

Lecturer's Encouragement Factors Influencing EFL Students' Willingness to Communicate in Speaking Class

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Abstract

This qualitative research aimed to explore the lecturer's encouragement factors influencing EFL students' WTC in speaking class. Participants of this research were a lecturer and students who took a public speaking course in the fifth semester of the English Education Department at Yayasan Pendidikan Ujung Pandang. The data was collected through observation notes and semi-structured interviews. The finding of this research revealed that lecturer's encouragement factors that influence students' willingness to communicate in speaking class were the lecturer's decision on the topic, the lecturer's support, the lecturer's positive feedback, and the lecturer's appreciation. In addition, based on the students' perceptions, the lecturer's encouragement factors that influence their willingness to communicate in speaking class were increasing their self-confidence and participation in speaking class.

Keywords: *Willingness to communicate, lecturer's encouragement factors, students' perceptions.*

INTRODUCTION

In an educational context, communication has always been one of the relevant variables influencing the teaching and learning process (Palos & Petrovici, 2014). In order to be fully involved in the learning process, students must have willingness to communicate so that they can share their ideas, messages, information, and involved in communicative tasks (Rizvic & Becirovic, 2017). Willingness to communicate (WTC) has recently received a great deal of attention in the field of language studies (Rizvic & Becirovic, 2017). It was defined as students' engagement to interact with others in the target language (Dewaele, 2019). Grant (2020) stated that students who have WTC tend to engage more consistently in English communication.

WTC has a significant impact on the world of English education. When students have a high WTC, they tend to be more active in communication so that can improve their speaking ability. However, students who take English communication class are still likely to keep silent although

they are given an opportunity to speak (Pattapong, 2010). Therefore, the factors that influence students' willingness to communicate are essential for lecturers to find out how it can be achieved in improving students' communication.

There were several factors that influence students' willingness to communicate. Cao (2011) found that students' willingness to communicate in English foreign language classes was caused by the interaction of linguistic factors, individual characteristics, such as self-confidence, personality, emotions, and perceived communication opportunities, as well as aspects of the classroom environment, such as topics, assignments, interlocutors, the lecturer, and group size. Dewaele & Pavelescu (2019) revealed that willingness to communicate is linked to the uniquely constructed emotions of foreign language enjoyment the personalities of the learners and their experiences inside and outside the English classroom shape their emotions which have impact on their willingness to communicate. In addition, MacIntyre & Doucette (2010) stated that perceived communication competence was significantly correlated with the students' willingness to communicate. In this context, perceived communicative competence refers to the extent to which students feel confident in their communication abilities. If students feel more confident in communicating, they tend to be more active in participating various communication situations.

Willingness to communicate has also become an interesting topic in the Asian context. Elahi, Khajavy, MacIntyre, & Taherian (2019) indicated that communicative competence, language anxiety, and motivation were affecting second language students' WTC. In general, these indicate that when second language learners have good communicative competence, overcome language anxiety, and maintain high motivation, they will be more to actively participate in communication. As well as Asmali (2016) stated that willingness to communicate in second language is significantly positively impacted by students' motivation to learn English and their confidence in English communication. Zarrinabadi (2014) investigated lecturer factors that have the potential to affect students' tendencies to speak using a second language. The finding in his study shows that error correction, topic, and lecturer's support influence students' WTC.

The similar study related to students' willingness to communicate was conducted by Cao & Philp (2006). They identified the factors that influence students' willingness to communicate in the classroom contexts. The findings showed that variables such as topic, type of interlocutor, and self-confidence influence students' willingness to communicate. In addition, Riasati (2012) found that there are several factors that influence students' willingness to communicate in the learning process, such as task type, discussion topic, lecturer, interlocutor, personality, perceived speaking ability, and classroom atmosphere. By creating a positive classroom environment, EFL lecturers can raise learners' willingness to communicate level and potentially improve their English communicative competence (Lee, 2020).

Although many researchers have conducted study related to the factors influencing EFL students' willingness to communicate (Cao, 2011; Ilyas, 2022; Ramli et al., 2021; & Zarrinabadi, 2014). However, there were no previous studies that really focus on exploring lecturer's encouragement factors that influence EFL students' willingness to communicate in speaking class and students' perception of those lecturer's encouragement factors. Most of the previous studies looked at the factors influencing students' willingness to communicate in second language classroom. Therefore, to fulfill this gap, this study focused on lecturer's encouragement factors influencing EFL students' willingness to communicate in speaking class.

