

**EXPLORING STUDENTS' WILLINGNESS TO COMMUNICATE  
IN CLASSROOM CONVERSATION AT 7<sup>TH</sup> BILINGUAL CLASS  
OF SMP ISLAM AL AZHAR 21 SUKOHARJO IN THE  
ACADEMIC YEAR 2019/2020**

**THESIS**

**Submitted as a Partial Requirement**

**For the Undergraduate Degree in English Language Education**



**by:**

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*Wassalamu'alaikum Wr. Wb.*

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## RATIFICATION

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## **DEDICATION**

This thesis dedicated to:

ALLAH SWT, as the creator of human who always give the best path to my  
success.

My beloved parents (Bapak Hartono and Ibu Sumiatun)

My beloved sister (Dwi Rahayu)

My beloved friends.

## **MOTTO**

“So, whoever does an atom’s weight of good will see it.”

Q.S Al-Zalzalah: 7

### PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Exploring Students' Willingness to Communicate at 7B Bilingual Class of SMP Islam Al Azhar 21 Sukoharjo in the Academic Year 2019/2020" is my real masterpiece. In this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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## ABSTRACT

Dea Rindiana. 16.322.1.219. **Exploring Students' Willingness to Communicate in Classroom Conversation At 7<sup>th</sup> Bilingual Class of SMP Islam Al Azhar 21 Sukoharjo.** Thesis of English Language Education Study Program. Cultures and Languages Faculty. IAIN Surakarta. 2020.

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Key words: Student, Willingness to Communicate (WTC), Bilingual Program

In educational setting, willingness to communicate is an important issue in this modern era. In fact, many students have less confidence when having conversation in English, both with the teacher or other students. This research aims to describe: 1) the influencing factors of students' willingness to communicate in classroom conversation, 2) teacher's strategies to enhance students' willingness to communicate in classroom conversation in 7B bilingual class of SMP Islam Al Azhar 21 Sukoharjo.

The design of this research is descriptive qualitative method. The participants of this research were 30 students of 7B Bilingual class and an English Teacher in SMP Islam Al Azhar 21 Sukoharjo. The researcher used open-ended questionnaire by using google form and semi-structured interview via WhatsApp. In analyzing the data, the researcher used data reduction, data display, and drawing conclusion. In this research, the researcher uses theory of willingness to communicate from Tuyen, Thi, & Loan, Nazari (2019) to answer the first research question and theory of Vongsila (2016) to answer the second research question. The researcher used triangulations and methodological triangulation as a trustworthiness the data to check the information to get the relevant result.

Based on the results of questionnaire and interview, there were: 1) 10 factors influencing the students willingness to communicate. They are self confidence, communicative competence, learning anxiety, students' motivation, personality, teacher role, classroom atmosphere, interlocutor, effect of topics, effect of task type; 2) some strategies to enhance students' willingness to communicate. They are reminding the students to speak in English, applying special program from bilingual program, making group project, keeping humorous and solidarity with the students, giving interesting method, giving reward and punishment, making abbreviation, applying English hours, making meet and greet event, following the event of bilingual students show.

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher explains about the Background of the Study, Identification of The Problems, The Limitation of the Problem, The Problem Statements, The Objectives of The Study, The Benefit of The Study, and The Definition of Key Terms.

#### **A. Background of the Study**

All living creatures in this world have some ways to convey information to others of their group, communication being ultimately essential for their survival. According to Geoffrey, et., al., (2003) language is often used to cover all forms of communication.

The development of science and technology have brought many changes in almost all aspects of life that demands a quality system of international scale. English is one of international languages that should be mastered by everyone in this modern era. Students as young generations should have the ability of international language to make them more competitive.

Nowadays, second language (L2) pedagogy has attached great importance to communicative interaction in class with a view to developing learners' communicative competence. Individual learners are not always willing to attempt L2 communication (Peng & Woodrow, 2010: 834). Here,



the students need a teacher as a leader in the classroom to motivate them in order to increase students' willingness.

Based on Peng & Woodrow (2010: 835), in educational contexts, the study of Willingness to Communicate (WTC) in an L2 is of special importance in decoding learners' communication psychology and promoting communication engagement in class. Willingness to Communicate (WTC) is a model that integrates psychological, linguistic and communicative variables in order to describe, explain and predict second language (L2) communication (Mahdi, 2015: 17). Meanwhile, Macintyre (2014: 565) stated that WTC may be seen as both an individual difference factor facilitating L2 acquisition, especially in a pedagogical system that emphasizes communication, and as a nonlinguistic outcome of the language learning process.

According to MacIntyre and Charos in Alemi, Tajeddin, & Mesbah (2013: 43), communication is an important goal in itself, which focuses on the authentic use of L2 as an essential part of L2 learning. It means that communication is an important thing for students that have been learnt English as L2. The students can practice in the classroom such as asking in English, answering in English, discussing in English, and presenting their projects in English. Thus, other students will be motivated to answer in English too.

According to Cook (2008: 156), about 70 per cent of the utterances in most of the classrooms come from the teacher. It means that the teacher

has to start the conversation in the classroom. Whereas, the students have less conversation in the classroom. In fact, conversation in the classroom usually is started from the teacher. When the teacher asked something to the students, they are only giving shortly answer.

In other hand, many students have less confidence when having conversation in English, both with the teacher or other students. They are too afraid when speaking in English because they worry about what are the words that should be used, both of a correct or wrong words. So, it means that many students still have a little knowledge of vocabulary in English.

Based on the law No. 20 of 2003, article 50, verse 3 (UU RI tentang Sistem Pendidikan Nasional, 2003) about national education system, the government and/or local governments should conduct at least one unit of education at all levels to be developed into an international standard unit. It means that every school unit has opportunity to establish the school itself to be international standard educational unit.

Furthermore, there have been a few studies about factors of willingness to communicate and teacher's strategies to enhance student's willingness to communicate. Hence, every students has different factor that influenced them to willing communicate in English, also every teacher has different startegies to enhance student' willingness to communicate. Here the researcher will show several previous studies that focused on willingness to communicate.

A research is written by Tran Vu Bao Khanh in 2016 entitled some strategies to promote student's willingness to communicate in second language classroom: a case of English education students at Cantho University. This research explained about several factors and strategies that influenced the students' willingness to communicate. Another research is conducted by Ahmad Nazari and Negah Allahyar in 2012 entitled Increasing Willingness to Communicate among English as a Foreign Language (EFL) Students: Effective teaching strategies. In this research, the researcher explained that teachers are invited to consider the strategies. Other study entitled willingness to communicate in English communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: a structured equation modelling approach written by Nasser Fallah in 2014. This research explained that several factors (self-confidence, motivation, shyness and teacher immediacy) that influenced the students' willingness to communicate.

Based on several previous studies above, the researcher had an interest to conduct similar research but it was conducted in surrounding. The researcher did not choose in higher education or university. The researcher chose junior high school level especially in seventh grade of bilingual class of junior high school.

In this era, a pandemic because of Corona virus or Covid-19 occurred in all of countries in the world. This pandemic caused the learning process that usually in the school or offline learning should be change into online

learning. The government suggests to society to avoid the crowd and keep distance with other person to minimize the deployment of Covid-19. Because of this pandemi, the researcher can not do observation in the classroom directly. So that, the researcher used interview and questionnaire to collect the data.

This research will be conducted in SMP Islam Al Azhar 21 Sukoharjo which is located at Jl. Raya Solo Baru-Baki, Sukoharjo. This school has a good facilities of the teacher and infrastructurs. The students who want to study here, should be follow the test first that made from Al Azhar center in Jakarta. Usually, the students that study in this school came from middle-up social background.

In this school has three programs in sevent-grade, there were Tahfidz (7A), bilingual (7B), digital (7C and 7D). This school has bilingual class program in every grade. The bilingual class program was started in academic year 2013/2014, so it was seven years ago. The subjects were focused in bilingual program are Math, Science and English. While the researcher only focuses on English subject. The researcher took seventh-grade at this school, the class is 7B. So, the researcher will focus only one class on bilingual class 7B of SMP Islam Al Azhar 21 Sukoharjo in English subject only.

Based on pre-observation, the researcher find some phenomena. They are not all of the students have conversation in English, students have less confidence in making conversation in English, students do not have

willingness to communicate with the teacher or other students for example they still talk use *Bahasa Indonesia* when English learning process, students still have difficulty to answer the question from the teacher in English, student do not lead the class well when praying before the learning process, and the students have to be remembered by the teacher to speak in English.

Based on that above explanation, the researcher will carry out the research entitled **“Exploring Students’ Willingness to Communicate at 7B Bilingual Class of SMP Islam Al Azhar 21 Sukoharjo in the Academic Year 2019/2020”**.

## **B. Problem Identification**

According to the background of the study above, the problem can identified as follows:

1. Not all of the students can communicate in English when they have conversation in the class.
2. Almost students still less confidence to communicate in English.
3. The students have difficulties to begin the English conversation in the classroom.
4. The students still confuse to answer the teacher’s question in English when conversation occurred.
5. A student can not guide his friends to pray together in the class, the teacher asks some questions why she can do that but she still not answered in English.

6. The teacher should remind the teacher to use English when conversation in English learning process.

### **C. Problem Limitation**

Bilingual class is a program that aims to develop the ability of students in English, especially in communication. English subject is the focus of this research. In this study, the researcher wants to know the students' willingness to communicate in classroom conversation. The researcher also focuses on what are the factors that influence the students' willingness and the teacher's strategies to enhance their willingness to communicate in classroom conversation. In this school has three programs in seven-grade, there were Tahfidz (7A), bilingual (7B), digital (7C and 7D). The researcher will focus only one class on bilingual class 7B of SMP Islam Al Azhar 21 Sukoharjo in English subject only.

### **D. Problem Statements**

Based on the statements above, the researcher formulates the problems of the study as follows:

1. How are the influencing factors of students' willingness to communicate in classroom conversation in 7<sup>th</sup> bilingual class of SMPI Al Azhar 21 Sukoharjo in the academic year 2019/2020?

2. What are the teacher's strategies to enhance students' willingness to communicate in classroom conversation in 7<sup>th</sup> bilingual class of SMPI Al Azhar 21 Sukoharjo in the academic year 2019/2020?

### **E. Objectives of the Study**

Based on the problems statement, the purpose of this study are as follows:

1. To identify the factors influencing students' willingness to communicate in classroom conversation in 7<sup>th</sup> bilingual class of SMP Islam Al Azhar 21 Sukoharjo in the academic year 2019/2020.
2. To describe the teacher's strategies to enhance students' willingness to communicate in classroom conversation in 7<sup>th</sup> bilingual class of SMP Islam Al Azhar 21 Sukoharjo in the academic year 2019/2020.

### **F. Benefits of the Study**

The researcher expects that this research has some benefits as follows:

1. Theoretical

By doing the research, the researcher expects the result of this research to give contribution to the science development to be better. This research is also expected to give reference to bilingual class implemented in SMPI Al Azhar 21 Sukoharjo.

## 2. Practical

### a. For the students

This research can give the knowledge of factors influencing their willingness to communicate in classroom conversation. It also can be used as references for students about what are the suitable strategies to enhance their willingness to communicate in classroom conversation.

### b. For the teachers

The result of this research is hoped to be useful for the English teacher, which is as a feedback in designing materials and teaching strategies, so the students will have a better willingness to communicate in classroom conversation.

### c. For the researcher

The researcher gets a valuable experience which can contribute for doing a research further and better.

## **G. Definition of Keyterms**

### a. Willingness to communicate (WTC)

MacIntyre et al. in Nita (2014: 4) have defined WTC in L2 as “a readiness to enter into discourse at a particular time with a specific person or persons, using a (second language) L2”.



b. Bilingual Program

Bilingual program is a model of instruction applied in bilingual classroom in which the teacher instruct the students by using at least two languages (Ginting, 2015: 7).

c. Conversation

According to Brennan in Kurniati (2015: 34) conversation is a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively.

## **CHAPTER II**

### **TEORITICAL REVIEW**

This chapter discuss about some theories to support study investigation. The discussion of this chapter was presented as theories review about willingness to communicate, bilingual program, conversation, and previous studies.

#### **A. Theoretical Description**

1. Willingness to Communicate (WTC)
  - a. Definition of Willingness to communicate (WTC)

WTC is believed to be a personality-based construct and also a trait-like predisposition. It is relatively steady across various communication contexts and different types of receivers (Galajda, 2017: 29). According to Alemi et al. (2013: 43), willingness to communicate (WTC) is a potentially fundamental concept for effective interaction and language production. WTC was originally conceptualized with regard to first language verbal interaction. MacIntyre et al. in Nita (2014: 4) have defined WTC in L2 as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2”. WTC is an individual’s volitional inclination towards actively engaging in the act of communication in a specific situation which can vary according to the interlocutor(s),

topic and conversational context among other potential situational variables (Kang, 2005: 291).

Based on the definition above, willingness to communicate (WTC) is an awareness and readiness to make conversation each other or communicate with other persons using a L2 (English) with specific topic.

b. The pyramid model and the situational model of WTC

Here, the pyramid model is a pyramid-figure model of WTC in L2 incorporating six layers that showed complexity and interconnectedness among antecedent variables in L2 WTC. There are six layers that is explained by P. Macintyre & Noels (1998), as follows:

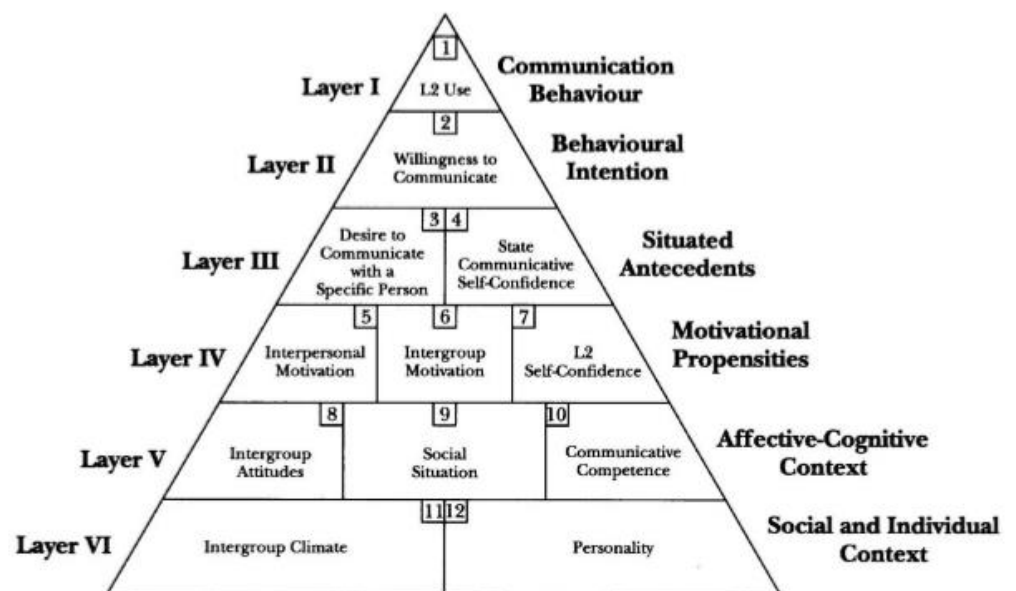


Figure 2.1 Pyramid Model of WTC

Layer I focuses on communication behavior in the second language (L2) context. Students demonstrate their communicative behavior when they speak in the class, read texts or listen to spoken discourse in L2. Layer II explain that learners choose to talk because they feel confident about their communicative competence and motivated. Their personality influences the topic what they want to talk. Layer III shows the factors of willingness to communicate, there are desire to communicate with a specific person and state communicative self-confidence. Here, the one who is more confidence about using L2 will be more active and willing to communicate.

