

EXPLORING HOW PEER INTERACTION- BASED INSTRUCTIONAL STRATEGIES SUPPORT STUDENTS' WILLINGNESS TO COMMUNICATE IN AN EFL CLASSROOM

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty of
Education in partial fulfillment of the requirements for the degree of**

Master of Arts (M.A.)



by:
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**UNIVERSITAS ISLAM INTERNASIONAL INDONESIA
DEPOK
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ABSTRACT

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Willingness to Communicate (WTC) is considered an important factor supporting students' participation in English as a Foreign Language (EFL) classrooms. Many students still do not want to speak even though they have chances to use English in classroom activities. This study explored how peer interaction-based instructional strategies influence students' willingness to communicate in an EFL classroom. Specifically, it explored the influence of peer communication, the role of instructional strategies and classroom delivery, and the supporting and hindering factors affecting the implementation of peer interaction-based instructional strategies. This study uses a qualitative case study supported by descriptive questionnaire data. The study took place in a senior high school EFL classroom in South Sulawesi. It involved 34 eleventh-grade students. Data were collected through classroom observations, a WTC questionnaire, stimulated recall interviews with six students, and document analysis. Data was analyzed thematically and supported by descriptive data from the questionnaire. The findings indicate that peer interaction-based instructional strategies fostered willingness to communicate among students was facilitated through supportive and collaborative peer that enhance students' self-confidence and lowered anxiety. These effects were strengthened by teacher support through clear instructions, feedback and the comfortable classroom setting. However, there were several barriers present such as communication anxiety, fear of getting it wrong, limited vocabulary, and low self-confidence. The study highlights that social and psychological classroom climate as well as instructional approaches play an important role in facilitating students' willingness to communicate. MacIntyre WTC framework supports this finding through psychological and situational factors that can influence students' willingness to communicate, and are consistent with Sociocultural Theory by illustrating peer interaction create a socially supportive environment for communication in classroom. This study suggests that teachers should systematically design peer interaction-based instructional strategies that foster supportive peer, enhance students' confidence and lower communication anxiety. Schools are encouraged to support communicative learning environments through training and adequate resources. Overall, peer interaction-based instructional strategies can enhance students' willingness to communicate when supported by a positive, collaborative, and psychologically safe classroom environment.

Keywords: *EFL Classroom, High School Students, Instructional Strategies, Peer Interaction, Willingness to Communicate*

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CHAPTER I

INTRODUCTION

This chapter explores essential elements of the research. Initially, the research context serves to elucidate the foundational undertaking of the study and is vital in determining the main issue. The second component of the research question is the identification of specific inquiries or domains of investigation. Third, problem statement explains why this study needs to be conducted. Fourth, the research objective clarifies the rationale for conducting the research. Fifth, the significance of the research is emphasized by its far-reaching implications and the potential benefit that may result from the study. Lastly, research scope to limit this research.

1.1 Background

English is recognized as a passport to better education and global communication, particularly in English as a Foreign Language (EFL). MacIntyre and Charos (1996) state that whatever the purpose of language learning might be, e.g., meeting new people, traveling, experiencing other cultures, or even using language in one's job, the reason for language learning often is to be able to use language to communicate. In recent years, the goal of teaching language especially in English language teaching (ELT) has changed from grammatical knowledge to the ability to use English for actual communication (Vaishnav, 2024). This shift is reflected in the Indonesian national curriculum that the learning outcomes at the high school level are that students are able to use English confidently in everyday conversations (Kementerian Pendidikan Dasar dan Menengah, 2025). In line with this, Cetinkaya (2005) stated that students are expected to have English skills to communicate with each other. As a result, speaking ability has become a key indicator of successful EFL learning.

Despite the growing emphasis on communicative competence in English language teaching (ELT), a persistent issue remains in many EFL classrooms such as whether students are actually willing to communicate in the target language. However, not all students are willing to communicate even if they have opportunity and strategy to motivate interaction and active participation. Isma and Baharuddin

(2022) point out that the main issue is not whether students have opportunities to communicate, but whether students are willing to participate in communication when given the opportunity. Promoting the communicative ability of students in English is a challenge because many students experience affective barriers, like being shy, fearing to make mistakes, or being anxious when speaking in front of the audience (Mulyono & Saskia, 2021; Ningsih et al., 2018).

It is difficult to answer this question since there is no one tangible explanation for why students communicate with each other. According to MacIntyre (2020), willingness to communicate (WTC) refers to a potential construct comprised of social, individual, and environmental factors that impact a student's decision to communicate. In this study, WTC specifically refers to students' willingness to engage in oral communication in English during classroom interactions. The silence of students in a learning environment may signify the students' response to the existing conditions in the learning environment, rather than a lack of language skills. To understand students' communication in EFL classrooms, therefore, in this background, it will briefly explain the conceptualization of willingness to communicate.

The analyses of MacIntyre et al. (2001), WTC was redefined to consider the environmental factors. The willingness of students to communicate in a foreign language is shaped by a multitude of environmental contexts. This redefinition incorporates the factors of the learning environment, such as the instructional methods, the communication partner, and the class activity, in determining the student's decision to communicate. This perspective suggests that students' willingness to communicate is dynamic and can change across classroom contexts.

Taking these factors into consideration, situational factors can impact students' willingness to communicate in EFL classroom contexts (Riasati & Rahimi, 2018). The environment, the specific attributes of a given task, the students' peers, and the teacher can positively or negatively impact students' desire to engage in communication through the medium of English. Students are more inclined to communicate with each other when they view the classroom as being supportive and as having lower levels of stress and greater positive reinforcement of risk-taking behaviors (Toyoda & Yashima, 2021). Alternatively, students may

resist the opportunity to communicate because of fear of making an error, anxiety regarding the reaction of their peers, and a lack of comprehension of the instructions (Riasati & Rahimi, 2018). This situation of WTC is related in senior high school, where students are concerned with peer engagement and social assessment. During classroom engagement, the emotional dimension of communication, which consists of feelings of nervousness and anxiety, and fear of negative evaluation, constrains students' willingness to communicate (Zarrinabadi & Haidary, 2014). Shaffer (2021) found that students' reluctance to communicate was not due to an introverted personality trait, but rather on the communication environment of the classroom, where students viewed themselves as being at a greater risk of being judged by other students and the teacher.

Willingness to communicate is likely to change in accordance with the particular classroom setting. Thus, classroom interaction is an example of a variable that can affect a student's WTC. Instructional methods, task design, and classroom delivery are examples of the ways in which a teacher can create a classroom environment that either fosters or limits student participation (Matuzas, 2021). Supportive teacher behavior, meaningful tasks, and well-structured peer interaction can reduce communication anxiety and increase students' confidence to speak (Nainggolan & Hanifah, 2021). Moreover, decisions educators make regarding resources and scaffolding as well as the size and design of classroom groups and activities dictate the communication and interaction among students (Cao & Philip, 2006). Good teaching enables students to gain the benefits of working together by engaging in meaningful collaboration on the activities.

From this viewpoint, the use of peer interaction that emphasize peer collaboration will encourage students to communicate. Learners are provided with opportunities to collaborate and communicate with minimal fear of being judged negatively owing to the creation of supportive and positive classroom environments that reinforce group collaboration (Ducker, 2021). According to the available evidence, collaboration will provide learners with opportunities to practice the target language in a nearly zero fear environment (Zhong, 2013). In addition to the mentioned benefits, collaboration creates a friendly and supportive environment which will boost confidence, participation, and reduce communication anxiety

(Khasanah et al., 2024; Marshalina, 2025). The above-mentioned studies reinforce the positive impact of collaboration on communication and language development.

Despite the growing recognition of peer interaction-based instructional strategies in fostering communicative competence, previous literature tends to explore learning strategies, peer interaction, and willingness to communicate as separate elements. Furthermore, many studies use surveys or interviews, providing insight about perceptions rather than classroom interaction processes. Consequently, little is known about how peer interaction-based instructional strategies shape WTC during classroom interactions. This gap is particularly evident in the context of high schools in Indonesia, where classroom-based qualitative research is still limited. Therefore, this study aims to explore how peer interaction-based instructional strategies influence students' willingness to communicate in senior high school EFL classroom.

1.2 Problem Statement

Previous research has shown that peer interaction can foster classroom communication, however little is known about how peer interaction-based instructional strategies influence students' willingness to communicate in Indonesian EFL classrooms. Although peer interaction is often associated with increased classroom participation, the learning processes that foster students' willingness to communicate, as well as the classroom conditions that support or constrain these processes, remain underexplored. Therefore, further research is needed to understand how peer interaction-based instructional strategies shape students' willingness to communicate in senior high school EFL classrooms.

Furthermore, peer interaction on students' willingness to communicate can vary across classroom contexts because students bring different backgrounds, English proficiency levels, and prior learning experiences to the classroom. These differences can shape how students respond to peer interaction and learning activities. Consequently, peer interaction-based instructional strategies may depend not only on opportunities for peer communication but also on how teachers design and facilitate classroom interactions. Despite the recognized importance of these factors, limited research has explored how they work together to shape students' willingness to communicate in high school EFL classrooms in Indonesia.

Unluckily, there is not much information about peer interaction-based instructional strategies foster students' willingness to communicate. There is a lack of research studies about the implementation of teaching strategies that are oriented toward peer relations, and their influence on the willingness of students to communicate in a classroom setting, especially in high schools in Indonesia. Addressing this gap, the present study explores for an in-depth study of peer interaction-based instructional strategies and their impact on students' readiness to communicate in English.

1.3 Research Questions

1. How does peer communication shape students' willingness to communicate in English in an EFL classroom?
2. How do peer interaction based-instructional strategies and classroom delivery shape students' willingness to communicate in English in an EFL classroom?
3. What factors support and hinder students' willingness to communicate during peer interaction-based instructional strategies activities in EFL classroom?

1.4 Research Objectives

1. To explore how peer communication shape students' willingness to communicate in English in an EFL classroom
2. To identify how peer interaction based-instructional strategies and classroom delivery influence students' willingness to communicate in English in an EFL classroom.
3. To investigate the factors that support and hinder students' willingness to communicate during peer interaction-based instructional strategies activities in EFL classroom.

1.5 Significance of the Research

This research contributed to the existing literature on willingness to communicate and understanding that communicating willingness is dynamic and situational in the context of the EFL classroom. MacIntyre's WTC framework and Sociocultural Theory in this study demonstrated how peer interaction-based instructional strategies, supportive peer relationships and teacher guidance, shape

WTC. It extended current understanding of WTC by highlighting the role of classroom interaction and supported peer learning in facilitating communication in Indonesian EFL classrooms.

Drawing upon classroom interaction as well as the learning methodologies utilized, this research aims to understand students' willingness to speak in the largely unexplored contextual setting of high schools in Indonesia. This research adopted qualitative classroom interaction as well as descriptive statistics and a willingness to communicate questioner. This research attempted to bridge the gap of understanding the WTC of students in a particular EFL classroom by integrating peer interaction through qualitative and descriptive frameworks with students' willingness to communicate in the given context of the classroom.

Because this study gives a real-life example of how to observe student participation using interaction-based strategies, English teachers will likely gain the most immediate benefit from this study. Teachers will be able to use the outcomes of the study to engage in design processes for constructive activities, identify scaffolding that is most appropriate, and create a classroom setting that will minimize anxiety and encourage students to be more active and open to using English. This study will help curriculum developers and English teachers to incorporate more English peer learning strategies. Also, the inclusion of students' self-reported WTC data allows teachers to better understand learners' perceived readiness to communicate, complementing observational insights from classroom interaction. Thus, this study offers both theoretical, methodological insights and practical guidance for shaping willingness to communicate in Indonesian EFL classrooms.

1.6 Scope of the Research

This study explores how peer interaction-based instructional strategies on students' willingness to communicate (WTC) in English in an EFL classroom. The study is limited to senior high school students, observe an English classroom, and only focus on English speaking. This study used an embedded mixed-methods case study design. This study emphasizes the contextual and situational aspects of WTC in the classroom, as opposed to WTC as a more permanent personality trait. This study did not provide a measurement of students' WTC in the English language.

This study did not engage in the measurement of students' instructional strategies' effectiveness using any form of a design-based methodology or statistical methods. It did not focus on the contexts of digital or online communication. This study is intentional in its focus on participant interaction-based instructional strategies in a face-to-face EFL context. Thus, this study provided a detailed view of how instructional strategies that promote peer interaction in face-to-face EFL classes shaped students' willingness to use English.

CHAPTER II

THEORETICAL FOUNDATION

This chapter presents an exploration of the literature review and the theoretical framework employed in the study. The literature review explains the definition and factors of willingness to communicate, willingness to communicate in EFL classroom and Indonesia context, the role of teacher instruction in shaping willingness to communicate, peer interaction and its influence on willingness to communicate and peer interaction in adolescent, furthermore, the theoretical framework discuss about the theory of willingness to communicate and sociocultural theory from Vygotsky.

2.1 Literature Review

2.1.1 Definition of Willingness to Communicate

The concept of WTC was originally developed in first language (L1) communication, representing a personality trait (Kirkpatrick et al., 2024). The tendency to communicate differs depending on the circumstances some variables such as introversion, self-esteem, communication competence, communication apprehension, and cultural differences contribute to WTC differences. WTC was initially studied in terms of trait-like features in L1 communication, and then the focus was shifted to situational, linguistic, and social variables in second language (L2). MacIntyre et al. (1998) asserted that the presentation of L2 WTC is different from that of L1 WTC. In the L2 context, because L2 learning involves much uncertainty and complexity, L2 WTC is conceptualized to display dual characteristics at both trait and state levels (MacIntyre et al., 1998).

MacIntyre et al. (1998) six-layered pyramid model consisting of communication behavior (first layer), behavior intention (second layer), situated antecedents (third layer), motivation propensities (fourth layer), affective-cognitive context (fifth layer), social and individual context (sixth layer) shows the antecedents of WTC in an L2 communication context, bearing trait-like and situational variables with enduring and situational or transient influences. Accordingly, L2 WTC is defined as “a readiness to enter into discourse at a particular time with a specific person or people, using a L2” (MacIntyre et al., 1998, p. 547). The focus is on the learner’s decision to voluntarily speak the language

when the opportunity arises (MacIntyre et al., 2003). Besides that, WTC is also understood as a dynamic construct encompassing four language skills, such as listening, reading, writing, and speaking (Darasawang & Reinders, 2021). However, taking part in receptive activities (listening and reading) with minimal communicative risk might establish a foundation for learners to gain linguistic input and situational confidence, eventually leading to a preparedness for active language production (Alemi et al., 2011). Therefore, the focus of this study is limited to speaking, which is considered an observable indicator of willingness to communicate in classroom interactions.

2.1.2 Factors of Influencing Willingness to Communicate

This research focuses on affective factors and situational factor that relate to WTC and peer interaction. Some literatures have identified several affective variables that may associate with second and foreign language learners' willingness to communicate, including L2 self-confidence (Lee & Lee, 2019; Peng & Woodrow, 2010), speaking anxiety (Lee & Lee, 2019; MacIntyre & Legatto, 2011), motivation (Khajavy et al., 2014; Lee & Lu, 2021), and grit (Lee, 2020). For example, Khajavy et al (2014) examined Iranian EFL learners' WTC model based upon WTC theory. The study found that the communication confidence, motivation, classroom environment, attitudes toward learning English, and English language achievement had interrelationships with a classroom environment, which acted as a predictor of WTC in Iranian learners. The study indicated some affective variables that could predict learners' WTC such as communication confidence, motivation, and L2 speaking anxiety. The study also suggested the positive role of classroom environment in promoting WTC among the students.

In their study, Lee and Lee (2019) examined affective variables that might be associated with Korean students' WTC inside and outside the classroom and digital contexts, including motivation, self-confidence, risk-taking, L2 speaking anxiety, and grit. Findings of the study showed that the self-confidence factor was a strong predictor of all WTC contexts, particularly in the digital context. In the classroom context, Korean students with high WTC were reported to have high motivation and grit, and also to have low L2 speaking anxiety. While, in Indonesia context, Mulyono and Saskia (2021) key finding of this study have suggested that

self-confidence and motivation significantly correlated with WTC in face-to-face and digital settings. It was indicating that increasing students' self-confidence and motivation may enhance students' WTC inside classroom, outside classroom, and the digital environment. The correlation analysis also showed that speaking anxiety had a significant negative correlation with students' WTC inside classroom setting.

The explanation above is an affective factor that influences students' WTC. The other factors that related to students' WTC is a situational factor. The situational factors include factors that exist in the classroom environment and influence the learners' degree of willingness to speak. These include task type, topic, interlocutor, teacher, classroom atmosphere, and seating arrangement (Riasati & Rahimi, 2018). In fact, little attention has been given to examining situational factors influencing willingness to speak in an educational setting like a language classroom environment. Although some studies have explored situational factors related to WTC, the current body of research remains limited and does not fully explain how instructional or interaction-based practices shape these conditions.

Kang (2005), for example, studies L2 learners' perception of factors that influence WTC. Using interviews, stimulated recall and videotape conversations, the researcher interviewed some learners to explore their perceptions. It was found that situational WTC in L2 occurred from three psychological condition of excitement, responsibility, and security, each of which was built together by interacting with situational variables such as topic, interlocutors, and conversational context. Cao (2011) indicated some factors influencing WTC in a parallel study. Such factors were learners perceived opportunity to communicate, personality, self-confidence, emotion, the topic, the task type, the interlocutor, the teacher, the class interactional pattern, and reliance on L1. It was stated that such factors might promote and impede learners' WTC in the classroom.

2.1.3 Willingness to Communicate in EFL Classroom Context

Within EFL context, Ningsih et al. (2018) considered WTC to be a psychological state that indicates learners' intention and willingness to communicate in English, in the absence of external influence and pressure. This definition highlights a condition where learners feel ready and comfortable to

initiate a communication or interaction in a target language (Bernales, 2016; MacIntyre, 2007). In contrast, it reflects learners' choice to maintain distance in communication or to remain silent (Macintyre & Legatto, 2011). This condition may also present the learners' decision to remain silent as their choice in particular communication events and is known as unwillingness to communicate (Burgoon, 1976; Macintyre & Legatto, 2011).

In conventional face-to-face classroom learning, this understanding of WTC is important because learners' willingness to communicate influences their participation in classroom interaction. Peng (2012), for example, believes that students' level of willingness to communicate in the target language may direct students' classroom participation and interaction. Students with an appropriate level of WTC are believed to search for more chances in order to participate in particular communication events, which accordingly enable them to acquire their foreign language (MacIntyre et al., 1998). In contrast, students with insufficient levels of WTC are reluctant to participate in classroom learning and interaction.

