

THE FLOURISHING LEVEL AND WILLINGNESS TO SPEAK ENGLISH OF ENGLISH LANGUAGE DEPARTMENT STUDENTS

Giyanes Swara¹, *Rita Hayati²

*corresponding author's e-mail * rita_hayati@fkip.unsri.ac.id*

^{1,2}English Language Education, Faculty of Teacher Training and Education,
Universitas Sriwijaya, Indonesia

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Abstract: Having a high level of emotional, psychological, and social well-being is the definition of flourishing. The role of flourishing has also started to be studied in the field of education. The goals of this study were to determine the relationship and contribution between students' flourishing levels and their willingness to speak (WTS). In this study, 73 sixth-semester students of English language department of a state university in South Sumatera were chosen as a sample using the purposive sampling approach. To collect data, two types of questionnaires are used: (1) the Flourishing Scale (FS) Questionnaire and (2) the Willingness to Speak (WTS) Questionnaire. The Pearson correlation coefficient was utilized to investigate the relationship between student flourishing and WTS, while the regression coefficient was employed to determine the contribution. The data revealed that flourishing and WTS were moderately and positively associated. The largest contribution that came from the students' flourishing levels was 21.4%.

Keywords: *flourishing level, speaking, willingness to speak (WTS)*

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INTRODUCTION

The mastery of speaking becomes the most important aspect, especially in learning a foreign language, compared with the other language skills. However, most language learners, particularly English learners, with the purpose of developing communication proficiency in it by speaking, think that it is a difficult duty to acquire (Al-Roud, 2016). Based on the writer's experience, there are not a few students whose interest or desire to speak is lacking, especially in learning activities that involve discussion activities using English and so on. Susanti (2019) reveals that the absence of psychological readiness, termed "willingness to communicate" (WTC), caused students to not engage in communication. MacIntyre in Gharibi and

Seyyedrezaei (2016) state that "WTC represents the psychological preparedness to use the language learned when the opportunity arises" (p. 195).

The lower students' WTC, the less their oral production (Gharibi & Seyyedrezaei, 2016). Consequently, WTC is one of the important aspects that should be considered in teaching speaking as a foreign language.

However, being communicatively proficient in a foreign language is especially challenging since it is impacted by numerous factors such as social, individual, cognitive, and affective factors. When talking about the affective factor, which refers to human feelings and personality, we often relate it to human psychology, which plays a significant role in every learning situation or environment (Haidara, 2016). Accordingly, students' psychology should be on the list of important things to be considered in English language teaching as well.

In positive psychology, Seligman and Csikszentmihalyi in Essa (2020) argued that understanding how to achieve psychological flourishing is one of the most important influences.

Flourishing is defined as having a high level of emotional, psychological, and social well-being (Keyes, 2002). While Diener et al. (2010) define flourishing as "living through main features of psychological functioning such as relatedness, optimism, self-acceptance, feeling competent, being respected by others" (p. 144).

Apart from being better studied in the field of health, the role of "flourishing" has also started to be studied in the field of education. However, there are still very few studies that focus on the relationships between flourishing and signs of academic outcomes (Garzón-Umerenkova et al., 2018).

There are many studies conducted in several countries regarding WTC and its relationship with various variables or factors that are considered to affect its level. Unfortunately, the writer found no study that linked WTC to students' flourishing levels, both in Indonesia and elsewhere. However, there are several studies that attempt to explain the roles of several factors that are similar to flourishing in the notion of willingness to speak (WTS), including Datu (2018), Benlahcene (2021), and studies that examine various indicators of flourishing and their relation to speaking ability and performance, including Gustaman (2015), Rosymanto (2018), Rifansah (2020), and Sari et al. (2020). Those studies that, at least, are related to the writer's present study, lead the writer to the assumption that there is a high probability that flourishing and WTS have a significant relationship as well. As a result, the writer conducted a study entitled "The Flourishing Level and Willingness to Speak English of the English Education Study Program Students, Sriwijaya University" to see the relationship between these two variables with the following research questions:

1. Is there any significant correlation between the students' flourishing level of well-being and their willingness to speak English?
2. Is there any significant contribution between the students' flourishing level of well-being and their willingness to speak English?

