

Improving Students' Willingness to Speak in English Class Using Peer Tutoring Strategy Supported With Infographic

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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 students in Senior High School in Sambas, 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.

1. INTRODUCTION

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). Willingness to communicate refers to an individual's readiness to initiate communication with a particular person or group at a specific time using a second language (Ito, 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 the Senior High School by conducting direct observation. To strengthen this research data regarding the unwillingness to speak in English class. 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.

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 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 (Aniaku et al., 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, improving the structure of presentations where infographics can be cue cards for students to speak in front of the class, encouraging students' creativity in using technology, and increasing 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 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.

2. METHOD

This research aims to help teachers at the school solve the problem in the classroom. Here, the problem raised in the classroom is the unwillingness of students to speak in English class. The researcher would like to help the teacher improve students' willingness to speak in English class and 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 the classroom using a peer tutoring strategy and supported with infographics. The most appropriate method applied In this research is Classroom Action Research. Classroom Action Research required the researcher to collaborate with the teachers at the school. Classroom Action Research is usually conducted by teachers and the result is also for themselves; it means that teachers are looking for ways to find better ways by taking direct action in the classroom by not only relying on theoretical knowledge. The class will go through a process of evaluation and research directly. The participants of this research were students in ten grades of Senior High School, which consists of 36 students. Add paragraphs explaining the spiral model used, what criteria of success actually were, and How the infographics, wordwall, m The main reason why the researcher chose this class as a participant in the research is that the researcher finds it an appropriate way to implement a peer tutoring strategy in the teaching and learning activity. The tenth grade of the school has several problems with speaking skills when learning English. The students are unwilling to speak English.

With these classroom problems in mind, Classroom Action Research was done through spiral model based on Kemmis and Taggart. This research is structured in a cyclical manner, which is made up of four interrelated stages namely planning (planning), acting (acting), observing (observing), and reflecting (reflecting). In the planning stage, the plan, media, and rubric to be used are prepared based on the use of peer-tutoring techniques combined with infographics and Wordwall. Then in the acting stage, the plan was implemented in the class for Grade 10. The researcher and the teacher worked together to observe the students' involvement, participation in speaking activities, and dynamics in learning.

The success of this research was measured against certain pre-established criteria of success. The criteria for success was defined to be that at least 75% of the students would be involved in speaking exercises and attain the minimum required grade in their speaking performance test. The measures of success would include the readiness of the students to participate in speaking, their fluency, accuracy, vocabulary use, and confidence in interacting with their peers through peer tutoring. In the event that the pre-set threshold was not met, the process moved on to the next cycle.

3. RESULT

The phenomenon related to students' willingness to speak in English class was the focus of this research. Classroom action research was conducted to enhance students' willingness to participate in English class, using a peer tutoring strategy supported by infographics as a tool in the teaching and learning process. This approach suggests that students' willingness can be increased based on the classroom atmosphere, the material provided, students' personalities, and the linguistic challenges students face. After conducting the research, the researcher obtained data on the improvement of the students' willingness to speak after using a peer tutoring strategy supported with infographics as a tool.

The researcher presented the findings of the research based on the observations recorded in the field notes and observation checklist. The use of a peer tutoring strategy, supported by infographics, has been employed to improve students' willingness to speak in English class in two cycles, aiming to achieve the desired results and enhance students' participation in English class discussions. Each cycle consisted of four stages of classroom action research procedures, such as planning, acting, observing, and reflecting. The class that the researcher addressed had an English subject one day a week, which is on Thursday. Each cycle was carried out in one meeting. The researcher presents findings that are discussed based on the research problem raised. The answers are based on the data obtained from field notes, observation checklists, and interviews.

The following is the detailed description of the research findings from cycle 1 and cycle 2, which include the results of the students' willingness to speak in English class and the teaching and learning process, which is described at each stage of the classroom action research (planning, acting, observing, and reflecting).

Cycle 1

This cycle 1 consisted of one meeting, conducting four stages in achieving the research objectives: planning, acting, observing, and reflecting. The first cycle was

conducted on Thursday, May 08th, 2025. The following was an explanation and interpretation of cycle 1.

1. Planning

Planning is the early stage in classroom action research, where planning is carried out to solve problems that occur in the classroom. Before conducting research, researchers have identified the problems that occur in the classroom, by conducting pre observation, which is directly observing the learning and teaching process in the classroom when English lessons take place.

