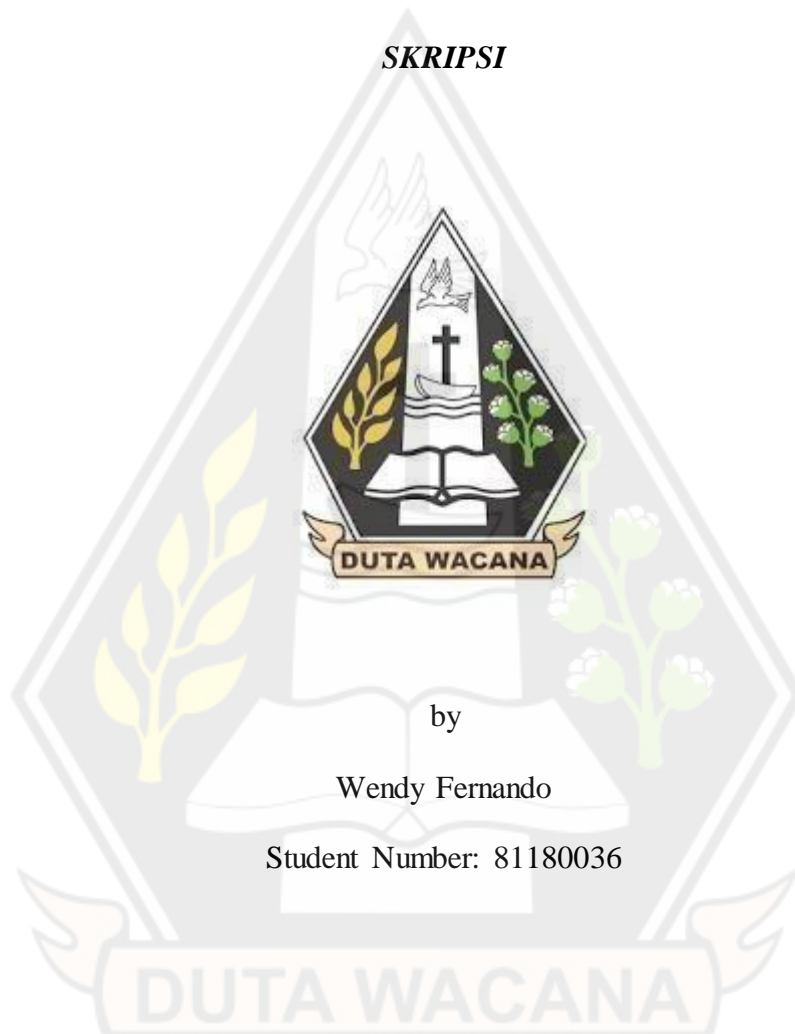


**L2 SPEAKING CONFIDENCE AND WILLINGNESS TO
COMMUNICATE: A STUDY OF INDONESIAN HIGH
SCHOOL STUDENTS**

SKRIPSI



by

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FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA**

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**L2 SPEAKING CONFIDENCE AND WILLINGNESS TO
COMMUNICATE: A STUDY OF INDONESIAN HIGH
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SKRIPSI

