TEACHER'S AND STUDENTS' VIEWS ON THE IMPACT OF STUDENTS' INTERACTION ACTIVITIES TO STUDENTS' WILLINGNESS TO COMMUNICATE IN ONLINE SPEAKING CLASS

SKRIPSI

By

Eben Nezer Tarigan

Student Number: 81170019

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2021

HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI SKRIPSI/TESIS/DISERTASI UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika Universitas Kristen Duta Wacana, saya yang bertanda tangan di bawah ini:

Nama   : Eben Nezer Tarigan
NIM   : 81170019
Program studi   : Pendidikan Bahasa Inggris
Fakultas   : Kependidikan dan Humaniora
Jenis Karya   : Skripsi

demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Universitas Kristen Duta Wacana **Hak Bebas Royalti Noneksklusif** (*None-exclusive Royalty Free Right*) atas karya ilmiah saya yang berjudul:
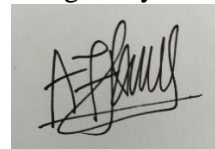
"TEACHER'S AND STUDENTS' VIEWS ON THE IMPACT OF STUDENTS' INTERACTION ACTIVITIES TO STUDENTS' WILLINGNESS TO COMMUNICATE IN ONLINE SPEAKING CLASS"

beserta perangkat yang ada (jika diperlukan). Dengan Hak Bebas Royalti/Noneksklusif ini Universitas Kristen Duta Wacana berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama kami sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di   : Yogyakarta
Pada Tanggal   : 20 Juli 2021

Yang menyatakan

(Eben Nezer Tarigan)
NIM. 81170019

TEACHER'S AND STUDENTS' VIEWS ON THE IMPACT OF STUDENTS' INTERACTION ACTIVITIES TO STUDENTS' WILLINGNESS TO COMMUNICATE IN ONLINE SPEAKING CLASS

SKRIPSI

Presented as partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan (S.pd.)*

in English Language Education Department

by

Eben Nezer Tarigan

Student Number: 81170019

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2021

i

APPROVAL PAGE

The *Skripsi* written by

Name: Eben Nezer Tarigan

NIM: 81170019

Title: Teacher's and students' view on the impact of students' interaction activities to students' willingness to communicate in online speaking class

has been approved for the *Skripsi* Defense

Yogyakarta, May 24, 2021

Advisor,

Arida Susyetina, S.S., M.A

NIDN: 0513098202

TEACHER'S AND STUDENTS' VIEWS ON THE IMPACT OF STUDENTS' INTERACTION ACTIVITIES TO STUDENTS' WILLINGNESS TO COMMUNICATE IN ONLINE SPEAKING CLASS

by

Eben Nezer Tarigan

Student Number: 81160019

Defended before the Board of Examiners

On 29 June 2021

and Declared Acceptable

Chairperson   : Adaninggar Septi Subekti, S.Pd., M.Sc.

Examiner I   : Arida Susyetina, S.S., M.A.

Examiner II   : Lemmuela Alvita Kurniawati, S.Pd., M.Hum.

Yogyakarta,19 July 2021

The Head of the English Language Education Department

Lemmuela Alvita Kurniawati, S.Pd., M.Hum.

iii

STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or part of the work of other people, except those cited in the quotations and the references.

Yogyakarta, May 24, 2021

Author,

Eben Nezer Tarigan

81170019

ACKNOWLEDGEMENT

First of all I thank God Almighty, for the abundant blessings so that my *skripsi* can be completed successfully and on time. Second, I would like to express my deepest gratitude to Ibu Arida Susyetina, S.S., M.A for all the guidance, advice, direction, motivation, suggestions, and prayer for me from the beginning of writing proposal until my thesis can be completed. Special thanks also to Ibu Megawati, M.Pd. as lecturer guardian class of 2017, also to Ibu Adaninggar Septi Subekti, M.Sc. as thesis coordinator lecturer. And I would like to express my special thanks for all the lecturers in PBI UKDW for the teaching and education given to me during my learning process here.

Further, I would like to express my special thanks to my parents for their support, prayer, motivation, and everything given to me. And I also express my special thanks to my big brother for the support and advice given to me during my *skripsi* writing.

