



## The Correlation between Students' Willingness to Communicate and Their Speaking Performance at the Tenth Grade of MAN 1 Pekanbaru

Muhammad Ichsan Al Hafiz<sup>1</sup>, Rizky Gushendra<sup>2</sup>

Faculty of Education and Teacher Training,  
State Islamic University of Sultan Syarif Kasim Riau,  
Pekanbaru, Riau, Indonesia

[Ichsanhafiz99@gmail.com](mailto:Ichsanhafiz99@gmail.com)<sup>1</sup>, [rizky.gushendra@uin-suska.ac.id](mailto:rizky.gushendra@uin-suska.ac.id)<sup>2</sup>

### ABSTRACT

*The purpose of this research is to examine whether there is any significant correlation between willingness to communicate and speaking performance at the tenth-grade students of MAN 1 Pekanbaru. There were 244 students as samples by using the simple random sampling technique. This research approach was a quantitative method and the technique used in this research was a correlational technique. In collecting the data, the writer distributed the questionnaire to the respondents to determine the willingness to communicate, which consist of 55 item statements and used documentation of the students' speaking score made by English teachers at the school to determine the speaking performance. The writer used Spearman correlation through SPSS 26.0 to analyze the data. The result of this research showed that sig.r obtained value is 0.000 lower than alpha value (0.05). it means that null hypothesis ( $H_0$ ) is rejected while alternative hypothesis ( $H_a$ ) is accepted. In conclusion, there is a correlation between willingness to communicate and speaking performance at the tenth-grade students of MAN 1 Pekanbaru.*

**Keywords:** *Willingness to Communicate, Speaking Performance.*

### 1. INTRODUCTION

English as an international language has established its standing as a lingua franca. As opportunities for oral communication have grown, ELT educators have become increasingly concerned with finding the most effective ways to help EFL / ESL learners master oral skills as an important aspect of learning the foreign

language. Students of a different language won't learn to speak fluently just by hearing the flow of speech in a class. Though listening to a language's forms is an important factor in learning a new language, it is not enough. Teachers will need to provide many opportunities for their students to practice speaking (Mahna Yousefi & Seyed Ahmad Kasaian. 2014, p.61). Several previous

researchers have concentrated on studying factors that can help to improve the speaking performance of the learners.

Now it has been accepted that the affective aspect of FL learning plays a crucial role in learning a new language. It was often thought in the past that the cognitive ability of a learner to communicate in a new language is important. By now, it is recognized that both cognitive and affective processes should be optimally engaged in the process of learning a foreign language. One of the variables that seem to have a significant effect on the learners' speaking performance is their level of willingness to communicate. MacIntyre et (2001, p. 369) also states WTC in a second language as the intention to start a communication, given a choice.

Most learners and researchers have regarded speaking as an important skill in language learning. It is often described by researchers (e.g. Bygate, 2002) as a complex and multilevel skill. The reason is due to the fact that learners should use their language knowledge and activate their communication skills in that language. They must apply these skills to be a good communicator in different conditions. A good communicator can handle the situation by using all the skills especially speaking. Speaking is practical in any field such as job, education, routines, etc. By speaking, people can express their thoughts and ideas. Hence speaking performance can pave the way for the speaker at any stage. This skill can be influenced by many factors, namely cognitive and affective factors (Mahna Yousefi & Seyed Ahmad Kasaian 2014, p.62). Both of these domains are important for learner attainment in any field. Pop ham (2011) notes that "affective variables are often more significant than cognitive variables" (p. 230). In this study, the

researcher will focus on the willingness to communicate and its correlation to the students' speaking performance. The main problem under investigation in this study is the possible relationships between the students' willingness to communicate and their speaking performance.

In this regard, most of previous researches focus on the ESL teachers' WTC in English (Lo, Yueh Yea, 2018), EFL and ESP learners and their WTC (Jamaledin, Zahra & Anita Lashkarian, 2015), the impact of teaching communication strategies on EFL learners' WTC (Mesgarshahr, Abulfazl & Esmaeel Abdollahzadeh, 2014; Bergil, Ayfer Su, 2016), WTC in ESL (Bukhari, Syeda Farzana, Xiaoguang Cheng, & Salman Ali Khan, 2015; Muhammad Kalyar, Jan, Habibullah Pathan, Mansoor Ahmed Channa, Shoukat Ali Lohar, & Jam Khan Muhammad, 2018; SiokKho-Yar, Ai, ShameemRafik-Galea & Elise Ai HweeKho, 2018), WTC among EFL students (Tan, Kok Eng & EkkaponPhairot, 2018; Mohammadi, Mohammad & Mahdivand, Ziba, 2019; Altiner, Cennet 2018; Tabatabaei, Omid, 2013), students' WTC in English (Muamaroh & NanikPrihartanti, 2013; Şener, Sabriye, 2014; Nasser Ali Al Amrani, Said, 2019), WTC, linguistic self-confidence & language-use anxiety (Ghanbarpour, Mahsa, 2016), correlation between anxiety and WTC (Shanti Manipuspika, Yana, 2018).