LITERATURE REVIEW

Lecturer's Encouragement

One of the most typical forms of interpersonal support is through encouragement (Beets, Cardinal & Alderman, 2010). Encouragement is actions used to provide support or motivation to someone. This can be positive encouragement that aims to increase a person's self-confidence, enthusiasm, or ability to overcome challenges or achieve goals (Dinkmeyer & Losoncy, 1996). Encouragement as a verbal or act of affirmation intended to instil courage, tenacity, self-confidence, inspiration, or hope in a person as they confront difficult circumstances or fulfill their potential.

In education, lecturer's encouragement is needed to support students to actively participate in teaching and learning process. It is defined as support given by a lecturer to his or her students which can be in the form of positive words, motivation, or actions aimed to increase students' self-confidence, motivation, and achievement in learning. Lecturer's encouragement is the action of giving students support, confidence, and it is the process of facilitating students' development and courage towards positive movement (Wong, 2015). Alcott (2017) emphasized that lecturer's encouragement has an influence on students' academic achievement. lecturer encourages students by providing support and taking time to help them, setting goals and rules, treating them fairly and giving them the opportunity to make their own choice (Klem & Connell, 2004).

Encouragement from lecturer is also connected with better students' wellbeing achievement (Suldo, Friedrich, White, Farmer, Minch, & Michalowski, 2009). Lecturer's encouragement is associated with better students' behavioural outcomes, such as engagement in learning, and academic enjoyment (Federici & Skaalvik, 2014; Ruzek, Hafen, Allen, Gregory, Mikami, & Pianta, 2016). Therefore, students who feel supported by their lecturer, will feel more motivated about school (Pitzer & Skinner, 2017). In this context, feel supported refers to students' feelings that their lecturer care, provide support, and help them in their learning process. When students feel supported by lecturer, they tend to feel more motivated to attend school, study hard, and achieve better results in their learning. This highlights the significance of the lecturer-student interaction in establishing a conducive learning atmosphere.

Lecturer's Encouragement Factors on Students' Willingness to Communicate

Lecturer plays a significant role in influencing students' willingness to communicate in the classroom. Several lecturer's encouragement factors that affect students' willingness to communicate are lecturer's decision on the topic, lecturer's support, lecturer's positive feedback, and lecturer's appreciation.

a. Lecturer's Decision on the Topic

Lecturer's decision on the topic is essential to encourage students' WTC in the second language classroom. According to Tuyen and Loan (2019), when given familiar topics to discuss, students may be more tend to communicate with each other throughout the discussion. Lecturer's decision on the topic influence students' willingness to communicate (MacIntyre et al., 2011; Zarrinabadi 2014). When lecturer chooses topic that are relevant and interesting to students, they tend to be more participated to engage in communication. Moreover, when students discuss

topics which is suitable to their background knowledge, they will feel more comfortable and confident to engage in the discussion (Tuyen & Loan, 2019).

b. Lecturer's Support

Lecturer's support is the key to create positive and productive learning environment so that the students feel motivated, comfortable, and eager to participate in the learning process. Lecturer's support has an influence on students' willingness to communicate (Zarrinabadi, 2014). Providing motivation as a support for students can be beneficial factor in influencing students' willingness in 2L communication in the classroom (MacIntyre et al., 2011). In other words, using various motivational strategies in second language teaching can increase the level of students' willingness to communicate in second language classroom. Support from lecturer reduces anxiety and positively influences students' willingness to communicate (Kang, 2005). In this context, support from lecturer can influence students' self-confidence. When students feel supported by their lecturer, they tend to be more confident to participate in the classroom.

c. Lecturer's Positive Feedback

Lecturers' positive feedback can greatly influence students' willingness to communicate in speaking class. If lecturer give feedback to students in friendly way, it can encourage them to participate in communication (Zarrinabadi, 2014). Students' often feel anxious to speak in front of the class because they are afraid of making mistakes or receiving criticism from their lecturer. Friendly feedback can reduce their fears because students know that they will not be punished or embarrassed for their mistakes.

d. Lecturer's Appreciation

Lecturer's appreciation is one of the factors that affect students' willingness to communicate in second language classroom. When students receive appreciation or recognition for their effort, it can be a motivation for them to be more actively participate in communication activity. Lecturer's actions such as smiling, nodding in agreement, and thanking students for their willingness have a positive effect on students' willingness to communicate (Zarrinabadi, 2014). Therefore, lecturers' appreciation is an important factor that can influence students' willingness in second language classroom. Lecturer who provides appropriate appreciation can motivated students, build positive relationship, increase self-confident, and create an environment that support language development. All of this contributes to increase students' WTC.