I also give special thanks to my friends of the 2017 batch for support, tears, motivation, especially Ricky for always accompanying me to work on my *skripsi*. I express special thanks also to Dida for always listening to my story during my writing and help me too on editing. I would also express thanks to Kezia for all the help given to me. Special thanks is also given to Ote for always giving us the key to work in SAC. I say thank you for "Holy Ground" coffee shop for a very good and comfortable place to work there. Last but not least, I give my special thanks to Mora and Leon for always being together, sharing stories and motivating one and each other.

I would not forget to say special thanks to "AGSK" for many supports and prays and always making me happy and laughing whenever we met.

Last but not least for everyone who was supporting me during my *skripsi* writing I say big thanks and let God pay for everything.

TABLE OF CONTENTS

LIST OF TABLES

Abstract

Tarigan, E. (2021), *Teacher's and students' views on the impact of students' interaction activities to students' willingness to communicate in online speaking class* (Undergraduate Thesis). Universitas Kristen Duta Wacana Yogyakarta, Indonesia.

The purposes of this present study were to investigate the extension of students' interaction activities applied in online speaking class. The main focus of this study was to investigate how students' interaction activities were used and to what extent it was applied in speaking class. The second purpose was to know the impact of the application of students' interaction activities in class to students' willingness to communicate based on teacher's and students' perspectives. Based on the purpose of the study, investigations were done in two ways which are observations and interviews. The observations were conducted three times, and observations' data collection used observation checklists and field notes. Yet, the interviews were done with seven participants consisting of one teacher and six students. Zoom was used in conducting interviews using Indonesian language. Recorded audios were transcribed into written form and translated into English. Coding was done from written translated interviews and making themes were done by having hard copy paper. Furthermore, the themes were reported as the findings in this present study and supported from previous studies. The result showed that in this semester speaking class students' interaction activities were lacking considering the purpose of the respective speaking class was to improve students' individual speaking. The only one students' interaction activities only found in the second observation which was question and answer session. While, the findings for another purpose students had higher participation in students' interaction activities. Students revealed that they had higher willingness to speak in students' interaction compared to individual speaking. Next, they also mentioned the positive side of students' interaction activities to their English abilities as well they were more willing on student's interaction. As the implication students' interaction activities need to be applied in

the classroom more considering the advantages and the impact to students' WTC as found in this present study.

Keywords: Students' interaction activities, willingness to communicate, online speaking class.

Intisari

Tarigan, E. (2021), *Teacher's and students' views on the impact of students' interaction activities to students' willingness to communicate in online speaking class* (Undergraduate Thesis). Universitas Kristen Duta Wacana Yogyakarta, Indonesia.

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana kegiatan interaksi antara siswa dilakukan di kelas speaking online. Sebagai tujuan utama dari penelitian ini adalah menginvestigasi sejauh mana dan bagaimana kegiatan interaksi antara siswa digunakan di kelas speaking. Dan sebagai tujuan selanjutnya yaitu meneliti dampak dari penggunaan aktivitas interaksi siswa ini terhadap kemauan berbicara siswa di kelas speaking berdasarkan pandangan guru dan juga siswa. Berdasarkan tujuannya penelitian ini dilakukan dengan dua cara yaitu wawancara dan observasi kelas. Observasi dilakukan sebanyak tiga kali dengan menggunakan daftar observasi dan catatan observasi. Lalu wawancara dilakukan dengan total tujuh peserta yaitu satu guru dan enam siswa. Wawancara dilakukan dengan bahasa Indonesia dengan menggunakan Zoom yang di rekam. Rekaman wawancara lalu ditulis dan diterjemahkan kedalam bahasa Inggris. Coding dilakukan menggunakan tulisan wawancara berbahasa inggris dan dilanjutkan dengan penentuan tema di kertas. Lalu tema-tema itu di laporkan sebagai hasil dari penelitian ini yang didukung dengan penelitian sebelumnya. Hasil penelitian ini menunjukkan bahwa di kelas speaking semester ini penggunaan kegiatan interaksi antara siswa sangat rendah yang disebabkan oleh tujuan kelas itu sendiri untuk meningkatkan kemampuan berbicara perorangan. Satu-satunya kegiatan interaksi antara siswa yang terjadi hanyalah tanya jawab yang terjadi di observasi kedua yang tidak dominan. Namun di hasil yang lain penelitian ini menemukan bahwa siswa mengemukakan partisipasi mereka yang lebih tinggi ketika mereka melakukan interaksi antara siswa. Perbandingan partisipasi yang dikemukakan siswa dalam hal berbicara, antara kegiatan interaksi antara siswa dengan kelas speaking yang mereka jalani sekarang. Selanjutnya mereka juga mengemukakan dampak baik dari

