

**TEACHER'S AFFECTIVE FACTORS INFLUENCING EFL STUDENTS'
WILLINGNESS TO COMMUNICATE IN SPEAKING CLASS**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan at English Education Department

By

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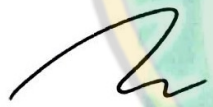
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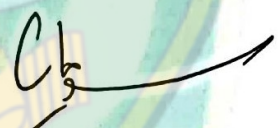
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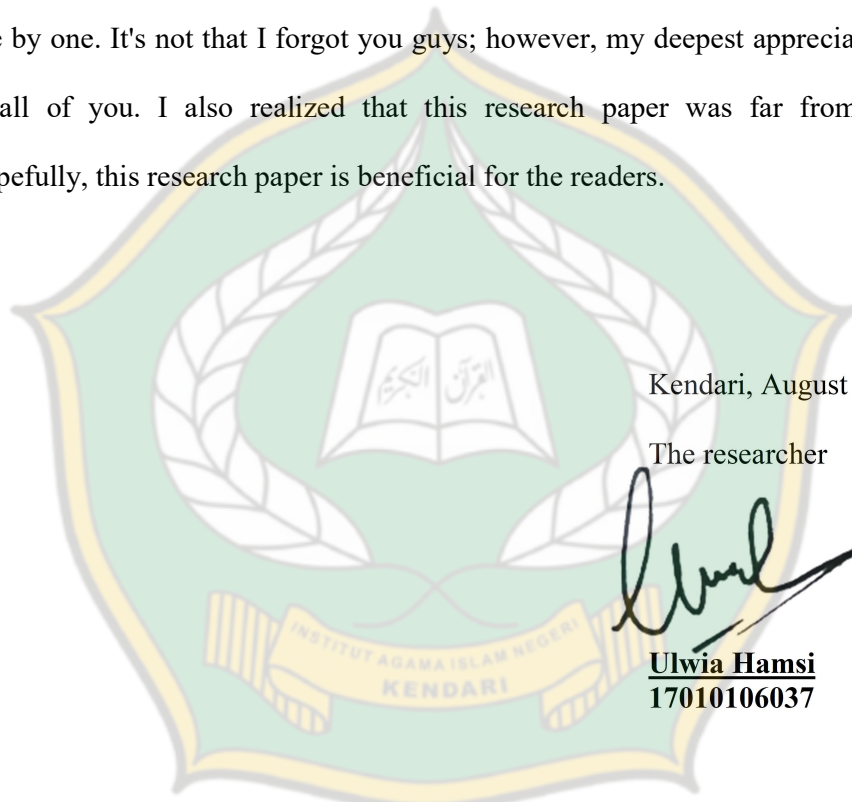
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Kendari, August 8th, 2022

The researcher



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ABSTRACT

Ulwia Hamsi SID 17010106037. “Teacher’s Affective Factor Influencing EFL Students’ Willingness to Communicate in Speaking Class” Supervised by: Abdul Halim, S.Pd., M. TESOL. and Suhartini Syukri, S.Pd.I., S.Pd., M.Pd.

This case study aims to investigating the factor affectiveness of the teacher influencing EFL students' willingness to communicate in speaking classroom context. This research focuses on collecting data from five students of fourth semester in English Education Department. The data from reflection were analyzed thematically by coding to identify related concepts, facts, ideas, and keywords in the student reflection writings. The findings indicate that students' willingness to communicate in speaking class is closely related to the teacher's providing positive relationship, choice of topic, challenging activity, error correction, and wait time as encouragement elements. Students with self-motivation acknowledged to be more encouraged and confident to speak in the classroom context. The study implies that teachers can significantly enhance students' willingness to communicate in EFL speaking classes by fostering positive relationships, selecting engaging topics, providing challenging activities, offering constructive error correction, and allowing sufficient wait time, especially for self-motivated students who are more likely to feel confident in such an environment.