Students' Willingness to Communicate

The main aim of learning English as a Foreign Language is so that students are able to use it in communication. Students' willingness to Communication construct plays an important role in foreign language learning. Almost all foreign language learners tend to respond to direct questions, but many do not continue or initiate communication. It is important to know the reason what make students reluctant to use the foreign language that they are learning to communicate. One of the internal factors assumed by many researchers to be the main cause that determines the use of the foreign language being studied in communication is WTC.

Students' WTC is a students' tendency to be involved or not in communication using the foreign language being studied (Liu, 2001). It has a significant impact on the world of English

education. When students have a high WTC, they tend to be more active in communication so that can improve their speaking ability. Kang (2005) Willingness to communicate is defined as the students' readiness to enter discourse at a particular time with a particular person or several people using the L2. There are two forms of variables in the willingness to communicate model that influence the students' ability to communicate in the target language. The first is individual differences and the other is situational factors. Individual differences relate to aspects of students' personalities and situational factors depending on the environment, certain situations, and students have the choice to talk to certain individuals at certain times (Azar & Molavi (2013).

In response to students' willingness to communicate, appropriateness of communication tasks is the key to students' willingness to communicate success. In other words, the selection of topic discussion must be related to students' lives. As stated by Clement & Mac (2003), without the availability of materials for speaking, communication will lose its foundation. Selecting an appropriate communicative subject is a necessary requirement and assurance of successful communication. According to Fu et al. (2012), students who possess comprehension and relevant information about communicative tasks would have an enhanced inclination to express themselves and engage in communication. Kang (2005) noted how situational willingness to communicate in a second language can emerge dynamically during conversational situations. As a result, another definition of willingness to communicate emerged, as a situational variable: willingness to communicate is an individual's tendency to actively engage in communication in certain situation, which can vary according to the interlocutor, topic, and context of the conversation.

The willingness of EFL students in communication can be influenced by various factors. According to Tuyen and Loan (2019), there are two factors that are considered influences students' willingness to communicate; those are psychological variables and situational variables. Psychological variables refer to the internal factor that affect students' willingness to communicate in EFL classroom. Such as self-confidence, perceived communicative competence, L2 learning anxiety, students' motivation, and students' personality.

Students' Perceptions

Students' perceptions are students thought about something they have learned to measure how he behaves towards the use of something, whether he agrees or not with the method or something he has learned. This means that students have their own opinions about something they get from the teaching and learning process. Student perception is the student's perspective on something that occurs in the learning process in class and is produced by suggestion or argumentation (Amodu, 2007). Perception can differ between different students depending on their background and point of view.

METHOD

This research used qualitative method and narrative design as the research design to explore lecturer's encouragement factor influencing EFL students' willingness to communicate in speaking class (Clandinin & Connelly, 2000). Qualitative research was an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2018). This research was conducted in speaking class of English Education Department at Yayasan Pendidikan Ujung Pandang.

Participants selection used purposive sampling. In purposive sampling, participants were selected based on the study purpose which the expectation that each participant provided rich information related to their experience (Bernard, 2002). Participants in this research were an English lecturer and his students in the fifth semester of English Education Department at Yayasan Pendidikan Ujung Pandang (YPUP). The lecturer was a lecturer in the fifth semester of English Education Department at Yayasan Pendidikan Ujung Pandang who teach public speaking course. In addition, there were ten students who participated in this research. They were the students in the fifth semester of English Education Department at Yayasan Pendidikan Ujung Pandang who taking a speaking course. These students were students who taught by a lecturer who also a participant in this research, so it was hoped that these students could provide information related to the lecturer's encouragement factors that influence their willingness to communicate in speaking class.

In this research, the instruments that used by researchers were observation notes and semi-structured interview. The researcher carried out observation by recording the process of learning activities in the classroom to find out lecturers' encouragement factor that influence EFL students' willingness to communicate in speaking class. After that, the researcher conducted a semi-structured interview with the students to obtain more specific data. The interview process recorded to make it easier for the researcher to transcribe the results of the interviews. In analyzing the data, the researcher carried out an analysis technique based on the theory of Miles, Huberman, & Saldana (2014) which consists of three stages, namely data condensation, data display, and drawing conclusion. The researcher transcribed the data from video observation and interview, then simplify the data so that the data can produce meaningful information and make it easier to draw conclusions.

