CHAPTER IV

FINDINGS AND DISCUSSION

This chapter shows the findings and discussion of the research that provides the answers to the research questions. This chapter contains the findings of situational factors influencing students' willingness to communicate in online-speaking classroom.

4.1 Findings

This research presented the results of data collection on situational factors that influence students' willingness to communicate in online speaking classes. In collecting data, the researcher used a qualitative research design by distributing student reflection sheets to find out students' opinions.

Based on the data from the students' reflections in speaking class, 10 students participated in this study. Four questions provide for students. Students answer this reflection by using the Indonesian language to make students easier to answer questions. In this reflection, the research found that most of the students had the same thought, but they expressed it in different ways. The following is the result of the researcher's analysis of each reflection question given to students.

Table 4.1 Participants Demography

No.	Participant Name (pseudonym)	Gender
1	S1	Female
2	S2	Female
3	S3	Female
4	S4	Female
5	S5	Female
6	S6	Female
7	S7	Female
8	S8	Female
9	S9	Female
10	S10	Female

4.1.1 Topic in Speaking Classroom

To achieve students' goals of using L2, it is important to understand what motivates students in English classes. Therefore, the growth of research on the L2 WTC construct has been a theme of concern for language researchers around the world in recent decades. English as a foreign language (EFL) has been widely taught as a compulsory subject from primary school to university to meet the high demand for English proficiency required for national economic growth. In the context of higher education, communicative competence in English is now considered the golden key for successful integration into the world as well as the

ultimate goal of language learning. However, the oral communicative competence of EFL students is far from expectations by the time students have completed university education (Heng, 2014).

Topic in speaking classroom have four sub-themes, there are topic familiar, topic interest, topic preparation, and challenge topic.

4.1.1.1 Topic Familiarity

Topic familiarity is equally important for other individuals participating in the interview. They unanimously believed that this factor significantly affected their level of willingness to speak and that when they benefited from a lot of knowledge and information on a particular topic, they would be more willing about it.

Another main characteristic of the topic referred to by the respondent is the interest in the topic. They unanimously believe that the more interested they are in a particular topic, they will desire to talk about the topic.

The first statement explains that S6 will respond to questions from lecturers using English when she feels she has a good answer to convey, and she can also freely give her opinion.

"Yes, if I think I have an answer that I think deserves to be submitted. Open-ended questions are questions that anyone can answer so that freely there will be many opinions that will arise so it's okay to express what we think" (S6).

Another statement that is not different from S6 is that said, when the lecturer asked to comment or give an opinion, of course, she had to answer it, even when the question asked she did not understand she still answered it, especially with

questions that she understood well, then she would be even more enthusiastic in answering lecturer's question or express her opinion in English.

> *"Of course, answering questions that I don't understand well, I still dare to speak English. Especially when dealing with topics/questions that I am good at, of course, I will be more enthusiastic in answering the lecturers' questions and or expressing my opinion on topics in English."* (S1)

Another student said that by commenting, she could also share her opinion and could develop ideas about the topic that she conveyed.

> *"Yes, because by commenting on topics I know I can share my own opinion. I can also elaborate on ideas so that I can develop my comments on the topic. If there are words that I don't know, maybe I will ask the lecturer for help to improve my comments to make it even better."* (S4)

There is also an opinion from S4, who said that when the lecturer asked the student to present, she would use English because she was in an English-based environment.

> *"Yes, I will use English because I myself am in an English-based learning environment on campus. On the topic of why not, but according to my opinion which I might find appropriate then I will state it."* (S6)

Meanwhile, S6 said that when she is asked by the lecturer, she would comment according to her ability and she would combine English with the Indonesian language if there was a word that she does not know the

English of the word. She did it because the lecturer allowed it, as long as it was delivered with a good idea.

"Yes, I will comment according to what I know and sometimes I will mix it with Indonesian if I don't know English because the lecturer himself also allows to mix languages as long as the idea you want to convey is creative/critical thinking" (S7)

The last answer for topic familiar said that if she knows the topic, she will comment in English because she has the opportunity to express her opinion and train her mentally.

"Yes, when I know the topic, I also often make comments using English because that is where I have the opportunity to express my opinion and train my mentality in using English." (S9)

S9 said that, when she knew about the topic, she got the opportunity to express her opinion and her mind by commenting in English.

Regarding topic familiarity, from the statements given by S1, S4, S6, S7, and S9, it can be concluded that students will be willing to provide comments if the topic given by the lecturer is familiar to them. In addition, students will provide their thoughts and ideas if the topic is familiar.

