

**FACTORS AFFECTING EFL LEARNERS' UNWILLINGNESS TO
COMMUNICATE IN ENGLISH INSIDE AND OUTSIDE THE
CLASSROOM IN FKIP AT SRIWIJAYA UNIVERSITY**

A Thesis by

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English Education Study Program

Department of Language and Art Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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Hesti Medi Utami

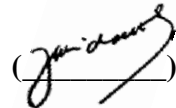
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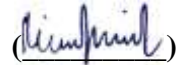
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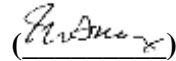
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DECLARATION

I, the undersigned,

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Certify that the thesis entitled “Factors Affecting EFL Learners’ Unwillingness to Communicate in English inside and outside the Classroom” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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The Undersigned,

A handwritten signature in black ink is written over a yellow revenue stamp. The stamp features the Garuda Pancasila emblem, the text 'REPUBLIK INDONESIA', '10000', 'MEPERAN TEMPEL', and the serial number 'FBAJX332959800'.

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THESIS DEDICATIONS

I would like to dedicate this thesis to:

- ✚ Allah SWT, with the grace and blessings that are given to me in everything.
- ✚ My lovely mom, Maryati who contributed everything included my grandfather who always supported me too.
- ✚ My great advisor, Dra. Zuraida, M.Pd and Hariswan Putera Jaya, S.Pd., M.Pd. who always gave me many suggestions and be patient in guiding me to finish this thesis. This thesis could not be completed without them.
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- ✚ My forever best friends, Aisyah Virginia Pranatha and Adelin Aviva who were giving their support to me during accomplishing this thesis. Those are precious to me.
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In finishing this thesis, the writer wish to thank the supervisor, Dra. Zuraida, M.Pd and Hariswan Putera Jaya, S.Pd., M.Pd.,. The writer is blessed to have had their joint supervision. The writer thank Maam Zuraida and Sir Hariswan for their intellectual guidance and critical feedback on the development of writer’s thesis and the knowledge they passed on to the writer on the importance of motivation in learning. Their affection, support, and encouragement rescued the writer on a number of occasions. The challenge of this thesis would not have been fulfilled without their constructive assistance. The writer offer sincere gratitude to them.

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Indralaya, 28 Mei 2021

The Writer,

A handwritten signature in black ink, appearing to read 'Hesti Medi Utami', with a long horizontal stroke extending to the right.

Hesti Medi Utami

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
COMMITTEE APPROVAL	iii
DECLARATION	iv
THESIS DEDICATIONS	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
ABSTRACT	xi
CHAPTER I	
INTRODUCTION	1
1.1 Background	1
1.2 The Problem of the Study	5
1.3 The objectives of the Study	6
1.4 The Significance of the Study	6
CHAPTER II	
LITERATURE REVIEW	7
2.1 Unwillingness to Communicate	7
2.2 The Problem of Unwillingness to Communicate.....	8
2.3 The Importance of Willingness to Communicate.....	9
2.4 Willingness to Communicate as a Treat-Like Predisposition.....	9
2.5 Willingness to Communicate as a Situational Construct.....	10

2.6 Classroom Context	11
2.7 Outside the Classroom Context	12
2.8 Factors Affecting Unwillingness to Communicate	13
2.9 Previous Related Studies.....	14
 CHAPTER III	
METHODOLOGY	18
3.1 Research Design	18
3.2 Variables of the Study.....	18
3.3 Operational Definitions.....	19
3.4 Population and Sample	20
3.4.1 Population	20
3.4.2 Sample	20
3.5 Method of Collecting the Data	21
3.5.1 Questionnaire.....	21
3.5.2 Interview	23
3.6 Validity and Reliability	24
3.7 Method of Analyzing the Data	25
 CHAPTER IV	
FINDING AND INTERPRETATIONS	27
4.1 Findings	26
4.1.1 Summary of the Interview Results	26
4.1.2 Factors Affecting Participants' Unwillingness to Communicate .	32
4.2 Interpretations	37
 CHAPTER V	
CONCLUSIONS AND SUGGESTIONS	40
5.1 Conclusions	40
5.2 Suggestions	41
REFERENCES	43
APPENDICES	50

LIST OF TABLES

Table 3.1 Population and Sample	20
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LIST OF FIGURES

Figure 3.1 inside the Classroom Questionnaire	22
Figure 3.2 outside the Classroom Questionnaire	23
Figure 3.3 Interview Questions.....	24

