

ABSTRACT

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Key Words: L2 WILLINGNESS TO COMMUNICATE, ENGLISH SPEAKING
SELF-EFFICACY, ENGLISH EDUCATION, HIGH SCHOOL
STUDENTS, HIGH SCHOOL EDUCATION

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Thesis Title: THE RELATIONSHIP BETWEEN L2 WILLINGNESS TO
COMMUNICATE AND ENGLISH-SPEAKING SELF-EFFICACY OF
GRADE 10 CHINESE STUDENTS AT A PUBLIC SCHOOL IN
YUNNAN

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This study aimed to identify the level of L2 willingness to communicate and the level of self-efficacy for English speaking of Grade 10 Chinese students at a public school in Yunnan. Also, it aimed To identify whether there is a significant relationship between L2 willingness to communicate and self-efficacy for English speaking of Grade 10 Chinese students at a public school in Yunnan. The study sampled 128 students in the target school's 2021-2022 academic year. This study examined the association between two variables using a quantitative correlational methodology. This research explored and analyzed the level of students' L2 willingness to communicate and self-efficacy in English speaking by using descriptive statistics (Means and Standard Deviation). In addition, this research used statistical hypothesis testing, the Pearson correlation method, to explore the correlation between the 2 variables (L2 Willingness to Communicate and Self-Efficacy for English Speaking.) Questionnaire was used to

assess the level of students' willingness to communicate and their self-efficacy for speaking English as a foreign language. From the data analysis, for the L2 willingness to communicate, the overall Mean score was 4.06 and the standard deviation was 1.05. According to interpretation, the Mean score can be interpreted as high. For the L2 self-efficacy, the overall Mean score was 3.95 and the standard deviation was 1.28. According to interpretation, the Mean score can be interpreted as high. The findings from the research presented that there was a significant relationship between L2 willingness to communicate and English-speaking self-efficacy of Grade 10 Chinese students at a public school in Yunnan at a significance level of .05 level. Pedagogical implications are provided by L2 willingness to communicate and English-speaking self-efficacy. Recommendations are provided for students, teachers, school principals and administrators, and future researchers, based on the research findings obtained from this study.

Field of Study: English Language Teaching

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