4.1.1.2 Topic Interest

Topic interest indicates that students are more willing to speak when they are sure of the correctness of their answers than when they know they are speaking. Participant were asked to express the extent to which they were willing to speak out

if they believed their words were correct and organize their thoughts and then express their ideas.

For topic interest, S9 said that a good opportunity to express opinions and also to practice speaking in front of lecturers is using English.

"Yes, because in my opinion, I personally can express opinions or opinions according to the questions given and also train myself to dare to speak in front of the class." (S9)

S9 said that she thought, she could express opinions according to the questions given in class because it was to train her to be more courageous in speaking in front of the class.

4.1.1.3 Topic Preparation

Being prepared to speak about a specific topic is one of the factors of students' willingness to communicate in online speaking class. Participants are most willing to discuss a topic when they are ready to talk about it. Topic preparation is an important factor that influences students' level of willingness to communicate.

For topic preparation, S4 stated that she would try to keep asking questions using English even though her skills were still lacking in speaking, and she would also prepare questions first.

"Yes, because I always try to keep asking questions using English even though my skills are still lacking in speaking. Usually I will also prepare the question to make it look more weighty and good." (S4)

Another opinion from S4 who said that when she was notified earlier about the material to be discussed, she would prepare questions about the material first in English.

"Yes, because several times we were notified earlier about the material we wanted to discuss, so I will prepare questions about the material in advance and of course in English" (S7)

S7 said that several times they were told in advance about the material that they wanted to cover. Before entering class, S7 would prepare questions about the material first and of course in English. She did it because when she was asked to speak, she could easily speak fluently.

From S4 and S7 statements, it can be concluded that students will speak willingly if they can prepare themselves for the topic that will be given.

4.1.1.4 Challenge of the Topic

One of the factors from the questionnaire is the challenge of the topic. Sometimes students want to talk in class because they want to challenge themselves and increase their speaking skills in front of their lecturer and their friends. For the challenge of the topic, S4 said that she responded to the lecturer's questions using English because she wanted to increase her speaking skills and thinking skills. She also wanted to apply the new vocabulary that she had learned before.

"Yes, because by answering these questions I can hone my speaking skills even though they are still stuttering. At the same time, I also hone my thinking skills and formulate ideas so that I can apply the new vocabulary that I have learned" (S4)

S4 stated that, although she is still not fluent in speaking English, she always tries to improve her English skills. She also tries to increase her ability to think and find new ideas by using vocabulary that she has learned.

4.1.2 Interlocutor in Speaking Classroom

Students prefer to talk to interlocutors who are more competent than them, who talk a lot and come out, also who have a lot of ideas that can stimulate more ideas. Students also added that the more familiar the students were with their interlocutors, the more comfortable they were in talking to them. The interlocutor is a key factor that contributes to students' willingness to communicate or not. For L2 communication, another important aspect is the level of proficiency of the L2 interlocutor relative to the speaker and in particular, whether the interlocutor is an L2 native speaker or not (Kang, 2005). Based on this theory, researchers conducted research on interlocutors in speaking classrooms looking at familiarity with the interlocutor, interlocutor participation, and age of the interlocutor. The presentation of the findings is as follows.

4.1.2.1 Familiarity with Interlocutor

Familiarity with the interlocutor is one important factor that is referred to by several students. Among the participants emphasized the importance of this factor in making them willing or unwilling to speak in the class. They express more desire to talk to someone they know well and therefore they are more comfortable with.

The argument from S3 showed that she would ask her friend first if she was asked to perform because she could understand her friend's explanation better than her lecturer's explanation.

"I will ask my friend first because the explanation from a friend is easier for me to understand that the explanation from the lecturer, or maybe the things that need to be clarified will be asked by other students in Zoom." (S3)

The next argument is from S5 who said that she asked her friends more often because with her friends she did not feel any awkwardness. It was different when she was speaking with her lecturer. Sometimes she also asked her friends to correct her if there were mistakes.

