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ANALYSIS OF THE FACTORS IN INFLUENCING STUDENTS' WILLINGNESS TO COMMUNICATE IN THE IMPLEMENTATION CURRICULUM 2013 IN ENGLISH AT ELEVENTH GRADE OF MAS YATI KAMANG MUDIAK

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Abstract

This research was due to discover Analysis of Students' Factors in Influencing Willingness to Communicate in the Implementation Curriculum 2013 in English At Eleventh Grade of MAS Yati Kamang. This under graduated thesis aimed to find out dominant factors that influence students' Willingness to Communicate (WTC) in the Implementation Curriculum 2013 at Eleventh grade of MAS Yati Kamang in Academic Year 2021/2022. It had been done at Eleventh Grade of MAS Yati Kamang because some students appeared to be hesitant to share their ideas. The other students seem nervous and not confident when the teacher asked students to raise their hands. Some students saw to avoid when the teacher ask them to go in front of the classroom using English. When the teacher asked one of students why the students were afraid come to the front of the class, and the students answered because they were afraid of being laughed by their friends and the students were afraid of being wrong. Hence, the researcher research about what were Students' Factors in Influencing Willingness to Communicate in the Implementation Curriculum 2013 in English At Eleventh Grade of MAS Yati Kamang. The design of this research was qualitative research design. The key informants of the research were the Eleventh Students of MAS Yati Kamang, that consist of was 18 students. This research used observation checklist and interview to collect the

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data. The item of observation checlist was the item of environmental, individual dimension, linguistic dimension that consist of 22 items. In analyzing the data, the researcher used data reduction, data display, and drawing conclusion. Based on the results of the research, the researcher find out of the main Students' Factors in Influencing Willingness to Communicate in the Implementation Curriculum 2013 in English At Eleventh Grade of MAS Yati Kamang. So, it concluded factors that influence students' willingness to communicate was individual dimension. Hence, it indicated that individual dimension was factor dominant that supported students' willingness to communicate.

Keywords: Student's Willingness to Communicate (WTC), Curriculum 2013, Implementation.

INTRODUCTION

Curriculum was used as the basic concept and success indicator of education. Without curriculum, education seems to have no goal and setup. Curriculum in formal education was very important to determine the goal of the education. It means, curriculum was used to set or to determine the destination of the learning. Implementing the curriculum was not an easy thing to do. There would be many obstacles during the process. Finding out the exact curriculum for every student was almost impossible since the students were full of different individual, thinking style, or learning style. Maybe this also one of the reasons that make curriculum in Indonesia has changed several times such as curriculum 1968, 1975, 1984, 1994, 2004, 2006, and 2013.

Recently, Indonesia was using curriculum 2013 which a curriculum that more focus to the students as the center of learning. According to Kemendikbud, 2013 curriculum prioritizes to use discovery learning and project based learning (Kemendikbud, 2013). According to Nurgazali, discovery learning was learning model that requires the students to solve his own problem in learning by a little help from teachers (Fadhlan Nurgazali, 2018). Meanwhile, according to Tan and Chapman, project-based learning engages students in authentic learning through project work (Joseph C.L Tan and Anne Chapman, 2016). It was sure that both of those approaches were student centered.

One of the goals in curriculum 2013 was developed the students to had willingness to communicate. Kemendikbud state that the goal of 2013 curriculum was to improve and balance the soft skill and hard skill of the students that convey the aspect of attitude, performance, and knowledge (Kemendikbud, 2013). The students' willingness to communicate was one of the examples of improved and balanced soft skill and hard skill of the students. This means, that in curriculum 2013, the students were required not only to pass the test, but also able to use the skill they get from learning. For example, the students need to be able to pass the English exam and they also should be able to speak and write using English.

Willingness to communicate (WTC) was closely related with speaking, listening, writing and reading. It was not only expressed through verbal, but also non-verbal (Tian Havwini, 2019). Students' willingness to communicate was the goal that hard to achieve. In order to make them had WTC, they need to be able to speak, listen, write and read well. For example, if the students asked them a question in English, they needed to be able to listen it well. Then, they also needed to speak well in order to answer it. If the students were given a writing test, they need to read the instruction before writing them.

Theoretically, WTC was "a students' intention to interact with each other in the target language, given the choice to do so" This definition suggests that students' participation was categorized as their WTC in English class when they participate without waiting for the teacher to call upon their names. Specifically, students' WTC occurs when students propose an answer for open questions, or express an idea or opinion about an issue when they were not obliged to do so.

WTC of the students needed to analyze since it affects their skills in English. If the teacher found out how the students' WTC were, she could use the correct method to improve it. For example, a teacher found out that the students' WTC in speaking was low, then she could reflect how she teaches speaking in that class and change the strategy that she currently used since it could not improve the students WTC in speaking, and the same goes with other skill like listening and writing.