Several studies also have documented teachers' efforts to help their students to develop students' WTC. Goldoust and Ranjbar (2017) suggests that L2 students' WTC can only be promoted if the students are given sufficient opportunities to do so. More importantly, teachers are also expected to always motivate their students to get involved in the learning activities. Thus, teachers can select the discussion topics that attract their students' characteristics and interests. The proper selection of learning materials that fit students' interests can create an enjoyable learning experience, enhance students' participation and engagement with the learning tasks and accordingly improve the quality of students' learning (Amiryousefi, 2016). In contrast, students who are not motivated to the learning tend to be reluctant to participate in the learning activities and stay away from the classroom interaction. Overall, these findings suggest that instructional choices made by teachers play an essential role in shaping learners' WTC in the EFL classroom.

2.1.4 Willingness to Communicate in Indonesian Contexts

Muamaroh and Prihartanti (2013) elucidated the variables affecting Indonesian students' willingness to communicate in L2. They investigated 426

students' anxiety and willingness to communicate by applying both quantitative and qualitative approach. The results reveal that there is a significant relationship between language anxiety and willingness to communicate in L2. Students' willingness to communicate was very low (51%) while students' anxiety influenced 68% of willingness to communicate in L2. Even though most students were in intermediate level for their English ability, their willingness voluntarily to speak in the classroom was still low. Anxiety as a central cause of students' willingness to communicate became crucial consideration to pay attention.

The other finding was unraveled in Wijaya and Rizkina's (2015) study. By investigating 136 undergraduate Indonesian students, they pointed out that students had low willingness to communicate (72.1%). There were four main factors affecting the finding that is task-type, class-size, language anxiety, and teacher-students' rapport. The finding also reveals that the importance to be able to communicate in English becomes a strong inquiry. The competitiveness in ASEAN Economic Community in 2015 became one of the motivations to improve and increase students' communication in English. However, the students' English proficiency became the main factor hindering their communication using English. In addition, the class size became the main problem. It is quite impossible to provoke students to speak with more than 40 students in the classroom. Both studies highlight that Indonesian learners' WTC tends to remain low, influenced by anxiety, limited proficiency and classroom-related factors.

2.1.5 The notion of Peer Interaction-Based Instructional Strategies

Peer interaction-based educational strategies are defined as a reciprocal connection process between individuals of similar age and maturity to achieve common learning objectives (Utami, 2024). This technique focuses primarily on sociocultural and interactionist points of view, viewing interaction as a chance for learners to support one other and work together to solve problems with language. In this environment, learners may choose between being a beginner and an expert, which lets them combine their mental resources to learn language skills (Dobao, 2016).

The benefits of this strategy are not limited to active speakers because passive or silent learners remain cognitively engaged and gain learning benefits

comparable to those of their more vocal peers through the process of actively observing collaborative problem-solving (Dobao, 2016). By highlighting interactive activities like peer interaction, role-playing, and group-dynamic evaluations, teachers can create a setting that not only helps students become better at the target language but also helps them work well together (Gao et al., 2024).

2.1.5.1 Think–Pair–Share and WTC

Think-Pair-Share is an instructional strategy that begins with students considering a question on their own and then provides an opportunity for learners to discuss it in pairs, and at the end together with the whole class (Zohrabi & Jafari, 2020). This strategy reinforces students' communication skills. Each student takes his chance to speak, discuss and participate, which has many positive effects on the whole group where students feel more self-confident and more active in the class. Previous study indicates that TPS reinforces learners became more cooperative, enjoy interacting and working with others. They also began to demonstrate progress in speaking and became more fluent.

Furthermore, it enhanced learners' self-confidence (Raba, 2017). Working in pairs makes students learn to listen to each other's point of view and to respect each other's ideas and thoughts. It also helps students to reduce stress and embarrassment because communicative responsibility is shared and learners are less exposed to the risk of negative evaluation (Raba, 2017). One of the positive aspects of TPS is that it gives students time to think about the question or the problem which is important and of great effect. Students feel more comfortable if they are given enough time to think and organize their thoughts before they start expressing themselves. From willingness to communicate perspective, these conditions such as reduced anxiety, increased psychological safety and structured peer interaction can create a supportive environment that enhances learners' situational willingness to communicate (Kang, 2005). By lowering affective barriers and providing structured opportunities for peer conversations, TPS increases the likelihood of students choosing to speak up when communication opportunities arise in EFL speaking classes.

2.1.5.2 Jigsaw and Peer-supported Communication

The Jigsaw method is a cooperative learning method that is built on group

dynamics and social interaction. In Jigsaw, students learn in heterogeneous groups of between 4-6 students. In this method, members of each home group first meet in expert groups to learn specific segments of the learning material and return to their home groups to teach and discuss their segment (Bakara & Pasaribu, 2022). Jigsaw addresses the academic needs of students, cultivates a collaborative classroom atmosphere, and inspires students to participate in the learning process. (Kiuk et al., 2021). Previous studies have demonstrated that students taught in Jigsaw showed a higher level of speaking performance than those who were not taught through Jigsaws, because in Jigsaws, students were given the opportunity to rehearse their ideas in the expert groups before moving on to the larger group (Bakara & Pasaribu, 2022).

Kiuk et al. (2021) describe the jigsaw method and its tendency to promote peer-based communicative support. This method assigns individual tasks to learners to ensure each group member plays an active and meaningful role during the discussion. Speaking in front of a peer group is less threatening than speaking to the whole class, and as a result, the jigsaw method also increases students' perceived competence and decreases the fear of negative evaluation. Situational willingness to communicate increases during speaking activities in English as a Foreign Language (EFL), as jigsaw activities create a less threatening environment and provide opportunity for students to prepare and practice.

2.1.5.3 Role Play

Role-play is another method that is widely acknowledged for its skill- and confidence-building properties and for developing communicative practice in a more engaging, real-world context. Students are required to speak and act as if they are a particular character and, as a result, are required to act outside the boundaries of their personal context (Harmer, 2007). Role-play is known to create a more social classroom environment, and as such, is likely to engender participation and engagement in an active, sustained way (Ridayani & Purwanto, 2024). Spontaneous role-play also promotes flexible communication, and as a result, speaking with confidence is enhanced.

2.1.6 Peer Interaction and Its Supporting and Hindering Conditions in Shaping WTC

Peer interaction, particularly concerning speaking and willingness to communicate, has been an important aspect of language learning (Nhan, 2024). Having access to peers allows learners to practice language use in a safer environment, where they can negotiate meaning, as well as helping the learners overcome foreign language anxiety to an extent. The FLCAS (Horwitz et al., 1986) measures foreign language classroom anxiety and shows that high anxiety suppresses the language performance of the learners. Cheng (2000) mentions that role playing and group discussion are examples of activities that create an environment in which learners are able to overcome their anxiety and use their language skills to play with new structures and vocabulary. By interacting with their peers, learners are able to build their anxiety to a level in which they are comfortable using their new skills (Dobao, 2016).

In addition to the emotional aspects, there are motivating and relational aspects associated with peer interaction. Students appreciate the approachability and empathy of peers, and are often more inclined to support and positively reinforce one another facilitating communicative tasks (Murphey & Arao, 2001). There are indications that, among students, the influence of peers can surpass the authority of the teacher in terms of encouraging engagement and communicative behavior (Mellanby et al., 2000). Students explaining and tutoring each other can reinforce the learning of the tutor and of the tutee, in addition to building the knowledge of the class (Mynard & Almarzouqi, 2006). The interaction dynamics that are described deal with the communicative willingness antecedents, and recognize the role of self-confidence, social support, and positive communicative experiences as the main factors that shape students' willingness to communicate (MacIntyre et al., 2001).

The influence of the interaction of peers on WTC is not guaranteed, especially in the absence of supportive conditions in the classroom (Marshallina, 2025). Psychological safety takes on importance due to the fact that students tend to share their ideas when they feel safe from ridicule or any other kind of embarrassment (Shaffer, 2021). Norms that promote equal participation,

collaboration, and mutual respect among peers enhance the process of communicative involvement (Xie, 2011). Moreover, teacher-mediated conditions are also necessary (Borasheva, 2024). A balanced distribution between teacher-student talk creates space for negotiations (Sheybani, 2019), and sufficient wait time enables learners to formulate a response before speaking (Henry et al., 2024). Furthermore, provision of feedback and supportive error correction lowers the anxiety of receiving negative evaluations (Borasheva, 2024).

On the other hand, there are several aspects that may negatively impact WTC through peer interaction. Such issues include fear of being judged, overcorrection, or dominance of peers, which contribute to unequal and prevent shy students from participating (Shaffer, 2021). Ability gaps among peers can limit collaboration, while culturally accepted silence may lead to no actual verbal participation (McCroskey & Richmond, 1990). The evaluation and time aspects can distract students from meaningful communication (Fernando & Subekti, 2023).

Overall, these findings suggest that peer interaction should not be viewed as something inherently beneficial, but rather as a pedagogical condition whose impact on WTC is shaped by a series of affective, situational, and instructional factors. Therefore, understanding the conditions that allow and limit peer interaction is essential to explain how peer-based instructional strategies support or inhibit students' situational willingness to communicate in EFL classrooms.

2.1.7 Peer Interaction in Adolescent in EFL or L2 Classroom

During the ages of 15 to 18, adolescents go through a stage where peer pressure is intense. Peers offer emotional support, encourage academic effort, and provide social acceptance, especially in regard to friendships and romantic relationships (Santrock, 2016). Students develop strong relationships with the people they spend the most time with. This could be the reason for natural social relationships in adolescents. Students influence each other, including their willingness to engage in classroom-related tasks and activities, and participation in activities designed to facilitate skill development in English as a second language. Peer relationships promote the development of a second language by offering a context for interaction that is both clear and useful, and that enables the articulation of thoughts within the peer group, as well as appraisal. Other activities include the

expression and reception of language, especially when one is participating in a second language.

Complementing this view, sociocultural theory emphasizes that learning is a socially mediated process in which interaction plays a central role (Lantolf, 2020). Through interaction within the Zone of Proximal Development (ZPD), learners can perform beyond their individual capabilities with the support of more capable peers or teachers. In addition to its cognitive and linguistic advantages, classroom settings that foster caring, support, and positive peer interactions have demonstrated an increase in students' interest and participation in educational activities (Fredricks et al., 2004). A strong sense of belonging and peer support is crucial for adolescents who are studying, because it affects their motivation, tenacity, and attitudes toward learning (Appleton et al., 2008). In EFL courses, these kinds of supportive peer groups give students a place to start when they want to get more involved in communicative activities. Peer interaction provides many possibilities for genuine conversation and socioemotional bonding. Adolescents may encourage socioemotional engagement that fosters involvement and risk-taking in language use through collaborative learning activities, peer support, and the establishment of a learning community (Lee, 2025).

In classroom contexts, peer influence is often perceived to be stronger than the influence of teachers or other authority figures during adolescence (Ducker, 2021). Peer interaction usually makes the classroom a more comfortable and less scary place to learn. This is because students may feel freer to share their thoughts, ask questions, and take part in class activities when they are with other students instead of adult teachers (Kos, 2023). These situations are especially useful in EFL courses, where students frequently meet anxiety related to language use. Peer interaction also lets students share their learning strategies and experiences with each other. Learners may feel less alone or embarrassed when they share ideas with their peers because they realize that their peers face the same problems when learning and using English (Ducker, 2021). Common interactional patterns in adolescent classrooms include expert–novice and collaborative interaction, in which students work together to accomplish shared task goals and support one another's learning processes.

2.2 Theoretical Framework

Willingness to Communicate (WTC) Theory

MacIntyre et al., (1998) six-layered pyramid model conceptualizes L2 willingness to communicate as a dynamic construct influenced by both enduring (trait-like) and situational (state-like) variables. The enduring influences refer to the contexts or individuals' state presented over a long time and considered stable, such as personality traits. Situational or transient influences are considered momentary and short-term influences associated with the particular context in which an individual acts at a specific time and tends to communicate with a specific person.

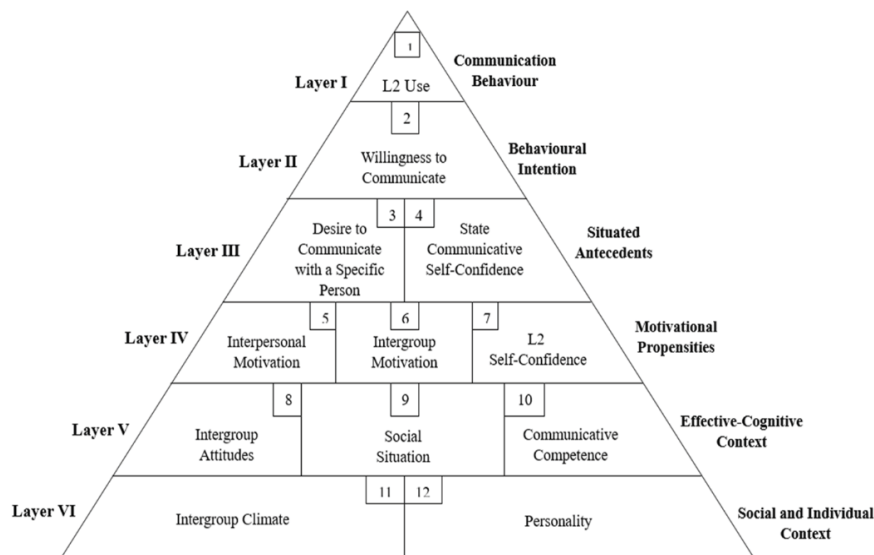


Figure 2.1 Pyramid Heuristic Model of L2 WTC. Adapted from MacIntyre et al. (1998, p. 547).

The image above is taken from MacIntyre et al. (1998, p. 547). As shown in Fig. 2.1, the upper three layers of the model, namely, layer I (communication behavior), layer II (behavior intention), and layer III (situated antecedents), are supposed to have situational or transient effects on L2 communication, whereas, the lower three layers of the model, namely, layer IV (motivation propensities), layer V (affective-cognitive context), and layer VI (social and individual context) have enduring effects on WTC. The layer I involves the variable “L2 use.” According to MacIntyre et al. (1998), this layer is assumed to be the consequence of a complicated system of interconnected variables. They emphasized creating WTC as the final result of L2 learning.

Layer II (behavior intention) is concerned with the “willingness to communicate” variable. MacIntyre et al. (1998) state that communication behaviors result from a behavioral intention if an individual controls these behaviors. Layer III includes two variables, i.e., “desire to communicate with a specific person” and “state of communicative self-confidence”. The former refers to a person’s tendency to speak with a specific person because of interlocutor’s familiarity or attractiveness in some ways. The latter is a momentary feeling of confidence at a particular time in a specific situation. This also refers to as “self-perceived communication competence” (SPCC) most frequently in the literature, which is explained as how learners perceive or evaluate their L2 ability. In the present study, particular attention is given to the situational layers of the WTC model, especially Layer II (behavioral intention) and Layer III (situated antecedents). These layers are directly influenced by classroom interactional conditions, such as peer interaction, task type, and interlocutor relationships, which are central to peer interaction- based instructional strategies.

Layer IV, which is supposed to be transient to enduring influences on WTC, contains three variables, i.e., “interpersonal motivation,” “intergroup motivation,” and “L2 self-confidence.” Intergroup motivation is when an individual feels that he belongs to a particular social group, whereas, in interpersonal motivation, an individual takes a social role inside the group. L2 self-confidence is explained as when an individual perceives himself as competent to communicate in L2 appropriately and efficiently. Layer V has three variables, i.e., “intergroup attitudes,” “social situation,” and “communicative competence.” Intergroup attitudes show the learners’ attitude of cooperation with the group and feeling contentment while acquiring a language. The social situation variable deals with social factors in a specific context of communication happening in a community. Communicative competence refers to a person’s L2 proficiency which can significantly impact one’s degree of WTC. Finally, the last layer VI deals with two variables, i.e., “intergroup climate” and “personality” variables. The former variable signifies learners’ views toward the L2 group, the value they ascribe to it, and their tendency to increase closeness between the L1 and L2 groups. As MacIntyre et al. (1998) noted, personality is believed to indirectly affect intergroup

climate and individuals' communication behavior.

Sociocultural Theory (Vygotsky)

Vygotsky's Sociocultural Theory (SCT) emphasizes the role of social interaction in cognitive development, positing that learning occurs through mediated interaction with more knowledgeable others, such as peers or teachers (Vygotsky, 1978). According to Vygotsky, language learning is a social process shaped by collaborative dialogue, where learners construct knowledge within their Zone of Proximal Development (ZPD) the distance between what learners can do independently and what they can achieve with guidance (Lantolf et al., 2020). Peer interaction, within this framework, plays a crucial role in language learning, as it allows learners to engage in meaningful exchanges, practice language use, and receive feedback from peers, thereby scaffolding each other's development (Nhan, 2024).

Vygotsky's Sociocultural Theory (SCT) provides a complementary view for understanding how interactions between peers shape students' WTCs (Vygotsky, 1978). Through scaffolding as a process rooted in Vygotsky's Sociocultural Theory, learners can support each other in achieving tasks that go beyond their individual abilities, especially in the use of language (Lantolf et al., 2020). In the context of language learning, scaffolding occurs when more experienced peers provide guidance or feedback, allowing their peers to gradually develop their skills and knowledge (Nhan, 2024). Peer interaction serves as a form of instructional and scaffolding strategies that directly affect students' communicative confidence and desire to communicate with certain interlocutors. Two main situational antecedents are found in the WTC model of MacIntyre et al. (1998). Therefore, SCT explains the social mechanisms through which peer interaction-based instructional strategies can enhance learners' willingness to communicate in EFL classrooms.

All in all, WTC theory and Vygotsky's Sociocultural Theory form a complementary theoretical framework for this study. While the WTC model explains the psychological and situational components underlying learners' communicative behavior, SCT explains how peer interaction functions as an instructional strategy that shapes willingness to communicate and self-confidence in classroom contexts. This integrated framework underpins the exploration of how

peer interaction-based instructional strategies influence students' willingness to communicate in EFL classrooms.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines both the methodological framework and research design along with the research context, participants and sampling, data collection, data analysis, trustworthiness, ethics, and timeline.

3.1 Research Design

This research was used a qualitative embedded mixed-methods case study design to explore how peer interaction-based instructional strategies influenced students' willingness to communicate (WTC) in EFL classrooms at the senior high level in South Sulawesi. The data were collected from a limited number of senior high school students. Furthermore, Gay et al., (2012) mentioned that case study is an approach used in qualitative research that involves the researcher focusing on a study unit that is identifiable as a boundary system (for example, a classroom, a school, or a teacher).