2. Acting

Acting is the second stage of classroom action research, where the action will be carried out by the researcher directly in the classroom, who acts as a teacher, and the teacher acts as a researcher to supervise and fill in the observation checklist that has been prepared. Action is carried out based on a previously prepared lesson plan, which utilizes peer tutoring strategies and infographics as tools for tutors to explain material to tutees. The following are the steps taken by the teacher during the teaching and learning process:

- 1) Pre-activity, the first meeting of cycle 1 was conducted on May 8th, 2025, at 7.00-09.00 AM. The session began with the teacher warmly greeting students and inquiring about their well-being (How are you?).
- 2) During activity, for the main activity, the teacher appointed six students as tutors, selected based on their highest English and overall subject scores. Each chosen tutor was required to choose five group members as tutees, resulting in a total of six groups, and each group consisted of 6 people.
- 3) Post activity, at the end of the lesson, the teacher and students analysed the learning activities that have been carried out, should use English during discussion, and reflect on the students by asking about
 - (a) What have you learned today
 - (b) Did you enjoy studying today?
 - (c) Which part of the material do you think that you have not understood?

3. Observing

The researcher observed and analysed the students' willingness to speak English by comparing it to pre-observation data collected on March 12th and 13th, 2025.

4. Reflecting

Both the teacher and collaborator reflected on what had been done in this cycle. After comparing the results of the acting phase with the initial condition, it was seen that although there was a great improvement. The data shows that about 18-22 students showed a willingness to communicate in English. Based on a comprehensive analysis, teachers and collaborators concluded that although Cycle 1 showed encouraging results.

Cycle 2

This cycle 2 consisted of one meeting, conducting four stages in achieving the research objectives: planning, acting, observing, and reflecting. The first cycle was conducted on Thursday, May 15th, 2025. The following was an explanation and interpretation of cycle 2.

1. Planning

Based on the reflection results from cycle 1, the teacher and researcher identified two main problems that needed to be fixed to increase students' willingness to communicate. First, students still struggle with speaking English due to a lack of vocabulary related to the topic of procedure texts. Second, the discussion activities in peer tutoring still seemed monotonous and uninteresting, making students less enthusiastic about participating.

2. Acting

Acting is the second stage of classroom action research, where the action will be carried out by the researcher directly in the classroom, who acts as a teacher, and the teacher acts as a researcher to supervise and fill in the observation checklist that has been prepared. The following are the steps taken by the teacher during the teaching and learning process:

- 1) Pre-Activity, the second meeting of cycle 2 was held on Thursday, May 15th, 2025, from 07:00 to 09:00 WIB. The first thing the teacher did was greet the students and ask how they were doing by saying, "How are you?" The teacher also asked the students to prepare for the class and to lead the prayer in English according to their beliefs.
- 2) While-activity, during this activity, the teacher started by reflecting on last week's lessons to help students recall what they learned.
- 3) Post-Activity, at the end of the lesson, the teacher and students analysed the learning activities that have been carried out, should use English during discussion, and reflect on the students by asking about
 - a) What have you learned today?
 - b) Did you enjoy studying today?
 - c) Which part of the material do you think you have not understood?
- 4) To conclude the session, the teacher informed the students about the material to be covered in the next meeting. The teacher asked the students to lead a prayer and delivered closing greetings

3. Observing

Based on the results from Cycle 1, it can be seen that the willingness to change (WTC) of the students has increased from the initial condition of around 18 out of 36 students. However, these results showed that there were two problems still unsolved in cycle 2, in line with the criteria of success above.

4. Reflecting

In this stage, the teacher and collaborator reflected on what had been done in this cycle. After the second cycle had been completed, the results of the teaching learning process were taken from the observation checklist, field notes, and interview. The implementation of peer tutoring using infographics in the first cycle showed an initial increase in willingness to speak, particularly in aspects of classroom atmosphere and teacher support. The classroom atmosphere became more conducive and interactive, and teacher support was perceived as encouraging students to speak more confidently. However, obstacles still existed in the aspects of personality and linguistic problems; some students remained passive due to their fear of making mistakes and limited vocabulary.

The findings from Cycle 1 and Cycle 2 of this Classroom Action Research demonstrate that the implementation of the peer tutoring strategy supported with infographics successfully addressed the main factors causing students' unwillingness to speak in English, as identified in the research background. These factors included psychological barriers, physiological factors, linguistic limitations, and contextual issues. The discussion below presents how the four aspects of willingness to communicate (classroom atmosphere, teacher's support, personality, and linguistic problems) evolved throughout the research, supported by relevant theories and previous studies.