FINDINGS

Lecturer's Encouragement Factors that Influence EFL Students' Willingness to Communicate in Speaking Class

In this section, the researcher explained lecturer's encouragement factors that influence students' willingness to communicate in speaking class. Based on the result of classroom observation and students' interview, there were four lecturer's encouragement factors that influence students' WTC in speaking class, namely, lecturer's decision on the topic, lecturer's support, lecturer's feedback, and lecturer's appreciation.

a. Lecturer's Decision on the Topic

Based on the result of observation, one of the lecturer's encouragement factors that influences EFL students' willingness to communicate in speaking class was lecturer's decision on the topic. The lecturer chose the topic that relevant to the students. The topic was related to the experience. It made the students active communicated in the class because the topic relevant to them so they can talk with friends and lecturer comfortably. In addition, based on the result of students' interview, lecturer's encouragement factor that influence students' willingness to communicate in speaking class was lecturer's decision on the topic. As stated by the participants below:

“Lecturer’s encouragement factor that influenced my willingness to communicate in the class was the lecturer provided interesting topics so that students could actively communicate throughout the learning process.” (P7)

“Lecturer’s encouragement that influenced my willingness to communicate was the lecturer provided interesting topics or free topics to be discussed.” (P8)

Lecturer’s encouragement factor that influenced students’ willingness to communicate in speaking class was the lecturer provided an interesting topic for the students. By presenting interesting and relevant topic, lecturer can encourage students to actively communicate in the learning process.

b. Lecturer’s Support

Lecturer’s support plays an important role in influencing students’ willingness to communicate in speaking class. Based on the result of observation, one of the factors that influence students’ willingness to communicate in speaking class was lecturer support. The lecturer gave support to students, he said “In order to be able to speak fluently, don’t be shy, just talk anything, always practice, it’s okay if you make mistakes”. Besides, the lecturer gave students advice to always practice to speak English. He said that if students have English skill, they can create their own job. With these encouragements, students became brave to communicate in the speaking class, such as discussing or asking question to the lecturer. In addition, based on the result of students’ interview, lecturer’s support was a factor that influenced students’ willingness to communicate. As they told in the interview:

“If we didn't have the courage to talk, he came over and said this is within your abilities, don't be afraid, you can definitely do it, that felt very supportive to me. It was lecturer's encouragement that influence my willingness to communicate in speaking class” (P1)

“The encouragement that the lecturer gave me was the motivational words to be more courageous in speaking in front of the class. This encouragement made me brave and not afraid to express my opinion or communicate in speaking class. It was one of the lecturer's encouragement factors that made me brave to communicate in speaking class.” (P10)

The statements of the participants above revealed that the lecturer gave support in the form of motivational words so that students wanted to speak in the class. The encouragement given by the lecturer become the factor that influence their willingness to communicate in speaking class. It made the students felt supported and made the students dare to express their opinion.

c. Lecturer’s Positive Feedback

Based on the result of observation, one of the lecturer’s encouragement factors that influence students’ willingness to communicate in speaking class was lecturer’s positive feedback. The lecturer gave positive feedback on the students’ answer by conveyed it in a friendly way and did not blame the students’ answer. This created a supportive environment and built students' confidence to actively participate in learning. As sated by the participants below:

“The correction was also good, it wasn't like putting me down. It made me want to communicate in the class.” (P3)

“When he gave feedback, he didn't get angry and didn't put me down, that was one of the lecturer's encouragement factors that made me brave to communicate in speaking class.” (P10)

The statements of the participants above revealed that when the lecturer did not show anger or blame in giving feedback, it created a supportive environment for students to communicate in speaking class. When students felt that they could speak without fear of derogatory criticism, they were more likely to express their thoughts and opinions with more confidence. Therefore, lecturer's positive feedback was very important in influencing students' willingness to communicate in speaking class.

d. Lecturer's Appreciation

Lecturer's appreciation greatly influences students' willingness to communicate in speaking class. Based on the result of classroom observation, lecturer's encouragement factor that influenced students' willingness to communicate in speaking class was lecturer's appreciation. The lecturer gave response to student's question by saying “I like your question”. It was a form of appreciation given by the lecturer to the students for having the courage to ask a question. Besides, the lecturer raised his thumb and said “Good experience” to appreciate a student who had shared his experience. It was an encouragement for the students so that they were not afraid to express their opinions and had the willingness to communicate in the class. This is also supported by the participants' statements that lecturer's appreciation is lecturer encouragement factor that influences students' WTC in speaking class. As said by the participants:

“He sometimes said good, good answer, good question, like he was giving a compliment, in essence it was very supportive, made me happy and not afraid to communicate in the class.” (P1)

“My lecturer usually gave appreciation or praise such as good, excellent, nice, etc., I felt happy, felt unafraid, and confident to participate in speaking class.” (P3)

The lecturer usually gave appreciation to the students when they finished asking or answering questions. He usually said good, excellent, and nice to appreciate the students. It makes the students happy, not afraid, and confident to communicate in speaking class. Students felt encouraged to continue participating in the speaking class because they knew that their efforts were appreciated by the lecturer and the learning environment.

