

CHAPTER I

INTRODUCTION

This chapter provides a brief explanation in each part of this research. It involves background of the research, research questions, research purposes, research significances, framework of thinking and previous studies.

A. Background

This research intends to explore how students' willingness to communicate in peer tutoring activity as a method of teaching and learning English speaking. This research is necessary to assist English teachers to become more skillful in making the teaching strategy and to make the students actively participate in communication of using English in the classroom.

Speaking has always been a crucial thing that plays a vital role in this society. Speaking is defined as oral communication for communicating and sharing ideas, opinions, or feelings with another person whom are talking to. Cited in (Nunan,2003) Bailey explained that speaking is a valuable ability for forming expressions to convey meaning. Speaking becomes a mandatory thing to master, however at the same time, it becomes a difficult thing to acquire. Therefore, speaking becomes a common issue among English learners, particularly EFL students, because of its difficulties. In line with Pollard, who revealed that speaking is the most challenging thing to be comprehended by the students (2008).

Consequently, the students feel anxious, afraid due to making mistake when speak and reluctant to speak English. These common issues make the students unwilling to use English in the classroom to speak and communicate. Nande (2017) quotes that motivation, anxiety, and shyness are three non-linguistic characteristics influencing the students' willingness to communicate. Many other factors depend on the personality of the students. The communicative students who are willing to communicate using English are the students who have no obstacle in speaking. Otherwise, those students who experience the obstacles in

speaking remained to keep silent. This phenomenon creates critical differences in students' communication in the speaking class.

Hence, teaching speaking as a foreign language becomes a severe concern in the educational system. The teacher needs to make a comfortable environment for the students. Those who have experienced difficulties in speaking and remain silent in class should be willing to communicate as well as to become active and communicative students. Having the new strategies for teaching speaking has been greatly important since traditional teaching methods are not enough to provide the students with the best tool to communicate effectively with each other in classroom society. Exceedingly, the goal in the speaking class itself is where the students are being active in communication. using English in the classroom effectively. In other words, the classroom situation can affect students' progress. An expert supports this assertion. Johnson et al. (2007) states that supporting the environment is very important for students' development.

Based on the result of the preliminary study in the eleventh grade at one of the senior high schools in Sumedang, it shows that 73,3% of the total students agree that they feel more confident and comfortable to communicate using English with their friends. The result of preliminary study administered by distributing questionnaire and analysed by using the Likert scale. Also shows that 76,6% of students strongly agree that they feel more confident and willing to communicate using English in a small group than in front of the class. Moreover, 80% of students agree that they are willing to communicate using English in a small group of their peers.

According to the findings above, the issue that occurred is intended by the researcher to conduct this study. This study sheds a light in exploring students' willingness to speak in peer tutoring activity as a method of teaching speaking English. Peer tutoring is a small group activity where the students play the role of tutees and tutors. It provides the students with several opportunities to practice their language skills (Sharif, 2012). Peer tutoring is helpful to be implemented in teaching speaking English. It would probably make the students communicate using English actively while interacting as tutees and tutors. It also would not

make the students feel anxious and afraid to speak since it occurs in a small group consisting of their friends. This strategy is essential in creating an active, communicative situation where students are not stressed and anxious and feel comfortable and willing to communicate. Furthermore, Topping (2005) argues that peers tutoring is a process that helps students lower the capacity made by students with more ability to learn cooperatively pairs or small groups carefully that is supervised by a teacher. Thus, those critical differences can be solved through this strategy.

This peer tutoring activity allows the students to help each other learn and communicate actively. Students who are frequently willing to communicate and face no obstacle in speaking will help those silent students to become active and willing to speak and communicate in English.

The previous study conducted by Paulina (2017) focuses on implementing peer tutoring techniques in helping students reduce fear and improve speaking ability. The result shows that the class condition is more active and communicative and achieves the goal of student- centre learning, which indicates the fulfilment of requirement for students to participate more. Then, Rihardini (2021) investigates students' perceptions of willingness to communicate using English during classroom interaction. The research shows that 27 students of the total respondents feel more confident when communicating using English with their friends. Furthermore, Riasati (2018) shows that willingness to speak in large group is less than willingness to speak in small groups where the students more willing to speak in the group. It can be inferred that peer tutoring strategy probably could make the students willing to speak using English actively by promoting a comfortable environment.

In comparison, this research focuses to get depth information on exploring the students' willingness to speak in peer tutoring activity as a method of teaching English speaking at the eleven grade students of SMA Plus Al-Aqsha, Jatinangor, Sumedang, West Java.

B. Research Questions

According to the previously stated context, the researcher is attempting to investigate several issues:

1. How is the implementation of peer tutoring activity as a method in teaching English speaking?
2. How is the students' attitude in peer tutoring activity as a method of teaching speaking?
3. How is the students' willingness to communicate using English during the implementation of peer tutoring activity in English class speaking activity?