"Yes, even more often. Because with friends, I don't feel awkward and afraid of being wrong, this is different from direct classes with lecturers. With friends, I sometimes ask from the beginning of speaking to be corrected if there are mistakes." (S5)

Meanwhile, S8 said that she preferred to ask her friend because the explanation from her friend could be shorter.
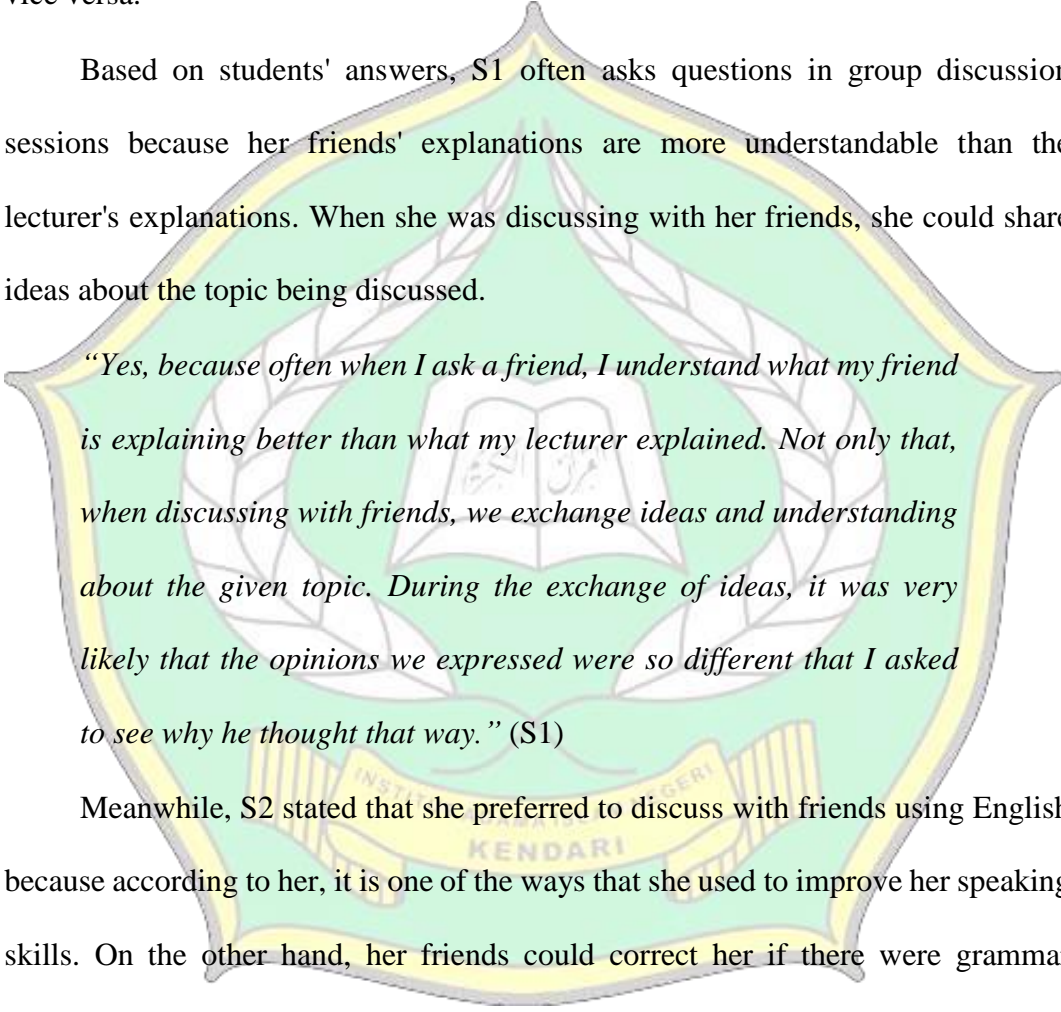
"No, I chose to ask a friend because the explanation was shorter and clearer". (S8)

Based on S3, S5, and S8 statements, it can be concluded that students' willingness to speak depends on the familiarity of their interlocutor. Students prefer to talk to their friends rather than their lecturers because they feel the explanations given by their friends are easier to understand.

4.1.2.2 Interlocutor Participation

Interlocutor participation was also recorded as an impact on the willingness to speak. The level of interlocutor participation and performance becomes a student's motivation to contribute to the discussion. Student speaking willingness will increase if the student's interlocutor shows a good level of participation, and vice versa.

Based on students' answers, S1 often asks questions in group discussion sessions because her friends' explanations are more understandable than the lecturer's explanations. When she was discussing with her friends, she could share ideas about the topic being discussed.

"Yes, because often when I ask a friend, I understand what my friend is explaining better than what my lecturer explained. Not only that, when discussing with friends, we exchange ideas and understanding about the given topic. During the exchange of ideas, it was very likely that the opinions we expressed were so different that I asked to see why he thought that way." (S1)

Meanwhile, S2 stated that she preferred to discuss with friends using English because according to her, it is one of the ways that she used to improve her speaking skills. On the other hand, her friends could correct her if there were grammar mistakes in her speaking.