Students' Perceptions of the Lecturer's Encouragement Factors that Influence their Willingness to Communicate in Speaking Class

This section discussed about students' perception of the lecturer's encouragement factor that influence their willingness to communicate in speaking class. Based on the result of students' interview, the encouragement given by the lecturer had a positive impact to the students, it increases students' self-confidence and increases students' participation.

a. Increase Students' Self-confidence

One of lecturer's encouragement factors that influenced students' willingness to communicate in speaking class was lecturer's appreciation. Based on the result of students'

interview, the appreciation given by the lecturer made them more confident. As they told in the interview:

“The encouragement given by the lecturer made me more confident, because when I was given appreciation by the lecturer, I felt valued, it made me confident and made me more willing to communicate in speaking class.” (P3)

“The benefit that I got from the appreciation given by the lecturer was I became more confident and braver to communicate in the class.” (P5)

Based on the participants' statements above, the appreciation given by the lecturer made them become more confident to communicate in speaking class. When a lecturer appreciates students' efforts and progress in speaking, it can increase students' self-confidence and reduce fear or embarrassment to speak in front of the class. Appreciation from lecturer can also be a form of recognition of students' efforts in developing their speaking skill. It creates an environment that supports and motivates students to actively participate in speaking activity. Another participant also said that she more confident in speaking English because she understood the topic and the lecturer gave her appreciation:

“I was more confident in speaking English because I understood the topic. Besides, when the lecturer gave me appreciation, it made me more confident because I felt acknowledged for the opinion that I gave.” (P9)

From the explanation of the participant above, lecturer's appreciation and lecturer's decision on the topic made the student more confident in speaking English. When the lecturer appreciated student's contribution in discussion or communication, it provided encouragement for her to keep participate in the speaking class. In addition, a strong understanding of the topic being discussed allowed student to organized thoughts and ideas more clearly, so it increased student's confidence in communication. Lecturer's support and an interesting topic also influenced students' willingness to communicate in speaking class. As stated by the participant below:

“I was more confident in speaking because with the support given by the lecturer, I became motivated to practice speaking.” (P6)

Based on the statement of the participant above, lecturer's support made her tend to be more confident and enthusiastic to communicate in speaking class. Furthermore, an interesting topic arouse her interest and made her willing to communicate in speaking class. Participant below expressed that lecturer's positive feedback made her more confidence to express her opinion:

“My confidence to communicate in the class was increased. I was braver to express my opinion. What I felt was not right, I could directly be corrected by the lecturer, he was not angry, he spoke softly, so it encouraged me to be brave to communicate in the class.” (P1)

Participant above stated that when the lecturer gave her correction, he told in a friendly way. Thus, she felt encouraged to express her opinion without fear of negative judgment, which in turn increased her confidence to communicate in speaking class. Based on what expressed by the participant above, when the lecturer provided correction in friendly way, it showed the students that mistakes are natural part of the learning process. Students did not feel feared or judged when they made mistakes. It made they felt supported to improve their speaking skill.

b. Increase Students' Participation

Based on the students' perceptions of the lecturer's encouragement factors that influence their willingness to communicate in speaking class, lecturer's decision on the topic increased their participation in speaking class. It made them easier to express their opinion. As they told below:

"The encouragement from the lecturer made me enthusiastic to actively participate in speaking class because the lecturer's encouragement made it easier for me to express my opinion. The topic was according to what we choose, so I understand and knew what I was going to say." (P2)

"I was excited to participate in the class, whether asking questions or expressing opinion, because when I was given an interesting topic, I knew what I was going to talk about." (P7)

"I was more active to speak in speaking class because when I was given a topic that match with my knowledge, I could speak easily, I knew what I would say." (P8)

From the explanation above, students became more enthusiastic to participate in speaking class because the topic was appropriate with their knowledge. It made them could speak easily and knew what they were going to say. Students felt connected to the topic that familiar to them. They tended to be easier to express their opinions. Besides, student was excited to participate in the class because the lecturer was friendly, it made her not afraid to speak in the speaking class. Other participants also said that the appreciation given by the lecturer made students enthusiastic to communicate in speaking class. As expressed by the participants below:

"When the lecturer gave me appreciation, I felt happy and it made me enthusiastic to communicate in speaking class." (P2)

"I felt more enthusiastic to always communicate in speaking class because the lecturer's appreciation can be an encouragement and motivation to always participate to speak or communicate in the class." (P4)

"The appreciation given by the lecturer made me enthusiastic to always communicate in speaking class." (P8)

The appreciation given by the lecturer made students enthusiastic to communicate in speaking class. When the lecturer gave appreciation for the students' efforts, it made students felt appreciated and motivated to participate in speaking class. Appreciation from a lecturer to students' effort was one of the important keys in creating positive learning environment. When the lecturer gave appreciation to the students' efforts, it not only acknowledged their achievements, but also strengthened their motivation to be more involved in the speaking activity.