Keywords: speaking class; teacher’s affective; willingness to communicate

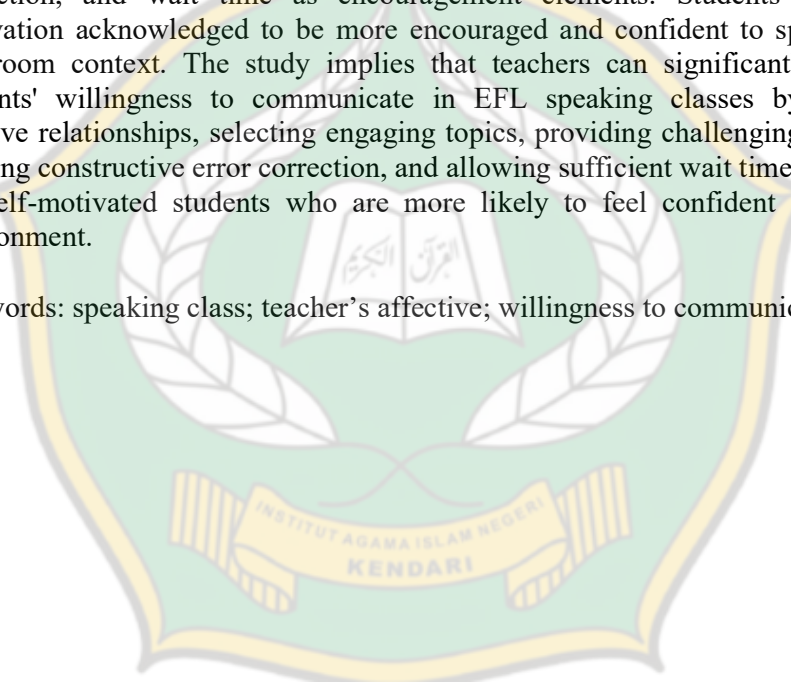


TABLE OF CONTENTS

TITLE PAGE	i	
APPROVAL SHEET	ii	
LEGALIZATION SHEET	iii	
DECLARATION OF AUTHORSHIP.....	iv	
HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI.....	v	
ACKNOWLEDGEMENT	vi	
ABSTRACT.....	xi	
TABLE OF CONTENTS.....	xii	
LIST OF TABLES.....	xiv	
LIST OF FIGURE.....	xv	
CHAPTER I: INTRODUCTION		
1.1 Background of Study	1	
1.2 Scope of Study	5	
1.3 Research Questions	5	
1.4 Purposes of Study	5	
1.5 Significance of Study	5	
1.6 The Definition of Key Term	6	
CHAPTER II: LITERATURE REVIEW		
2.1 Theoretical Framework	8	
2.1.1 Willingness to Communicate	8	
2.1.2 Factor Influencing Willingness to Communicate.....	12	
2.1.3 The Effect of Teachers on Learners' WTC	15	
2.1.4 Teachers' Socio-affective and Pedagogic Strategy	17	
2.1.5 Teachers' Role in Encourage Students' WTC	18	
2.1.6 Teacher Immediacy Attribute.....	25	
2.2 Previous Study	27	
CHAPTER III: METHODOLOGY		
3.1 Research Design	31	
3.2 Settings and Context	31	
3.3 Participant of the Study	32	
3.4 Instrument of the Study	33	
3.5 Data Collection	34	
3.6 Data Analysis	35	
CHAPTER IV: FINDING AND DISCUSSION		39
4.1 Finding	39	
4.1.1 Developing Positive Relationship	40	

4.1.1.1 Immediacy.....	40
4.1.1.2 Teacher’s Support	41
4.1.1.3 Teacher’s Enthusiasm	42
4.1.2 Choice of Topic	43
4.1.3 Challenging Activity	44
4.1.4 Error Correction	45
4.1.5 Wait Time	46
4.2 Discussion	48
4.2.1 Providing Positive Relationship.....	48
4.2.1.1 Immediacy.....	48
4.2.1.2 Teacher’s Support	50
4.2.1.3 Teacher’s Enthusiasm	51
4.2.2 Choice of Topic.....	52
4.2.3 Challenging Activity	53
4.2.4 Error Correction	54
4.2.5 Wait Time.....	55
CHAPTER V: CONCLUSION, LIMITATION, AND PEDAGOGICAL IMPLEMENTATION	57
5.1 Conclusion	57
5.2 Limitation of Study	58
5.3 Pedagogical Implementation.....	60
REFERENCES	61
APPENDICES	68
Appendix 1: Reflection Sheet	69
Appendix 2: Result of Reflection.....	70
Appendix 3: Research Permit Sheet	82
Appendix 4: Curriculum Vitae	83

LIST OF TABLES

Table 2.1: Teachers' affective in raising WTC.....	18
Table 2.2: Verbal and Non-verbal Behavior	26
Table 3.1: Example of coding data	37



LIST OF FIGURE

Figure 2.1 Heuristic Models of Variables Influencing WTC37