Layer IV explains about motivational propensities that consist of interpersonal motivation, intergroup motivation and self-confidence. Interpersonal motivation is from person to person, it is not only about individual differences but also situational factors. Intergroup motivation is very influenced by group climate and atmosphere. Self-confidence here means that confidence between the person and L2 that they feel competent and willing to use L2.

Layer V consists of intergroup attitudes, social situation and communicative competence. Intergroup attitudes strongly influence learners' approach to the L2 learning process. The social situation describes L2 confidence in a given context. Communicative competence is the ability if an interact to choose among available

communicative behavior. The last is layer VI which explains about social and individual context. People feeling comfortable in a group that the members willing to communicate.

In addition, according to Kang (2005: 288) there are a situational model of WTC.

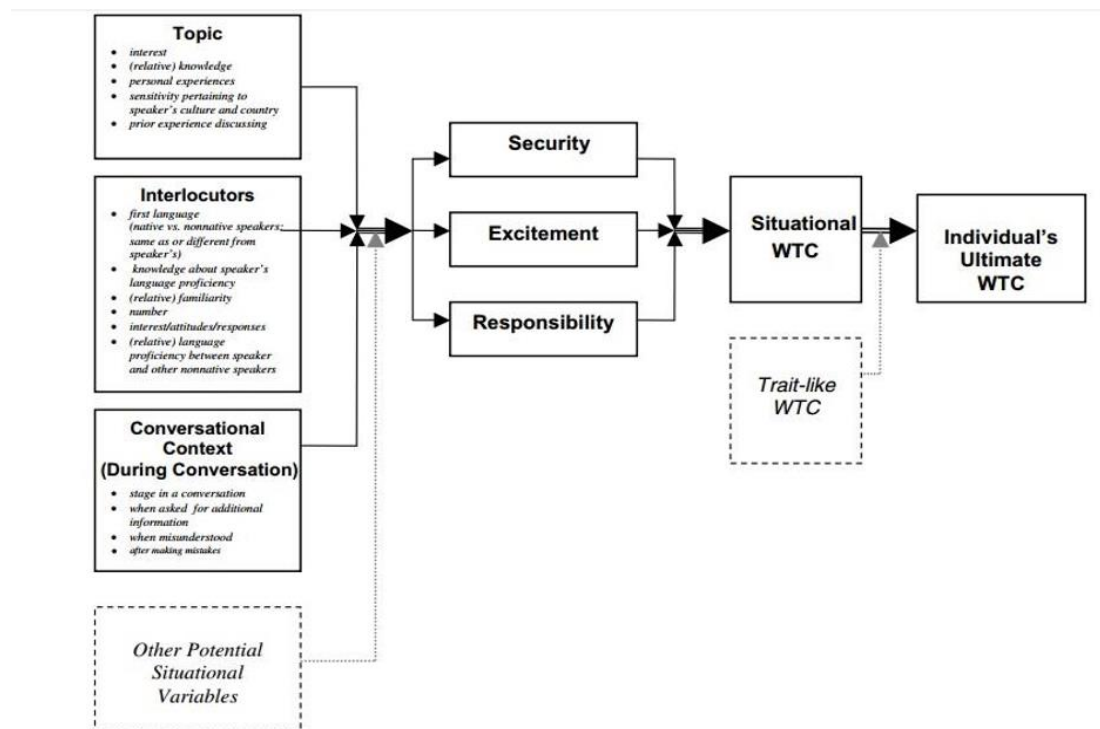


Figure 2.2 Situational Model of WTC

Kang (2005: 288) has divided the situational variables affecting situational WTC into categories of topic, interlocutors and conversational context. The psychological antecedents to situational WTC have been divided into three: security, excitement and responsibility and each of these variables are interacting with the situational variables as well as each other. The result of the co-

construction of these multiple variables will lead to situational WTC and eventually ultimate WTC.

c. Classroom dynamic and complex system of WTC in L2

According to Fadilah (2018: 176), classroom dynamic and complex system of WTC in L2 will be described as follows:

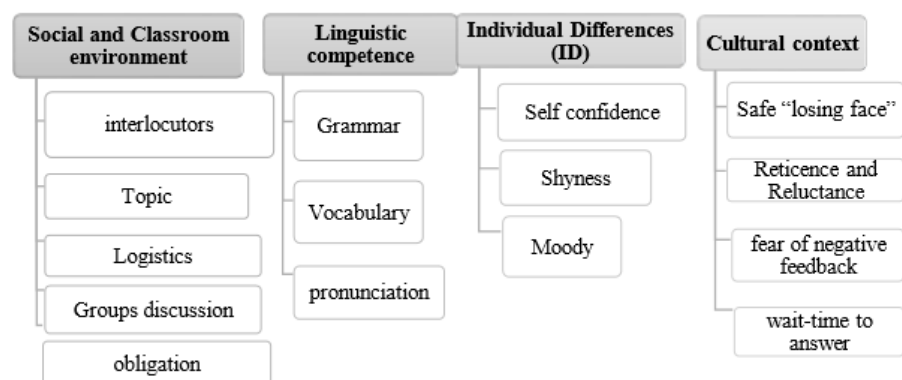


Figure 2.3 classroom dynamic and complex system of WTC

Social and classroom environment refers to interlocutors, topic, logistics, group discussion, and obligation. Interlocutors refers to teacher, peer, or lecturer. Topic that prompts the participants to voluntarily willing to communicate, it means the interesting topic makes students willing to communicate. Logistics refers to classroom logistic such as teacher's management of classroom. Group discussion refers to small group or large group discussion. Obligation of students like speaking in English in the classroom, presentation, and assignment.

Linguistics competence refers to the mastery of grammar, vocabulary and pronunciation. Students with low English proficiency will make a little comment about their linguistics competence. On the other hand, students with high English proficiency pointed out that linguistic competence was no problem with them.

Individual differences refer to self-confidence, shyness, and mood that are the factors hindering them to participate in the classroom discussion. Less self-confidence and shyness affected participants to remain silent. Furthermore, the students' experiences in speaking constituted one of the factors contributing their willingness to speak.

Cultural context participants' culture became another factor hindering communication in L2. Safe "lost-face", wait-time to answer, fear of negative feedback, and reticence & reluctance underlay the participants' unwillingness/willingness to communicate. When a teacher asked questions, they preferred to be silent. The fear of judgment made by classmates affected them to keep reticent. Both participants and teachers discipline contributed to the willingness to communicate in the classroom interaction.

d. Factors influencing in willingness to communicate (WTC)

According to Tuyen, Thi, & Loan (2019: 253) explain two of variables that are considered to have influences on students' WTC.

They are psychological variable and situational variable that can be explained as bellow:

1) Psychological variables

a) L2 self confidence

L2 self confidence has a variety of influences in students' willingness to communicate. For example, anxiety and competence is recognized as the strongest predictors of WTC among individual variables and it has a strong effect on students' L2 WTC (P. Macintyre & Noels, 1998).

b) Perceived communicative competence

Students' perceived communicative competence can be considered as their perception toward the ability to speak L2 with others (P. Macintyre & Noels, 1998). L2 students who perceive themselves to be poor or good communicators tend to have less or more WTC.

c) L2 learning anxiety

Speaking activities usually provoke anxiety among students in the class. Speaking anxiety inhibits and prevents students from mastering their oral skills. Macintyre & Noels (1998) divided several factors are identified such as trait anxiety, state anxiety, and situation specific anxiety

d) Students' motivation



Students' motivation defines as students try to acquire the language because of the desire to do. Students' motivation can bring L2 proficiency through communication with other members of a group. Meanwhile, Fallah (2014: 141) explain that motivation is a major individual factor. It plays a key role in second language learning.

e) Personality

Personality refers to individual factors affecting student's WTC. According to Riasati (2012: 1292) state that personality factor as an important factor contributing to their willingness to speak.

2) Situational variables

a) Effect of Task Types

Tasks are defined as the learning activities organized in a class targeted at either structural knowledge or communicative ability.

b) Effect of Topics

According to Kang (2005: 285) some particular topics may help students to engage in discussing, they feel the need to talk about a topic because it is intrinsically and instrumentally interesting to them. On the other hand, lack of knowledge about a topic can make they are avoid the communication.

c) Teacher role

Teachers' behavior involves actions in class including giving clear explanations, feedback or encouragement, providing opportunities for students to talk. Furthermore, teachers' characteristics refer to teachers' personality.

d) Classroom atmosphere

The classroom atmosphere is defined as the emotion, mood, or situation created and enjoyed by the class group, which shows involvement and participation of all members in the class.

e) Interlocutor

Interlocutor defines as someone who is involved in a conversation. The majority of the participants (70%) were quite willing to initiate communication with friends and less willing to initiate a conversation in English with an acquaintance (Mahdi, 2015: 22).

e. Teacher's strategy to enhance willingness to communicate (WTC)

In the classroom, teacher has a role as a leader. Teacher has important role to enhance students' willingness to communicate. The teacher' method also influencing the students' willingness to communicate. According to Kuutila (2014: 14) about 78 percent of the respondents said that the teaching methods used by the EFL teacher can have a positive impact on their WTC in English. It means

that as a teacher should have good teaching methods that can help enhance students' willingness to communicate.

According to Lei in Nazari (2012: 21), "good teacher talk" is more a matter of quality than quantity and it should be evaluated by how effectively it is able to facilitate learning and promote communicative interaction in the classroom. It means that teacher should make good talk when make interaction with students in the classroom.

Beside that, teacher's interaction in the classroom also gives impact for students' willingness to communicate. Because of that, teacher should have a good interaction to the students when they have conversation. According to Lee and Ng's in Sari (2014: 4) there are three types of interaction strategies namely teacher-fronted strategy, facilitator-oriented strategy and learner-oriented strategy.

- 1) Teacher-fronted strategy is a strategy that the teacher talks most of the time and initiates the exchange between her/him and the students.
- 2) Facilitator-oriented strategy is a strategy that teachers do not attempt to give obvious feedback, but focus more on building class discussion.
- 3) Learner-oriented strategy is strategy that offers opportunities for students to speak in the classroom without direct teacher intervention.

In addition, according to Nazari (2012: 25) teachers can boost their students' level of participation by:

- 1) Raising students' opportunity to talk.
- 2) Engaging all students equally in classroom activities.
- 3) Letting students produce language without limitations.
- 4) Reflecting on their interactional behavior by video taping themselves in the classroom.
- 5) Involving students in classroom activities.

According to Vongsila (2016: 6) there are ten teacher's strategies to encourage students' willingness to communicate:

- 1) Group Size

The teachers can divide the group of discussion consisting of 3 or 4 students. But, sometimes mixing levels and checking whether students preferred working with other students of their own way.

- 2) Cultural Backgrounds

The teacher can try to organize students into familiar and unfamiliar groups works and have a cultural discussion.

- 3) Self-perceived Speaking Ability

The teachers attempt to provide positive feedback by reinforcing student success, especially by commenting on students' voice recordings.

- 4) Class Atmosphere

The teacher have to build up a friendly and humorous class atmosphere through their choice of activities and through encouragement. Moreover, teachers ask numerous questions to create a productive classroom atmosphere and increase students' WTC.

#### 5) Selection of Task Type

The teachers are better when using specific tasks to improve students' WTC. It can be discussion tasks or conversation tasks.

#### 6) Reducing Shyness

Teacher can reduce students' shyness in such ways as by creating a friendly atmosphere within the classroom, by pairing students to get to know each other, by assigning students to small groups and by encouraging them to engage in free conversation.

#### 7) Self-confidence

Teacher can give positive feedback, highlighting successes and providing encouragement.

#### 8) Familiarity with the Interlocutor

Teacher try to create positive class dynamics in general and in particular to use activities that encourage students to talk to as many of their classmates as possible.

### 9) Reducing Anxiety

Most of the comments referred to letting students speak when they felt ready and not correcting mistakes. In addition, sharing humorous experiences was seen as a good way of lowering anxiety.

### 10) Topic Familiarity

Teacher also can increase students' familiarity with topics used in class as a way of increasing WTC.

#### f. Students' strategies to enhance willingness to communicate (WTC)

Students should be aware about willingness to communicate. Many factors that make students unwilling to communicate such as less motivation, less confidence, less practicing speaking in English, shyness, etc. Not only teacher, but also students should have own strategies to enhance their willingness to communicate.

According to Shamsudin, Othman, Jahedi, & Aralas (2017: 146) debate is an activity which involves discussion on a matter with people whose opinions are different and/or contradictory. Students can improve their willingness to communicate through debate. Here, they can debate about lesson using English with other student in the classroom. In addition, discussion also can improve students' willingness to communicate. Students can discuss something with others in English such as about task or assignment.

Murat & Fatma (2017: 456) explain that having direct contact with people that speak in English also can improve willingness to communicate. It means that students habituated to make conversation in English, in which it can be with teachers, friends, tutor, or native.

According to Havwini (2019: 108) explains that applying the 2013 curriculum also can enhance students' willingness to communicate. In this curriculum, the teacher as a facilitator. So, students have to be active in the classroom such as questioning about something that explained by the teacher.

## 2. Bilingual Program

### a. Definition of bilingual Program

Bilingual program is a model of instruction applied in bilingual classroom in which the teacher speaks in at least two languages in the classroom to the students (Ginting, 2015: 7). According to Salkind in (Ginting, 2015: 13), bilingual education program used two languages to give instructions. The two languages usually consist of a source language and a target language.

According to the definition by the above experts, the researcher concludes that bilingual program is a program which employs the use of two languages during the learning process. These languages are used for developing students' language proficiency.

## b. Types of bilingual education program

According to Ginting (2015: 57), there are five types of bilingual education program as follows:

### 1) Full-English

Full-English means the use of English completely in the teaching process. The teachers tend to use full English as a means of instructions in teaching of the classes even though they still allowed the students to use their native language.