"Yes, because discussing using English with friends, I feel this is the best way to improve my speaking skills. In addition, friends can also correct my grammar if something is wrong when I speak." (S2)

From the statements above, it can be concluded that the participation of the interlocutor influences students' willingness to speak. Students will be more willing to talk because their conversation or discussion partner provides good participation.

4.1.2.3 Age of Interlocutor

Concerning the age of the interlocutor, the level of students' willingness to speak is determined by whether their interlocutor is younger, in the same age, or older than them. Students are more willing to talk to classmates than to people older than them. When students discuss with their friends, they feel capable of speaking English and the level of student's doubt when talking to their friends is not as big as when the students were talking alone or talking to an older interlocutor. From the interview, S3 stated that when she discussed with her friends, she thought that she could still try to speak in English because the doubts when talking to her friends were not as big as when she was talking alone on Zoom or talking to the lecturer.

> *"Yes, because if I discuss with my peers, I think I can still try to speak in English, because the doubt I have is not as big as if I speak alone in Zoom or if I will talk to an older lecturer"* (S3)

From the results of interviews with S3, it can be concluded that students' willingness to speak is influenced by the age of their interlocutor.

4.1.3 Teacher Role

Another factor that influences the level of students' willingness to speak is the teachers and their role in the class during the learning process. The results of the interviews show that the important role teachers play in making students dare

or not to speak cannot be ignored. From the students' answers, it was found that students would respond to the lecturer's questions using English because the lecturer gave students the freedom to express their ideas.

"Yes, because Fluency in English will only be achieved if you always use it, including in class. As much as possible, I always answer the lecturer's questions in English to get used to expressing ideas using English and I also believe that this will be an important point in the lecturer's assessment and in improving my speaking skills". (S1)

In terms of the teacher's role, when the lecturer asks the class questions via Zoom, students answer the questions in English. Based on the results of the interview, S1 said that when the lecturer asked a question, she would answer the lecturer's question using English because the lecturer allowed her to express her ideas. Meanwhile, S2 revealed that she felt like participating in trying to answer the lecturer's questions because the lecturer suggested using English.

"Yes, I answered in English because, in addition to the lecturer suggesting using English, I also felt that answering it could train my speaking skills, I mean more practice because at home I don't have friends to discuss using English. So, I use Zoom as a place to practice as well". (S2)

S2 also added that her lecturer always gave suggestions to use English even though it had to be mixed with Indonesian. This made her not hesitate to try to talk.

"Yes, because the lecturer always advised us to use English even though it was mixed with Indonesian." (S2)

Apart from that, S2 also admitted that even though she did not understand the material given and still needed clarification, she would still try to ask questions because the lecturer gave her the freedom to mix English with Indonesian when speaking.

"Yes, of course, I will comment in English. The first reason, is because this is an English class so I think it is mandatory to use English, secondly, commenting using English can increase my confidence even though I know that when I speak there are lots of mistakes, either from grammar or the selection of vocabulary that is not right." (S2)

S5 gave two reasons regarding the response when the lecturer gave a question. She stated that the first reason was because it was her obligation as an English student, and the second reason was because she was already in a semester that was no longer low.

"Yes, there are two reasons that make me often answer these questions using English, the first because I feel that it is my obligation to use English because I am an English student and this (course) is an English course and the second is because I am already in English and the semester that is no longer the level to use Indonesian more than English" (S5)

S9 said that she often speaks English because she is aware that she is an English student who is obliged to use English in the learning process.

"Often because I realize that we are students of English education study program which we must use English when we are in the learning process". (S9)

Meanwhile, when all subjects were asked about their willingness to give their opinions during the learning process on Zoom, they always used English, because they considered it their obligation. S9 said that she often asked questions using English in discussion groups because it was an obligation.

"Yes, often because it is our obligation, moreover the course requires us to use English" (S9)

Other than in the teacher role, the researcher found that, if the lecturer asked questions openly, then S10 said that of course, he had to answer the lecturer's questions in English because that was his obligation as an English student.

"Of course, I will answer in English, because it is something that must be done in the classroom, especially since I am a TBI student. So, speaking in English is a must. Unless there is an instruction from the lecturer to answer it in Indonesian, I will use Indonesian." (S10)

S10 added that if the lecturer asked her to comment during the Zoom class, she would use English. She did this because trying to speak English was her obligation, and this also made her use English more often.