DISCUSSIONS

This section presents a discussion of research finding related to the lecturer's encouragement factors that influence ELF students' willingness to communicate in speaking class and the students' perceptions of the lecturer's encouragement factors that influence their willingness to communicate in speaking class. Based on the result of observation and semi-structured interview, there were four themes that identified as the lecturer's encouragement factors that influence students' willingness to communicate in speaking class, namely lecturer's support, lecturer's decision on the topic, lecturer's positive feedback, and lecturer's appreciation. While students'

perceptions, based on the students' interview, lecturer's encouragement factors that influence their willingness to communicate in speaking class were increasing their self-confidence and participation in speaking class. Further explanation will be discussed below:

Lecturer's Encouragement Factors that Influence EFL Students' Willingness to Communicate in Speaking Class

Lecturer's encouragement has a significant impact on students' willingness to communicate in speaking class. Based on the result of data analysis, lecturer's encouragement factors that influence EFL students' willingness to communicate in speaking class were lecturer's decision on the topic, lecturer's support, lecturer's positive feedback, and lecturer's appreciation.

a. Lecturer's Decision on the Topic

Lecturer's decision on the topic greatly influenced students' willingness to communicate in speaking class. It was lecturer's encouragement factor that influence students' willingness to communicate in speaking class. The lecturer chose the topic that relevant to the students. It made the students active communicate in the class. Tuyen & Loan (2019) stated that when students discuss topics which is suitable to their background knowledge, they will feel more comfortable and confident to engage in the discussion. This is because they can rely on the knowledge and experience that they already have to contribute in communication.

Students also said that the lecturer usually gave the students opportunity to look for an interesting topic. They used this opportunity to choose the topic that they familiar, which ultimately led to higher willingness to communicate in speaking class. This is supported by Zarrinabadi (2014) stated that familiarity with the topic significantly affect students' WTC. Students' WTC influenced by how well they can respond to the information related to the topic. With the familiarity of the topic, students tend to be more participate in class discussion or other communication activity. Manipuspika (2018) claimed that willingness to communicate help the language learners acquire better skill in using the second language to communicate. The higher a person's willingness to communicate level, the more often he will be involved in communication using the foreign language being studied and at the end, it can help them in improving their speaking skill.

A lecturer giving students the opportunity to choose interesting topic is a suitable strategy in increasing students' WTC in speaking class. When students are involved in determining learning topic, they feel more responsible for the learning process itself. This not only strengthens students' motivation to learn, but also increases their desire to communicate in speaking class. When students choose familiar topics, they are more likely to feel confident in communicating each other because they have relevant background knowledge which in turn supports their ability to respond well information.

The topic that relevant to the students tend to arouse their willingness to communicate in speaking class. Students became easier to communicate in the learning process because they felt the topics discussed were relevant to their daily lives or their personal interests. Ilyas (2022) demonstrated that one of factors contributing to the students' willingness to communicate was topic of discussion. Cao (2011) claims that communication is hampered by a lack of understanding of a topic, but familiarity and expertise with the topic tend to increase students' linguistic confidence. Therefore, lecturers' decisions on the topic greatly influence students'

willingness to communicate in speaking classes. Topics that are relevant to students' knowledge can make them feel connected and interested in communicating.

b. Lecturer's Support

One of lecturer's encouragement factors that influence students' willingness to communicate in speaking class was lecturer's support. The lecturer gave support in the form of motivational words so that students wanted to speak in the class. Providing motivation as a support for students can be beneficial factor in influencing students' willingness to communication in the classroom (MacIntyre et al., 2011). The motivation given by the lecturer become the factor that influence students' willingness to communicate in speaking class because it made them felt supported and made the students dare to express their opinion.

Support from lecturer reduces anxiety and influences students' willingness to communicate. It was a factor that influence students' willingness to communicate in speaking class. Zarrinabadi (2014) in her study showed that lecturer's support was a factor that influence students' willingness to communicate. When students feel supported by the lecturer, they tend to feel more confident in expressing their thoughts and ideas in the class. This helps create an environment that supports the exchange of ideas and effective communication between students and lecturer.

