



**FACTORS CAUSING STUDENTS' WILLINGNESS AND UNWILLINGNESS
TO SPEAK IN THE CLASSROOM : A CASE OF INTERLANGUAGE
PRAGMATICS CLASS**

THESIS

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IRMA SAFITHRI. M
Reg No. 1830104028

**ENGLISH TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF MAHMUD YUNUS
BATUSANGKAR**

2022

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Nama : Irma Safithri. M
NIM : 1830104028
Program Studi : Tadris Bahasa Inggris

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Irma Safithri. M
NIM. 1830104028

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The thesis advisors' of **Irma Safithri. M, Reg. No 1830104028**, entitled "**Factors Causing Students' Willingness And Unwillingness To Speak In The Classroom : A Case of Interlanguage Pragmatics Class**", approve that be mentioned thesis fulfilled the requirements to proceed to the thesis examination.

This approval is granted and used appropriately.

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Advisor

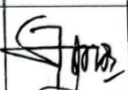




Dr, Rita Erlinda, M. Pd

NIP. 19730121 200003 2001

THESIS EXAMINERS APPROVAL

This thesis was written by **IRMA SAFITHRI M**, Reg. No. 1830104028, entitled: **"FACTORS CAUSING STUDENTS' WILLINGNESS AND UNWILLINGNESS TO SPEAK IN THE CLASSROOM: A CASE OF INTERLANGUAGE PRAGMATICS CLASS"** has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of UIN Mahmud Yunus Batusangkar on August 03rd 2022 and approved to be accepted as requirement to obtain Bachelor Degree in Teaching English.

No	Names	Position	Signature	Date
1.	Suyono, M.A, Ph.D NIP. 19720403 200003 1 005	Examiner		19/8-22
2.	Dr. Rita Erlinda, M.Pd NIP. 19730121 200003 2 001	Advisor		19/8-2022
3.	Sifia Rahmi, M.Pd NIP.19850425 201503 2 001	Co-Examiner		19/8-2022

Batusangkar, 19 August 2022

Approved by,

Dean of Tarbiyah and Teacher
Training Faculty of Mahmud
Yunus Batusangkar State,
Islamic University



Arifin, M.Pd

NIP. 19650504 199303 1 003

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The Writer

Irma Safithri. M
NIM. 1830104028

ABSTRAK

IRMA SAFITHRI. M., NIM. **1830104028**, judul skripsi **“FACTORS CAUSING STUDENTS’ WILLINGNESS AND UNWILLINGNESS TO SPEAK IN THE CLASSROOM: A CASE OF INTERLANGUAGE PRAGMATICS CLASS”**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Mahmud Yunus Batusangkar, 2020.

Permasalahan dalam penelitian ini adalah belum terungkapnya penyebab kemauan dan keengganan untuk berbicara bahasa Inggris dalam diskusi di kelas Interlanguage pragmatics (ILP) pada mahasiswa jurusan Tadris Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang paling dominan yang menjadi penyebab kemauan dan keengganan untuk berbicara bahasa Inggris dalam diskusi di kelas ILP pada mahasiswa jurusan Tadris Bahasa Inggris di UIN Mahmud Yunus Batusangkar.

Penelitian ini menggunakan metode *descriptive quantitative* dengan *survey design*. Populasi adalah 109 orang mahasiswa jurusan Tadris Bahasa Inggris semester 6 dan 8 pada tahun akademik 2021/2022 di UIN Mahmud Yunus Batusangkar. Teknik pengambilan data pada penelitian ini menggunakan *teknik uji coba terpakai* dengan 54 pernyataan yang di buat berdasarkan teori faktor-faktor penyebab kemauan dan keengganan siswa untuk berbicara bahasa Inggris di kelas yang di kumpulkan oleh beberapa ahli (Zeng, 2010), (Peng & Woodrow, 2010), (House in Riasati, 2012), (Cao & philp, 2006), (Ramli et al., 2021), (Richard, 2008), (Ridiana, 2020) dan (Littlewood in Husna, 2009). Instrumen yang digunakan dalam penelitian ini adalah *closed-ended questionnaire* yang berisi tentang pernyataan faktor-faktor yang menjadi penyebab kemauan dan keengganan untuk berbicara bahasa Inggris dalam diskusi di kelas ILP. Angket disebarikan melalui google form yang di kirimkan lewat aplikasi *Whats’Ap*. Angket sebelumnya di validasi terlebih dahulu menggunakan aplikasi SPSS versi 28. Cara menguji validitasnya dengan *teknik uji coba terpakai* menggunakan metode Bivariate Pearson di aplikasi SPSS versi 28. Hasil validitas dihitung dengan membanding r-hitung dan r-tabel. Hasil validitas menunjukkan bahwa 54 butir pernyataan dalam penelitian dinyatakan valid dikarenakan masing-masing r-hitung lebih besar daripada r-tabel yaitu sebesar 0,195. Reliabilitas dihitung menggunakan software SPSS versi 28 dengan metode Cronbach Alpha. Hasil reliabilitas yaitu sebesar 0,868 untuk variable faktor kemauan berbicara bahasa inggris di kelas dan 0,847 untuk variable faktor keengganan berbicara bahasa inggris di kelas dengan kategori sangat reliable. Teknik menganalisis data menggunakan analisa deskriptif menurut Sudijono (2005) dengan rumus formula ($P=F/N*100$).

Hasil penelitian menunjukkan bahwa faktor yang paling dominan yang menjadi penyebab kemauan siswa untuk berbicara bahasa Inggris dalam diskusi di kelas Interlanguage pragmatics adalah kehadiran lawan jenis dengan sum 310 dan 8,13 persen dan faktor yang paling dominan yang menjadi penyebab keengganan siswa untuk berbicara bahasa Inggris dalam diskusi di kelas Interlanguage pragmatics adalah kurang tertarik dengan materi diskusi yang di bahas dengan sum 309 dan 10,07 persen.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an important subject for students, especially in the era of globalization. It is widespread in every country as an international language. English is used in several sectors of modern life, especially in science, culture, society, education, technology and for communication. English is a very important subject for students. There are four skills in English that should be learned by students, namely listening, speaking, reading and writing. In learning English, one is expected to have more than just the ability to read, write and understand and the basic of the language. One must be able to use language to get successful learning. Speaking is the way to use language to communicate each other. It means to use a language one has to communicate through speaking that contains interactions between speaker and listener.

Speaking is an activity used by someone to communicate with others. It takes place anywhere and has become part of our daily activities. According to Harahap et al., (2015) Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through communication. It means that speaking is the productive skill in using the language. When someone speaks, he/she interacts and uses the language to express his or ideas, feeling and though. He/she also share information to other through communication .

Furthermore, speaking is very important for many people especially for students. Through speaking, students can express their ideas and feelings directly. Using language through speaking is the urgent one especially In language classroom. Ideally, English Department students have to be able to speak by using an English language. Hopefully they are

able to communicate by using English whether in classes or outside the classroom. In short they are emphasized to speak in language classroom. English department students have to be able to make English as the way to interact each other. That is the way, because they are as the candidates of English teacher next time that have to be able to give the best management to students especially in using English as the language. Therefore, by using English, they can precede successful students and teacher of the future.

As states previously, the goal and importance of speaking can be reached if the students or learners have willingness and unwillingness to speak the language. A willingness to speak language is a desire from the students to speak especially in language classroom that emphasize them to speak. On contrary willingness to speak is a primary goal of language instruction. In the other word a willingness to speak English is importance in such a way above. It can show the readiness of students to speak English and finally they can use language as the target of learning. As a matter of fact, many students do not have willingness to speak, especially in language classroom. Accordingly, the unwillingness to speak can be seen from the low or uneven participation of students themselves in learning and was found when students were quiet in English classes.

The students can practice in the classroom such as asking in English, answering in English, discussing in English, and presenting their projects in English. Thus, other students will be motivated to answer in English too. According to Cook (2008), about 70 per cent of the utterances in most of the classrooms come from the teacher. It means that the teacher has to start the conversation in the classroom. Whereas, the students have less conversation in the classroom. In facts, conversation in the classroom usually is started from the teacher. When the teacher asked something to the students, they are only giving shortly answer. In other hand, many students have less confidence when having conversation in English, both with the teacher or other students. They are too afraid when

speaking in English because they worry about what are the words that should be used, both of a correct or wrong words. So, it means that many students still have a little knowledge of vocabulary in English

In interlanguage pragmatics class A, B and C in 2021/2022 most students just silent during the discussion even only answer with short answers. In this interlanguage pragmatics lecture, the lecturer uses the discussion method. The strategy used in this course is the lecturer divides students into several groups then the lecturer gives one material into one group, each group has different material. When the lesson begins, the designated group must prepare a PowerPoint, then it is displayed in front of the class and presented in groups. Then after the group explains, it is continued with additional sessions and questions, each students must be active in class discussion, It means that every student is required to speak in class discussions because there is a rule that applies to all members of the interlanguage pragmatics class, namely the voice that does not appear from a student even though he is present in the class, he is considered alpha or not present. Therefore, all members of the interlanguage pragmatics class are required to participate in speaking in class discussions. But most students just speak up with short answer because fear of being wrong, afraid to use words that are not in accordance with the context being discussed and some students are silent because they don't understand what is being discussed.

For example, after the presenter has finished explaining the material on the politeness maxim, other students are given the opportunity to speak, whether to give suggestions and add material or examples of the politeness maxim, such as when the moderator invites student c to speak, the students c will make a sound whether to give suggestions or add material or examples of politeness maxim and other students are obliged to respond to the opinions of students c. For example, student d responds to student c's opinion by supporting statements expressed by student c such as "I agree with the opinion given by student c because I think the example

is correct including the politeness maxim". And similarly when other students give suggestions or add material or examples in the discussion, other students are also obliged to respond to the opinions given by these students. Therefore I am interested in choosing an interlanguage pragmatics class.

Interlanguage pragmatic topics is that research how college students accumulative the ability to participate and actively communicate in a second language. For the pragmatic interlanguage class assignment, it must be submitted a week before the group performance, for example the next topic is about politeness maxim, a week before this topic is discussed the lecturer asks all students to look for articles related to politeness maxim and do assignments containing questions on that topic. After the class discussion is over, students do a post-test such as analyzing the politeness maxim of a film.

So far, there have been many researches on factors causing students willingness and unwillingness to speak in the classroom. There are several researchers who have researched factors causing students willingness and unwillingness to speak in the classroom, including Ramli et al., (2021) who conducted research entitled "Factors of Students' Willingness and Unwillingness to Speak English in the Classroom". The difference between this article and the research plan to be carried out is the total of the respondents and research place, this article involving eighteen students from English department at State Islamic Institute of Curup as the participants. while the research that will be conducted examines 109 students (from sixth and eighth semester) willingness and unwillingness in Interlanguage Pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar. Which 59 students from sixth semester and 50 students from eighth semester. Then Riasati (2012) conducted researched entitled "EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study". The difference between this article and the research plan to be

carried out is that this article seeks Iranian EFL learners' perception of factors that only influence their willingness to speak English in language classrooms. while the research that will be conducted examines students willingness and unwillingness in pragmatic subject. And many more researches, but the research that has been done is different from the research that will be carried out by researchers, what has not been researched or studied is factors causing students willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

Based on the above phenomenon, There have been many studies researching the factors causing willingness and unwillingness in the classroom, the researcher wants to do research specifically on the factors causing students' willingness and unwillingness in the Interlanguage Pragmatics classroom in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

Then the researcher was interested in conducting a research entitled "Factors causing student's willingness and unwillingness to speak in the classroom. A case of interlanguage pragmatics class in UIN Mahmud Yunus Batusangkar"

B. Identification of the Problem

Based on the background of the problem, the researcher focus on factors causing students' willingness and unwillingness to speak in the lassroom: A case of Interlanguage Pragmatics class, because the researcher interested on finding what factors cause students' willingness and unwillingness to speak in the lassroom: A case of Interlanguage Pragmatics class. The researcher already identified that there are several factors causing students' willingness and unwillingness to speak in the lassroom: A case of Interlanguage Pragmatics class. It can be shown that there are several factors causing students' willingness and unwillingness to

speaking in the classroom, namely factors causing students' willingness to speak in the classroom: students' personalities, learners' beliefs, teacher's supports, classroom environment, motivation, presence of the opposite sex, the topic of discussion or familiarity with the topic, the group size, the familiarity with the interlocutor and the interlocutor's participation and perceived competence in English language.

Factors causing students' unwillingness there are : two factors, linguistic and non-linguistic. Factors linguistic are associated with insufficient amount of lack of competences in English language and lack of knowledge of the subject. In terms of non-linguistic factors related to personality, lack of motivation, lack of confidence when having conversations in English, both with the teacher and with other students and level of anxiety, they are too afraid when speaking in English because they are worried about what words to say. must be used, both right and wrong words and the right meaning, too long to think so that there is not enough time to formulate ideas and less practice speaking in English. Based on those phenomena, the researcher identified that there are many factors that can cause causing students' willingness and unwillingness to speak in the lassroom: A case of Interlanguage Pragmatics class. If this problem doesn't take serious action, it will affect the English students' interaction in the classroom especially discussion even in the Interlanguage Pragmatics class.