Furthermore, other studies concern on Indonesian EFL Students' Willingness to Communicate in The 2013 Curriculum Implementation (Havwini, Tian, 2019), making asian learners talk: encouraging WTC (Vongsila, Vatsana & HayoReinders, 2016), exploring EFL teachers' socioaffective and pedagogic strategies and students' WTC (Zarei, Nahid,

Mahnaz Saeidi, & Saeideh Ahangari, 2019), exploration of factors contributing to students' unwillingness to communicate in a foreign language across Indonesian secondary schools (Kusuma Ningsih, Sri, Stephanie Narahara, & Herri Mulyono, 2018), WTC in English of non-English major University (Septi Subekti, Adaninggar, 2019), WTC in an L2 & integrative motivation (Peng, Jian E, 2006; Öz, Hüseyin & Nihan Bursalı, 2018), relationship between ideal L2 self and WTC (Bursalı, Nihan & Hüseyin Öz, 2017), perception, motivation, and communicative self-confidence (Fadilah, Eka, 2018), factors affecting WTC (Cristina Lahuerta, Ana, 2014), an investigation of university students' WTC (Hişmanoğlu, Murat & Fatma Özüdoğru, 2017), WTC and its relationship with emotional intelligence and gender (Gholami, Leila, 2015), the relationship between language learners' WTC and their oral language proficiency with regard to gender differences (Valadi, Amir, Afshin Rezaee & Parisa Kogani Baharvand, 2015), gender and WTC (Maftoon, Parviz, 2013), WTC reappraised in the light of emotional intelligence and gender differences (Alavinia, Parviz & Masome Agha Alikhani, 2014), WTC in English: A gender based study (Arshad, Zarwa, Muhammad Shahbaz & Ahmed Mohammed Barjas Al-Bashabsheh, 2015) and WTC in face-to-face versus oral computer mediated communication (Yanguas, Íñigo & Alayne Flores, 2014).

Based on some previous researches mentioned above, it can be assumed that most of the previous researches aim to find out the factors in willingness to communicate, Students' WTC based on gender and an investigation on students' WTC. However, just few studies that concern about the correlation between students'

willingness to communicate and their speaking performance. There are only three studies that observed about relationship between Willingness to Communicate, and Speaking Performance (Maryam Rahmatollahi & Gholamhassan Famil Khalil; Mahna Yousefi & Seyed Ahmad Kasaian; Ngo Cong-Lem & Nguyen Thi Thu Hang) and it were conducted in Iran and Vietnam. Consequently, it's clear that just few studies that concern about the correlation between students' willingness to communicate and their speaking performance, and the researcher will focus on the Indonesian context. Xie (2011) argues a high level of speaking indicates a high level of willingness to speak and a low level of speaking shows a low level of WTC. L2 researcher believes, according to Maoz and Ellis (2008), that those students who have had more WTC are more involved in communicating, and if the learners lack in WTC, they have less communication skills.

Then, according to Humairatul Ulya (2015), 2013 curriculum is intended to improve the attitudes, knowledge, and skills of learners, where learners must be active in learning process and the teachers must be creative in providing and introducing the material. Based on preliminary research at MAN 1 Pekanbaru, the researcher interviewed the English teacher to know students' difficulties especially in speaking about a descriptive text. In this preliminary research, the researcher found that students' desire or eagerness to communicate/deliver their ideas related to the topic (identity/family relationships) was still far away from the expectation of curriculum.

Based on the problem depicted in the background, the researcher formulates some research questions as follows:

- 1) How are the students' willingness to communicate at MAN 1 Pekanbaru?
- 2) How are the students' speaking performance in English at MAN 1 Pekanbaru?
- 3) Is there any significant correlation between students' willingness to communicate and their speaking performance at MAN 1 Pekanbaru?

