

**A SURVEY ON STUDENTS' WILLINGNESS TO PRACTICE THEIR  
SPEAKING SKILL IN ENGLISH AT THE TENTH GRADE OF SMA  
NEGERI 10 PALEMBANG**

**A Thesis by**

**LATHIFA ALIYA RAKHMAWATI**

**Student's Number 2204410011**

**English Education Study Program**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI**

**2026**

**A SURVEY ON STUDENTS' WILLINGNESS TO PRACTICE THEIR  
SPEAKING SKILL IN ENGLISH AT THE TENTH GRADE OF SMA  
NEGERI 10 IN PALEMBANG**

**Lathifa Aliya Rakhmawati**

**2204410011**

**English Education Study Program**

**Teacher Training and Education**

**Approved By**

**Palembang,        Oktober 2026**

**Advisor 1**



**Yuyun Hendrety, M.Pd.**

**Advisor 2**



**Nita Ria, M.Pd.**

**Certified By**

**Dean of Faculty of Teacher Training and Education**



**Jenny Elvina Manurung, M.Pd.**

**A SURVEY ON STUDENTS' WILLINGNESS TO PRACTICE THEIR  
SPEAKING SKILL IN ENGLISH AT THE TENTH GRADE OF SMA  
NEGERI 10 IN PALEMBANG**

**Name : Lathifa Aliya Rakhmawati**

**Students' Number : 2204410011**

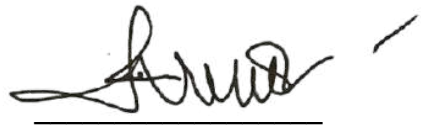
**The thesis was defended by the writer in Final Program Examination and  
was  
approved by the examination committees on:**

**Day :**

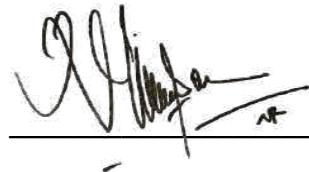
**Date: Oktober, 2026**

**Examination Committee:**

**1. Chair Person : Yuyun Hendrety, M.Pd.**



**2. Member : Nita Ria, M.Pd.**



**3. Member : Dr. Darmawan Budiyanoto, M.Pd.**



**Palembang,**

**Dean of Faculty of Teacher**

**Training and Education**



**Jenny Elvina Manurung, M.Pd.**

## **PERNYATAAN**

Saya dengan penuh tanggung jawab menyatakan bahwa skripsi ini merupakan hasil karya ilmiah yang saya susun sendiri. Seluruh data, informasi, analisis, serta pendapat yang terdapat dalam skripsi ini, kecuali yang telah dicantumkan sumber rujukannya secara jelas, diperoleh dari hasil penelitian, pengamatan, dan pemikiran saya sendiri yang dilaksanakan di bawah arahan dan bimbingan dosen pembimbing yang telah ditetapkan.

Apabila di kemudian hari terbukti bahwa skripsi ini mengandung unsur plagiarisme, baik sebagian maupun seluruhnya, saya bersedia menerima segala konsekuensi akademik sesuai dengan ketentuan yang berlaku, termasuk pembatalan gelar Sarjana (S-1) yang telah diberikan kepada saya, serta sanksi lain sebagaimana diatur dalam Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, khususnya Pasal 25 ayat (2) dan Pasal 70 ayat (1).

