

# Language Learning Strategy and Positive Experience of Students as a Predictors of Willingness to Communicate in Verbal Communication

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**ABSTRACT:** This research aims to determine the relationship between language learning strategy and positive experiences of students as predictors of willingness to communicate in verbal communication. It is a quantitative study that utilized a descriptive correlational survey. The study was conducted in private university and colleges in Davao City with 355 participants who were exclusively taking Filipino subjects. The instruments used in this research were divided into three parts, adapted from questionnaires from "Language Learning Strategies Among Saudi EFL College Students and Their Relationship To Students' Perceptual Learning Style, Gender, Academic Major And Proficiency Level" by Saeed Saleh Alkahtani, "Preliminary Development Of The Positive Experiences At School Scale For Elementary School Children" by Michael Furlong, and "Willingness To Communicate Orally: The Case Of Iranian EFL Learners" by Elahe Tavakoli. As a result of this research, it was identified that the descriptive level of participants was high, indicating frequent demonstration of language learning strategy skills. Furthermore, in developing positive experiences of students, a high descriptive level was attained, suggesting that students frequently demonstrated capability in positive experiences. This research also showed that students' willingness to communicate in verbal communication received a high descriptive level, meaning that students frequently demonstrated the ability in oral communication. Additionally, the variables in this study showed a significant relationship. Therefore, due to the significant relationship of each variable, it was discovered that there is a meaningful relationship between the two predictors and the dependent variable.

**Keywords:** Language Learning Strategy, Positive Experience of Students, Willingness to Communicate in Verbal Communication, Davao City, Philippines.

## I. INTRODUCTION

The difficulty in engaging in verbal communication is one of the challenges faced by students at school. In a study by Prentiss, more than seventy-five percent (75%) of the population are afraid to speak in front of a large group of people, leading to apprehension and experiencing rapid heartbeats, trembling hands, shaking voice, and feet, among others, as some of the causes of fear in verbal communication. Furthermore, according to the study by Rahman et al. (69) titled "Exploring Perceptions of Employers on Communication Skills Among Fresh Graduates," it stated that new graduates lack interpersonal skills and proficiency in proper communication, including presentation and interviews. Most graduates lack the ability to socialize, making it a significant obstacle for their future.

In the Philippines, particularly in Caraga, Chentez (1) mentioned in her study that one of the challenges often encountered by students in verbal communication is hesitancy in engaging in communication and the cultural differences. Furthermore, anxiety in interactions and the learning environment in society can lead to poor development of communication skills. In Humaera's study (1), willingness to communicate in verbal communication is limited when it comes to determining the most effective method to develop the willingness to communicate in verbal communication skills.

Verbal communication is deemed vital as it is one of the aspects that students need to develop in the present time. Scholars considered the development of students' skills in verbal communication as one of the factors affecting students' performance and capability in academic life (Taha & Rezeq, 44). Furthermore, proficiency in verbal communication is highly essential, especially in the workplace and government or company institutions (Fitria & Salwa, 155). Effective skills in verbal communication not only help in sharing ideas with others but also establish good relationships among students. Therefore, it is also recommended in studies that the having an aptitude in verbal communication should be given attention to by students as it is crucial, especially in business (Rathee & Rajain, 41).

The relationship between language learning strategies and willingness to communicate in verbal communication needs to be emphasized. According to the study of Eslit, language learning strategies play a significant role in developing the willingness to communicate in verbal communication of students. Furthermore, the study of Ilhemos (1), highlighted that being willing to communicate in verbal communication is a critical variable in language learning. Through language learning, students hone their skills in willingness to communicate in verbal communication. An effective factor in language learning strategies is evident when students are encouraged to engage in verbal communication within the classroom. Students with a high level of willingness in verbal communication are active in language learning-related activities that provide advantages in the classroom (Dehghani, 50).

Meanwhile, positive experiences of students and willingness to communicate in verbal communication must also be given attention. Positive experiences play a significant role in developing students' willingness to communicate in verbal communication (Mock & Hodis, 1). Furthermore, utilizing positive communication strategies, like sending positive notes at home to their families, is crucial as it strengthens the relationships among teachers, students, and families. By recognizing and valuing the unique qualities and successes of students, teachers can create a more supportive and encouraging learning environment, which positively impacts students' willingness to communicate in verbal communication.