C. Limitation and Formulation of the Problem

Based on the identification of the problem above, the researcher focuses on what the factors of causing students' willingness and unwillingness to speak in the classroom: A case of interlanguage pragmatics class. Based on the limitation of the problem above, the researcher wants to answer the following question. The question of this research can be elaborated into two questions. The research questions are:

1. What is the dominant factors causing of students' willingness to speak English in classroom discussion in the interlaguage pragmatics class ?
2. What is the dominant factors causing of students' unwillingness to speak English in classroom discussion in the interlaguage pragmatics class ?

D. Definition of the Key Terms

To avoid ambiguity and misunderstanding about this research, the researcher defines the key term of this research as follows :

1. Willingness to speak is defined as "Students readiness to enter into discourse at a particular time with a specific person or persons using a language second.
2. Unwillingness to speak means that the students choose to be silent, or they even avoid the given opportunities to speak English in the classroom, the students have less conversation in the classroom.

E. Purpose of the Research

According to the research question above, the research aims are :

1. To describe the dominant factors causing of students' willingness to speak English in classroom discussion in the interlaguage pragmatics class.
2. To describe the dominant factors causing of students' unwillingness to speak in classroom discussion in the interlaguage pragmatics class.

F. Significance of the Research

By conducting this research, hope that this research gives a contribution both theoretically and practically too many parties.

1. Theoretically

By this research, it can be expect to find about the factors causing students willingness and unwillingness to speak in the classroom. A case of interlaguage pragmatics class.

2. Practically

This research is expected to be useful for English students, English teaching department lecturers, other lecturers, and researchers.

a. English Students

The result of this research could be useful for the English students, especially students who conduct willingness and unwillingness to speak in the classroom when studying interlanguage pragmatic because they can know what to prepare or what to do when conducting classroom discussions on pragmatic interlanguage subject.

b. English Teaching Department Lecturer

The result of this research could give a contribution to the English teaching department lecturer because they can find out the factors causing students willingness and unwillingness to speak in the classroom.

c. Other Lecturer

The result of this research could give a contribution to the other lecturer in the other subject because they can consider or apply willingness and unwillingness to speak in the classroom in their own class.

3. The Researcher

For the researcher, this research may enhance her knowledge about the factors causing students willingness and unwillingness to speak in the classroom. A case of interlanguage pragmatics class. By knowing their willingness and unwillingness to speak about the implementation of classroom discussion on interlanguage pragmatic subject of the Department of English Education, he can broaden his knowledge about it.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Classroom Interaction

a. Definition of Classroom Interaction

In learning process, there is interaction between teacher and students and between student with student. According to Brown (2001) describes the term of interaction as the heart of communication, it is what communication is all about. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

Dagarin (2004) defines classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process. Saputra (2019) states the classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated. In addition Chaudron (1998) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition.

Based on the theories above, it can be concluded that classroom interaction is people are communicating each other, giving action and receiving the reaction in the classroom, collaborative exchange of thought, feeling, or ideas between two or

more people, all of interactions that occur in the learning and teaching process.

b. Types of classroom interaction

According to Jia (2013) there are two types of classroom interaction based on the participants: the teacher and the learners. Classroom interaction is classified into two categories: The first is Teacher- learner interaction, Teacher learner interaction has broad sense and narrow sense. In broad sense, teacher-learner interaction is the interaction between the teacher and learner. In narrow sense, it is the interaction between the teacher and learner or the teacher and learners in teaching situation. The second is Learner- learner interaction, Learner-learner interaction is based on peer relationships, which allows the maximum degree of communication. Carefully structured learner-learner interactions provide a forum for extended, meaningful exploration of ideas, which exposes learners to more varied and complex language from their peers than does traditional teacher-fronted classroom interaction. Through interaction with other learners in pairs or groups, learners can have more opportunities to make use of linguistic resources in a relaxing and uncontrolled manner and use them to complete different kinds of tasks.

Based on the theories above, it can be concluded that types of classroom interaction divided into two types; namely teacher-learner interaction and Learner- learner interaction. Teacher-learner interaction is the interaction between the teacher and learner in teaching situation and learner-learner interaction is based on peer relationships, which allows the maximum degree of communication and exchange ideas in the learning process in the classroom.

c. Aspect of classroom interaction

Two aspect of classroom interaction; Teacher talk and Students talk, According to Ellis and Yamazaki (1998) Teacher talk is the language typically used by the teacher in their communication. Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. Brown (2001) stated that categories of teacher talk which are included in this indirect influence are mentioned; The first is Deals with feelings, in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students. The second is Praises or encourages, praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.

The Third is Jokes, intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense (unintentional humor is not included in this category). The fourth is uses ideas of students, clarifying, using, interpreting and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. The fifth is repeats student response verbatim, repeating the exact words of students after they participate. The sixth is ask questions, asking questions to which the answer is anticipated (rhetorical questions are not included in this category). Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity.

The seventh is gives information, giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions. Eight is corrects without rejection, telling students who have made

a mistake the correct response without using words or intonations which communicate criticism. Ninth is gives directions, giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity. Tenth is criticizes student behavior, rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. And the last is criticizes student response, telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

Students talk, Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity. According to Moskowitz's in Brown (2001) there are seven categories of students talk described as follows: the first is student response, responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills. The second is, student response, open-ended or student-initiated, responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participations.

Third is silence, pauses in the interaction. Periods of quiet during which there is no verbal interaction. The fourth is silence, silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate. The fifth confusion(work-oriented) more than one person at a time talking, so the interaction

cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand. Sixth is confusion (non-work-oriented), more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand. The last is nonverbal, nonverbal gesture or facial expressions by the teacher or the students which communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.

Based on the theories above, it can be concluded that two aspect of classroom interaction, namely; Teacher talk and students talk. Teacher talk is the language typically used by the teacher in their communication. Eleventh categories of teacher talk; namely Deals with feelings, Praises or encourages, Jokes, Uses ideas of students, Repeats student response verbatim, Asks questions, Gives information, Corrects without rejection, Gives directions, Criticizes student behavior, Criticizes student response. Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Seven categories of students talk described as follows: Student response, Student response, Silence, fifth confusion (work-oriented), Confusion (non-work-oriented), Nonverbal gesture or facial expressions.

2. Speaking English in Classroom Foreign Language

a. Definition of Speaking

Speaking is the way of people to express and communicate ideas to others orally. According to Harahap et al., (2015) Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of

words that usually convey by someone through communication. Aufah et al., (2021) defines Speaking is the way to make communication or interaction with other people. Speaking is an active or a productive skill. It is an oral ability in expressing and presenting ideas, information, thoughts on various situations. Speaking skills can be measured from fluency, pronunciation, grammar, and comprehension. In addition Ilham et al., (2019) Speaking is an activity to produce the language to communicate among others in a group, society as a manifestation of one's language competence.

Meanwhile, Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Bahadorfar & Omidvar (2014) say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and learn how to use their own languages (Ilham et al., 2019).

Based on the theories above, it can be concluded that speaking is able to say what he/she wants to express or an activity to produce the language to communicate and interaction with other people. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized.

b. Types of Speaking

Brown (2004) states that there are some basic types of speaking as in the following taxonomy: The first, is Imitative, at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. The second is Intensive, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks illustrating simple sequences; and translation up to the simple sentence level.

The third, is the responsive, responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful. The fourth, is interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship. The fifth, is extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity

for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Based on the theory above, it can be concluded that there are several the types of speaking namely Imitative, Intensive, Responsive, Interactive and Extensive (monologue).

c. Component of Speaking

According to Harris In Kurniati et al., (2015) there are five components of speaking skill, namely : The first, is comprehension for oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. The second, is grammar, grammar it is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. The third, is vocabulary. Vocabulary means the appropriate diction used in communication. Without having an adequate vocabulary, a person cannot communicate effectively or express his ideas both in spoken and written form. Vocabulary limitations are also an obstacle that includes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, without mastery of vocabulary, English learners will not be able to speak English or write English well.

The fourth, is pronunciation, pronunciation is the study of how words in a particular language are produced clearly when people speak. In speaking, pronunciation plays an important role to make the communication process easy to understand. The fifth, is fluency, fluency is the ability to read, speak, or write easily, fluently and expressively. In other words, speakers can read, understand, and respond in language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the goal of

many language learners. Signs of fluency include a fairly fast speaking rate and only slight pauses and "ums" or "ers." These signs indicate that the speaker is not spending much time searching for the language items needed to convey the message.

Based on the explanation above, it can be concluded that there are components of speaking skills related to comprehension, grammar, vocabulary, pronunciation and fluency.

d. Characteristics of Successful Speaking

There are characteristic of successful speaking activity that should be known by the teachers in teaching speaking in classroom activities to make the students have good speaking ability. According to Ur (1996) Characteristics of successful speaking activity, the first is learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk, this may seem obvious, but often most time is taken up with teacher talk or pauses. The second is participation is even. In the learning process the students are not only listening what the speaker talked, but also they respond by their opinion. The third is motivation is high, students can motivate themselves to improve their speaking well. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or they want to contribute to achieving a task objective. And the last speaking is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

Based on the explanation above, successful speaking activities will be achieved if the teachers and students can pay attention on some indicators namely, by practicing a lot of speaking, participating in class, having high motivation to be able

to speak well and the resulting language can be accepted or not understood by listeners.

e. Importance of Speaking English in Foreign language classroom

In today's globalized world, communication plays an important role in getting success in everything fields, including in the learning process in language classes. Language is used as a tool to communicate. According to Mazouzi (2013) learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately. The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation.

In addition, Rao (2019) says speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Apart from that the importance of speaking skills needed to improve their ability to speak and perform well in real life situation. For example, to prepare to enter the world of work because employability depends more on communication than technology. Communicate priority to the important elements of language such as phonology, morphology, semantics and syntax, to

acquire speaking skills among English learners. Speaking skills are also useful for students when they have to give verbally presentation of subject matter in front of the class. An effective speaker can grab the attention of the audience and keep the same tempo until done. So the audience is fully involved in the discussion of the oral presentation of the material being studied. So, speaking skills plays an important role because it all depends on how people communicate their messages with other people.

f. Difficulties of Speaking English in foreign language classroom

According to Rao (2019) Among the four basic skills of the English language, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Therefore, the English language learners of EFL/ESL face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world. According to Bueno et al., (2006) “Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded. There are many reasons to overcome this. First of all, the ELLs should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.

According to Rababah (2002) pointed out that there are many factors that cause difficulties in speaking English among

EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. In addition Ur (1996) there are many factors that cause difficulty in speaking and they are as follows: first is inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. The second is nothing to say. Students have no motive to express themselves. The third is low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. And last is mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Based on the explanation above, it can be concluded that speaking is one of the most difficult skills language learners have to face. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. And many factors that cause difficulty in speaking and they are as follows: Inhibition, Nothing to say, low or uneven participation, mother-tongue use.

3. Willingness to Speak

a. Definition of Willingness to Speak

According to MacIntyre (2007) The concept of willingness to communicate (WTC), defined as the probability

of speaking when free to do so, helps to orient our focus toward a concern for micro-level processes and the some-times rapid changes that promote or inhibit English language communication. In addition Macintyre et al., (1998) Willingness to speak is defined as “readiness to enter into discourse at a particular time with a specific person or persons using a language second. Willingness to speak is a potentially fundamental concept for effective interaction and language production. Dewaele & Pavelescu (2019) stated that students' willingness to speak in English language refers to their readiness to communicate with other students orally. In English class context, student willingness to speak is defined as a student's intention to interact with others in the target language which plays a key role in learning a foreign language.

In addition Ningsih et al., (2018) Willingness to communicate is also viewed as a situation when someone is ready to use the target language they are learning to communicate without force and burden. Bergil (2016) explain that willingness to communicate is considered a means of interpersonal and intercultural goals and a specialized area of second and foreign language learning.

Based on the explanation above, it can be concluded that willingness to speak is readiness to communicate with a particular person or people who use a second language orally without force and burden.

b. Indicators of Willingness to Speak

According to Harmer (2004) there are some indicators classroom learner share in the classroom, they are ; First is a willingness to listen. In this case, good learners have to listen on what going on. Actually it is not just paying attention. If the

students willingness to speak English they will listen and pay attention to the teacher explanation in the class. The students also give response from the teacher explanation if they really listen. The second is a willingness to ask question. Good classroom learners shared also have willingness to ask question especially when did not understand something. It means that, the students will not afraid or shy to ask their teacher about the material or give argument and also enthusiasm in follow the lesson. And last is a willingness to experiment. As good learner in classroom, is not just afraid of what is going. But also prepared to take a risk, try things out and see how it works. But the urge one, students have to use the language in classroom. It means that the students want to speak English in classroom.