LIST OF APPENDICES

APPENDIX A	51
APPENDIX B.....	54
APPENDIX C.....	62
APPENDIX D.....	63
APPENDIX E.....	65
APPENDIX F	66
APPENDIX G	68

Abstract

The key goal of studying a foreign language is to be capable of communicating effectively both inside and outside the classroom. Unwillingness to communicate is an act of avoiding verbal communication and treating the situation as something useless. This study was carried out to investigate the potential factors affecting EFL learners' unwillingness to communicate inside and outside the classroom. The data were gathered from total population and sample was 74 participants of 6th semester learners of English Education at Sriwijaya University and narrowed to 22 participants to be interviewed based on the mean score. The data were analyzed quantitatively using SPSS 26 and qualitatively using narrative inquiry approach and thematic analysis strategy. The findings showed that major factors that affect learners' unwillingness to communicate were linguistic, psychological, and interlocutor factors, and of all major factors listed, linguistic factors were suggested to be the most significant factors that affected learners' unwillingness to communicate in English inside and outside the classroom in FKIP at Sriwijaya University.

Keywords: English as a Foreign Language (EFL), Unwillingness to communicate, Narrative inquiry

CHAPTER I

INTRODUCTION

This chapter discussed about (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

1.1 The Background of the Study

Since the late 19th century, English has been referred to as an international lingua franca. Lingua franca itself is a language used between two groups of people, and these two groups do not speak the same native language or mother tongue to communicate. English has evolved into a universal language that is widely used in variety of fields, such as for aviation and maritime, hospitality, and even in knowledge exchange. That is why English is currently the most commonly used language for communication as a foreign language.

Communication is an act of transferring information from one place, individual or group to another by speaking, writing, or using some other medium and it is the purpose of language learning. The true measure of English teaching and learning achievement is when learners can communicate in English both within and outside of the classroom. The aim of learning a foreign language is to improve contact and comprehension between people who speak various languages and from various ethnic backgrounds. Communicating, especially in foreign language is not that easy, there are many learners that are unwilling to communicate due to many factors. The learner's unwillingness to communicate in English both inside and outside the classroom is a common issue in English as a foreign language (EFL) classes.

Unwillingness to communicate is an act of avoiding verbal communication and treating the situation as something useless. It may occur due to variety of causes, such as apprehension, low self-esteem, lack of

communication skills, introversion, socio-cultural, and others. The willingness of English as a foreign language (EFL) learners to communicate in English throughout the time and process of learning is critical in the development and realization of their reliable, fluent, and meaningful English communication abilities. Introverts tend to be quieter and unwilling to communicate. Anxious learners may also remain silent and unwilling to participate in communication. Willingness to communicate (WTC) can be influenced by individual and social factors such as self-confidence, personality, attitude, international posture, gender and age, as well as social and learning background. Linguistic and non-linguistic aspects play an important roles in communication, according to Mahdi (2014, p.17). Particularly in a second or foreign language context, psycholinguistic and socio-cultural factors are very important for willingness to communicate in English. The experts considered linguistic, communicative and psychosocial factors in determining unwillingness to communicate in a foreign language. It stresses, first and foremost, that the decision of the learner to speak or not to speak is determined by who they are communicating with and the level of the speakers' self-confidence in communication. Furthermore, the learners' preference of spoken language is influenced by stable variables, such as personality.

Willingness to communicate is classified into two types: the trait WTC and the situational WTC. It has been discovered that function WTC and contextual WTC are mutually beneficial. Previous study indicates that trait WTC prepares people for communication by increasing their likelihood of putting themselves in circumstances where communication is expected. In contrast, in such cases, situational WTC affects the decision to begin communication. In the classroom, foreign language learners exhibit various WTC concentrations which their teachers and peers can interpret positively or negatively. As a result, it is critical to identify and assess the construct of WTC in FL classrooms. Situational WTC in the classroom environment was

discovered to be influenced by situational factors such as class interactional pattern (teacher-led situation, small group, etc.), interlocutor involvement, task type and subject.