Within the context of this embedded mixed methods case study, the qualitative data was the main strand of data collection, whereas quantitative data were embedded as a supporting strand. Qualitative data were collected through classroom observations, stimulated recall interviews, and document analysis in order to gain detailed information about classroom dynamics, peer interaction dynamics, instructional practices, and the communicative experience of the students. Quantitative data on the other hand were collected using a WTC questionnaire filled out by the students for the purpose of having a description of their willingness to communicate in English.

For this study, the case refers to the EFL classroom at the senior high school level in South Sulawesi, where instructional strategies that rely on peer interaction practices were used for teaching. In the design of this case study, the classroom is considered a bounded system, whereby (Creswell and Poth, 2018) define bounded systems as those made up of a particular set of students, an English teacher and instructional strategies setting in a given period of time. Through considering a single classroom setting, this case study design provided the opportunity to have a comprehensive understanding of the integration of peer interaction based instructional strategies and students' willingness to communicate.

The analysis unit of this study included only the students' peer interactions during classroom activities, the teacher's instructional decisions as they related to the design and facilitation of peer-interaction-driven tasks, and students' communicative responses as they indicated a willingness or unwillingness to communicate in English. Using this design allowed the researcher to examine classroom interactions and WTC within an embedded qualitative and focused quantitative framework as social, psychological, and pedagogical processes in a naturally occurring EFL learning context. To represent the coherence established between the research questions, research constructs, data sources, and the procedures for data analysis, the author provided the conceptual alignment of the study in Table 3.1.

Table 3. 1 Conceptual Alignment Table

Research Questions	Core Construct	Operational Focus/Indicators	Data Sources and Analysis
RQ 1: How does peer communication influence students' willingness to communicate in English in an EFL classroom?	Peer interaction and students' WTC	• Peer familiarity • Peer support • Collaborative peer communication	• Observation • Stimulated recall interview • Lesson plan
RQ 2: How do instructional strategies and classroom delivery influence students' willingness to communicate in English in an EFL classroom?	Instructional Strategies, Classroom Delivery & WTC	• Peer and group discussion • Teacher support and positive feedback • Instructional and task support	• Observation • Stimulated recall • Lesson plan
RQ 3: What factors support and hinder peer interaction-based instructional strategies designed to increase students' WTC in EFL classroom?	Supporting & Hindering Factors	• Self-confidence • Motivation and interest • Psychological barriers • Limited linguistic knowledge	• Stimulated recall • Observation field notes • Lesson plan

Across RQs	Students' self-reported WTC	• Overall WTC profile • Item-level WTC profile	Questionnaire (descriptive statistics) integration with qualitative findings
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Table 3.1 illustrates the systematic alignment between the research questions, core constructs, operational indicators, and data sources used in this study. RQ1, RQ2 and RQ3 were addressed through qualitative analysis, including classroom observation and stimulated recall interview and supporting document to capture the dynamic processes of peer interaction, students' experienced of instructional practices in classroom contexts and identify recurring supporting and inhibiting factors that shape student communicative engagement. Across all research questions, students' self-reported WTC scores obtained from the questionnaire served as embedded quantitative support by providing a descriptive profile based on the situations. This integrated approach of the study provided methodological coherence to the study, while keeping a qualitatively dominant orientation.

3.2 Research Approach

The aspect of methodology, this study draws from the interpretivist approach and the social construction of reality. Interaction and understanding are derived from participants' interpretation of their experiences (Cohen et al., 2007). In studying WTC, the researcher used qualitative methods to describe the impact of interactions in the classroom, connections with peers, and the individual's psychological states (Moser & Korstjens, 2017). Moreover, interpretivism recognizes that the process of research is associated with social construction of meanings made by the researcher. In particular, the researcher's interest in peer interaction and willingness to communicate were associated with personal experiences as an EFL learner. Specifically, peers' encouragement facilitated confidence in using English. However, the researcher recognized that personal experience might influence the interpretation of classroom interaction, yet the researcher remained attentive to participants' perceptions and relied on data sources.

Using a qualitative approach helped to bridge the gap left by the previous

studies because they mainly relied on a quantitative approach to generate rich and contextualized findings on the experience of instructional strategies by the learners in actual EFL classes (Moser & Korstjens, 2017). Furthermore, a quantitative element was included in the form of a WTC questionnaire that was employed to generate a descriptive overview of the willingness to communicate of the students.

3.3 Research Context

The present research was carried out at only one senior high school situated in South Sulawesi in Indonesia, where English is taught as a foreign language. English language was being used in the class context but rarely in the communicative practice of students. Consequently, authentic communicative practices of English took place through activities planned by the teacher. Moreover, no English extracurricular activities existed at the school. Therefore, class interactions became one of the main places of English communication. The chosen class served as an EFL learning environment in which peer-interaction-based instructional strategies was purposefully implemented in the process of teaching, especially for developing speaking skills.

In the classroom, there were cooperative learning strategies like think-pair-share, jigsaw, and role-play in which students had to communicate verbally among themselves. Also, the students in the classroom are culturally diverse as they belong to various ethnic communities of Indonesia but are similar in the way that they are all EFL learners. Despite having a relatively similar background, these students exhibited a certain amount of variation in terms of their English proficiency level and willingness to communicate. This was due to factors like self-confidence, classroom teaching, peer interaction, and perceived language proficiency.

This diversity made the classroom a suitable and appropriate setting for exploring how instructional strategies based on peer interaction affect students' willingness to communicate. With the focus on just one classroom setting, this research seeks to discover the holistic perspective about the relationship among instructional approaches, peer interaction and students' communicative behavior in the naturally occurring setting of EFL learning. In addition, there is no use of any technological device during classroom teaching. Even though dictionaries

were allowed, few students would carry or use them in the classroom settings. As a result, whenever students had problems communicating in English, they would rather turn to their peers and teacher than any other language source.

3.4. Participants and Sampling

3.4.1 Participants

The subjects of this research included 34 students of class XI who took part in an EFL lesson in a high school in South Sulawesi. The classroom served as a bounded case where peer interaction-based instructional strategies were applied during English lessons. All the students from the chosen classroom became subjects of classroom observation and took part in the quantitative aspect of the research by filling out a willingness to communicate (WTC) questionnaire. Classroom observation was carried out in terms of naturally occurring peer interaction activities and classroom dynamics on the whole-class, while the questionnaire was used to obtain a general picture of students' self-assessment of their willingness to communicate in class.

The participants in the selected class had relatively similar educational backgrounds in relation to their Indonesian counterparts who learned English. While these students may have had similar educational backgrounds in terms of using English as a language of instruction and not as a language of interaction, the class was socially diverse because the students came from various cultural and ethnic groups in Indonesia. Six students from this class were selected through purposeful sampling as participants in this study.

The selection was based on students' indicated levels of proficiency, as reflected in their mock TOEFL test results, with the aim of representing contrasting profiles of students with higher and lower levels of proficiency. In addition, the EFL teacher played a role in the study through classroom observations. The teacher's instructional practices, facilitation of peer interaction activities, and classroom management were observed to provide pedagogical and contextual insights into how peer interaction-based instructional strategies were designed and enacted in the classroom.

3.4.2 Sampling Technique and Justification

This study employed purposive sampling as the main sampling technique

to deliberately select both research site and participants which can provide relevant and informative data to answer the research questions. In qualitative research, purposive sampling is used to identify information-rich cases that enable in-depth understanding of a particular phenomenon rather than statistical representativeness (Patton, 2015; Creswell & Poth, 2018). Accordingly, this current study was employed purposive sampling to select the school, participants and class. The school was selected purposively because it represented a typical Indonesian senior high school EFL context, where students had limited opportunities to use English outside the classroom and oral communication was shaped by instructional practices.

Among the seven Grade 11 classes in the school, one class was selected for observation because it uniquely represented a socially diverse classroom context, with students from different ethnic backgrounds, including students from outside the local region. This characteristic was considered relevant because previous study has suggested that cultural background may influence students' willingness to communicate (Cao, 2011). According to Gay et al., (2012) qualitative sampling draws on the process of selecting a limited number of selected persons who can help the researcher in understanding the phenomenon being investigated.

This sampling approach was employed to capture variation in the communicative experiences and communication behavior tendencies of the English learning during peer interaction. English proficiency was employed as one of the factors determining sampling but was not considered an analytic variable in this study. It only acted as a practical way of ensuring that there would be variation among the subjects. Selecting participants with contrasting characteristics was recommended in qualitative case study research to explore diverse perspectives within a bounded context (Patton, 2015). In line with the embedded mixed-method case study design, different sampling scopes were applied to the qualitative and quantitative components of this study. Purposive sampling was used to select six focus students for in-depth qualitative investigation, while quantitative questionnaires engaged all students in the selected class to obtain a broader descriptive profile of willingness to communicate in the context of the case.

To select six students as participants in the stimulated recall interview, the

selection process was conducted after 34 students completed the WTC questionnaire. Researchers then grouped them based on students' self-reported willingness to communicate in terms of low and high, along with their English proficiency level on the school's mock TOEFL results. From these two groups, six students represented different combinations of Willingness to Communicate and English proficiency. This selection was carried out to ensure participants represented each communication characteristic and obtained rich information.

3.5 Instrument Development and Data Collection

For the collection of data, the researcher first administered the WTC Questionnaire to capture the general WTC of participants. This was followed by a series of observations meant to view the participants' real communicative behaviors. This was then followed by stimulated recall interviews, to capture the thoughts of the participants on the behavior they exhibited. Finally, the context of the teaching that was displayed in the classroom was captured through an analysis of teaching documents. A combination of all these instruments ensured data triangulation, and the findings were justifiably credible (Carter et al., 2014).

3.5.1 WTC Questionnaire

The first stage of collecting data was through administering WTC questionnaire. It was carried out once to the 34 participants of the study in the class for gaining the overall picture of the reported willingness to communicate in English among the students. Prior to distributing the questionnaire, the researcher conducted the processes of back-to-back translation, expert judgment, and pilot testing. Back-to-back translation was done by using a native English speaker and an Indonesian lecturer who had the knowledge in English Language Education in order to achieve the linguistic equivalence between the two versions. The instrument was validated through conducting the expert judgment to three lecturers. Lastly, the pilot testing was conducted to other students apart from the research participants.

The questionnaire was employed to verify qualitative research findings and not to prove any hypothesis or generalize any finding. The data obtained from the questionnaire was analyzed descriptively with the use of mean and standard deviation to illustrate the general trend of the WTC among the students within the

EFL class environment. Through the questionnaire, there is an understanding of the level of students' WTC and the class scenarios where they tend to communicate or not to communicate. In addition, the questionnaire data contributed to data triangulation by complementing the findings obtained from classroom observations and stimulated recall interviews. Completing the questionnaire took approximately 10 - 20 minutes. The WTC questionnaire consisted of 8 situational classroom-based items adapted from MacIntyre et al., (2001). The items measured students' self-reported willingness to communicate in English across peer interaction. Responses were rated on a five-point Likert scale ranging from 1 (very unwilling) to 5 (very willing).

3.5.2 Classroom Observations

Classroom observation was the second stage of data gathering. Classroom observation was done through three sessions in order to explore the communicative behavior of the students in using peer interaction-based instructional strategies. Different peer interaction based instructional strategies were used in each of the three sessions, which included think-pair-share, jigsaw, and role play. Verbal participation, interaction patterns, responsiveness to peers, and communication involvement or withdrawal of the students were noted. Classroom observation was made through field notes as well as videos of the subjects.

3.5.3 Stimulated Recall Interviews

The next stage of the data collection process was carried out through stimulated recall interviews. These interviews were undertaken with six chosen students who would reveal the communicative actions that took place while participating in class activities. Also, they are considered based on English proficiency. Stimulated recall interviews were held immediately after the classroom session on the same day. These interviews would take around 10-15 minutes each and be done individually. Videos recorded during the observations in class would be analyzed by the researcher and episodes related to communicative actions, such as participation, hesitancy, silence, negotiation, and change in interaction, would be singled out.

Specific video excerpts (around 1–3 minutes each) were played for the participants during the interview session. During the interview, the video was

paused at a pre-determined point so that the participants could speak about their thoughts and feelings at that point in time. Some open questions were asked to encourage reflection; for instance, “What was your thought process at this point in time?”, “Why did you choose to speak out (or be silent) at this point?”, and “How did you feel about the activity?” (Toyoda & Yashima, 2021). Follow-up questions were asked when clarification is needed.

The stimulated recall interviews were not without their problems. First, these interviews occurred during the last hour of English Class. During this time period, some students were not very attentive or engaged and therefore did not answer the interviews in detail. Because of this, in many cases, the researcher did not use video clips as recall aids. The researcher, rather, articulated the classroom contexts to assist the students in trying to recall and reflect on their experiences, as in the example when the students were asked to recall and reflect on why they chose to remain silent when the teacher posed a question to the class. The researcher recorded each of the interviews and transcribed them. The researcher chose to conduct the interviews in the Indonesian language, as the researcher believed the participants would be able to express themselves and their experiences more fully. The researcher chose to translate the interviews from Indonesian to English for the thesis in order to enhance the situational, interpersonal, and affective factors that may have derailed the students' communication in a given learning environment.

3.5.4 Document analysis

The last data collection method was document analysis. Document analysis served as a contextual aid for the observation and interview data. This analysis focused on the lesson plans, the teaching aids, and classroom tasks that were used in the three teaching sessions. This analysis aimed to determine the goals, the proposed interaction structures, and the communicative tasks that were included in the teaching strategies. Document analysis also provided the context for students' verbal communication, in particular, the ways in which the teaching strategies constrained or provided opportunities for students' verbal communication and interaction.

3.5.5 Research Implementation Procedures

The study lasted four weeks according to the school's English lesson schedule, which reportedly is once a week. The activities involved three classroom meetings, which involved providing continuous observation of teaching practices, as well as the students' readiness to communicate across different learning activities. The introduction to the research was conducted during the first week in which the researcher presented the purpose of the research to the participants. This presentation comprised the purposes of the research, types of activities to be done (observation in class, recording, stimulated recall interviews and questionnaire), the period of time, and ethics. Students were informed that their participation will not affect their academic evaluation. The approval procedures were completed prior to data collection.

During the following meeting, a self-reported questionnaire measuring students' willingness to communicate was administered prior the observation. After the administration of the questionnaire, three consecutive weekly meetings were observed. Each meeting was recorded using video to document interactions that occurred spontaneously and naturally within the classroom. Additional notes were recorded to document contextual factors and note strategies and interactions that related to the students' willingness to speak and engage in verbal interactions. Stimulated recall interviews were conducted on the same day to these specific lessons to prevent the decay of the interviewee's memory as much as possible. For the purpose of recalling the communication interactions that occurred, one or two specific students were interviewed. These interviews took about 10 to 15 minutes.

In the last step of the data collection process, summary interpretations were sent to specific participants to allow them to confirm and clarify the information provided. Data collection and analysis of instructional documents was conducted continuously throughout the study period. These documents included lesson plans, teaching materials, and task instructions. These were collected from the observed English teacher during the three-week period. These were analyzed after the main data collection was completed.

3.6 Data analysis

Qualitative Data Analysis

Qualitative data from classroom observations, stimulated recall interviews, and document analysis were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). This method was used because it was appropriate to exploring participants' experiences and perceptions related to peer interaction-based instructional strategies and students' willingness to communicate in EFL classroom.

Tabel 3. 2 Phases of Thematic Analysis. Adapted from Braun & Clark, 2006, p 87

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

That table above is taken from Braun and Clark (2006, p. 87). This analysis commenced with a familiarization process. The researcher read the observation notes, interview transcripts, and the instructional documents in detail multiple times to become familiar with the data. The researcher documented their thoughts to engage with the data. The researcher then began to apply descriptive codes to the data. Each segment of the data was coded for the presence of peer interaction, learning strategies, and communication willingness. Code descriptive segments were reviewed for the entire dataset. Quirkos was used to facilitate the coding.

The next step grouped codes into preliminary categories, searching for patterns in the data. These preliminary themes identified how peer interaction-based instructional strategies were enacted and how they were experienced in the classroom. The revision of the themes involved an evaluation of the fit of the themes to the data, the coding, and the research question. Themes that lacked sufficient data were adjusted, merged, or removed. Defining and naming the themes came after, which ensured the clear identification of the essence of each theme to be analyzed and consistent with the research focus. Finally, there was the reporting of findings, where the themes were integrated into a meaningful analysis, backed up with

excerpts from the observations, stimulated recall, and document data. This phase focused on the link between the learning strategies, the interaction among peers, and the communication willingness of the students.

Quantitative Data Analysis

The quantitative data collected through the WTC questioner were analyzed descriptively, by calculating mean and standard deviation scores. The aim of the descriptive analysis of the quantitative data was to give an overview of the students' willingness to communicate in English in the selected classroom setting. However, the quantitative data did not stand alone during the data analysis stage since it was combined with qualitative data during the data interpretation stage. The integration of the qualitative and quantitative findings took place during the process of interpretation. The results of the questionnaire were compared to the themes drawn from classroom observations, the stimulated recall interview, and document analysis. Thereby, the quantitative results were not self-contained, but acted as an additional element to the qualitative results.

3.7 Trustworthiness

In order to establish the credibility and rigor of methodology of this study, different approaches were used that include credibility, dependability, transferability, and confirmability (Stahl & King, 2020). The credibility of the research was improved by the use of triangulation of methods, which included using multiple qualitative methods of data collection (observations, interviews, and documents) as well as embedding quantitative questionnaires (Lincoln & Guba, 1985). Moreover, the credibility of the results was improved by member checking, which was done by giving the interpretations back to some of the participants in the study.

Dependability was achieved through thorough documentation of research methods, such as field notes and coding processes (Lincoln & Guba, 1985). There were regular meetings with the academic supervisor about the coding process and questioning of the interpretations made. Transferability was assured through thick description of the research setting, instructional practices and interaction patterns in the classroom which made it possible for the reader to assess the transferability of the results into other EFL settings. Confirmability was ensured by making the

interpretations grounded in the data through use of quotations, an audit trail and consideration of researcher's assumptions throughout the analysis process (Lincoln & Guba, 1985).

The researcher was interested in how learning strategies that integrate peer interaction in English can motivate learners to speak in class. Given that this interest could shape data interpretation, the researcher maintained reflexive awareness throughout the research process. To increase the credibility of the findings, triangulation across observations, interviews, document analysis, and questionnaire data, along with member checking, was conducted to minimize personal assumptions.

3.8 Ethical Consideration

The research was carried out following the ethical standards set forth by the Indonesian International Islamic University (UIII). The participants were verbally briefed about the objectives and methodology of the research. The participants were told that they could decide to participate or not, they could withdraw from the research at any stage without any penalty or reason being asked for, and their identity would be kept anonymous throughout the experiment.