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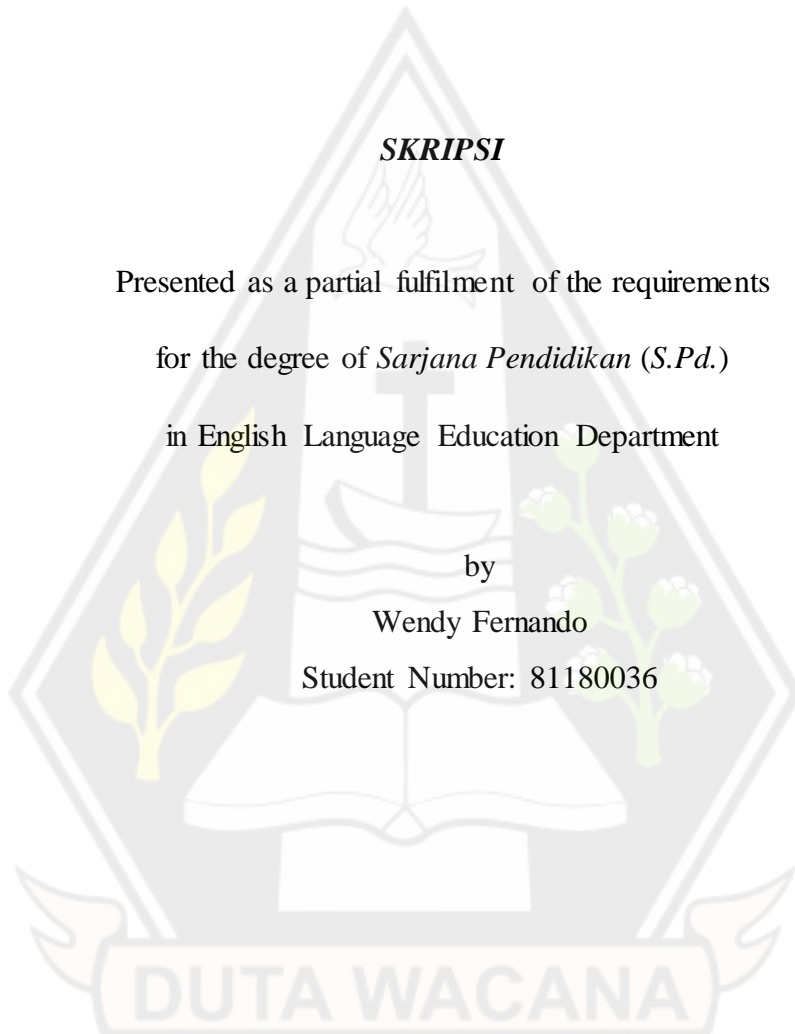
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in English Language Education Department

by

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

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UNIVERSITAS KRISTEN DUTA WACANA

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APPROVAL PAGE

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Yogyakarta, 17 June 2022

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**L2 SPEAKING CONFIDENCE AND WILLINGNESS TO
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 17 June 2022



Wendy Fernando

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DUTA WACANA

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ABSTRACT

Fernando, W. (2022). *L2 Speaking Confidence and Willingness to Communicate: A Study of Indonesian High School Students* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

This study aims to determine the level of second language (L2) speaking confidence from high school students in Indonesia and their willingness to communicate (WTC) in English. This study also aims to find out a connection between students' speaking confidence and WTC. This research was conducted using a quantitative method by distributing online questionnaires. The data were collected from 159 high school students from several major regions in Indonesia such as *Kalimantan* (44%), *Java* (23.3%), *Sulawesi* (15.7%), *Sumatra* (10.7%), and other regions (6.3%). The data obtained were processed using SPSS 25 to answer three research objectives there were “to find the Indonesian high school students' L2 speaking confidence”, “to investigate the Indonesian high school students' WTC”, and “to investigate the relation between students' L2 speaking confidence and WTC in high school level”. The results showed moderate level of L2 speaking confidence and WTC. The correlation between L2 speaking confidence and WTC showed a significant and positive correlation. It can be concluded that the higher the students' speaking confidence, the higher their WTC. The study found many participants expressed agreement that they could speak English even when they could not understand the lesson. Therefore, a teacher can encourage students to speak up and allow the students to prepare the context.

Keywords: L2 speaking confidence, WTC, correlation

INTISARI

Fernando, W. (2022). *L2 Speaking Confidence and Willingness to Communicate: A Study of Indonesian High School Students* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk mengetahui tingkat kepercayaan diri berbicara bahasa kedua (L2) dari siswa sekolah menengah di Indonesia dan kesediaan mereka untuk berkomunikasi (WTC) dalam bahasa Inggris. Penelitian ini juga bertujuan untuk mengetahui hubungan antara kepercayaan diri berbicara siswa dan WTC. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dengan menyebarkan kuesioner secara online. Data dikumpulkan dari 159 siswa SMA dari beberapa daerah besar di Indonesia seperti Kalimantan (44%), Jawa (23,3%), Sulawesi (15,7%), Sumatera (10,7%), dan daerah lainnya (6,3%). Data yang diperoleh diolah dengan menggunakan SPSS 25 untuk menjawab tiga tujuan penelitian yaitu “menemukan kepercayaan diri berbicara L2 siswa SMA Indonesia”, “menginvestigasi WTC siswa SMA Indonesia”, dan “menginvestigasi hubungan antara kemampuan berbicara siswa SMA”. Percaya diri berbicara L2 dan WTC di tingkat SMA”. Hasil penelitian menunjukkan tingkat kepercayaan diri berbicara L2 dan WTC sedang. Korelasi antara kepercayaan berbicara L2 dan WTC menunjukkan korelasi yang signifikan dan positif. Dapat disimpulkan bahwa semakin tinggi kepercayaan diri berbicara siswa, semakin tinggi WTC mereka. Studi ini menemukan banyak peserta menyatakan setuju bahwa mereka dapat berbicara bahasa Inggris bahkan ketika mereka tidak dapat memahami pelajarannya. Oleh karena itu, seorang guru dapat mendorong siswa untuk berbicara dan membiarkan siswa mempersiapkan konteksnya.