kegiatan interaksi antara siswa ini terhadap kemampuan bahasa Inggris mereka dan juga kemauan berbicara mereka. Yang pada akhirnya memberikan implikasi bahwa melalui kegiatan interaksi antara siswa perlu di lakukan di kelas karena ini dapat memberi dampak baik dan juga meningkatkan kemauan berbicara mereka.

CHAPTER I

INTRODUCTION

This chapter had four subheadings which are research background, research questions, research objectives, and research benefits.

1. Research background

Interaction became an activity applied in the classroom, which had many advantages for the second language (L2) learners. The benefit was not only for the teacher to measure students' ability and understanding by asking them to produce speaking, but it also gave advantages for the students. Benefit of interaction was explained to facilitate language learning input (Alahmadi & Alraddadi, 2020). The advantage appears considering that interaction is the process of exchange of ideas, thought, and feeling between two or more people (Yanfen & Yuqin, 2010). This study also revealed the advantages of interaction for the students, that they will have opportunities to understand the language which is not understandable. Interaction is also beneficial because the students are going to be able to increase their language mastery. In a similar statement, Nisa (2014) stated interaction is able to upgrade language knowledge of students. In addition, benefits of interaction were also depicted to make the students use all they have learnt from the classroom to their real life context (Rahman, 2014). Lastly, benefit to real-life context was also stated to strengthen students' social relationships (Nisa, 2014).

Interaction becomes one of classroom activities that is usually applied in the classroom. According to Rohmah (2017) direct classroom activity might be one activity that can make the students learn better when they are involved in. In other words, the students might be more engaged to study when they have classroom activities. As mentioned about the importance of interaction for students' language mastery, that is why it is also important to give opportunities for second language

learners to interact (Wang et al., 2019). When the students interact, the students with high activeness to interact will achieve target language easier and faster (Rohmah, 2017). This previous study also stated the students would not be able to achieve the target language if they are not active in class.

Willingness to communicate (WTC) is actually students' want to use the language they study with and they come to produce that in speaking (Muamaroh & Prihartanti, 2013). This study mentioned WTC is actually one of the important factors to foreign language learners. And it is related to their willingness to learn the language that the students studied with. WTC is a requirement for students to learn a second language (L2) because it seems to be a process to enter interaction in L2 (Tuyen & Loan, 2019). This study mentioned that ineffective interaction or language production might be generated because of the lack of WTC of students. Another study also agrees that the level of WTC by students is one cause of students' communication mastery (Muamaroh & Prihartanti, 2013).

The goal to achieve in this research was to know whether the students have willingness to communicate or not after the students do interaction activities with other students in class. The previous studies conducted in relation among students' interaction activities to students WTC which have similarities with this research, found that it is improving students' willingness to communicate (Shamsudin et al., 2017). Other similar studies found that the students' WTC also increased after having interaction (Lepore, 2014; Wang et al., 2019). These previous studies were conducted using mix methods and quantitative methods. That becomes the considerations this present study comes to obtain qualitative research method to gain the data from participants. It would be based on the observations, which will focus on the interview to gain the goal of this research. The focus will be based on the teacher and students' views on the impact of applying students' interaction activities in class to students' WTC.

