EFL_Students_Perception.pdf

by

EFL Students' Perception on Factors Influencing Willingness to Speak in Multicultural Classroom

Rizky Lutviana, Riza Weganofa, Ayu Liskinasih, Umiati Jawas

Universitas Kanjuruhan Malang

lutviana.rizky@unikama.ac.id

Abstract: One of the factors that contribute to the success in teaching speaking is students' willingness to speak, yet the study on students' willingness to speak is limited to the classroom setting in which most students came from the same culture. This present study is aimed at unveiling 33 EFL students' perception on factors influencing willingness to speak in multicultural classroom. Students in the multicultural classroom came from 5 different regions in Indonesia; Java, Sumba, Borneo, Sunda and Papua and they had different cultural and learning background. The instruments used to collect the data were observation and interview that was done at the same time when the researcher taught them. Based on the data analysis, it could be concluded that factors that influenced students' willingness to speak were: (1) the task (including the design of the task, the amount of the task, and the topic of the task), (2) motivation from both lecturer as well as classmates, (3) the interlocutor and the types of speaking interaction (face to face or by group), and (4) the language lesson and feedback.

1 INTRODUCTION

In university, students majoring in English Language Teaching is necessary to master all English language skills including listening, speaking, reading, and writing. In Indonesia, mostly, in the first and second year of their study, students received courses that help them to master those four skills before they learned theoretical and practical knowledge in pedagogy.

In this present study, the subject of the research were multicultural students who came from different educational backgrounds. Some students received English lesson from the elementary level, yet some others were not. Students outside Java mostly received English lesson from the Junior High School level. Learning English in Indonesia, in Elementary and Secondary level mostly directed to give students strong basis on learning language components including vocabulary, grammar, and pronunciation. Whereas in Senior High school level students start practicing developing their English four skills, including speaking. Students who did not receive strong basic English lesson felt not confident and tended to be unwilling to speak.

Students' willingness to speak is one of the paramount aspects in teaching and learning, yet current practice in teaching and learning neglecting students' perception on the situation in which they are willing to speak. This study is intended to unveil students' voice of what makes them willing to speak by creating comfortable English-speaking classroom situation. Since students were multicultural and came from different educational background, the concept of what is comfortable may be various. Students' voice is essential to reveal as the consideration in designing materials and consideration implementing certain teaching technique.

The challenge students face in speaking is the willingness to speak which is mostly influence by their level of confidence. Students feel confident when they are trained to speaking English at the very beginning, as in Osterman (2014). Osterman (2014) conducted study about Japanese University Students' willingness to speak English in class. He concluded that the earlier students start to do oral English communication practices, the better their performances are. Grammar-based learning is less helpful for students to practice in speaking class.

Riasati (2012) investigated EFL learners' perception of factors influence willingness to speak

English. The subject of the research was Iranian EFL learners. He concluded that there were several factors to contribute students' willingness to speak, such as task type, topic of discussion, interlocutor, teacher, class atmosphere, personality and self-perceived speaking ability.

Al-Jamal and Al-Jamal (2014) conducted survey to 566 undergraduate Jordanian students of English language literature to investigate their difficulties in performing speaking tasks. By analyzing questionnaire and interviews they drew conclusion that factors contribute students' difficulties in speaking were communication in L1, the large class, and lack of time.

Cutrone (2009) investigating the effects of language anxiety to Japanese EFL learners in performing speaking tasks. The causes of students' anxiety were communication apprehension, social evaluation, and inter-learner competition. EFL teachers in Japan strive towards making their classrooms more intimate (i.e., less formal), and move away from the evaluation paradigm, which seems ingrained in the values of Japanese society.

There are many studies concerning factors that make students willing to speak English in class where most of them are generally come from the same cultural background, yet another factor that is the multicultural background remain unexplored. This study is aimed at exploring EFL students' perception on factors influencing willingness to speak in multicultural classroom.

Students who learned speaking in multicultural classroom would experience benefits as well as challenges. The benefit is that they have the opportunity to develop knowledge and experience to communicate with people from various cultural background. The challenge is students needed to adapt themselves to communicate with people from different culture, that sometimes deal with miscommunication and cultural shock. "Higher education needs to develop mechanisms to prepare people for intercultural encounters and to provide pathways to solutions for problems that arise" (Krawjeski, 2011).