METHODOLOGY

Design and Procedures

This study was conducted through a correlational research design. Creswell (2012) defined this kind of research as a research design that measures a relationship between two (or more) variables statistically.

There are two variables in this study: students' flourishing level as an independent variable and students' willingness to speak as a dependent variable. The population of this study was all the active students of the English Education Study Program at Sriwijaya University in the academic year 2021-2022. But, after applying a purposive sampling technique, the sample consisted only of the 73 sixth semester students.

Data Collection and Data Analysis

For the instruments, this study used two different adopted questionnaires. They are as follows: (1) Diener et al. (2009)'s 8-item Flourishing Scale (FS), which is answered on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). (2) Riasati (2018)'s 27-item Willingness to Speak (WTS) questionnaires, which are scored on a 5-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). Those instruments have been filled out by the samples of this study via the Google form.

Finally, the collected data were analyzed using Correlation and Regression Analysis to determine the relationship and contribution of the two main variables in this study.

FINDINGS AND DISCUSSION

Findings

Descriptive Analysis

Descriptive analysis tries to statistically summarize and offer a quick description of the variables used in the research. The statistical descriptive findings for each variable are reported in the analysis table, as indicated in the table below:

Table 1. Results of descriptive analysis

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Flourishing	73	17	56	44.42	7.504
WTS	73	68	133	100.96	12.415

According to table 1, the total number of data points (N) is 73. For the Flourishing variable, the minimum score owned by individuals was 17, while the maximum score was 56. Then, the average value (mean) is 44.42 and the standard deviation (std. Dev.) is 7.504, indicating that the number of items distributed for the Flourishing variable is 7.504 out of the 73 samples analysed. Regarding table 3.3, it can be concluded that the sixth semester students of the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University, have a high flourishing level.

For the willingness to speak (WTS) variable, the minimum score owned by individuals was 68, while the maximum score was 133. Then, the average value (mean) is 100.96, and the standard deviation (std. Dev.) is 12.415, indicating that the number of items distributed for the WTS variable is 12.415 out of the 73 samples analysed. Regarding table 3.4, it can be concluded that the sixth semester students of the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University, have a high level of willingness to speak (WTS).

The Correlation between Students' Flourishing Level and their Willingness to Speak

Correlational Analysis

The Pearson's Product Moment Correlation Coefficient was used to answer this study's first question: whether there was any significant correlation between students' flourishing levels and their willingness to speak. The result is in the following table:

Table 2. Results of correlational analysis

Model	Pearson Correlation (r)	Sig (2-tailed)
1	.474	.000

The results of the Pearson Product-Moment Correlation above show that the r-obtained is 0.474 and the significance value (p-value) is 0.000. Since the p-value (0.000) is lower than 0.05, it can be concluded that there is a significant correlation between students' flourishing levels and their willingness to speak. Furthermore, based on the guidelines in table 3.5, it means that the correlation between those variables is at a moderate level.

Regression Analysis

The F test, also known as the regression coefficient test, was applied in order to find out if the students' flourishing levels influenced their willingness to speak. The result is in the following table:

Table 3. Results of the F-test

Model	Sum of Squares	F	Sig.
Regression	2496.526	20.610	.000
Residual	8600.351		
Total	11096.877		

As shown above, the significance value (0.000) is lower than level α (0.05), meaning that students' flourishing levels significantly influence their willingness to speak.

Test of the Coefficient of Determination (R²)

Moreover, the Determination Coefficient Test was used to find out the percentage of the independent variable's capacity to explain the dependent variable's variance of changes.

Table 4. Results of determination coefficient test

Model	R	R Square	Adjusted R Square
1	.474	.225	.214

Based on table 4 above, it shows that the coefficient of determination (adjusted R Square) is 0.214. It means that students' flourishing levels explained 21.4% of the variance in their willingness to speak.