Support from lecturer not only plays a role in reducing students' anxiety, but also encourages them to be more active to communicate in the speaking activity. Students who feel supported by the lecturer tend to have higher self-confidence in conveying their thoughts and ideas in speaking class (Zarrinabadi, 2014). Therefore, the support provided by the lecturer not only a way to grow students' self-confidence, but also for building an interactive learning environment. Learning environment based on the lecturer support becomes a place where the students' feel comfortable to express their opinions without fear or unsupportive judgment.

c. Lecturer's Positive Feedback

Lecturer's positive feedback is one of lecturer's encouragement factor that influence students' willingness to communicate in speaking class. The result of observation showed that the lecturer gave positive feedback on the students' answer by conveyed it in a friendly way and did not blame the students' answer. This created a supportive environment and built students' willingness to communicate speaking class. This is in line with Zarrinabadi (2014), if lecturer give feedback to students in friendly way, it can encourage them to participate in communication. Positive feedback provides psychological boost to students. It makes them feel accepted by the learning environment. This encourage them to be more willing to communicate in speaking class.

Lecturer's positive feedback influences students' willingness to communicate in speaking class. As stated by the students, the lecturer did not show anger or blame in giving feedback, it created a supportive environment for the students to communicate in speaking class. When students felt that they could speak without fear of derogatory criticism, they were braver to express their opinions and made students became willing to communicate in speaking class. Tuyen & Loan (2019) stated that lecturer's feedback is one of the factors that influence students' willingness to communicate.

Providing feedback in friendly way is essential in establishing a supportive learning environment (Pattapong, 2010). It increases students' willingness to communicate in speaking

class and helps reduce students' feelings of anxiety or fear to communicate in speaking class. Lecturer's friendly attitude creates a pleasant and safe atmosphere for students. Students tend to feel more comfortable and willing to communicate in speaking activity. Students revealed that lecturer's friendly attitude made them happy and not afraid to communicate in speaking class. This also allows students to feel more confident to share their thoughts without fear of harsh criticism. Students tend to feel more comfortable to participate in classroom communication which ultimately helps in increasing students' willingness to communicate in speaking class.

d. Lecturer's Appreciation

Based on the result of classroom observation, lecturer's encouragement factor that influenced students' willingness to communicate in speaking class was lecturer's appreciation. The lecturer gave response to the student's question by saying "I like your question". It was a form of appreciation given by the lecturer to the students for having the courage to ask a question. Besides, the lecturer raised his thumb and said "Good experience" to appreciate a student who had shared his experience. It was an encouragement for the students so that they were not afraid to express their opinions and had the willingness to communicate in the class. Zarrinabadi (2014) revealed that lecturer's appreciation such as saying good and thanking students for their participation have a positive effect on students' willingness to communicate.

Lecturer's appreciation to students has a good impact on students' willingness to communicate in speaking class. Participants stated that the lecturer usually gave appreciation to the students when they finished asking or answering questions. He usually said good, excellent, and nice to appreciate the students. It made the students happy, not afraid, and more willing to communicate in speaking class. When lecturer gives direct appreciation to students' participation, this strengthens students' self-confidence to communicate in speaking class because students feel recognized for their contribution (Zarrinabadi, 2014).

With appreciation, students feel supported in expressing their ideas without being afraid of making mistakes. Giving appreciation to students is same as providing encouragement to students. Hearing the lecturer appreciate the result of their efforts will make students more willing to communicate and enthusiastic to continue improving their speaking skills. Providing appreciation also provides encouragement to students to continue to try and improve their performance. When students hear lecturers appreciate the results of their efforts, it provides recognition for their hard work and seriousness in learning. This can increase students' motivation to continue communicating, actively participate in learning, and continue to improve their speaking skills.

Students' Perceptions of the Lecturer's Encouragement Factors that Influence their Willingness to Communicate in Speaking Class

This section presents a discussion related to the students' perceptions of the lecturer's encouragement factors that influence their willingness to communicate in speaking class. Based on the result of students' interview, the encouragement given by the lecturer had a positive impact on students in speaking class, it increases students' self-confidence and increases students' participation.

a. Increase Students' Self-confidence

One of lecturer's encouragement factors that influence students' willingness to communicate in speaking class was lecturer's support. Lecturer's support made the students tend to be more confident and enthusiastic to communicate in speaking class because they feel supported to overcome their fear or anxiety to communicate in speaking class. By providing support, lecturer can strengthen students' self confidence in expressing opinion in class discussion (Zarrinabadi, 2014). Support from lecturer is an encouragement that make students tend to feel more confident in expressing their thoughts and ideas in the class. This helps create an environment that supports the exchange of ideas and effective communication between students and lecturer.