### 2) Dominant English

Dominant English means the implementation of English dominantly in teaching process. English as a second language is applied more predominantly than the other language, *Bahasa Indonesia*. English and *Bahasa Indonesia* were used in the teaching process at the same time.

### 3) Balanced English

Balanced English is implementation of the two languages in balance in teaching process. All the instructions are divided equally across the two languages. The teachers apply both of languages in the same portions.

### 4) Code-mixing bilingual

Code-mixing bilingual is the use two languages simultaneously, in which some elements such as lexical items or entire constituents



from one language are inserted into a structure from other language at the same utterances.

#### 5) Full-Indonesian

Full-Indonesian means the use of full *Bahasa Indonesia* in the teaching process. The teachers applied this type in small occasions of teaching.

#### c. The Benefits of Bilingual Education Program

According to Baker in (Nguyen, 2017: 11) explains eight benefits of bilingual education (excluding social, ethnic or community aspects), as follows:

- 1) The level of proficiency in both languages allows communication to be more effective and broader.
- 2) Multicultural understanding.
- 3) Knowing two languages increases a person's chances for literature, giving them a deeper understanding of history, traditions and perspectives.
- 4) Increase achievement in the classroom.
- 5) Develop better awareness.
- 6) Increased self-esteem, especially for ethnic minority children.
- 7) Increased self-confidence at local, regional and national levels.
- 8) Economic advantage due to increased employment opportunities.

#### d. Bilingual students' attitude toward English

According to Liando (2012: 271) there is difference in English achievements between bilingual class students and regular students. Bilingual class students have more positive attitudes and higher English learning achievements than regular class students. It means that students in bilingual class is more than regular class in English proficiency.

In fact, based on the interview with Nur Wijaya Ningrum, S.Pd as an English teacher in 7B bilingual class of SMP Islam Al Azhar Sukoharjo, the average score of English subject shows that students at bilingual class is higher than regular class. Meanwhile, if there is an English competition, usually the school make selection that is followed by the students. The result also shows that students at bilingual class have high score.

### 3. Conversation

#### a. Definition of conversation

According to Brennan in Kurniati (2015: 34), conversation is a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively. Clark in Heritage (2001:2744) in Kurniati (2015: 34) conversations are social creations. They are produced one step at a time as people carry out certain joint activities. A conversation requires the

speaker to 'face temporal constraints and the social pressures of face-to-face interaction (Chafe in Ismail, 2014: 74). According to Clifton in Gorjian & Habibi (2015: 14) conversation is a form of interactive, spontaneous communication between two or more people who are following rules of politeness and ceremonies.

According to the explanation above, conversation is an activity between two or more persons talking about something directly and interactively in a certain situation.

#### b. Types of conversation

In English First in Kurniati (2015: 36), there are several classifications of conversation:

##### 1) Structural Conversation

The use of the English language both in everyday speech and writing to be precise in the use of any terms as related to time: past, present, and future. Thus, type of conversation is prioritizing grammar. The example of conversation:

John: May I borrow your book?

Mary: Yes, you may!

##### 2) Functional Conversation

Functional conversation is a conversation lessons are intended to establish a person's ability in language functioning according to the place and its existence. This conversation is used

in a formal conversation. Include into the daily conversations that is greeting, introduction, parting, asking something, gratitude and appreciation, invitation, asking and giving permission, praising and congratulation, like and dislike expression, apology, commands and requests certainty, expressing capability, and offering something. For the example:

John: By the way, will you come to my apartment tonight?

Mary: With my pleasure.

### 3) Situational Conversation

Situational conversation is a conversation lesson aim to establish the ability of students to identify specific functions in communication based on a formal situation. Example:

John: Waiter, give me two coffees, please!

The phrase 2 coffees - it is just one example of how the use of special functions in communication based on the situation. In the restaurant, already usual we say 2 coffees grammar although it is wrong, because the 'coffee' is usually regarded as uncountable noun.

#### c. The language in the classroom

In the classroom, the teacher is a leader in overall situation. The exchange of turns between speakers and listeners is under the teacher's overall guidance. According to Cook (2008: 156)

conversation in the classroom is directed. There are three main moves that is initiation, response, and feedback.

Initiation is when the teacher has initiate to require something of the students' say through a question. Response is answering the question. Feedback is while the teacher evaluates the student's behavior and comments on it. These three moves structure is very frequent in teaching. Sometimes, teachers attempt feedback moves with comments.

The teacher's language is particularry important to language teaching. Craig Chaudron in Cook (2008: 157) stated that teacher talk's are 77 per cent of the time in Bilingual class in Canada. Most of the language of the classroom is provided by the teacher.

## **B. Previous Studies**

There are some other research studies which are related to this research. For example a journal article written by Eka Fadilah (2018) entitled willingness to communicate from Indonesian learners' perspective: a dynamic complex system theory. The finding shows that classroom systems such as social and classroom content, linguistics competence, individual differences, and cultural context affect WTC participant's in L2. Those systems encompass some sub-systems

interacting and interconnecting one to another that affect classroom communication in second language.

Another research is conducted by Ahmad Nazari and Negah Allahyar (2012) entitled *Increasing Willingness to Communicate among English as a Foreign Language (EFL) Students: Effective teaching strategies*. In this research, the researcher explains that teachers are invited to consider the strategies. Also the researcher shows that learners' level of willingness to communicate can vary based on the context (cognitive, affective, social, including discipline). So, the teachers need to adjust these techniques by considering all these dimensions of the classroom context.

Other research is written by Tran Vu Bao Khanh (2016) entitled *Some strategies to promote student's willingness to communicate in second language classroom: a case of English education students at Cantho University*. The result of this research explains that three main strategies due to choosing topics related to student's interest, knowledge and experiences, group-divided tasks, and delayed error correction succeed in lifting up the WTC rate of the students. This research also concludes that the student's preference of speaking in group and being corrected by peers.

A study entitled *willingness to communicate in English communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: a structured*

equation modelling approach written by Nasser Fallah (2014). The findings of the study explain that significant positive paths from motivation to self-confidence and negative paths from shyness to self-confidence and motivation and from teacher immediacy to shyness. Further, it was shown that shyness and teacher immediacy could indirectly effect L2 WTC through the mediation of self-confidence and motivation.

Another research is from Jian-E Peag & Lindy Woodrow (2010) entitled willingness to communicate in English: a model in the Chinese EFL classroom context. The result shows that classroom environment predicts WTC, communication confidence, learners' belief, and motivation. Motivation influences WTC indirectly through confidence. The direct effect of the learner is identified on motivation and confidence.

From the previous studies above, there are some similarities and differences with this research. The similarity between this research and other researches is same on the topic about students' willingness to communicate. While the differences lie on the subject of research. The researcher will only focus on students' willingness to communicate in classroom conversation in the bilingual class.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher gives explanation of the research design, setting place and time, subject of the research, data and source of data, research instrument, technique of collecting data, technique of analyzing data, and trustworthiness of the data.

#### **A. Research Design**

The design that is used in this research was a descriptive qualitative research. According to Miles and Huberman (1994: 6) qualitative research is conducted through in intents and/or prolonged contact with “field” of life situation. These situations reflective of the everyday life of individuals, groups, societies, and organization. Whereas, Creswell. J. W (2012) said that qualitative research is inquiry process that explore a social or human problem. The researcher build a complex, analysis words, reports detailed views of informants, and conduct the research in a natural setting. This research collect the data, analysis them, and draws a conclusion based on the data only.

According to Sugiyono 2014: 14, qualitative research is also called naturalistic research because it studies a fenomenan in a natural way. This research paradigm is chosen because it is desired to make an interpretative and natural understanding about the subject



of the study. In this research, the researcher will explore the students' willingness to communicate at bilingual class.

In conclusion, the research is descriptive qualitative research. The researcher uses questionnaire and interview to get the data. The subjects of this research are students in bilingual class and the English teacher. The data will be analyzed with theory from Miles & Huberman, and the data will be shown in descriptive text.

## **B. Setting Place and Time**

### 1. Place of research

This research was conducted at 7B bilingual class of SMP Islam Al Azhar 21 Sukoharjo which is located at Jl. Raya Solo Baru-Baki, Sukoharjo. The reason of choosing this school because this school has bilingual class program every grade.

### 2. Time of research

The researcher conducted the study from November 2019. The detailed schedule of the research can be seen in the following table:

Table 3.1 Research Schedule

NO	Activity	Nov 2019	Mar 2020	Apr 2020	May 2020	Jul 2020	Aug 2020	Okt 2020	Des 2020
	Week	2	1, 3	2	3, 4	1, 2	1, 2, 3, 4	2, 3, 4	3
1	Pre research								
2	Proposal draft and consultation								
3	Seminar proposal								
4	Collecting the data								
5	Analyzing the data								
6	Writing research result								
7	Consulting this thesis to advisor								
8	Munaqosah								

### C. The Subject of the Research

The subjects of this research were 30 students of 7B bilingual class and an English teacher that was though in that class. The researcher chooses 7B bilingual class program because only one bilingual class at seventh grade.

### D. Data and Source of Data

In this research, to answer the research questions, the researcher collected the data from the fenomenan or subject of the

research. The data was analyzed and interpreted because it is still in the raw information form. The data was in the form of the transcription of voice note recording by WhatsApp. The detail information is obtained from interviewing the teacher and the students.

#### **E. Research Instrument**

The instrument of the research is researcher itself as a key instrument. According to Sugiyono (2015: 296) stated that data in qualitative research is subjective. Moreover, for collecting the data the researcher used the procedure of taking interview and questionnaire.

#### **F. Technique of Collecting Data**

The researcher uses interview and questionnaire to collect the data.

##### **1. Interview**

Creswell (2008: 225) stated that interview occurs when the researcher asked one or more participants, open ended questions, and record their answer, then, transcribes the data for analysis. An advantage of using interview in qualitative research is provided useful information when the researcher cannot directly observe participants. Beside that, the researcher can get detailed

personal information. In this interview, the researcher conducted the interview with the English teacher of bilingual class and the 10 representatives of 7B by using WhatsApp. Here, the researcher asked several questions about the students' willingness to communicate and many more to the teacher and students. Because of the pandemic of corona virus, the researcher did online interview that occurred by WhatsApp and used voice note. The result of interview was transcribed in the form of transcript form. Meanwhile, the researcher put the interview transcript in the appendix I.

## 2. Questionnaire

According to Sugiyono (2016: 199) stated that questionnaire is technique of collecting the data by giving several questions or statements to the informants. The questionnaire can be open-ended questionnaire or closed-ended questionnaire. In this research, the researcher used open ended questionnaire. The questionnaire contains several questions about students' willingness to communicate. The researcher gave the questionnaire to the informants by using google form. So, the researcher used the internet to share this questionnaire. The result of questionnaire was printed by the researcher.

## **G. Data Analysis Technique**

In this research, the researcher uses a qualitative data analysis. To analyse the data in qualitative research, the researcher used techniques suggested by Miles, Huberman, and Saldana (2014: 10). There were three steps as follows:

### **1. Data Reduction**

In this technique, the researcher selecting the data that only needed by the researcher. The researcher is focusing, simplifying, abstracting the data that is collected in the research collection, so that there is only important classroom conversation included in the data.

### **2. Data display**

After selecting the data, the next technique is data display. The researcher displayed the data compilation by organizing and compressing the information for drawing conclusion. The researcher classified the data about the classroom communication, the factors that influence the students' willingness to communicate, the teacher's strategies to enhance students' willingness to communicate that is used in seventh grade students at 7B bilingual class of SMP Islam Al Azhar 21 Sukoharjo.

### 3. Conclusion drawing/verification

After displaying the data, the researcher was interpreted the data and reaches the conclusion and verification. The researcher was analyzed the data and make conclusion by using theory. The researcher tries to describe the data by explaining the specific description of the classroom communication, the factors that influence the students' willingness to communicate, and the teacher's strategies to enhance students' willingness to communicate. Finally, the researcher got the result and conclusion of the research.

## **H. Trustworthiness of the Data**

To determine the trustworthiness of the data, the researcher used triangulation. According to Sugiyono (2014: 372), triangulation is a technique of examining the data by various technique collecting the data and sources of the data. Sugiyono (2014: 374) defines the triangulation into three kinds:

1. Sources triangulation means that the researcher will compare the data by several data sources.
2. Method triangulation means that the researcher will examine the data into same sources but different technique. For example, the data gains from interview then the researcher will check by observation, documentation, or questionnaire.

3. Time triangulation means that the appropriate time to collect the data. Because it will influence the data. Collecting the data in the morning will give more valid data because the informant is still fresh.

In this research, the researcher used method triangulation with a purpose of rechecking the information from interviews and questionnaires.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher will be divided the result of research, there were research finding dan discussion. This chapter consist of data presentation and findings which are related to the formulated of research question covering by; the influencing factors of students' willingness to communicate in classroom conversation and the teacher's strategies to enhance students' willingness to communicate in classroom conversation .

#### A. Research Findings

The research findings explain about the answer of the research question in the chapter one based on the data that was obtained by the researcher before. The data was obtained by using interview, questionnaire, and documentation technique. In this research, there are two objectives, they are 1) to identify the factors influencing students' willingness to communicate in classroom conversation, 2) to describe the teacher's strategies to enhance students' willingness to communicate in classroom conversation.

1. The factors influencing students' willingness to communicate in classroom conversation

According to the data result of interview and analysis questionnaire, the factors influencing students' willingness to communicate in classroom conversation will be presented in the table as bellow:



Table 4.1 the table of coding (coding of interview and questionnaire result)

Informant	Code	Result of coding	Category/Topic
Teacher: T Student: S	FWTC	Factors influencing students' willingness to communicate in classroom conversation	<ol style="list-style-type: none"> <li>1. Self confidence</li> <li>2. Communicative competence</li> <li>3. Learning anxiety</li> <li>4. Students' motivation</li> <li>5. Personality</li> <li>6. Teacher role</li> <li>7. Classroom atmosphere</li> <li>8. Interlocutor</li> <li>9. Effect of topics</li> <li>10. Effect of task types</li> </ol>

Based on the table above, the researcher could conclude that several factors influenced the students' willingness to communicate. When the researcher asked to the students about what was the struggle when practice communicate in English, the students answered that there were some factors, such as self confidence, communicative competence, self motivation, personality and others. For the specific explanation, the researcher presented the factors influencing students' willingness to communicate in classroom conversation as below:

a. Self confidence

Based on the interview and questionnaire result, the students almost stated about self confidence. Most of them stated that they were unconfidence when cummunicate in English. There

are some reasons like they were shy to talk in English, they afraid with missword or miss pronunciation. *Masih kurang berani dan percaya diri, takut salah* (A, interview on 1<sup>st</sup> June 2020).