Krawjeski (2011) noted that personal factors and circumstantial factors influence much on developing students' multicultural competence. Deardorff (2006; 2009: 33) developed intercultural competence model that consisted of attitudes (respect, openness, curiosity and discovery), knowledge (Cultural self-awareness, deep cultural knowledge, otherworld views, sociolinguistic awareness), desired internal outcome (adaptability, flexibility, ethno-relative view, empathy), and desired external outcome (Effective and appropriate communication & behaviour in an intercultural situation). In this case, in multicultural classroom, the learning situation is different from classroom in which students mostly from the same cultural background. Thus, this present study would explore the effect of multicultural factors on students' perception of willingness to speak.

2 METHODOLOGY

This study is descriptive qualitative research in which the purpose is to reveal EFL students' perception on factors influencing willingness to speak in multicultural classroom. The subject of the research was 33 ELT students majoring in English education who were in the third semester and took Academic Speaking course. Students came from different cultural backgrounds, those were Java (20 students), Sumba (8 students), Borneo (3 students), Sundanese (1 student) and Papua (1 student). The instruments used in this study were interview, observation. The data were collected and recorded on the checklists and document analysis. The procedure used in observation was narrative summary, while the interview was semi-structured interview.

3 FINDINGS AND DISCUSSIONS

The data were derived from several research instruments including observation, students' task performance, and interview. The researcher was also the instructor of the Academic Speaking course. The observation was done while she was teaching students. The instructor observed students' behaviour, especially what made students willing to speak without any fear in speaking. Richards and Farrell (2011) notice that in doing classroom observation, the instructor should consider the nature and the focus of classroom observation. The nature of observation is when students performing tasks in Academic Speaking classes, from the third meeting until the seventh meeting. The focus of observation is students' response and performance during they performed speaking task. The result of observation was described in the following:

3.1 Observation: Narrative Summary

3.1.1 Meeting 3

In meeting 3 students were given task to make a story based on the 3 keywords they have given a piece of paper. The task was given individually, yet most students got difficulties (they took long time to arrange the sentences into stories), so the instructor assigned them to make a group to do the task. In group students perform better, they can make a good and logical story in a short time. Students were expected to present the story; each student contribute 1 sentence. In this case, all students participate to speak but about 12 students were afraid and shy to speak even though they were reading the text.

3.1.2 Meeting 4

In meeting 4 the instructor applied guessing game to students in order to make them to produce sentences. The game was played in a group competition. 1 group consisted 4 members. 1 member of group came in front of class to guess the words, while the 3 members gave clue of a word they guess. They were given 1 minute to guess the word. After the group finished guessing 1 word, they change the role, the person who came in front of class became the member who gave the clue, and one member became the person who came in front of class to guess. By playing this game, students felt more enthusiastic. Students who were silent and shy began to produce utterances, regardless the errors they made, they enjoy the game.

3.1.3 Meeting 5

In meeting 5 the instructor gave students task to perform talk show. The talk show was like reality show in TV program that discuss about certain topic, such as fashion, music, health, culinary, etc. Students were divided into groups, consisted of 4 members, 3 students acted like the expert that would become the guest star in the show, and 1 person became the host or the master of ceremony of the program. The students were given freedom to choose the topic they wanted to discuss on talk show. They were given 20 minutes for the talk show, after that the audience (students who were not perform on talk show) could ask questions about the topic they discuss. Most of the students participate in talk show, students who usually kept silent asked questions to the guest star. Besides, students who were shy and not motivated to speak, they tried to be better guest star by speaking English more. Most students were excited to follow the show because the topic and the content of the show were about things that they liked.

3.1.4 Meeting 6

In meeting 6, students did debate. Students were divided into groups that consisted of three students, and each student have their own task: as the first speaker, the second, and the third speaker. There were six groups, and they were presented with three debatable issues, for example "online game should be banned", "young marriage should be legalized" and "full day school". One issue should be presented by two groups; one group as the pro group, while the other as the contra group. Before doing debate, students were given time to study the materials. The debate run well for the group which member were active and liked to talk, conversely, the debate did not run well when most member of the group were students who were hard for them to express their idea. They needed more time to rearrange the words before they expressed their opinion. They confessed that they needed more vocabulary and grammatical lesson to make them comfortable in speaking.