This research is anchored with Noam Chomsky's Language acquisition theory, which is based on the research by Lemetyinen (1). According to this theory, the ability to learn language is related to the genetic program in the human brain. From childhood, humans start using their own language and ways to express what they want to convey. The concept of grammar referred to is called Universal Grammar, through which newborn infants use any grammar existing in the world. After birth and exposure to a particular language or languages in the environment, children relate it to the language used by the majority, thus making that language their own. Later on, there is what is called generative grammar. In generative grammar, children do not intentionally separate their speech based on what they hear around them, where these words are not in the correct order. Furthermore, children develop the ability to understand the structure and create endlessly new languages such as expressions or phrases. Therefore, children use their own methods or strategies in learning a language and how they will use it in their interactions with other people.

This is supported by David Kolb's theory of experiential learning, which refers to studying the process of acquiring knowledge by an individual through their experiences. Knowledge is the result of a combination of a person's grasping and transforming experiences. This theory describes four elements: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The cycle begins with students having an experience followed by the opportunity to reflect on these experiences they have undergone. After reflecting, they can form concepts and make conclusions about their experiences and observations, leading to actions in the future. Students' various behaviors are influenced by these experiences. Therefore, if students have good experiences, it is closely related to their learning and can be said that they have the potential to be motivated in communication if they consistently experience it inside or outside the school without fear or hesitation (Kurt, 1).

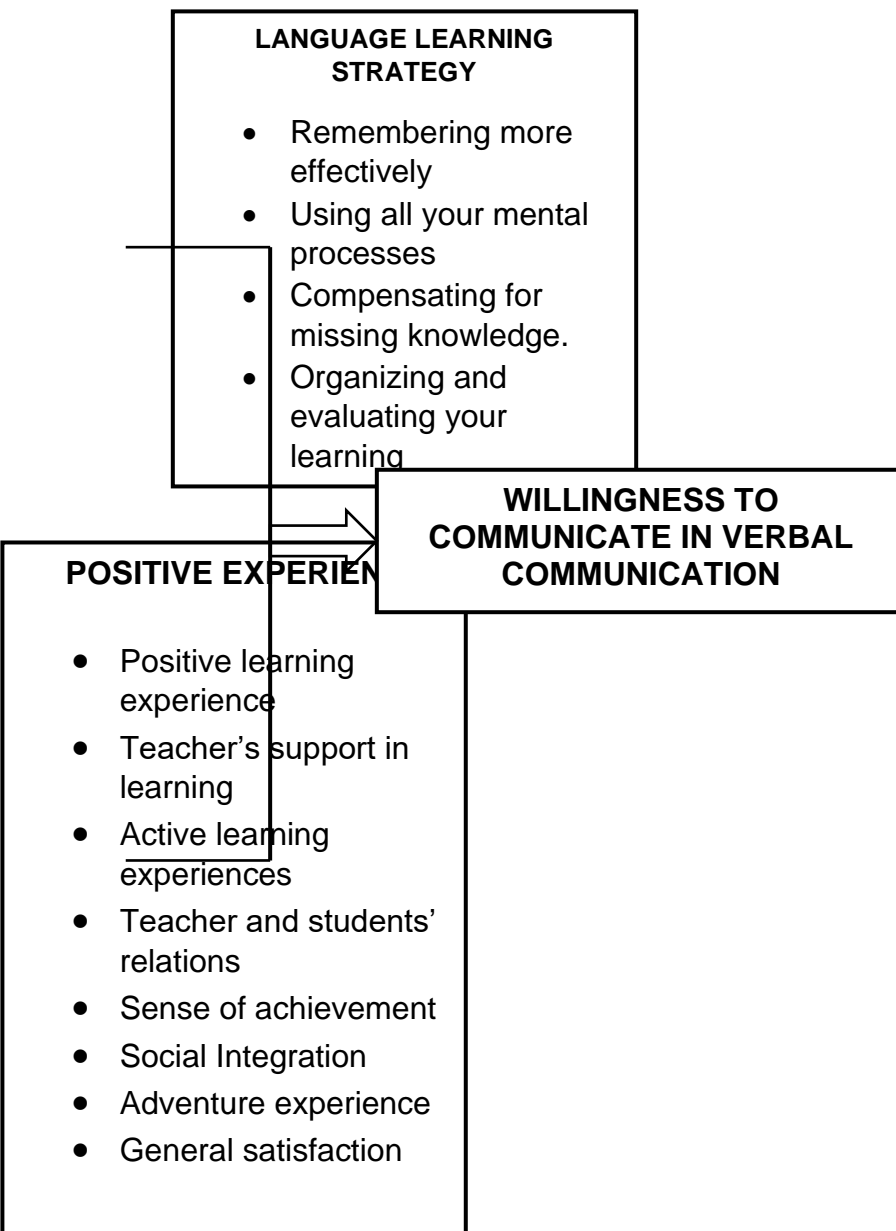
As support to the previous theories, the Communication Accommodation Theory (CAT) by Howard Giles is also used. It focuses on how individuals adjust their communication behaviors to align with their partners, aiming to obtain approval, enhance communication skills, and maintain a positive social identity. Moreover, it emphasizes the differences among individuals and the importance of unity in relationships. Everyone adjusts their communication to make their interactions with others effective, thus creating a positive impression. This theory also avoids criticisms in communication where conversations become complicated due to lack of unity and understanding of every individual (Giles, 1).