Based on preliminary research on January 8th 2020 at Eleventh grade of MAS Yati Kamang in Academic Year 2021/2022 by observation students and interview the teacher about the WTC. In interview the teacher researcher found the problem

that in the classroom students did not dare to come to the front of the class because they were not confident in their abilities and students cannot control their emotions when communicate. In observation, the researcher found some problems related to WTC. First, some of students appeared to hesitant to share their ideas. When the teacher asked a question, for example, some of students raise student's hands. The other students appear nervous and unsure of themselves when it came to raising student's hands. While the students learned about report text, the above issue was discovered. When the teacher asked for student's opinion on the topic (to activate student's background knowledge), the majority of the pupils had no intention of sharing their thoughts, with only one or two responding to the teacher's inquiry. When learning English some students did not listen and were ignored. Students also appeared to had less participation in class, such as responding to their friend's opinion or the teacher's question. The class was having a group discussion at the time of the observation. The teacher inquired about the pupils' thoughts on the subject, but only a handful responded. Then, the teacher selected one of student from each group to respond the question from the teacher's posed. Despite the fact that more students answered the teacher's inquiry, none of the students to responded student's friends' opinions.

Second, some students saw to avoiding when the teacher asked them to went in front of the classroom using english. When the teacher asked one of students why student was terrified of being laughed at by student's peers, student responded students frightened of being wrong, according to the other students. One aspect that affects students' willingness to speak, according to researcher student's worried habit of being fearful of being judged and making mistakes. These data indicate that their WTC has an issue.

WTC was important for the students in order to had soft and hard skill balanced as stated in the purpose of curriculum 2013. The indicator of the students that had WTC was the students could communicate and share their idea, whether they were asked to deliver it or not.Based on the problems above, the researcher wanted to conduct a research to analyzed the factors in influencing students' WTC in English at eleventh grade of MAS Yati Kamang in Academic Year 2021/2022 that was entitled "Analysis of the Factors in Influencing Students' Willingness to

Communicate in Implementation Curriculum 2013 in English at Eleventh Grade of Mas Yati Kamang Mudiak".

METHODS

The researcher used qualitative research design. Tohirin pointed out qualitative research was a research which mean to understand the phenomena about what was felt by the subject of the research, for example: behavior, perception, motivation, action, and etc. holistic with description way in words and language in an especially and natural context with use kinds of natural methods (Tohirin, 2012). The purpose of the research identified and to explore how a phenomena or reality in field research without do any treatment on it. In this case, the researcher conducted this research in order to get information about factors in influencing the students' WTC in 2013 curriculum in English at Eleventh grade of MAS Yati Kamang in Academic Year 2021/2022. In this research, the researcher used 2 instruments which was observation and interview to collect the data. To collect the data, the researcher used observation and interview. LR Gay the two common types of observation were participant and nonparticipant observation (Burhan Bungin, 2012). The data would be analyzed by using some steps, as according to Sugiyono who quoted Miles and Huberman's Model, it would be explained as follow: data collection, data reduction, display the data and conclusion (Sugiyono, 2009.

RESULTS

1. Environmental dimension
    a. Topic

        Based on interview result, effect of topics was affected the students to willing communicate in English. The exiting topics could made the students more excited to communicate in English. In other hand, the topics with no special would made the students lazy to talk in English. Iya mempengaruhi, kalau topiknya seru pasti komunikasinya akan seru.

b. Task type

Based on the interview result, the effect of task types also affected the students' willingness to communicate. The oral task made the students more confidence to use English to communicate. Whereas, the written task would add the new vocabularies for the students. Tugas lisan membuat peserta didik lebih percaya diri berbahasa inggris, sedangkan tugas tertulis bisa memperbanyak kata baru yang dipelajari.

c. The interlocutor

Based on the interview result, the teacher stated that when the friends talked in English , their friend would follow to talk in English too. Teman berbicara sangat mempengaruhi karena jika teman berbicara bahasa inggris kita akan mengikutinya untuk berbahasa inggris. Terkadang iya, kalau ada 1 yang ngomong bahasa inggris terus yang lain nyaut gitu.

d. Teacher

Based on the interview result, the teacher helped the students to use English in the classroom. In the other hand, the teacher always used English when she communicates or explained the lesson, it can motivate the students to use English too. Saya selalu membantu, siswa untuk selalu menggunakan bahasa Inggris. That statement expalained that the teacher gave motivation to the students to talk in English. It means that the teacher also helped the students to have willingness to communicate in English.

e. Class interactional pattern

Based on the interview result, classroom atmosphere gave impacts for students' willingness to communicate in English. The classroom with good or enjoyable situation will increase the students to have willingness to communicate in English. Whereas the classroom without good or enjoyable situation made the students have less willingness to communicate in English. In addition, classroom atmosphere could influence the students to have willingness to communicate in English because the teacher made the suggestion to used English more in the classroom. Suasana kelas mempengaruhi, karena saya menyarankan untuk lebih berbahasa inggris.