In order to collect any data, all participants had to sign their informed consent. Since the participants were below 18 years of age, informed consent was obtained using the appropriate school procedure as per the institutional guidelines for conducting ethically sound research. Parental consent was also obtained for participants under 18 years of age. The confidentiality of all participants was assured by using pseudonyms and removing any identification marks from transcripts and reports. The audio or video recordings obtained from classroom observations and stimulated recall interview were used for the research purpose only.

When doing the interview and stimulus recall, the researcher ensured that maintained professional boundaries to avoid possible imbalances of power as well as ensuring that the participants were at ease when giving their opinions. As stated by Mack et al., (2005), there is close interaction between the researcher and the participant when undertaking qualitative research. Thus, the researcher strived to avoid any influence of the participant's response beyond the the research.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, the research provides a thorough description of the findings regarding the influence of interaction-based instructional strategies on students' willingness to communicate in EFL classrooms. This chapter examines the influence of instructional strategies and peer interaction on the engagement of students in the communication of the English language during the classroom activities. This also describes the supporting and hindering factors of the peer interaction instructional strategies that are intended to increase the willingness to communicate. This chapter also describes the quantitative findings on students' willingness to communicate.

4.1 Participants' Profile

4.1.1 Demographic Information

There were 34 students in the target EFL classroom in senior high school. Each student filled out the questionnaire. Selected students also participated in classroom observations and semi-structured interviews. Participants were in the same class in the same teaching and learning context and created the same bounded case for communicating in English.

4.1.2 Students' WTC Profile

In this study, to give context, a willingness to communicate (WTC) questionnaire was distributed to all students. The descriptive statistics of students' willingness to communicate (WTC) are shown in Table 4.1.

Tabel 4. 1 General Description of The WTC Students

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
WTC Siswa	34	10	36	24.41	5.372
Valid N (listwise)	34				

A total of 34 students participated in the questionnaire, and all responses were valid for analysis. The minimum and maximum scores in this case were 10 and 36, respectively. Considering that the survey had 8 questions, and the total possible score ranged from 8 to 40, it can be argued that students had different levels of willingness to communicate in English. No survey respondent scored either the

theoretical minimum (8) or the theoretical maximum (40). The average score in this case was 24.41. To facilitate interpretation using the five-point Likert scale, the mean score was converted into an item mean of 3.05.

To get an item mean, the overall mean score was converted to an item mean by dividing the total mean score by the number of questionnaire items. Since the WTC questionnaire consists of eight items, the overall mean score of 24.41 was divided by eight, resulting in an item mean of 3.05 ($24.41 \div 8 = 3.05$). Because 3.05 is in the range of 2.61–3.40, the interpretation is moderate WTC. Therefore, the researcher can use the following categories

Tabel 4. 2 Conversion of the Mean WTC Score into an Item Mean

Item Mean	Interpretation
1.00–1.80	Very Low
1.81–2.60	Low
2.61–3.40	Moderate
3.41–4.20	High
4.21–5.00	Very High

According to the criteria of interpreting the results, the score is placed in the moderate category. The score means that the students were moderately willing to communicate in English. It means that despite the fact that the students had a tendency to communicate, the willingness was still at the moderate level and had not achieved the high level. The value of standard deviation equal to 5.372 indicates that the students had different WTC scores. It means that not all of the students had the same willingness to communicate.

Tabel 4. 3 Mean and Standard Deviation Each Item

		Statistics							
		ITEM_1	ITEM_2	ITEM_3	ITEM_4	ITEM_5	ITEM_6	ITEM_7	ITEM_8
N	Valid	34	34	34	34	34	34	34	34
	Missing	0	0	0	0	0	0	0	0
Mean		2.76	3.09	2.94	3.38	2.76	3.15	2.91	3.41
Std. Deviation		.819	.866	.736	1.015	1.046	.958	.996	.892
Minimum		1	1	1	1	1	1	1	1
Maximum		4	5	4	5	5	5	5	5

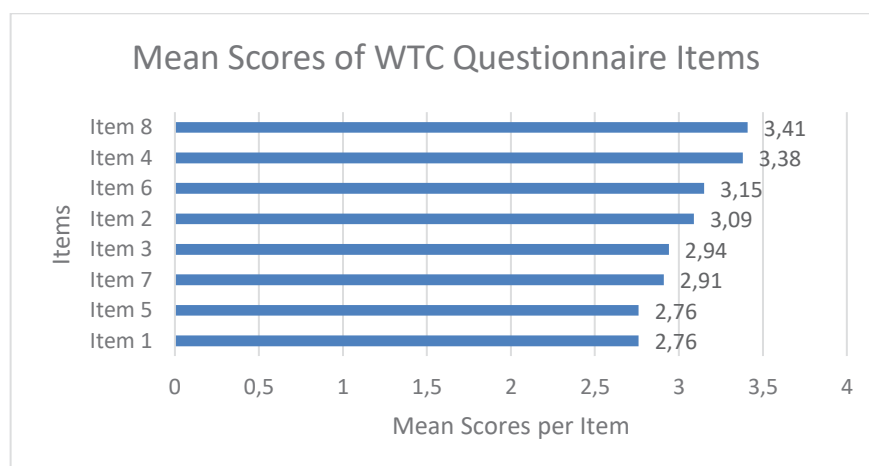
Among all items, item 8 obtained the highest mean score ($M = 3.41$, $SD = 0.89$). This item asked students about their willingness to participate in English

classroom games involving interaction with peers. The second-highest mean score was found in Item 4 ($M = 3.38$, $SD = 1.02$), which measured students' willingness to ask the teacher for clarification when they did not understand a task. Similarly, Item 6 ($M = 3.15$, $SD = 0.96$), concerning participation in role-play activities, and Item 2 ($M = 3.09$, $SD = 0.87$), concerning asking the teacher about homework or assignments, also received relatively high scores. These results indicate that students were more willing to communicate when the interaction had a clear academic goal or was part of a structured classroom activity.

The lowest mean scores were for Item 1 ($M = 2.76$, $SD = 0.82$), Item 5 ($M = 2.76$, $SD = 1.05$), and Item 7 ($M = 2.91$, $SD = 0.96$). Item 1 was about being willing to speak in a small group, while Item 5 was about talking to friends in English during class breaks. Item 7 was about giving a class presentation. Overall, the results show a preference against typical spontaneous and/or casual communication. Item 3 ($M = 2.94$, $SD = 0.74$), which also reflected a situation of speaking to someone who is not a close friend, had a low score and reflected the impact of communication partner familiarity on willingness to communicate.

Figure 4.1 presents the mean scores per questionnaire item. Based on the data, the majority of questionnaire items lie within the moderate range, with one item falling within the high range.

Figure 4. 1 Mean Scores of WTC Questionnaire Items



Relatively higher mean scores were observed in activities such as participating in English classroom games, asking the teacher for clarification, participating in role-play activities, and asking questions about homework or

classroom assignments. In contrast, lower mean scores were observed in situations involving small-group discussions, interacting with less familiar peers, explaining activity rules in front of the class, and chatting with friends in English before class. Based on this data, it can be concluded that students have a moderate willingness to communicate in English. This willingness, however, is higher when the communication is through fun and interactive activities. On the other hand, willingness is lower in spontaneous social communication and when communicating with less familiar peers.

4.2 Results

4.2.1 The Influence of Peer Communication on Students' WTC

4.2.1.1 Familiarity with Peers Encourages Students' WTC

The research indicated that students are more willing to communicate in English when they are paired with familiar peers, and more specifically, when communicating with close friends or deskmates. More than simply a preference for familiar classmates, students thought these friendships created a comfortable and rewarding communication environment and therefore more likely to promote active communication enterprise in the class. There was interview evidence in support of this. The majority of interviewees said they preferred to communicate in English when they were in a group with students that they knew. Students said that this comfort is found in the knowledge of and a communicative and relational style that is similar and has been long established. The familiarity with peers is associated with reduced levels of anxiety and uncertainty in the communicative and interactive activities of the classroom.

The students described their preference for working with familiar peers particularly their deskmate. Student 6 explained that he or she preferred with deskmate because "we are already more familiar" (Student 6, April 28, 2026). Student 3 also said that "prefer a deskmate because they are on the same frequency" (Student 3, May 5, 2026). Similarly, student 4 said that "my deskmate is definitely comfortable. Because we've been interacting together for a long time" (Student 4, May 5, 2026). These findings suggest that the presence of peer and, in addition, the presence of students who know each other well, creates a psychologically comfortable situation for much larger number of students. The interview findings were further

corroborated by observations in class.

Students seemed to be more actively involved in peer interaction activities with those they knew well. In pair work, students took an active part in conversations, felt free to exchange ideas, and had fewer problems when asking their partners about something. For instance, in implementing the Think-Pair-Share strategy, students seemed to be excited when they were supposed to have a conversation with their peers who sat next to them. It was easier for them to interact because they already knew each other and did not need any extra time to establish the relationship.

Document analysis served as further evidence to support these findings as well. As shown in appendix 13, the lesson plan comprised various activities in which students had to do pair work and discuss the materials. In this appendix 13 also included several activities that provided opportunities for students to interact with their peers during classroom tasks. Thus, these activities provided opportunities for students to interact with their peers while communicating. In general, the findings of the interview, observation, and document analysis suggest that the presence of familiar students may contribute to students' willingness to communicate. The findings also indicate that familiar students may help create a psychologically comfortable situation for students.

4.2.1.2 Peer Support Enhances Students to Communicate

Another aspect of this research is the role of peer support for increasing motivation and participation among students. According to the interview findings, the presence of peer support also positively helps the improvement of participation and support among students. It was found that students were more inclined to participate when supported and assisted by their peers. For example, one student said that she became more active in participating because her friend answered the question asked by the teacher, thus making her think that "it makes me want to speak up to answer the question too" (Student 6, April 28, 2026). Also, another student emphasized the importance of having help from peers, as "because there are friends who help" (Student 3, May 5, 2026). Thus, it can be concluded that peer support helped as a motivating factor and as a supportive factor.

The findings of the interviews were further validated through the classroom

observations. While engaged in classroom activities, some students who possessed better English skills usually helped their fellow students by clarifying meanings of the words and showing them the right pronunciations. One of the examples as shown in the meeting 3, the teacher gave students assignment in the class to change some adjectives into superlative and comparative. During do the assignment, there was student call her friend. He said, “hey, what is the translation of tall?”. Then her friend said, “tall is *tinggi*”. Likewise, while conducting role plays, the students cooperated in making sentences for their assignments. When they negotiated ideas and discussed, students engaged in frequent communication with their peers.

Further, the findings indicated that the students who were hesitant to seek help from the teacher preferred to turn to their peers for the needed information. This is how students learned to use their peers to support their comprehension of the material and to practice their own opinions before the actual presentation. Although the instructional materials did not cite peer support, the interactions within the class showed the existence of peer support. Supportive peer interaction was associated with motivation and confidence to active participation in the English communication activities.

4.2.1.3 Peer Communication as a Trigger for WTC

The study discovered that peer communication could encourage students to use English. One student claimed that she was encouraged to speak when she had the opportunity to assess, explain, or answer her peers. During the interview, she stated:

When my friend says something, Miss, I usually think about whether what she said is true or not. If there is something that needs correction, that is what makes me speak up. But if I don't think it is worth correcting, I will choose to remain silent. (Student 1, May 12, 2026)

This exemplifies the influence that instructional activities have on students' willingness to communicate. When students communicated with each other, the communication opened the floor for students to express their thoughts and ideas. According to the study, the student was more inclined to speak when her peers' responses were either incorrect, insufficient, or not fully explained. However, when she believed her peers had adequately answered the question, she was not motivated

to respond. When students assess and interpret peer responses, they appeared more willing to communicate when they believed their contributions were needed and could add to the discussion.

Evidence from classroom observations supported this. In one lesson, there is a student went to the teacher and asked to clarify her group's work. This is an observation excerpt from Meeting 1. Students said that "Miss, why are my group's answers not on the board?". The teacher answered the question that "Because your group's answer represents one of the answers on the board". This excerpt indicates that the student was willing to approach the teacher to get the clarifying information when she faced difficulties in the overall process of her learning. No information was found in the instructional documents that matched this excerpt. However, the interview and observation indicated the same information with consistency.

Upon review of this information, the data shows that communication with peers had a great impact on willingness to communicate. Experiences with peers fostered opportunities for students to express concerns, provide clarifications, and negotiate the meaning of content that led them to participate in discourse to communicate within the classroom. Students tended to communicate during the class and offered suggestions when they found an opportunity to do so.

4.2.2 The Influence of Instructional Strategies and Classroom Delivery on Students' WTC

4.2.2.1 Peer and Group Discussion Promotes Active Communication

This study determined that engagement in peer or group discussions created opportunities for students to use English more frequently. As such, interview participants indicated that engagement in learning through collaboration, including peer discussions, group discussions, peer talking, and role playing, was more fun and provoked them to become more active participants in classroom discussions. Students felt that collaborating with classmates was less stressful and more comfortable than speaking individually, which made the students more confident to speak and express their thoughts and opinions.

Below are some of the views held by students concerning collaborative learning strategies. A particular student indicated that "discussions in groups and presentations in small groups can boost my motivation to talk. I will feel more

confident to express my ideas in a more relaxed environment” (Student 2, May 12, 2026). Another student felt that “learning that involves collaboration with peers, such as pair or small group discussions. I think this method makes learning more exciting and less boring” (Student 6, April 28, 2026). A particular student indicated that “discussions in groups, pair dialogues, discussions or role plays. I become more comfortable to speak in a more relaxed environment, Miss” (Student 1, May 12, 2026).

The above statements indicate that the use of collaborative activities helped create a conducive communication environment where the students felt less stressed when speaking English. Collaboration with other students seemed to make the students feel less anxious and more confident. It was easier for the students to engage in class because rather than doing alone before the whole class, they negotiated together and exchanged ideas with each other.

These findings from the interviews were supplemented with results from classroom observations. In the process of implementing the Think-Pair-Share technique, students engaged in a discussion regarding the given assignments with each other in pairs or groups. It seemed that students became more willing to start communicating, asking questions, and sharing ideas during group interactions. These interactions took place spontaneously, since students engaged in the discussion without any pressure or hesitation. In a similar way, during role play assignments, students showed enthusiasm and involvement during the class.

Students were provided with the opportunity to express their views, which furthered their engagement and willing participation in the activity. The document analysis was consistent with these findings. The lesson plan included activities aimed at speaking and collaborating, as a means of promoting collaborative learning, where learners learn from each other. As shown in the appendix 14, it can be inferred that there was an intentional creation of opportunities for peer interaction to promote students’ communication. Finally, from the results, it can be indicated that communicating with the classmates and working in groups was helpful to the students since they enabled the students to talk with ease since they created a conducive atmosphere for learning.

4.2.2.2 Teacher Support and Positive Feedback Increase WTC

It is evident from this research that support from teacher and positive feedback had influence on the willingness of students to communicate in English. According to interview results, students felt more motivated to talk in English when the teaching process created an atmosphere of comfort, acceptance, and encouragement. Participants noted that they felt more confident to engage when there was a pleasant atmosphere around. One participant noted that “comfortable atmosphere and support from teachers. I am more confident to speak and ask questions in class” (Student 4, May 5, 2026). At the same time, another participant stressed that teacher’s encouragement was related to the opportunities offered by the teachers that “giving each student the opportunity to express their opinion” (Student 4, May 5, 2026). At the same time, one participant pointed out teacher’s personality as the factor contributing to student engagement that “the teacher is fun and easy to joke with, not too serious” (Student 3, May 5, 2026).

According to students, supportive teacher is someone who create psychologically secure classroom setting where they feel free to share their ideas and raise questions. When students see their teacher as accessible and encouraging, they tend to be not afraid of making mistakes and participate in the process of classroom communication. The results of the interviews were confirmed during classroom observations. During the classroom observations, the teacher asks the students to ask questions and get clarifications whenever needed. This is as depicted in meeting 1 when teacher finished explaining the assignment of the starting, continuing, and ending a transactional conversation. The teacher asked, “Is there anything you don't understand from my explanation? What about the boys, do you understand?” while visiting the seats in the boys' section and give explanation. After, giving the explanation, a female student asked, “Miss, how do I answer this, do I underline or circle?”. The teacher answered, “You can underline it below the correct answer”. After that, the teacher give clarification to the girls’ students.

Unlike waiting for the interaction of students, the teacher approached students for checking their comprehension and giving some help. Many students were ready to ask questions when approached individually by their teacher but not in front of the whole class. Therefore, those students who had been shy of speaking

began to be more ready for interacting with the teacher. Furthermore, the teacher often gave corrective feedback and appreciation in class activities. This can be seen from observation at the meeting 2 when the teacher explained about procedure text. The teacher gave examples to students to identify language features from the procedure text sentences. The teacher asked the students, “Is the word weekday in this sentence an adverb of time or an adverb of manner?”. Then, the students answered, “time”. Then the teacher asked again, “Why?”. The students answered, “Because it refers to time”. After that, the teacher said “Good job” to all the students. This feedback appeared to encourage students' participation because it allowed them to feel appreciated and supported. Overall, it can be seen from the findings that teacher support and positive feedback encouraged students' willingness to communicate by creating a friendly and encouraging environment.

4.2.2.3 Instruction and Task Support Facilities Communication

This study discovered that instruction and task support encourage willingness to communicate of the learners. During the interview, the learners mentioned that they were willing to engage in classroom activities when there was sufficient instruction from the teacher, the assigned tasks seemed manageable and the presence of supporting material. One learner mentioned that “the first task because it is easier to speak” (Student 6, April 28, 2026). Another learner explained that “first, because? Because there's something to see” (Student 5, May 5, 2026). The comments imply that the learners were more willing to communicate when the tasks simplified the process of speaking in English. Apparently, the learners did not experience any anxiety regarding communication when the tasks were easy, and the supporting materials assisted them in generating ideas to communicate.

The results of the interviews were corroborated through the classroom observations. Prior to conducting any classroom activity, the teacher always provided instructions on how the task should be done. While doing classroom activities, the teacher clearly explained the criteria of the tasks to make sure that the students know what is expected of them. Like in the meeting 1, after the teacher spread the worksheet about transactional conversation for every group, she explained how to do the assignment. Teacher said, "How does it work? So, look at example number one, the sentence "Hi, keeping busy?" Well, the correct answer is

underlined, which is starting. Then, for the second sentence, you choose whether the sentence is starting, continuing, or ending. So, the correct answer is underlined. Understood?". Students said, "Yes, Miss". This instructional strategy seemed to eliminate uncertainties among the students and make them more ready for classroom communication.