Based on the explanation above, it can be concluded that Indicators of willingness to speak ; The first, is willingness to listen, students will respond to the teacher's explanation if they really listen. The second, is willingness to ask questions, students dare to ask the teacher about the material or provide arguments in following the lesson. And the third, is willingness to experiment and the presence, concentration, paying attention to learning.

c. Factors Causing of Willingness to Speak in the classroom EFL

According to Zeng (2010) there are several factors that influence students to become willing to communicate in the classroom. Those factors include the classroom, teacher's supports, students' personalities, their self-confidence, familiarity with the environment, relaxed class effect, familiarity of the topic and degree with the interlocutor. Also, Peng & Woodrow (2010) added that the factors extend to communication confidence, teachers' reinforcement, classroom environment, motivation, learners' beliefs, and higher level of grit. House in Riasati (2012) found that the

factors that affect willingness to speak, perceived politeness, the role of physical locality, presence of the opposite sex, topics of discussion and learners' moods affect their willingness to speak in language classrooms.

Cao & Philp (2006) identified four main factors that students felt had an impact on their willingness to speak: group size, self-confidence, familiarity with the interlocutor and interlocutor participation. Other factors that the learner described were familiarity with the topic, perceived competence in language second and cultural influences. People with high willingness to speak will be expected to use that second language more often, and will be expected to place themselves in situations requiring a second language more frequently, willingness to speak a greater likelihood of using a second language.

Based on the explanation above, it can be concluded that there are many factors that influence students' willingness to speak in class, namely student's personalities, self-confidence, teacher's reinforcement, classroom environment, relaxed class effect, motivation, perceived politeness, role of physical locality, presence of the opposite sex, the topic of discussion or familiarity with the topic, the mood of the learner, the size of the group, the familiarity with the interlocutor and the interlocutor's participation and degree with the interlocutor.

4. Unwillingness to Speak

a. Definition of Unwillingness to speak

English students are complex. Some could be willing to communicate, and some could be unwilling. According to Ningsih et al., (2018) unwillingness to speak is student's choice for taking risks and not engaging in communication. Burgoon (1976) argue individual's choice to avoid communication can be considered as

an unwillingness to communicate. According to Harumi (2011) unwillingness induces classroom silence, which is an obstacle to acquiring the target language in a classroom and results from avoidance of communication. According to Al-murtadha & Feryok In Ramli et al., (2021) unwillingness to speak means that the students choose to be silent, or they even avoid the given opportunities to speak English in the classroom.

In addition Fukuta (2017) who claimed that an individual's choice to avoid communication can be regarded as unwillingness to speak. 70 per cent of the utterances in most of the classrooms come from the teacher. It means that the teacher has to start the conversation in the classroom. Whereas, the students have less conversation in the classroom. In facts, conversation in the classroom usually is started from the teacher. When the teacher asked something to the students, they are only giving shortly answer (Cook, 2008).

According to Shamsudin et al., (2017) Group work is an activity that involves discussing something with people who have different or conflicting opinions. Students can increase their willingness to communicate through actively participating in group work. Here, they can argue about lessons using English with other students in the class. In addition, discussions can also increase the willingness to communicate. Students can discuss things with others in English.

Based on the explanation above, it can be concluded that the unwillingness to speak is students choose to be silent, or they even avoid the given opportunities to speak English in the classroom, the students have less conversation in the classroom.

b. Indicators of Unwillingness to Speak

According to Ningsih et al., (2018) students' unwillingness to communicate was profoundly influenced by the probability of whether or not students decided to stay away from the conversation or on the extent to which students valued the communication itself. When students perceived that the communication was rewarding to them, it was more likely they would join the conversation and vice versa. Macintyre & Legatto (2011) argued that one's choice whether or not to take part in communication is particularly determined by several factors including anxiety level, communication competence as well as other personality characteristics (e.g., introversion or extroversion).

While these factors remain low or one is characterized as introversion, for example, it is very likely he or she would isolate him or herself from communication. In addition Burgoon (1976) unwillingness to communicate defined as a chronic tendency to avoid or demean verbal communication and view communication situation is relatively unfavorable, perceived competence is low, which refers to a sense of low self-competence, and anxiety, feelings of worry in communication.

Important reasons behind reluctance to learn to speak in English class, that some learners are shy and introverted and thus tend to remain silent class. Unwillingness to speak was found when students were quiet in English classes, students remained unwillingness to speak English when some students either thought it is useless to talk with others or feel strange to speak English. Unwillingness happened when students were not active to communicate in class, unwillingness to work in groups, shy and many students choose to passive in language classroom and not use the target of language (Liu, 2005).

Base on the explanation above, it can be concluded that some indicators for unwillingness to speak influenced by the probability of whether, relatively unfavorable, perceived competence is low (low of self-competence and anxiety or feelings of worry in communication), shy and students were quiet in English classes.

c. **Factors influencing of Unwillingness to speak in the classroom EFL**

According to Ramli et al., (2021) There are several factors that influence students unwillingness to speak. Those factors cover both linguistic and non-linguistics problems. Appertaining to linguistic problems, the factors can be associated with insufficient numbers of English vocabularies needed to talk, poor grammatical competence, and poor pronunciation ability. In terms of non-linguistic factors. Richard (2008) mentioned that the factors could be corresponding to personality, lack of self-confidence, and anxiety level. In addition Rindiana (2020) many students have less confidence when having conversation in English, both with the teacher or other students. They are too afraid when speaking in English because they worry about what are the words that should be used, both of a correct or wrong word. So, it means that many students still have a little knowledge of vocabulary in English.

Littlewood in Husna (2009) discovered that there are six factors that hinder participation in the classroom; first is tiredness, the second is fear of being wrong, the third is insufficient interest in the class, the fourth is insufficient knowledge in the subject, the fifth is shyness and the last is insufficient time to formulate ideas Students should be aware about willingness to communicate. Many factors that make students unwilling to communicate such as less motivation, less confidence, less practicing speaking in English,

shyness, etc. Not only teacher, but also students should have own strategies to enhance their willingness to communicate (Rindiana, 2020).

Based on the explanation above, it can be concluded factors influencing of unwillingness to speak in classroom which is two factors, linguistic and non-linguistic. Factors linguistic are associated with insufficient amount of English vocabulary needed to speak, lack of grammatical competence, poor pronunciation skills and lack of knowledge of the subject. In terms of non-linguistic factors related to personality, lack of motivation, lack of confidence when having conversations in English, both with the teacher and with other students and level of anxiety, they are too afraid when speaking in English because they are worried about what words to say. must be used, both right and wrong words and the right meaning, too long to think so that there is not enough time to formulate ideas and less practice speaking in English.

5. Interlanguage Pragmatics

The interlanguage pragmatics consists of 3 SKS. Implementation of this interlanguage pragmatic class has been reimplemented directly in the classroom. In this interlanguage pragmatics lecture, the lecturer uses the discussion method. The strategy used in this course is the lecturer divides students into several groups then the lecturer gives one material into one group, each group has different material. When the lesson begins, the designated group must prepare a PowerPoint, then it is displayed in front of the class and presented in groups. Then after the group explains, it is continued with additional sessions and questions, each student must be active in class discussion.

Interlanguage pragmatics topics is that research how college students accumulative the ability to participate and actively

communicate in a second language. For the pragmatics interlanguage class assignment, it must be submitted a week before the group performance, for example the next topic is about politeness maxim, a week before this topic is discussed the lecturer asks all students to look for articles related to politeness maxim and do assignments containing questions on that topic. After the class discussion is over, students do a post-test such as analyzing the politeness maxim of a film.

B. Review of Relevant Studies

There were several relevant researcher with the ongoing research. First, Ramli et al., (2021) “Factors of Students’ Willingness and Unwillingness to Speak English in the Classroom”. Of this research are to investigate the factors of English students’ WTC and UWTC in the classroom context. This research is descriptive qualitative method by involving eighteen students from English department at State Islamic Institute of Curup as the participants. The data were collected from interviews and analyzed using an interactive model. The result of this study shows that the factors of students’ WTC covered classroom, teacher’s supports, personality, and self-confidence. Subsequently, the factors of students’ UWTC consisted of linguistic problems such as lack of English vocabularies, poor grammatical competence and poor English pronunciation. Besides, there were also some non-linguistic factors such as psychological problems, low self-confidence, and anxiety.

Further studies are expected to probe into the factors of WTC and UWTC by adopting both realistic and naturalistic worldviews as well as incorporating more multicultural participants to reveal more comprehensive information as desirable. The similarity of this article with the research plan that will be carried

out is that they both discussed about factors willingness and unwillingness to speak english in the classroom with qualitative design research. The difference between this article and the research plan to be carried out is that this article involving eighteen students from English department at State Islamic Institute of Curup as the participants. While the research that will be conducted examines 109 students (from sixth and eighth semester) willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The second, Riasati, (2012) “EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study”. The objective of this research was to elicit Iranian EFL learners’ perception of the factors that contribute to willingness to speak English in language classrooms. This research used a descriptive qualitative by using interviews to get the data. The result of this study shows that contribute to a better understanding of the nature and role of WTC in language pedagogy and suggest implications for an effective language teaching and learning. Results showed that a number of such factors contribute to willingness to speak. These factors include task type, topic of discussion, interlocutor, teacher, class atmosphere, personality and self-perceived speaking ability.

The similarity of this article with the research plan that will be carried out is that they both discussed about factors influencing willingness to speak english in the classroom. The difference between this article and the research plan to be carried out is that this article seeks Iranian EFL learners’ perception of factors that influence their willingness to speak English in language classrooms. While the research that will be conducted examines 109 students’ (from six and eighth semester) willingness and

unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The third is Rihardini et al., (2021) “Students’ Willingness To Communicate Using English: A Survey Study”. This study aim to investigate students’ perceptions towards willingness to communicate using English during classroom interaction. This study was a quantitative approach, Specifically survey research design. The participants of this study are tenth and eleventh grade students at SMK Negeri 10 Malang. The total respondents of this study are 115 participants for questionnaires which are 55 participants from the tenth grader and 60 participants from eleventh grade students. To obtain the data from the respondents, this study used online questionnaires using Google form and also online interview.

The result of this study is tenth and eleventh grade students at SMK Negeri 10 Malang have a positive opinion towards willingness to communicate using English in the classroom. They said that learning and communicating using English is essential and beneficial. However, their willingness to communicate using English itself is quite low and this poses a serious problem. The similarity of this article with the research plan that will be carried out is that they both discussed about factors willingness to communicate using english in classroom. The difference between this article and the research plan to be carried out is that the participants of this study are tenth and eleventh grade students at SMK Negeri 10 Malang. While the research that will be conducted examines 109 (from sixth and eight semester) students willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The fourth, Riasati et al., (2018) “Situational and individual factors engendering willingness to speak English in foreign

language classrooms". The present study is an attempt to investigate Iranian EFL learners' willingness to speak English in language classrooms, the situational and individual factors that influence their willingness to speak. This research used an explanatory design in which the researcher collects quantitative and qualitative data sequentially or in two phases. The result of this study is revealed a number of factors that influence willingness to speak. The factors that were identified as having an impact on their willingness to speak are divided into two larger categories, that is environmental (situational) factors and individual factors, as illustrated in the model above.

The environmental factors include factors that exist in the classroom environment and influence the learners' degree of willingness to speak. These include task type, topic, interlocutor, teacher, classroom atmosphere and seating arrangement. The individual factors, on the other hand, refer to the individuals' personal characteristics and include learners' personality, self-confidence, the degree of opportunity they have in language classes, fear of evaluation, and fear of correctness of their speech. It was shown that these factors influence learners' willingness to speak English in language classrooms. The similarity of this article with the research plan that will be carried out is that they both discussed about factor causing students' willingness to speak English in classrooms. The difference between this article and the research plan to be carried out is that this article employs an explanatory design in which the researcher collects quantitative and qualitative data sequentially or in two phases. While the research that will be conducted in quantitative research.

The fifth, Arshad et al., (2015) "Willingness to Communicate in English: A Gender Based Study". This study aim are to find out the social and psychological factors affecting WTC in L2, to find

out whether male more willingly communicate in L2 or female, to search the role of context in willingness. And to find role of linguistic competence in building confidence. This research used a quantitative data, the instruments used for this particular study are Questionnaires and semi-structured interviews. The result of this study show that students willingly communicate in three language skills in different situations as inside the classroom and outside the classroom environment. willingness of students to speak inside and outside the classroom situation.

The findings suggest that male students use English as second language more willingly than female students. Both are willing to use English, however, boys depict a more positive desire to speak within classroom. It is often observed those males are considered more confident than female members of society. The major reason for this difference can be a strong male dominated society where girls are often stopped or even snubbed to speak in front of others. The similarity of this article with the research plan that will be carried out is that they both discussed about factors causing students' willingness to speak English in classrooms. The difference between this article and the research plan to be carried out is that, the research that will be conducted examines 109 students' (from sixth and eighth semester) willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The sixth, Başöz & Erten, (2019) "A Qualitative Inquiry into the Factors Influencing EFL Learners' in-class Willingness to Communicate in English". This study aims to examine English as a Foreign Language (EFL) learners' perceptions of the factors influencing their in-class willingness to communicate (WTC) in English. This research used a descriptive qualitative by using interviews to get the data. The participants of this study were 32

EFL learners studying in the departments of Tourism Guidance and Tourism Management at Balıkesir University in Balıkesir, Turkey.