The strategy in learning a language is a skill that needs to be strengthened. According to Alkahtani (1), it has six (6) indicators, Memory refers to the strategy for quickly memorizing things that you want to say and remember. On the other hand, the use of cognitive involves the mental processes that encompass all the things naturally done by the human mind. compensation is an activity or ability that compensates any needs to be filled in the mind that has not yet understood

what they are. Metacognitive is the ability to organize and analyze the information gathered in our minds to further understand how it can be effectively used during communication. Affective is also a branch in the language learning strategy because a person's emotions are related to our minds. And lastly, social has many reasons, so there are many factors involved in how a person learns. Because of these, there is no single ability that can be said to be the sole reason why a person learned.

Additionally, positive experiences play a significant role in being willing to engage in verbal communication interactions. There are eight indicators of this variable based on the study of Furlong, et al. First is positive learning experience. This positive experience results in a good outcome in their learning or desired achievements in the future. Second is teacher support in learning, inside a classroom, the teacher's help in the students' learning is very important because they manage the classroom. Third is active learning experience; through each student's experience, they become active in learning. Fourth is the teacher-student relationship; the good relationship between the teacher and students has a big impact on the students' learning. Fifth is the Sense of achievement, having a sense of success energizes each student. Sixth is social Integration, learning is not only through reading but through joining in society, individuals also gain knowledge of what is happening around them. Seventh is Adventurous experience, traveling gives encouragement to individuals, aside from enjoying the trip, they also learn from every place visited and people interacted with. Lastly, general satisfaction, this is a personal experience commonly associated with work situations, work performance, and mental organization.

In this research, the variable of the willingness to communicate in verbal communication was also used, providing clarity on the relationship between language learning strategies and positive experiences of students. In the study by Tavakoli & Davoudi (1), there are three indicators. Firstly, willingness to communicate with the teacher and the class, the desire of the student to engage voluntarily in conversation with their teacher and class on what they want to express. Secondly, willingness to communicate with classmates and friends, which is the willingness to engage in conversation with classmates and friends without hesitation. Lastly, willingness to engage with strangers, the ability and willingness to engage in conversation with people who are not acquaintances or relatives.



**Figure 1: Conceptual Framework**

This conceptual framework shows the relationship between Language Learning Strategy, Positive Experiences of Students, and Willingness to Communicate in Verbal Communication.

There may be many literatures from other published studies regarding language learning strategies, positive experience of students, and willingness to communicate in verbal communication, but this study focuses on examining the relationship between language learning strategies, positive experiences of students, and the willingness to communicate in verbal communication. There is a need for immediate research on this, especially today, because the needs of students are changing that must be addressed. Whatever the results of this study, it will contribute to enhancing students' proficiency in being willing to communicate in verbal communication.

This research aims to describe the relationship between language learning strategy and positive experiences of students through their willingness to communicate in verbal communication.

Certainly, this study aims to answer the following questions: what is the level of language learning strategy in terms of memory, cognitive, compensation, metacognitive, affective and social; what is the level of positive experiences of students in terms of the following: positive learning experience, teacher support in learning, active learning in experience, teacher-student relations, sense of achievement and social integration, adventurous experience and general satisfaction; what is the level of willingness to communicate in verbal communication of students when examined according to the following: willingness to communicate with the teacher and the class, willingness to communicate with classmates and friends, and willingness to communicate with strangers. Is there a significant relationship between Language Learning Strategy and the willingness to communicate in verbal communication of students; Is there a significant relationship between Positive experience of students in the willingness to communicate in verbal communication skills of students; Which domain has the most significant influence on the willingness to communicate in verbal communication of students.