Furthermore, based on the interview result, the student stated:

*Sebenarnya kalau untuk gaya formal yang harus sempurna penyusunan kata, pengucapan dan lain-lain saya kurang percaya diri* (R, interview on 1<sup>st</sup> June 2020).

Here, the student explained that still less of confidence when communicate in the classroom. He thought that communicate in the classroom was formal situation, it makes him to more carefully when talking in English. Then, he still afraid about the structure of the sentence. He also afraid about the pronunciation. It made him not confidence when talking in English.

b. Communicative competence

Based on the interview and questionnaire result, when the researcher asked about “Do you have better communicative competence than your friend?”, almost of them answered that no, because they knew that there was a friend with better communicative competence than them. *Enggak, karena teman-teman banyak yang lebih bagus* (Y, interview on 1<sup>st</sup> June 2020).

Then, there was a student thought that her communicative competence was standart with other. She also thought that her friends were more good than her. *Enggak, biasa aja sih. Soalnya masih ada yang lebih bagus* (A, interview on 1<sup>st</sup> June 2020).

Furthermore, based on the interview result, the student stated:

*Tidak terlalu, karena saya sendiri masih belum memperhatikan kemampuan teman-teman saya* (R, interview on 1<sup>st</sup> June 2020).

Here the student explained that he not really confident about his communicative competence. He also did not care on his friends' communicative competence yet.

#### c. Learning anxiety

Based on the interview and questionnaire result, when the researcher asked “do you felt anxiety during English learning process?”, the student answered sometimes. Here, the student stated that still shy to answer in English when the teacher asked something to her. Because this shyness, she felt anxiety in English learning process. *Kadang, soalnya masih terlalu malu untuk jawab* (A, interview on 1<sup>st</sup> June 2020).

Another student stated that: *Iya saya cemas saat pelajaran bahasa inggris, karena takut salah kata atau penulisan.* (N, questionnaire result on 13<sup>th</sup> May 2020)

Here, she explained that worried during English learning process. She felt afraid about missing vocabulary or structure of the sentence. Usually, in English learning process, the teacher gave the lesson or task in English.

Furthermore, the reason why the student were worried in English learning process was she felt afraid when the teacher asked a question to her. She was afraid to answer the question in English. *Saya cemas karena takut guru mengajukan pertanyaan kepada saya.* (F, questionnaire result on 13<sup>th</sup> May 2020).

d. Student's motivation

Based on the interview and questionnaire result, the student explained that they had motivation from herself. They had motivation to willing communicate in English because they wanted talked in English more fluently. In addition, they wanted to go abroad to continue his education. So, they should talk fluently in English. *Saya punya motivasi biar lebih lancar dalam bahasa inggris karena saya ingin kuliah di luar negeri.* (H, interview on 1<sup>st</sup> June 2020)

In contrast, a student answered that had no motivation from himself to willing communicate in English. He still nervous to talk in English. *Tidak, karena masih gugup untuk berbicara*

*dalam bahasa inggris.* (N, questionnaire result on 13<sup>th</sup> May 2020)

It can be concluded that motivation is a important factor. While the student had motivation from themselves, it will help them to learn about English and willing to communicate in English. Whereas the student had no motivation from themselves, it can be difficult for them to learn about willing to communicate in English, there were no desire from themselves.

e. Personality

Based on the interview and questionnaire result, when the researcher asked “do you have desire to communicate in English in the classroom?”, almost all the students answered yes. The reason why he wanted to communicate in English because excited. *Saya mau untuk berbicara dalam bahasa inggris karena seru.* (R, questionnaire result on 13<sup>th</sup> May 2020).

In contrast, a student answered: *Tidak punya keinginan untuk berbicara dalam bahasa inggris karena malu dan takut salah* (N, questionnaire result on 13<sup>th</sup> May 2020).

He explained that he had no desire to talk in English. He was still shy to talk in English. He also was afraid when he talked in English, he made incorrect answered, incorrect pronunciation, incorrect structure, or incorrect vocabularies.

f. Teacher role

Based on the interview and questionnaire result, teacher role has become one of factors that influencing students' willingness. Here, the teacher helped the students to use English in the classroom. In the other hand, the teacher always used English when she communicate or explained the lesson, it can motivate the students to use English too. *Guru membantu, karena selalu menggunakan bahasa Inggris* (M, interview on 1<sup>st</sup> June 2020).

Furthermore, based on questionnaire, a student stated:

*Guru memberi motivasi saya untuk berbicara dalam bahasa Inggris* (N, questionnaire result on 13<sup>th</sup> May 2020).

That statement explained that the teacher gave motivation to the students to talk in English. It means that the teacher also helped the students to have willingness to communicate in English.

g. Classroom atmosphere

Based on the interview and questionnaire result, classroom atmosphere gave impacts for students' willingness to communicate in English. The classroom with good or enjoyable situation will increase the students to have willingness to

communicate in English. Whereas the classroom without good or enjoyable situation made the students have less willingness to communicate in English. *Iya mempengaruhi, jika suasana kelas menyenangkan kita jadi semangat buat ngomong bahasa inggris* (N, questionnaire result on 13<sup>th</sup> May 2020). In addition, classroom atmosphere could influence the students to have willingness to communicate in English because the teacher made the suggestion to used English more in the classroom. *Suasana kelas mempengaruhi, karena guru menyarankan untuk lebih berbahasa inggris* (R, interview on 1<sup>st</sup> June 2020).

In contrast, there was a student stated: *Nggak mempengaruhi, aku kalau mau ngomong ya ngomong aja* (N, interview on 1<sup>st</sup> June 2020). Here, the student explained that classroom atmosphere did not influence her willingness to communicate. She just talked when wanted to talk in English. It could based on individual perception too.

#### h. Interlocutor

Based on the interview and questionnaire result, the student explained that interlocutor influenced her willingness to communicate. She also stated that when the friends talked in English, she would follow to talk in English too. *Teman berbicara sangat mempengaruhi karena jika teman berbicara*

*bahasa inggris kita akan mengikutinya untuk berbahasa inggris juga* (T, questionnaire result on 13<sup>th</sup> May 2020).

In addition, based on the interview result: *Terkadang iya, kalau ada 1 yang ngomong bahasa inggris terus yang lain nyaut gitu* (Y, interview on 1<sup>st</sup> June 2020).

Here, she explained that if there in classroom was a student who talked in English, so another students would continue to talk in English too. Then, a student explained that interlocutor was influenced her to communicate in English. The reason was she worried about her interlocutor knew or understood her talked about or not. *Dulu enggak mempengaruhi, tapi sekarang mikir “kalo dia ngga tau yang tak omongin gimana dong”* (N, interview on 1<sup>st</sup> June 2020).

i. Effect of topics

Based on the interview and questionnaire result, effect of topics was affected the students to willing communicate in English. The exiting topics could made the students more excited to communicate in English. In other hand, the topics with no special would made the students lazy to talk in English. *Iya mempengaruhi, kalau topik itu seru pasti akan seru* (N, questionnaire result on 13<sup>th</sup> May 2020).



j. Effect of task types

Based on the interview and questionnaire result, the effect of task types also affected the students' willingness to communicate. The oral task made the students more confidence to use English to communicate. Whereas, the written task would add the new vocabularies for the students. *Tugas lisan membuat lebih percaya diri berbahasa inggris sedangkan tugas tertulis bisa memperbanyak kata baru yang dipelajari* (R, questionnaire result on 13<sup>th</sup> May 2020).

Furthermore, based on questionnaire result the student stated:

*Tugas lisan lebih membuat saya untuk mempelajari materi lisan tersebut, sedangkan tugas tertulis seperti contohnya akan diberi kosa kata baru setiap minggunya dan diujikan* (K, questionnaire result on 13<sup>th</sup> May 2020).

Here, when the teacher gave the students oral task, the students would more deep learnt about that task. So, they more willing to present that task. While the written task type like the teacher gave the new vocabularies every week, and then it would to be tested.

2. The teacher's strategies to enhance students' willingness to communicate in classroom conversation.

Based on the data result of interview and analysis document, the teacher's strategies to enhance students' willingness to communicate in classroom conversation will be presented in the table as below:

Table 4.2 the table of coding (coding of interview result)

Informant	Code	Result of coding	Category/Topic
Teacher: T	WTC	teacher's strategies to enhance students' willingness to communicate in classroom conversation	<ol style="list-style-type: none"> <li>1. Remembering the students to speak in English</li> <li>2. Applying special program from bilingual program</li> <li>3. Making group project</li> <li>4. Keeping humorous and solidarity with the students</li> <li>5. Giving excited method to the students</li> <li>6. Giving reward and punishment to the students</li> <li>7. Making abbreviation to make it easy remembering</li> <li>8. Applying English hours</li> <li>9. Making event meet and greet with native speaker</li> <li>10. Following event bilingual students show</li> </ol>

Based on the table of above, the researcher could conclude that the teacher used several strategies to enhance the students' willingness to communicate. When the researcher asked about how was she way to enhance the students' willingness to communicate in English, the teacher stated that she always remembering the students to speak in English. Then she was applied special program from

bilingual program. She also made project group, gave positive feedback and others. For specific explanation, the researcher presented the teacher's strategies to enhance students' willingness to communicate as bellow:

a. Remembering the students to speak in English

Based on the interview result with the teacher, the teacher explained that she should remembered the students to speak in English. When the students asked in Indonesian, the teacher would not answered, the teacher would kept silent. It helped the students to willing commjnicate in English, because this was a good habitual to enhance the students' willingness to communicate. *...ya gurunya harus sering mengingatkan dan ketika mereka tanya pake bahasa indonesia saya diam tidak menjawab* (NWN, interview on 29<sup>th</sup> June 2020).

Furthermore, the teacher stated :

*...ketika ada murid yang bertanya pakai bahasa indonesia saya mengingatkan dengan "speak English please" sampai mereka ketika ada temennya pakai bahasa indonesia secara otomatis akan yang lainnya pasti akan menimpali English please dan biasanya setelah saya bilang English please mereka merubah dari bahasa indonesia jadi bahasa inggris.* (NWN, interview on 29<sup>th</sup> June 2020).

Here, the teacher explained that when the students asked in Indonesian, the teacher would like to remember with "speak English please". Then, the students would remember their other

friends if they asked in Indonesian to change asked in English. Usually, after the teacher remembered to use English, the students automatically change their ask from Indonesian to English.

b. Applying special program from bilingual program

Based on the interview result, the teacher stated:

*...dari tim bilingual sendiri kan memang ada beberapa program, salah satunya memang ada untuk setoran vocab itu yang kelas 7, kemudian yang kelas 8 itu ada English performance, jadi mereka tampil menggunakan bahasa inggris dalam bentuk entah dalam menceritakan sesuatu atau lain sebagainya. Sedangkan untuk kelas 9 fokusnya adalah persiapan ujian nasional... (NWN, interview on 29<sup>th</sup> June 2020).*

Here the teacher explained that, in bilingual team, there were several program to enhance the students' willingness to communicate. In seventh-grade, the teacher gave a new vocabularies each a week. Then, it would be tested. So the seventh-grade students in bilingual class got new vocabularies from this program. The students that had many vocabularies would more willing to communicate in English than the students with little of vocabularies.

c. Making group project

Based on the interview result, the teacher stated:

*...kalau misalkan tugas project biasanya berkelompok dan memang saya batasi, kenapa? Karena kalau misalkan jumlahnya terlalu banyak dikhawatirkan akan tidak maksimal. Jadi anak-anak tertentu akan njagakke temennya yang lain, jadi memang saya biasanya membagi sekitar 5 anak dalam 1 kelompok dan itu memang mereka membuat video tentang percakapan. Kalau video lebih ke skill speakingnya. (NWN, interview on 29<sup>th</sup> June 2020).*

Here, the teacher explained that she sometimes made group project. This project usually made a video about conversation that talked about a topic. This project will increased the students speaking skill. In addition, the teacher will decided the members of the group. The group would consisted of 4 or 5 students. It was aim to make the students talked in English more maximal. If a group consisted of more 5 students, it would made the students lazy to do this project because there were other friend that could finish the project.

d. Keeping humorous and solidarity with the students

Based on the interview result with the teacher, she stated:

*Selain itu kalau sisi humoris tuh tetap ya. Jadi biasanya walaupun kondisinya di kelas itu biasa gojekan dengan murid itu biasa, paling nggak untuk mencairkan suasana juga membangun keakraban, membangun kedekatan dengan anak-anak. (NWN, interview on 29<sup>th</sup> June 2020).*

Here, the teacher explained that one of her strategies to enhance the students' willingness to communicate was kept

humorous and solidarity to the student. It was aimed to create a good relation between the teacher and the students. So, the English learning process would be enjoy learning. So that, the students would afraid to talk in English while the situation in the classroom was enjoyed.

e. Giving interesting method to the students

Based on the interview result with the teacher, the teacher stated:

*Saya mengurangi kecemasan dengan memberikan metode yang menurut mereka menyenangkan. Karena saya sendiri sudah membuktikan dengan listening to the music jadi cukup meningkatkan vocab dan kemampuan listening juga. Karena kan biasanya ada soal missing lyrics. (NWN, interview on 29<sup>th</sup> June 2020).*

Here, the teacher explained that she was used interesting method to the students to decrease the students' anxiety. For example, the teacher used "listening to the music", there were some missed lyrics. This method was increased the students vocabularies and also listening skill. In facts, students with high knowledge of vocabularies have more willingness to communicate in English than the students with little of vocabularies knowledge.

f. Giving reward and punishment to the students

Based on the interview result with the teacher, the teacher explained that she gave positive feedback to the students. In addition, the teacher gave reward to motivate the students to have willingness to communicate in English. Example of this reward in form of cash money. This reward become an appreciation to the students that active in speaking English, so that, other students would be more motivated to speak in English. *Biasanya kata-kata positif yang pasti. Kemudian kalau dari program bilingual sendiri ada reward dalam bentuk cash money untuk the most active students in speaking English.* (NWN, interview on 29<sup>th</sup> June 2020).

Furthermore, based on the interview result the teacher stated:

*“Kadang kalau ada anak yang rame saat pelajaran bahasa inggris saya minta mereka speak in English in 2-5 minutes”* (NWN, interview on 29<sup>th</sup> June 2020).

