IMPROVING STUDENTS' WILLINGNESS TO SPEAK IN ENGLISH CLASS USING PEER TUTORING STRATEGY SUPPORTED WITH INFOGRAPHIC

(A Classroom Action Research Design in Senior High School in Sambas Academic Year 2024/2025)

THESIS

Jurisdiction responsibility by

RAHMA LIDIYANTI

F1021211022

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

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Jurisdiction Responsibility by:

RAHMA LIDIYANTI
F1021211022

Approved by:

Supervisor I

Dr. Ikhsanudin, M. Hum.
NIP. 196611051992031003

Supervisor II

Dr. Eni Rosnija, M. Hum.
NIP. 197201031997022001

Legalized by:
Dean of Teacher Training and Education Faculty
Universitas Tanjungpura

Dr. Ahmad Yani T, M.Pd.
NIP. 196604011991021001

Date of Pass: Kamis, 31 Juli 2025

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Supervisor II

Dr. Eni Rosnija, M. Hum.
NIP. 197201031997022001

Examiner I

Dr. Y. Gatot Sutapa Yuliana, M. Pd.
NIP. 196507171992031003

Examiner II

Wardah, S. Pd., M. Pd.
NIP. 197801072005012003

Legalized by:
The Head of English Education Study Program

Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

Date of Pass: Kamis, 31 Juli 2025

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Supervisor I	Supervisor II
Dr. Ikhsanudin, M. Hum.	Dr. Eni Rosnija, M. Hum.
NIP. 196611051992031003	NIP. 197201031997022001

Legalized by:

The Head of Language and Arts Education Department

Dr. Agus Wartiningsih, M.Pd.
NIP. 197908162002122002

Date of Pass: Kamis, 31 Juli 2025

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AN ARTICLE

Jurisdiction Responsibility by:
RAHMA LIDIYANTI
F1021211022

Approved by:

Supervisor I	Supervisor II
Dr. Ikhsanudin, M. Hum.	Dr. Eni Rosnija, M. Hum.
NIP. 196611051992031003	NIP. 197201031997022001

Acknowledged by:

Dean of Teacher Training and Edu. Faculty Universitas Tanjungpura	Head of Language and Arts Education Department
Dr. Ahmad Yani T, M.Pd.	Dr. Agus Wartiningsih, M.Pd.
NIP. 196604011991021001	NIP. 197908162002122002

Date of Pass: Kamis, 31 Juli 2025

DECLARATION OF AUTHENTICITY

I am the student with the following identity:

Name : Rahma Lidiyanti

Student's Number : F1021211022

Study Program : English Language Education Study Program

Faculty : Teacher Training and Education

Hereby declare this final project entitled "Improving Students' Willingness to Speak in English Class Using Peer Tutoring Strategy Supported with Infographic (A Classroom Action Research Design in Senior High School in Sambas Academic Year 2024/2025)" is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited in accordance or ethical standards.

Pontianak, 31 July 2025

The Researcher,

Rahma Lidiyanti

F1021211022

ABSTRACT

This research aims to improve students' willingness to speak in English class through the implementation of a peer tutoring strategy supported by infographics. Conducted as Classroom Action Research (CAR), the study involved 36 tenth-grade C students at SMAN 1 Semparuk, selected based on pre-observation findings indicating low willingness to speak due to psychological and linguistic barriers. Data were collected through direct observation, semi-structured interviews, and field notes, and analyzed using the Miles and Huberman model: data reduction, data display, and conclusion drawing. In the first cycle, there were improvements in students' willingness, but it did not reach the criteria of success, especially in the aspects of personality and linguistic problems; some students remained passive due to their fear of making mistakes and limited vocabulary. In response, the second cycle introduced interactive modifications: a Wordwall vocabulary game as a warm-up and the Procedure Text Adventure board game to engage students in speaking activities. The results showed the problem arising in cycle 1 had been solved. In conclusion, combining peer tutoring, visual media, and interactive games successfully fostered a supportive environment and can serve as an alternative strategy to improve students' willingness to speak English in secondary language learning.