The participants in this research would be university students from speaking class in Indonesia. The participants in this research would be the students and the teacher in speaking class. The previous study of interaction conducted in speaking class in

Indonesia is focusing on investigating the patterns of classroom interaction (Kasim, 2004). This previous study also uses teacher and the students as the participants in that study. As the previous study used speaking class as the participants, this present study came to use speaking class for another university level in another place in Indonesia. This was also the consideration to investigate what would be the similarities of the interaction and how it would create new findings in the context of interaction to WTC. The study needed to be conducted considering the similar field study in relation on WTC to interaction has not been adopted yet in Indonesia but already abroad as mentioned above. The data would be collected through online observations and interviews. However, due to the current crisis of the COVID 19 pandemic has an impact on the implication of the teaching and learning process that must be in e-learning. The education system around the world has changed where it used to be face to face in real classrooms, but it changed into e-learning classes (Alahmadi & Alraddadi, 2020). That is why the class will be observed using Zoom meeting video conferences directly and through the recorded meeting. But the main point to be investigated is the relation of students' interaction activities to students' WTC based on teacher and students' perspectives.

2. Research questions

This research has two research questions which are;

1. To what extent are students' interaction activities used in online speaking class?
2. What are teacher's and students' views on the impact of students' interaction activities to students' willingness to communicate in online speaking class?

3. Research objectives

There are two benefits of this research. The first is to observe the extension of students' interaction activities in speaking class. Continued to investigate how the application of students' interaction activities and what kind of students' interaction activities are used in online speaking class. The second objective is to investigate teacher's and students' perspectives on the impact of students' interaction activities to students' willingness to communicate in online speaking classes.

4. Research benefits

By having this research conducted hopefully, it will be useful for the students, teachers, and other researchers. The first advantage is to know the advantages of using students' interaction activities to students' ability in speaking. This is beneficial for the students because it can help them to achieve the target language and they realize the advantages of students' interaction activities. The second is to know the impact of students' interaction activities to students' willingness to communicate based on teacher's and students' views. This hopefully will be useful for the teacher to know the students' willingness to communicate based on the activities applied. And it is also useful for teachers to design students' interaction activities in class with some adjustment based on what has been found in this research. For other researchers, hopefully this study will give new ideas of conducting the activities in class to be topics to be researched with. Specifically, the findings of this present study might give new ideas of what another study can research to create another finding.

CHAPTER V
CONCLUSION

1. Summary

The primary purposes of the present study were to find the extension of students' interaction activities used in online speaking class. And the main aim was to investigate the impact of students' interaction activities on students' WTC based on teacher's and students' perspectives, feelings, and experiences.

Firstly, based on RQ1, students' interaction activities in online speaking class was not dominant in the classroom. The only one type of students' interaction activities found was in second observation which was question and answer. It was also interaction which was limited and naturally occurred. In relation to interaction, this present study found interaction based on what has been observed was teacher-students and students-teacher interaction. As depicted in the third observation, classroom meetings were a teaching and learning process, when the teacher was asking the students, and the students were also giving responses.

Second, based on RQ2, the present study found that the students had higher WTC interactions with friends rather than individual speaking than they had now. The findings revealed that the students performed high participation and contribution when asked to do in the group. The teacher mentioned that their performance was well performed by what the students experienced. The study also presented the view of students when they were asked to do interactions among students. They had higher WTC in giving ideas, talking, and asking when they were in the group. The students also revealed the positive advantages of students' interaction activities to their English ability: pronunciation, opportunities for speaking practices, and the benefit was on achieving better knowledge.

2. Implications and contributions

As the findings in this present study, first is on the application of students' interaction activities in classroom. As what has been found, the domination of students' interaction in this speaking class as target participants were lack. It was happened considering the purposes of the class which to improve students' individual speaking. In relation to the importance of interaction as mentioned from the previous studies, it could also possible to still apply these activities for the benefits that would be achieved by the students. For the suggestion having question and answer session among at the end of the presentation, it would be beneficial to increase students' language practice and communication skill. While question and answer session might bring the students to have more discussion.

Furthermore, this present study found that having students' interaction activities increased students' WTC. This is also beneficial because considering the importance of WTC for second language learners. The suggestion is that making many interactions of students in class might making them more communicative. They would be more engaged to talk and it would also possible to make them interact effectively as they had WTC on interactions.

Considering previous studies about interaction, which involve teachers and students as the participants, this study contributed some findings to the research field. The present study contributes to university participants, especially in the English education department and speaking class. Hopefully, as different participants are used, this study gives more ideas and findings as references in the following studies employed. Considering that speaking class was also used to investigate classroom interaction patterns, this study focuses more on students' interaction to investigate the extension of these activities used in the classroom. While in WTC studies, the present study contributes to the different contexts related to WTC theory, especially in the different participants used.