Discussion

Based on the results, it found that the sixth semester students of the English Education Study Program at Sriwijaya University have a high level of flourishing

and a willingness to speak English. Furthermore, the findings also revealed a significant correlation between students' flourishing levels and their willingness to speak to address the first question. The Pearson correlation value is 0.474, meaning that there is a positive and moderate correlation between students' flourishing levels and their willingness to speak. In addition, the regression analysis was evaluated to address the second research question. The F test shows the significance value is 0.000, and the result of the determination coefficient test shows adjusted r square is 0.214. It means that the students' flourishing levels significantly influenced their willingness to speak. The contribution of students' flourishing levels is 21.4% of their willingness to speak.

This present study's findings are parallel with the theory which states that human or student affective factors, especially human psychology, play a significant role in every learning situation (Haidara, 2016; Seyyedrezaei, 2016), where in this case, the factor is flourishing. The 21,4% contribution that students' flourishing level gives to their willingness to speak, must become a close consideration to take students' psychological condition to be an aspect that lecturers and teachers are aware of in the learning environment.

There might be a strong reason why there was a moderate correlation between students' flourishing levels and their willingness to speak. That is because there were other factors that contributed to the students' willingness to speak as well. These factors include such things as situational factors (e.g., task type, topic, interlocutor, teacher, and classroom atmosphere), individual factors (e.g., shyness and self-confidence) (Riasati & Rahimi, 2018), affective factors (e.g., attitude, motivation, anxiety, and personality) (Nie, 2018), etc. One of these factors must have more or less of an impact on students' willingness to speak than their flourishing levels.

Furthermore, the findings support the writer's assumption that there is a high probability that students' flourishing is related to their willingness to speak. As previously mentioned, there are no identical studies investigating the relationship between students' flourishing and "willingness to speak" (WTS). However, there are several studies that are indirectly connected to these two variables. Then, it led the writer to consider making such an assumption. In conclusion, the students' flourishing levels and their willingness to speak had positive and moderately significant correlations and influences.

This study has educational implications. It implies that students' flourishing is related to their willingness to speak. Although many aspects might influence students' willingness to speak, recognizing students' flourishing, such as their relationships, optimism, and purpose, enables teachers to explore new ideas in helping students develop better.

Several limitations of the present study must also be noted. The first limit was that participants could only be EFL students from a specified academic background. Therefore, more studies should be carried out to establish an assessment with more specific details from various educational settings and age categories. Secondly, because there aren't an adequate number of male and female participants in this study, gender may operate as an intervening factor. Furthermore, demographic factors such as participant age, gender, and employment were not considered in this study. Lastly, the current study only used a questionnaire as the data collection method. Therefore, the use of other instruments, such as in-class observation and

interviews with learners, can be considered to get a more detailed perspective on the relationship between the target variables investigated in this study.

CONCLUSION AND SUGGESTION

Regarding the findings of the study, it can be concluded that there was a significant correlation and influence between students' flourishing level and their willingness to speak. Specifically, the contribution given by students' flourishing level to their willingness to speak is 21.4%. In other words, students' psychological resources and strengths, as well as their emotional and life conditions, play a significant role in impacting students' desire to communicate in the classroom. As a consequence, students' well-being should be one of the lecturers' concerns in an effort to increase students' participation in learning activities.

From the findings of this study that reveal students' conditions concerning their flourishing and willingness to speak, lecturers and teachers hope to gain some insight, particularly in the development and evaluation of their behavior approaches, to better connect with the students. It is suggested that English teachers and lecturers who want to increase students' participation, especially in speaking activities, begin to be aware of students' psychological condition closely as well. Moreover, this study hopefully will contribute to future research to enhance awareness of flourishing for students' willingness to speak and to expand understanding of flourishing and its relationship to willingness to speak.

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About the Authors:

Giyanes Swara is a former student in English education study program, Faculty of Teacher Training and Education, Universitas Sriwijaya, South Sumatera, Indonesia.

Rita Hayati is a lecturer in English education study program, Faculty of Teacher Training and Education, Universitas Sriwijaya, South Sumatera, Indonesia.