The results of the study showed that learners' in-class WTC in English is affected by a variety of factors including classmates, instructional methods, teacher, classroom atmosphere, materials, class size, L2 motivation, fear of being ridiculed, L2 anxiety, fear of making mistakes, topic interest, topic familiarity, shyness, introversion, vocabulary knowledge, pronunciation, practice, self-perceived communication competence and past communication experience. In light of the results, some pedagogical implications were provided and suggestions for further research were given.

The similarity of this article with the research plan that will be carried out is that they both discussed about factors causing students' willingness to speak English in classrooms. The difference between this article and the research plan to be carried out is the participants of this study were 32 EFL learners studying in the departments of tourism guidance and tourism management at Balıkesir University in Balıkesir, Turkey. While the research that will be conducted examines 109 students' (from sixth and eighth semester) willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The seventh, Amalia et al., (2019) "Indonesian EFL Learners' Willingness to Communicate in the Instructional Context". This study aims is to enhance learners' willingness to communicate (WTC). Hence, this survey study was undertaken with the purpose of exploring Indonesian EFL learners' WTC especially in a classroom context or the so-called Instructional WTC (IWTC) in order to know the conditions triggering their willingness and unwillingness to communicate using L2. This research used a descriptive quantitative method where 100 EFL learners from three State Universities in Indonesia were involved as

the respondents. The respondents are the English students of IAIN Curup Bengkulu, Universitas Sebelas Maret (UNS) Surakarta and Universitas Musamus Merauke Papua.

The results of the study is that group size, classroom environment, students' cohesiveness, familiarity to the topic, degree of topic preparation, classroom seating arrangement, gender, self-awareness and familiarity with interlocutors were the factors that affected learners' WTC. The similarity of this article with the research plan that will be carried out is that they both discussed about factors causing students' willingness to speak English in classrooms. The difference between this article and the research plan to be carried out is that this article 100 EFL learners from three State Universities in Indonesia were involved as the respondents. The respondents are the English students of IAIN Curup Bengkulu, Universitas Sebelas Maret (UNS) Surakarta and Universitas Musamus Merauke Papua. While the research that will be conducted examines 109 students' (from sixth and eighth semester) willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The eighth, Łucarz, (2014) "Pronunciation Anxiety and Willingness to Communicate in the Foreign Language Classroom". The aim of the present paper is to report results of a study conducted to verify whether Pronunciation Anxiety (PA) is an important determinant of students' WTC in a FL classroom – the first part of a two-fold project on the relation between PA and WTC inside and outside of the classroom. The study was conducted among 151 Polish learners of English studying at the University of Wrocław, Poland, majoring in various disciplines of knowledge, such as mathematics, physics, chemistry, history, information and library studies, management, economics, law and administration, biotechnology, geography, environmental protection,

Polish philology, classical philology, social support, national security, European studies, political science, sociology. they had participated in approximately fifty 90-minute lessons conducted in groups of from 12 to 20 students. Two main instruments were designed to gather data needed to answer the research questions, i.e. a Measure of Willingness to Communicate in the FL Classroom (MWTC-FLC) and Measure of Pronunciation Anxiety in the FL Classroom (MPA-FLC).

The results of the study is that To examine the existence of a connection between FL learners' willingness to take part in communicative oral tasks during a FL lesson and their level of pronunciation anxiety, Pearson correlation was computed. Prior to these calculations, the basic statistics were analysed and the assumptions underlying correlation (the scales, independence, linearity, normal distribution assumptions) were verified. Since none of them were violated, it was justifiable to proceed to further calculations. the correlation coefficients achieved between the degree of pronunciation anxiety, the general level of WTC-FLC and its subcategories. Differences in WTC-FLC between high and low PA Learners Depending on Degree of Acquaintance among Speakers and Size of Group/Type of Task, The higher mean scores achieved by the low anxiety subjects for the general level of WTC-FLC and each of its subcategory indicate that they reported to be more willing to communicate during the lessons of English than their high PA classmates. Low pronunciation self-assessment, self-image, and fear of embarrassing themselves in front of their classmates might lead to anxiety, which, in turn, can result in strong reluctance to speak.

The similarity of this article with the research plan that will be carried out is that they both discussed about factors causing students' willingness to speak English in classrooms. The

difference between this article and the research plan to be carried out is that this article examine the existence of a connection between FL learners' willingness to take part in communicative oral tasks during a FL lesson and their level of pronunciation anxiety, Pearson correlation was computed. While the research that will be conducted examines 109 students' (from sixth and eighth semester) willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The ninth, Fadilah, (2018) "Willingness to Communicate from Indonesian Learners' Perspective: A Dynamic Complex System Theory". The present study is aimed at investigating factors as dynamic complex systems and subsystems underlying students' willingness to communicate (WTC) in the classroom context. This study used qualitative approach with in depth-analysis to investigate classroom complex variables and interaction among them in dynamic-complex situation affecting participants' willingness to communicate in L2. The participants were in the fourth and sixth semester. All participants had learnt English for almost 11-12 years. The results of the study is are factors willingness to communicate. First, social and classroom Environment: The Participants' response with regard to their willingness to communicate in L2 in the classroom context was influenced by social and classroom environment. The factors underlying were interlocutors, topic, obligation, classroom logistics, and group discussion. Interlocutors: The persons that the participants communicated refer to the interlocutors (e.g., lecturer, peer). A lecturer who was considered as having competency, easy going, giving smile, caring and inspiring provoked the students in all levels to communicate voluntarily.

The familiarity of topic prompts the participants to voluntarily willing to communicate. Both high and low English

proficiency participants are willing to communicate when they find the topic that becomes their interest and interesting. Classroom logistic: Classroom logistic refers to the lecturer's management of the classroom that might be in the form of U-shaped, semi-circular, circular or traditional seating. The participants had different criteria with reference to the classroom logistic. Group discussion, obligation, assignment and presentation. Linguistic competence, linguistic competence refers to the mastery of grammar, vocabulary and pronunciation. All students with low English proficiency gave a similar comment about their linguistic competence. The lack of grammar, vocabulary and pronunciation led them to get stuck when trying to start communicating in English. Individual differences participants' individual differences hindered their communication in the classroom context, especially low English proficiency participants. Consideration to be silent during classroom discussion led them to be anxious and reluctant to communicate. Self-confidence, shyness, and mood constituted the factors hindering them to participate in the classroom discussion. Less self-confidence and shyness affected participants to remain silent.

The similarity of this article with the research plan that will be carried out is that they both discussed about factors causing students' willingness to speak English in classrooms. The difference between this article and the research plan to be carried out is that this article investigating factors as dynamic complex systems and subsystems underlying students' willingness to communicate (WTC) in the classroom context. While the research that will be conducted examines 109 students' (from sixth and eighth semester) willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The tenth, Storch & Saint, (2009) “Learners’ perceptions and attitudes: Implications for willingness to communicate in an L2 classroom”. This research used data from the self-assessment questionnaires were analysed quantitatively and qualitatively. There were several sources of data used in this study. The main source of data for this study was information gathered from the SA questionnaires administered in weeks 4 and 12. The week 6 questionnaire, which focused mainly on the debate task, was omitted from this study. The results of the study is highlight the complex and dynamic nature of the interplay between self-confidence, anxiety and perception of the learning environment.

Based on the findings, it is argued that both cognitive and affective variables are socially grounded and cannot be dissociated from the social setting in which learning takes place. The learners’ perceived oral abilities in weeks 4 and 12 are presented in shows, fluency was the greatest source of difficulty in weeks 4 and 12 (with 27.6% and 24.1% of respondents in weeks 4 and 12, respectively, identifying fluency as ‘hard’). This was followed, but to a lesser extent, with concerns about turn taking and pronunciation. Vocabulary was clearly an area of concern, particularly at the beginning of the semester.

The similarity of this article with the research plan that will be carried out is that they both discussed about factors causing students’ willingness to speak English in classroom. The difference between this article and the research plan to be carried out is that this article used data from the self-assessment questionnaires were analysed quantitatively and qualitatively. There were several sources of data used in this study. While the research that will be conducted in quantitative research and the

participants students interlanguage pragmatics subject in UIN Mahmud Yunus Batusangkar.

The eleventh, Kalyar et al., (2019) “An Investigation of Willingness to Communication in ESL Classroom: A Quantitative Study of Elementary Students in Pakistan”. This study aimed to research the factors that influence the learners' willingness to communication in English as a L2 at elementary level of willingness to communication of elementary learner and rural elementary English language teacher during class activity. This current study used close ended questionnaire, The participants of the study belong to the higher Secondary School Qazi Ahmed. The current study has 300 participant from different grades like 100 learners from six grade, 100 from seven grades, and 100 participants belong to eight grades. These all participants were from 11 year to 15 years of age. The data was collected through closed ended questionnaire.

The results of the study is the individual differences of learners' willingness to communication (WTC) which is a basically free for communication that promotes to the integrative motivation and some time, it prefers instrumental motivation to be used. The percentage and ratio of learners and teachers willingness to communicate in ESL class room during class activities. The similarity of this article with the research plan that will be carried out is that they both discussed about factors factors causing students' willingness to speak English in classroom. The difference between this article and the research plan to be carried out is that this article investigation of willingness to communication in ESL classroom of elementary students in Pakistan. While the research that will be conducted examines 109 students' (from sixth and eighth semester

) willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

The twelfth, Husna, (2009) “Students’ Unwillingness To Speak In Efl Classroom From Cultural Perspective”. The aim of this research is to investigate and analyze the students’ unwillingness to speak in ESL classroom based on SLA and cultural perspective. The participants of this research were the students of English department of Ekasakti University who took the Speaking class. The results of the study is the students were asked to deliver the speech based on the topic given by the lecturer. That the students unwillingness to speak in EFL classroom mainly because their limited vocabulary. Many students did not develop their speaking topic well because they did not master the basic vocabularies.

The similarity of this article with the research plan that will be carried out is that they both discussed about factors influencing unwillingness to speak English in classroom. The difference between this article and the research plan to be carried out is the participants of this research were the students of English department of Ekasakti University who took the Speaking class. While the research that will be conducted examines 109 students’ (from sixth and eighth semester) willingness and unwillingness in pragmatic subject in 2021/2022 academic year in UIN Mahmud Yunus Batusangkar.

CHAPTER III

METHODOLOGY

A. Research Design

The research type of this research was survey research. The design of this research was cross-sectional design which is one in which data are collected from selected individuals at a single point in time. This design has the advantage of providing data relatively quickly. So, cross sectional is suitable for this research it related with the topic “Factors Causing Students Willingness and Unwillingness to Speak in the Classroom. A Case of Interlanguage Pragmatics Class”. In survey research, the researcher used cross sectional because it is effective for providing a snapshot of their reason why they became willingness and unwillingness to speak in the classroom.

Dealing with the theory, this study conducted to describe about factors causing students willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class”. This research were the sixth semester and eighth semester students’ English teaching department of UIN Mahmud Yunus Batusangkar a case of Interlanguage Pragmatics class in 2021/2022 academic year.

B. Population and Sample of the research

1. Population

According to Gay et al., (2012) population is the group to which a researcher would like the results of a study to be generalized. The population is a total subject that is used as participants in research. The population in this research were sixth semester and eighth semester students’ English teaching department of UIN Mahmud Yunus

Batusangkar a case of Interlanguage Pragmatics class in 2021/2022 academic year. The total population is 109 students' that are divided into 2 semester, 59 from sixth semester and 50 from eighth semester. The population number can be seen in the following table :

Table 1
Population of the Research

No	Semester	Many of Students
1.	6	59
2.	8	50
Total		109

2. Sampling

According to Gay et al, (2012) sample is a group of individuals, items or events that represents the characteristics of the larger group from which the sample is drawn. It means that sample is the representative of the population that is used in data collection. The researcher took all of populations as sample. All of the sixth semester and eighth semester students' in Interlanguage Pragmatics class in 2021/2022 academic year to be the respondents in this research. There are 59 students' of the sixth semester and 50 students' eighth semester students' English teaching department of UIN Mahmud Yunus Batusangkar a case of Interlanguage Pragmatics class in 2021/2022 academic year.