Palembang, 12 Oktober 2026

Mahasiswa



Lathifa Aliya Rakhmawati

NPM 2204410011

## ABSTRACT

This study aimed to investigate the willingness of the tenth-grade students at SMA Negeri 10 Palembang to practice their English speaking skills, the level of their willingness, the reasons influencing their willingness or unwillingness, and the situations in which they were more or less willing to practice speaking English. This study employed a quantitative research design using a cross-sectional survey method. The sample consisted of 118 students, with 114 valid responses analyzed. The data were collected through a five-point Likert-scale questionnaire and analyzed using percentage analysis. The findings showed that: 1) most students were categorized as having Positive willingness in fair category in perception of willingness to practice their English speaking skills with the percentage of 55.54%, another 33.42% as Fair, and 11.07% as Negative, 2) the majority of students were categorized as having a low level of willingness with the percentage of 64.9%, another 34,2 % was in medium level, while only 0.9% was categorized as having a high level, 3) students were generally categorized as having Positive willingness regarding the factors influencing their willingness and unwillingness to practice English speaking skills, including the desire to improve speaking ability, achieve fluency, support personal development, prepare for future educational and career opportunities, as well as challenges related to vocabulary, pronunciation, grammar, and fear of making mistakes, and 4) students demonstrated Fair and Positive willingness toward situations for practicing English speaking skills and were more willing to practice English in enjoyable and interactive situations, such as group discussions, online games, English clubs, podcasts, and YouTube-based learning activities. In conclusion, students' willingness to practice English speaking skills was influenced by linguistic, psychological, and situational factors, highlighting the importance of creating supportive and engaging learning environments to encourage students' participation in speaking activities.

**Keywords:** EFL students , English speaking practice, speaking skill, willingness to communicate.

## TABLE OF CONTENTS

|                                                                        |             |
|------------------------------------------------------------------------|-------------|
| <b>COVER .....</b>                                                     | <b>i</b>    |
| <b>APPROVAL PAGE .....</b>                                             | <b>ii</b>   |
| <b>EXAMINERS LEGITIMACY .....</b>                                      | <b>iii</b>  |
| <b>DEDICATION .....</b>                                                | <b>iv</b>   |
| <b>MOTTO .....</b>                                                     | <b>vii</b>  |
| <b>LETTER OF STATEMENT .....</b>                                       | <b>viii</b> |
| <b>ACKNOWLEDGE .....</b>                                               | <b>ix</b>   |
| <b>ABSTRACT .....</b>                                                  | <b>x</b>    |
| <b>TABLE OF CONTENTS .....</b>                                         | <b>xi</b>   |
| <b>LIST OF TABLE .....</b>                                             | <b>xiii</b> |
| <b>LIST OF FIGURES .....</b>                                           | <b>xiv</b>  |
| <b>CHAPTER I INTRODUCTION.....</b>                                     | <b>1</b>    |
| 1.1 Background of the Study.....                                       | 1           |
| 1.2. The Problems of the Study .....                                   | 4           |
| 1.2.1. The Limitation of the Study .....                               | 4           |
| 1.2.2. The Formulations of the Problems of the Study .....             | 4           |
| 1.3. The Objectives of the Study .....                                 | 5           |
| 1.4. The Significances of the Study.....                               | 5           |
| <b>CHAPTER II LITERATURE REVIEW .....</b>                              | <b>7</b>    |
| 2.1. The Concept of Speaking Skill.....                                | 7           |
| 2.2. Types of Speaking Skills .....                                    | 9           |
| 2.3. Components of Speaking Skill .....                                | 11          |
| 2.4. Willingness to Communicate.....                                   | 13          |
| 2.5 Factors of Students' Willingness to Practice Speaking Skills.....  | 14          |
| 2.6 The Classification of Willingness Levels .....                     | 17          |
| 2.7 Dimensions Shaping Students' Willingness to Communicate in English | 18          |
| 2.8 Previous Related Study .....                                       | 20          |

|                                                      |           |
|------------------------------------------------------|-----------|
| <b>CHAPTER III THE METHOD OF RESEARCH .....</b>      | <b>24</b> |
| 3.1 The Research Method .....                        | 24        |
| 3.3 The Operational Definition .....                 | 28        |
| 3.4 Population and Sample .....                      | 29        |
| 3.5 The Technique for Collecting Data .....          | 31        |
| 3.5.1. Willingness to Communicate Questionnaire..... | 33        |
| 3.6 Data Analysis Technique .....                    | 37        |
| 4.1 Findings .....                                   | 38        |
| 4.1.1 The Descriptive Data Analysis .....            | 39        |
| 4.2 Interpretation of the Study.....                 | 71        |
| <b>BAB V CONCLUSION AND SUGGESTIONS .....</b>        | <b>75</b> |
| 5.1 Conclusion.....                                  | 75        |
| 5.2. Suggestions .....                               | 77        |
| <b>REFERENCES.....</b>                               | <b>78</b> |
| <b>APPENDICES .....</b>                              | <b>82</b> |