Here, the teacher explained that beside she gave reward to the students, she also gave a punishment to the students. If there were the students made a noisy, the teacher would asked them to speak in English in 2-5 minutes. It helped the students to have willingness to communicate in English too.

g. Making abbreviation to make it easy remembering

Based on the interview result, the teacher stated :

*Kalau strategi mengajar yang paling maksimal hasilnya adalah saya suka membuat singkatan-singkatan unik untuk mempermudah mengingat. Misalnya generic structure teks procedure adalah goal/aim, materials/ingredients, steps itu saya singkat GAMIS. Itu salah satu contohnya. (NWN, interview on 29<sup>th</sup> June 2020).*

Here, the teacher explained that she was used abbreviation to make students easy to remember about English Lesson. When the students know more about English lesson, they would be more confidence about their English ability. So that, the students would have more willingness to communicate in English too.

#### h. Applying English hours

Based on the interview result with the teacher, the teacher stated:

*...Tetapi memang tidak semua karena kan kami memang di jam-jam tertentu kami memang English hours itu dimulai dari mulai berangkat sampai mereka masuk ke sekolah biasanya mereka ngomong pake bahasa inggris.... (NWN, interview on 29<sup>th</sup> June 2020)*

Here, the teacher explained that in their school, there was English hours. This English hours started from they were from home until go to school. This time, they should use English to communicate each other. This strategy also could help the students to willing more to communicate in English because this



was a good habitual to make the students familiar with using English to communicate.

i. Making event meet and greet with native speaker

Based on the interview result, the teacher stated:

*...beberapa program kami jalankan sendiri, salah satunya yang rutin itu adalah meet and greet with native speaker. Jadi setiap, at least minimal dalam satu semester itu ada 1 kali, kelas bilingual itu didatangi oleh native tapi untuk yang tahun kemaren ini malah sekitar 2 bulan sekali ada guru native yang datang ke sekolah ... (NWN, interview on 29<sup>th</sup> June 2020).*

Here, the teacher explained that there was a program that was “meet and greet” with native speaker. This program usually was did once of a semester. Last year, in bilingual class, every two months there was a teacher native speaker that came to the school. The native speaker could motivated the students to more willing to communicate in English. The students could ask to the native speaker about how to pronounce English well.

j. Following event bilingual students show

Based on the interview result, the teacher stated:

*Entah dalam bentuk puisi atau menyanyi atau drama atau bercerita atau semacam menjelaskan prosedur melakukan apa gitu, seperti itu. Termasuk ada penampilan-penampilan dari kelas lainnya dalam bentuk bahasa inggris. Jadi bilingual students show itu penampilan disampaikan dalam bentuk bahasa inggris. (NWN, interview on 29<sup>th</sup> June 2020).*

Here, the teacher explained that there was an event bilingual students show. In this event, the students should show in English. It could be poetry, singing, drama, story telling, or explaining procedure text, or others in English. The bilingual class should follow this event. So that, it could make the students more to willing communicate in English to make familiar with English too.

## **B. Discussion**

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion answered the research problem that are the influencing factors of students' willingness to communicate in classroom conversation and the teacher's strategies to enhance students' willingness to communicate.

The researcher found several factors that influenced the students' willingness to communicate using English that proved by the questionnaire result and interview result, they are self confidence, communicative competence, learning anxiety, students' motivation, personality, teacher role, classroom atmosphere, interlocutor, effect of topics, effect of task types.

The most of students said that self confidence was influenced them to willing communicate in English. This factors also back to the personality of the students. Then, the students with good of communicative competence

could made them more confident to talk in English than the students with less of communicative competence. The students' anxiety to talk in English became the next factor that influenced the students' willingness. It was needed the habitual of speaking in English to decrease the students' anxiety. The student's motivation defines as students try to acquire the language because of the desire to do. It also depended on students itself. The students with high motivation more easy to learn and practice communicate in English than the students no motivation from themselves. Personality is an important factor that contributing to their willingness to communicate. It can be see from their desire to speak in English.

The teacher role means teacher's behavior involves actions in class including giving clear explanations, feedback or encouragement, providing opportunities for students to talk. The classroom atmosphere is defined as the emotion, mood, or situation created and enjoyed by the class group, which shows involvement and participation of all members in the class. The students that was active talked in English gave the good impact to others students to talk in English too. The interlocutor was influenced the students to speak in English. The students wanted to talk in English if their interlocutor have the same perception and proviciency with them. The effect of topics meant that the familiar topic was more interesting for the students. So that, the students wanted to speak in English. The effect of task types Tasks are defined as the learning activities organized in a class targeted at either structural knowledge or communicative ability. Here, the students

more helped with the oral task from the teacher to make them more habitual with English. In addition the written task also helped the students to repair their grammar and added the new vocabularies.

The descriptions above in line with the statement of Tuyen, Thi, & Loan (2019: 253) that explained two of variables that are considered to have influences on students' WTC. They are psychological variable and situational variable. The psychological variable was consist of self confidence, communicative competence, learning anxiety, students' motivation, personality. Meanwhile the situational variable was consists of teacher role, classroom atmosphere, interlocutor, effect of topics, effect of task types.

Furthermore, according to interview result and analyzed documents, the researcher found some strategies that applied from the teacher to enhance the students' willingness to communicate. That were remembering the students to speak in English, applying special program from bilingual program, making group project, keeping humorous and solidarity with the students, giving excited method to the students, giving reward and punishment to the students, making abbreviation to make it easy remembering, applying English hours, making event meet and great with native speaker, following event bilingual students show.

According to Vongsila (2016: 6) there are ten teacher's strategies to encourage students' willingness to communicate: group size, cultural background, speaking ability, classroom atmosphere, selecting task type,

reducing shyness, self confidence, familiarity with interlocutor, reducing anxiety, topic familiarity. The teacher was applied these strategies in the class with some modified strategies from her, but the aim of the strategies was same, that are to make the students more willing to communicate in English. Here, in addition, the teacher not only as the English teacher in bilingual class, but also she as a teacher in bilingual team. So that, she also applied some program that was planned by bilingual team to enhance the students' willingness to communicate in English. The example of bilingual program were applying English hours, making event meet and greet with native speaker, following event bilingual students show.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After describing and analyzing the data, the researcher drew conclusion about the the factors influencing the students' willingness to communicate and the teacher's strategies to enhance students' willingness to communicate in English. The findings show that there are 10 factors that influenced the students' willingness, those are self confidence, communicative competence, learning anxiety, students' motivation, personality, teacher role, classroom atmosphere, interlocutor, effect of topics, effect of task type. All of this factors influenced the students to talk in English.

The students with good self confidence, communicative competence, motivation, personality, is more willing to communicate in English because they are felt that they had this factors from themselves. Some of students want to talk in English with some reasons, such as when the atmosphere of the class was nice, when the interlocutor understood about talked in English too, when the topics was interested. The teacher role helped the students to willing communicate in English because here the teacher gave some advices to the students. Then, the task types of oral and written also helped the students to develop their competence in English.

Actually, most of the students enjoyed while learning English, because English subject is fun. But several students still feel anxiety during

the English learning. In facts, some of students confidence to communicate in English, but they still afraid about mispronunciation or the error grammar. In bilingual class, they can practiced communicate in English more than other classes. So that, they were more fluency while reveal communicate in English that other classes.

Furthermore, the findings also there were some strategies used by the teacher to enhance the students' willingness to communicate in English. Those are remembering the students to speak in English, applying special program from bilingual program, making group project, keeping humorous and solidarity with the students, giving excited method to the students, giving reward and punishment to the students, making abbreviation to make it easy remembering, applying English hours, making event meet and greet with native speaker, following event bilingual students show.

Here, the teacher applied some strategies that made the students more willing to communicate in English. Beside the teacher as the English teacher of bilingual class, she also as a members of bilingual team in this school. So, the teacher here also mixed and applied some strategies from bilingual team to enhance the students' willingness.

## **B. Suggestion**

The researcher gives suggestions related to the research then hopes that these suggestions are useful for teacher, institution and other researchers.

1. For the teacher

The researcher hopes that teacher can develop her strategy to enhance the students' willingness to communicate. After seeing what factors influencing the students' willingness to communicate, the teacher can know and understand what are the students' difficulties factors to communicate in English. So that, the teacher can create new strategy to make the students more willing to communicate in English.

2. For the SMPI Al Azhar 21 Solo Baru

The researcher hopes that the school will be able to provide the best service for the teachers and students, such as adding class facilities to make students more interested to communicate in English. Then, need for development or implementation of technology to improve teacher and students skills in communicate in English.

3. For the researcher

The researcher suggests to other researcher to analyze the other aspects of willingness to communicate. So that the research will be continued and can be developed by other researchers, because the researcher believed that there are still many findings of problems in the same type of research to be observed.



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## APPENDIX I

### INTERVIEW

Result of teacher's interview

Researcher : Dea Rindiana

Teacher : Mrs. Nur Wijaya Ningrum, S. Pd

Date : 29<sup>th</sup> June 2020

Time : 10.00-13.00 WIB

Place : Whatsapp aplication

Daftar pertanyaan dan jawaban wawancara dengan miss NWN:

1. Menurut Ms. Ningrum, bagaimana kesiapan siswa kelas bilingual untuk berkomunikasi atau berbicara menggunakan bahasa inggris?

Jawab : Kalau secara kesiapan kemampuan berbahasa inggris, murid bilingual secara kemampuan memang sedikit lebih unggul daripada dengan kelas yang lain. karena memang salah satu aspeknya adalah untuk tesnya kan ada tes-tes lain. tes pertama awal masuk untuk kelas bilingual ada tes lain, misalnya membuat video prkenalan dan lain sebagainya.

2. Apakah siswa menggunakan bahasa inggris saat berbicara, membaca buku pelajaran di kelas?

Jawab: Murid menggunakan bahasa inggris memang pada saat komunikasi tertentu dan juga dengan wali kelas, dan juga saat pembelajaran, untuk yang math dan science biasanya memang untuk komunikasinya sekedar ijin ke

kamar mandi memang menggunakan bahasa inggris. Tetapi memang tidak semua karena kan kami memang di jam-jam tertentu kami memang English hours itu dimulai dari mulai berangkat sampai mereka masuk ke sekolah biasanya mereka ngomong pake bahasa inggris. Tetapi pada kenyataannya banyak sekali yang belum percaya diri untuk menggunakan itu.

3. Apakah siswa di kelas berbicara menggunakan bahasa inggris karena mereka percaya diri dengan kemampuannya?

Jawab: Betul. Ada beberapa anak yang secara kemampuan speakingnya sudah bagus dan mereka percaya diri, PD sekali untuk menyampaikan itu dalam bahasa inggris. Dari keseharian mereka speak English itu sudah sangat percaya diri. Anak-anak tertentu beberapa kali saya menemui seperti itu. Jadi ngomong bahasa inggrisnya sudah cas cis cus dan penuh percaya diri.

4. Untuk materi pembelajaran yang diajarkan di kelas bilingual, apakah beda dengan kelas yang lain? seperti memiliki buku panduan atau silabus yang berbeda?

Jawab: Betul. Materi yang diajarkan di kelas bilingual berbeda dari kelas regular. Untuk kelas regular bukunya memang langsung dari buku cambridge kemudian source nya juga langsung dari cambridge. Berbeda dengan kelas yang lain buku bahasa inggrisnya masih menggunakan buku lokal, sedangkan khusus untuk kelas bilingual memang bukunya adalah buku yang langsung dari cambridge.

5. Apakah ada siswa yang kurang dalam berbicara menggunakan bahasa inggris miss? Bagaimana cara miss ningrum untuk meningkatkan kemampuan kesiapan siswa berbicara menggunakan bahasa inggris?

Jawab: Ada, banyak malah. Walaupun masuk di kelas bilingual ada beberapa anak yang kemampuan bahasa inggrisnya masih sangat standar, tetapi biasanya secara otomatis orang tua memiliki kesadaran untuk menambah jam bahasa inggris lain, mungkin dengan cara meng-leskan atau dan lain sebagainya. Tapi memang secara overall, at least untuk yang kelas bilingual memang kemampuan bahasa inggrisnya diatas rata-rata dari kelas yang lain. Kalaupun misal ada yang kemampuan bahasa inggrisnya biasa, ya tetap ada, tapi ya hanya beberapa. Paling tidak mungkin dari 32 murid itu mungkin memang yang bahasa inggrisnya masih sangat low itu sekitar tidak sampai 10 anak, tapi kalau yang parah banget gak ada, jadi bagaimanapun juga kemampuan bahasa inggrisnya diatas dari kelas yang lain.

6. Apakah miss ningrum menggunakan berbagai strategi untuk meningkatkan kemampuan kesiapan siswa berbicara menggunakan bahasa inggris?

Jawab: Untuk meningkatkan kemampuan bahasa inggris, dari tim bilingual sendiri kan memang ada beberapa program, salah satunya memang ada untuk setoran vocab itu yang kelas 7, kemudian yang kelas 8 itu ada English performance, jadi mereka tampil menggunakan bahasa inggris dalam bentuk entah dalam menceritakan sesuatu atau lain sebagainya. Sedangkan untuk kelas 9 fokusnya adalah persiapan ujian nasional , jadi vocab-vocab



nya yang sering keluar pada saat ujian nasional. Tetapi untuk kelas 9 ada semacam pentas seni atau bilingual students show itu nanti semua anak dari kelas bilingual kelas 9 itu nanti wajib menampilkan performance mereka dalam bahasa inggris. Entah dalam bentuk puisi atau menyanyi atau drama atau bercerita atau semacam menjelaskan prosedur melakukan apa gitu, seperti itu. Termasuk ada penampilan-penampilan dari kelas lainnya dalam bentuk bahasa inggris. Jadi bilingual students show itu penampilan disampaikan dalam bentuk bahasa inggris.

7. Apakah miss ningrum menjadi fasilitator di kelas bilingual?

Jawab: Selama ini saya memang diamanahi selalu menjadi wali kelas bilingual, jadi secara otomatis memang kami yang di tim bilingual itu menggodok beberapa program kami jalankan sendiri, salah satunya yang rutin itu adalah meet and greet with native speaker. Jadi setiap, at least minimal dalam satu semester itu ada 1 kali, kelas bilingual itu didatangi oleh native tapi untuk yang tahun kemaren ini malah sekitar 2 bulan sekali ada guru native yang datang ke sekolah .

8. Apakah miss ningrum memilih tipe tugas tes tulis atau lisan, seperti mengerjakan soal tertulis, diskusi, atau percakapan secara langsung?

Jawab: Seringnya memang pertanyaan tulis kalau nggak ya listening. Kalau misal yang bentuk percakapan juga pernah, tetapi yang tahun ini spesial tidak terselesaikan akibat korona. Paling sering adalah tes tertulis kalau nggak biasanya writing sama listening.

9. Apakah miss ningrum menggunakan metode diskusi dalam pembelajaran di kelas? Kemudian apakah miss ningrum menentukan jumlah kelompok dalam satu group? Mengapa?

