

**THE CORRELATION BETWEEN THE FLOURISHING
LEVEL OF WELL-BEING AND WILLINGNESS TO SPEAK
ENGLISH OF THE ENGLISH EDUCATION STUDY
PROGRAM STUDENTS, SRIWIJAYA UNIVERSITY**

A thesis

By

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

INDRALAYA

2022

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Certify that the thesis entitled "*The Correlation between the Flourishing Level of Well-being and Willingness to Speak English of the English Education Study Program Students, Sriwijaya University*" 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.

Palembang, July 5th 2022

The undersigned,

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DEDICATIONS

First, I dedicated this thesis to my beloved parents, Yulius and Eni Kuswati, who have always been with me during my ups and downs and whose happiness in this world and the hereafter I have always prayed for. Thank you for being a supportive, caring, and loving family.

Then, I dedicated this thesis to my beloved brothers and sisters, Bertinus Shelby, El Achmed Jibril, Riyasa Pranuwarsa, Deby Theresia, and Anisah Meirani, who have played many important roles in my life, who have always been my main support system, and whose company I always wanted to keep until Jannah. Thank you for being a kind and caring siblings.

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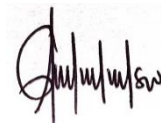
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The writer,



Giyanes Swara

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ABSTRACT

The objectives of this study were to find out the correlation and the contribution between students' flourishing level and their willingness to speak (WTS). The purposive sampling technique was used to select 73 sixth-semester students from Sriwijaya University's English Education Study Program, Faculty of Teacher Training and Education, as a sample in this study. There are two kinds of questionnaires used to collect the data; (1) the Flourishing Scale (FS) and (2) the Willingness to Speak (WTS) Questionnaire. The Pearson correlation coefficient was applied in order to examine the correlation between students' flourishing and their WTS, while the regression coefficient was used to see the contribution. The findings showed that flourishing and WTS were positively and moderately correlated. Students' flourishing levels gave the highest contribution of 21.4% to their willingness to speak.

Keywords: *Flourishing, willingness to speak (WTS)*

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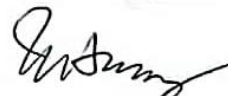
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CHAPTER 1

INTRODUCTION

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

1.1 Background

University education is regarded as one of the most important and crucial phases of a student's life, putting a great deal of pressure on students to prepare them for professional practice. The fact that university students have to face various kinds of stress, such as academic demands, workload, pressure from both teachers and parents, financial problems, and worries about the future, is the reason why higher education is considered a very crucial phase for students (Kumar et al., 2016). Saleem et al. (2013) state that “the university years of an individual are emotionally and intellectually more demanding than almost any other stage of education” (p. 1).

Since mastery of speaking becomes the most important aspect, especially in learning a foreign language, compared with the other language skills, it also becomes one of the academic demands that students often face when they are in higher education. Richards & Renandya (2002) state that it is claimed that a bulk of learners study a language, particularly English, with the purpose of developing communication proficiency in it by speaking, but they also think that it is a difficult duty to acquire (Al-Roud, 2016). It follows Celce-Murcia and Olshtain in Al-Roud (2016), showing that, in some aspects, speaking ability can be considered the most difficult skill to apply because it requires speech production sub-skills such as vocabulary mastery, grammar, and socio-cultural competence. Jaya et al. (2022) add that good pronunciation and appropriate usage are also students' demands in speaking. Furthermore, based on the writer's experience, there are not a few students whose interest or desire to speak is lacking, especially in learning activities that involve discussion activities using English and so on.

Although some students choose to speak up and express their opinions voluntarily when there is an opportunity, others keep choosing to keep silent. Susanti (2019) reveals that the absence of psychological readiness, termed “willingness to communicate” (WTC), caused students to not engage in communication. The lower students’ WTC, the less their oral production (Gharibi & Seyyedrezaei, 2016). When students have little or no desire to engage in communication at all, it means they will have little opportunity to practice and develop their speaking skills. And that can be a problem for them, considering the purpose of language learning is to make students communicative effectively. As a consequence, WTC is one of the important aspects that should be taken into account in teaching speaking as a foreign language.