3. Limitations

The present study depicted some limitations about this study. The first limitation is on the numbers of the teacher to be interviewed. This study was only interviewing one teacher. More teachers with additional data will be better to have more results and discussions to be presented. The other limitation was the observation checklist which was too limited. The researcher only focuses on the use of field notes to report the findings. The observation checklist is needed to help the researcher to find what was wanted to be investigated. Lastly, the interview checklist questions are supposed to be easier to be answered by the participants. The questions developed are more specific for answering the research question. Because some of the questions seemed to be hard because some of the participants asked to repeat or make them more transparent.

4. Future studies.

There are many various studies of interaction and willingness to communicate. Moreover, the recommendation for future studies might be about another theory. It is also possible for future studies to relate some of the classroom activities to the theories, as the example is the willingness to communicate. The benefit of this study will be on giving a description and view on the application of classroom activities context for future studies to be researched. As the recommendation for future studies that want to research interaction, it is possible to relate it for pronunciation ability, vocabulary increasing, or English skills. But what needs to be considered are the participants, methods, and the others considering there were many previous studies conducted.

REFERENCES

Alahmadi, N., & Alraddadi, B. (2020). The impact of Virtual classes on second language interaction in the Saudi EFL context : A case study of Saudi undergraduate students. *International Peer Reviewed Journal*, *11*(September), 56–72.

Arshad, Z., Shahbaz, M., & Al-Bashabsheh, A. M. B. (2015). Willingness to Communicate in English : A Gender Based Study Willingness to Communicate in English : A Gender Based Study. *International Journal oF English and Education*, *4*(October), 311–319.

Aubrey, S. (2011). *Facilitating interaction in East Asian EFL classrooms : Increasing students ' willingness to communicate*. *2*(2), 237–245.

Benson, P., Chik, A., Gao, X., Huang, J., & Wang, W. (2016). *Qualitative research in language teaching and learning*. *93*(1), 79–90.

Bukhari, S. F., Cheng, X., & Khan, S. A. (2015). Willingness to Communicate in English as a second language: A case study of Pakistani undergraduates. *Journal of Education and Practice*, *6*(29), 39–44.

Fadillah, E. (2018). Willingness to communicate from Indonesian learners' persceptive. *Journal of ELT Research*, *3*(2), 168–185. https://doi.org/10.22236/JER

Fushino, K. (2010). Causal relationships between communication confidence, beliefs about group work, and willingness to communicate in foreign language group work. In *TESOL Quarterly* (Vol. 44, Issue 4, pp. 700–724). https://doi.org/10.5054/tq.2010.235993

Kasim, U. (2004). Classroom interaction in the English department speaking class at State University of Malang. *Jurnal Ilmu Pendidikan*, *11*(3), 1–12.

Léger, D. de Saint, & Storch, N. (2009). Learners' perceptions and attitudes: Implications for willingness to communicate in an L2 classroom. *System*,

37(2), 269–285. https://doi.org/10.1016/j.system.2009.01.001

Lepore, C. (2014). Influencing students' pronunciation and willingness to communicate through Interpersonal Audio Discussions. *Dimension*.

Manara, C. (2007). The use of L1 support: Teachers' and students' opinions and practices in an Indonesian context. *The Journal of Asia Tefl*, *4*(1), 145–178.

Muamaroh, & Prihartanti, N. (2013). Willingness to communicate in English: A case study of Indonesian university students. *Kajian Linguistik Dan Sastra*, *25*(1), 71–81.

Nijhawan, L., Janodia, M., Muddukrishna, B., Bhat, K., Bairy, K., Udupa, N., & Musmade, P. (2013). Informed consent: Issues and challenges. *Journal of Advanced Pharmaceutical Technology and Research*, *4*(3), 134–140. https://doi.org/10.4103/2231-4040.116779

Nisa, S. (2014). Classroom interaction analysis in Indonesian EFL speaking class. *English Review: Journal of English Education*, *2*(2), 1–9.

