

**STUDENTS' WILLINGNESS TO COMMUNICATE (WTC)  
IN E-LEARNING CONTEXT**

**THESIS**



**Written by:  
Rina Prabawati  
K2216057**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SEBELAS MARET UNIVERSITY  
2020**

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SURAKARTA  
2020**

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## PRONOUNCEMENT

Name : Rina Prabawati

NIM : K2216057

I hereby declare that the thesis entitled "Students' Willingness to Communicate (WTC) in E-Learning Context," is originally composed by myself. It is not a plagiarism nor written by others. The things related to other people's works are written in quotations and included within the bibliography.

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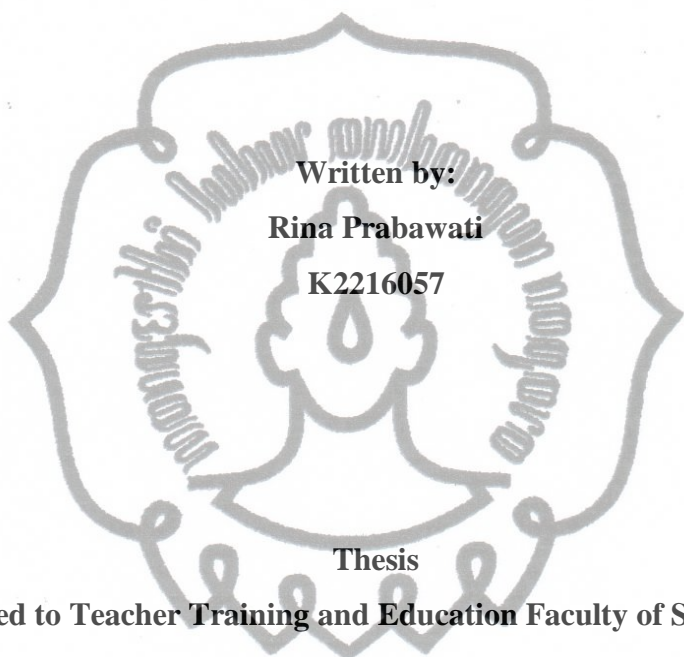
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**STUDENTS' WILLINGNESS TO COMMUNICATE (WTC)  
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Written by:  
**Rina Prabawati**  
**K2216057**

**Thesis**

**Submitted to Teacher Training and Education Faculty of Sebelas Maret  
University to Fulfill One of the Requirements for Getting the  
Undergraduate Degree of Education in English Education Department**

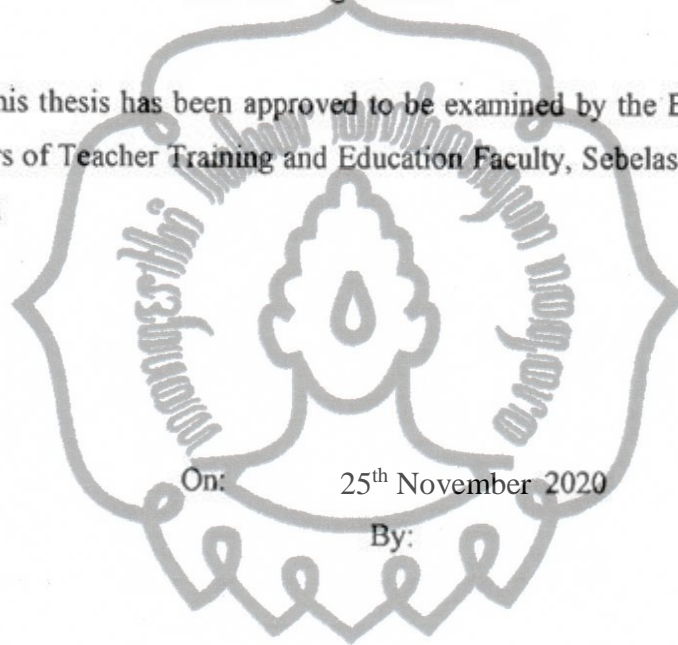
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Thesis Title : Students' Willingness to Communicate (WTC)  
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This thesis has been approved to be examined by the Board of the thesis  
Examiners of Teacher Training and Education Faculty, Sebelas Maret University,  
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On: 25<sup>th</sup> November 2020  
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**LEGALIZATION**

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This thesis has been examined by the board of the thesis examiners of the Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of requirement for Undergraduate Degree of English Education Department on 16<sup>th</sup> December 2020

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### ABSTRACT

Rina Prabawati. K2216057. **Students' Willingness to Communicate (WTC) in E-Learning Context**. Thesis. Surakarta: Teacher Training and Education Faculty. Sebelas Maret University.