C. Research Instrument

The instrument of this research was questionnaire as the main data collection tool. The researcher used close ended questionnaire that to be distributed to respondents. In this research, the researcher used questionnaire as an instrument of factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class. The reason why questionnaire is suitable for this

research is questionnaire is efficient; it requires little time and expense and permits collection of data from a large sample (Gay et al., 2012). The researcher used close-ended questionnaire as an instrument to know the factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class. Which means the respondents just need to choose one statement from four statements that available. As stated by Sugiyono (2017), close questionnaire is questions that need short answer or the respondent just need to choose one answer from the questionnaire. The item of the questionnaire is 54. The questionnaire items are made in Bahasa Indonesia in order to help respondents to comprehend the items. To construct the questionnaire, the researcher use some steps supported by Arikunto (2007). Namely:

- 1) Formulating the aims of the questionnaire
- 2) Identifying variables to be questionnaire
- 3) Converting each variable into indicators
- 4) Deciding kinds of data that is collected and analyzing of data
- 5) Formulating each descriptor to items
- 6) Completing the instrument with instruction and introduction

There were 54 items of questionnaires. The items of questionnaires were used to find out the dominant factors causing of students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class. The items were based on several experts. The details of the theories can be look at *appendix 1*.

In order to score the scales of factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class, the researcher used the Likert type with fixed choice response format designed to measure attitudes or options (Boone et al., in Sugiyono, 2020). This type of questionnaire was used to measure the levels of agreement/ disagreement. There are 4 options of Likert Type that the researcher will use: Strongly Disagree (SD) which stand for *sangat*

tidak setuju, Disagree (D) which stands for *tidak setuju*, Agree (A) which stands for *setuju*, and Strongly Agree (SA) which stands for *sangat setuju*.

The score were given based on the type of each item. If the items are positive, the score was arranged as follows, *sangat tidak setuju* (Strongly Disagree) = 4, *tidak setuju* (Disagree) = 3, *setuju* (Agree) = 2, and *sangat setuju* (Strongly Agree) = 1. On the other hand, if the items are negative, the score will be arranged as follows, *sangat tidak setuju* (Strongly Disagree) = 1, *tidak setuju* (Disagree) = 2, *setuju* (Agree) = 3, and *sangat setuju* (Strongly Agree) = 4.

Table 2
The Scale for Categories Statement

Categories	Statement	
	Positive	Negative
Strongly Disagree	4	1
Disagree	3	2
Agree	2	3
Strongly Agree	1	4

The writer used the score for each option (1-4) to be inputted into SPSS. The smaller number like 2 represents the negative responses toward the statement. In contrast, the bigger number represents favorable response. After that, the writer analyzed the data into a descriptive statistics which indicators such as means and standard deviations. In order to create a good questionnaire, it must have validity and reliability. The validity and the reliability of the questionnaire should be checked first. For more explanation about it, it is discussed as follow:

1. Validity

Validity is the most important characteristic of a test to get appropriate of data collection. In this research the researcher used questionnaire in collecting the data. Therefore, in this research

measured of factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class. The researcher conducted several ways to ensure the the validity of the contents of the instruments.. The more items reflecting the whole concept being measured, the greater content validity. Based on this, the initial step that researcher do in this researcher :

1. Prepare the tabulation of the questionnaire that want to be measure in excel.
2. Click data view and then insert the score of the questionnaire.
3. Then choose analyze menu – correlate – bivariate person.
4. After appear a new box from the box of bivariate correlations insert all of variables to the box of variable, checklist (√) for the correlation coefficient pearson and for test significance choose two-tailed and then ok.
5. The last the result of validity was appear in the output.
6. Compare r -hitung/ r -calculated with r -table. If r -calculated is big than r -table means that the questionnaire is valid (significance 5%).

In this case, the researcher was used SPSS 28 version. The researcher used significance 5% with r -table 0,195. The result of validity show that the 54 statements in research are declared valid because each r -count (*r-hitung*) is greater than the r -table, which is 0.195.

2. Reability

Reliable is consistent, it means establish by determining the relationship between score resulting from administering the same test, the same group on different time. Reliability is the extent to which test scores are consistent, if participants took the test again

after taking it today, would they get the same result. In this research the researcher used Chronbach's alpha formula. In this research, the researcher used SPSS 28 version to get the reliability of the questionnaire. The reliability result are 0.868 for the variable of factors causing students willingness to speak in the classroom and 0.847 for the variable of factors causing students unwillingness to speak in the classroom with a category very reliable because the reliability result is more than 0.6.

D. Technique of Data Collection

In collecting data about factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class, the researcher was used close-ended questionnaire to obtain the data. The researcher was used tryout *terpakai* (in Bahasa *uji coba terpakai*). According to Hadi in Primasta (2020), tryout *terpakai* means that the result of the tryout will directly use to test the hypothesis and of course only the valid items will analyze. The advantages of this try out *terpakai* is the data collection in only once and the result of the test are directly used to test the hypothesis, when many items fall, the results of the used try out cannot be continued for data analysis and must do the scale division again by eliminating the items that fall. To get the data of this research, the researcher performs several stages, such as:

1. Google form creations process, In this step, first the researcher will apply some steps, such as:
 - a. Open google form on the forms.google.com site
 - b. Click the blank section with the '+' symbol
 - c. A new form will be open
 - d. Add a title and description of the form
 - e. Add questions

- f. Choose several types of answer provided (multiple choice & short answer)
 - g. When google form is done, click the send button at the top right to get the link
 - h. Google form were complete
 - i. The link can be shared to get a respons.
2. Questionnaire distribution process, After making the questionnaire through google form were complete, then the researcher did several steps:
- a. The researcher has contacted the respondents via whats'app
 - b. The researcher asking the respondents to fill in the google form link that will be provided.
 - c. The researcher share the questionnaire to respondents

There are 54 questions. The researcher used collect the data by distributing questionnaire via google form. After that, the researcher analyzed the data by using descriptive analysis and was used SPSS version 28.

E. Research Procedures

This research conducted in several stages as follows:

- a. Finding research problem

After reading several sources and discussing with academic advisor. A research problem that the researcher was interested is “What factors causing students’ willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class”. It involved all of the the sixth-semester and eighth semester students’ in Interlanguage Pragmatics class in 2021/2022 academic year at UIN Mahmud Yunus Batusangkar as the population and sample of this research.

- b. Collecting the source and references

To be able to comprehend the problem, as many as related sources and references about the research problem were collected and discussed. Those were about factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class.

c. Writing a research design

The researcher started to write a research proposal based the sources and references found. The research proposal included the design how to do the research, what kinds of instrument that used to the research. The design on this research was survey research and it belongs to quantitative research. There used questionnaire of factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class as instrument of the research.

d. Constructing research instruments

Researcher tries to find the theory about factors causing students' willingness and unwillingness to speak in the classroom. After the theory factors causing students' willingness and unwillingness to speak in the classroom was found, the researcher was reduced the theory to be questionnaire.

e. Distributing research instruments

After compiling research instruments, researcher was used Google form as a tool to collect the data. By using Google form the researcher can distribute questionnaires to the sample. It becomes easier and saving time when collecting data from respondents.

f. Analyzing the data

The data that to be acquired from questionnaires that has been distributed to respondents was described and analyzed by using descriptive analysis then the researcher calculate the data frequency and also percentage.

g. Reporting the research

Based on the result of the questionnaire, the researcher comes up with the conclusion and suggestions.

F. Technique of Data Analysis

The researcher was analyze the data in questionnaires collected from the respondents as the only instrument using SPSS to explore the factors causing students' willingness and unwillingness to speak in the classroom. The researcher was analyzed the survey data using descriptive statistics to measure the average means of questionnaire responses. The higher the means suggest the people's positive responses about the factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class. Nevertheless, low means the respondents cannot relate with the factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class.

After the data had been collected, the researcher do several steps followed by:

1. Selecting the data

The researcher collected the data by giving questionnaires.

2. Tabulating the data

Moving the data to table that has been available.

3. Classifying the data

The researcher analyzed the data by using percentage of the answer which have been answered by the respondents.

4. Accounting the frequency

The researcher calculate the frequency of each factor by using SPSS version 28.

5. Analyzing and interpreting the data

In analyzing the data, the researcher used descriptive statistic. It was analyze based on the result of factors causing students' willingness and unwillingness to speak in the classroom.

A case of Interlanguage Pragmatics class in questionnaire. In analyzing the data, the researcher used likert scale to analyze the data. Likert scale is one of the scale that purposed to get answer the research from the respondents such as strongly agree, agree, disagree and strongly disagree. As the result from linker scale, the researcher used quantitative research in order to count percentage of factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class. As a result, the researcher was decided the conclusions of her research.

After collecting and calculating the data, the percentage of factors causing students' willingness and unwillingness to speak in the classroom. A case of Interlanguage Pragmatics class, it can be calculated by using formula suggested by Sudijono (2005). The following formulation was used as follows:

$$P = \frac{F}{N} \times 100\%$$

P = percentage of item

F = frequency of total score

N = amount of respondent

6. Presenting and describing the result from the data by using own words.
7. The researcher drew a conclusion according to the data and the research problems.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. Factors Causing Students' Willingness to Speak English in the ILP Classroom

a. Descriptive Statistics

Descriptive Statistics of factors causing students' willingness to speak English in discussion classroom in Interlanguage Pragmatics (ILP) class can be seen as follow:

Table 3
Descriptive Statistics of Factors Causing Students' Willingness to Speak in the ILP Classroom

	Total Score	Valid N (Listwise)
N	109	109
Range	55	
Minimum	37	
Maximum	92	
Sum	7957	
Mean	73.00	
Std. Ddeviation	8.015	
Variance	64.241	

Based on the table descriptive statistics above, N means number of respondents is 109, the minimum score is 37 and maximum score is 92 with sum 7957. The mean is 73,00 and the standard Deviation is 8,015 of factors causing students' willingnesss to speak in Interlanguage Pragmatics (ILP) classroom.

b. Dominant Factors of Students' Willingness to Speak in the ILP Classroom

The percentage of dominant factors causing students' willingness to speak English in discussion classroom in Interlanguage Pragmatics (ILP) class can be seen as follow:

Table 4
The Percentage of Factors Causing Students' Willingness to Speak in the ILP Classroom

	Faktor	Sum	%
Classroom environment	Good learning atmosphere	217	5,69
	Familiarity with the environment	223	5,85
Teacher's supports	Supported by teacher reinforcement encourages students to be confident	256	6,71
	The role of lecturer facilitator.	212	5,56
	Quality lecturer assignments.	222	5,82
Students' personalities	High self confidence in communicating	242	6,35
	Desire to show higher level of grit in learning	218	5,72
	learners' moods.	235	6,16
Familiarity of the topic	The topics discussed appropriate my interests	235	6,16
Familiarity with the interlocutor	My familiarity with the interlocutor.	250	6,55
Motivation	Have high motivation in learning	211	5,53
Learners' beliefs	I believe the material learned useful for me	208	5,45
Presence of the opposite sex	The presence of the opposite sex motivates me to speak English in the ILP classroom.	310	8,13
Group size	Number of participants present in the discussion.	270	7,08
Interlocutor participation	Participation of the interlocutor in the discussion .	243	6,37
Perceived competence in English language	Have good English competence	262	6,87
Total		3814	100,00

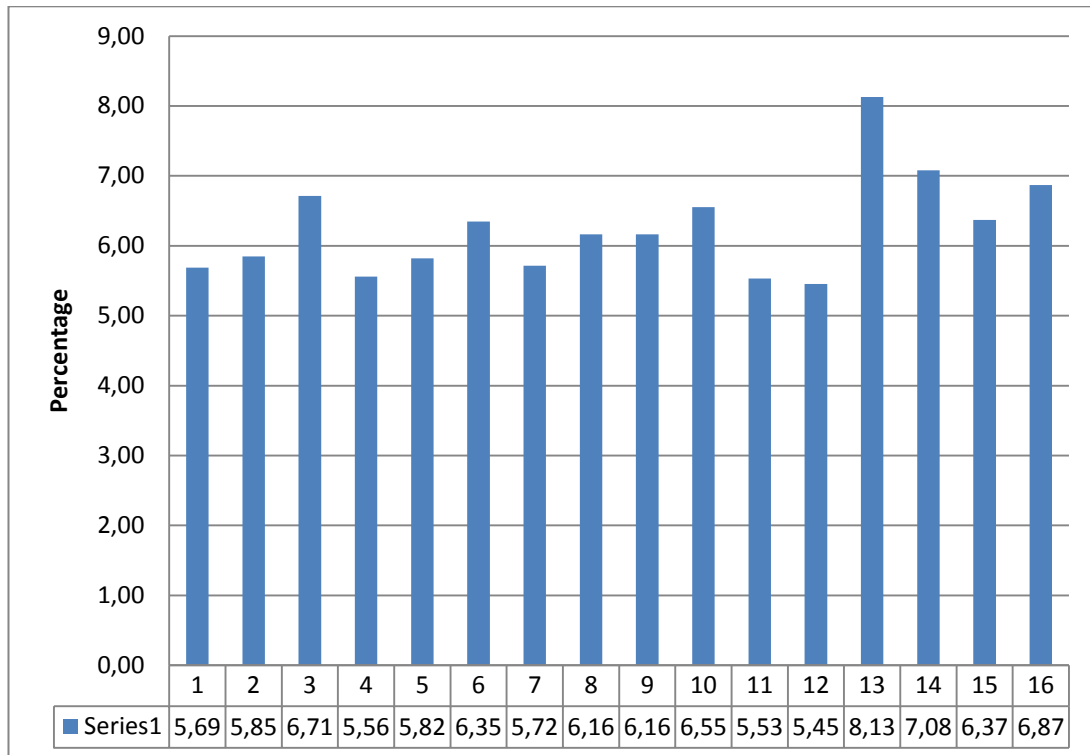
From the percentage table above, the highest percentage of factors causing students' willingness to speak in the Interlanguage Pragmatics (ILP) classroom can be seen as follow:

Table 5
The Highest Percentage of Factors Causing Students' Willingness to Speak in the ILP Classroom

No ranking	Factors	%
1	Presence of the opposite sex	8,13
2	Group size	7,08
3	Perceived competence in English language	6,87
4	Supported by teacher reinforcement encourages students to be confident	6,71
5	Familiarity with the interlocutor	6,55
	Interlocutor participation	6,37
7	High self confidence in communicating	6,35
8	learners' moods.	6,16
8	Familiarity of the topic	6,16
9	Familiarity with the environment	5,85
10	Quality lecturer assignments	5,82
11	Desire to show higher level of grit in learning	5,72
12	Good learning atmosphere	5,69
13	The role of lecturer facilitator	5,56
14	Motivation	5,53
15	Learners' beliefs	5,45

From the highest percentage table above, the histogram of factors causing students' willingness to speak in the ILP classroom can be seen as follow:

Histogram 1
Percentage of Factors Causing Students' Willingness to Speak
in the ILP Classroom



From the histogram table above, the researcher got the intensity factors causing students' willingness to speak in the ILP classroom that indicator of classroom environment factors is items 1 and 2, first is in term of good learning atmosphere with sum 217 and got 5,69 percentage. Secodly is in term of familiarity with the environment got sum 223 with 5,85 percentage. In indicators of teacher's supports factors is items 3, 4 and 5. Third is in term of supported by teacher reinforcement encourages students to be confident with sum 256 and got 6,71 percentage. Fourth, in term of the role of lecturer facilitator with sum 212 and got 5,56 percentage. Fifth, in term of quality lecturer assignments with sum 222 and got 5,82 percentage. In indicators of students' personalities factors is items 6, 7 and 8. Sixth, in term of high self confidence in communicating with sum 242 and got 6,35 percentage. Seventh, in term of desire to show higher level of grit in learning with

sum 218 and got 5,72 percentage. Eighth, in term of learners' moods with sum 235 and got 6,16 percentage.

Furthemore, in indicator of familiarity of the topic is items 9 with sum 235 and got 6,16 percentage. Tenth is indicator of familiarity with the interlocutor with sum 250 and got 6,55 percentage. Eleventh, indicator of motivation with sum 211 and got 5,53 percentage. Twelfth, indicator of learners' beliefs with sum 208 and got 5,45 percentage. Thirteenth, indicator of presence of the opposite sex of with sum 310 and got higher of percentage is 8,13. Fourteenth, indicator of group size with sum 270 and got 7,08 percentage. Fifteenth, indicator of Interlocutor participation with sum 243 and got 6,37 percentage and the last is, indicator of perceived competence in English language with sum 262 and got 6,87 percentage.

c. The Percentage of Factors Causing Students' Willingness to Speak English in Classroom Discussion in ILP Class

The percentage of factors causing students' willingness to speak English in classroom discussion in ILP class each item, can be seen as follow:

Table 6

The Percentage of Factors Causing Students' Willingness to Speak English in Classroom Discussion in ILP Class

No Item	Statements	SA	A	DA	SDA	Total
		f/%	f/%	f/%	f/%	F/%
Item-01	Saya berbicara bahasa Inggris di kelas ILP karena suasana kelas yang bagus	12	86	11	0	109
		11,01	78,90	10,09	0,00	100
Item-02	Saya berbicara bahasa Inggris di kelas ILP karena keakraban saya dengan lingkungan belajar	8	88	13	0	109
		7,34	80,73	11,93	0,00	100

No Item	Statements	SA	A	DA	SDA	Total
		f/%	f/%	f/%	f/%	F/%
Item-03	Saya berbicara bahasa Inggris di kelas ILP di sebabkan oleh pujian (penguatan positif dari dosen) yang memotivasi saya untuk percaya diri	7	64	31	7	109
		6,42	58,72	28,44	6,42	100
Item-04	Saya berbicara bahasa Inggris di kelas ILP karena Peran dosen yang membantu memfasilitasi pembelajaran	12	91	6	0	109
		11,01	83,49	5,50	0,00	100
Item-05	Saya berbicara bahasa Inggris di kelas ILP karena tugas-tugas yang di berikan dosen berkualitas.	9	87	13	0	109
		8,26	79,82	11,93	0,00	100
Item-06	Saya berbicara bahasa Inggris di kelas ILP karena di pengaruhi oleh rasa percaya diri saya yang tinggi dalam berkomunikasi.	8	69	32	0	109
		7,34	63,30	29,36	0,00	100
Item-07	Saya berbicara bahasa Inggris di kelas ILP karena saya meunjukkan kegigihan saya dalam belajar	12	85	12	0	109
		11,01	77,98	11,01	0,00	100
item-08	Saya berbicara bahasa Inggris di kelas ILP karena suasana hati saya yang bagus atau ceria	9	77	20	3	109
		8,26	70,64	18,35	2,75	100
item-09	Saya berbicara bahasa Inggris di kelas ILP karena suasana hati saya yang bagus atau ceria	8	77	23	1	109
		7,34	70,64	21,10	0,92	100
item-10	Saya berbicara bahasa Inggris di kelas ILP karena kedekatan saya dengan lawan bicara.	4	70	34	1	109
		3,67	64,22	31,19	0,92	100
item-11	Saya berbicara bahasa Inggris di kelas ILP karena termotivasi untuk belajar	17	82	10	0	109
		15,60	75,23	9,17	0,00	100

No Item	Statements	SA	A	DA	SDA	Total
		f/%	f/%	f/%	f/%	F/%
item-12	Saya berbicara bahasa Inggris di kelas ILP karena saya percaya materi yang saya pelajari bermanfaat untuk saya	17	85	7	0	52
		15,60	77,98	6,42	0,00	100
item-13	Kehadiran lawan jenis memotivasi saya berbicara bahasa Inggris di kelas ILP	5	26	59	19	109
		4,59	23,85	54,13	17,43	100
item-14	Saya berbicara bahasa Inggris di kelas ILP karena di pengaruhi oleh jumlah peserta yang hadir di dalam diskusi.	6	49	50	4	109
		5,50	44,95	45,87	3,67	100
item-15	Saya berbicara bahasa Inggris di kelas ILP karena di pengaruhi oleh partisipasi lawan bicara dalam diskusi	7	71	30	1	109
		6,42	65,14	27,52	0,92	100
item-16	Saya berbicara bahasa Inggris di kelas ILP karena saya memiliki kompetensi bahasa inggris yang baik	3	61	43	2	109
		2,75	55,96	39,45	1,83	100
item-17	Saya berbicara bahasa Inggris di kelas ILP karena tidak di pengaruhi oleh suasana kelas	4	45	57	3	109
		3,67	41,28	52,29	2,75	100
item-18	Saya berbicara bahasa Inggris di kelas ILP bukan karena keakraban saya dengan lingkungan belajar	5	41	59	4	109
		4,59	37,61	54,13	3,67	100
item-19	Saya berbicara bahasa Inggris di kelas ILP bukan di sebabkan oleh pujian (penguatan positif dari dosen) yang memotivasi saya untuk percaya diri	7	53	47	2	109
		6,42	48,62	43,12	1,83	100

No Item	Statements	SA	A	DA	SDA	Total
		f/%	f/%	f/%	f/%	F/%
item-20	Saya berbicara bahasa Inggris di kelas ILP bukan karena dipengaruhi oleh peran dosen yang membantu memfasilitasi pembelajaran	1	30	76	2	109
		0,92	27,52	69,72	1,83	100
item-21	Saya berbicara bahasa Inggris di kelas ILP bukan karena tugas-tugas berkualitas yang di berikan dosen	1	29	76	3	109
		0,92	26,61	69,72	2,75	100
item-22	Saya berbicara bahasa Inggris di kelas ILP bukan karena di pengaruhi oleh rasa percaya diri yang tinggi dalam berkomunikasi	1	29	73	6	109
		0,92	26,61	66,97	5,50	100
item-23	Saya berbicara bahasa Inggris di kelas ILP bukan karena saya meunjukkan kegigihan saya dalam belajar	2	27	74	6	109
		1,83	24,77	67,89	5,50	100
item-24	Saya berbicara bahasa Inggris di kelas ILP bukan karena suasana hati saya yang bagus atau ceria	1	36	69	3	109
		0,92	33,03	63,30	2,75	100
item-25	Saya berbicara bahasa Inggris di kelas ILP bukan karena topik yang di bahas sesuai dengan minat saya	1	33	73	2	109
		0,92	30,28	66,97	1,83	100
item-26	Saya berbicara bahasa Inggris di kelas ILP bukan karena kedekatan saya dengan lawan bicara	4	52	51	2	109
		3,67	47,71	46,79	1,83	100
item-27	Saya berbicara bahasa Inggris di kelas ILP bukan karena termotivasi untuk belajar	0	21	82	6	109
		0,00	19,27	75,23	5,50	100

No Item	Statements	SA	A	DA	SDA	Total
		f/%	f/%	f/%	f/%	F/%
item-28	Saya berbicara bahasa Inggris di kelas ILP bukan karena saya percaya materi yang saya pelajari bermanfaat untuk saya	2	19	82	6	109
		1,83	17,43	75,23	5,50	100
item-29	Kehadiran lawan jenis tidak memotivasi saya berbicara bahasa Inggris di kelas ILP	14	49	44	2	109
		12,84	44,95	40,37	1,83	100
item-30	Saya berbicara bahasa Inggris di kelas ILP bukan karenadi pengaruhi oleh jumlah peserta yang hadir di dalam diskusi	2	56	49	2	109
		1,83	51,38	44,95	1,83	100
item-31	Saya berbicara bahasa Inggris di kelas ILP bukan karenadi pengaruhi oleh partisipasi lawan bicara dalam diskusi	3	47	58	1	109
		2,75	43,12	53,21	0,92	100
item-32	Saya berbicara bahasa Inggris di kelas ILP bukan karena saya memiliki kompetensi bahasa inggris yang baik.	3	40	62	4	109
		2,75	36,70	56,88	3,67	100

From the percentage table above, it can be concluded that for item 1, 12 respondents (11,01%) choose strongly agree, 86 respondents (78,90%) choose agree and 11 respondents (10,09%) choose disagree. Next for item 2, 8 respondents (7,34%) choose strongly agree, 88 respondents (80,73%) choose agree and 13 respondents (11,93%) choose disagree. And for item 3, 7 respondents (6,42%) choose strongly agree, 64 respondents (58,72%) choose agree, 31 respondents (28,44%) choose disagree and 7 respondents (6,42%) choose strong disagree. Furthermore for item 4, 12 respondents (11,01%) choose strongly agree, 91 respondents (83,49%) choose agree and 6 respondents (5,50%) choose disagree. Next for item 5, 9 respondents (8,26%) choose strongly agree, 87 respondents (79,82%) choose agree and 13 respondents (11,93%) choose disagree. Although for item 6, 8 respondents (7,34%) choose strongly agree, 69 respondents (63,30) choose agree and 32 respondents (29,36%) choose disagree. While, for item 7, 12 respondents (11,01%) choose strongly agree, 85 respondents (77,98%) choose agree and 12

respondents (11,01%) choose disagree And for item 8, 9 respondents (8,26%) choose strongly agree, 77 respondents (70,64%) choose agree, 20 respondents (18,35%) choose disagree and 3 respondents (2,75%) choose strongly disagree.

Furthermore, for item 9, 8 respondents (7,34%) choose strongly agree, 77 respondents (70,64%) choose agree, 23 respondents (21,10%) choose disagree and 1 respondent (0,92%) choose strongly disagree. Next for item 10, 4 respondents (3,67%) choose strongly agree, 70 respondents (64,22%) choose agree, 34 respondents (31,19%) choose disagree and 1 respondent (0,92%) choose strongly disagree. While, for item 11, 17 respondents (15,60%) choose strongly agree, 82 respondents (75,23%) choose agree, and 10 respondents (9,17%) choose disagree. Next for item 12, 17 respondents (15,60%) choose strongly agree, 85 respondents (77,98%) choose agree and 7 respondents (6,42%) choose disagree. Furthermore for item 13, 5 respondents (4,59%) choose strongly agree, 26 respondents (23,85%) choose agree, 59 respondents (54,13%) choose disagree and 19 respondents (17,43%) choose strongly disagree. And for item 14, 6 respondents (5,50%) choose strongly agree, 49 respondents (44,95%) choose agree, 50 respondents (45,87%) choose disagree and 4 respondents (3,67%) choose strongly disagree. Next for item 15, 7 respondents (6,42%) choose strongly agree, 71 respondents (65,14%) choose agree, 30 respondents (27,52%) choose disagree and 1 respondent (0,92%) choose strongly disagree.

