

ABSTRACT

Widya Shandira Meisunto, (2022). Students' Willingness to Communicate in Peer Tutoring Activity as A Method of Teaching English Speaking: A Case Study to the Eleventh Grade Students at Senior High School.

Willingness to Communicate (WTC) using English has drawn significant attention and become a critical thing in the educational system, specifically in the area of foreign language. Because of its importance, the Willingness to Communicate using English during classroom learning has become mandatory. Thus, a method of teaching English gains severe concern.

Hence, this research concerns students' Willingness to Communicate (WTC), intending to explore students' willingness to communicate in speaking English through the use of peer tutoring activity as a method of teaching English speaking. As a result, this research aims to light on the three purposes that focus on students' Willingness to Communicate in peer tutoring activities. First, this study aimed to discover the process of the implementation of peer tutoring activity as a method of teaching English speaking. Second, this research intended to investigate students' attitudes toward peer tutoring activity as a method of teaching English speaking. Third, this study was implemented to determine students' willingness to communicate in peer tutoring to teach English speaking.

This research applies a qualitative approach to the case study method to gain the data. The participants of this study were 19 students of the XI MIA 2 class of Al-Aqsha Senior High School at Jatinangor, Sumedang. The data is collected through observation and fieldnotes to reveal the implementation process of peer tutoring activity. Afterward, the attitude questionnaire adapted from James Russel (1975) is distributed to discover the students' attitudes towards peer tutoring activity. Finally, the WTC questionnaire adapted from Mytskowska-Wieterlak, A. & Pawlak, M. (2016) is addressed to measure students' willingness to communicate in peer tutoring activities.

The study finds that there are six steps were carried out in the implementation of the peer tutoring activity in teaching English. Furthermore, the attitude questionnaire results that calculated in percentage for the interpretation and analysis is developed from related theories. The research result shows that the students have a positive attitude towards peer tutoring activities. Moreover, the WTC questionnaire showed that the students are highly willing to communicate using English during the implementation of peer tutoring activities.

Keywords: WTC (Willingness to Communicate), Attitude, Peer Tutoring Activity, Teaching Speaking Method