Analysis of documents was also consistent with the findings. The lesson plan included detailed guidelines and examples meant to encourage learner participant during the lesson, as illustrated appendix 15. The support within the lesson plan demonstrates that opportunities for communication were intentionally scaffolded to help students understand task expectations and participate more effectively in communicative activities. From the findings above, it can be seen that support in instruction and tasks appeared to engage in communication through lowering uncertainty, provision of guidance, and simplification of communication tasks. When the students understood the task requirements and had supporting material, they felt ready to engage in communication activities.

4.2.3 Supporting Factors in Peer Interaction-Based Instructional Strategies

4.2.3.1 Confidence and Perceived Willingness to Communicate

This study supported that self-confidence served as a supporting factor in peer interaction. The interviews showed that all of the participants viewed themselves as being able to communicate in English under some conditions. Participants' self-confidence was linked to factors including topic knowledge, having the right answer, perception of language competence, and feeling comfortable while interacting in class. Some participants noted that they felt confident about communication when they knew the topic or were sure that they had the right answer. One participant stated that "be confident, if it is already known." (Student 3, May 5, 2026). Another participant added that "when I decided to speak, I thought I could answer the question" (Student 6, April 28, 2026). The third student linked her confidence to her English language skills saying that "my ability in English language is quite good because I am confident in myself" (Student 1, May 12, 2026).

Such statements imply that confidence was a situational factor affected by how the students perceived themselves and were certain about their knowledge and

competence to communicate in class. The participants felt more confident in contributing to class discourse whenever they felt that they had enough knowledge or language to do so. Some of the participants pointed out that confidence could be related to the feelings of comfort that they experienced within the classroom setting.

The evidence from classroom observation also confirms the outcome from the interview. Several students offered to volunteer to give an answer in various peer interaction activities by raising their hands. Some other students, however, chose to speak only after being asked directly by the teacher to do so. These two activities recorded in the meeting 1 when the teacher taught about the expressions for starting, continuing and ending a transactional conversation. The teacher said, “Who wants to say and translate the expression of continuing?”. The student said, “Me, Miss. Before I forget, I wanted to talk to you about... the meaning is *sebelum saya lupa, saya ingin berbicara kepada mu tentang...*”. Students continued to volunteer these phrases until no one raises their hand. Since some phrases have not been said yet, the teacher then invites students who have not spoken to speak the remaining phrases. These responses showed that confidence helped to encourage the involvement of students in classroom interactions because they were able to feel more comfortable to share their ideas in English. From the observations, it could be said that confidence appeared to influence the ability of students to communicate in the classroom during peer interaction activities.

4.2.3.2 Motivation and Interest in Learning English

From this study, it was identified that the motivation and interest of students in learning English were support factors within peer-interaction based instructional strategies. From interviews conducted, those students who liked learning English and had an inclination to develop themselves in English were able to participate in class communication. As they were motivated towards English, they were active in participating in learning process and utilizing the opportunity of communicating with their peers and teachers. One of the students said, “English is fun” (Student 5, May 5, 2026). Another respondent said, “What makes me want to speak in class is when my favorite subjects come up, like English” (Student 3, May 5, 2026).

These statements imply that students’ fondness of English created positive attitudes towards classroom learning. Because students liked the subject, they

appeared to be more enthusiastic about sharing in English classroom. Besides interests in the subject, students were also motivated to improve their English language skills. One participant stated that “I want to learn English further so I can speak English” (Student 2, May 12, 2026). Another student explained that

I believe that if we do not express things directly, if we do not have the courage to express them, it will only make things more difficult in the future. Therefore, I prefer to speak up and never remain silent during English class. (Student 1, May 12, 2026)

These statements indicate that students’ willingness to communicate was also driven by their goal to develop English proficiency and actively participate in the learning process. By having the goal, the students have different point of view about communication. They can use the opportunity to practice English and improve language skills. Findings from the interviews were confirmed by classroom observations. Those learners who showed signs of motivation and interest in the subject of English appeared to be more active participants in learning processes. This can be seen in the appendix 16, their attentiveness in listening to the teacher, their eagerness in answering the teacher’s questions, asking and clarifying questions upon difficulties of comprehension.

Interest and motivation made students more active in their interaction with their classmates in classroom activities. In general, the findings show that motivation and interest in learning English promoted willingness to communicate. Students who enjoyed learning English and were motivated to improve their language skills were more likely to communicate with peers and teachers during instructional activities.

4.2.4 Hindering Factors in Peer Interaction-Based Instructional Strategies

4.2.4.1 Psychological Barriers to Communication

It was reported in the interviews that some students experienced some self-doubt, fear of making mistakes, nervousness, shyness, and fear of being evaluated negatively by peers. These communication barriers all inhibited students’ communication during classroom activities. One student explained that “Sometimes not sure of the answer itself” (Student 6, April 28, 2026). Another participant stated that “I sometimes feel less confident speaking in front of many people. I hesitate to

express my opinion” (Student 2, May 12, 2026). Another student said that “sometimes I still feel a little nervous to ask or answer questions in front of the class” (Student 4, May 5, 2026).

Similarly, several students expressed concerns about making mistakes when speaking English that “sometimes I'm afraid of making mistakes when pronouncing or constructing sentences in English” (Student 6, April 28, 2026). One student remarked, “But I am afraid that the answer I provided is not completely accurate either” (Student 2, May 12, 2026). Thus, the above-mentioned student comments revealed that the lack of self-confidence on the part of students was closely associated with emotional concerns with making mistakes and negative evaluation from others. If students lacked confidence in their knowledge or were afraid of giving incorrect answers, they tended to be reluctant to communicate in a classroom setting.

The classroom observation further substantiated the results. In the question-and-answer sessions, many students kept quiet despite the opportunity to contribute. Even when the teacher encouraged students to answer the question and gave extra help, most students were reluctant to give answers or prefer to talk privately like in the appendix 17. In general, the result suggests that psychological barriers impeded students from communicating by increasing self-doubt, anxiety, and fear of negative evaluation.

4.2.4.2 Knowledge-Related Factors

English knowledge barriers made students feel unwilling to communicate during peer interaction-based instructional strategies. According to the results obtained through the interview, students usually were not willing to get involved when they did not have the required linguistic knowledge to convey their thoughts. Vocabulary knowledge, sentence construction, and English expressions were the difficult aspects that prevented students from participating in communication processes inside the classroom. As one of the students said that “I don't know what that means in English, I'm lazy to speak it” (Student 2, May 12, 2026). Another student mentioned that “Vocabulary is poorly understood, how to construct sentences is unknown” (Student 2, May 12, 2026). Another student added that “If I do not know, I keep quiet” (Student 6, April 28, 2026).

From these statements, it can conclude that less knowledge of English affected students' confidence in their communication abilities and narrowed down their opportunities for active participation in class activities. Students keep silent since they are unable to understand the vocabulary, create sentences, and convey the meaning they want to deliver. Interview results were confirmed with observations conducted in the classroom environment. Students asked their peers with a good knowledge of English to help them during class activities whenever they came across new vocabulary or phrases. Sometimes, students directly asked their teachers about something they did not know in English. However, they reported that they experienced some difficulties in communicating using the English language. This explains why some students began to code switch by using Indonesian to communicate. These activities can be seen in the appendix 18.

Overall, the findings indicate that knowledge-related factors hindered students' willingness to communicate by limiting their ability to understand, formulate, and express ideas in English. When students perceived their linguistic resources as insufficient, they became more likely to avoid participation and remain silent during classroom.

4.3 Research Discussion

4.3.1 The Influence of Peer Communication on Students' WTC

4.3.1.1 Familiarity with Peers Encourages Student's WTC

Based on the findings, interactions with close friends made students feel comfortable enough to express their opinions and, consequently, increased their participation. This finding is also supported in Shaffer's (2021) report in which students were more participative during peer-led activities than teacher-led activities. Moreover, it shows that peer interaction provides a more comfortable communicative context for students. Interview participants stated that they preferred to communicate with people who they were familiar with, and this was due to the fact that they had a similar background and the members of the pair or group were familiar with each other. This correlates with Lee and Hsieh's (2019) findings, which state that students are more willing to communicate with the people they are familiar with.

Classroom observations showed that students did not require a long

adjustment period when engaging in peer discussions, as they were already familiar with their classmate. As a result, peer interactions were more natural and interactive. This pattern was also reflected in the questionnaire responses, which indicated that students were less willing to communicate with unfamiliar peers. Such interaction might make the students feel emotionally safe, and hence participate actively in the communication process. Similarly, according to Yu (2015), the stress levels of students were lower when communicating with peers whose WTC was the same as that of the students.

In addition to this, Kang (2005) also pointed out that unfamiliar interlocutors tend to increase feelings of insecurity on the part of learners who consequently hesitate to use English as a means of communication. Likewise, Syed and Kuzborska (2018) noted that learners tended to participate in L2 conversations with peers that they already knew. Generally, all the data indicate that peers' familiarity contributes to promote communication. Familiar peers seem to provide a psychologically safe context where students do not worry about making linguistic errors and being criticized by others. Likewise, Yashima et al. (2004) maintained that positive interpersonal relations among learners are beneficial for WTC.

This research can also be understood through the lens of Sociocultural Theory by Vygotsky that highlights the essential need for social interactions in the process of learning (Vygotsky, 1978). Peers that are already known to the students can become social partners, who would enable productive interactions and collaboration (Negueruela-Azarola & García, 2016). Students can share their thoughts and meanings with the help of peers that are familiar to them (Kos, 2023). In addition to this, it supports the findings of Lubis et al. (2024), who state that students are able to overcome anxiety and shyness in speaking English as a result of familiarity and having a constant relationship with their peers. Familiar peers offer the motivation for students to participate in English communication, therefore, the creation of friendships among peers may help create classroom activities.

4.3.1.2 Peer Support Enhances Students' Willingness to Communicate

Results indicated that peer support contributed to the willingness to communicate in EFL classrooms. Varied forms of support, including encouragement, assistance, and motivation encouraged students to participate in

English classroom. According to the interview participants, they helped each other in class activities, thus forming a positive and supportive learning atmosphere. This has also been corroborated by Marshalina (2025), who claims that the willingness to communicate is triggered by the emotional security of the students, coupled with peer support in the learning activities. Also, Wen & Clément (2003) indicated that strong group cohesiveness promotes engagement and reduces anxiety, thereby creating conditions that support willingness to communicate.

Classroom observations showed students helping one another during the learning process. Students worked together to accomplish tasks, shared thoughts, and helped their peers when they were stuck. These findings were consistent with Murphey and Arao (2001), who stated that peers can influence and help one another during the learning process. Further, Mellanby et al. (2000) argued that peer support can be more efficacious than teacher and other expert support. This is because students with similar learning experiences can relate to each other's support. Although no substantial evidence regarding peer support emerged from the lesson plans and questionnaire data, both interview and observation findings consistently indicated that peer support enhanced students' willingness to communicate.

Peer support also provides emotional and academic scaffolding. Emotionally, supportive peers help students feel accepted, appreciated, and comfortable sharing their ideas. Ducker (2021) highlighted that peer support can take several forms such as effective communication, positive feedback, personal affirmation, and feeling safe to interact. This research also recorded that students supported one another within a learning process and created a supportive learning environment. From an academic perspective, peers can provide support through verbal assistance, clarification, and collaboration to help communicate and overcome challenges (Masuda et al., 2021). This is in line with Nhan (2024), who stated that learning is developed through social interaction and support. According to the findings of Xie (2011), peer support within small groups increased students' communication since hearing the opinions of peers motivated them to speak as well.

Providing this type of support seems to reduce anxiety related to interpersonal communication and increase students' engagement in English communication. Matuzas (2021) found that support from classmates was beneficial

to learners who experienced language anxiety and provided opportunities to practice speaking. Thus, support from peers reduces barriers related to anxiety expressed toward communication and promotes engagement in communication, particularly in English. These findings illustrate that fostering positive, supportive relationships may help students complete the classroom tasks, and if the aim is to increase the willingness of students to verbalize and participate, it can begin with support from peers.

4.3.1.3 Peer Communication as a Trigger for WTC

The findings revealed that communication from classmates could act as motivation for students to be ready to communicate in the EFL classroom. The students mentioned that the desire to express and respond to the comments of their classmates was rational for their motivation to communicate. The students felt that their contribution was important for providing helpful clarification or for answering the question. They remained silent when they saw that their peers had completed their statements correctly. This aligns with the assertions made by Hosseini and Mohamadi (2015) that interactional feedback is vital for second language learners because it encourages learners to notice linguistic forms and engage actively in communication.

The students in the class took it upon themselves to establish interaction when they felt the need to seek clarification from their peers or even from the teacher. This finding suggests that students' willingness to communicate emerged when they perceived a communicative need within the ongoing classroom interaction. Consistent with this finding, Lubis et al. (2024) found that receiving responsive comments and feedback from peers encouraged students to speak more actively in English. Rather than speaking merely for the participation, students appeared to communicate when they believed their ideas, corrections, or clarifications were meaningful and necessary. This highlights that willingness to communicate was shaped not only by interpersonal factors but also by students' perceptions of the relevance and usefulness of their contributions within the learning process.

In this finding, the students' trigger to communicate when providing clarification, correction, or feedback suggests that communication served as

constructing understanding rather than only exchanging information (Nhan, 2024). Social interaction between peers involved in the process of meaning negotiation and collaborative problem solving, which is an integral part of the sociocultural theory (Nhan, 2024). The social mediation process contributed not only to the learning process of students, but also provided a communicative atmosphere conducive to the process of communication. As students were actively interacting with each other, they seemed to be sure of themselves when expressing their opinions in the classroom discussion (Nhan, 2024). Moreover, according to Wen and Clément (2003), there is evidence that the expectation of positive evaluation contributes to the willingness to communicate.

From the above discussion, it can be seen that the current research contributes to the knowledge on WTC by showing how the perception of communication necessity motivates student communication. It can be seen that the students did not feel like communicating just because the chance to speak was provided, but instead, the perception of need motivated their willingness to speak.

4.3.2 The Influence of Instructional Strategies and Classroom Delivery on Students' WTC

4.3.2.1 Peer and Group Discussion Promotes Active Communication

These results showed that discussion among peers and in groups stimulated the active participation of the students in class interaction. Collaboration seemed to stimulate the students to engage themselves in the process of classroom interactions because of the creation of opportunity for exchanging ideas, working collectively, and assisting each other. The above statement seems to be in agreement with the statement presented by Weda et al. (2024) who have noted that teamwork stimulates the students to participate actively in the process of learning, contribute their ideas, and work collectively in the classroom.

The interviewees noted that collaborative learning led to a more interactive learning environment since the learners were able to express themselves freely without any pressure. In the same vein, Vongsila & Reinders (2016) have shown that learners feel free to express ideas and interact in the process of discussion. The discussions carried out by the peers and groups provide collaborative interaction of learners which may be viewed from the perspective of Sociocultural Theory (Nhan,

2024). In this interaction, the students share ideas and also listen to the viewpoints of other students. This is what can be viewed as social mediation.

The classroom observation revealed that students were engaged in an interaction with other students during the discussion. They listened to their fellow students' opinions and shared their views while offering help if necessary. The current findings are consistent with what Cao (2011) reported in his work where he stated that small group discussion is a safer way for the students to state their opinions and answers to the questions without being afraid of making any mistakes in front of the whole class. Shaffer (2021) found that peer-led discussions reduce the perceived risks associated with speaking, thereby encouraging more active participation. These studies support the notion that students are more willing to communicate when they perceive the interactional environment as supportive and non-threatening. The presence of a lesson plan indicates that class discussions were an element of classroom activities to enhance communication through collaborative interactions and engagement.

Although interview, observation data and lesson plan suggested that peer discussion supported communication, questionnaire results indicated low willingness to communicate in small-group discussions. This discrepancy may suggest that students perceived group discussions differently depending on the task structure, group composition, or communicative demand. This is in line with Matuzas (2021), who argued that assignments that are too simple or too difficult may hinder students' participation. Furthermore, Pawlak and Wiertelak (2015) suggested that group composition needs careful attention because more proficient students may sometimes dominate the interaction, thereby reducing other students' willingness to participate.

One possible explanation for this finding is that peer and group discussions create a psychologically safe environment that reduces students' fear of making mistakes. Within smaller discussion groups, students appear to experience less social pressure than in whole-class interactions, allowing them to express their ideas more confidently. In addition, collaborative activities provide students with more opportunities to participate actively, exchange perspectives, and receive support from their peers. Furthermore, Marshalina (2025) identified group discussion as

one of the classroom activities that effectively enhances students' willingness to communicate. The same trend was observed in the current study where the students characterized the collaborative activities as interactive, fun, and stress-free.

According to the analysis, the current results contribute to the knowledge of WTC by highlighting that peer and group discussions promote communication through multiple interrelated processes. Collaboration in class does not only give students the chance to speak but also makes them feel safe, encourage peer support, and facilitate meaningful interaction. Therefore, collaboration may play a role in the process of developing students' WTC in EFL classes.

4.3.2.2 Teacher Support and Positive Feedback Increase WTC

The findings indicated that teacher support and constructive feedback encouraged the students' willingness to communicate in the EFL classroom. Since students perceived the teacher as being cooperative, approachable, and willing to assist, the anxiety that students experience in a communication-based task appeared to reduce. The interview participants stated that the class was more enjoyable and were willing to offer their views and respond to the teacher and to their colleagues. This is in agreement with Borasheva (2024), who stated that teacher support improves communication skills and the readiness to communicate. Additionally, Zhong (2013) stated that to improve the confidence and communication skills of learners, a teacher should demonstrate care and support.

The observations conducted in classrooms revealed that the teacher usually approached students personally while helping them. This seemed to reduce students' anxiety about communicating publicly and prompted them to ask for clarifications. Besides, students also reported that positive feedback helped reduce anxiety in class and made them feel comfort of communication. The results of the present study correlate with those of Nainggolan and Hanifah (2021), who have found that students are willing to take part in the class activities if the teacher provides sufficient help and guidance to them. According to Marshalina (2025), students are more ready to communicate in class if teachers are friendly, approachable, and tolerant of mistakes students make. Thus, it can be concluded that students are willing to communicate in class if they see the teachers as their helpers rather than evaluators.

The observation and interview results were also confirmed by the data obtained from the questionnaire. The students more willing to communicate in situations when they asked the teacher questions regarding their homework or class assignments and when they asked for clarification on issues they did not understand. In this context, teacher function as more knowledgeable others who provide scaffolding through guidance, feedback, and emotional support. The teacher's supportive facilitates social mediation, enabling students to participate more confident in classroom communication (Vygotsky, 1978).

