CHAPTER IV

FINDING AND DICUSSION

The research findings and their discussion were presented in this chapter. Researcher represented the results of data analysis from participant reflection documents to reveal the extent to which students' WTC is influenced by teachers' affective factors. In the discussion section, Researcher explored the results of the study and it was linked with relevant previous research findings.

4.1 Findings

This result reveals the extent to which teachers' affective aspects affect students' willingness to communicate in speaking class by analysing the first observation and data collecting from five EFL students who participated in the study. Five questions, all in Indonesian, made up the majority of the reflection in this study. Additionally, the data were qualitatively examined by thematic analysis utilizing descriptive coding (Bianco, Schettini, & Gasparini, 2014), and followed by colour coding (Saldana, 2016).

The participant interviews revealed five specific themes that described the extent to which EFL teachers' affective influence on students' readiness to communicate in class. These themes include (1) Developing Positive Relationship (2) Choice of Topic (3) Challenging Activity (4) Error Correction (5) Teacher's Wait Time.

4.1.1 Developing Positive Relationship

Developing positive relationship included immediacy, teacher's support, Techer's Enthusiasm, and the full explanation of which is as follows:

4.1.1.1 Teacher's Immediacy

The teacher's immediacy is an attempt to inspire and have an impact on the EFL students' willingness to communicate in speaking class. In this context, the interaction between the lecture and pupils mentions by verbally and nonverbally. The verbal behavior found was friendly mentioned by the second participants in their reflection writings.

> "…when the atmosphere in the class is more laid-back than in some other classes. For instance, when the lecturer cracks jokes to lighten the mood, offers engaging activities, and smiles, changed the perception that before he looked cruel. (P2)"

Related to the response above, P1 made the decision to keep quiet when the lecturer's seem stressful behavior. She conveyed this sentiment since the lack of smiles on the lecturer's face gave him the impression that the man was not in a good mood. Same felt by P4 receives motivation in the form of verbal behavior was humor. As the data reflection explains:

> "…I ask a lot of questions and talk in class meaning that I feel comfortable with the lecturer who teaches in the class. On the contrary, I will be more silent because I feel that the lecturer is less interesting in teaching and the atmosphere in the class is made tense so that I feel reluctant to just ask questions. An example of a class atmosphere that makes me tense is the lecturer who stares sharply, and does not have humor in the class." (P4)

P4 demonstrated that the lecturer's positive behavior and sense of humor can motivate him to engage in dialogue with his students. However, the lecturer's

eye contact with her causes him discomfort. In another hand, participants P5 mentioned the teacher acts as a non-verbal immediacy that makes her speak even though it happens with compulsion. As the participants acknowledged that eye contact was also mentioned as one of the facilitating factors. Here is the P5 data said:

> "… the lecturer who throws a question to a student and then doesn't get a response, in that situation the lecturer turns his body and keeps his eyes on me then I have to fulfill the lecturer's request with the reason that I feel the lecturer hopes that I can answer it and does not want to disappoint him." (P5, age: 19).

The participants' statements showed that the impression brought by the lecturer influenced the students' inspiration to show their willingness to express themselves in the speaking class.

4.1.1.2 Teacher's Support

Teacher's support in this context is a form of support provided by the lecturer to influence students' speaking desire in speaking class. There are several forms of support provided, such as motivation, feedback, attention, tips, and good treatment. However, the most common support influencing their willingness to speak was motivational words. This is illustrated in the reflection's answer:

> "…because I feel motivated by the words of the lecturer who said that " to speak fluently then don't be afraid to try for fear of making mistakes, because with those mistakes we can learn more.". So far, the lecturers' efforts to motivate me to speak in class have been greatly affected, especially in the Speaking class. The higher my level, I feel like free, there is no more nervousness when speaking because Sir always reminds me never to be afraid of "wrong" thoughts so only make you fail. We also only oppose the destiny that is given because we try to continue to be perfect and right." (P1)

Regarding the response above, P1 admitted that the lecturer's frequent use of simple, motivation words had a favourable effect on his willingness to talk. Another felt mentioned by P3 that the teacher who provided a reference for him was a very powerful source of encouragement. This is how P3 expressed it:

> "…the lecturer gave me nice examples of sentences like a native speaker, he wrote them on the blackboard so that when I wanted to ask the next opportunity, I already had the references." (P3)

Meanwhile, tips have their share as a form of support provided. As P4 who benefited from the lecturer's guidance in the form of study advice found it to be helpful. She stated:

> "The feedback/corrections that are usually given are to always read a lot of knowledge books, watch learning videos and speak English, practice every day, and so on. In essence, all corrections are always aimed at things that are beneficial for students." (P4)

Similar to the other comment, P5 revealed this tip as teacher's support in her experience was doing presentation. She said:

> "…The lecturer will give applause and examples of how to do a good presentation such as doing mind mapping, adjusting body position to look confident, how to speak in front with the right movements, etc." (P5)

Based on the scripts above, how one feels or reacts to receiving support depends on the support's form. The participant acknowledged that in order to improve her presentation or communication skills, he absolutely needed a supportive response.