Jawab: Saya jarang saya buat pelajaran bahasa inggris dalam bentuk discussion, tetapi kalau misalkan tugas project biasanya berkelompok dan memang saya batasi, kenapa? Karena kalau misalkan jumlahnya terlalu banyak dikhawatirkan akan tidak maksimal. Jadi anak-anak tertentu akan njagakke temennya yang lain , jadi memang saya biasanya membagi sekitar 5 anak dalam 1 kelompok dan itu memang mereka membuat video tentang percakapan. Kalau video lebih ke skill speakingnya.

10. Bagaimana cara miss ningrum menciptakan suasana di kelas yang dapat membantu kesiapan siswa berbicara dalam bahasa inggris? Misalnya guru ramah terhadap murid, kemudian ada sisi humorisnya atau yang lainnya.

Jawab: Tentu memang saya terbiasa menciptakan paling nggak ketika ada murid yang bertanya pakai bahasa indonesia saya mengingatkan dengan “speak English please” sampai mereka ketika ada temennya pakai bahasa indonesia secara otomatis akan yang lainnya pasti akan menimpali English please dan biasanya setelah saya bilang English please mereka merubah dari bahasa indonesia jadi bahasa inggris. Selain itu kalau sisi humoris tuh tetap ya. Jadi biasanya walaupun kondisinya di kelas itu biasa gojekan dengan murid itu biasa, paling nggak untuk mencairkan suasana juga membangun keakraban, membangun kedekatan dengan anak-anak.

11. Bagaimana cara miss ningrum mengurangi kecemasan siswa dalam berbicara bahasa inggris?

Jawab: Saya mengurangi kecemasan dengan memberikan metode yang menurut mereka menyenangkan. Karena saya sendiri sudah membuktikan dengan listening to the music jadi cukup meningkatkan vocab dan kemampuan listening juga. Karena kan biasanya ada soal missing lyric. Saya sendiri sudah membuktikan dulu saya tipe orang yang ... sangat bahasa inggris. Tetapi karena saya suka menyanyi kemudian suka mendengarkan lagu bahasa inggris akhirnya terbiasa sendiri.

12. Apakah miss ningrum memberikan positive feedback kepada siswa? seperti apa contohnya?

Jawab: Biasanya kata-kata positif yang pasti. Kemudian kalau dari program bilingual sendiri ada reward dalam bentuk cash money untuk the most active students in speaking English.

13. Apakah miss ningrum memberikan reward dan punishment kepada siswa? berupa apa?

Jawab: Kalau selama ini yang terkait dengan program bilingual, kami ada laporan berbentuk suplemen kepada wali murid. Jadi secara otomatis progress anak akan terlihat. Kadang kalau ada anak yang rame saat pelajaran bahasa inggris saya minta mereka speak in English in 2-5 minutes.

14. Dari semua itu, strategi apa yang paling maksimal dan apa yang kurang maksimal? Mengapa?

Jawab: Kalau strategi mengajar yang paling maksimal hasilnya adalah saya suka membuat singkatan-singkatan unik untuk mempermudah mengingat. Misalnya generic structure teks procedure adalah goal/aim, materials/ingredients, steps itu saya singkat GAMIS. Itu salah satu contohnya.

Tapi kalau strategi program bilingual biar maksa mereka ngomong ya gurunya harus sering mengingatkan dan ketika mereka tanya pake bahasa indonesia saya diam tidak menjawab dan saya menjawab English please. Biasanya anak-anak yang siap langsung ganti in English.

Informant	Code	Category/Topic	Data
T		Remembering the students to speak in English	<ol style="list-style-type: none"> <li>1. ...ketika ada murid yang bertanya pakai bahasa indonesia saya mengingatkan dengan "speak English please" sampai mereka ketika ada temennya pakai bahasa indonesia secara otomatis akan yang lainnya pasti akan menimpali English please dan biasanya setelah saya bilang English please mereka merubah dari bahasa indonesia jadi bahasa inggris.</li> <li>2. ...ya gurunya harus sering mengingatkan dan ketika mereka tanya pake bahasa indonesia saya diam tidak menjawab ...</li> </ol>
T		Applying special program from	...dari tim bilingual sendiri kan memang ada beberapa program, salah satunya memang ada untuk setoran

		bilingual program	vocab itu yang kelas 7, kemudian yang kelas 8 itu ada English performance, jadi mereka tampil menggunakan bahasa inggris dalam bentuk entah dalam menceritakan sesuatu atau lain sebagainya. Sedangkan untuk kelas 9 fokusnya adalah persiapan ujian nasional...
T		Making group project	...kalau misalkan tugas project biasanya berkelompok dan memang saya batasi, kenapa? Karena kalau misalkan jumlahnya terlalu banyak dikhawatirkan akan tidak maksimal. Jadi anak-anak tertentu akan <i>njagakke</i> temennya yang lain, jadi memang saya biasanya membagi sekitar 5 anak dalam 1 kelompok dan itu memang mereka membuat video tentang percakapan. Kalau video lebih ke skill speakingnya.
T		Keeping humorous and solidarity with the students	Selain itu kalau sisi humoris tuh tetap ya. Jadi biasanya walaupun kondisinya di kelas itu biasa gojekan dengan murid itu biasa, paling nggak untuk mencairkan suasana juga membangun keakraban, membangun kedekatan dengan anak-anak.
T		Giving interesting method to the students	Saya mengurangi kecemasan dengan memberikan metode yang menurut mereka menyenangkan. Karena saya sendiri sudah membuktikan dengan listening to the music jadi cukup meningkatkan vocab dan kemampuan listening juga. Karena kan biasanya ada soal missing lyric.

T		Giving reward and punishment to the students	<ol style="list-style-type: none"> <li>1. Biasanya kata-kata positif yang pasti. Kemudian kalau dari program bilingual sendiri ada reward dalam bentuk cash money untuk the most active students in speaking English.</li> <li>2. Kadang kalau ada anak yang rame saat pelajaran bahasa inggris saya minta mereka speak in English in 2-5 minutes.</li> </ol>
T		Making abbreviation to make it easy remembering	<p>Kalau strategi mengajar yang paling maksimal hasilnya adalah saya suka membuat singkatan-singkatan unik untuk mempermudah mengingat. Misalnya generic structure teks procedure adalah goal/aim, materials/ingredients, steps itu saya singkat GAMIS. Itu salah satu contohnya.</p>
T		Applying English hours	<p>...Tetapi memang tidak semua karena kan kami memang di jam-jam tertentu kami memang English hours itu dimulai dari mulai berangkat sampai mereka masuk ke sekolah biasanya mereka ngomong pake bahasa inggris....</p>
T		Making event meet and greet with native speaker	<p>...beberapa program kami jalankan sendiri, salah satunya yang rutin itu adalah meet and greet with native speaker. Jadi setiap, at least minimal dalam satu semester itu ada 1 kali, kelas bilingual itu didatangi oleh native tapi untuk yang tahun kemaren ini malah sekitar 2 bulan sekali ada guru</p>

			native yang datang ke sekolah ...
T		Following event bilingual students show	Entah dalam bentuk puisi atau menyanyi atau drama atau bercerita atau semacam menjelaskan prosedur melakukan apa gitu, seperti itu. Termasuk ada penampilan-penampilan dari kelas lainnya dalam bentuk bahasa inggris. Jadi bilingual students show itu penampilan disampaikan dalam bentuk bahasa inggris.

## Result of students' interview

Informant	Code	Category/Topic	Data
S	FWTC	Self confidence	<ol style="list-style-type: none"> <li>1. Masih kurang berani dan percaya diri, takut salah (Aliya)</li> <li>2. Sebenarnya kalau untuk gaya formal yang harus sempurna penyusunan kata, pengucapan dll saya kurang percaya diri (Rayhan)</li> <li>3. Tidak percaya diri, saya malu karena biasanya dibilang "sok inggris" (Raffi)</li> </ol>
S		Communicative competence	<ol style="list-style-type: none"> <li>1. Tidak terlalu, karena saya sendiri masih belum memperhatikan kemampuan teman-teman saya (Rayhan)</li> <li>2. Enggak, karena teman-teman banyak yang lebih bagus (Yumna)</li> <li>3. Enggak, biasa aja sih. Soalnya masih ada yang lebih bagus (Aliya)</li> </ol>
S	FWTC	Learning anxiety	<ol style="list-style-type: none"> <li>1. Kadang, soalnya masih terlalu malu untuk jawab (Aliya)</li> <li>2. Iya saya cemas saat pelajaran bahasa inggris, karena takut salah kata atau penulisan (Nabila)</li> <li>3. Saya cemas karena takut guru mengajukan pertanyaan kepada saya (Fara)</li> </ol>
S		Students' motivation	<ol style="list-style-type: none"> <li>1. Saya punya motivasi, biar bisa fasih ngomong bahasa inggris (Nerissa)</li> <li>2. Saya punya motivasi biar lebih lancar dalam bahasa inggris karena saya ingin kuliah di luar negeri (Hasya)</li> </ol>



			3. Tidak, karena masih gugup untuk berbicara dalam bahasa Inggris (Naufal)
S		Personality	<ol style="list-style-type: none"> <li>1. Saya mau untuk berbicara dalam bahasa Inggris karena seru (Razan)</li> <li>2. Tidak punya keinginan untuk berbicara dalam bahasa Inggris karena malu dan takut salah (Naufal)</li> </ol>
S		Teacher role	<ol style="list-style-type: none"> <li>1. Guru membantu, karena selalu menggunakan bahasa Inggris (Maulana)</li> <li>2. Guru membantu saya dalam hal grammar (Hasya)</li> <li>3. Guru memberi motivasi saya untuk berbicara dalam bahasa Inggris (Nadya)</li> </ol>
S		Classroom atmosphere	<ol style="list-style-type: none"> <li>1. Suasana kelas mempengaruhi, karena guru menyarankan untuk lebih berbahasa Inggris (Razan)</li> <li>2. Iya mempengaruhi, jika suasana kelas menyenangkan kita jadi semangat buat ngomong bahasa Inggris (Nadya)</li> <li>3. Nggak mempengaruhi, aku kalau mau ngomong ya ngomong aja (Nerisa)</li> </ol>
S		Interlocutor	<ol style="list-style-type: none"> <li>1. Teman berbicara sangat mempengaruhi karena jika teman berbicara bahasa Inggris kita akan mengikutinya untuk berbahasa Inggris juga (Tasya)</li> <li>2. Terkadang iya, kalau ada 1 yang ngomong bahasa Inggris terus yang lain nyaut gitu (Yumna)</li> <li>3. Dulu enggak mempengaruhi, tapi sekarang mikir “kalau dia ngga tau yang tak omongin gimana dong” (Nerissa)</li> </ol>

S		Effect of topics	<ol style="list-style-type: none"> <li>1. Kalau topiknya ada unsur bahasa inggrisnya, iya mempengaruhi (Maulana)</li> <li>2. Topik mempengaruhi sih, tambah jadi excited gitu (Nerissa)</li> <li>3. Iya mempengaruhi, kalau topik itu seru pasti akan seru (Nabila)</li> </ol>
S		Effect of task types	<ol style="list-style-type: none"> <li>1. Tugas lisan membuat lebih percaya diri berbahasa inggris sedangkan tugas tertulis bisa memperbanyak kata baru yang dipelajari (Riffat)</li> <li>2. Tugas lisan menjadi latihan pronunciation yang benar, kalau tugas tulis bisa memperbaiki grammar (Hasya)</li> <li>3. Tugas lisan lebih membuat saya untuk mempelajari materi lisan tersebut, sedangkan tugas tertulis seperti contohnya akan diberi kosa kata baru setiap minggunya dan diujikan (Kayla)</li> </ol>

Researcher : Dea Rindiana

Student : Yumna

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?  
Kadang ga pd sih, soalnya antara takut salah sama jadi speechless padahal paham.
2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?  
Enggak sih,
3. Pernah merasa cemas saat pelajaran bahasa inggris?  
Enggak, ya karena aku paham paham aja
4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?  
Punya. Biar kalau ada orang bule nanya aku gak bingung. Atau video, artikel dll yang berbahasa inggris aku jadi paham.
5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?  
Iya ada
6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?  
Punya, kadang aku masih salah di cara ngomongnya, jadi di benerin gitu sama guru
7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Iya. Kadang kalau gak ngerti arti/cara ngucapin bisa tanya temen. Kadang juga temen-temen katanya ada yang di campur indo-inggris.

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Kadang kalau ada 1 orang yang ngomong bahasa inggris terus yang lain nyaut, aku ikutan

9. Kalau pemilihan topik mempengaruhi untuk berbicara bahasa inggris tidak?

Bisa jadi sih

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Mempengaruhi, karena aku bisa tau pelafalan yang bener tuh yang ini.

11. Kalau tugas tertulis mempengaruhi tidak?

Juga mempengaruhi. Karena aku bisa tau huruf yang bener. Tulisan yang bener.

Researcher : Dea Rindiana

Student : Hasya

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?

Iya kak. Insyaallah saya pd kalau berbicara bahasa inggris.

2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?

Mungkin kak, karena aku sering baca novel bahasa inggris, film juga, terus kalo kurang ngerti, aku artiin dari oxford dictionary atau u dictionary (apk).

Bisa juga karena ngomong-ngomong sendiri. Alasan utama mungkin karena dulu sudah terbiasa dari kecil ngomong bahasa inggris tapi karena sekarang gak ada orang yang bisa diajak ngomong, ya aku coba buat ngembangin sendiri, gitu kak.

3. Pernah merasa cemas saat pelajaran bahasa inggris?

Kadang cemas, takut salah, tapi sekarang udah gak takut lagi. Karena kadang aku dijuluki yang pinter bahasa inggris, dan kalau misal salah kan malu.

4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?

Punya. Aku mau kuliah di luar negeri

5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?

Iya ada

6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?

Punya, miss ningrum membantu saya dalam grammar

7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Bisa kadang-kadang. Berbicara dengan bahasa inggris dengan sahabat.

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Iya, kalau ada teman yang berbicara bahasa inggris jadi pengen ikutan ngomong bahasa inggris.

9. Kalau pemilihan topik mempengaruhi untuk berbiacara bahasa inggris tidak?

Tidak, topik apapun tidak jadi masalah

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Iya. Kerena emang ngomong dan latihan pronunciation

11. Kalau tugas tertulis mempengaruhi tidak?

Juga mempengaruhi. Memperbaiki grammar.

Researcher : Dea Rindiana

Student : Raffi

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?  
Umm, tidak terlalu. Karena biasanya suka dibilang sok inggris, dll. tapi sebenarnya pd aja.
2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?  
Ya saya tidak merasa lebih bisa dari teman-teman saya. Tapi saya juga tidak merasa teman-teman saya lebih pintar.
3. Pernah merasa cemas saat pelajaran bahasa inggris?  
Tidak, karena saya suka pelajaran bahasa inggris karena lebih gampang daripada yang lain seperti ipa.
4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?  
Iya. Motivasi saya untuk belajar bahasa inggris agar nanti kalau misal keluar negeri atau berbicara dengan orang luar bisa paham.
5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?  
Nggak sih, lebih kalau ke perlu aja.
6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?  
Ya pastinya punya walaupun sedikit. Contohnya ya seperti mempelajari tenses-tenses baru.

