

**THESIS**  
**FACTORS AFFECTING EFL HIGH SCHOOL LEARNERS'**  
**UNWILLINGNESS TO COMMUNICATE**



**MARIA REGINA ALVIONITA KELEN TOBY**

**12118024**

**ENGLISH EDUCATION STUDY PROGRAM**  
**TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY**  
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**in English Language Education**

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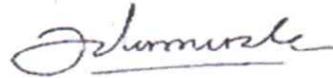
**Advisor I**



**Dr. Priscilla M. A. Hornay, S.Pd., MA., M.Ed**

**NIDN: 0808048601**

**Advisor II**



**Yohanis Nurak Siwa, S.Pd., M.Pd**

**NIDN: 0813018901**

**Approved by**

**Acknowledged by**

**Head of English Education Study Program**  
**Teacher Training and Educational Sciences Faculty**  
**Widya Mandira Catholic University**

**Kupang**



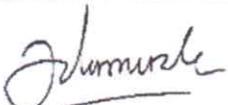
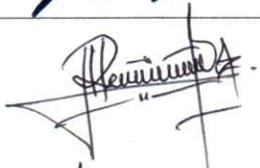
**Dr. Elvis Albertus Bin Toni, S.Pd., MA**

**NIDN: 082302801**

## EXAMINATION BOARD

This Thesis is defended on June 16<sup>th</sup>, 2022

### Board of Examiners

No	Names	Position	Signatures
1	Dr. Priscilla M. A. Hornay, S.Pd., MA., M.Ed NIDN: 0808048601	Chairman	
2	Yohanis Nurak Siwa, S.Pd., M.Pd NIDN: 0813018901	Secretary	
3	Dr. Madar Aleksius, M.Ed NIDN: 0829076201	Examiner I	
4	Maria Regina Jaga, S.Pd., M.Pd., MS. ECE NIDN: -	Examiner II	
5	Dr. Priscilla M. A. Hornay, S.Pd., MA., M.Ed NIDN: 0808048601	Examiner III	

### Acknowledged by

Dean FKIP UNWIRA KUPANG

  
Dr. Damianus Talok, MA

NIDN. 0812026001

Head of English Education Study Program of

FKIP UNWIRA Kupang

  
Dr. Elvis Albertus Bin Toni, S.Pd., MA

NIDN. 0823028101

**MOTTO:**

**“The biggest adventure you can take  
is to live the life of your dreams”**

**(Opra Winfrey)**

**“She’s gonna forever say “I got this”  
even with tears in her eyes”**

## **DEDICATION**

**This thesis is particularly dedicated to**

- 1. My beloved parents Viktor Koen and Magdalena L. M. B. C. Da Silva**
- 2. My beloved sister Petronela Apriliani**
- 3. My American Family in Sitka, Alaska**
- 4. My beloved best friends**
- 5. My beloved almamater Widya Mandira Catholic University**

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Kupang, June 2022

The Writer

Maria Regina Kelen Toby

## **ABSTRACT**

This study entitled “Factors affecting EFL High School Learners’ Unwillingness to communicate” aimed to explore factors that affect EFL high school learners’ unwillingness to communicate through mixed-method research design. Questionnaire, class observation, and unstructured interview were used as the instruments to collect the data. A total of thirteen students from a private school in Kupang were selected to participate in this study. This study through its quantitative and qualitative analysis revealed that the main factors that affect EFL high school learners’ unwillingness to communicate lies on the students themselves. It is revealed that most EFL learners are still lack of vocabulary, grammar knowledge, background knowledge related to the topic, fear of making mistakes, and lack of self-confidence leading the EFL learners to be unwilling to communicate. Participants admitted that even when the environmental and teacher also affect their unwillingness to communicate but it was not as significant as the affective factors which deal with their own selves.

*Key Words: Factors; Affective Factors; Environmental Factors; Teacher-Related Factors; Unwillingness to Communicate; EFL High School Learners.*

## **ABSTRAK**

Penelitian dengan judul “Faktor-Faktor yang mempengaruhi ketidakmauan Pelajar SMA untuk berbicara dalam Bahasa Inggris” ini bertujuan untuk mengeksplorasi faktor-faktor yang mempengaruhi keengganan pelajar SMA untuk berkomunikasi melalui desain penelitian metode campuran. Angket, observasi kelas, dan wawancara tidak terstruktur digunakan sebagai instrumen untuk mengumpulkan data. Sebanyak tiga belas siswa dari sebuah sekolah swasta di Kupang dipilih untuk berpartisipasi dalam penelitian ini. Studi ini melalui analisis kuantitatif dan kualitatif mengungkapkan bahwa faktor utama yang mempengaruhi keengganan pelajar SMA untuk berkomunikasi terletak pada siswa itu sendiri. Diungkapkan bahwa sebagian besar pelajar SMA memiliki kosa kata yang kurang dalam Bahasa Inggris, kurangnya pengetahuan tata bahasa dalam Bahasa Inggris, kurangnya latar belakang pengetahuan terkait topik yang diajarkan, takut membuat kesalahan, dan kurangnya rasa percaya diri yang menyebabkan pembelajar SMA tidak mau berkomunikasi dalam Bahasa Inggris. Partisipan mengakui bahwa meskipun lingkungan dan guru juga mempengaruhi keengganan mereka untuk berkomunikasi tetapi tidak sepenting faktor afektif yang berhubungan dengan diri mereka sendiri.

Kata Kunci: Faktor; Faktor Afektif; Faktor lingkungan; Faktor Terkait dengan Guru; Keengganan untuk Berkomunikasi; Pelajar SMA

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