C. Research Purposes

The objectives of this research are to answer the following research questions based on the previous research questions:

1. To find out the process of the implementation of peer tutoring activity as a method in teaching English speaking
2. To find out the students' attitude in peer tutoring activity as a method of teaching speaking
3. To find out the students' willingness to communicate in English during the implementation of peer tutoring activity in English class speaking activity

D. Research Significances

The findings of this study are expected to have two implications, which are as follows:

1. Practical Significances:
 - a. The study is expected to encourage students' willingness to communicate using English.
 - b. This study is expected that students would be more motivated and confident in communicating in English.
 - c. This research is expected to provide some benefits, such as advancement in the use of the teaching method or consideration of the teaching process in learning English speaking communicatively.

2. Theoretical Significances:

- a. This research is expected to provide beneficial information for research on students' willingness to communicate.
- b. As a source in providing information for further research on students' willingness to communicate in peer tutoring activity as a method of teaching English speaking.

E. Framework of Thinking

Speaking is the words production which arranges them into sentences verbally. Speaking is one of the skills that needs to be mastered in English learning context. Resha (2015) described speaking as a skill that requires both the speaker and the listener to deduce meaning from two or more people. In addition, Rajitha (2020) adds speaking is the most basic and effective way of human communication. It also as a method of exchanging ideas, viewpoints, opinions, and other information. Thus, speaking is the most important aspect of learning any languages.

Speaking ability is an essential skill in learning the English language. In line with (Rao, 2019) for many language learners, speaking is far more crucial to be developed than other skills. Furthermore, it also has been crucial in this globalization era, because of all nations in today's era use English to communicate efficiently (Morozova, 2013). Besides of its important, speaking ability has known as a difficult skill to acquire. According to Parupalli (2019) speaking also becoming one of the most difficult skills to acquire second or foreign language among those four; listening, reading, writing and speaking. The difficulties in acquiring speaking English make the students unwilling to speak and even to communicate using English in the learning processes.

Speaking seems to challenge either students or teachers. Consequently, teaching speaking, particularly for foreign language learners, becomes a critical concern in the academic term. Because one of the most prominent issues that many English teachers in Indonesia face during classroom teaching and learning is students' unwillingness to speak. According to Rihardini (2021), the teacher

should apply the appropriate teaching strategy smartly in facing this phenomenon, by understanding the what factors that causing students' willingness to speak and communicating using English during the class.

Students' Willingness to Communicate (WTC) is essential to consider when teaching a foreign language. In the research of Clement et al. (2003), it shows that the Willingness to Communicate (WTC) is one model integrating psychologically, linguistically, and communicative variables that determine the L2 communication power. In addition, it is indicated in Manipuspika (2018:201), which is a high willingness to use the foreign language learned, will demonstrate genuine classroom communication. Yu (2009) in her result of the research shows that WTC is interrelated to communication apprehension and self-perceived communicative competence. Afterwards, according to Pashmfoorosh (2011) it is showed that there is a correlation between the Willingness to Communicate (WTC) perceived competence and language learning anxiety.

Moreover, WTC identifies introversion, self-esteem, communicative competence, communication anxiety, and cultural diversity as precedents that lead to WTC differences. Several non-linguistic factors contributing to the students' willingness to communicate are motivation, anxiety, and shyness (Nande,2017). Many other factors depend on the personality of the students.

Thus, the teachers' role in teaching speaking should make a teaching strategy with a good environment covering those WTC factors and improving the students' willingness to communicate using English during class.

Peer tutoring is one of the teaching methods that commonly use which intends to improve students' speaking skill which can probably make the students willing to speak and communicate using English during the learning processes. Peer tutoring defined as an activity involving a small group of people acting as tutees and tutors. Peer tutoring activity is an activity that has a friendly environment, including the students' peers, which can create a good environment and situation in class. Johnson (2007) states that a support the environment is essential for students' development.

Peer tutoring is defined as persons from a comparable social group of non-professional and non-expert people who help each other and learn and learn themselves through tutoring, tutors are usually classmates with greater relevance or knowledge throughout the teaching and learning activities (Topping, 2019). Tutors are students that support and assist others. Others who receive such help and support are referred to as tutees. In other words, peer tutoring entails all students assisting one another.

According to Hee (2019) peer tutoring positively impacts students' academic progress and communicative skills. It benefits both the tutee and the tutor. According to Ali (2015) peer tutoring has been highlighted as a way for students to learn and teach each other by combining their knowledge and skills. Furthermore, Mohd (2012) states that peer tutoring provides numerous possibilities for pupils to speak and use the language, implying that both the tutor and the tutee will have more opportunities to speak English.