"Of course, I use English apart from my obligation my brain is also more fluent in answering English than Indonesian. This is because I use English more often in my life. In fact, I sometimes forget to use Indonesian when I go to the store. I often miss using English." (S10)

Regarding the teacher's role in willingness to speak which is seen when students are willing to ask questions and ask for clarification on material, S10 said that the lecturer would encourage them to ask for clarification in English and may combine it with Indonesian.

"Of course, yes because Mr. always encourages us to speak English

in his class. You can mix Indonesian, but it's better if it's in English"

(S10)

S10 also said that she used English in class because her friends used it. According to her, it was their obligation as English students to use English more often.

"For this, I just go with the flow anyway. If my friends use English,

then I will use it too, and vice versa. Even so, we use English more

often, because we are self-aware that we are English children, so we

use English as much as possible when speaking" (S10)

From the findings above, it can be concluded that lecturers and their role in learning influence students' willingness to speak. Students will be more willing to speak when they are given the opportunity by the lecturer to express their ideas. Apart from that, students' willingness to speak is also influenced by students' sense of awareness regarding their obligations as English students. Students' willingness to try to use English in expressing opinions making comments or asking questions is also influenced by the lecturer's encouragement, even though they have to combine English and Indonesian when they speak.

4.1.4 Classroom Atmosphere

Another important factor that can be seen in students' willingness to speak is the classroom atmosphere that makes students willing or unwilling to communicate. Students feel more willing to speak in a pressure-free environment, where there is a friendly relationship between teacher and student. For the class atmosphere,

students have two different responses to questions. The first is students' willingness to ask questions to lecturers who speak English. Meanwhile, the second is students' willingness to express opinions. The findings from the interview can be seen in the explanation below.

Regarding willingness to ask questions, S6 said that she would see the situation if she used English in class from the start of the class. Then she also said that she was a person who had difficulty understanding materials. Therefore, she would definitely clarify her misunderstanding by questioning the lecturer.

"Yes, sometimes I use it. I see the situation if in class we use English from the beginning of the class, then I adjust it to the language used at the beginning of the class. Regarding understanding, of course, I will do something to clarify something because I am one of those people who have a hard time understanding things." (S6)

S6 also said that if the discussion process uses English, then he will also follow the discussion process using English. She also did it in the presentation process.

"Yes, because if the use of English is used in the presentation process, it will also follow the discussion process regarding asking questions" (S6)

From the findings above, it can be concluded that students' willingness to use English is influenced by the classroom atmosphere. The class atmosphere can be seen from the discussion process, presentations, and the application of English by the lecturer in the learning process.

4.1.5 Technical Issues

A bad connection is one of the problems that students face when they do online classrooms, sometime the students will speak in online classes but a bad connection sometimes makes them cannot speak and ask a lecturer. S1 said that she would ask if there were still things that made her curious because sometimes she didn't hear clearly what the lecturer was saying because of a bad connection.

"There were several moments that motivated me to ask. Usually, I understand the material well but there are things that make me curious and want to know more. If that's the case, I won't hesitate to ask even though I have to look for suitable English words on Google Translate first. Another moment is when I don't know what is being said or because I don't hear it well which is usually due to network problems. At that moment I usually ask to clarify the topic that I do not understand and of course, I will prepare" (S1)

S1 said that there were several moments that motivated her to ask questions and usually, when there was something that made her curious, she would not hesitate to ask questions, even though she had to search for the right and suitable English word on Google Translate first. Other than that, when she did not know what the lecturer said or did not hear well due to network issues, at that time she usually asked to clarify topics that do not understand.

4.2 Discussion

In this session, the researcher explained the situational factors that influence students' willingness to communicate in online speaking classes based on findings

conducted through interviews with 10 English students. The ten students were asked questions about what situations made them willing or unwilling to speak. The research results show that 5 factors can influence students' willingness to communicate in online speaking classes, including topics in the speaking classroom, interlocutor in the speaking classroom, teacher/lecturer roles, classroom atmosphere, and technical issues. This is also shown by the results of research conducted by Riasati and Rahimi (2018). They found that there were several factors that influenced students' willingness to communicate, including the topic in the speaking classroom, the interlocutor in speaking, the role of the teacher, and the classroom atmosphere. Apart from that, Riasati (2012) also stated that there are several factors that influence the efficiency of communication in English and these factors are the type of assignment, discussion topic, interlocutor, teacher, class atmosphere, personality, and self-perceived speaking ability.