Students' Willingness to Communicate (WTC) in e-learning context has become a salient issue in the current educational system due to the COVID-19 pandemic outbreak. WTC in e-learning context discuss students' willingness to actively participate in English digital Web-based or internet-enabled communication and learning. This research is aimed to investigate students' WTC in e-learning context and the underlying factors that influence students' WTC when engaging with e-learning activities. This research was qualitative descriptive research which involved 33 students learning English as a foreign language. The data were collected through a questionnaire and interview, followed by observation. The results show that most of the students were willing to actively participate in e-learning communication with various influencing factors such as confidence in English writing and speaking skills, interesting topic, wish to get a good score, students' mood, students' personality, e-learning activities, motivation to master English, and teamwork.

**Keywords:** Willingness to Communicate (WTC), E-Learning, factors of WTC.

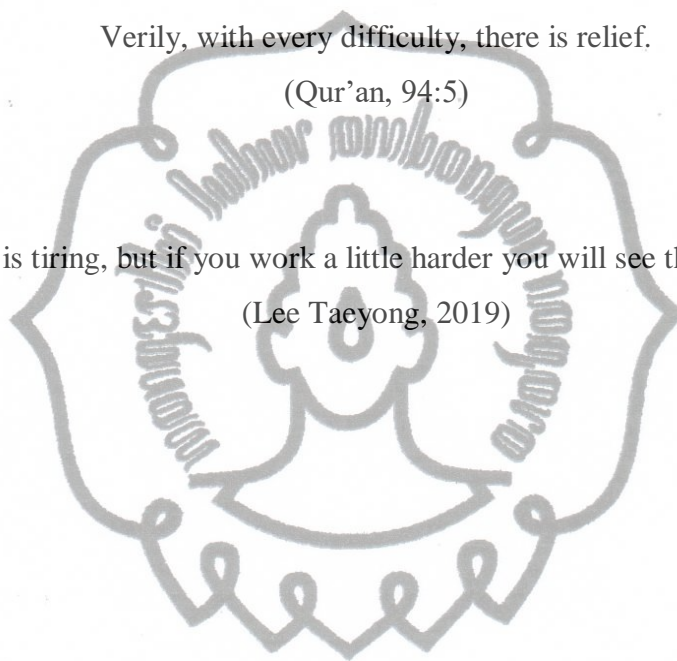
## MOTTO

Verily, with every difficulty, there is relief.

(Qur'an, 94:5)

It is tiring, but if you work a little harder you will see the light.

(Lee Taeyong, 2019)



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## DEDICATION

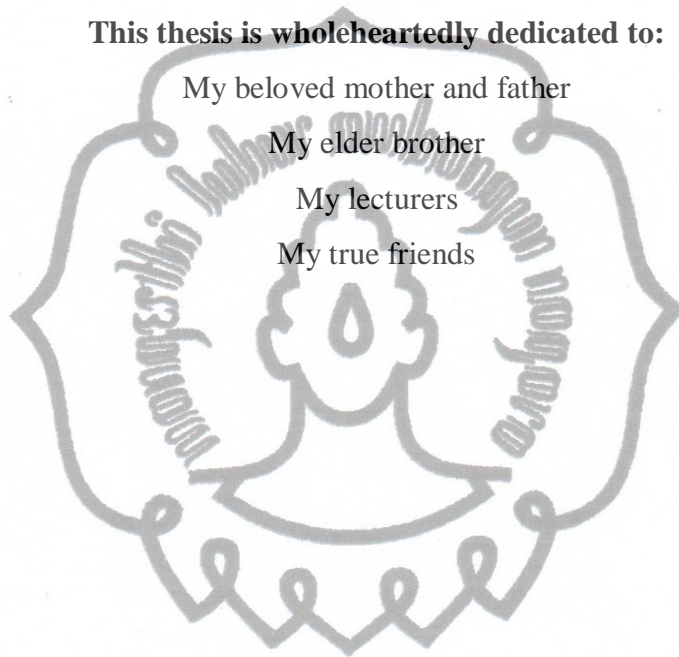
**This thesis is wholeheartedly dedicated to:**

My beloved mother and father

My elder brother

My lecturers

My true friends



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## ACKNOWLEDGEMENT

Alhamdulillah Rabbil' aalamiin, after struggling and passing through a lot of obstacles, I could finally complete this thesis as one of the requirements to finish my study at Sebelas Maret University. I know that without His blessing, I could not have done this thesis. Therefore, I would like to give all the highest praise and greatest gratitude to The Almighty God, Allah SWT, for His incredible love, wisdom, guidance, strength, and never-ending blessings in my life. He keeps me healthy and brave to face my problems and gives me so many chances to make me a better person. It is His marvelous work that makes this thesis completed.