## LIST OF TABLE

|                                                                                                                     |    |
|---------------------------------------------------------------------------------------------------------------------|----|
| Table 1. Clasification of Levels .....                                                                              | 17 |
| Table 2. The Population of Research .....                                                                           | 29 |
| Table 3. The Sample of Research.....                                                                                | 31 |
| Table 4. Five-point Likert scale .....                                                                              | 34 |
| Table 5. Questionnaire item specification.....                                                                      | 35 |
| Table 6. Classification of Reliability.....                                                                         | 36 |
| Table 7. The Category of Perception Willingness.....                                                                | 37 |
| Table 8. Descriptive Data Analysis .....                                                                            | 39 |
| Table 9. The Result of the Students' Willingness to Practice English Speaking<br>Skill.....                         | 40 |
| Table 10. Level of Students' Willingness.....                                                                       | 49 |
| Table 11. The Result of Students' Factor for Being Willing or Unwilling to<br>Practice Engliish Speaking Skill..... | 50 |
| Table 12. The Result of Students' Situation of More or Less Willing to Practice<br>English Speaking Skill.....      | 62 |

## **LIST OF FIGURES**

|                                                                          |    |
|--------------------------------------------------------------------------|----|
| Figure 1. Students' Willingness to Practice English Speaking Skills..... | 49 |
| Figure 2. Students' Reason Influencing Willingness.....                  | 62 |
| Figure 3. Students' Situational Willingness.....                         | 71 |

## **CHAPTER I**

### **INTRODUCTION**

This study presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significances of the study.

#### **1.1 Background of the Study**

Language is a primary medium in human communication, used by each individual to exchange information, express thoughts, and build social relationships. In the era of globalization, cross-language communication becomes increasingly important in various fields such as education, technology, and international cooperation. The expansion of global interaction increases the need for a common language that can facilitate communication among different backgrounds. In this context, English develops into a global language widely used in international communication, academic discourse, and access to global knowledge. Brown (2001) mentioned that English had become a global language, highlighting its role in international communication and education.

Therefore, English is taught as a foreign language in many countries, including Indonesia. Learning a foreign language is not only related to mastering linguistic forms, but also developing the ability to use the language meaningfully in real communication contexts. Harmer (2007) argued that learning a foreign language involved not only linguistic mastery but also meaningful use in communication. However, in classroom learning activities, students did not always show active engagement in using the language, which clearly indicated that there were various factors that could influence their participation in language

learning activities, such as motivation, confidence, and opportunities to practice provided by the teacher.

In learning English as a foreign language, learners are expected to be able to develop four language skills: listening, reading, writing, and speaking. Among these skills, speaking is often considered the most important because it requires learners to actively use the language to communicate. Speaking skills allow learners to express their thoughts, convey information, and interact with others directly, making it a fundamental skill for both academic and social purposes. Harmer (2007) claimed that speaking is at the core of language use because it reflects learners' ability to apply their linguistic knowledge in communicative situations. In addition, Brown (2001) argued that speaking performance is often used as an indicator of overall language proficiency. Despite its importance, speaking is often perceived as one of the most challenging skills for EFL learners. Many students experience difficulties in speaking English fluently and confidently in classroom settings, suggesting that speaking ability is influenced not only by linguistic competence but also by other supporting factors.

One important factor that influences students' participation in speaking activities is their willingness to use the language. Willingness refers to learners' readiness to engage in communication when opportunities are available. Richards (2008) emphasized that the development of speaking skills depends not only on the availability of speaking opportunities but also on learners' willingness to participate in oral communication. MacIntyre, Clément, Dörnyei, and Noels (1998) introduced the concept of Willingness to Communicate (WTC), which

refers to an individual's tendency to initiate communication in a second or foreign language when given the opportunity. Learners with high willingness are more likely to participate actively in speaking activities, while those with low willingness tend to avoid oral communication. Furthermore, Dörnyei (2005) explained that affective factors such as motivation, self-confidence, and anxiety play a significant role in determining learners' engagement in language learning tasks, including speaking.