4.1.1.3 Teachers Enthusiasm

The spirit of the teacher in this context is all the internal efforts that are carried out such as active presentations, and the dynamism that causes students to like them and can reduce tension in the classroom atmosphere thereby

encouraging student participation. The interviewed participant agreed that their teacher's enthusiasm motivated their WTC. As P1 stated:

> "…lecturers who are excited from their active behavior and tone of voice when giving exciting activities, for example asking students to tell stories in English. The enthusiasm of the lecturer who asked students to try made me motivated to finally tell my activities." (P1)

Same felt by P4 that enthusiasm of the teacher affects her willingness to speak. Here is how P4 expressed:

> "I remember one of my lecturers who was very lively and always enthusiastic when teaching, but one day I noticed that the lecturer seemed very tired and looked unwell and I preferred to remain silent because I was afraid to speak, make mistakes and then I might get into trouble." (P4)

4.1.2 Choice of Topic

Topic selection in this context is one of the strategies used by teachers in influencing students' willingness to speak in speaking class. In this study, topic selection that can influence students' WTC includes the selection of task type, topic familiarity, and the selection of discussion topics that build communication in speaking class.

Participants' reflections reveal that they brought their personal lives and experiences to the classroom in order to promote participation. As a result, their self-assurance increased and they felt more comfortable discussing issues, hobbies, and experiences from their own lives.

> "Usually, the thing makes me more interested is when asked to tell me about an interesting daily activity that I did today." (P3, age 21).

On the other hand, P5 involvement in class well when he got spoilers of the material to be studied, so he studied it hard. it makes it easier to organize presentations that are likely to appear.

> "I had intended to speak forward from the start of class because the class I was going to was a speaking class where I had to practice my skills and I already knew the topics to be discussed so I had prepared a little more material for me to master." (P5)

Their explanations show that discussing the topic needs to be considered so that students can engage of their own accord so that managing sentences to express becomes easy.

4.1.3 Challenging Activity

Activities that the teacher provides before or during class that are engaging and challenging might encourage student participation. As stated by P3, the pre-class exercise by warming-up (telling story) piqued his thinking to share fascinating experiences. Here is P3 stated her emotions:

> "…warming-up filled with telling anything. In this situation I feel free to tell anything because it's enjoying and I can use it to practice my speaking skills. I am aware that in this speaking class, we are required to speak even though we are not fluent, but we can mix Indonesian-English languages. This section does not require thinking hard like when discussing, so participating is enjoyable." (P3)

The following is the answer of P1 who feels the same way where the teacher does it arouses her desire to be involved.

> "…lecturers who bring material and provide fun activities, for example asking students to tell stories in English with an enthusiastic tone of voice. The enthusiasm of the lecturer who asked students to try made me motivated to finally tell my activities." (P1)

In the previous question, P1 claimed that he was not bored in class when engaging activities, such as discussion activities followed by sharing the results, were carried out in between learning activities.

4.1.4 Error Correction

One of the factors of the questionnaire related to error correction is the follow-up that students take after receiving it. Most of the respondents in this study were receptive to any correction the instructor offered them. P2 expressed her satisfaction with the lecturer's feedback in the following manner:

> "I am happy with the feedback given by the lecturer which means that the lecturer really pays attention to what I say. With the feedback, I finally know what sentence I should say. For example, if I make a mistake in communicating using English and then the lecturer corrects it orally, then I will repeat my opinion using words that have been justified before." (P2)

From the sentence, it is revealed that the participants feel quite appreciative. P5 concurred that the comment was meant for her benefit and was therefore very grateful.