In this era of globalization, the aim of the United Nations Educational, Scientific and Cultural Organization (UNESCO) is the intense changes occurring worldwide. These significant changes occur when people have a strong desire to achieve something. People's aspirations are fulfilled when they can clearly express their ideas and opinions to others. Therefore, they need to learn communication skills to fulfill their ambitions, goals, and objectives. In the modern world, communication skills play a crucial role, and one must have knowledge of these skills to be successful in their respective fields. Thus, being willing to communicate in verbal communication is the most important skill among all four language skills to communicate effectively in this global world (Rao, 6).

This research is important worldwide, because it cannot be denied that the ability to engage in verbal communication is crucial in any field. For teachers, students, and the Department of Education, the results of this study are a great help in serving as a basis on how to improve the level of language learning strategies, providing positive experiences for students, and being willing to communicate in verbal communication.

This research will greatly assist the Department of Education in analyzing the reasons for the low proficiency in verbal communication skills among students. The design of the curriculum is crucial in any education system, especially in the Philippines, to enhance the quality of education, particularly in communication. Furthermore, in the present context, society requires graduates to have the ability to compete globally, necessitating proficiency in oral communication as a method. Therefore, this research plays a significant role in developing students' communication skills. Additionally, this research is important for highlighting the value of language learning strategies, positive experiences of students, and willingness to communicate in verbal communication.

This study is also important for administrators and teachers to consider the necessary steps. Especially in terms of strategies, approaches, methods, and techniques for improving effective teaching and to demonstrate the importance of student engagement in any classroom activity, for successful communication skills development.

This research will also help researchers in the need for a MAEd-Filipino degree. The results of the study will help determine if there is indeed a relationship between language learning strategies, positive experiences of students, and willingness to communicate in verbal communication. Lastly, for future researchers, this study is important as it will serve as a basis for conducting similar studies to expand knowledge in communication skills.

## **II. METHODS**

### **Participants of the Study**

The research was conducted in three private universities in Davao City and the researcher used the stratified random sampling technique to determine the number of each respondent who will answer the questionnaire where the students in senior high school were selected. The researcher used the stratified random sampling technique to identify the number of respondents who will answer in each school. Where the population is divided into subgroups called "strata" (Nguyen, 1).

Selected students from University A, B, and C participated in this study in the academic year 2022-2023. The total number of students taking the Filipino subject is 3245. Using Slovin's Formula, from the population of 3245 senior high school students of the three different schools, 355 participants were selected with a confidence level of 95% and a margin of error of 4.99%. Through stratified random sampling, out of the total population of 3245 senior high school students of the three different schools, 355 participants were obtained. University A had 114 participants, B had 124, and C had 117 participants. According to Memon (1) 355, this number of respondents is enough for this research study, utilized by the researcher among all senior high school students.

The researcher also looked into ensuring that only senior high school students who are taking the Filipino subject participated in this study to make the research more valid and credible. The participants were chosen because they are in

the same city same as the researcher to facilitate data collection. The questionnaire also aligned with their level of understanding of the questions.

There was no persistence involved to have the participants answer the questionnaire. The researcher fully respected the participants' refusal to provide their thoughts or opinions. However, they were voluntary in allocating their time and effort to respond to the research and there was no threat of punishment. The researcher also made it clear that there would be no penalty for students who choose not to participate in the study.

The research was conducted in three private universities here in the City of Davao, Region XI because this is the researcher's place of affiliation. The researcher also considered personal interests in conducting the study. Furthermore, the number of students in these universities is sufficient for the required number of participants in the study, because the researcher wants to determine if the students' ability to engage in verbal communication is still high. It is also clear that senior high school students who are not enrolled in the mentioned schools are not included in this study.

### **Instrument of the study**

The questionnaire used in this research has three parts. First is the questionnaire about language learning strategies adapted from the study "Language Learning Strategies Among Saudi Efl College Students and Their Relationship to Students' Perceptual Learning Style, Gender, Academic Major and Proficiency Level" by Alkatani, Saeed, which includes six (6) indicators and fifty (50) items needed for the research and translated into Filipino. The questionnaire was found to be acceptable based on the Chronbach's alpha result of 0.70, indicating its use in data collection.

Secondly, there is a questionnaire about positive experiences adapted from the study "Classroom Learning Experiences and Students' Perceptions of Quality Of School" by Furlong, Michael, which includes eight (8) indicators and forty-six (46) items needed for the research and will be translated into Filipino. The questionnaire has a Chronbach's alpha result of 0.70, showing high reliability for data collection.