Several previous studies have examined learners' willingness to communicate in EFL contexts. Rihardini et al. (2021) investigated students' willingness to communicate in English at SMK Negeri 10 Malang using a quantitative survey design and found that although students had positive willingness to practice English speaking skill toward English, their actual willingness to communicate was relatively low. Peng and Woodrow (2010) developed a model of willingness to communicate in Chinese EFL classrooms and reported that classroom environment played a significant role in shaping students' readiness to speak. Tsiplakides and Keramida (2009) explored speaking anxiety among Greek learners and revealed that fear of mistakes and negative evaluation strongly reduced students' willingness to participate in oral activities. More recently, Saragih et al. (2024) identified limited opportunities to practice English and situational classroom factors as major barriers to speaking among young Indonesian learners.

Considering the importance of speaking skills and the role of willingness in language learning, it is necessary to investigate students'

willingness to practice English speaking skills in specific educational contexts. This study focused on the tenth-grade students at SMA Negeri 10 Palembang. This study focused on the tenth-grade students' level of willingness to practice speaking, the reasons for their willingness or unwillingness, and the situations in which they are more or less willing to speaking English (Creswell, 2012). By exploring these aspects, this study aimed to provide a clearer understanding of students' speaking behavior in EFL classrooms. The findings of a Survey on Students' Willingness to Practice their Speaking Skill in English at the Tenth Grade of SMA Negeri 10 Palembang are expected to contribute to teachers' awareness of students' affective factors and to support the development of more effective speaking activities that encouraged active participation.

## **1.2. The Problems of the Study**

### **1.2.1. The Limitation of the Study**

Based on the background, this study was limited to exploring the willingness to practice speaking skill by the tenth graders of SMA Negeri 10 Palembang.

### **1.2.2. The Formulations of the Problems of the Study**

This study were addressed to seek the answers of the following research problems:

1. How willing were the students at the tenth grade of SMA Negeri 10 to practice their English speaking skill?
2. What was the level of willingness of the tenth-grade students at SMA Negeri 10 to practice their English speaking skill?

3. What factors did students at the tenth grade of SMA Negeri 10 have for being willing or unwilling to practice their English speaking skill?
4. In what situations were the students at the tenth grade of SMA Negeri 10 more or less willing to practice their English speaking skill?

### **1.3.The Objectives of the Study**

Referring to the problems of the study above, the objectives of this study were:

1. To examine how willing the tenth-grade students at SMA Negeri 10 were to practice their English speaking skills.
2. To identify the level of willingness of the tenth-grade students at SMA Negeri 10 to practice their English speaking skills.
3. To identify factors the students at the tenth grade of SMA Negeri 10 had for being willing or unwilling to practice their English speaking skill.
4. To examine the situations in which the students at the tenth grade of SMA Negeri 10 were more or less willing to practice their English speaking skill.

### **1.4.The Significances of the Study**

The writer hopes that the findings of this study provide significant benefits to:

1. Teachers

Teachers gain an understanding of students' readiness to practice speaking skills as well as the factors that influence it. This research

serves as a reference for designing more engaging speaking activities and creating a supportive classroom environment.

## 2. Students

This research helps students become more aware of the factors that influence their willingness to practice English speaking skills. By overcoming this anxiety, students boost their confidence and actively participate in speaking activities both inside and outside the classroom.

## 3. Researcher

This research provides the researcher with experience and understanding regarding students' willingness to practice English speaking skills. The findings contribute to the researcher's insights in applying survey research methods on the development of research instruments in the context of English language learning at the high school level.

## 4. Other Researchers

This research serves as a reference for future researchers to conduct studies related to students' willingness to practice English speaking skills. It provides a basis for exploring or expanding the scope of analysis to include different educational contexts or methodologies.