However, being communicatively proficient in a foreign language is especially challenging since it is impacted by numerous factors such as social, individual, cognitive, and affective factors. Among all of these factors, Gharibi and Seyyedrezaei (2016) discovered that many studies account for the role of various affective factors in language proficiency. When talking about the affective factor, which refers to human feelings and personality, we often relate it to human psychology, which plays a significant role in every learning situation or environment (Haidara, 2016). Accordingly, students' psychology should be on the list of important things to be considered in English language teaching as well.

In positive psychology, Seligman & Csikszentmihalyi in Essa (2020) argued that understanding how to achieve psychological flourishing is one of the most important influences. Diener et al. (2010) define flourishing as “living through main features of psychological functioning such as relatedness, optimism, self-acceptance, feeling competent, being respected by others” (p. 144). Individuals with a high level of flourishing have emotional stability, as they can interact positively in both private and social life. Apart from being better studied in the field of health, the role of "flourishing" has also started to be studied in the field of education. However, there are still very few studies that focus on the relationships between flourishing and signs of academic outcomes (Garzón-Umerenkova et al., 2018).

In English learning, especially English as a foreign language, there are many studies conducted in several countries regarding WTC and its relationship with various variables or factors that are considered to affect the level of willingness of an individual to communicate. For instance, in Indonesia, Manipuspika (2018) conducted research on WTC and its relationship to student anxiety. Another study conducted by Yu (2009) investigated the relationship between WTC, communication apprehension, and self-perceived communicative competence among Chinese EFL learners. Meanwhile, in Iran, Riasati (2018) tried to find a relationship between willingness to speak and language learning motivation. Unfortunately, among the several previous studies, the writer found no study that linked WTC to students' flourishing levels, both in Indonesia and elsewhere.

Nevertheless, there are several studies that are indirectly related to both variables in this study. For example, a study conducted by Datu (2018) investigated the relationship between flourishing and students' academic engagement. This study found that the high level of flourishing was significantly related to emotional and behavioral engagement. In a similar study, Benlahcene (2021) found results that showed a significant relationship between flourishing and cognitive and agentic engagement as well. In fact, none of the above studies introduced the concept of WTS. However, by considering the concept and understanding of academic engagement, which occurs when students become deeply, mentally, and emotionally involved in learning activities, it seems that willingness to speak is part of academic engagement itself. As a result, there is a high probability that flourishing and WTS have a significant relationship as well.

Considering the notion of "willingness to communicate" (WTC) and "flourishing", it seems possible that flourishing can affect students' willingness to communicate or speak. Therefore, the writer conducted a study entitled "The Correlation between the Flourishing Level of Well-being and Willingness to Speak English of the English Education Study Program Students, Sriwijaya University" to see the relationship between these two variables, especially in the Indonesian EFL context. The reason why the writer chose the sixth semester students of the English Education Study Program at Sriwijaya University was that

the participants had already taken an informal, formal speaking, and speaking for academic purposes class. Another consideration for choosing university students is that some of the learning strategies applied by lecturers require students to use their speaking skills in expressing an opinion, especially in discussion activities.

1.2 The problems of the Study

The study's problems are framed into the following research questions:

1. Is there any significant correlation between the flourishing level of well-being and willingness to speak English of the sixth semester students of the English Education Study Program, Sriwijaya University?
2. Is there any significant contribution between the flourishing level of well-being and willingness to speak English of the sixth semester students of the English Education Study Program, Sriwijaya University?

1.3 The Objectives of the Study

Based on the problems above, the objectives of this study are:

1. To find out whether or not there is a significant correlation between the flourishing level of well-being and willingness to speak English of the sixth semester students of the English Education Study Program, Sriwijaya University.
2. To find out whether or not there is a contribution of the flourishing level of well-being to the willingness to speak English of the sixth semester students of the English Education Study Program, Sriwijaya University.

1.4 The Significance of the Study

The result of this study gives information about the flourishing level and willingness to speak English of sixth semester students of the English Education Study Program, Sriwijaya University. Hopefully, this study can be useful as a reference for English lecturers to find out their students' conditions in an improvement and evaluation of their behavior strategy. For the students, the writer hopes that the result of this study can help the students know their flourishing

level so that they can try to deal with it to improve their willingness to communicate. Also, the writer hopes that this study can help other researchers who conduct studies dealing with flourishing and WTS to get more information and use it as the previous related study.

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