## 2. LITERATURE REVIEW

### a. *Willingness to Communicate*

#### 1) *Theorizing and Research in L2 Willingness to Communicate.*

Originally, the building of WTC (willingness to communicate) was invented out of unwillingness to communicate. Kalyar, et al (2018) introduce the reluctance to interact concept by prohibiting certain speakers from communicating with the other participants because of a package of factors that influence or impede them from speaking, even in their native language. Anxiety, nervousness, and aggression are these types of causes.

Kalyar, et al (2018, p. 359) indicate that failure to communicate is "the unceasing propensity of the speaker to stop or devalue oral contact." They also proposed for the first time that WTC construct (willingness to communicate) is the propensity of the individual speaker to engage him/her in conversation with a particular partner in a particular situation with free will. Cao and Philp (2006) state the following WTC's patterns: (Pattern 1) volunteering answers to the teacher's questions, (Pattern 2) asking the teacher a question, (Pattern 3) presenting one's own opinion in the class, (Pattern 4)

volunteering participation in class activities, (Pattern 5) giving comments or questions in response to peer's ideas, and (Pattern 6) helping peers to recall difficult or forgotten words.

#### 2) *Communication Confidence.*

Subsequent research has provided support to the intertwined relationships between L2 WTC and many other variables. Among a number of individual variables, self-confidence has been overwhelmingly found to be the most immediate antecedent of L2 WTC (Clément, Baker, & MacIntyre, 2003; Yashima, 2002). Defined as the overall belief about one's ability to engage in efficient L2 communication (Peng, J. E. & Woodrow, L. 2010), self-confidence is a combination of perceived competence and a lack of anxiety. These consistent findings indicate that learners who have higher perceptions of their communication competence and experience a lower level of communication anxiety tend to be more willing to initiate communication.

#### 3) *Intrinsic and Extrinsic Motivation.*

The present study considers Noels and associates' (Noels, 2001; Noels, Pelletier, Clément, & Vallerand, 2000) intrinsic and extrinsic motivation derived from self-determination theory (SDT) in educational psychology (Peng, J. E. & Woodrow, L. 2010, p.839) as an informative framework. Intrinsic motivation, which pertains to the enjoyment and a satisfactory feeling associated with an activity, is composed of three substrates: knowledge, accomplishment, and stimulation. These three components respectively refer to motivations for

gaining new knowledge, for achieving goals, and for “the sensations stimulated by performing the task” (Noels et al., 2000. p. 61). Extrinsic motivation refers to regulations external to a control of an individual. It consists of four types of regulations: external, introjected, identified, and integrated regulation, which are situated along a continuum of self-determination. External regulation refers to the performance of an activity being regulated by external incentives (e.g., for a better job). Introjected regulation is about reasons associated with learners’ self-imposed pressure to perform an activity (e.g., feeling guilty if one cannot speak English).

#### **4) Learner Beliefs**

The variable of learner beliefs is relatively underinvestigated in SLA. This variable can have a wide conceptual range (D’oranyi, 2005). They can be perceptions of the nature of language and language learning, termed “metacognitive knowledge” or culture-specific perceptions proposes as “culture of learning” (for a recent review, see Barcelos, 2003). By “culture of learning,” Cortazzi and Jin note that classroom learning behaviors are “set within taken-for-granted frameworks of expectations, attitudes, values, and beliefs about what constitutes good learning, about how to teach or learn, whether and how to ask questions,” which have their roots in a specific culture. In their statement, the culture of learning may influence the classroom process even without the teachers’ and students’ awareness. The culture of learning articulated in Cortazzi and Jin, such as valuing respect for and submission to the

teacher and avoiding risks in interpersonal communication, seems particularly congruent with what Wen and Clément (2003) maintain about Chinese cultural influence on learner perceptions.

In summary, learner beliefs are relatively under-investigated in second language acquisition. Learner beliefs also called as a culture of learning. By “culture of learning,” classroom learning behaviors are a set of expectations, attitudes, values, and beliefs about what constitutes good learning, about how to teach or learn, whether and how to ask questions. The culture of learning is valuing respect for and submission to the teacher and avoiding risks in interpersonal communication. It means the teachers need to understand learner beliefs if they want to influence learners’ attitudes and behaviors especially in their willingness to communicate.

#### **5) Ecological Perspective on Classroom Dynamics**

With the lens focused on the classroom context, an ecological perspective was regarded to be particularly informative. Ecology refers to the “study of the relationships between all the various organisms and their physical environment” (van Lier, 2002, p. 144). The ecological perspective on language learning views learners’ cognitive behaviors as interwoven with their physical and social surroundings (Leather & van Dam, 2003). Its focal attention is the learning context, from which learners make individual sense of the meaning of teaching and learning. In a language class, classroom dynamics are influenced by, and in return shape, the instant context

constructed by the perceptions of all actors involved.