Kata kunci: *kepercayaan diri dalam berbicara Bahasa kedua, keinginan untuk berbicara, korelasi*

CHAPTER I

INTRODUCTION

This chapter has four subheadings that will be discussed. There are research background, research questions, research objectives, and research benefits.

A. Research background

The process of speaking can be said as a form of basic and effective human communication where there is interaction from one person to another to exchange ideas, opinions, views, and all other information (Rajitha & Alamelu, 2020). According to Liandika (2021) confidence is an important part of speaking because self-confidence creates courage, enthusiasm, and stimulation for students, and student with high self-confidence can communicate more optimally than other students. As a second language user, the things that need to be considered in the self-confidence process are the need for positive emotional control in continuous trial and error, experimentation and failure, and success (Shelton-strong & Mynard, 2020). In line with a study conducted by Griffiee (1997) there are three aspects that need to be considered in developing self-confidence, namely ability, assurance, and willing. The similarity also found in the study finding by Fatmawati et al. (2020) speaking confidently was the most important part in speaking English. Meanwhile, the aspects behind self-doubt were insecurity, worried about making mistakes, and worried about other people being difficult to understand (Fatmawati et al., 2020). In addition, study conducted by Nazara (2010) stated that, in increasing confidence in speaking English, students' perceptions have a big role in every teaching and learning process. Hence, investigating speaking confidence in English language teaching (ELT) is needed to find out any aspects that increase students' self-confidence.

The importance of the teacher's role in developing students' self-confidence also needs to be considered because students will feel anxious if the teacher behaves rudely and explains the lesson too quickly (Fatmawati et al., 2020). Doqaruni (2014) stated that, the reasons for the reluctance to speak in L2 class situations as

follows: fear of being laughed at if they say something wrong, still mastering a low level in the target language, and having previous negative experiences with speaking in class. In addition, study by Patil (2008) stated that, building students' self-confidence to eliminate the anxiety of creating mistakes was a priority that teachers must consider to make students felt comfortable with their used of their language. The study by Khan and Ali (2010) also stated that, the role of a teacher in providing motivation was very important to increase students' confidence in speaking because one of the main causes of fear of speaking in public was because students were not accustomed to speaking in public and were noticed by many people. Lack of speaking confidence in students was also the barrier in second language learning (Fatmawati et al., 2020). Hence, investigating confidence in willingness to communicate (WTC) is important to see the situation of Indonesian students towards WTC in the classroom.

Speaking confidence is closely related to someone's WTC (McCroskey & Richmond, 1990). Therefore, it is important to know about WTC. WTC can be defined as the possibility of initiating communication, especially speaking, when there is an appropriate opportunity (McCroskey & Richmond, 1990). WTC can occur when situations were related to the use of second learning (L2) where generally, there is a need to understand the various situational, linguistic, individual, and technical factors of appropriate communication in playing an important role in students' WTC in English foreign language (EFL) (Asmah, 2016; Yousef et al., 2013). WTC has an important role in the process of mastering a second language, and a good level of WTC can result in more engagement with communicative tasks and therefore more language attainment (Amiryousefi, 2018). The study by Şener (2014) found that L2 learners need to use the target language to learn it, this explains the need for a lot of work on WTC and other individual differences factors to be done in an EFL context for a better understanding of the communication behaviour characteristics of EFL students. In addition, the study by Mohammadi and Mahdivand (2019) found that L2 learners were rarely given the opportunity to use their understanding of the language they were learning communicatively inside and outside the classroom, thus triggering

the WTC of students to interact with other students. Therefore, investigating WTC in ELT is needed to see the teaching and learning process runs well.

To find out the research objectives in this study, correlation was used where the correlation results were convenient to classify (Connelly, 2012). Where the positive correlation indicated the variable results were close to 1.00, while the negative indicated the variable results were close to -1.00, and 0 if there is no correlation between the two variables (Connelly, 2012). Therefore, this study used correlation to find out about the hypothesis about whether there was a relationship between speaking confidence or the hypothesis that there was no relationship between speaking confidence and WTC.