F. Previous Studies

Numerous previous related studies about students' willingness to speak and peer tutoring activities have been conducted in both Indonesian and non-Indonesian contexts. As the results of these previous studies, a gap exists between those and this current research.

Riasati (2018) did a study on the Iranian EFL students' willingness to speak English in classroom among the foreign language learners. This research also studied whether the willingness to speak English can improve students' speaking ability or not. The study employed a pocket of WTC questionnaire to measure Willingness to Speak (WTS) of the EFL students. The Iranian EFL learners were participated in this research and the result showed that the students were not highly having a Willingness to Speak in class neither in large group. Moreover, the result shows that Iranian EFL students have higher Willingness to Speak in a small group than in a large group. WTS was also discovered to be adversely connected with language learning anxiety, but positively correlated with language learning desire and self-perceived speaking competence. The topic of

the discussion, the effect of the interlocutor, shyness, self-confidence, the teacher, and the classroom atmosphere were all found as having an impact on learners' WTS. This study is pertinent to the current study, which focuses on the EFL students' Willingness to Speak using English in the classroom. Meanwhile, this latest research concerns not only on students' Willingness to Speak among EFL students in classroom but also studied whether WTS can improve the EFL students' speaking ability or not. Whereas, the current study focuses on Indonesian EFL students' Willingness to Speak while in peer tutoring activity taking place.

Larenas (2019) which examines students' willingness to participate in speaking activities in English class before and after using a drama pedagogy method known as scripted role-playing. The findings revealed that students' attitudes regarding scripted role-playing were overwhelmingly positive, and they said that having the teacher supervise and assist them kept them motivated. The previous research is correlated to this current study on implementing a role-play to examine and explore students' willingness to speak. The previous research applied a drama pedagogy to examine students' willingness to participate in speaking activities in English class, this research is applying peer tutoring activity to explore EFL students' willingness to Speak using English in classroom.

Ducker (2021) investigates the positions of students during a classroom discussion, students acted as peer-peer strategy investigators, using idiodynamic methodology to interview a selected peer about tactics they employed to defend and promote their Willingness to Communicate (WTC). The 3rd-grade Japanese nationality students participated in this study. This study showed that this peer-peer methodology could facilitate more significant levels of WTC and classroom participation. The previous study is in line with this current research which uses peer strategy and concern on Willingness to Communicate (WTC). Whereas, the current study explores students' Willingness to Communicate in peer tutoring activity during English classroom as a method of teaching speaking.

Furthermore, according to the research conducted by Rihardini (2021) which studies the EFL students' readiness to communicate in English in the classroom. This research conducted a quantitative method within survey design, the participants in this study were 115 EFL students from SMK Negeri 10 Malang. The findings revealed that the 115 students at SMK Negeri 10 Malang have a favourable assessment of their willingness to interact in English. The result also showed that the students said that learning and communicating English is essential. It is considered that a genuine communication build from the EFL students' awareness to the importance of using English to communicate in classroom, students' perception towards Willingness to Communicate (WTC) using English, and the usefulness of communicating using English. Linguistics and Non-Linguistics factor also contribute to students' Willingness to Communicate using English in classroom. The linguistics factor covers vocabulary, grammar and pronunciation. Therefore, non-linguistics factors that contribute to students' willingness to communicate using English in classroom are interlocutor, motivation, anxiety and topic of interest. The latest research is related to this current study which focuses on EFL students' Willingness to Communicate in English classroom. While, the previous research concern on the students' readiness to communicate using English and investigate the factors which stimulate students' willingness to communicate using English in classroom. Whilst, this current study intends to explore EFL students' Willingness to Speak (WTS) using English in peer tutoring activity as a method of teaching speaking.

Moreover, Idzni (2021) investigates students' willingness to communicate and the factors influencing students' unwillingness to communicate. The research employed mixed-method research involving 25 students of SMPN 69 Jakarta. The result showed that the students had a low willingness to communicate and the factors that influenced this. The previous study is in line with this research on students' Willingness to communicate (WTC). The previous research also investigates the factors that influencing to the students'

WTC which hugely different to the current study, which exploring on students' willingness to speak in peer tutoring activity.

Numerous studies have been conducted on the same issue, which is students' willingness to communicate, whereas some of them have various of research subjects and use the variety of methods. In comparison, this current research applies a qualitative method within a case study design. This current research employs a bucket WTC questionnaire which adapted from WTC questionnaire in speaking class to measure students' willingness to communicate in peer tutoring activity which analyses by using the WTC scales. This research also measures the students' attitude in peer tutoring activity by employing the questionnaire and analyse by using likert-type scale. Certainly, creates the differences and gap in this current research.