Through interviews, the research results show that if we look at the topics in speaking classes, four things influence students' willingness to communicate, including topic familiarity, topic interest, topic preparation, and challenge of the topic. On the topic of familiarity, the interview results showed that students would be willing to speak if they felt familiar with the topic being presented. If students have sufficient knowledge and information regarding the topics presented, of course, they will not hesitate when they are asked to answer questions or express their opinions. This was also expressed by Banerjee (2019) that topic familiarity with the performance of second language (L2) learners can have an impact on language speaking assessments. He also revealed that second language learners' language proficiency is influenced by their understanding of the content, and this

factor is clearly visible in the process of acquiring and sharing information. Meanwhile, regarding interest in the topics presented, the research results show that students are willing to express their opinions if they are interested in the topics discussed in class. This was also explained by Wang and Wang (2012) that interest in a topic has a reciprocal influence, and students who have a great interest in a field often show strong abilities in discussing a topic.

Based on those two factors, Cao and Philip (2006) show that discussion topics have a significant effect on students' WTC. In speaking activities when the students are provided certain topics that make them interested in participating in the conversation, as well as familiar topics that they know most students tend to follow. Students also like to participate in speaking activities when the topic is convenient for them. However, only a few students participated in speaking activities on controversial topics and these students were students who had a high level of English proficiency in the class. Students' WTC is said to be high when the topic discussed is familiar, interesting, comfortable, and controversial.

For topic preparation, the finding shows that if the topic that will be covered in class has been informed to students before entering class, then students will prepare themselves by asking questions or finding out more about the topic. So that when students are ready with the topic, they are willing to volunteer to speak, such as asking questions or expressing opinions. This is in line with Riasati's (2012) statement which stated that students' willingness to speak is also determined by the preparation that students make for the given topic. Students will be willing to speak if they have prepared anything regarding the topics presented. In the challenge of the topic, the findings showed that students volunteered to speak if the students felt

challenged by the topic given. Students feel that new and challenging topics can improve their speaking skills. This was also expressed by Azwar et al (2021) that because they wanted to increase their vocabulary on new topics, students were willing to communicate.

Regarding interlocutor participation, research results show that the interlocutor's participation and performance can have a big impact on students' willingness to communicate. Students become very enthusiastic about speaking if the person they are talking to gives a good performance in providing explanations or responding actively. Students' motivation to speak also increases because of the participation of the interlocutor. This was also explained by Kang (2005) who stated that students prefer to talk to interlocutors who are more competent than themselves, talk a lot are frank, and have lots of ideas so they can stimulate more ideas. He also added that the more familiar students are with the person they are talking to, the more comfortable they will be in talking to the person they are talking to.

The research results show that the level of students' willingness to communicate in English is greatly influenced by the role of the teacher. The teacher's treatment of requiring students to use English in speaking can foster students' interest in trying to speak English even though they have to mix it with Indonesian. Teachers also give students the freedom to ask questions in English that they don't understand or can use a mixture of language. This of course makes students want to express their ideas and opinions. Zarrinabadi (2014) said that there is an important role for teachers in creating an environment that supports students. Students will have high WTC when teachers pay attention to students' knowledge

and give them more power to negotiate topics. The role of the teacher also influences the classroom atmosphere when starting learning. The research results show that students will feel more willing to speak in a stress-free environment where there is a friendly relationship between teacher and students. This is also explained by Zarrinabadi (2014) that teachers must minimize the fear of making mistakes and give students more time for consideration and reflection before answering questions. However, Susanti (2021) emphasized that the teacher also has an important role in controlling the classroom atmosphere in an effort to increase students' WTC. When the teacher can create a classroom atmosphere, students will be more willing to engage in speaking assignments regardless of the type of assignment given, where they sit, who they are talking to, and their low or high language skills.

The final part of the findings shows that students' willingness to speak is also influenced by technical issues such as the good or bad connection used when students take part in online learning. Data shows that students show interest in speaking if they have a good connection. Good connections can also help students to prepare themselves when volunteering to speak in online classes. On the other hand, if they have a poor connection during the online learning process, then students' willingness to communicate in English will decrease. This was also explained by Riasati and Rahimi (2018) who stated that bad connections can influence students' willingness to communicate in online classes because even though students are encouraged to talk, poor networks can suppress this desire.