From the ecological perspective, a language classroom reflects a social environment in which students and the teacher negotiate their subjectivities as social members. Tudor (2003) contends that pedagogical decision making should be geared to accommodating the complex and multifaceted classroom life. Classroom dynamics, according to Tudor (2001), should be explored around classroom participants' visions of language, learning, and the methodological choices inside the language classroom. These choices are about the way the language is showed, activities are organized, and classroom relations are defined (Tudor, 2001).

Classroom dynamics, therefore, can be perceived as closely related to the components or actors in the language classroom, mainly the teacher, learners, and tasks. These three components mirror the dimensions of the classroom environment identified in educational research. In the current study, the components of environment were conceptualized as teacher support, student cohesiveness, and task orientation, following Peng, J. E. & Woodrow, L. (2010). Teacher support refers to the teacher's help, friendship, trust, interest shown to students; student cohesiveness is the extent to which students help, know, and support each other; task orientation refers to the importance of completing activities and staying on the subject matter (Dorman, 2003) and the perceived usefulness of activities.

In essence, the ecological perspective on classroom dynamics

is a set of relationships between all the various organisms and their physical environment. Then, from the ecological perspective, a language classroom reflects a social environment in which students and the teacher negotiate their subjectivities as social members they should explore classroom dynamics around classroom participants' visions of language, learning, and the methodological choices inside the language classroom. These choices are about the way the language is showed, activities are organized, and classroom relations are defined. Classroom dynamics have three components. These three components are teacher support, student cohesiveness, and task orientation.

## **b. Speaking**

### **1) *Speaking Performance***

Speaking performance, as the researcher wrote in the previous chapter is one of the basic language skills that play a major role rather than other skills because of its extensive use. So that, the researcher will explain the nature of speech itself to provide obvious information about what speaking is. Brown (2001 p.267) cites that when someone is able to speak a language it means that they are able to carry on a conversation competently. Additionally, he notes that the benchmark of effective language acquisition is almost always a demonstration of the ability to achieve realistic goals through an engaging dialogue with other speakers of the language. Richards and Renandya (2002 p.204) note that effective oral communication requires the ability to appropriately use the language in social interaction involving not only verbal communication but also

paralinguistic elements of speech such as pitch, stress, and intonation.

Thornburry (2002 p.1) claims that speaking performance is so much part of daily life that we take this as a matter of course. The average person produces tens of thousands of words in a day, although some people can produce even more than that, like auctioneers or politicians.

In brief, speaking plays a major role in communication. Instinctively and integrally speaking, we forget how we once struggled to attain this skill until that is, we have to learn how to do it in a foreign language once again. Although, we prefer to get something done although speaking and listening, discussing thoughts, figuring out some facets of the universe, or simply being together. We can create a record, committing events or moments in writing. It means we can produce the word when we're communicating by sharing our thoughts that we want to share with other people.

## **2) Assessment of Speaking Performance**

The purpose of assessing student speaking performance is to help language teachers understand the nature of a foreign language, especially when speaking and to find a way to improve students' speaking performance. To assess speaking, Richards states that learners often evaluate their language learning success as well as the effectiveness of their English course based on how much they feel they have improved their language skills.

Hughes (2003, p.131-133) claims that speaking performance is measured through several elements. Such components include vocabulary, grammar, fluency, comprehension, and pronunciation.

### a) Vocabulary

Vocabulary is a basic element of language as we know it. Vocabulary is a key component of language skills and provides a great deal of basic knowledge about how well learners speak, listen, read, and write. It means that learners can express their ideas and understand the meaning of the word they pronounce by knowing the vocabulary.

### b) Grammar

It is clear that you need to learn a certain amount of grammar and vocabulary to be able to speak a foreign language. Grammar is the pattern of sound, the basic unit of meaning, such as words, and the rules for combining them to create new sentences. Therefore, grammar is very important in speaking because if the speaker doesn't master the grammar structure, he can't speak English properly.

### c) Fluency

In simple terms, fluency is the ability to speak freely without hesitating or stopping too much. In the Longman dictionary, fluency is the ability to control intonation, vocabulary, and grammar with a good but not necessarily perfect command.