Another reason for such an outcome might be that the support from the teacher and positive feedback help create a psychologically safe learning environment. When the students find their teacher accessible and non-critical, then the students appeared more inclined to take communicative risks and engage in classroom communication. Positive feedback also served as reinforcement of this process, as it reduced the fear of mistakes and makes the students more confident in their speaking ability. According to Wen & Clément (2003), teachers' attitude, immediacy, involvement and teaching techniques can be motivational or demotivating factors for WTC.

Moreover, according to Kurniawan et al. (2018), teacher was one of the key elements that helped in establishing classroom atmosphere conducive to communication in a second language. The results show that teacher's behavior that is warm and relaxed allows for easy interaction among students and facilitates communication. Thus, the current research contributes to the knowledge about WTC by highlighting that teacher support and positive feedback play a role in communication both in terms of practical help and emotional reassurance. It seems that the students in this study were more willing to communicate because they were made to feel supported and accepted and had less fear of being negatively evaluated.

4.3.2.3 Instruction and Task Support Facilitate Communication

From the results, students perceived that the provision of instructional and task support in making the learners more willing to communicate because it helps the learners know what they are expected to do and say in the process of classroom activities. It seems that proper instructions and tasks, as well as learning support, made the students more willing to be part of the communication activity. The results

are supported by the assertion by Darasawang & Reinders (2021) that task allocation makes the students more willing to communicate by increasing their sense of involvement and motivation.

According to interviews, the use of learning material, clear instructions, and manageable tasks made participants feel prepared for participating in speaking tasks. In the same way, Matuzas (2021) highlighted the role of instructions and patience from the teacher can overcome the emotional and psychological barriers to communication of the students. From the classroom observation, students appeared to be more involved where teachers clearly communicated their lesson goals, explained tasks, and gave explicit instructions. The same way, MacIntyre et al. (2011) and Zarrinnabadi & Haidary (2014) noted familiarity of topic and manageability of task as contextual factors affecting willingness to communicate. This idea was supported by the analysis of the lesson plans, which had written instructions in an effort to help the students better understand the various activities.

The questionnaire results suggest that students were more willing to communicate when tasks provided a clear structure and communicative objective such as role play and games. These activities allow students to reduce uncertainty about what to say and how to participate. This finding consistent with Matuzas (2021), who found that learners demonstrated higher WTC during structured speaking activities that provided clear expectations and linguistic support. Similarly, Liu and Zhu (2021) argued that students are more likely to engage in communication when learning tasks offer sufficient support, attainable goals, and clear guidance. In this study, instruction, task guidance, and learning materials were perceived as forms of scaffolding that helped students understand classroom expectations and participate effectively in communication activities (Webb, 1989).

This finding may be explained by the students' perception that instructional and task support enhance students' feelings of communicative preparedness. Students who are given a clear explanation of the goal and outcome of an activity are likely to feel more prepared for the communication aspect. Further, clear instructions and simple activities helped reduce ambiguity and enabled students to focus on communicating their ideas rather than being apprehensive of the next step to the activity. The results of the current study substantiate the argument presented

by Lee et al. (2019), which outline the importance of proper topic selection, as well as creating a positive classroom environment to promote students' willingness to communicate. Therefore, the findings suggest that enhancing WTC may require not only supportive classroom relationships but also instructional practices that help students feel ready and capable of participating in communication activities.

4.3.3 Supporting Factors in Peer Interaction-Based Instructional Strategies

4.3.3.1 Self-Confidence as a Supporting Factor for WTC

The results indicated that students perceived self-confidence as important to their readiness to engage in the EFL classroom. Students were more likely to engage if they were prepared for classroom engagement (e.g., had adequate knowledge, familiarity with the classroom topic, perceived language proficiency, and comfort with the classroom environment). Interview participants felt more confident in engaging when they had sufficient knowledge to respond to questions and/or contribute to the discourse. Students also perceived that a positive classroom climate contributed their readiness for engagement. Additionally, Cao (2011) suggested that knowledge and familiarity with a topic heightened learners' linguistic self-confidence. Like previous studies, this study found that background knowledge is critical in engaging students in classroom discourse (Cao & Philp, 2006; Kang, 2005; Liu, 2005).

Classroom observations indicated that students appeared more engaged by peer interaction than by speaking to the class as a whole. Some students benefit from personal interaction with the teacher to engage, further supporting that engagement may vary depending on the context of interaction. Fadilah (2018) argued that communicative self-confidence is not an inherent trait but a psychological condition that varies based on contextual elements, such as the topic and the listener. From this current perspective, students' confidence depends on their familiarity with the topic, the class atmosphere, and the classroom interaction.

This could be attributed to a few reasons. One may be the connection between self-confidence and the lessened view of communication risk. In this case, when the students think that they are well-informed on the topic and are able to verbalize their opinion, students are more inclined to engage in class communication. This may be attributed to a supportive class atmosphere as the

students feel that there is little risk of making an error or receiving negative assessment. This is based on comments made by Marshalina (2025) self-confidence is one of the affective factors that determine students' willingness to communicate (WTC). Similarly, MacIntyre et al. (1998) suggests that communicative self-confidence is one of the immediate situational factors that directly influence learners' readiness to communicate. These perspectives support the notion that students' willingness to communicate is closely related to how confident they feel in a particular communicative situation.

Beyond supporting previous studies, the present findings contribute to the understanding of WTC by highlighting that self-confidence appeared to function as a context-dependent supporting factor rather than a stable personal characteristic. Students' confidence appeared through familiarity with topics, adequate preparation, supportive relationships, and psychologically safe classroom conditions. From a sociocultural perspective, learning is mediated through social interaction (Lantolf et al., 2020). In the present study, students' self-confidence appeared to be supported by interactions with peers and teacher. This suggests that efforts to enhance WTC may need to consider not only on students' language proficiency but also on creating classroom environments that foster communicative self-confidence.

4.3.3.2 Motivation and Interest in Learning English

The findings revealed that students' motivation and interest in learning English function as supporting factors for willingness to communicate in the EFL classroom. Interview participants reported that the students learned English because they had personal goals they wanted to achieve. Therefore, these students appeared more engaged in their lessons. According to Yashima (2002), motivation, communication apprehension, and communicative competence are used to demonstrate the willingness to communicate and are viewed favorably in the classroom. Classroom observations found that there are differences in communicative behavior among motivated and unmotivated English learners. The motivated learners were attentive to classroom activities and also asked more questions.

Such results imply that motivation and interest were perceived as an

important factor in motivating students' willingness to communicate through increased involvement in the educational process. It should be noted that such an interpretation can be considered relevant to the findings of Saeedakhtar et al. (2018), which showed a significant correlation between both intrinsic and extrinsic motivation with willingness to communicate, although intrinsic motivation was revealed to be a stronger one. The finding may be explained by the fact that motivated students appeared more willing to reach their learning goals, which was reflected in classroom.

Similarly, MacIntyre et al. (2002) emphasized that motivational processes play a role in facilitating second-language communication and represent one of the major predictors of communicative behavior. They further argued that motivation affects student's willingness to communicate through the improvement of confidence, and relates directly to the interest and effort. These evidences suggest that personal interest may support students' communicative engagement. Finally, Lee and Hsieh (2019) found that higher levels of student motivation are associated with greater willingness to communicate in English. These studies support the present finding that motivation and interest were perceived as important factor in supporting students' participation in classroom communication.

Beyond supporting previous research, the present study contributes to the understanding of WTC by suggesting that motivation and interest support students' communication through increased classroom engagement. Students who were interested in English did not only express positive attitudes toward the language, but they also showed greater attention, participation, and involvement in classroom activities. This suggests that motivation and interest may support students' participation in peer interaction-based instructional strategies by fostering them to engage participants in communicative learning environments. This finding can also be interpreted through Sociocultural Theory, which emphasizes the importance of participation in social learning activities. Nhan (2024) argued that students who demonstrate greater motivation and interest in classroom interactions can participate more actively in collaborative learning.

4.3.4 Hindering Factors in Peer Interaction-Based Instructional Strategies

4.3.4.1 Psychological Barriers to Communication

The findings revealed that psychological barriers function as a factor that hindered students' willingness to communicate in the EFL classroom. Students reported experiencing anxiety, low self-confidence, self-doubt, and fear of making mistakes, which discouraged them from participating in classroom communication. This interpretation is consistent with Lee and Lu (2021) reported that EFL learners often experience feelings of fear, nervousness, and embarrassment when speaking English in classroom settings. Interview participants explained that they often remained silent because they were afraid that their responses might be incorrect and would lead to negative reactions from their classmates. Lee and Lee (2019) noted that students may become nervous while speaking English that they forget information they already know.

Observations in classroom situations indicated that students did not volunteer to answer questions and communicate on their own initiative. On the contrary, the teacher had to call out the names of the students to motivate them to participate. This implies that the students felt that classroom communication was a socially risky situation especially when there was a danger of being ridiculed or evaluated in a negative way (Amelia, 2025). This was corroborated by the findings from the questioner that revealed the unwillingness of the students to explain the rules of the games in front of the whole class. Explaining in front of their peers increase feeling of anxiety and fear of making mistake because they become focus of attention.

Similarly, Lee and Hsieh (2019) found a significant negative relationship between second-language anxiety and willingness to communicate, indicating that higher levels of anxiety are associated with lower levels of communicative participation. Their findings also suggest that low self-confidence can increase anxiety, which subsequently inhibits students' willingness to communicate. Moreover, according to the research of Syafitri et al., (2025), making mistake and negative evaluation especially in classroom interaction were found to act as communication barriers.

The findings indicate that students refrain from communication due to the

fear of making mistake and getting a negative judgment from other people. Likewise, in the current study, students revealed that they felt more at ease while communicating with close friends than the entire class. In general, the results imply that psychological barriers do not only refer to individual feelings but also to the students' perceptions about the social context of communication. From a sociocultural perspective, psychological barriers can be understood as being influenced by social behavior and the situation within the classroom (Nhan, 2024).

4.3.4.2 Linguistic Knowledge Barriers to Communication

Results showed that limited English proficiency was perceived as a barrier to the students' willingness to speak within the EFL context. Students reported having problems with English as they did not have a sufficient vocabulary and did not know how to create grammatically correct English sentences. In these situations, students preferred to not speak in class. As a consequence, this problem led to a lack of participation in the learning process. This can be supported by the results of the study carried out by Matuzas (2021), which stated that students have problems with independently creating target language vocabulary and sentence structure.

Observations in classrooms revealed that students had problems in constructing sentences due to the lack of vocabulary. Similarly, according to Khasanah et al. (2024), vocabulary shortage is among the issues that students face while speaking in English. Students' communication problems are not only related to vocabulary comprehension but also to the inability to use the language to deliver their message. Questionnaire results also revealed that students less communicate with their friends using English before class. It means that linguistic problems may influence not only students' participation in class but also students' desire to communicate outside the classroom. This is supported by Kang (2005), who claimed that students have a strong reluctance to speak in L2 outside of the classroom due to their poor mastery of the language.

This study reflects the same phenomena that many students combined both the Indonesian language and the English language, because they had the opportunity to say what they wanted, but did not know how to express it in the English language. This is supported by Syafitri et al. (2024), in which the authors stated that an

Indonesian participant used both the Indonesian and English language in the latter, when complex or difficult things had to be explained. Aside from verifying previous studies, the current research contributes to the understanding of WTC by suggesting that limited language skills may hinder students from communicating, even when they have the desire.

Previous studies have noted that students' silent does not always indicate a lack of willingness to communicate. Instead, they may experience difficulties to express their thoughts because of limited language skills. Also, the results of the present study can be analyzed considering sociocultural theory. The study of Negueruela-Azarola (2016) argues that through scaffolding learners receive necessary assistance to overcome insufficient language skills when they are provided with the necessary support. This finding highlights the importance of providing sustained linguistic support, vocabulary, and opportunities for guided language practice to support students' participation in communicative activities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This study aimed to explore how peer interaction-based instructional strategies influence students' willingness to communicate (WTC) in an EFL classroom. Specifically, the study explored the role of peer communication, instructional strategies, and classroom factors in influencing students' engagement in English communication, also identifying the factors that support and hinder the implementation of peer interaction-based instructional strategies. The findings indicate that peer interaction supported pedagogical approach by promoting students' active participation, confidence, and engagement in English communication. This chapter presents a summary of the major research findings, followed by a discussion of the study's implications, limitations, and recommendations for future research.

5.1 Summary of Research Findings

Regarding the first research question, which explored how peer communication influence students' willingness to communicate in English in an EFL classroom revealed that peer communication facilitated students' willingness to communicate by creating classroom conditions as meaningful, safe and socially supported. Familiarity with peers was found to create a safe and comfortable learning environment in which students felt more confident expressing their ideas and participating in classroom interactions. In addition, peer support contributed to students' WTC by fostering a collaborative and encouraging atmosphere. Students reported feeling more confident to speak when their peer provided assistance and positive responses during communication activities. Furthermore, peer communication triggered students' willingness to communicate through asking questions, providing clarification, or giving feedback. These findings suggest that communication with familiar and supportive peers, and interaction initiated by peers, can shape students' WTC in the EFL classroom by supportive social and psychological conditions.

Concerning the second research question, it was explored how instructional strategies and classroom delivery influence students' willingness to communicate in English in an EFL classroom. Peer and group discussions provided students with

wider opportunities to speak and interact because they could receive assistance from their peers. As a result, students became more willing to engage in English communication. Among the three peer interaction-based instructional strategies implemented in this study, role play provided more opportunities for students to communicate. Classroom observations showed that students engaged in the whole process of learning during role play activities, as they actively exchanged ideas, negotiated meaning, and supported one another in completing their assignment.

Teacher support and positive feedback also played an important role in encouraging students to communicate. Students were more willing to participate when they perceived their teachers as approachable, supportive, and comfortable to interact with. Moreover, instructional and task support facilitated students' communication by providing clear instructions and manageable tasks. When students understood what was expected and felt capable of completing the tasks, they were more likely to participate actively in communicative activities. Therefore, peer and group discussions, teacher support, and instructional and task support worked together to create supportive learning conditions.

In relation to the third research question, it was explored the factors that support and hinder peer interaction-based instructional strategies designed to increase students' willingness to communicate in the EFL classroom. The findings identified several factors that supported the implementation of peer interaction-based instructional strategies. These included adequate background knowledge, familiarity with discussion topics, a comfortable classroom environment, and sufficient English proficiency. These conditions contributed to students' self-confidence, which subsequently increased their willingness to communicate. In addition, students' motivation and interest in learning English encouraged them to participate more actively in classroom communication.

In contrast, constraining factors, such as anxiety, low self-confidence, self-doubt, fear of making mistakes, and linguistic knowledge barriers often discouraged students from participating in classroom interactions and reduce self-confidence. All results have shown that self-confidence and motivation are supporting factors while psychological and linguistic barriers are obstacles in implementing peer interaction. In general, the findings demonstrate that students' WTC is a dynamic

classroom phenomenon that emerges from the interaction of instructional, social, psychological, and linguistic factors. Within this process, peer interaction-based instructional strategies contribute to supportive learning that foster confidence, meaningful interaction, and active participation in English communication.

5.2 Implications

This study gives implications to the use of peer interaction-based instruction strategies in EFL classes from pedagogical, practical and theoretical aspects. From a pedagogically perspective, the results of this study imply that English teachers need to utilize peer interaction-based instruction strategies systematically to create psychologically safe and supportive classroom environments. Teachers should provide structured and meaningful communication task, appropriate task instruction, encourage collaborative work, and offer positive feedback that building up learners' confidence and willingness to communicate. Thus, teachers need to pay attention not only to language but also to the class atmosphere for interaction.

In terms of its practical application, these results suggest that educational institutions and curriculum developers can facilitate the process of communicative language learning through provision of various materials, teacher training programs, and class settings that promote interactions among peers and active involvement of the students. In addition, teacher education and professional development programs should prepare teachers to facilitate communicative classrooms. This support may be beneficial for overcoming students' psychological barriers, such as anxiety and lack of confidence, which were identified as obstacles to the effective communication of the students.

From a theoretical perspective, this study contributes to the literature on willingness to communicate in EFL contexts by highlighting the interconnected roles of peer interaction, instructional strategies, and affective factors. Current WTC literature often discusses peer interaction, teacher support, motivation, confidence, task design, language proficiency as separate variables. This study illustrates how these factors work together during classroom instruction to create conditions that either facilitate or constrain students' willingness to communicate. The findings support a situation of willingness to communicate, suggesting that students' readiness to communicate arises not from individual characteristics but

from the dynamics of interactions, classroom relationships, communication preparation, and students' psychological perceptions.

Overall, these pedagogical, practical, and theoretical implications suggest that willingness to communicate should be understood as a dynamic classroom phenomenon shaped through the ongoing interaction of instructional support, peer collaboration, teacher mediation, communicative readiness, and learners' emotional experiences, rather than simply as an individual characteristic of learners. Therefore, effective EFL teaching should focus on designing classroom environments that foster meaningful interactions, psychological safety, and collaborative learning.

5.3 Limitations and Future Directions

This study has a few limitations. The first limitation comes from the study being conducted in one EFL classroom. As a result, the findings may not be transferable to the experiences of learners in other classroom contexts. Second, the data collection was conducted within a limited period of time, which may not have captured possible long-term changes and also cannot see the development of supportive class relationships and communicative experiences. Third, the questionnaire used in this study was primarily intended to complement the qualitative findings by describing students' willingness to communicate profiles. Therefore, it did not capture longitudinal changes in students' willingness to communicate. Fourth, although this study explored peer interaction-based instructional strategies, it did not examine the effectiveness of specific strategies, such as Think-Pair-Share, role play, and jigsaw, in detail. Finally, the study mainly explored the perspectives and experiences of students, while teachers' perspectives on the implementation of peer interaction-based instructional strategies were not examined in depth.

Considering these limitations, future researchers are encouraged to involve a larger number of participants from different educational contexts to obtain broader perspectives on students' willingness to communicate. Longitudinal studies and mixed method may also be conducted to track WTC across an entire semester. Moreover, specific peer interaction-based instructional strategies, such as Think-Pair-Share, role play, or jigsaw, can be studied in order to determine what strategies

contribute to the students' willingness to communicate in EFL classes. Also, future studies could further investigate how instructional support, psychological safety, peer interactions, communicative readiness, and students' psychological perceptions interact during classroom communication. In addition, they could use micro-analysis of classroom interactions to explore how specific interactional steps, such as peer questioning, clarification, prompting, correction, teacher guidance, and feedback, shape students' willingness to communicate during communicative activities. Lastly, teachers and pre-service teacher education should be included in the future studies in order to have a more complete understanding of how peer interaction-based instructional strategies are utilized in EFL classes.

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APPENDICES

Appendix 1 Classroom Observation (English Version)

The classroom observation categories are adapted from Cao and Philp, 2006; Cao, 2011 and refined to align with the research questions.