3.1.5 Meeting 7

In meeting 7, the instructor asked students to conduct mini survey about certain topics, those were facility, education, economy, culinary, and technology. Students were given the material about how to conduct survey including the steps, how to develop mini questionnaire, and how to present the result of the survey. After doing survey, the next step was students have to present the result of the survey individually, in front of the instructor only, without other audiences. Next, after presentation, students were interviewed. In doing this assignment, most student at first thought that this assignment were hard since it dealt with finding factual data by interviewing and asking many people about topic they developed. However, when presenting the result of interview, students felt excited.

During the teaching and learning activities in classroom from meeting 3 to meeting 6, students showed different attitude to form the group in group work project. In meeting 3 and meeting 4 students liked to choose the group member based on their origin, since they felt comfortable working with people who came from the similar cultural background. However, the way students chose group member in group project would hinder their ability to communicate in real society where multiculturalism did exist. Therefore, since meeting 5 the instructor set the member of group in doing group work project. The new group consisted of

students who came from the different cultural background. At the beginning it was hard for the students to cope with friends who came from different cultural background, but in doing group project together made them realized that they could work under cultural differences and they could still perform better.

3.2 Interview

The interview was administrated in meeting 8 after the midterm exam. The purpose of the interview was to find data of students' perception on factors influencing willingness to speak in multicultural classroom by asking them several questions about what they felt after doing several speaking tasks from the meeting 3 to meeting 7. The instructor was the interviewer while students was the interviewee, in this case students felt free and comfortable speaking with the instructor. When interviewing students, the instructor created comfortable situations in which she used informal language.

Table 1: The Summary of the result of questionnaire.

No	Questions	Answers
1.	How do you feel speaking in class? What makes you comfortable in speaking?	- I feel enjoy, I like the task, especially talk show and presentation. The choice of topic is free, I like it. I get many benefits, learning something new and I get new materials also.
		- excited because, the lecturer always motivated to speak better. Give correction and vocabulary lesson after task so that I know my weakness
		- happy, the lecturer always motivates us to do improvement in speaking. I Like all assignment, especially survey and TV reporter because this assignment make us communicate with many friends and people. At first I think that this assignment is hard but in the end I began to enjoy it, I get many experiences since this is the first time for me to interview someone and the first time to become TV reporter.
		- I feel comfortable when speaking only with the lecturer, not in front of friends
		- Feel fun, because got so many materials to study, yet we have various activities to speak in front of the class.
		- I feel enjoy. I like the assignment the lecture create for us, especially survey, long before I join this class I want to make survey, but I do not know how. In this class I learned how to conduct survey, from making questionnaire, doing interview, and present it. It is very useful.
		- I feel comfortable when all of my friend participated in speaking activity, I do not like when only several students speak in class.
		- I feel comfortable when speaking with my friends who come from the same region.
2.	What made you afraid speaking English in class?	- When I do not know the words in English and I feel like lost in a conversation.
		- I am afraid speaking in English because I do not have English basic knowledge like vocabulary and grammar. I started learning English in Senior High School while most of my friends started from Elementary School that is why their English is better. Sometimes I feel not confident when speaking with them.

The researcher asked two questions to 33 students, the answers in Table 1 were the summary of 33 students' answers. The first question on the interview was about students' feeling and factor that made them comfortable in speaking so that made them willing to speak. By summarizing students' answers to the interview, it could be concluded that the factors that made students willing to speak include: task, topic in speaking, motivation, the friends as well as partner in speaking, and the amount of materials and activities in speaking.

The design of speaking tasks is the first factor that made students willing to speak. Most students liked the tasks that were varied and required them to practice the language to carry on communication. Besides, the task was based on the real-life experience so that students felt the benefits of the task, such as survey and TV reporter. In the future

students would need the skill to conduct survey or to report something for society.

Related to the task, the amount of materials and activities in speaking also influenced students' willingness to speak. Students' mostly liked the task that required them more time to practice language rather than to study certain materials. They also expected to give more time to prepare before performing the task. The materials given should be about language lesson that supported their performance in speaking, such as basic vocabulary and grammar.

Moreover, topics in speaking also influenced students' willingness to speak. Students really enjoyed talking about the topics they liked and related to their hobby, such as art (drawing, cooking, embroider, etc.). Besides, students were also excited to discuss the up to date topics among youth such as make up, fashion, and photography.