7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Sepertinya tidak.

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Emm. Sepertinya iya, karena saya lebih sering diajak ngomong bahasa inggris. Karena kalau saya yang ngajak nanti malah dikira sok inggris dll trus ntar jadi malu.

9. Kalau pemilihan topik mempengaruhi untuk berbicara bahasa inggris tidak?

Iya mungkin saat pelajaran bahasa inggris

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Iya, kan kita harus berbicara dengan bahasa inggris.

11. Kalau tugas tertulis mempengaruhi tidak?

Iya juga. Karena kita kan juga belajar bahasa inggris.



Researcher : Dea Rindiana

Student : Razan

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?  
Iya lumayan, kadang-kadang salah pengucapan.
2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?  
Ya alhamdulillah bisa ngomong lancar
3. Pernah merasa cemas saat pelajaran bahasa inggris?  
Tidak, karena soalnya tidak terlalu susah.
4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?  
Iya, misalnya nanti bisa sekolah di luar bisa ngomog inggris lancar
5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?  
Iya ada
6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?  
Pasti berpengaruh, tapi lebih berpengaruh dulu saat aku ikut les dulu.
7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?  
Lumayan, kadang-kadang ngomong pake bahasa inggris.
8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Bisa mempengaruhi, karena ke ikut.

9. Kalau pemilihan topik mempengaruhi untuk berbicara bahasa inggris tidak?

Kurang tahu

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Iya. Kerena tugas lisannya bahasa inggris

11. Kalau tugas tertulis mempengaruhi tidak?

Lumayan, karena bisa memperbaiki grammar.

Researcher : Dea Rindiana

Student : Rayhan

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?  
Sebenarnya kalau disuruh bicara dengan gaya non formal saya masih bisa percaya diri, tapi kalau untuk gaya formal yang harus sempurna penyusunan kata, pengucapan dan lain-lain saya masih kurang percaya diri.
2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?  
Kalau ditanya tentang kemampuan bahasa inggris lebih tinggi dengan teman-teman yang lain, saya belum berani berani memberi jawaban “ya” karena saya sendiri belum pernah memperhatikan kemampuan maksimal dari teman saya
3. Pernah merasa cemas saat pelajaran bahasa inggris? Alasannya apa?  
Tidak terlalu, sebenarnya kalau disuruh memahami soal dan dijawab seperti biasa saya masih bisa, tapi jika saya disuruh mempresentasikan sesuatu dalam bahasa inggris saya masih agak takut.
4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?  
Contohnya apa?  
Iya saya memiliki motivasi, kalau bisa menguasai bahasa inggris maka kamu bisa menjadi lebih bahagia.
5. Ada kemauan buat ngomong pakai bahasa inggris tidak ? alasannya apa?

Iya ada. Karena jika ada saat dimana saya harus berbicara dengan bahasa inggris maka saya bisa mengatasinya dengan baik.

6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris? Misalnya apa?

Iya, karena saat saya masih bingung dalam memilih kata atau cara pengucapan suatu kata saya biasanya tanya ke guru.

7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Karena suasana di kelas agak ribut karena banyak yang ngobrol dan ngobrolnya pake bahasa indonesia jadi supaya masih ada kesan bilingual saya mencoba berbicara dalam bahasa inggris

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak? Kenapa?

Ya, karena teman bicara saya mencoba untuk berbicara bahasa inggris jadi untuk menghormati saya juga berusaha berbicara dengan bahasa inggris.

9. Kalau pemilihan topik mempengaruhi untuk berbiacara bahasa inggris tidak? Alsannya?

Sebenarnya tidak terlalu, karena saya tanya ke teman saya kalau dia lebih suka saya bicara pake bahasa indonesia jadi saya biasanya pake bahasa indonesia tapi kalau misal topiknya menyebutkan sesuatu dalam bahasa inggris saya pake bahasa inggris

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Iya. Karena kan emang diharuskan pake bahasa inggris jadi pake bahasa inggris

11. Kalau tugas tertulis mempengaruhi tidak? Alasannya?

Tidak terlalu, kecuali kalau tertarik dengan salah satu kata dari soal, saya biasa belajar pengucapan dan artinya.

Researcher : Dea Rindiana

Student : Aliya

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?

Alasannya?

Masih kurang berani dan kurang percaya diri. Biasanya karena vocab kak, hehe

2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?

Engga, biasa aja. Masih ada yang lebih bagus kak. Ya kemampuan saya masih agak kurang dibanding dengan teman-teman yang lain. dan vocab saya juga masih kurang

3. Pernah merasa cemas saat pelajaran bahasa inggris? Alasannya apa?

Ya engga sih. Ya kalau cemas ntar susah belajarnya dan susah nambahin skill bahasa inggrisnya, ya jadi gitu

4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?

Iya ada, jadi kalau semisal lagi study tour atau jalan-jalan ke luar negeri jadi gampang berkomunikasi di sana.

5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?

Iya ada, yang diatas tadi kak. Jadi kalo study tour atau jalan-jalan ke luar negeri atau ngga kalau bertemu native speaker jadi gampang berkomunikasi dengan orangnya.

6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?

Ya kadang kalau bingung dibantu sama gurunya. Contohnya kayak misal mau bikin kalimat, nah saya bingung sama cara bikin kalimatnya gitu, nah gurunya ngebantu sedikit untuk buat kalimatnya.

7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Oh, kadang membantu kadang nggak. Kalau engganya itu lagi kompetitif, jadi minder duluan ngomong bahasa inggrisnya, kalo yang bantu nya tuh kalo lagi santai tenang gitu.

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Ngga terlalu, biasanya kita ngomong nya pake bahasa indo. Kadang bahasa inggris sih, tapi jarang. Kalau temen yang kurang lancar bahasa inggrisnya engga terlalu mempengaruhi juga kak. Asal nyaman aja kitanya ngomong pake bahasa inggris.

9. Kalau pemilihan topik mempengaruhi untuk berbiacara bahasa inggris tidak?

Kayaknya memoengaruhi juga. Kalo misal topiknya menarik ya lanjut aja, tapi kalau ngebosenin ya paling ga berlangsung lama ngobrolnya.

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Iya bisa juga, apalagi kalau pas disuruh spech di depan kelas, takut aja ada yang salah grammarnya atau vocab.

11. Kalau tugas tertulis mempengaruhi tidak? Alasannya?

Enggak terlalu kak, jadi lebih pede aja kak.



Researcher : Dea Rindiana

Student : Maulana

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?

Alasannya?

Iya, kalau saya sih memang suka bahasa inggris, saya juga ingin melatih kemampuan bahasa inggris saya.

2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?

Saya kalau mempraktekkan bahasa inggris, iya saya lebih lancar, tetapi saya tidak terlalu tahu tentang grammar.

3. Pernah merasa cemas saat pelajaran bahasa inggris? Alasannya apa?

Tidak kak, karena suka bahasa inggris.

4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?

Motivasi saya dalam belajar bahasa inggris itu karena saya ingin mempunyai teman dari berbagai negara .

5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?

Iya. Karena saya ingin mengasah kemampuan komunikasi bahasa inggris saya.

6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?

Ada, menyemangati saya agar bisa percaya diri dengan kemampuan saya dan agar tidak malu ketika ngomong pake bahasa inggris.

7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Tidak. Karena hampir tidak ada yang berani berbicara dengan bahasa inggris. Tidak ada yang berinisiatif.

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Iya, kalau sedang berbicara secara pribadi, saya sering menggunakan bahasa inggris.

9. Kalau pemilihan topik mempengaruhi untuk berbiacara bahasa inggris tidak?

Kalau topiknya ada unsur-unsur bahasa inggrisnya, iya.

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Iya kalau tugas lisannya disuruh menggunakan bahasa inggris.

11. Kalau tugas tertulis mempengaruhi tidak? Alasannya?

Iya, ketika saya lagi berfikir keras, saya hampir setiap kali menggunakan bahasa inggris untuk berfikir.

Researcher : Dea Rindiana

Student : Nerissa

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?

Alasannya?

Pd aja kak, tapi abis ngomong kadang suka mikir “eh bener ga sih tadi ngomomgnya?”

2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?

Menurut saya iya, tapi aku juga ga mau banding-bandingin juga si kak. Soalnya kan juga ada yang lebih.

3. Pernah merasa cemas saat pelajaran bahasa inggris? Alasannya apa?

Eenggak sih kak, aku enjoy aja.

4. Punya motivasi dari diri semdiri tidak untuk belajar bahasa inggris?

Iya punya, biar bisa fasih gitu.

5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?

Ada kak. Alasannya biar terbiasa, terus biar engga kaku gitu pronunciation nya

6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?

Ada kak. Kadang kan guru ngasi nilai sama saran gitu jadi bisa ngira-ngira yang harus dipelajari lebih yang bagian mana. Terus kan juga kadang ngasi

tugas yang bisa nambah pengetahuan juga. Kadang-kadang juga benerin pronunciation .

7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Nggak juga kak. Aku kalo mau ngomong ya ngmong aja.

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Dulunya engga. Tapi sekarang mikir kalo dia ngga tau yang diomongin gimana dong?.

9. Kalau pemilihan topik mempengaruhi untuk berbicara bahasa inggris tidak?

Pengaruh sih, tambah exited gitu.

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Nggak terlalunkak. Karena kalau aku soalnya ngomong bahasa inggris ngga Cuma dari tugas aja. Kan keseringan dengerin lagu yang inggris, terus film disney gitu.

11. Kalau tugas tertulis mempengaruhi tidak? Alasannya?

Iya kayaknya. Kadang dapet vocab baru gitu terus dicari maksud, cara ngucapinnya, terus lama-lama jadi nambah vocab dalam kepala.

Researcher : Dea Rindiana

Student : Riffat

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?

Alasannya?

Tidak percaya percaya diri, karena takut salah kalau ngomong pake bahasa Inggris.

2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?

Tidak juga. Karena banyak teman saya yang lebih baik daripada saya.

3. Pernah merasa cemas saat pelajaran bahasa inggris? Alasannya apa?

Tidak, karena pelajarannya menyenangkan.

4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?

Punya motivasi agar dapat bersekolah di luar negeri.

5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?

Iya, ada. Karena suatu saat nanti biar bisa ngomong dengan orang asing.

6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?

Iya, guru membimbing saya untuk lebih percaya diri saat ngomong berbicara menggunakan bahasa inggris.

7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Nggak juga kak. Ya misal kalo mau ngomong ya ngmong aja gitu.

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Iya, karena beberapa orang berbeda kemampuan bahasa inggrisnya.

9. Kalau pemilihan topik mempengaruhi untuk berbicara bahasa inggris tidak?

Iya, berpengaruh. Karena bisa membuat lebih bersemangat untuk berbicara dalam bahasa inggris.

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Iya mempengaruhi, karena bisa membuat lebih percaya diri.

11. Kalau tugas tertulis mempengaruhi tidak? Alasannya?

Iya, karena dapat memperbanyak kosa kata baru yang dapat dipelajari.

Researcher : Dea Rindiana

Student : Sagita

Date : 1<sup>st</sup> June 2020

1. Apakah kamu merasa percaya diri kalau ngomong pakai bahasa inggris?

Alasannya?

Terkadang. Karena kadang masih malu untuk berbicara menggunakan bahasa inggris.

2. Kamu merasa memiliki kemampuan yang lebih dari pada teman-temanmu yang lain tidak?

Tidak juga, karena kemampuan bahasa inggris saya sama seperti banyak teman-temanku.

3. Pernah merasa cemas saat pelajaran bahasa inggris? Alasannya apa?

Tidak, karena bahasa inggris itu pelajaran yang tidak membosankan. Jadi seru gitu.

4. Punya motivasi dari diri sendiri tidak untuk belajar bahasa inggris?

Punya, karena ingin menjadi orang yang lancar berbicara dengan menggunakan bahasa inggris.

5. Ada kemauan buat ngomong pakai bahasa inggris tidak ?

Iya, karena di kelas ini saya ada jam-jam untuk berbicara menggunakan bahasa inggris.

6. Guru bahasa inggris punya peran dalam membantu berbicara pakai bahasa inggris?

Ya tentu punya. Tapi itu tergantung niat keinginan murid, kalau murid tidak memiliki niat pasti tidak akan ngomong pake bahasa inggris.

7. Kalau suasana di kelas mempengaruhi untuk ngomong pakai bahasa inggris tidak?

Iya, karena kalau suasana kelas ramai akan membuat kita tidak nyaman dan kita cenderung kesal dan memilih untuk diam.

8. Kalau temen bicara mempengaruhi kaka buat berbicara bahasa inggris tidak?

Iya, karena aku hanya PD berbicara dengan beberapa teman.

9. Kalau pemilihan topik mempengaruhi untuk berbiacara bahasa inggris tidak?

Iya, karena itu mendorong kita agar tetap berbicara menggunakan bahasa inggris.

10. Kalau tugas lisan dari guru mempengaruhi tidak?

Iya mempengaruhi, karena susahnya belajar bahasa inggris itu ya di pengucapannya/pelafalannya itu.

11. Kalau tugas tertulis mempengaruhi tidak? Alasannya?

Iya, karena kalau kita tau cara pelafalannya belum tentu kita tau cara penulisannya.



## APPENDIX II

### GOOGLE FORM

Angket tentang kesiapan siswa untuk berkomunikasi menggunakan Baha... <https://docs.google.com/forms/u/0/d/12g8AogniJMmmTuO9olsqbYXrl...>

## Angket tentang kesiapan siswa untuk berkomunikasi menggunakan Bahasa Inggris di kelas Bilingual SMP Islam Al Azhar 21 Solo Baru

Petunjuk pengisian:

1. Isilah identitas Anda dengan benar, identitas akan dirahasiakan oleh peneliti.
2. Dibawah ini terdapat 15 pertanyaan, 4 pertanyaan di halaman pertama dan 11 pertanyaan di halaman kedua.
3. Berikan jawaban yang sesuai berdasarkan pertanyaan.
4. Berikan jawaban yang sesuai dengan diri Anda, sebab tidak ada jawaban yang salah.
5. Kerjakan dengan teliti jangan sampai ada yang terlewat ataupun kosong.