CATEGORIES	DESCRIPTIONS
Volunteer an answer/a comment (hand-raising included)	A student answers a question raised by the teacher to the whole class.
	A student volunteers a comment.
Give an answer to the teacher's question	A student responds to a question addressed to the group or a group member (teacher solicit);
	A student responds to a question addressed to another group or an individual student (private response).
Ask the teacher a question	A student asks the teacher a question or for clarification
Try out a difficult form in the English language	A student attempts at a difficult lexical, morphological or syntactical form.
Guess the meaning of an unknown word	A student makes an attempt to guess the meaning of a new word.
Present own opinion in class/respond to an opinion	A student voices his view to the class or his/her peer.
Volunteer to participate in class activities	A student takes part in an activity.
Talk to another group member or another peer	A student talks to another group member or a student from another group as part of a lesson or as informal socializing.

Appendix 2 Classroom Observation (Indonesian Version)

KATEGORI	DESKRIPSI
Menjawab/memberikan komentar secara sukarela (termasuk mengangkat tangan)	Seorang siswa menjawab pertanyaan yang diajukan guru kepada seluruh kelas.
	Seorang siswa memberikan pendapat secara sukarela.
Memberikan jawaban atas pertanyaan guru	Seorang siswa menjawab pertanyaan yang ditujukan kepada kelompok atau anggota kelompok (pertanyaan dari guru);
	Seorang siswa menjawab pertanyaan yang ditujukan kepada kelompok lain atau siswa individu (jawaban pribadi).
Bertanya kepada guru	Seorang siswa bertanya kepada guru atau meminta klarifikasi.
Mencoba bentuk yang sulit dalam bahasa Inggris	Seorang siswa mencoba bentuk leksikal, morfologis, atau sintaksis yang sulit.
Menebak arti kata yang tidak dikenal	Seorang siswa mencoba menebak arti kata baru.
Menyampaikan pendapat sendiri di kelas / menanggapi pendapat	Seorang siswa menyampaikan pandangannya kepada kelas atau temannya.
Menjadi sukarelawan untuk berpartisipasi dalam kegiatan kelas	Seorang siswa mengambil bagian dalam suatu kegiatan.
Berbicara dengan anggota kelompok lain atau teman sebaya lainnya	Seorang siswa berbicara dengan anggota kelompok lain sebagai bagian dari pelajaran atau sebagai bentuk sosialisasi informal.

Appendix 3 List of Stimulated Recall Interview Questions (English Version)

The stimulated recall interview questions are adapted from previous studies on willingness to communicate (e.g., Cao and Philp, 2006; Cao, 2011)

1. Would you tell me what you were thinking at that moment when you decided to speak or remain silent?
2. Would you tell me what you were thinking and how you felt when your partner said that?
3. How did you feel when working in this group or pair? (e.g., confident, nervous, comfortable) How did these feelings influence your willingness to speak English?
4. Which group or pair did you prefer working with, and how did it affect your willingness to speak English?
5. Comparing the tasks you did, which task encouraged you more to communicate in English? Why?
6. How do you think you performed in this task? What factors made it easier or more difficult for you to speak English? Were there any obstacles that prevented you from speaking?
7. Were there any moments when you did not want to speak English during the task? What made you feel that way?
8. Can you explain why you chose to remain silent at that moment?
9. What types of classroom activities or instructional strategies made you more willing to speak?

Appendix 4 List of Stimulated Recall Interview Questions (Indonesian Version)

1. Apakah kamu bisa menceritakan apa yang kamu pikirkan pada saat kamu memutuskan untuk berbicara atau memilih diam?
2. Apakah kamu bisa menceritakan apa yang kamu pikirkan dan rasakan ketika temanmu mengatakan hal tersebut? Apakah hal itu membuatmu ingin berbicara atau justru memilih diam?

3. Bagaimana perasaanmu saat bekerja dalam kelompok atau pasangan ini (misalnya: percaya diri, gugup, nyaman)? Bagaimana perasaan tersebut memengaruhi keinginanmu untuk berbicara dalam bahasa Inggris?
4. Kelompok atau pasangan mana yang lebih kamu sukai? Bagaimana hal tersebut memengaruhi keinginanmu untuk berbicara dalam bahasa Inggris?
5. Jika dibandingkan dengan tugas yang lain, tugas mana yang lebih mendorongmu untuk berkomunikasi dalam bahasa Inggris? Mengapa?
6. Menurutmu, bagaimana performamu dalam tugas ini? Faktor apa saja yang membuatmu lebih mudah atau lebih sulit untuk berbicara dalam bahasa Inggris? Apakah ada hambatan yang membuatmu tidak berbicara?
7. Apakah ada momen saat kamu tidak ingin berbicara dalam bahasa Inggris selama tugas berlangsung? Apa yang membuatmu merasa seperti itu?
8. Apa alasan kamu memilih diam pada momen itu (saat pembelajaran berlangsung)?
9. Aktivitas atau strategi pembelajaran seperti apa yang membuat kamu aktif dalam berbicara?

Appendix 5 WTC Questioners (English Version)

This questionnaire measures your willingness to communicate in English during your English class. It will take approximately 15–20 minutes to complete. Please answer honestly to ensure the accuracy of the study. Your responses will be kept confidential and will only be accessed by the researcher. Although your name is requested, it will only be used to match your questionnaire responses with other research data. There are no right or wrong answers.

Name:

Gender: Male/Female

Class:

Directions: Below you will read a number of different communication tasks in which you might engage in while studying in English class. I would like you to tell me how willing you would be to do each of these in English. By ‘willing’ I mean ‘showing strong intention’, so please put an ‘X’ in the box that describes the level of your willingness, using the following scales.

1= Very unwilling 2= Somewhat unwilling 3= Neutral
4=Somewhat willing 5= Very willing

No	Statements	1	2	3	4	5
1	How willing are you to speak in a small group discussion in English about a topic in class?					
2	How willing are you to speak to your teacher in English about your homework or assignment?					
3	If a classmate you do not usually talk to joins your group, how willing are you to speak to him/her in English?					
4	If you are confused about a task, how willing are you to ask the teacher for clarification in English?					
5	How willing are you to talk in English with a classmate while waiting for the class to begin?					
6	How willing are you to participate in a short role-play activity in English during class?					

7	How willing are you to explain the rules of a classroom activity or game in English to your classmates?					
8	How willing are you to participate in an English-speaking classroom game that requires interaction with classmates?					

(Adapted from MacIntyre et al, 2001)

Appendix 6 WTC Questioners (Indonesian Version)

Kuesioner ini bertujuan untuk mengukur kesediaan Anda untuk berkomunikasi dalam bahasa Inggris selama pembelajaran Bahasa Inggris. Pengisian kuesioner ini diperkirakan memerlukan waktu sekitar 15–20 menit. Mohon untuk menjawab setiap pernyataan secara jujur guna memastikan keakuratan data penelitian. Seluruh jawaban Anda akan dijaga kerahasiaannya dan hanya dapat diakses oleh peneliti. Meskipun nama Anda diminta, informasi tersebut semata-mata digunakan untuk mencocokkan jawaban kuesioner dengan data penelitian lainnya. Tidak terdapat jawaban yang benar atau salah dalam kuesioner ini.

Nama: _____ Jenis Kelamin: Laki laki/Perempuan

Kelas: _____

Petunjuk: Di bawah ini disajikan sejumlah tugas komunikasi yang mungkin Anda lakukan selama proses pembelajaran Bahasa Inggris di kelas. Anda diminta untuk menunjukkan tingkat kesediaan Anda dalam melaksanakan setiap tugas tersebut menggunakan bahasa Inggris. Yang dimaksud “*bersedia*” dalam konteks ini adalah adanya niat yang kuat untuk melakukan tugas komunikasi tersebut. Silakan beri tanda (X) pada kolom yang sesuai dengan tingkat kesediaan Anda berdasarkan skala berikut:

1 = Sangat tidak bersedia

2 = Tidak bersedia

3 = Netral

4 = Bersedia

5 = Sangat bersedia

No	Pernyataan	1	2	3	4	5
1	Seberapa bersedia kamu untuk berbicara dalam diskusi kelompok kecil menggunakan bahasa Inggris tentang suatu topik di kelas?					
2	Seberapa bersedia kamu untuk bertanya kepada guru dalam bahasa Inggris tentang pekerjaan rumah atau tugas?					
3	Jika teman kelas yang biasanya tidak kamu ajak bicara bergabung dengan kelompokmu, seberapa bersedia kamu untuk berbicara dengannya dalam bahasa Inggris?					
4	Jika kamu merasa bingung tentang suatu tugas, seberapa bersedia kamu untuk meminta penjelasan kepada guru dalam bahasa Inggris?					
5	Seberapa bersedia kamu untuk mengobrol atau berbicara dalam bahasa Inggris dengan teman sekelas saat menunggu kelas dimulai?					
6	Seberapa bersedia kamu untuk berpartisipasi dalam kegiatan role-play singkat dalam bahasa Inggris selama pelajaran?					
7	Seberapa bersedia kamu untuk menjelaskan aturan suatu kegiatan atau permainan kelas dalam bahasa Inggris kepada teman-teman sekelasmu?					
8	Seberapa bersedia kamu untuk berpartisipasi dalam permainan kelas berbahasa Inggris yang membutuhkan interaksi dengan teman sekelas?					

(Adapted from MacIntyre et al, 2001)

Appendix 7 Informed Consent for Parents (English Version)

Exploring How Peer Interaction-Based Instructional Strategies Support Students' Willingness to Communicate in an EFL Classroom

Assalamu'alaikum Warahmatullahi Wabarakatuh

Good morning/Afternoon,

My name is Ukhtul Iffah Luthfiyyah Mursida, a master student at the Faculty of Education, Master of Arts, Universitas Islam International Indonesia. I am conducting a study as part of my master's thesis. The purpose of this research is to explore how peer interaction-based instructional strategies influence students' willingness to communicate (WTC) in English in an EFL classroom.

If you allow your child to participate, he/she will take part in offline and/or online English classroom activities, including pair and group work. Selected lessons will be observed and audio and/or video recorded. Your child will also participate in a stimulated recall interview (approximately 20–30 minutes) to reflect on his/her learning experiences, feelings when speaking English, and factors influencing willingness to communicate. In addition, your child will also be involved in filling out the WTC questionnaire which will take about 10-20 minutes to identify the extent of your child's how much your child's willing to communicate in English.

Your child is invited to participate because he/she is a Grade 11 EFL student involved in peer interaction-based activities and represents different levels of English proficiency. Participation is entirely voluntary and will not affect your child's grades, assessment, or relationship with teachers or the school. This study involves minimal risk. Your child may feel shy or slightly uncomfortable when speaking English or being recorded. If at any time your child feels uncomfortable, he/she may skip questions, stop the interview, or withdraw from the study without any consequences. If consent is withdrawn, your child's data will not be included in the analysis.

All information collected will remain confidential. Your child's name and identifying details will be replaced with pseudonyms. Audio and video recordings will be stored securely in password-protected files and will only be accessed by the researcher and supervisor. The data will be used solely for academic purposes,

including a master's thesis and possible academic publications. Identities will not be disclosed.

This research has received approval from the relevant institutional ethics committee. If you have any questions, please contact:

Ukhtul Iffah Luthfiyyah Mursida

Master Student, Faculty of

Education Email:

ukhtul.mursida@uiii.ac.id

Phone number:

082311101618

Thank you for your consideration.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Statement of Parental Consent

By signing below, I confirm that:

- I have read and understood the information provided above.
- I understand that my child's participation is voluntary and that I or my child may withdraw at any time without penalty.
- I understand that classroom activities may be audio and/or video recorded and that my child will participate in an interview.
- I give permission for the researcher to use my child's data solely for research purposes.

Child's Name	
Parent or Guardian Name	
Signature	
Date	

Appendix 8 Informed Consent for Parents (Indonesian Version)

Eksplorasi Pendukung Strategi Pembelajaran Berbasis Interaksi Antar Teman
Sebayu terhadap Kemauan Siswa Berkomunikasi dalam Kelas Bahasa Inggris
sebagai Bahasa Asing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Bapak/Ibu yang terhormat,

Perkenalkan, saya Ukhtul Iffah Luthfiyyah Mursida, mahasiswa Program Magister Fakultas Ilmu Pendidikan, Universitas Islam Internasional Indonesia. Saat ini saya sedang melakukan penelitian sebagai bagian dari tesis magister saya. Penelitian ini bertujuan untuk memahami bagaimana strategi pembelajaran berbasis interaksi teman sebayu memengaruhi kesediaan siswa untuk berkomunikasi dalam bahasa Inggris di kelas EFL.

Apabila Bapak/Ibu mengizinkan putra/putri Anda untuk berpartisipasi, ia akan mengikuti kegiatan pembelajaran bahasa Inggris secara luring dan daring, termasuk kegiatan kerja berpasangan dan kelompok. Pada beberapa pertemuan tertentu, kegiatan kelas akan diobservasi dan direkam (audio dan/atau video). Putra/putri Anda juga akan mengikuti wawancara singkat (sekitar 20–30 menit) untuk merefleksikan pengalaman belajar, perasaan saat berbicara bahasa Inggris, serta faktor-faktor yang memengaruhi kesediaannya untuk berkomunikasi. Anak anda juga akan terlibat dalam pengisian kuesioner WTC yang akan memerlukan waktu sekitar 10-20 menit untuk mengetahui seberapa besar kecenderungan mereka dalam mempersiapkan diri untuk berbicara dalam Bahasa Inggris.

Anak Anda diundang untuk berpartisipasi karena ia adalah siswa kelas 11 EFL yang terlibat dalam kegiatan berbasis interaksi antar teman sebayu dan mewakili berbagai tingkat kemampuan berbahasa Inggris. Partisipasi sepenuhnya bersifat sukarela dan tidak akan memengaruhi nilai, penilaian, atau hubungan anak Anda dengan guru atau sekolah. Partisipasi bersifat sukarela dan tidak akan memengaruhi nilai, penilaian, maupun hubungan dengan guru dan sekolah.

Penelitian ini memiliki risiko yang sangat minimal. Putra/putri Anda mungkin merasa gugup atau sedikit tidak nyaman saat berbicara dalam bahasa Inggris atau saat direkam. Jika merasa tidak nyaman, ia dapat melewati pertanyaan, menghentikan wawancara, atau mengundurkan diri dari penelitian kapan saja tanpa

konsekuensi apa pun. Jika persetujuan ditarik, data putra/putri Anda tidak akan digunakan dalam analisis. Seluruh data akan dijaga kerahasiaannya.

Nama dan identitas peserta akan diganti dengan nama samaran. Data rekaman akan disimpan secara aman dalam file yang dilindungi kata sandi dan hanya dapat diakses oleh peneliti dan dosen pembimbing. Data hanya digunakan untuk kepentingan akademik (tesis dan kemungkinan publikasi ilmiah), tanpa mencantumkan identitas peserta. Penelitian ini telah memperoleh persetujuan dari komite etik institusi terkait. Apabila Bapak/Ibu memiliki pertanyaan, silakan menghubungi:

Ukhtul Iffah Luthfiyyah Mursida

Mahasiswa Program Magister, Fakultas Ilmu

Pendidikan Email: ukhtul.mursida@uiii.ac.id

No. Telp: 082311101618

Terima kasih atas perhatian dan kesediaan Bapak/Ibu.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pernyataan Persetujuan Orang Tua/Wali

Dengan menandatangani di bawah ini, saya menyatakan bahwa:

- Saya telah membaca dan memahami informasi di atas.
- Saya memahami bahwa partisipasi putra/putri saya bersifat sukarela dan dapat dihentikan kapan saja tanpa konsekuensi.
- Saya memahami bahwa kegiatan pembelajaran dapat direkam (audio dan/atau video) serta akan ada wawancara singkat.
- Saya memberikan izin kepada peneliti untuk menggunakan data putra/putri saya semata-mata untuk keperluan penelitian.

Nama Anak	
Nama Orang Tua/Wali	
Tanda Tangan	
Tanggal	

Appendix 9 Informed Consent for Teacher (English Version)

Exploring How Peer Interaction-Based Instructional Strategies Support Students'
Willingness to Communicate in an EFL Classroom

Assalamu'alaikum Warahmatullahi Wabarakatuh

Good morning/Afternoon,

My name is Ukhtul Iffah Luthfiyyah Mursida, a master student at the Faculty of Education, Master of Arts, Universitas Islam International Indonesia. I am conducting this study as part of my master's thesis. The purpose of this research is to explore how peer interaction-based instructional strategies support students' willingness to communicate (WTC) in English in an EFL classroom.

If you agree to participate, you will be asked to allow the researcher to observe your Grade 11 English classroom during selected lessons in offline and online, particularly those involving peer interaction-based activities such as pair and group work. Classroom interactions during these lessons may be audio and/or video recorded for research purposes. Your participation is voluntary and will not affect your professional standing, evaluation, or relationship with the school. You may withdraw from the study at any time without penalty. If you withdraw, any data related to you will be removed from the analysis where possible.

This study involves minimal risk. You may feel slightly uncomfortable being observed or recorded. If at any time you feel uncomfortable, you may request to pause or stop the recording. All information collected will remain confidential. Your name, students' names, and the school's identity will be replaced with pseudonyms. Audio and video recordings will be stored securely in password-protected files and accessed only by the researcher and supervisor. The data will be used solely for academic purposes, including a master's thesis and possible academic publications. Identities will not be disclosed.

This research has received approval from the relevant institutional ethics committee. If you have any questions, please contact:

Ukhtul Iffah Luthfiyyah Mursida

Master Student, Faculty of Education

Email: ukhtul.mursida@uiii.ac.id

Phone number: 082311101618

Thank you for your time and consideration.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Statement of Teacher Consent

By signing below, I confirm that:

- I have read and understood the information provided above.
- I understand that my classroom teaching may be observed and audio and/or video recorded.
- I understand that my participation is voluntary and that I may withdraw at any time without penalty.
- I give permission for the researcher to use the data solely for research purposes.

Teacher's Name	
Signature	
Date	

Appendix 10 Informed Consent for Teacher (Indonesian Version)

Eksplorasi Pendukung Strategi Pembelajaran Berbasis Interaksi Antar Teman
Sebayu terhadap Kemauan Siswa Berkomunikasi dalam Kelas Bahasa Inggris
sebagai Bahasa Asing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Bapak/Ibu Guru yang terhormat,

Perkenalkan, saya Ukhtul Iffah Luthfiyyah Mursida, mahasiswa Program Magister Fakultas Ilmu Pendidikan, Universitas Islam Internasional Indonesia. Penelitian ini dilakukan sebagai bagian dari tesis magister saya dan bertujuan untuk mengeksplorasi bagaimana strategi pembelajaran berbasis interaksi teman sebayu memengaruhi kesediaan siswa untuk berkomunikasi dalam bahasa Inggris di kelas EFL.