Keywords: *willingness to speak, peer tutoring, infographics, wordwall, collaborative learning.*

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The Researcher,

Rahma Lidiyanti

F1021211022

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CHAPTER I

INTRODUCTION

1.1 Research Background

One of the most challenging activities in the classroom is maintaining students' active participation during the discussion session. Students need to improve their willingness to speak in English class to help them share ideas and opinions easily and discuss them effectively in class. Usually, students have difficulty speaking in front of the class because students feel less confident in their speaking ability (Brown & Lee, 2015)

Willingness to Communicate in a Second Language (L2 WTC) refers to a person's readiness to engage in conversation using their second language. L2 WTC describes the mental state in which a person feels ready and willing to initiate communication in a second language at a given moment (Lee, 2022). This readiness can arise when interacting with one person or a specific group of people.

According to Syed and Kubzsroska (2020), several factors contribute to students' unwillingness to speak in English during class. These factors can be categorized into four types: contextual, linguistic, psychological, and physiological. Contextual factors involve variables that support the learning and teaching process in the classroom, such as the topics studied, teacher support, peer interactions, assignments, and the classroom environment. Linguistic factors include limited vocabulary and insufficient grammar skills. Psychological factors relate to students' emotions, like anxiety, low

motivation, low confidence, and lack of enthusiasm. Physiological factors encompass conditions like hunger, sleepiness, boredom, tiredness, and others. Therefore, an appropriate strategy is needed to improve students' willingness to speak in the classroom.

The researcher has conducted pre-research at SMA Negeri 1 Semparuk by conducting direct observation at the 10 C class. To strengthen this research data regarding the unwillingness to speak in English class of tenth-grade students at SMAN 1 Semparuk. The researcher observed that only three students in the classroom were willing to speak in English. These three students were known to be academically outstanding in the class, possessed high self-confidence, had great curiosity, were not afraid to make mistakes, and showed strong learning motivation.

Besides that, the researcher also conducted direct interviews with three carefully selected students at the school on March 13th, 2025. The purpose of this interview is to gain a deeper understanding of the reasons why 33 students' unwilling to speak. These participants were chosen based on specific criteria outlined in Chapter 3, Section "Participants of Research" (page 31). The interview consisted of ten questions covering four main areas: languages used in English class, students' willingness to speak English, reasons behind students’ unwillingness, and possible solutions to encourage more English-speaking during lessons. The complete interview results and transcripts are available in Appendix 4 (page 112). The interview results showed that students wanted to speak in English, but various obstacles made them

reluctant to do so. Psychological factors such as fear of making mistakes, low self-confidence, and anxiety about being the centre of attention made students prefer to stay silent. The students also felt embarrassed if they were judged or laughed at by their friends, especially when speaking in a formal setting, like answering the teacher's questions in front of the class. Furthermore, the students stated that they felt more comfortable speaking in small groups or with responsive and supportive peers, rather than speaking in front of the teacher or the whole class.

Linguistic factors were also a major obstacle, such as a limited vocabulary and a lack of daily speaking practice. The students felt unprepared or confused when asked to respond in English because students were not used to everyday expressions in English. These findings are in line with the statement from Edrees and Stanikzai (2024), which highlighted that students tend to be reluctant to speak in English because students are afraid of being criticized, lack vocabulary, or dislike the English subject. Therefore, a learning strategy is needed that can create a supportive and fun learning environment and reduce pressure when students communicate in English.

Peer tutoring can be a proper strategy to resolve those issues, while technological integration can further enhance student participation and engagement in classroom activities (Adams & Oliver, 2021). Peer tutoring can overcome the problem of unwillingness to speak by creating a more comfortable collaborative learning environment in small groups, where all informants stated that students preferred speaking in groups or pairs. In

addition, the use of infographics as an interesting and visual learning media can increase learning motivation, reduce boredom and monotonous situations that students complain about, and provide a visual stimulus that helps students in improving students' willingness (Dewantari et al., 2021.