Nama \*

Fariz Ali Raffi

Kelas \*

7B

1. Seberapa sering Anda berbicara di kelas menggunakan bahasa Inggris? \*

- Hampir tidak pernah
- Tidak pernah
- Kadang-kadang
- Sering
- Selalu

2. Mengapa Anda senang berbicara/belajar berbicara bahasa Inggris di kelas bilingual? \*

Keren

3. Mengapa belajar berbicara bahasa Inggris di kelas bilingual bermanfaat untuk Anda? \*

Supaya terbiasa dengan aksen bahasa inggris

4. Apa kendala dalam belajar mempraktekkan berbicara menggunakan bahasa Inggris di kelas Bilingual? \*

Kadang,suka lupa bahasa inggrisnya

Berikan jawaban yang sesuai dengan keadaan Anda

1. Apakah Anda merasa percaya diri ketika memulai berbicara dalam bahasa Inggris? Mengapa? \*

Tidak,karna saya malu

f 4

5/13/2020, 9:01 AM

gket tentang kesiapan siswa untuk berkomunikasi menggunakan Baha...

<https://docs.google.com/forms/u/0/d/12g8AogniJMmnTuO9olsqbYXrl>

2. Apakah Anda memiliki kemampuan bahasa Inggris yang lebih baik dari pada teman-teman Anda? Mengapa? \*

Mungkin iya mungkin tidak

3. Apakah Anda merasa cemas selama pembelajaran bahasa Inggris? Mengapa? \*

Tidak sama seklali,karna sangat gampang

4. Apakah Anda memiliki motivasi dari dalam diri Anda untuk siap berbicara dalam bahasa Inggris? Mengapa? \*

Iya,karna anaknya tante saya berasal dari belanda,mereka setiap ke Indonesia pasti nginep ke rumah saya,jadi setiap mereka kesini,saya harus berbicara bahasa inggris

5. Apakah Anda memiliki kemauan dari dalam Anda untuk berbicara menggunakan bahasa Inggris di kelas? Mengapa? \*

Tidak,karna saya malu

6. Apakah dengan adanya peranan guru di kelas membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Iya,karna guru yang menyuruh kita untuk berbicara bahasa Inggris

7. Apakah suasana di kelas mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Mungkin tidak

8. Apakah teman berbicara Anda mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Iya,karna saya malu

9. Apakah pemilihan topik pembicaraan yang menarik membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Tidak

10. Apakah tipe tugas lisan dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Iya, karena setiap guru yang menjelaskan memakai bahasa Inggris, dan bukunya pun bahasa Inggris

11. Apakah tipe tugas tulis dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Iya, karena mengerjakan ya dengan bahasa Inggris

## Angket tentang kesiapan siswa untuk berkomunikasi menggunakan Bahasa Inggris di kelas Bilingual SMP Islam Al Azhar 21 Solo Baru

Petunjuk pengisian:

1. Isilah identitas Anda dengan benar, identitas akan dirahasiakan oleh peneliti.
2. Dibawah ini terdapat 15 pertanyaan, 4 pertanyaan di halaman pertama dan 11 pertanyaan di halaman kedua.
3. Berikan jawaban yang sesuai berdasarkan pertanyaan.
4. Berikan jawaban yang sesuai dengan diri Anda, sebab tidak ada jawaban yang salah.
5. Kerjakan dengan teliti jangan sampai ada yang terlewat ataupun kosong.

Nama \*

Riffat Marco A

Kelas \*

7B

2. Apakah Anda memiliki kemampuan bahasa Inggris yang lebih baik dari pada teman-teman Anda? Mengapa? \*

Tidak juga

3. Apakah Anda merasa cemas selama pembelajaran bahasa Inggris? Mengapa? \*

Tidak, karena pelajarannya menyenangkan

4. Apakah Anda memiliki motivasi dari dalam diri Anda untuk siap berbicara dalam bahasa Inggris? Mengapa? \*

Agar dapat bersekolah di luar negeri

5. Apakah Anda memiliki kemauan dari dalam Anda untuk berbicara menggunakan bahasa Inggris di kelas? Mengapa? \*

Ya, agar dapat berbicara dengan warga asing

6. Apakah dengan adanya peranan guru di kelas membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Iya, guru membimbing dalam berbicara agar kita percaya diri

7. Apakah suasana di kelas mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Tidak

1. Seberapa sering Anda berbicara di kelas menggunakan bahasa Inggris? \*

- Hampir tidak pernah
- Tidak pernah
- Kadang-kadang
- Sering
- Selalu

2. Mengapa Anda senang berbicara/belajar berbicara bahasa Inggris di kelas bilingual? \*

Karena Bahasa Inggris merupakan bahasa yang sering dipakai negara lain

3. Mengapa belajar berbicara bahasa Inggris di kelas bilingual bermanfaat untuk Anda? \*

Untuk menambah pengetahuan dan vocab bahasa Inggris

4. Apa kendala dalam belajar mempraktekkan berbicara menggunakan bahasa Inggris di kelas Bilingual? \*

Dalah dalam mengucapkan kata yang belum diketahui

Berikan jawaban yang sesuai dengan keadaan Anda

1. Apakah Anda merasa percaya diri ketika memulai berbicara dalam bahasa Inggris? Mengapa? \*

Tidak, Takut salah



8. Apakah teman berbicara Anda mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena beberapa orang berbeda kemampuan bahasa Inggrisnya

9. Apakah pemilihan topik pembicaraan yang menarik membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Ya, Karena membuat lebih semangat untuk berbicara

10. Apakah tipe tugas lisan dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Ya, membuat lebih percaya diri

11. Apakah tipe tugas tulis dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena memperbanyak kata baru yang dapat dipelajari

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# Angket tentang kesiapan siswa untuk berkomunikasi menggunakan Bahasa Inggris di kelas Bilingual SMP Islam Al Azhar 21 Solo Baru

Petunjuk pengisian:

1. Isilah identitas Anda dengan benar, identitas akan dirahasiakan oleh peneliti.
2. Dibawah ini terdapat 15 pertanyaan, 4 pertanyaan di halaman pertama dan 11 pertanyaan di halaman kedua.
3. Berikan jawaban yang sesuai berdasarkan pertanyaan.
4. Berikan jawaban yang sesuai dengan diri Anda, sebab tidak ada jawaban yang salah.
5. Kerjakan dengan teliti jangan sampai ada yang terlewat ataupun kosong.

---

Nama \*

Nabila Afi Prasetyana

---

Kelas \*

7b

---

---

1. Seberapa sering Anda berbicara di kelas menggunakan bahasa Inggris? \*

- Hampir tidak pernah
- Tidak pernah
- Kadang-kadang
- Sering
- Selalu

2. Mengapa Anda senang berbicara/belajar berbicara bahasa Inggris di kelas bilingual? \*

Karena seru, banyak teman dan gurunya juga baik

3. Mengapa belajar berbicara bahasa Inggris di kelas bilingual bermanfaat untuk Anda? \*

Karena bisa menambah pengetahuan

4. Apa kendala dalam belajar mempraktekkan berbicara menggunakan bahasa Inggris di kelas Bilingual? \*

Kadang ada beberapa yang lupa inget dan kadang ada yang bim paham

Berikan jawaban yang sesuai dengan keadaan Anda

1. Apakah Anda merasa percaya diri ketika memulai berbicara dalam bahasa Inggris? Mengapa? \*

Iya, karena bisa jadi contoh utk yg lain

2. Apakah Anda memiliki kemampuan bahasa Inggris yang lebih baik dari pada teman-teman Anda? Mengapa? \*

Tidak, karena banyak teman teman yang lebih pandai bahasa inggris dr saya

3. Apakah Anda merasa cemas selama pembelajaran bahasa Inggris? Mengapa? \*

Iya, karena kadang takut salah kata dan tulisan

4. Apakah Anda memiliki motivasi dari dalam diri Anda untuk siap berbicara dalam bahasa Inggris? Mengapa? \*

Iya, karena saya ingin bisa lebih dari papa dan teman teman

5. Apakah Anda memiliki kemauan dari dalam Anda untuk berbicara menggunakan bahasa Inggris di kelas? Mengapa? \*

Iya, karena ingin saya perlihatkan ke semua kalau saya bisa

6. Apakah dengan adanya peranan guru di kelas membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

sangat membantu, karena kalau tidak ada guru saya tidak mungkin bisa bahasa inggris

7. Apakah suasana di kelas mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Tidak juga. Karena kadang kalau suasana seru belajar juga akan seru

8. Apakah teman berbicara Anda mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Iya, karena Bisa melatih mulut saya

9. Apakah pemilihan topik pembicaraan yang menarik membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Iya, kalau topik itu seru pasti akan seru

10. Apakah tipe tugas lisan dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Iya, karena saya akan jd lebih tau tentang bahasa inggris

11. Apakah tipe tugas tulis dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Iya, karena saya jadi tau penulisan kalimat yang bnr

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## Angket tentang kesiapan siswa untuk berkomunikasi menggunakan Bahasa Inggris di kelas Bilingual SMP Islam Al Azhar 21 Solo Baru

Petunjuk pengisian:

1. Isilah identitas Anda dengan benar, identitas akan dirahasiakan oleh peneliti.
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4. Berikan jawaban yang sesuai dengan diri Anda, sebab tidak ada jawaban yang salah.
5. Kerjakan dengan teliti jangan sampai ada yang terlewat ataupun kosong.

Nama \*

Anindya Yumna Elvaretta Wiyoko

Kelas \*

7B

1. Seberapa sering Anda berbicara di kelas menggunakan bahasa Inggris? \*

- Hampir tidak pernah
- Tidak pernah
- Kadang-kadang
- Sering
- Selalu

2. Mengapa Anda senang berbicara/belajar berbicara bahasa Inggris di kelas bilingual? \*

Karena seru

3. Mengapa belajar berbicara bahasa Inggris di kelas bilingual bermanfaat untuk Anda? \*

Karena kalau berbicara dgn org asing bisa paham

4. Apa kendala dalam belajar mempraktekkan berbicara menggunakan bahasa Inggris di kelas Bilingual? \*

Paham apa yg di katakan org yg ngong inggris, tpi mau jawab kyk bingung pdhl tau

Berikan jawaban yang sesuai dengan keadaan Anda

1. Apakah Anda merasa percaya diri ketika memulai berbicara dalam bahasa Inggris? Mengapa? \*

Tidak, kalau di tanya paham tpi ngomongnya susah

2. Apakah Anda memiliki kemampuan bahasa Inggris yang lebih baik dari pada teman-teman Anda? Mengapa? \*

Karena dari kecil tnya pakai b inggris

3. Apakah Anda merasa cemas selama pembelajaran bahasa Inggris? Mengapa? \*

Tdk

4. Apakah Anda memiliki motivasi dari dalam diri Anda untuk siap berbicara dalam bahasa Inggris? Mengapa? \*

Adaa agar bs bhs inggris

5. Apakah Anda memiliki kemauan dari dalam Anda untuk berbicara menggunakan bahasa Inggris di kelas? Mengapa? \*

Ya

6. Apakah dengan adanya peranan guru di kelas membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Yaaa

7. Apakah suasana di kelas mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Ya



8. Apakah teman berbicara Anda mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Kadang

9. Apakah pemilihan topik pembicaraan yang menarik membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Karena seru

10. Apakah tipe tugas lisan dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Iyaa, karena lebih enak di paham

11. Apakah tipe tugas tulis dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Ya

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## Angket tentang kesiapan siswa untuk berkomunikasi menggunakan Bahasa Inggris di kelas Bilingual SMP Islam Al Azhar 21 Solo Baru

Petunjuk pengisian:

1. Isilah identitas Anda dengan benar, identitas akan dirahasiakan oleh peneliti.
2. Dibawah ini terdapat 15 pertanyaan, 4 pertanyaan di halaman pertama dan 11 pertanyaan di halaman kedua.
3. Berikan jawaban yang sesuai berdasarkan pertanyaan.
4. Berikan jawaban yang sesuai dengan diri Anda, sebab tidak ada jawaban yang salah.
5. Kerjakan dengan teliti jangan sampai ada yang terlewat ataupun kosong.

Nama \*

Rayhan Maulana Sutanto

Kelas \*

7B

1. Seberapa sering Anda berbicara di kelas menggunakan bahasa Inggris? \*

- Hampir tidak pernah
- Tidak pernah
- Kadang-kadang
- Sering
- Selalu

2. Mengapa Anda senang berbicara/belajar berbicara bahasa Inggris di kelas bilingual? \*

Karena dapat memperluas wawasan tentang bahasa asing

3. Mengapa belajar berbicara bahasa Inggris di kelas bilingual bermanfaat untuk Anda? \*

Karena dengan belajar berbahasa Inggris dapat mempermudah masa depan

4. Apa kendala dalam belajar mempraktekkan berbicara menggunakan bahasa Inggris di kelas Bilingual? \*

Kurang bisa menemukan kata yang dapat mengartikan kata yang ingin disampaikan dan masih agak grogi saat berbicara bahasa Inggris

Berikan jawaban yang sesuai dengan keadaan Anda

1. Apakah Anda merasa percaya diri ketika memulai berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena jika tidak mau mencoba maka tak akan bisa

2. Apakah Anda memiliki kemampuan bahasa Inggris yang lebih baik dari pada teman-teman Anda? Mengapa? \*

Tidak, karena pengetahuan tentang kata masih lebih sedikit

3. Apakah Anda merasa cemas selama pembelajaran bahasa Inggris? Mengapa? \*

Tidak, karena ada guru yang dapat membantu mengajarkan

4. Apakah Anda memiliki motivasi dari dalam diri Anda untuk siap berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena jika terus grogi dan tidak ingin mencoba maka kita tidak akan tahu apa hasilnya

5. Apakah Anda memiliki kemauan dari dalam Anda untuk berbicara menggunakan bahasa Inggris di kelas? Mengapa? \*

Ya karena kita tidak akan pernah bisa jika kita tidak mau mencoba

6. Apakah dengan adanya peranan guru di kelas membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena dengan adanya guru kita dapat diberikan arahan bagaimana berkomunikasi dengan baik dengan bahasa Inggris

7. Apakah suasana di kelas mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena properti kelas menggunakan bahasa Inggris juga karena kelasnya kelas bilingual

8. Apakah teman berbicara Anda mempengaruhi Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena teman teman lebih banyak menggunakan bahasa Inggris

9. Apakah pemilihan topik pembicaraan yang menarik membantu Anda untuk berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena topik yang menarik akan membantu mencairkan suasana percakapan sehingga tak terlalu tertekan

10. Apakah tipe tugas lisan dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena dapat mengetahui pengerjaan suatu kata dengan baik

11. Apakah tipe tugas tulis dari guru mempengaruhi Anda dalam berbicara dalam bahasa Inggris? Mengapa? \*

Ya, karena dapat mengetahui pelafalan suatu kata dengan baik dan benar

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