Next, for item 16,3 respondents (2,75%) choose strongly agree, 61 respondents (55,96%) choose agree, 43 respondents (39,45%) choose disagree and 2 respondents (1,83%) choose strongly disagree. So that for item 17, 4 respondents (3,67%) choose strongly agree, 45 respondents (41,28%) choose agree, 57 respondents (52,29%) choose disagree, 3 respondents (2,75%) choose strongly disagree. Although for item 18, 5 respondents (4,59%) choose strongly agree, 41 respondents (37,61%) choose agree, 59 respondents (54,13%) choose disagree and 4 respondents (3,67%) choose strongly disagree. Next for item 19, 7 respondents (6,42%) choose strongly agree, 53 respondents (48,62%) choose agree, 47 respondents (43,12%) choose disagree and 2 respondents (1,83%)

choose strongly disagree. While, for item 20, 1 respondent (0,92%) choose strongly agree, 30 respondents (27,52%) choose agree, 76 respondents (69,72%) choose disagree and 2 respondents (1,83%) choose strongly disagree.

Moreover, for item 21, 1 respondent (0,92%) choose strongly agree, 29 respondents (26,61%) choose agree, 76 respondents (69,72%) choose disagree and 3 respondents (2,75%) choose strongly disagree. Next for item 22, 1 respondent (0,92%) choose strongly agree, 29 respondents (26,61%) choose agree, 73 respondents (66,97%) choose disagree and 6 respondents (5,50) choose strongly disagree. And for item 23, 2 respondents (1,83%) choose strongly agree, 27 respondents (24,77%) choose agree, 74 respondents (67,89%) choose disagree and 6 respondents (5,50%) choose strongly agree. Although for item 24, 1 respondent (0,92%) choose strongly agree, 36 respondents (33,03%) choose agree, 69 respondents (63,30%) choose disagree and 3 respondents (2,75%) choose strongly disagree. Furthermore for item 25, 1 respondent (0,92%) choose strongly agree, 33 respondents (30,28%) choose agree, 73 respondents (66,97%) choose disagree and 2 respondents (1,83%) choose strongly disagree. Next, for item 26, 4 respondents (3,67%) choose strongly agree, 52 respondents (47,71%) choose agree, 51 respondents (46,79%) choose disagree and 2 respondents (1,83%) choose strongly disagree.

Futhermore, for item 27, 21 respondents (19,27%) choose agree, 82 respondents (75,23%) choose disagree and 6 respondents (5,50%) choose strongly disagree. And for item 28, 2 respondents (1,83%) choose strongly agree, 19 respondents (17,43%) choose agree, 82 respondents (75,23%) choose disagree and 6 respondents (5,50%) choose strongly disagree. Next, for item 29, 14 respondents (12,84%) choose strongly agree, 49 respondents (44,95%) choose agree, 44 respondents (40,37%) choose disagree and 2 respondents (1,83%) choose strongly disagree. Moreover for item 30, 2 respondents (1,83%) choose strongly agree, 56 respondents (51,38%) choose agree, 49 respondents (44,95%) choose disagree and 2 respondents (1,83%) choose strongly disagree. Next, for item 31, 3 respondents (2,75%) choose strongly agree, 47 respondents (43,12%)

choose agree, 58 respondents (53,21%) choose disagree and 1 respondent (0,92%) choose strongly disagree, and last for item 32, 3 respondents (2,75%) choose strongly agree, 40 respondents (36,70%) choose agree, 62 respondents (56,88%) choose disagree and 4 respondents (3,67%) choose strongly disagree.

2. Factors Causing Students' Unwillingness to Speak in the ILP Classroom

a. Descriptive Statistics

Descriptive Statistics of factors causing students' unwillingness to speak English in discussion classroom in Interlanguage Pragmatics (ILP) class can be seen as follow:

Table 7
Descriptive Statistics of Factors Causing Students' Unwillingness to Speak in the ILP Classroom

	Total Score	Valid N (listwise)
N	109	109
Range	30	
Minimum	36	
Maximum	66	
Sum	5896	
Mean	54.09	
Standard Deviation	6.203	
Variance	38.473	

Based on the table descriptive statistics above, N means number of respondents is 109, the minimum score is 36 and maximum score is 66 with sum 5896. The mean is 54,09 and the stadard deviation is 6,203 of factors causing students' willingness to speak in ILP classroom.

b. Dominant Factors of Students' Unwillingness to Speak in the ILP Classroom

The percentage of factors causing students' unwillingness to speak English in discussion classroom in ILP class can be seen as follow:

Table 8
The Percentage of Factors Causing Students' Unwillingness to Speak in the ILP Classroom

Factors		Sum	%
Lack of competences in English language	Lack of English vocabularies	274	8,93
	Poor grammatical competences.	272	8,87
	Poor pronunciation ability	287	9,35
Personality	Lack of self-confidence in their English skills	271	8,83
	Influenced by high shyness	271	8,83
anxiety level	Have a high level of anxiety	263	8,57
less motivation	Lack of motivation in learning	300	9,78
less practicing speaking in English	Lack of practice speaking in English	277	9,03
Insufficient interest in the class	Less interested in the material discussed in the discussion	309	10,07
Insufficient knowledge in the subject	Less interested in the material discussed in the discussion	269	8,77
Insufficient time to formulate ideas	Lack of knowledge with the material discussed in the discussion	275	8,96
Total		3068	100,00

From the percentage table above, the highest percentage of factors causing students' unwillingness to speak in the ILP classroom can be seen as follow:

Table 9
The Highest Percentage of Factors Causing Students' Unwillingness to speak in the ILP classroom

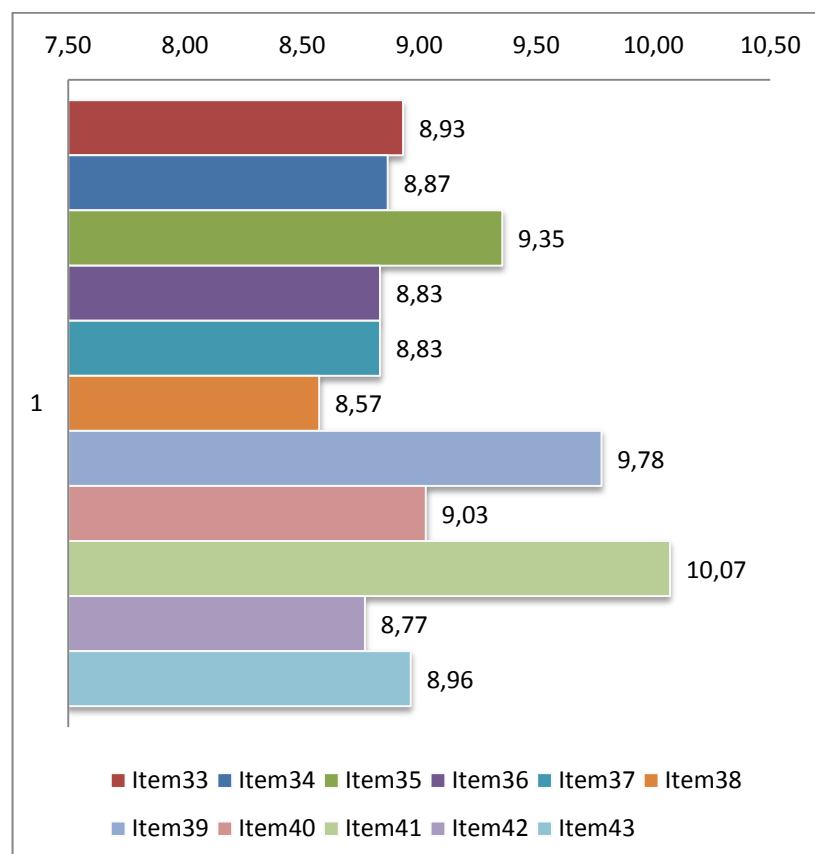
No ranking	Factors	%
1	Insufficient interest in the class	10,07
2	less motivation	9,78
3	Poor pronunciation ability	9,35
4	less practicing speaking in English	9,03

5	Insufficient time to formulate ideas	8,96
6	Lack of English vocabularies	8,93
7	Poor grammatical competences	8,87
8	Lack of self-confidence in their English skills	8,83
8	Influenced by high shyness	8,83
9	Insufficient knowledge in the subject	8,77
10	Have a high level of anxiety	8,57

From the dominant table above, the histogram of factors causing students' unwillingness to speak in the ILP classroom can be seen as follow:

Histogram 2

Percentage of Factors Causing Students' Unwillingness to Speak in the ILP Classroom



From the histogram table above, the researcher got the intensity factors causing students' unwillingness to speak in the ILP classroom that indicators lack of competences in English language is items 33, 34 and 35,

first is in term of lack of English vocabularies with sum 274 and got 8,93 percentage. Secondly is in term of poor grammatical competences with sum 272 and got 8,87 percentage. Third, in term of poor pronunciation ability with sum 287 and got 9,35 percentage. In indicators of personality is items 36 and 37. Fourth, in term of lack of self-confidence in their English skills with sum 271 and got 8,83 percentage. Fifth, in term of influenced by high shyness with sum 271 and got 8,83 percentage. In indicator of anxiety level is items 38 with sum 263 and got 8,57 percentage. In indicator of less motivation is item 39 with sum 300 and got 9,78 percentage. In indicator of less practicing speaking in English is item 40 with sum 277 and got 9,03 percentage. In indicator of insufficient interest in the class is item 41 with sum 309 and got 10,07 percentage. In indicator of insufficient knowledge in the subject with sum 269 and got 8,77 percentage and last, In indicator of Insufficient time to formulate ideas is no item 43 with sum 275 and got 8,96 percentage.

c. The percentage of factors causing students' unwillingness to speak English in classroom discussion in ILP class

The percentage of factors causing students' willingness to speak English in classroom discussion in Interlanguage Pragmatics (ILP) class each item, can be seen as follow:

Table 10

The Percentage of Factors Causing Students' Unwillingness to Speak English in Classroom Discussion in ILP Class

No Item	Statements	SA	A	DA	SDA	Total
		f/%	f/%	f/%	f/%	F/%
Item-33	Saya enggan berbicara bahasa Inggris di kelas ILP karena kekurangan kosa kata bahasa inggis	5	44	59	1	109
		4,59	40,37	54,13	0,92	100

No Item	Statements	SA	A	DA	SDA	Total
		f/%	f/%	f/%	f/%	F/%
Item-34	Saya enggan berbicara bahasa Inggris di kelas ILP karena kompetensi tata bahasa saya yang buruk	5	46	57	1	109
		4,59	42,20	52,29	0,92	100
Item-35	Saya enggan berbicara bahasa Inggris di kelas ILP karena kemampuan pengucapan bahasa Inggris saya yang jelek.	5	32	70	4	109
		4,59	29,36	64,22	3,67	100
Item-36	Saya enggan berbicara bahasa Inggris di kelas ILP karena kurang percaya diri terhadap kemampuan bahasa Inggris yang dimiliki	4	50	53	2	109
		3,67	45,87	48,62	1,83	100
Item-37	Saya enggan berbicara bahasa Inggris di kelas ILP karena karena di pengaruhi oleh rasa malu yang tinggi.	8	43	55	3	109
		7,34	39,45	50,46	2,75	100
Item-38	Saya enggan berbicara bahasa Inggris di kelas ILP karena memiliki tingkat kecemasan yang tinggi	10	47	49	3	109
		9,17	43,12	44,95	2,75	100
Item-39	Saya enggan berbicara bahasa Inggris di kelas ILP karena kurangnya termotivasi dalam belajar	2	26	78	3	109
		1,83	23,85	71,56	2,75	100
Item-40	Saya enggan berbicara bahasa Inggris di kelas ILP karena kurang berlatih berbicara dalam bahasa Inggris	2	48	57	2	109
		1,83	44,04	52,29	1,83	100
Item-41	Saya enggan berbicara bahasa Inggris di kelas ILP karena kurang berminat dengan materi yang di bicarakan dalam diskusi	0	21	85	3	109
		0,00	19,27	77,98	2,75	100
Item-42	Saya enggan berbicara bahasa Inggris di kelas ILP karena kurangnya pengetahuan saya dengan materi yang sedang di bahas dalam diskusi.	5	49	54	1	109
		4,59	44,95	49,54	0,92	100
Item-43	Saya enggan berbicara bahasa Inggris di kelas ILP karena kekurangan waktu untuk menyusun	4	46	57	2	109
		3,67	42,20	52,29	1,83	100