## REFERENCES

- Abdulqader, H. (2020). Extensive speaking tasks in EFL classrooms. *International Journal of English Linguistics*, 10(5), 45–53.
- Bernales, C. (2016). Exploring willingness to communicate in EFL classrooms: A study in Chile. *System*, 60, 120–129. <https://doi.org/10.1016/j.system.2016.07.003>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Addison Wesley Longman.
- Burns, A. (2019). Teaching speaking: A holistic approach. *Language Teaching*, 52(2), 123–140. <https://doi.org/10.1017/S0261444817000234>
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Centre for English Language Teaching and Research.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.
- Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.
- Dalimunthe, R., Siregar, H., & Lubis, A. (2021). Application of Likert scale in educational research. *Journal of Education and Practice*, 12(5), 45–53. <https://doi.org/10.7176/JEP/12-5-06>
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). New York: McGraw-Hill.
- Gay, L. R., Mills, G. E., & Airasian, P. (2011). *Educational research: Competencies for analysis and applications* (10th ed.). Upper Saddle River, NJ: Pearson.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow: Pearson Longman.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Kirkpatrick, A., Vafadar, H., & Mohebbi, H. (2024). Willingness to communicate revisited: Motivation and classroom climate. *Journal of Second Language Studies*, 7(1), 1–20. <https://doi.org/10.1075/jsls.00007.kir>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International.
- Lam Ky Nhan, L. (2024). Anxiety and willingness to communicate in EFL learners. *Asian Journal of Language Teaching*, 14(2), 88–104.
- Leyale, A. (2023). Confidence and appropriacy in classroom speaking. *Journal of Language Teaching and Research*, 14(1), 45–58. <https://doi.org/10.17507/jltr.1401.06>
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). *Descriptive analysis in education: A guide for researchers*. Washington, DC: Institute of Education Sciences.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model

- of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Monib, M., & Rahman, A. (2023). Self-esteem and oral communication anxiety. *International Journal of English Education*, 11(3), 55–70.
- Nadesan, S., & Md. Parilah, I. (2023). Cultural norms and psychological barriers in EFL speaking. *Asian EFL Journal*, 25(3), 67–84.
- Nation, P. (2007). The role of fluency in language learning. *Language Learning Journal*, 35(2), 243–251. <https://doi.org/10.1080/09571730701315833>
- Peng, J. E. (2024). Psychological readiness and classroom climate in EFL willingness to communicate. *Language Teaching Research*. <https://doi.org/10.1177/13621688241234567>
- Peng, J. E., & Woodrow, L. (2010). Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language Learning*, 60(4), 834–876. <https://doi.org/10.1111/j.1467-9922.2010.00576.x>
- Rao, P. S. (2019). Transactional and interactive speaking in EFL contexts. *Journal for Research Scholars and Professionals of English Language Teaching*, 3(21), 1–8.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge: Cambridge University Press.
- Rihardini, A., Yaniafari, R., & Mukminatien, N. (2021). Willingness to communicate in Indonesian EFL classrooms: A multidimensional perspective. *Indonesian Journal of Applied Linguistics*, 11(2), 345–358. <https://doi.org/10.17509/ijal.v11i2.34567>
- Saragih, R., Kembaren, R., & Suhendra, A. (2024). Factors contributing to speaking difficulties in young EFL learners: An exploratory study.

- Indonesian Journal of English Language Teaching*, 19(1), 77–95.  
<https://doi.org/10.17509/ijelt.v19i1.45678>
- Sari, D. (2022). Self-efficacy and willingness to communicate in Indonesian EFL classrooms. *Indonesian Journal of Applied Linguistics*, 12(1), 34–47.  
<https://doi.org/10.17509/ijal.v12i1.34567>
- Setia, M. S. (2016). Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology*, 61(3), 261–264. <https://doi.org/10.4103/0019-5154.182410>
- Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, and fluency. *Applied Linguistics*, 30(4), 510–532.  
<https://doi.org/10.1093/applin/amp047>
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta
- Sunogan, J., & Ong, C. (2022). Measuring fluency, accuracy, and appropriacy in oral communication. *TESOL International Journal*, 17(4), 210–225.  
<https://doi.org/10.24071/ilt.v25i2.4579>
- Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39–44.  
<https://doi.org/10.5539/ies.v2n4p39>
- Zakaria, N., Hashim, H., & Yunus, M. M. (2019). Speaking as a social skill in EFL classrooms. *International Journal of Academic Research in Business and Social Sciences*, 9(2), 123–135. <https://doi.org/10.6007/IJARBSS/v9-i2/5556>