Osterman, G. L. (2014). Experiences of Japanese university students' willingness to speak English in class: A multiple case study. *SAGE Open*, *4*(3), 1–12. https://doi.org/10.1177/2158244014543779

Petrova, E., Dewing, J., & Camilleri, M. (2016). Confidentiality in participatory research: Challenges from one study. *Nursing Ethics*, *23*(4), 442–454. https://doi.org/10.1177/0969733014564909

Rahman, M. M. (2014). Learning English through interaction in an EFL classroom. *International Journal of Languages and Literatures*, *2*(2), 203–217.

Riasati, M. J. (2012). EFL learners' perception of factors influencing willingness to speak English in language classrooms: A qualitative study. *World Applied Sciences Journal*, *17*(10), 1287–1297.

Rohmah, I. (2017). Classroom interaction in English language class for students

of Economics education. *Arab World English Journal*, *8*(2), 192–207. https://doi.org/10.24093/awej/vol8no2.14

Shamsudin, M., Othman, M., Jahedi, M., & Aralas, D. (2017). Enhancing English learners' willingness to communicate through debate and Philosophy Inquiry discussion. *English Language Teaching*, *10*(8), 145. https://doi.org/10.5539/elt.v10n8p145

Singh, J. P., & Hylton, T. (2015). Autonomy/Respect for Persons. *The Encyclopedia of Clinical Psychology*, *December*, 1–3. https://doi.org/10.1002/9781118625392.wbecp014

Singh, J. P., & Ivory, M. (2015). Beneficence/Nonmaleficence. *The Encyclopedia of Clinical Psychology*, *December*, 1–3. https://doi.org/10.1002/9781118625392.wbecp016

Subekti, A. S. (2019). Willingness to communicate in English of Non-English major University students in Indonesia. *Lingua Cultura*, *13*(1), 55. https://doi.org/10.21512/lc.v13i1.5155

Sundari, H., Rafli, Z., & Ridwan, S. (2017). Interaction Patterns in English As Foreign Language Classroom At Lower Secondary Schools. *English Review: Journal of English Education*, *6*(1), 99. https://doi.org/10.25134/erjee.v6i1.775

Susyetina, A. (2020). The implementation of Project-Based learning to improve students' public speaking skills for a successful persuasive speech. *International Virtual Conference on Language and Literature Proceeding*, *1*, 63–70.

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *Canadian Journal of Hospital Pharmacy*, *68*(3), 226–231. https://doi.org/10.4212/cjhp.v68i3.1456

Syed, H., & Kuzborska, I. (2020). Dynamics of factors underlying willingness to communicate in a second language. *Language Learning Journal*, *48*(4), 481–

500. https://doi.org/10.1080/09571736.2018.1435709

Thanh, N. C., Thi, T., & Thanh, L. (2015). The interconnection between Interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science*, *1*(2), 24–27.

Tuyen, L. Van, & Loan, T. T. T. (2019). Factors affecting EFL students' willingness to communicate in speaking classes at the Vietnamese Tertiary level. *International Journal of English Literature and Social Sciences*, *4*(2), 252–262. https://doi.org/10.22161/ijels.4.2.10

Wang, C., Tseng, W. T., Chen, Y. L., & Cheng, H. F. (2019). Classroom Interactions in the target language: Learners' perceptions, willingness to communicate, and communication behavior. *Asia-Pacific Education Researcher*, *2010*. https://doi.org/10.1007/s40299-019-00492-y

Weda, S., Atmowardoyo, H., Rahman, F., Said, M. M., & Sakti, A. E. F. (2021). Factors affecting students' willingness to communicate in EFL classroom at higher institution in Indonesia. *International Journal of Instruction*, *14*(2), 719–734. https://doi.org/10.29333/iji.2021.14240a

Yanfen, L., & Yuqin, Z. (2010). A study of teacher talk in interactions in English classes. *Chinese Journal of Applied Linguistics*, *33*(2), 76–86.

Yanfen, L., & Yuqin, Z. (2019). Indonesian EFL students' willingness to communicate in the 2013 curriculum implementation: A case study. *Teflin Journal*, *30*(1), 105–120. https://doi.org/10.15639/teflinjournal.v30i1/105-120