I realize that without the help and encouragement of many people, I would never be able to complete this thesis. I would, therefore, like to pay my special respects to those who have made a meaningful contribution to this thesis, and to those who have trusted and stood beside me throughout all these times from the very beginning until today.

To the Dean of Teacher Training and Education Faculty, Dr. Mardiyana, M.Si., thank you for approving this thesis and to the Chairman of the English Education Department, Dr. Ngadiso, M.Pd., thank you very much for this thesis to be examined.

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Thank you to all my beloved English Department lecturers who have taught me a precious knowledge. Hopefully, it will also be beneficial to other students and me.

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The technical contribution of the big family of SMA N 1 Banyudono is truly appreciated. Without their support, this thesis could not have reached its goal.

I wish to acknowledge the support and great love of my family, Dad and Mom, Indun Ponidi Dwijo Utomo and Sri Kamdani. Thank you for all that they have done for me, for their prayer, and for their endless love of giving moral and financial support to me all this wonderful year. I hope I can be the daughter whom you can be proud of. For my brother Mega Latif Indrayanto, thank you for the support and prayers given to me.

For all my friends at the 2016 English Education Department, whom I could not mention one by one, I am delighted to have friends like you, and I will always remember all the times we spent together. Hopefully, all of us will be successful in our life.

I do believe that this thesis is not perfect, therefore, suggestions, and recommendations are thoughtfully accepted. The researcher hopes this small research will be beneficial to all readers.

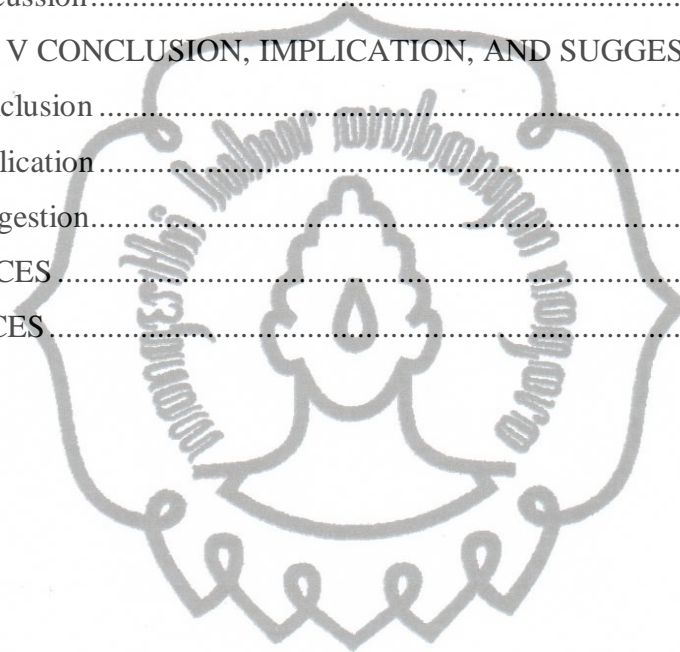
Surakarta, December 2020

Rina Prabawati

## TABLE OF CONTENTS

COVER PAGE .....	i
PRONOUNCEMENT.....	ii
SUBMISSION PAGE.....	iii
CONSULTANTS APPROVAL .....	iv
LEGALIZATION .....	v
ABSTRACT .....	vi
MOTTO.....	vii
DEDICATION.....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENTS.....	xi
LIST OF FIGURES .....	xiii
LIST OF DIAGRAMS .....	xiv
LIST OF TABLES.....	xv
LIST OF APPENDICES.....	xvi
CHAPTER I INTRODUCTION .....	1
A. Background of the Study .....	1
B. Research Questions .....	2
C. Research Objective.....	2
D. Significance of The Study .....	3
CHAPTER II LITERATURE REVIEW.....	4
A. E-Learning .....	4
B. Willingness to Communicate (WTC).....	6
C. Review of Related Study .....	11
CHAPTER III RESERACH METHODOLOGY .....	14
A. Research Setting.....	14
B. Research Design.....	14
C. Type and Source of Data .....	15
D. Data Collection .....	15