> "…When the lecturer gave a good response, I was very grateful and happy because it was for my own sake. After being given feedback by the lecturer, I usually just nod my head, say yes and thank or repeat the wrong sentence." (P5)

Furthermore, P4 uses the teacher's helpful feedback as a point of reference. He put the feedback down to make it simple to recall. As explained in her reflection:

> "Regarding the giving feedback/correction of the lecturer, I feel very happy and usually will record all the input given. Giving correction/feedback is always positive and constructive. Thus, I always feel happy when I speak and there are errors there, it is a sign that there will be more input by the lecturer. The feedback/corrections that are usually given are to always read a lot

of knowledge books, watch learning videos and speak English, practice every day, and so on. In essence, all corrections are always aimed at things that are useful for students." (P4)

Meanwhile, one mentioned another phenomenon from the feedback given by the lecturer when he was still a percentage. Although he is appreciative of all favorable feedback, in this situation he feels the need to adjust. According to what she said, he felt more at ease when comments were made after he had completed speaking. As stated by P1:

"I am very grateful when the lecturer gives positive and constructive because it will be very helpful for my progress in communicating using English. I think all the efforts made by the lecturers are to help students improve their English skills. However, personally I always try to do my best but when I make a mistake in the middle of my presentation then a lecturer makes corrections, it sometimes makes me confused and less focused. Because it makes the concept that was in my mind a little disturbed and it can make me confused to continue. I feel like it takes a lot of practice from this. (P1)

The way student react to corrections can vary based on numerous factors. However, they often perceive corrections as a form of support from the teacher aimed at helping them develop their skills in the future. Individuals have different methods for handling corrections, such as taking notes to review and present in the future. Overall, receiving corrections significantly influences their motivation to speak and improve themselves.

4.1.5 Teacher's Wait Time

In this context, the teacher's wait time is meant to encourage students during speaking activities by giving them a chance to think of ideas or expand their vocabulary before they respond. The impact of this wait time on EFL

students' willingness to communicate varies. For some students, the wait time influences their WTC, while for others, it does not have an effect. Additionally, the effect of the wait time can depend on the nature of the question posed by the teacher. P2 and P5 required the teacher's patience because they need a couple time to think about ideas and organize their presentation. Here is participant P5 revealed:

> "When the lecturer asks some students to tell stories and no student has responded, I will speak, because I am worried that I have to make the lecturer wait a long time. Because of that, I also hope that the lecturer will be more relaxed in listening to my conversation, and I want the lecturer to give me more time as a student to talk. Because time is in a hurry, it can interfere with my concentration in composing good sentences." (P5)

It is quite normal that students need time delay to develop their ideas when facing critical thinking questions. However, another fact that happens that teacher waiting time affects WTC students is because they feel it is impolite to make teachers wait long for student responses.

> "…the lecturer asks students to respond to questions then the lecturer is silent as if waiting for students to give answers. It made me feel unhappy because I had to make the lecturer wait, that's why I tried to prepare answers so as not to disappoint the lecturer because they had given a lot of time but none of the students took advantage of it." (P4).

Same felt showed by P3. The participant is not comfortable making lecturers wait for long and he thinks it is kind of wasting time if the lecture has to delay too long. Here is how P3 expressed it:

> "When the lecturer asks, I do not want to make him wait long enough to provide long enough time for students to answer or ask questions. I think it's kind of wasting time, that's why I always try to always respond to the instructions given by the lecturer." (P3)

In the statement, the participant acknowledged that the lecturer's waiting period prompted him to speak up due to the discomfort of making the lecturer wait. However, he also noted that, on the flip side, long waiting times from lecturers could be seen as a waste of time.

4.2 Discussion

This section presented a discussion dialled with the research finding about students' willingness to communicate is influenced by teachers' affective factors. The results showed that due of the teacher's affective factor, the participants were willing to communicate. Through an outline of the themes that have emerged in the research findings, the influence of these teacher encouragement factors can be proven. In this discussion section, the themes are revealed in detail how the teacher's encouragement factor influences EFL students' willingness to communicate. Among them are (1) Developing Positive Relationship (2) Choice of Topic (3) Challenging Activity (4) Error Correction (5) Teacher's Wait Time.

4.2.1 Developing Positive Relationship

4.2.1.1 Teacher's Immediacy

Immediacy on the part of the teacher influences pupils' openness to communication Rugen (2018). In the context of this study, a driving force as a communication style that fosters a psychological bond between teachers and pupils is the immediacy of the teacher. Mehrabian (1969) defined "immediate" as behaviors that enhance proximity to and nonverbal interaction with another. It can be expressed verbally or non-verbally. The verbal behaviors found is praising or

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correcting students' work. As P2 said "…when the teachers bring the atmosphere in the class is more laid-back than in some other classes. For instance, when the professor cracks jokes to lighten the mood, changed the perception that before he looked cruel.