Peer tutoring is considered a suitable strategy to improve students' willingness to speak in the classroom (Ali et al., 2015). Peer tutoring is collaborative learning that requires the learners to learn with their peers. According to Sutresna and Wijayanti (2021). The peer tutoring strategy is a learning approach that utilizes the ability of high-achieving students to help their peers who are still having difficulty understanding the subject matter. In this model, students are divided into two roles: tutor (teacher) and tutee (learner).

Peer tutoring activities for students are divided into two complementary stages. In the exploration stage, the tutor identifies the material that the participants have not understood by asking what material they have not understood, then provides an in-depth explanation while the participants listen carefully. Next, the confirmation stage involves participants in reviewing the material that has been delivered, where each student is asked to demonstrate their understanding by providing the main point or example of the material (Pudiyono et al., 2021).

The strategy also encourages active participation, particularly in conducting transactional conversations between friends, thus improving

students' practical communication skills in English, therefore, students will feel more flexible if the learning material is explained by their peers, it is because students will not feel awkward conducting discussions and critical thinking (Pudiyono et al., 2021). One theory developed by Lev Semenovich Vygotsky (Irshad et al., 2021) is related to the peer tutoring strategy, namely the Zone of Proximal Development, which explains that students will better solve problems or learn together with people who have more knowledge, such as parents, siblings, or even peers. Peer tutoring is a cooperative learning strategy that allows more intelligent students to help less intelligent students acquire knowledge or skills.

The basic principle of peer tutoring is in line with Vygotsky's sociocultural theory, which states that knowledge is social and that help from more intelligent peers can help others exceed their ZPD. The ZPD is defined as the distance between a person's actual level of development, measured by their ability to solve problems independently, and the level that can be achieved through problem-solving with adult guidance or collaboration with more intelligent peers (Aniaku et al., 2021). In addition to a suitable strategy, of course, the tools or media used must also be suitable to complement the strategy in order for students to become more motivated and encourage students' willingness to learn.

An infographic is a visual media that can be used in the learning and teaching process. Infographics are visual representations of information or data that combine text, graphics, and design elements to convey a message or

story in a concise and engaging way (Çifçi & Elaldı, 2021). Infographics are a tool that can be used in a variety of topics to enhance the student experience. Its purpose is to explain complex ideas, show connections to each other, and turn data into easy-to-understand insights quickly. The use of infographics in certain teaching strategies can help students increase their willingness to speak by facilitating better planning, improve the structure of presentations where infographics can be cue cards for students to speak in front of the class, encourage students' creativity in using technology, and increase motivation (Sukerti, 2019).

This research was conducted in a Senior High School. One of the problems that students in high school often face when learning English is an unwillingness to speak in the English classroom; therefore, the students cannot convey anything or speak in English. Meanwhile, based on the Merdeka Curriculum, the teachers are only facilitators, and the students play an active role in the classroom. At school, students are required to be able to express and convey their opinions during the teaching and learning process (Bailey, 2020). The researcher conducted this research at the Senior High School in Semparuk, which is located on Jl.H.Tauran A Majid in Sambas regency.

Some researchers have conducted studies to investigate the effectiveness of the peer tutoring strategy as an appropriate approach to improve students' speaking skills in the English Language. The previous study from Anam (2020) discusses the effectiveness of peer tutoring in teaching speaking. The finding of the research shows that there is a difference in the

effect between teaching speaking using peer tutoring and teacher tutoring. Peer tutoring is a more effective strategy to improve students' speaking skills. The second previous study was conducted by (Lara Castro & Díaz Larenas, 2019) who discussed the strategy that involves the peer-to-peer technique in the learning process. The strategy is known as scripted role-play, which is effective in improving students' willingness to participate in speaking activities in English. Peer tutoring strategies can promote students' interaction with their peers.

To make this research different from the previous one, the researcher used infographics as a tool to help complement the peer tutoring strategy. In addition, this learning material is also made by the Merdeka curriculum, namely, the researcher chooses procedure text material, where students were asked to work with peers to create procedure text using infographics as a tool. Then, students were also asked to actively participate in the group work.

This research used Classroom Action Research. The goal of this research is to help teachers at the school improve students' willingness to speak (Halim, 2021) the quality of the teaching and learning process in the classroom. The researcher would like to find a suitable strategy to improve students' willingness to speak in English class.