Apabila Bapak/Ibu bersedia berpartisipasi, peneliti akan melakukan observasi pada kelas Bahasa Inggris kelas XI yang Bapak/Ibu ampu secara luring maupun daring, khususnya pada pembelajaran yang melibatkan aktivitas interaksi teman sebayu seperti kerja berpasangan dan kerja kelompok. Pada pertemuan tertentu, kegiatan pembelajaran akan direkam (audio dan/atau video) untuk kepentingan penelitian.

Partisipasi Bapak/Ibu bersifat sukarela dan tidak akan memengaruhi penilaian profesional, evaluasi kinerja, maupun hubungan dengan pihak sekolah. Bapak/Ibu dapat mengundurkan diri dari penelitian kapan saja tanpa konsekuensi. Jika mengundurkan diri, data yang berkaitan dengan Bapak/Ibu akan dikeluarkan dari analisis sejauh memungkinkan. Penelitian ini memiliki risiko yang sangat minimal. Bapak/Ibu mungkin merasa sedikit tidak nyaman saat proses observasi atau perekaman berlangsung. Jika merasa tidak nyaman, Bapak/Ibu dapat meminta untuk menghentikan atau menjeda perekaman.

Seluruh data akan dijaga kerahasiaannya. Nama guru, siswa, dan sekolah akan diganti dengan nama samaran. Data rekaman akan disimpan secara aman dalam file yang dilindungi kata sandi dan hanya dapat diakses oleh peneliti dan dosen pembimbing. Data digunakan semata-mata untuk kepentingan akademik (tesis dan kemungkinan publikasi ilmiah) tanpa mengungkap identitas pihak terkait. Penelitian ini telah memperoleh persetujuan dari komite etik institusi

terkait. Apabila Bapak/Ibu memiliki pertanyaan, silakan menghubungi:

Ukhtul Iffah Luthfiyyah Mursida

Mahasiswa Program Magister, Fakultas Ilmu

Pendidikan Email: ukhtul.mursida@uiii.ac.id

No. Telp: 082311101618

Terima kasih atas waktu dan kesediaan Bapak/Ibu.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pernyataan Persetujuan Guru

Dengan menandatangani di bawah ini, saya menyatakan bahwa:

- Saya telah membaca dan memahami informasi di atas.
- Saya memahami bahwa pembelajaran di kelas saya dapat diobservasi dan direkam (audio dan/atau video).
- Saya memahami bahwa partisipasi saya bersifat sukarela dan dapat dihentikan kapan saja tanpa konsekuensi.
- Saya memberikan izin kepada peneliti untuk menggunakan data semata-mata untuk keperluan penelitian.

Nama Guru	
Tanda Tangan	
Tanggal	

Appendix 11 Informed Consent for Principal (English Version)

Exploring How Peer Interaction-Based Instructional Strategies Support Students'

Willingness to Communicate in an EFL Classroom

Assalamu'alaikum Warahmatullahi Wabarakatuh

Good morning/Afternoon,

My name is Ukhtul Iffah Luthfiyyah Mursida, a master student at the Faculty of Education, Master of Arts, Universitas Islam International Indonesia. I am conducting this study as part of my master's thesis. The purpose of this research is to explore how peer interaction-based instructional strategies support students' willingness to communicate (WTC) in English in an EFL classroom.

If you agree to support this study, you will be asked to grant permission for the researcher to conduct research at your school, particularly in a Grade 11 English classroom. The study will involve classroom observations (offline and/or online), especially during lessons implementing peer interaction-based activities such as pair work and group work. Classroom interactions during selected lessons may be audio and/or video recorded for research purposes. The researcher will also conduct interviews with selected students and spread the WTC questionnaire to all students in selected class.

Your approval is voluntary and will not affect your professional position or institutional standing. You may withdraw your institutional permission at any time without penalty. If permission is withdrawn, the data collection process will be stopped and any identifiable institutional data will not be used in the analysis where possible. This study involves minimal risk to the institution. All information collected will remain confidential. All the names of the school, staff, and students will be kept confidential by using pseudonyms in all research reports. The audio and video tapes will be stored in password-protected files accessible to only the researcher and the supervisor.

The data will be used only for the purpose of academic research including a master's thesis and any academic publications. This research has received approval from the relevant institutional ethics committee. If you have any questions, please contact:

Ukhtul Iffah Luthfiyyah Mursida

Master Student, Faculty of Education

Email: ukhtul.mursida@uiii.ac.id

Phone Number: 082311101618

Thank you for your time and consideration.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Statement of Institutional Consent (Principal)

By signing below, I confirm that:

- I have read and understood the information provided above.
- I grant permission for the researcher to conduct this study at the school.
- I understand that selected classroom activities may be observed and audio and/or video recorded for research purposes.
- I understand that institutional participation is voluntary and that permission may be withdrawn at any time without penalty.

Principals' name	
Signature	
Date	

Appendix 12 Informed Consent for Principal (Indonesian Version)

Eksplorasi Pendukung Strategi Pembelajaran Berbasis Interaksi Teman Sebaya
terhadap Ketersediaan Siswa untuk Berkomunikasi (WTC) dalam Kelas EFL

Assalamu'alaikum Warahmatullahi Wabarakatuh

Bapak/Ibu Kepala Sekolah yang terhormat,

Perkenalkan, saya Ukhtul Iffah Luthfiyyah Mursida, mahasiswa Program Magister Fakultas Ilmu Pendidikan, Universitas Islam International Indonesia. Penelitian ini dilaksanakan sebagai bagian dari penyusunan tesis magister saya. Adapun tujuan penelitian ini adalah untuk mengeksplorasi bagaimana strategi pembelajaran berbasis interaksi teman sebaya memengaruhi ketersediaan siswa untuk berkomunikasi dalam pembelajaran Bahasa Inggris di kelas EFL.

Sehubungan dengan hal tersebut, saya memohon izin kepada Bapak/Ibu untuk melaksanakan penelitian di sekolah yang Bapak/Ibu pimpin, khususnya pada kelas XI mata pelajaran Bahasa Inggris. Penelitian ini akan melibatkan observasi kegiatan pembelajaran (secara luring dan/atau daring), terutama pada pembelajaran yang menerapkan aktivitas interaksi teman sebaya seperti kerja berpasangan dan kerja kelompok. Pada pertemuan tertentu, kegiatan pembelajaran dapat direkam (audio dan/atau video) untuk kepentingan penelitian. Selain itu, peneliti juga akan melakukan wawancara dengan beberapa siswa terpilih dan akan membagikan kuesioner WTC kepada semua siswa di kelas yang akan diteliti.

Persetujuan Bapak/Ibu bersifat sukarela dan tidak menimbulkan konsekuensi apa pun terhadap institusi. Apabila izin ditarik, proses pengumpulan data akan dihentikan, dan data yang berkaitan dengan identitas institusi tidak akan digunakan dalam analisis sejauh memungkinkan.

Penelitian ini memiliki risiko yang sangat minimal bagi institusi. Seluruh informasi yang dikumpulkan akan dijaga kerahasiaannya. Nama sekolah, guru, maupun siswa akan diganti dengan nama samaran dalam laporan dan publikasi ilmiah. Data rekaman akan disimpan secara aman dalam file yang dilindungi kata sandi dan hanya dapat diakses oleh peneliti serta dosen pembimbing. Data digunakan semata-mata untuk kepentingan akademik, termasuk penyusunan tesis dan kemungkinan publikasi ilmiah, tanpa mengungkap identitas institusi.

Penelitian ini telah memperoleh persetujuan dari komite etik institusi

terkait. Apabila Bapak/Ibu memerlukan informasi lebih lanjut, dapat menghubungi:

Ukhtul Iffah Luthfiyyah Mursida

Mahasiswa Program Magister, Fakultas Ilmu Pendidikan

Email: ukhtul.mursida@uiii.ac.id

No. Telp: 082311101618

Atas perhatian dan izin yang diberikan, saya ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pernyataan Persetujuan Institusional

Dengan menandatangani dokumen ini, saya menyatakan bahwa:

- Saya telah membaca dan memahami informasi yang tercantum di atas.
- Saya memberikan izin kepada peneliti untuk melaksanakan penelitian di sekolah yang saya pimpin.
- Saya memahami bahwa kegiatan pembelajaran tertentu dapat diobservasi dan direkam (audio dan/atau video) untuk kepentingan penelitian.
- Saya memahami bahwa izin ini bersifat sukarela dan dapat ditarik kapan saja tanpa konsekuensi.

Nama Kepala Sekolah	
Tanda Tangan	
Tanggal	

Appendix 13 Lesson Plan about Pair Work

a. Kegiatan Pendahuluan

- Guru membuka pembelajaran sesuai dengan kesepakatan kelas dan melakukan pengkondisian siswa untuk siap belajar yang terdiri dari: berdoa sebelum memulai kegiatan, memberi salam pada guru, dan guru memeriksa kehadiran siswa di kelas.
- Guru memberikan informasi pada siswa terkait Capaian dan Alur Pembelajaran pada hari itu.
- Guru memberikan motivasi kepada siswa terkait Indonesian environmental Figures.

b. Kegiatan Inti

Building Knowledge of the Field

Activity 1

Tujuan: Membangun pemahaman peserta didik terkait dengan materi yang akan dipelajari serta mengembangkan kemampuan bernalar kritis peserta didik dan kemampuan berkolaborasi antara peserta didik.

Petunjuk pembelajaran: Kegiatan menggunakan teknik **Think-Pair-Share**. Guru menjelaskan langkah-langkah pembelajaran yang akan dilakukan pada Activity 1. Guru meminta peserta didik secara berpasangan untuk memperhatikan gambar dan membayangkan bagaimana jika mereka ditanya dengan pertanyaan, "*Why does barren forest cause flood?*" Peserta didik secara berpasangan berdiskusi untuk mendapatkan jawaban yang mereka sepakati bersama. Peserta didik menyampaikan hasil diskusi mereka pada diskusi kelas.

Kunci jawaban: Jawaban peserta didik dapat bervariasi.

Another Activity Involving Pair work

a. Kegiatan Pendahuluan

- Guru membuka pembelajaran sesuai dengan kesepakatan kelas dan melakukan pengkondisian siswa untuk siap belajar yang terdiri dari: berdoa sebelum memulai kegiatan, memberi salam pada guru, dan guru memeriksa kehadiran siswa di kelas.
- Guru memberikan informasi pada siswa terkait Capaian dan Alur Pembelajaran pada hari itu.
- Guru memberikan motivasi kepada siswa terkait Indonesian environmental Figures.

b. Kegiatan Inti

Building Knowledge of the Field

Activity 1

Tujuan: Membimbing dan mengarahkan peserta didik untuk mengembangkan keterampilan menyimak sebuah gambar dan menginterpretasikannya.

Petunjuk pembelajaran: Guru meminta peserta didik untuk memperhatikan gambar dengan saksama dan memaknai gambar tersebut melalui diskusi bersama pasangannya.

Kunci jawaban/Rubrik penilaian: Tidak ada kunci jawaban maupun rubrik penilaian.

Kegiatan alternatif: Guru dapat memberikan foto atau gambar lain yang menunjukkan kegiatan orang yang sedang melakukan kegiatan menanam pohon, membersihkan got, dan sebagainya.

Activity 6

Tujuan: Melatih peserta didik untuk membuat kalimat dengan menggunakan kata kerja *imperative* yang berhubungan dengan tip penggunaan uang yang tepat.

Petunjuk pembelajaran: Guru meminta peserta didik untuk bekerja berpasangan. Lalu guru meminta peserta didik untuk membuat kalimat yang menggunakan kata kerja *imperative* yang berhubungan dengan tips penggunaan uang yang tepat, misalnya 'Save a thousand every day.' Kemudian guru meminta peserta didik untuk menyampaikan kalimat yang dibuatnya secara lisan.

Kunci jawaban/Rubrik penilaian: Jawaban bervariasi. Pastikan peserta didik mengikuti aturan kata kerja *imperative* seperti yang telah dipelajari pada Grammar Focus 2.

Appendix 14 Lesson Plan about Peer Discussion

Activity 6

Tujuan: Kegiatan ini bertujuan untuk memastikan bahwa peserta didik telah memahami materi pada Grammar Focus dengan benar.

Petunjuk pembelajaran: Guru mengarahkan peserta didik secara individu untuk melengkapi kalimat dengan *superlative comparison* yang tepat. Setelah itu, dengan panduan guru, peserta didik mendiskusikan jawaban yang paling tepat.

Kunci jawaban:

1. Sumatra Island is large but Kalimantan **is larger**.
2. What is **the longest** river in Indonesia?
3. She was sad because of the accident but she seems **happier** today.
4. The news was shocking. It was **the worst news** I have ever heard.
5. What is **the most popular** tourist resort in your region?
6. Jaya Wijaya is **the highest** mountain in Indonesia. It is **higher** than any other

Appendix 15 Classroom Assignment with Task Instructions

Activity 3c

Identify the expressions for starting, continuing and ending a transactional conversation in the dialogue, underline the correct categories of the expression.

Number 1 has been done for you.

No.	Expression	Starting/Stating/Concluding
1	Hi, Keeping busy?	Starting/Continuing/Ending
2	By the way, what has she done	Starting/Continuing/Ending
3	It's time to go back to class. Lets go!	Starting/Continuing/Ending

Appendix 16 Observation Excerpts Supporting Motivation and Interest

Meeting 3

Context: Teacher invited students to change the adjective into superlative and comparative

Teacher: "Who wants to answer number one?"

Some students immediately raised their hands.

Teacher invited one by one of the students to answers some questions

Meeting 2

Context: Students listened to the instruction of the teacher

Teacher: “Please, write the material about procedure text based on the paper that you have”.

Students: “How about the example of procedure text, should we also write it?”

Teacher: “Yes, please”

Then, the students write it in their books.

Appendix 17 Observation Excerpt Psychological Barriers

Meeting 1

Context: Students prefer to talk privately when he or she given opportunity to speak

Teacher: Okay, now student A, please pronounce the ending of the transactional conversation in the first point.

Student: I don't know how to pronounce it, ma'am.

Teacher: I'll help you pronounce it. I should get going (while approaching the student).

Student: I should get going (while following the teacher).

Teacher: It was nice talking to you.

Student: It was nice talking to you (while following the teacher).

Appendix 18 Evidence Supporting the Knowledge-Related Factors

A. Observation Excerpt about Student Asked the Teacher for Clarification

Meeting 2

Teacher: I will give you a piece of paper and then you can do it with your partner

Some students immediately asked the teacher, what is the meaning of that sentence, Miss?

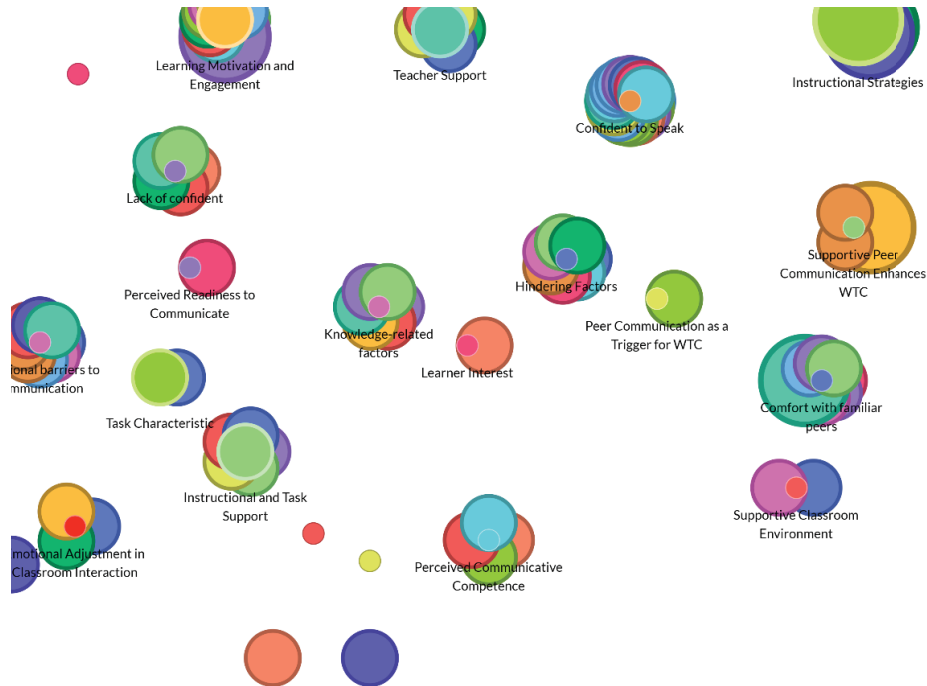
Teacher: *Saya akan memberikan selember kertas dan kerjakan bersama dengan teman kalian* (explained in Indonesian)

Students: Alright, Miss

B. Interview Excerpt about Difficulties Communicating in English

“Maybe if I know a few English words, I'll use English. But if not, I'll use Indonesian” (Student 3, May 5, 2026)

Appendix 19 Quirkos Report



Appendix 20 Seating Arrangement



Appendix 21 Research Permit



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougainville No.5 Telp. (0411) 441077 Fax. (0411) 448936
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Lampiran : -
Perihal : **Izin penelitian**

Kepada Yth.
Kepala Dinas Pendidikan Provinsi
Sulawesi Selatan

di-
Tempat

Berdasarkan surat Dekan Fakultas Ilmu Pendidikan Univ. Islam Internasional Indonesia Depok Nomor : 107/Dek.FIP/UIII/UM.0 2/3/2026 tanggal 30 Maret 2026 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **UKHTUL IFFAH LUTHFIYAH MURSIDA**
Nomor Pokok : **04212410008**
Program Studi : **Ilmu Pendidikan**
Pekerjaan/Lembaga : **Mahasiswa (S2)**
Alamat : **Jalan Raya Bogor KM. 33.5 Cisalak, Sukmajaya, Depok**
PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun Tesis, dengan judul :

" EXPLORING HOW PEER INTERACTION-BASED INSTRUCTIONAL STRATEGIES INFLUENCE STUDENTS' WILLINGNESS TO COMMUNICATE IN AN EFL CLASSROOM "

Yang akan dilaksanakan dari : Tgl. **02 April s/d 26 Mei 2026**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 02 April 2026

**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**



ASRUL SANI, S.H., M.Si.
Pangkat : **PEMBINA UTAMA MUDA (IV/c)**
Nip : **19750321 200312 1 008**

Tembusan Yth

1. Dekan Fakultas Ilmu Pendidikan Univ. Islam Internasional Indonesia Depok di Depok;
2. *Pertinggal.*