Item-44	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kekurangan kosa kata bahasa Inggris	1	38	67	3	109
		0,92	34,86	61,47	2,75	100
Item-45	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kompetensi tata bahasa saya yang buruk	1	39	65	4	109
		0,92	35,78	59,63	3,67	100
Item-46	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kemampuan pengucapan bahasa Inggris saya yang jelek.	0	41	64	4	109
		0,00	37,61	58,72	3,67	100
Item-47	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kurang percaya diri terhadap kemampuan bahasa Inggris yang dimiliki	0	36	69	4	109
		0,00	33,03	63,30	3,67	100
Item-48	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena karena di pengaruhi oleh rasa malu yang tinggi	3	36	68	2	109
		2,75	33,03	62,39	1,83	100
Item-49	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena memiliki tingkat kecemasan yang tinggi	3	30	71	5	109
		2,75	27,52	65,14	4,59	100
Item-50	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kurangnya motivasi dalam belajar.	2	49	56	2	109
		1,83	44,95	51,38	1,83	100
Item-51	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kurangnya berlatih berbicara dalam bahasa Inggris	2	43	62	2	109
		1,83	39,45	56,88	1,83	100
Item-52	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kurang berminat dengan materi yang di bicarakan dalam diskusi	1	50	56	2	109
		0,92	45,87	51,38	1,83	100
Item-53	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kurangnya pengetahuan saya dengan materi yang sedang di bahas dalam diskusi	2	34	69	4	109
		1,83	31,19	63,30	3,67	100
Item-54	Saya enggan berbicara bahasa Inggris di kelas ILP bukan karena kekurangan waktu untuk menyusun ide	0	39	67	3	109
		0,00	35,78	61,47	2,75	100

From the percentage table above, it can be concluded that for item 33, 5 respondents (4,59%) choose strongly agree, 44 respondents (40,37%) choose agree, 59 respondents (54,13%) choose disagree and 1 respondent (0,92) choose strongly disagree. Next for item 34, 5 respondents (45,59%) choose strongly agree, 46 respondentst (42,20%) choose agree, 57 respondents (52,29%) choose disagree and 1 respondent (0,92%) choose strongly disagree. And for item 36, 4 respondents (3,67%) choose strongly agree, 50 respondents (45,87%) choose agree, 53 respondents (48,62%) choose disagree and 2 respondents (1,82%) choose strongly disagree. For item 37, 8 respondents (7,34%) choose strongly agree, 43 respondents (39,45%) choose agree, 55 respondents (50,46%) choose disagree and 3 respondents (2,75%) choose strongly disagree. Furthermore, for item 38, 10 respondents (9,17%) choose strongly agree, 47 respondents (43,12%) choose agree, 49 respondents (44,955) choose disagree and 3 respondent (2,75%) choose strongly disagree. Next for item 39, 2 respondents (1,83%) choose strongly agree, 26 respondentst (23,85%) choose agree, 78 respondents (71,56%) choose disagree and 3 respondent (2,75%) choose strongly disagree.

Furthermore, for item 40, 2 respondents (1,83%) choose strongly agree, 48 respondentst (44,045) choose agree, 57 respondents (52,29%) choose disagree and 2 respondent (1,83%) choose strongly disagree. Next for item 41, 21 respondents (19,27%) choose agree, 85 respondents (77,98%) choose disagree and 3 respondent (2,75%) choose strongly disagree. Although for item 42, 5 respondents (4,59%) choose strongly agree, 49 respondentst (44,95%) choose agree, 54 respondents choose (49,54%) disagree and 1 respondent (0,92%) choose strongly disagree. Next for item 43, 4 respondents (3,67%) choose strongly agree, 46 respondentst (42,20%) choose agree, 57 respondents choose (52,29%) disagree and 2 respondent (1,83%) choose strongly disagree. Moreover for item 44, 1 respondents (0,92%) choose strongly agree, 38 respondentst (34,86%) choose agree, 67 respondents choose (61,47%) disagree and 3 respondent (2,75%) choose strongly disagree. And for item 45, 1 respondents (0,92%) choose strongly agree, 39 respondentst (35,78%) choose agree, 65 respondents choose (59,63%) disagree and 4 respondent (3,67%) choose strongly

disagree. Next for item 46, 41 respondents (37,61%) choose agree, 64 respondents choose (58,72%) disagree and 4 respondents (3,67%) choose strongly disagree. For item 47, 36 respondents (33,03%) choose agree, 69 respondents choose (63,30%) disagree and 4 respondent (3,67%) choose strongly disagree.

Next, for item 48, 3 respondents (2,75%) choose strongly agree, 36 respondents (33,03%) choose agree, 68 respondents choose (62,39%) disagree and 2 respondent (1,83%) choose strongly disagree. Moreover for item 49, 3 respondents (2,75%) choose strongly agree, 30 respondenst (27,52%) choose agree, 71 respondents choose (65,14%) disagree and 5 respondent (4,59%) choose strongly disagree. And for item 50, 2 respondents (1,83%) choose strongly agree, 49 respondenst (44,95%) choose agree, 56 respondents choose (51,38%) disagree and 2 respondent (1,83%) choose strongly disagree. Although for item 51, 2 respondents (1,83%) choose strongly agree, 43 respondenst (39,45%) choose agree, 62 respondents choose (56,88%) disagree and 2 respondent (1,83%) choose strongly disagree. Next for item 52, 1 respondent (0,92%) choose strongly agree, 50 respondenst (45,87%) choose agree, 62 respondents choose (56,88%) disagree and 2 respondent (1,83%) choose strongly disagree. Furthermore for item 53, 2 respondents (1,83%) choose strongly agree, 34 respondenst (31,19%) choose agree, 69 respondents choose (63,30%) disagree and 4 respondents (3,67%) choose strongly disagree. And for item 54, 39 respondenst (35,78%) choose agree, 67 respondents choose (61,47%) disagree and 3 respon dent (2,75%) choose strongly disagree.

B. Discussion

Based on the data analysis about factors causing students' willingness and unwillingness to speak in the ILP classroom, it has showed some results that could be taken about factors causing students' willingness and unwillingness to speak in the ILP classroom. There was Likert Scale to describe those results. They are strong agree, agree, disagree and strong disagree.

Related to the explanation above, after the data was analyzed, it was found that in the data percentage of factors causing students' willingness to speak

English in classroom discussion in Interlanguage pragmatics (ILP) class the most dominant is presence of the opposite sex factor, it means the presence of the opposite sex motivates students' to more likely speak English in classroom discussion in ILP class. Second dominant is group size factor, it means that number of participants present in the discussion influenced them to speak English in classroom discussion in ILP class and third dominant is perceived competence in English language factor, it means have good English competence really influenced students to speak English in classroom discussion in ILP class.

Furhermore, fourth dominant is supported by teacher reinforcement encourages students to be confident factor, it means that supported by teacher reinforcement encourages students to be confident influenced students to speak English in classroom discussion in ILP class. Fifth dominant is familiarity with the interlocutor, it means familiarity with the interlocutor influenced students to speak English in classroom discussion in ILP class. Next, sixth dominant is interlocutor participation, it means the students motivates speak English because participation of the interlocutor in the discussion. Seventh dominant is high self confidence in communicating. Although, number eighth dominant is learners' moods and familiarity of the topic.

Moreover, Ninth dominant is familiarity with the environment. Next, number tenth dominant is quality lecturer assignments. Moreover, number eleventh dominant is higher level of grit, it means desire to show higher level of grit in learning influenced students' to speak English in classroom discussion. Twelfth dominant is good learning atmosphere. Next, thirteenth dominant is the role of lecturer facilitator. For number fourteenth dominant is motivation and the last is learners' beliefs factor.

Factors causing students' unwillingness to speak English in classroom discussion in Interlanguage pragmatics (ILP) class the most dominant is insufficient interest in the class, it means less interested in the material discussed in the discussion really make them to unwilling speak English in classroom

discussion in ILP class. Second dominant is less motivation factor, it means lack of motivation in learning make them to unwilling speak English in classroom discussion in ILP class and third dominant is poor pronunciation ability factor, it means have poor pronunciation ability make them to unwilling speak English in classroom discussion in ILP class.

Next, fourth dominant is less practicing speaking in English. Fifth dominant is insufficient time to formulate ideas. Moreover, sixth dominant is lack of English vocabularies. Number seventh dominant is poor grammatical competences. Next, eighth dominant is lack of self confidence and high shyness. And ninth dominant is insufficient knowledge in the subject and the last, dominant is have a high level anxiety.

As well as the result of the research conducting by Ramli et al., (2021) the finding explained that the factors of students' willingness to communicate covered classroom, teacher's supports, personality, and self-confidence. Subsequently, the factors of students' unwillingness to speak English in the classroom consisted of linguistic problems such as lack of English vocabularies, poor grammatical competence, and poor English pronunciation. While the researcher's result was many factors causing students' willingness and unwillingness to speak in the ILP classroom, specifically is presence of the opposite sex, group size and perceived competence in English language is most dominant affects students' to willingness to speak English in classroom discussion in ILP class and insufficient interest in the class, lack of motivation and poor pronunciation ability is most dominant affects students' to unwilling to speak English in classroom discussion in ILP class.

Next, is Rihardini (2021) conducted the research about "Students Willingness to Communicate Using English: A Survey Study". The result of this study is tenth & eleventh grade students at SMK 10 Malang have a positive opinion towards willingness to communicate using English in the classroom. They said that learning and communicating using english is essential and beneficial.

While the difference is the research conducted examines 109 (from sixth and eighth semester) students willingness and unwillingness in pragmatics subject in UIN Mahmud Yunus Batusangkar. Furthermore, Husna (2009) conducted the research about “Students’ Unwillingness to Speak in EFL Classroom from Cultural Perspective”. The finding of this study is different from researcher, where Husna found the students were asked to deliver the speech based on the topics given by the lecturer, that the students unwillingness to speak in EFL classroom mainly because their lack of vocabulary. While the researcher’s result was many factors causing students’ unwillingness to speak in the ILP classroom, specifically is insufficient interest in the class, lack of motivation and poor pronunciation ability is most dominant affects students’ to unwilling to speak English in classroom discussion in ILP class.

In short, based on the findings, it can be concluded that the factors causing students’ willingness and unwillingness to speak in the ILP classroom by all of the factors that have been mentioned and the results showed that the most dominant factors causing students’ willingness to speak English in classroom discussion in Interlanguage pragmatics (ILP) class is presence of the opposite sex factor and the most dominant factors causing of students’ unwillingness to speak English in classroom discussion in ILP class is insufficient interest in the class.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the research analysis above, the researcher concluded that factors causing students' willingness and unwillingness to speak in the Interlanguage pragmatics (ILP) classroom. The factor causing students' willingness to speak in classroom discussion in ILP class, were; classroom environment, teachers supports, students' personalities, motivation, interlocutor participations, familiarity with the interlocutor, familiarity with the topic, learner beliefs, resence of the opposite sex, group size and perceived competences in English language. And in the factors causing students' unwillingness to speak in classroom ILP, there were; lack of competences in English language, students personality, anxiety level, less motivation, less practicing speaking in English, insufficient interest in the class, insufficient knowledge in subject and insufficient time to formulate ideas.

These research results also answered the research question about:

1. The dominant factor causing students' willingness to speak in classroom discussion in Interlanguage pragmatics (ILP) class that the most dominant is presence of the opposite sex factor with sum 310 and got highest percentage is 8,13 percentage.
2. The dominant factor causing students' unwillingness to speak in classroom discussion in ILP class that the most dominant is insufficient interest in the class factor with sum 309 and got highest percentage is 10,07 percentage.

B. Implication of Study

The result of this study are expected to provide general benefits classified into two, namely:

1. Theoretically
 - a. It can be useful in increasing knowledge and insight, especially

about matters relating to the problem of factors causing students' willingness and unwillingness to speak in the classroom.

- b. This research is expected to give information and be used as reference for similar studies to encourage research on factors causing students willingness and unwillingness to speak in the classroom.

2. Practically

a. For Researchers

1). This research can add knowledge and related insights factors causing students' willingness and unwillingness to speak in the classroom.

2). This research is a learning development of science through research activities.

b. For Lectures

1). Provide information or input to make related improvements program to support students' English language skills.

2). Provide input in the framework of formulating policies for improve the quality of students' English skills.

C. Suggestion

1. English Teaching Department Students

For students, the researcher suggest students to be better prepared yourself before studying in classroom. Especially before discussion in the classroom. Improve yourself-personality, such as confidence, have motivation, have competences in English language and doing practicing speaking in English.

2. Lectures

For lecture, the researcher suggests the lectures to pay more attention factors that make students' willingness and unwillingness to

speaking in the classroom, so that the lecturer can use appropriate strategies to make students want to talk more in class discussion.

3. For Other Researchers

For other researchers who want to conduct an extensive research about factors causing students' willingness and unwillingness to speak in the classroom. They can clearly see from this research. The researcher does suggest for the other researcher to do other research about the students' unwillingness to speak in the classroom in anxiety level.

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