### d) Comprehension

In the Longman dictionary, comprehension refers to the identification of the intended meaning of both written and spoken communication. Comprehension is defined as the ability to understand something with a reasonable comprehension of the subject, or as knowing what a situation is really like.

e) Pronunciation

Pronunciation is the last aspect of speaking performance. Pronunciation is the manner in which a certain sound or sound is made. It means pronunciation is the way on how we pronounce the word appropriately.

### 3. METHOD

This is a quantitative research. Creswell (2012) explains that the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people. Then, the research method was a retroactive ex post facto research. According to Donald Ary, et all (2010. p, 332), The designation ex post facto, from Latin for “after the fact,” indicates that ex post facto research is conducted after variation in the variable of interest has already been established in the natural course of events.

This method is sometimes called causal comparative because its purpose is to find out cause-and-effect relationships between independent and dependent variables. There are two types of ex post facto design – Proactive and Retroactive. In this case, the researcher used retroactive ex post facto research. Donald Ary, et all (2010) argues that retroactive ex post facto research seeks possible antecedent causes (independent variables) for a preexisting dependent variable.

The population of this research was the students at the tenth-grade students of MAN 1 Pekanbaru. The population of the first grade was 365

students and there were 11 classes. In this research, the researcher used simple random sampling. Then, the researcher determined the sample size based on Cohen’s sample size. So, based on Cohen’s sample size, the researcher took 244 samples. 244 samples were chosen because the researcher used the Confidence Level 95% with the Confidence Interval (CI) was 4. In calculating the sample size, the researcher used a sample size calculator from *surveysystem.com* that was suggested by Cohen. So, this sample size is large and therefore, the researcher used this sample size in order to prevent the bias in this research.

### 4. FINDINGS AND DISCUSSION

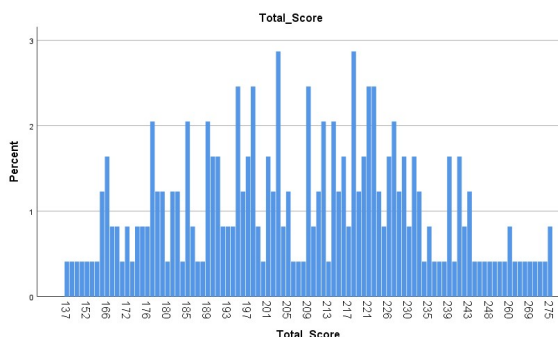
This research was conducted to know the relationship between two variables, namely, the students’ willingness to communicate (X variable) and students’ speaking performance (Y variable). To acquire the data of both variables in this research, the researcher used the questionnaire and the documentation.

#### *a. The students’ willingness to communicate at MAN 1 Pekanbaru.*

From the chart below, there were 244 respondents. Then, total score was 18.456. So, it can be concluded that the mean score of willingness to communicate is 76.



**Figure 4.1.**  
**The Score of Students Willingness to Communicate**



From the bar chart above, the detailed information could be described as the frequency of interval 137 was 1 student (0.4%), the frequency of interval 138 was 1 student (0.4%), the frequency of interval 140 was 1 student (0.4%), the frequency of interval 149 was 1 student (0.4%), the frequency of interval 152 was 1 student (0.4%), the frequency of interval 154 was 1 student (0.4%), the frequency of interval 162 was 1 student (0.4%), the frequency of interval 165 was 3 students (1.2%), the frequency of interval 166 was 4 students (1.6%), the frequency of interval 168 was 2 students (0.8%), the frequency of interval 169 was 2 students (0.8%), the frequency of interval 170 was 1 student (0.4%), the frequency of interval 172 was 2 students (0.8%), the frequency of interval 173 was 1 student (0.4%), the frequency of interval 174 was 2 students (0.8%), the frequency of interval 175 was 2 students (0.8%), the frequency of interval 176 was 2 students (0.8%).

The frequency of interval 177 was 5 students (2%), the frequency of interval 178 was 3 students (1.2%), the frequency of interval 179 was 3 students (1.2%), the frequency of interval 180 was 1 student (0.4%), the frequency of interval 182 was 3 students (1.2%), the frequency of interval 183 was 3 students (1.2%), the frequency of interval 184

was 1 student (0.4%), the frequency of interval 185 was 5 students (2%), the frequency of interval 186 was 2 students (0.8%), the frequency of interval 187 was 1 student (0.4%), the frequency of interval 188 was 1 student (0.4%), the frequency of interval 189 was 5 students (2%), the frequency of interval 190 was 4 students (1.6%), the frequency of interval 191 was 4 students (1.6%), the frequency of interval 192 was 2 students (0.8%), the frequency of interval 193 was 2 students (0.8%), the frequency of interval 194 was 2 students (0.8%), the frequency of interval 195 was 6 students (2.5%), the frequency of interval 196 was 3 students (1.2%), the frequency of interval 197 was 4 students (1.6%), the frequency of interval 198 was 6 students (2.5%), the frequency of interval 199 was 2 students (0.8%), the frequency of interval 200 was 1 student (0.4%).