The key goal of studying a foreign language is to be capable of communicating effectively both within and outside the classroom. Learners tend to avoid every chance where they have to communicate in English both within and outside of the classroom. When learners are able to communicate inside the classroom, does not mean that they are capable of doing so outside the classroom and they become more apprehensive and tense and thus more unwilling to participate in a conversation. In accordance with this, Kang (2005) suggests that learners with high WTC will have access to learning resources and will participate in learning experiences both inside and especially outside the classrooms. A study conducted by Pakpahan et al. (2017) examined potential factors influencing EFL learners' unwillingness to communicate in campus. The results of this study have shown that linguistic, psycholinguistic, socio-cultural, and institutional factors were they key factors influencing the learners' unwillingness to communicate in English during their study. Of the major factors listed, socio-cultural and institutional factors were found to be the most influential ones in influencing the participants' unwillingness to communicate in English in campus. Another study was conducted by Çetinkaya (2005), in her dissertation, she examined whether Turkish college students who were learning English as a foreign language were willing to communicate in English when they had the opportunity to do so. She further examined whether the WTC model, developed by MacIntyre et al. (1998), explained the relations among social-psychological, linguistic and communication variables in Turkish EFL context. MacIntyre, Baker, Clément, and Conrod (2001) examined the influence of social support and language learning orientations on L2 WTC in 79 grade nine students of L2 French immersion from a junior high school in Canada. They found that social support from parents and teachers led to

students' WTC inside class, while support from peers was related to their WTC 18 outside class. Another study was by Cao and Philp (2006) who investigated learners' perceptions of factors influencing WTC in the classroom context among eight language learners and the findings indicated the typical factors influencing WTC were group size, familiarity with interlocutor(s) and interlocutor participation. Lack of self-confidence was reported as the main antecedent of low participation in a whole-class discussion. Topic familiarity and interest were also identified as factors affecting WTC behaviors. Furthermore, Yesim (2005) examined WTC of EFL students in Turkey using both quantitative and qualitative methods. In the qualitative study, 15 students out of 365 students who answered the questionnaires were randomly selected for an interview. Lack of opportunity to use English in daily life was the main reason why the students were reluctant to use English when given the opportunity. Although students were able to communicate in English, they did not want to use English with other Turks because they thought that communicating in English with Turks was "absurd". This value indicated the cultural reflections of the Turkish students.

The problem of the current study can be noticed in almost every EFL students. As the writer noticed, the common scenario is that most of the EFL learners in FKIP Sriwijaya University, including students of high levels, do not usually communicate in English inside and outside the classroom even when they are able to. Outside the classroom situations are totally different with inside the classroom because they have to speak whether they are willing or unwilling to communicate in the classroom, but outside, they avoid verbal communication and engage in conversation as little as they can. In actual circumstances which writer experienced as EFL learners, the writer felt unwilling to communicate in English because the writer was afraid that people might judge the way the writer speak and for the mistakes the writer might produce. Outside the classroom, the writer's unwillingness to

communicate was getting high because the writer was afraid about other person's perception. Communicating in English outside the classroom made the writer felt like the writer was being show off to other people who does not speak English. Therefore, the writer remain silent and communicate in English as little as writer can. Some of writer's friends also felt the same, and some faced different reasons.

Given that the purpose of language instruction is to enable learners to interact successfully, it is critical to understand why certain learners are hesitant to do so. Such unwilling will cause learners to lose confidence in mastering the language. Since there are few chances for learners to practice their language, the problem would worsen. As a result, it is critical to figure out what makes some learners unwilling to communicate, particularly in an English as foreign language setting where learners do not receive enough exposure to the target language outside the classroom. The writer examined potential causes and enduring situation-specific factors underlying EFL learners' unwillingness to communicate both w and outside of the classroom through quantitative (questionnaire) and qualitative (interview).

Based on the description of the problems that EFL learners faced in communicating inside and outside of the classroom, the writer decided to seek for reasons and factors affecting it through this study entitled, "***Factors Affecting EFL Learners' Unwillingness to Communicate in English inside and outside the Classroom in FKIP at Sriwijaya University***".

1.2 The Problems of the Study

Based on the explanation above, the current study formulated the problems into this question:

1. What are the factors affecting EFL learners' unwillingness to communicate inside and outside the classroom in FKIP at Sriwijaya University?

1.3 The Objectives of the Study

Referring to the problems above, the study aims to:

1. To find out the factors affecting EFL learners' unwillingness to communicate in English inside and outside the classroom in FKIP at Sriwijaya University.

1.4 The Significance of the Study

This study is expected that it would be beneficial for:

1. Learners in the formation and attainment an effective, fluent and meaningful English speaking skills as well as in the enhancement of their English communication skills.
2. Learners in improving the willingness to communicate inside and outside the classroom.
3. Teacher as the reference and guidance to encourage EFL learners to speak and communicate in English.

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