Support from lecturer has a broad impact on students' development in the classroom, especially in the context of speaking activities. When students feel supported by the lecturer, they tend to be more confident in expressing their opinions. This not only strengthens students' courage to communicate with friends and lecturer, but also gives them confidence that their opinions are valued and cared for. In a supportive environment, students feel more comfortable in communicating with friends or lecturer and express their ideas without fear of criticism or negative judgment. This is that builds the foundation for an interactive learning environment, where each student is valued for their contribution and considered as important part of the learning process.

Other students also said that they more confident in speaking English because they understood the topic. A strong understanding of the topic being discussed allows students to organize thoughts and ideas more clearly, so it increased students' confidence in communication. MacIntyre et al., (1998) stated that knowledge about the topic being discussed will increase a person's self-confidence, while a lack of knowledge regarding the topic being discussed hinders communication. Students' knowledge of the topic being discussed provides a strong basic for feeling confident in communication. When students understand the topic, they tend to be more confident in conveying their opinion because they understand the topic being discussed.

Besides, lecturer's appreciation is lecturer's encouragement that makes students more confident in speaking class. The appreciation given by the lecturer made the students became more confident to communicate in speaking class. When the lecturer appreciates students' efforts and progress in speaking, students felt considered by the lecturer, it increased students' self-confidence and reduced their fear or embarrassment to speak in speaking class. Lecturer can give appreciation to students to make them more confident to share their opinion (Zarrinabadi, 2014). It shows that lecturer's appreciation plays an important role in forming a positive learning environment in speaking class. When lecturer appreciate students' efforts and progress, it not only increases students' self-confidence in communication but also encourages students to keep trying and improving their speaking skill.

In addition, students stated that lecturer's positive feedback were lecturer's encouragement that made them more confident to communicate in speaking class. The lecturer gave them correction in a friendly way. Thus, they felt encouraged to express their opinion without fear of negative judgment, which in turn increased their confidence to communicate in speaking class. Tuyen & Ioan (2019) revealed that lecturer's positive feedback influence students' confidence to communicate in speaking class. Lecturer's positive feedback is very important in forming students' confidence to communicate in speaking class. Positive feedback from lecturer helps strengthen students' self-confidence by providing reinforcement of their communication skills.

Apart from that, positive feedback encourages students to feel comfortable expressing their opinions and ideas without fear of negative judgment.

b. Increase Students' Participation

Based on the students' perceptions of the lecturer's encouragement factors that influence their willingness to communicate in speaking class, lecturer's decision on the topic and lecturer's appreciation increased their participation in speaking class. Students became more enthusiastic to participate in speaking class because the topic was appropriate with their knowledge. It made them could speak easily and knew what they were going to say. Students may be willing to communicate with fellow students in English if they are faced with familiar topics to discuss and thus increase student participation in communication (Tuyen & Loan, 2019).

Students who feel familiar with the topics discussed tend to have more knowledge and experience that they can share in class discussions. This not only enriches classroom interactions but also helps in the overall development of students' speaking skills. By stimulating students' familiarity with a topic, lecturers open up opportunities for them to actively contribute to class discussions and other communication activities, ultimately increasing students' ability to build connections and convey their ideas more effectively.

In addition, students revealed that when the lecturer gave appreciation for the students' efforts, it made students felt appreciated and more enthusiastic to communicate in speaking class. With appreciation, students felt supported in expressing their ideas without being afraid of making mistakes (Zarrinabadi, 2014). Giving appreciation to students is same as providing encouragement to students. Hearing the lecturer appreciate the result of their efforts will make students more willing to communicate and enthusiastic to continue improving their speaking skills. Providing appreciation also provides encouragement to students to continue to try and improve their performance. When students hear lecturer appreciate the results of their efforts, it provides recognition for their hard work and seriousness in learning. This can increase students' motivation to continue communicating, actively participate in learning, and continue to improve their speaking skills.

From the explanation above, lecturer's encouragement factors that influence students' willingness to communicate in speaking class are essential for language learning because it can provide valuable insight in to how lecturer can create a supportive language learning environment which can encourage students' willingness to communicate in speaking class. Therefore, understanding the factors that influence students' WTC can help a lecturer in designing more effective learning strategies and motivate students to participate more actively in English communication.

CONCLUSIONS

Based on the findings of this research, the lecturer's encouragement factors that influence students' willingness to communicate in speaking class were the lecturer's decision on the topic, the lecturer's support, the lecturer's positive feedback, and the lecturer's appreciation. In addition, based on the students' perceptions, the lecturer's encouragement factors that influence their willingness to communicate in speaking class were increasing their self-confidence and participation in speaking class.

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