The frequency of interval 201 was 4 students (1.6%), the frequency of interval 202 was 3 students (1.2%), the frequency of interval 203 was 7 students (2.9%), the frequency of interval 204 was 2 students (0.8%), the frequency of interval 205 was 3 students (1.2%), the frequency of interval 206 was 1 student (0.4%), the frequency of interval 207 was 1 students (0.4%), the frequency of interval 208 was 1 student (0.4%), the frequency of interval 209 was 6 students (2.5%), the frequency of interval 210 was 2 students (0.8%), the frequency of interval 211 was 3 students (1.2%), the frequency of interval 212 was 5 students (2%), the frequency of interval 213 was 1 student (0.4%), the frequency of interval 214 was 5 students (2%), the frequency of interval 215 was 3 students (1.2%), the frequency of interval 216 was 4 students (1.6%), the frequency of interval 217 was 2 students (0.4%), the frequency of interval 218 was 7 students (2.9%), the frequency of interval 219 was 3 students (1.2%), the frequency of

interval 220 was 4 students (1.6%), the frequency of interval 221 was 6 students (2.5%), the frequency of interval 222 was 6 students (2.5%), the frequency of interval 223 was 3 students (1.2%), the frequency of interval 224 was 2 students (0.8%), the frequency of interval 226 was 4 students (2%), the frequency of interval 227 was 5 students (2%), the frequency of interval 228 was 3 students (1.2%), the frequency of interval 229 was 4 students (1.6%), the frequency of interval 230 was 2 students (0.8%).

The frequency of interval 231 was 4 students (1.6%), the frequency of interval 233 was 3 students (1.2%), the frequency of interval 234 was 1 student (0.4%), the frequency of interval 235 was 2 students (0,8%), the frequency of interval 236 was 1 student1 (0.4%), the frequency of interval 237 was 1 student (4%), the frequency of interval 238 was 1 student (0,20). the frequency of interval 239 was 4 students (1.6%), the frequency of interval 240 was 1 student (0.2%), the frequency of interval 241 was 4 students (1.6%), the frequency of interval 242 was 2 students (0.8%), the frequency of interval 243 was 3 students (1.2%), the frequency of interval 244 was 1 student (0.4%), the frequency of interval 245 was 1 student (0.4%), the frequency of interval 246 was 1 student (0.4%), the frequency of interval 248 was 1 student (0,4%).

The frequency of interval 251 was 1 student (0.4%), the frequency of interval 252 was 1 student (0.4%), the frequency of interval 255 was 1 students (0.4%), the frequency of interval 260 was 2 students (0.8%), the frequency of interval 262 was 1 students (0.4%), the frequency of interval 263 was 1 student (0.4%), the frequency of interval 268 was 1 students (0.4%), the frequency of interval 269 was 1 student (0.4%), the frequency of interval 271 was 1 student (0.4%), the frequency of interval 273

was 1 students (0.4%), the frequency of interval 274 was 1 student (0.4%), the frequency of interval 275 was 2 students (0.8%). So, the greatest numbers were from interval 203 (2.9%) and 218 (2.9%).

**Table 4.1.**  
**Recapitulation Score of Willingness to Communicate**

No	Alternative	Score	Total
1	Strongly Disagree	1	1 X 423 = 423
2	Disagree	2	2 X 1202 = 2404
3	Neutral	3	3 X 3443 = 10.329
4	Agree	4	4 X 4161 = 16.644
5	Strongly Agree	5	5 X 4191 = 20.955
			50.555