Immediacy also involves Humor as an effort to increase students' willingness to engage in teacher requests. Humor described by Dorney (2001) as another motivational teaching strategy points to the determining role of laughter and humor in the classroom atmosphere, especially when carried out by the teacher himself. Participants emphasized that it eased tensions and opened an atmosphere for participation. P4 receives motivation in the form of verbal behavior from words. "…I will be more silent when I feel that the lecturer is less interesting in teaching and the atmosphere in the class is made tense so that I feel reluctant to just ask questions. An example of a class atmosphere that makes me tense is the lecturer who stares sharply, and does not have humor in the class."

However, another participant stated that she tries to be standing most of the time so she can encourage WTC and speak to all of the students. What is interesting from the participants is when the teacher acts as a non-verbal immediacy that makes students speak even though it happens with compulsion. As the participants acknowledged that eye contact was also mentioned as one of the facilitating factors. P5 data said "… the lecturer who throws a question to a student and then doesn't get a response, in that situation the lecturer turns his body and keeps his eyes on me then I have to fulfill the lecturer's request with the reason that I feel the lecturer hopes that I can answer it and does not want to

disappoint him." (P5, age: 19). To encourage students' participation, eye contact was also mentioned as one of teacher immediacy. Zarei, et al. (2019) asserted that there is a situation when students do not know when to ask, or how to approach the teacher, a little eye contact between student and teacher can make the student involve. As Richmond (2002) asserted insufficient eye contact between students and teachers, prevents students from knowing when to approach or ask questions.

4.2.1.2 Teacher's Support

In this study, teacher support is identified as a crucial factor impacting students' willingness to communicate, as highlighted by Wen and Clement (2003). This support encompasses various forms, including motivational encouragement, constructive feedback, helpful advice, and positive interactions from the teacher.

Wen & Clement (2010) recorded that teachers' support is one of the key teacher variables that promotes WTC in students. The participant admitted that the lecturer's frequent use of simple, motivation words had a favourable effect on his willingness to talk. He claimed that having the lecturer's backing made him feel more at ease and less anxious to learn from the mistakes he made. As P1 motivated by the lecturer words who said "To speak fluently must have several tries. Don't be afraid of making mistakes, because with those mistakes we can learn more." She revealed the efforts of teacher increase her readiness to speak in class have been greatly affected, especially in the Speaking class. This statement is corroborated by Steele's (2009) research that teachers who care, respect their students through encouraging words and the "often expressed belief" that students can remove barriers to learning.

Meanwhile, other participants shared similar views about the impact of motivational words as a form of support. They noted that these words were often tied to the expectations parents have for their children's education, which helps to resonate emotionally and intellectually, encouraging students to engage more actively in speaking classes. However, one student pointed out that teacher support is more effective when accompanied by positive treatment. If motivation and supportive actions are both present and demonstrable, it can significantly boost students' motivation.

Teacher support is also offered through feedback, which can be delivered either verbally or in writing. Oral feedback often involves encouragement to keep speaking and explore different ideas, while written feedback consists of a review of the students' performance in the speaking class. This feedback serves as motivation and a reference point for students. Additionally, it helps students evaluate their errors and understand their mistakes more clearly.

A student mentioned that the teacher offers support through success tips, which are shared either in videos or directly. These tips include advice on speaking effectively in front of an audience, as well as guidance on studying and maintaining health. Since all the videos are in English, students can also use them to enhance their language skills while learning the content.

4.1.1.3 Teachers Enthusiasm

Teachers' enthusiasm, active presentation, and dynamism cause pupils to like him or her (Daly & Kreiser, 1992) which may reduce tension in the classroom

atmosphere and foster participation. The interviewed participant agreed that their liveliness encouraged their willingness to communicate. As participants (P1, age 19) stated "…lecturers who are excited from their active behavior and tone of voice when giving exciting activities, for example asking students to tell stories in English.

The enthusiasm of the lecturer who asked students to try made me motivated to finally tell my activities." And the same felt by P4 (age: 21) "I remember one of my lecturers who was very lively and always enthusiastic when teaching, but one day I noticed that the lecturer seemed very tired and looked unwell and I preferred to remain silent because I was afraid to speak, make mistakes and then I might get into trouble." The previous two statements have been supported by Steele (2009) that teaching without passion has a "pedestrian quality." the teacher presents the lesson but doesn't try to make the experience memorable.