To investigate the speaking confidence and WTC context the previous study, mostly involved the participants from university in conducting the study about speaking confidence (Khan & Ali, 2010; Kumar et al., 2021) and WTC research (Aoyama, 2020; Manipuspika, 2018; J. Peng & Woodrow, 2010). To the best in my knowledge, no one conduct the study on speaking confidence and WTC in high school students in Indonesia. Therefore, the present study will involve Indonesian high school students.

The present study used a quantitative method of distributing questionnaires. There were many previous studies conducted on both of the topics (Aoyama, 2020; Badrasawi et al., 2021; Liandika, 2021; Roysmanto, 2018; Shelton-strong & Mynard, 2020) Moreover, qualitative method were conducted by some previous studies (Hasriani, 2019; Kurniawati, 2013). It can be seen that quantitative method was very popular in conducting study about L2 speaking confidence and WTC.

B. Research Questions

This research was discussed of two important things there are L2 speaking confidence and WTC. Then this study wants to find out the hypothesis where there is no relationship between speaking confidence and WTC or there is a relationship between Speaking confidence and WTC. Therefore, this study addresses three questions below:

- a. To what extent is Indonesian high school students' L2 speaking confidence?
- b. To what extent is Indonesian high school students' willingness to communicate?
- c. Is there a correlation between high school students' L2 speaking confidence and willingness to communicate?

C. Research Objectives

This research will cover three primary objectives:

- a. To find the Indonesian high school students' L2 speaking confidence
- b. To investigate the Indonesian high school students' willingness to communicate
- c. To investigate the relation between students' L2 speaking confidence and willingness to communicate in high school level

D. Research Benefits

Hopefully this research study will help the students, teachers, and researcher as the following points:

1. Teachers

In this study, the teacher can understand how much high school students WTC in English in the context of small groups, pair work activity, or the activities that make the students speak in front of the class. The teacher also can see the confidence of students in speaking in English in a classroom learning situation and the resulted of the correlation between the L2 speaking confidence and WTC can be uses as a tool to develop strategists to improve students' spoken ability.

2. Students

In this study, after knowing the resulted of speaking confidence, WTC, and the relationship between speaking confidence and WTC, students can understand what learning methods they can suggest the teacher in improving their speaking

confidence and WTC such as giving suggestions to work on assignments in pairs or groups work.

3. Researchers

This research can be useful for other researchers who want to conduct research on the same topic because this study involved high school students in Indonesia where to the best of my knowledge no one conducting the study related to this topic and participants.



CHAPTER V

CONCLUSION

This chapter consists of summary, implication and contribution, limitation, and further studies.

A. Summary

This study was conducted to investigate Indonesian high school students' level of speaking confidence, WTC, and the relationship between speaking confidence and WTC through a survey. It was found that most of the participants had a moderate level of confidence in speaking, perceived ability to communicate, and confidence spoke with positive feelings. Secondly, through question items related to their WTC with friends in pair and group activities at class, and also their WTC in using English this study further found the results showed a moderate level. Thirdly, the study found a positive correlation between speaking confidence and WTC. The results of the relationship between speaking confidence and WTC showed that the higher L2 speaking confidence the higher WTC in English and it answered the hypothesis there was a relation between L2 speaking confidence and WTC.

B. Implications and Contributions

There are several implications based on the findings of this study. As the present study found that most of the participants expressed agreement that they could speak their opinion in front of the class, as an EFL teacher, it is necessary to be more aware of the situation in the classroom when students want to express their opinion. Secondly, the study also found that many participants (92 out of 159 participants) expressed agreement that they could speak English and had a desire to speak it even when they could not understand the topic of the lesson. Therefore, a teacher can encourage students to speak up and allow the students to prepare the context. Thirdly, the study found lots of participants did not feel confident in making a short speech and presenting in front of the class. Therefore, a teacher

should understand the problems of the students by conducting some pair or group work activity that can make students feel more relaxed when they share their ideas, with their classmates. Lastly, because lots of the participants preferred to discuss with their friends whenever they faced difficulties in English assignments, EFL teachers can provide more space for students to discuss the lesson in pairs or groups. Providing more space for students to discuss can provide a student-centred approach that can lead to better quality learning for students (Almanafi & Alghatani, 2020).