The ideal total score of the whole item should be  $5 \times 55 \times 244 = 67.100$  (if all respondents answer Strongly Agree). However, the total score acquired was 50.555. To find out how is students' willingness to communicate (Riduwan 2011, p.40) pointed out the formula to analyze the percentage of the data as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{50555}{67100} \times 100\%$$

$$P = 75.34\%$$

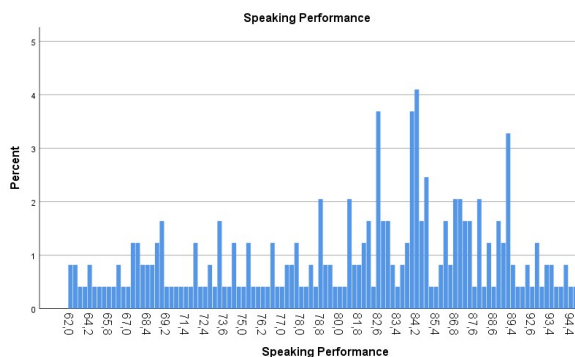
Based on the category provided in chapter III, according to Riduwan (2011, p.41), it can be concluded that the students' willingness to communicate at the tenth grade of MAN 1 Pekanbaru was high because the percentage obtained was 75.34%. Thus, the

first research problem which was formulated was answered.

**b. The students' speaking performance in English at MAN 1 Pekanbaru.**

The chart below shows the data of students' speaking performance with the total score was 19689. So, it can be concluded that the mean score was 80.7.

**Figure 4.2.**  
**The Score of Students Speaking Performance**



Based on the bar chart 4.2, it can be seen that the frequency of interval 62 was 2 students (0.8%), the frequency of interval 62.4 was 2 students (0.8%), the frequency of interval 63 was 1 student (0.4%), the frequency of interval 63.4 was 1 student (0.4%), the frequency of interval 64.2 was 2 students (0.8%), the frequency of interval 64.2 was 1 student (0.4%), the frequency of interval 64.4 was 1 student (0.4%), the frequency of interval 64.8 was 1 student (0.4%), the frequency of interval 65.6 was 1 student (0.4%), the frequency of interval 65.8 was 1 student (0.4%), the frequency of interval 66.2 was 1 student (0.4%), the frequency of interval 66.4 was 2 students (0.8%), the frequency of interval 66.6 was 1 student (0.4%), the frequency of interval 67 was 1 student (0.4%), the frequency of interval 67.4 was 3 students (1.2%), the frequency of interval 67.8

was 3 students (1.2%), the frequency of interval 68 was 2 students (0.8%), the frequency of interval 68.4 was 2 students (0.8%), the frequency of interval 68.6 was 2 student (0.4%), the frequency of interval 68.8 was 3 students (1.2%), the frequency of interval 69 was 4 students (1.6%), the frequency of interval 69.2 was 1 student (0.4%), the frequency of interval 69.4 was 1 student (0.4%).

The frequency of interval 70.4 was 1 student (0.4%), the frequency of interval 71 was 1 student (0.4%), the frequency of interval 71.4 was 1 student (0.4%), the frequency of interval 71.8 was 1 student (0.4%), the frequency of interval 72 was 3 students (1.2%), the frequency of interval 72.2 was 1 student (0.4%), the frequency of interval 72.4 was 1 student (0.4%), the frequency of interval 72.6 was 2 students (0.8%), the frequency of interval 72.8 was 1 student (0.4%), the frequency of interval 73.2 was 4 students (1.6%), the frequency of interval 73.6 was 1 student (0.4%), the frequency of interval 74.2 was 1 student (0.4%), the frequency of interval 74.6 was 3 students (1.2%), the frequency of interval 74.8 was 1 student (0.4%), the frequency of interval 75 was 1 student (0.4%), the frequency of interval 75.2 was 3 students (1.2%), the frequency of interval 75.8 was 1 student (0.4%), the frequency of interval 76 was 1 student (0.4%), the frequency of interval 76.2 was 1 student (0.4%), the frequency of interval 76.4 was 1 student (0.4%), the frequency of interval 76.6 was 3 students (1.2%), the frequency of interval 76.8 was 1 student (0.4%), the frequency of interval 77 was 1 student (0.4%), the frequency of interval 77.2 was 2 students (0.8%), the frequency of interval 77.6 was 2 students (0.8%), the frequency of interval 77.8 was 3 students (1.2%), the frequency of interval 78 was 1 student (0.4%), the frequency of interval 78.2 was 1 student (0.4%), the frequency of

interval 78.4 was 2 students (0.8%), the frequency of interval 78.6 was 1 student (0.4%), the frequency of interval 78.8 was 5 students (2%), the frequency of interval 79 was 2 students (0.4%), the frequency of interval 79.2 was 2 students (0.8%), the frequency of interval 79.6 was 1 student (0.4%), the frequency of interval 80 was 1 student (0.4%).