3.1 Classroom Atmosphere

In the absence of the intervention, the classroom environment was not encouraging communication because students did not like speaking in public and would rather remain quiet. It corresponds with the contextual factors proposed by Syed & Kubzborska (2020), according to which the classroom environment and the activity structure may greatly affect the willingness of students to engage in communication. The introduction of peer tutoring created the student-centered approach in the classroom environment that made students feel more comfortable while interacting with each other in small groups. The application of infographics introduced additional visual elements in the lesson that eliminated the monotony of the lessons and made activities more interesting.

3.2 Teachers' Support

To start with, the absence of structured practices to develop oral skills and a lack of interactive tools were the main reasons why students were reluctant to speak. Thanks to the present study, the role of the teacher became more efficient as classes were held using ZPD-based scaffolding techniques. During Cycle 2, warm-up exercises with words through Wordwall.net and Procedure Text Adventure Game provided the necessary interaction and eliminated the barrier created by uninteresting activities. It is also consistent with the opinion expressed by Chandra et al. (2024).

3.4 Personality

Some of the psychological issues like anxiety, fear of ridicule, and lack of self-confidence—discussed in the literature review as some of the biggest hurdles to be overcome—were slowly alleviated as a result of the secure and cooperative environment fostered through peer tutoring. In small groups of peers, learners were free to take chances without the fear of embarrassing themselves publicly. After a while, even those who had been shy began to volunteer answers and give presentations on behalf of their groups.

3.5 Linguistic Problems

As described in the background, one of the linguistic barriers to learning was the low level of vocabulary and expressions of everyday life. Although these difficulties were present in Cycle 1, the use of infographics managed to facilitate the understanding of new terms. By Cycle 2, vocabulary warm-up sessions and pictures were helpful for students in accessing language faster during speaking exercises. In addition, feedback from peers proved to be an effective means because tutors could

help their classmates make corrections immediately, as suggested by Sukerti (2019), who stated that visual media together with collaboration facilitate learning. There are several strengths of this study: first, the strategy is implemented and it meets the needs of the students; second, the learning media applied are fun and engaging. Finally, the teaching model is highly flexible because it can be easily adapted and applied in various schools or educational settings and does not require expensive materials or technologies. The limitations of this research include its short timeframe and dependence on tutors. The strategy would be ineffective if a tutor was not ready for the class or did not master the material. Furthermore, the study was concerned with enhancing students' participation in speaking rather than measuring the extent of improvement of other linguistic competencies such as grammar and pronunciation skills. This study supports the results obtained by Paulina's (2017) research where she conducted an experiment using a Classroom Action Research method and involving students from an English language program. In Paulina's experiment, the tutor-tutee pairs were determined based on the speaking proficiency. Peer Tutoring proved to be very successful in decreasing the anxiety of speaking in class and enhancing speaking proficiency, as demonstrated by the improvement of average scores above the KKM (60).

This finding is further supported by Latif and Zulkifli (2020) research. Their study emphasizes that peer tutoring strategies create a more relaxed, friendly, and enjoyable learning environment. This, in turn, boosts students' motivation and confidence to use English. Specifically, their mentor-mentee program revealed that students felt more relaxed (mean = 4.53) and more motivated (mean = 4.65) when learning with peers, and they were less afraid of making mistakes. Lisdiana (2023), found that peer tutoring improved students' speaking skills, confidence, and classroom participation. In her study, students initially struggled with vocabulary, fluency, and anxiety, but became more active and confident after two cycles of peer tutoring. Similar to the present study, the classroom atmosphere became more supportive, and students were more willing to speak. This reinforces the conclusion that peer tutoring creates a positive environment that enhances students' willingness to communicate in English.

4. CONCLUSION

This classroom action research aimed to improve students' willingness to speak English through the implementation of the Peer Tutoring Strategy, supported by infographics. The findings showed a clear improvement in students' willingness to communicate in English across two research cycles. Initially, students were reluctant to speak due to factors such as lack of confidence, limited vocabulary, fear of making mistakes, and low classroom engagement. However, the application of peer tutoring, combined with infographic media, created a more supportive and interactive learning environment. The strategy improved the classroom atmosphere, encouraged teacher and peer support, built students confidence, and reduced linguistic problems. Students became more active, collaborative, and motivated to express their ideas in English. These improvements indicate that the research successfully met its criteria of success. In conclusion, the integration of Peer Tutoring Strategy with infographic support is successful in fostering students' willingness to speak English. It addresses

psychological and linguistic barriers while promoting a positive, student-centered learning environment that supports both academic performance and communicative competence.

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