E. Trustworthiness .....	16
F. Data Analysis .....	17
CHAPTER IV RESERACH FINDING AND DISCUSSION .....	19
A. Findings .....	19
1. Students' WTC in E-Learning Context .....	19
2. Factors Influencing Students' WTC in E-Learning Context....	35
B. Discussion .....	38
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION ...	40
A. Conclusion .....	40
B. Implication .....	40
C. Suggestion .....	41
REFERENCES .....	43
APPENDICES .....	47



## LIST OF FIGURES

Figure 2.1. Heuristic Model of Variables Influencing WTC .....	7
Figure 3.1. Interactive Model of Data Analysis by Miles et al. (2014) .....	17



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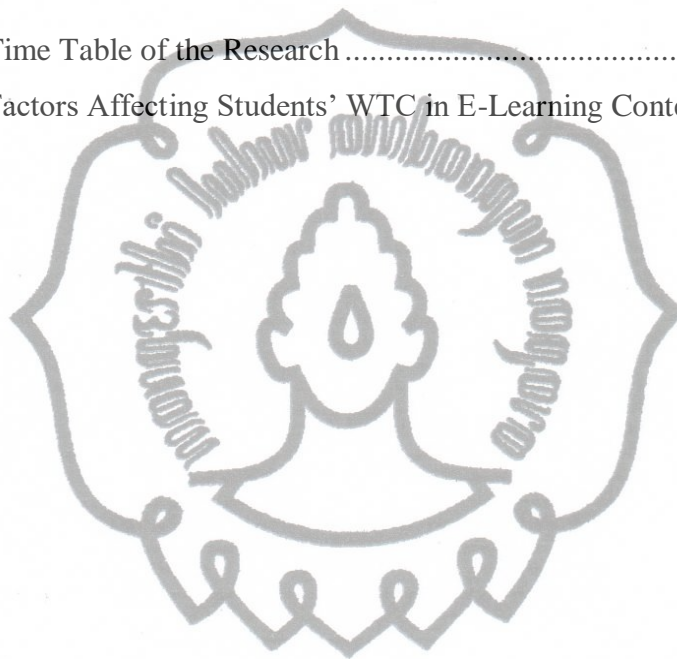
## LIST OF DIAGRAMS

Diagram 4.1. Students' Desire to Communicate With Specific Person (1) .....	19
Diagram 4.2. Students' Desire to Communicate With Specific Person (2) .....	20
Diagram 4.3. Students' State of Communicative Self-Confidence (1) .....	20
Diagram 4.4. Students' State of Communicative Self-Confidence (1) .....	21
Diagram 4.5. Students' Interpersonal Motivation (1) .....	22
Diagram 4.6. Students' Interpersonal Motivation (2) .....	23
Diagram 4.7. Students' Intergroup Motivation (1) .....	23
Diagram 4.8. Students' Intergroup Motivation (2) .....	24
Diagram 4.9. Students' FL Self-confidence (1) .....	25
Diagram 4.10. Students' FL Self-confidence (2) .....	25
Diagram 4.11. Students' Intergroup Attitudes (1) .....	26
Diagram 4.12. Students' Intergroup Attitudes (2) .....	27
Diagram 4.13. E-Learning Social Situation (1) .....	28
Diagram 4.14. E-Learning Social Situation (2) .....	28
Diagram 4.15. E-Learning Social Situation (3) .....	29
Diagram 4.16. E-Learning Social Situation (4) .....	30
Diagram 4.17. Students' Communicative Competence (1) .....	30
Diagram 4.18. Students' Communicative Competence (2) .....	31
Diagram 4.19. Students' Communicative Competence (3) .....	31
Diagram 4.20. Students' Communicative Competence (4) .....	31
Diagram 4.21. Students' Communicative Competence (5) .....	32
Diagram 4.22. Students' Intergroup Climate (1) .....	33
Diagram 4.23. Students' Intergroup Climate (2) .....	34
Diagram 4.24. Students' Personality (1) .....	34
Diagram 4.25. Students' Personality (2) .....	34
Diagram 4.26. Factors Affecting Students' WTC in E-Learning Context .....	35

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## LIST OF TABLES

Table 3.1. Time Table of the Research .....	14
Table 4.1. Factors Affecting Students' WTC in E-Learning Context .....	39



## LIST OF APPENDICES

Appendix 1 Blueprint of the Questionnaire .....	48
Appendix 2 The Questionnaire.....	51
Appendix 3 The Results of the Questionnaire.....	57
Appendix 4 Blueprint of the Interview .....	61
Appendix 5 The Interview Transcript.....	64
Appendix 6 The Field Notes of Online Classroom Observation.....	80
Appendix 7 Documentation.....	109
Appendix 8 Permission Letter for Research .....	113