There are several contributions on this study. Considering the rarity of studies investigating speaking confidence and WTC in Indonesia, this study used high school participants which most of students study in Borneo and Java. Considering the participants' that also scarcity in Indonesia, other researchers can use this research as a guide for future research. Furthermore, a correlation study between speaking confidence and WTC has been carried out in this research and to the best of my knowledge; there is still no related research on this topic that discusses high school students in Indonesia. This study may help other researchers who want to research this topic further.

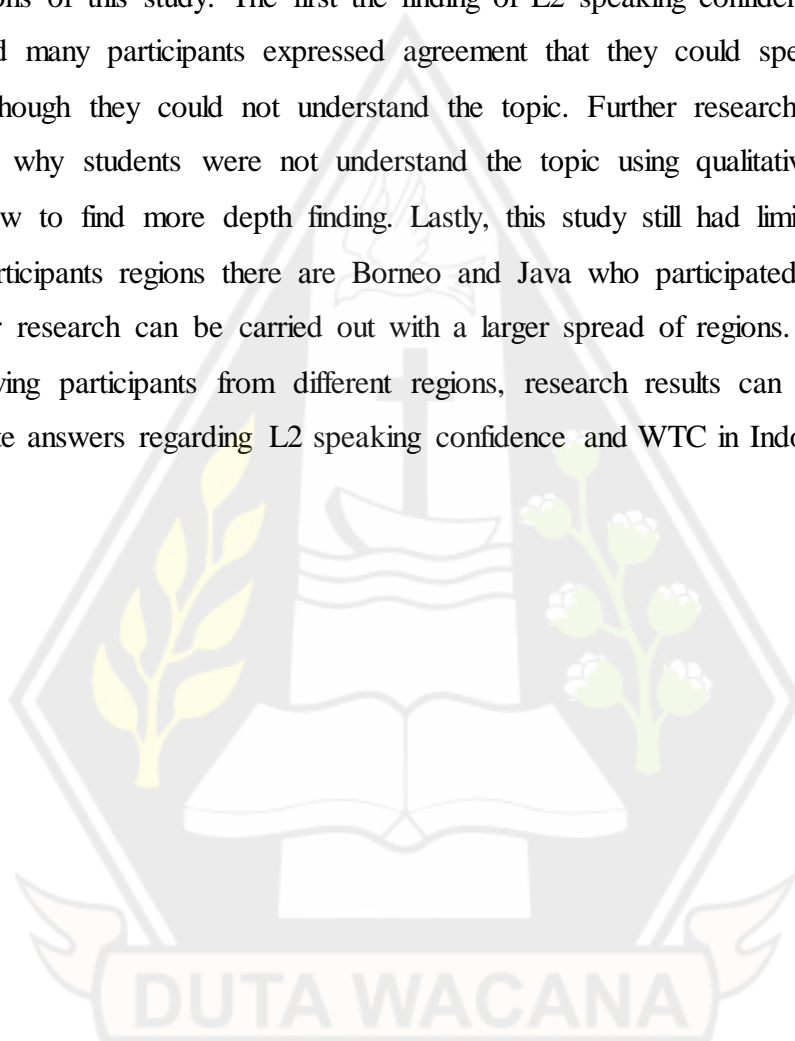
C. Limitations

This present study has some limitations. First, this study only used quantitative methods by distributing online questionnaires to all high school students in Indonesia. Therefore, the results of this study were based on participants' self-reports so that they were general in nature and lack detail. Second, this study used data from 159 participants in high school students from various regions in Indonesia. However, the data obtained may not be sufficient to represent the context of L2 learners in Indonesia and the data obtained still have a majority of regions such as Borneo and Java. Then, this data was taken during the Covid-19 pandemic where the learning process was carried out online. This situation may hinder direct interaction because there may be participants who have not experienced offline learning activities at all so that it is difficult to fill in the data

provided through the questionnaire on, for example, questionnaire about students pair's and group's activities in class.

D. Future Studies

There are several recommendations for further research based on the findings and limitations of this study. The first the finding of L2 speaking confidence and WTC showed many participants expressed agreement that they could speak in English even though they could not understand the topic. Further research can find the reason why students were not understand the topic using qualitative method by interview to find more depth finding. Lastly, this study still had limited spread of the participants regions there are Borneo and Java who participated in this study. Further research can be carried out with a larger spread of regions. For example, by having participants from different regions, research results can provide more accurate answers regarding L2 speaking confidence and WTC in Indonesia.



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