2. Individual dimension

a. Opportunity to communicate

Based on the interview result, when the researcher asked about "Do students have better communicative competence that their friend?", answered that no, because they knew that there was a firend with better communicative competence than them. Enggak semua mereka memiliki kompetensi yang bagus untuk berkomunikasi tetapi ada banyak teman-temanya yang lebih bagus.

b. Personality

Based on the interview result, when the researcher asked "do students have desire to communicate in English in the classroom?", answered seldom. The reason why the students wanted to communicate in English because excited. Siswa mau untuk berbicara dalam bahasa inggris karena seru. Kadang - kadang tidak punya keinginan untuk berbicara dalam bahasa inggris karena malu dan takut salah.

Teacher explained that students had no desire to talk in English. students were still shy to talk in English. students also were afraid when students talked in English, students made incorrect answered, incorrect pronunciation, incorrect structure, or incorrect vocabularies.

c. Self-confidence

based on the interview result, the teacher explained that still less of confidence when communicate in the classroom. He thought that communicate in the classroom was formal situation, it makes students to more carefully when talking in English. Then, the students still afraid about the structure of the sentence. students also afraid about the pronunciation. It made him not confidence when talking in English.

d. Emotion

Based on the interview result, when the researcher asked "do students felt anxiety during English learning process?", the teacher stated that still shy to answer in English when the teacher asked something to them. Because this shyness, they felt anxiety in English learning process. Kadang-kadang mereka

masih terlalu malu untuk jawab dan cemas saat pelajaran bahasa inggris, karena takut salah kata atau penulisan.

3. Linguistic dimension

Based on the interview result, the teacher stated: ...dari tim bilingual sendiri kan memang adabeberapa program, salah satunya memang ada untuk setoran vocab itu yang kelas 10, kemudian yang kelas 11itu ada English performance, jadi mereka tampilmenggunakan bahasa inggris dalam bentuk entah dalammenceritakan sesuatu atau lain sebagainya. Sedangkan untuk kelas 12 fokusnya adalah persiapan ujian nasional.

Here the teacher explained that, in bilingual team, there were several programs to enhance the students' willingness to communicate. In seventh-grade, the teacher gave a new vocabulary each a week. Then, it would be tested. So, the second-grade students in bilingual class got new vocabularies from this program. The students that had many vocabularies would more willing to communicate in English than the students with little of vocabularies.

DISCUSSION

From the data analysis, this chapter presents the discussion of the findings using related theories to clarify the findings. The discussion answered the research problem that were the factors in Influencing Students' Willingness To Communicate In The Implementation Curriculum 2013 in English at Eleventh grade of MAS Yati Kamang in Academic Year 2021/2022. The researcher found a factor that influenced the students' willingness to communicate using English that prooved by the observation's checklist result.

The first factor influence student's Willingness to Communicate in the Implementation Curriculum 2013 in English at Eleventh grade of MAS Yati Kamang in Academic Year 2021/2022 was environmental dimension, the indicator of environmental dimension 5 indicators with 13 items. The six items with yes option, 7 items with no option.

The second factor was individual dimension was the factors that influence students' WTC because individual dimension many activities that students did on willingness to communicate based on observation. The indicator of individual dimension was 4 indicator 6 items. Four items with yes option and 2 items with no option.

The last factors that influence students' WTC in the Implementation Curriculum 2013 was linguistic dimension with 2 indicators with 3 items. There was no with option yes and 3 items with no option.

Based on data analysis, it supported by theory. According to Cao, Individual dimension refer to personal characteristics, that was internal psychological and affective factors possessed by each individual student that exert influences on his/her WTC. It meant, individual dimension was students personal characteristics that influences their WTC. Factors included perceived opportunity to communicate, personality, self-confidence, and emotion (Yiqian Cao, 2011). It meant, the researcher found a factor that influenced the students' willingness to communicate using English that prooved by the observation's checklist and interview result, individual dimension was the factors in influencing students' WTC in the Implementation Curriculum 2013 in English at Eleventh grade of MAS Yati Kamang in Academic Year 2021/2022. It proven that individual dimension was the factors that influence students' WTC because individual dimension activities that students did on willingness to communication. In concluded, between three factors, the individual dimension was highest the factors in influence students' WTC in the Implementation Curriculum 2013 in english at Eleventh Grade of MAS Yati Kamang.

CONCLUSION

After describing and analyzing the data, the researcher drew conclusion about the factors influencing the students' willingness to communicate and the teacher's strategies to enhance students' willingness to communicate in English. The findings showed individual dimension was the factors that influence students' WTC in the Implementation Curriculum 2013 in English at Eleventh grade of MAS Yati Kamang in Academic Year 2021/2022. It proven that individual dimension was the factors that influence students' WTC because individual dimension activities that students did on willingness to communication.

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