Besides task, students were also need motivation to make them kept learning and not gave up when they found difficulties in performing the task. The motivation that was given by the instructor was by encouraging students not to give up and be brave when speaking. It was also influenced by how the instructor treated students' mistakes and error when speaking. In this case the instructor tolerated students' errors and mistakes and gave the feedback at the after the activity not during the activity to make students focus and enjoy the speaking activity. Additionally, the instructor was also motivated students when she gave some feedback and correction in students' speaking so that students can learn from mistakes and errors they made.

Another factor that influenced students' willingness to speak was the interlocutor, in this case the partner in speaking and the characteristics of classmates. Students felt more comfortable when speaking face to face with one person rather than speaking in front of many people. Students also expected to have classmate who also active in speaking. Besides, students felt more comfortable in speaking with people from the same cultural background.

In addition, it is also important to find factors of students' willingness to speak from other perspective, that is the factors that made students afraid to speak. Based on the result of interview, it could be concluded that students lack of knowledge in basic vocabulary and grammar. This factor sometimes made them lost in conversation and presentation so that they were unwilling to speak. Nation (2001) stated that vocabulary used in productive skill such as speaking is harder to learn than in receptive skill. Therefore, it is also important for the instructor to give spoken vocabulary and grammatical knowledge in speaking class.

4 CONCLUSIONS

Regarding the result of data analysis derived from interview and observation, it could be concluded that factors that influenced student's willingness to speak were: (1) the task (including the design of the task, the amount of the task, and the topic of the task), (2) motivation from both lecturer as well as classmates, (3) the interlocutor and the types of speaking interaction (face to face or by group), and (4) the language lesson and feedback. It is suggested for the instructor to develop speaking task that enables students more time to practice speaking with the topic that they like most. It is also important for the instructor to build positive relationship with the students and among the students to motivate each other and to be open speaking with people from different culture. Moreover, the instructor should give language lesson that is useful for speaking skill and give indirect feedback after the lesson.

REFERENCES

Al-Jamal, D. A., Al-Jamal, G. A. 2014. *An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills. English Language Teaching*, 7, 1.

Cutrone, P. 2009. Overcoming Japanese EFL Learners' Fear of Speaking, *Journal of University of Reading Language Studies Working Papers*, 1, 55-63.

Deardorff, D. K., 2006. Identification and assessment of intercultural competence as a student outcome of internationalization, *Journal of Studies in international Education* 10(3): 241–266.

Deardorff, D. K., 2009. *The Sage Handbook of Intercultural Competence,* Thousand Oaks, CA: SAGE.

Nation, I. S. P., 2001. *Learning Vocabulary in another Language*, Cambridge. Cambridge Applied Linguistics.

Osterman, G. L. 2014. *Experiences of Japanese University Students' Willingness to Speak English in Class: A Multiple Case Study*. SAGE Open, 1–13.

Krawjeski, S. 2011. Developing Intercultural Competence in Multilingual and Multicultural Student Groups, *Journal of Research International Education* 10 (2) 137–153.

Riasati, M. J. 2012. EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classroom: A Qualitative Study, *World Applied Sciences Journal,* 17 (10): 1287-1297

Richards, J. C., Farrell, T. S. C., 2011. *Practice Teaching a Reflective Approach*, Cambridge. Cambridge University.

EFL_Students_Perception.pdf

12% SIMILARITY INDEX

9% INTERNET SOURCES

2% PUBLICATIONS

11% STUDENT PAPERS

PRIMARY SOURCES

1	**Submitted to City University of Hong Kong** Student Paper	**2**%
2	**repository.unikama.ac.id** Internet Source	**2**%
3	**www.scitepress.org** Internet Source	**1**%
4	**naosite.lb.nagasaki-u.ac.jp** Internet Source	**1**%
5	**uni-nke.hu** Internet Source	**1**%
6	**www.academypublication.com** Internet Source	**1**%
7	**sisaljournal.files.wordpress.com** Internet Source	**<1**%
8	**Submitted to Yeditepe University** Student Paper	**<1**%
9	**Submitted to Al-Madinah International University (MEDIU)**	**<1**%

| 21 | Submitted to Macquarie University
Student Paper | <1% |
| 22 | Submitted to University of Birmingham
Student Paper | <1% |

| Exclude quotes | On | | Exclude matches | Off |
| Exclude bibliography | On | | | |