The frequency of interval 81 was 1 student (0.4%), the frequency of interval 81.4 was 5 students (2%), the frequency of interval 81.6 was 2 students (0.8%), the frequency of interval 81.8 was 2 students (0.8%), the frequency of interval 82 was 3 students (1.2%), the frequency of interval 82.2 was 4 students (1.6%), the frequency of interval 82.4 was 1 student (0.4%), the frequency of interval 82.6 was 9 students (3.7%), the frequency of interval 82.8 was 4 students (1.6%), the frequency of interval 83 was 4 students (1.6%), the frequency of interval 83.2 was 2 students (0.8%), the frequency of interval 83.4 was 1 student (0.4%), the frequency of interval 83.6 was 2 students (0.8%), the frequency of interval 83.8 was 3 students (1.2%), the frequency of interval 84 was 9 students (3.7%), the frequency of interval 84.2 was 10 students (4.1%), the frequency of interval 84.4 was 4 student (1.6%), the frequency of interval 84.6 was 6 students (2.5%), the frequency of interval 84.8 was 1 student (0.4%), the frequency of interval 85.4 was 1 student (1%), the frequency of interval 86.2 was 2 students (0.8%), the frequency of interval 86.4 was 4 students (1.6%), the frequency of interval 86.6 was 2 students (0.8%), the frequency of interval 86.8 was 5 students (2%), the frequency of interval 87 was 5 students (2%), the frequency of interval 87.2 was 4 students (1.6%), the frequency of interval 87.4 was 4 students (1.6%), the frequency of interval 87.6 was 1 student (0.4%), the frequency of interval 87.8 was 5 students (2%), the

frequency of interval 88 was 1 student (0.4%), the frequency of interval 88.2 was 3 students (1.2%), the frequency of interval 88.6 was 1 student (0.4%), the frequency of interval 88.8 was 4 students (1.6%), the frequency of interval 89 was 3 students (1.2%), the frequency of interval 89.2 was 8 students (3.3%), the frequency of interval 89.4 was 2 students (0.8%).

The frequency of interval 91.2 was 1 student (0.4%), the frequency of interval 91.8 was 1 student (0.4%), the frequency of interval 92.2 was 2 students (0.8%), the frequency of interval 92.6 was 1 student (0.4%), the frequency of interval 92.8 was 3 students (1.2%), the frequency of interval 93 was 1 student (0.4%), the frequency of interval 93.2 was 2 students (0.4%), the frequency of interval 93.4 was 2 students (0.8%), the frequency of interval 93.8 was 1 student (0.4%), the frequency of interval 94.2 was 2 students (0.8%), the frequency of interval 94.4 was 1 student (0.4%), the frequency of interval 96.2 was 1 student (0.4%), the frequency of interval 96.8 was 1 student (0.4%). So, the greatest number was from interval 84 (3.7%).

**Table 4.2.**  
**Descriptive Statistics**

	N	Min	Max.	Mean	Std. Deviation
Speaking Performance	244	62.0	96.8	80.730	8.1356
Valid N (listwise)	244				

Based on table above showed that the mean score of the students' speaking performance was 80.73 with the minimum score was 62 and the maximum score was 96.8. It can be concluded that the students' speaking performance at the tenth grade of MAN 1 Pekanbaru was good.

**c. The correlation between students' willingness to communicate and their speaking performance at MAN 1 Pekanbaru.**

From the data analysis that was analyzed by using Spearman Rho formula through SPSS 26.0, the result showed that sig r obtained value is 0.000 lower than alpha value (0.05). In conclusion, there is a significant correlation between students' willingness to communicate and their speaking performance at MAN 1 Pekanbaru with categorized as very strong.

**5. CONCLUSION**

This research was conducted to find out whether there is a significant correlation between students' willingness to communicate and their speaking performance at MAN 1 Pekanbaru. Based on the analysis of the data in the previous chapter, the writer concluded that:

- a. The willingness to communicate of the tenth-grade students at MAN 1 Pekanbaru was categorized high with a mean score was 75.34%.
- b. The speaking performance of tenth-grade students at MAN 1 Pekanbaru is categorized as good with a mean score was 80.73.
- c. From the data analysis that was analyzed by using Spearman Rho formula through SPSS 26.0, the result showed that sig r obtained value is 0.000 lower than alpha value (0.05). In conclusion, there is a correlation between students' willingness to communicate and their speaking performance at MAN 1 Pekanbaru with categorized into very strong.

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