1.2 Research Question

1. How does the use of the peer tutoring strategy supported with infographics improve students' willingness to speak in English class?

1.3 Research Purpose

In line with the research problem mentioned above, the purpose of this research is to improve the students' willingness to speak in the English classroom of SMAN 1 Semparuk

1.4 Criteria of success

This research is considered successful if the classroom atmosphere becomes conducive and encourages active participation, where students feel comfortable, safe, and free from fear of making mistakes, both during small group discussions and when speaking in front of the class. Teachers consistently provide support through engaging learning strategies, constructive feedback, and motivation that encourages students to become accustomed to using English. Students who were previously passive began to show initiative in asking questions, answering, or expressing opinions without being called on, with the highest confidence and reduced nervousness. In addition, students were able to use new vocabulary and everyday expressions more fluently, make fewer mistakes, and remain confident in speaking, even though errors remained.

1.5 Research Significance

a. The teacher

The findings of this study will be beneficial to the teacher in carrying out the teaching-learning process. Knowing the right strategy in teaching will help teachers to convey learning material to students, and the material will be conveyed well to students because the strategy used is appropriate

(Brown, 2015). The application of the right strategy in the learning process will help the teaching and learning process in the classroom run smoothly.

b. The students

This research would be beneficial for students to reduce feelings of awkwardness when students would like to ask the teacher. In applying peer tutoring strategies, students learned with their peers so that students are free to ask questions that do not understand.

c. For a future researcher

The findings of this study can serve as a guideline or source of reference for future researchers who intend to explore strategies to improve learners' speaking skills. The results gained in this study can serve as a basis or foundation for further research efforts to develop students' speaking skills.

1.6 Scope and Limitations

In this study, the researcher focused on the use of peer tutoring strategy and using infographics as a tool in the learning and teaching process to improve students' willingness to speak in English class.

1.7 Terminology

a. Peer Tutoring

Peer tutoring is one of the teaching strategies that requires students to learn in a learning group commonly called collaborative learning. Peer tutoring requires students to learn with their peers, where one of the students from each group will be the tutor and some will be the tutee. The tutor here must have a higher ability than other friends because the tutor helped other

students understand the material that they did not understand. the tutee is free to ask the tutor without feeling awkward because the tutor is a peer.

b. Speaking

Speaking is are skills that need to be mastered in learning English. Speaking in a classroom is needed in everyday life because it can help us to convey something verbally. We can communicate well if we have good speaking ability.

c. Willingness to Communicate

Willingness is a person's readiness to do a certain activity. Willingness in speaking is usually seen while learning a foreign language. Willingness can be influenced by several factors, usually influenced by one's own mentality, such as lack of motivation or lack of confidence, while external factors are usually caused by a lack of mastery of understanding the material received (Alemi, 2013).

d. Infographic

Infographics are teaching media related to modern technology. Infographics are one of the media that can increase students' willingness to learn, because infographics provide a variety of visuals that can be eye-refreshing. In addition, infographics are also the right choice for presenting complex and complete information, but in a concise and easy-to-understand form.

e. Wordwall.net Website

The Wordwall.net website is one of the teaching tools to help students improve their English skills. The Wordwall.net website contains several types of games about vocabulary. It is a helpful website to make students engage in the learning and teaching process, because it provides a fun activity.

f. Procedure Text Adventure

Procedure Text Adventure is an interactive game. This is a game board similar to Snakes and Ladders, with dice and question boxes. The idea of the game is a peer tutoring strategy, in which students will work in groups and there is a tutor and tutee in the game activity. The role of the tutor in this game is to lead the tutee to finish the game until the end

g. Classroom Action Research

Classroom Action is a research methodology that intensively helps teachers to improve their quality of teaching and learning in the class. Classroom Action requires the teachers to find out the teaching strategy to apply in the classroom.

h. SMAN 1 Semparuk

SMAN 1 Semparuk is a public school located in Sambas Regency, especially in Semparuk on Jl.H.Tauran A Majid.