4.1.2 Choice of Topic

In order to increase contact, Cao & Philip (2006) underlined the significance of topic. Cao (2011) added in line with the students' knowledge with the subject and completed registration. Participants' reflections reveal that they brought their personal lives and experiences to the classroom in order to promote participation. As a result, their self-assurance increased and they felt more comfortable discussing issues, hobbies, and experiences from their own lives.

Participant (P5, age: 19) involvement in class well when he got spoilers of the material to be studied, so he studied it hard. it makes it easier to organize

presentations that are likely to appear. The previous descriptions demonstrate that discussing subjects in class is not to be taken lightly. Zarei, N., Saeidi, M., & Ahangari, S. (2019) highlighted that a teacher believes that writes numerous themes on the board and solicits the opinions of the pupils before selecting one, it can involve all students in discussion because the majority approval.

4.2.3 Challenging Activity

In this context, challenging activities are strategies employed by teachers to enhance students' willingness to speak in class. These activities include pre-learning exercises, the creation of study groups, the introduction of various challenges, careful selection of task types, ensuring familiarity with topics, and fostering a positive classroom environment all aimed at improving students' communication skills in speaking classes.

The participant stated that the activities given by teacher before the class that are engaging and challenging can encourage student participation. As P3 (age: 20) said "…warming-up filled with telling anything. In this situation I feel free to tell anything because it's enjoying and I can use it to practice my speaking skills. I am aware that in this speaking class, we are required to speak even though we are not fluent, but we can mix Indonesian-English languages. This section does not require thinking hard like when discussing, so participating is enjoyable." Another participant claimed that he was not bored in class when engaging activities, such as discussion activities followed by sharing the results, were carried out in between learning activities.

4.2.4 Error Correction

Error correction has historically been a contentious topic in L2 classes despite being one of the often-used tactics in the classroom. According to the findings of Zhang and Rahimi's (2014) study, both high and low-anxiety Iranian EFL learners prioritized immediate corrective feedback top. In fact, their research supports Mackey's (2007) contention that correction feedback is most effective when it is presented in context just after a student makes a mistake. Regardless matter how corrective feedback is provided, it should never be used to impede natural speaking, especially in oral interactions. The practical impact of feedback on students' willingness to communicate, as well as the extent of encouragement provided, remains unclear. The findings of this study are consistent with MacIntyre's (2011) review, which examined how teacher feedback affects students' willingness to communicate. However, MacIntyre's review did not reach broad conclusions regarding the influence of error correction.

When asked about the type of feedback provided in the classes, common description of participant is about direct feedback by providing appropriate examples. Five participants felt happy and thankful when the teacher gave feedback. One of them said he felt appreciated because the teacher paid attention to his presentation and then reinforced it with helpful criticism. Kang's (2005) research indicates that error correction is closely linked to students' feelings of safety or insecurity. Teachers aim to foster a secure classroom environment where students feel comfortable making mistakes without fear of being threatened.

4.2.5 Teacher's Wait Time

In this topic covered the impact of the teacher's wait time on the students' readiness to speak in speaking class. Research findings revealed that teachers' wait time influences most students to communicate in speaking class. As participant reason that they cannot respond quickly to their lecturers because they have to think of ideas and organize it before responding to the teacher. In line with the statement, as said by P5 (age: 21) that the participant needs a couple time to prepare when the lecture asks a question. They would not lose time but expect the lecturer to delay the time. In order to provide good ideas, one must organize the words in a way to prevents stuttering during presentations. Therefore, this is very important to avoid misunderstanding.

In accordance with the procedure, a previous study by Alsaadi & Atar, (2019) noted that waiting time is a key component of questioning strategies to improve students' critical thinking and valuable classroom interaction. Zarrinabadi (2014) stated the students' willingness to communicate and the calibre of their speech are impacted by how long teachers take to respond to questions. In this study, students who tended to take more time to consider their replies before responding seemed to benefit from an increase in waiting time. Students appeared to be reluctant to talk and to provide accurate answers as a result of the little time allocated to them.

This study reports that the length of waiting time required depends on the questions that may require easy or difficult analysis. In this study, they needed sufficient time to compile sentences so that they became ideas that should be

taken into account. One participant marked with P5 (age: 21) expressed his weakness when answering in a hurry. This can disrupt his concentration and damage the mind mapping he has made. Previous studies, such as those by Daslin and Zainil (2020), indicated that teachers typically allow only 1-2 seconds of wait time.

In contrast, Wragg & Brown (2001), giving students more time to reflect for 3-5 seconds will enable them to provide thoughtful responses. Similarly, Takayoshi and Ittersum (2018) also found that teachers might need to provide an even longer wait time than the 3-5 seconds suggested.