Lastly, an adapted questionnaire for oral communication was used from the research of Tavakoli & Davoudi titled "Willingness to Communicate Orally: The Case of Iranian EFL Learners," which includes four (4) indicators and thirty-one (31) items needed for the research and translated into Filipino. The score from the pilot testing conducted in this study is also high at 0.70 Chronbach's alpha result. This means that it is also acceptable to use as an instrument for data collection. The validation of this questionnaire has a total mean of 4.51.

To measure the level of Language Learning Strategies and Positive Experiences of the students, the researcher used the following range: 4.20-5.00 with a descriptive level indicating the highest that the item is always demonstrated in the mentioned variable, 3.40-4.19 with a high descriptive level indicating that the item is often demonstrated in the mentioned variable, 2.60-3.39 with a moderate descriptive level because the item is sometimes demonstrated in the mentioned variable, 1.60-2.59 with a low descriptive level meaning the item is rarely demonstrated in the mentioned variable, and 1.00-1.79 with the lowest descriptive level indicating the item is not demonstrated in the mentioned variable.

### **Design and Methods**

This research was conducted based on a quantitative descriptive correlational survey. The descriptive correlational survey is designed to describe the relationship of each variable. According to Panda (1), the descriptive correlation design describes the relationship and level of each variable, making it most suitable for data collection.

In this research, the willingness to communicate in verbal communication serves as the independent variable. Meanwhile, language learning strategies and positive experience of students are the two dependent variables. This research utilized a descriptive correlational survey and employed quantitative data to measure the relationship between language learning strategies, positive experience of students, and the willingness to communicate in verbal communication. The aim of this study was to determine if there is a relationship between language learning strategies, positive experiences of students, and the willingness to communicate in verbal communication among students.

The researcher followed all standards to conduct the study. The following steps were taken: The researcher analyzed, translated, and validated the adapted questionnaire. After validation and revision made by the researcher, the questionnaire was adjusted for formal validation. An external validator was also consulted to enhance the instrument's credibility. The researcher completed all requirements for validation through UMER (University Ethics Review Committee), waited for feedback and corrections, made necessary revisions, and resubmitted for final validation. After the initial review by UMER, the researcher was granted permission to conduct the study and received a certificate with number UMER-2022-353.



The researcher sought permission from the university authorities to send the approval letter to the chosen school. The approval letter, endorsed by the Dean's adviser of the professional graduate program institution and the researcher's adviser, was submitted to University A, B, and C for the study's formal approval. This was shown to selected Filipino teachers for final approval to allow students to answer the questionnaires.

After distributing the questionnaires, the researcher conducted pilot testing and had the results interpreted by the chosen statistician. Upon receiving the results from the statistician, approval was given to begin the formal data collection. The researcher allocated a day in each school for students to answer the questionnaires, ensuring clear instructions without coercion or intimidation.

After gathering the necessary data for the study, the statistician interpreted the final data. The responses were analyzed and interpreted using mean, Pearson *r*, and Multiple Regression. The researcher provided discussion, conclusion, and recommendations based on the research results. The statistical methods used to address the study objectives are listed below.

**Mean** was used to determine the level of language learning strategy, positive experiences of students, and willingness to engage in verbal communication. **Pearson**, on the other hand, was used to understand the correlation or relationship between language learning strategy, positive experiences of students, and the willingness to engage in verbal communication. Meanwhile, **multiple regression** was used to measure the p-value of the independent variable to determine which predictor has a significant relationship with the independent variable.

In conducting this research, ethical considerations and the safety of each participant are in the mind of the researcher. Each participant in this study freely agreed to participate and was not compelled.

Overall, whatever the results of this research may be, the researcher safeguarded the credibility of the names of the respondents involved in the study. The researcher gave the respondents the freedom to participate without any associated punishment if they chose not to. The researcher made every effort to carefully handle any confidential data obtained from the respondents in accordance with the Data Privacy Law. The respondents are free to provide their names when answering the questions. The researcher made it clear to the respondents that whatever results come out of this study will remain confidential, and the personal information of the institutions and respondents involved in this study will be kept private. The researcher provided a consent form and assent form for the participants to sign. The researcher also explained the potential benefits that may result from the study.

The research conducted provides benefits to society, especially in schools, by expanding curriculum activities related to language learning strategies and positive experiences of students towards their willingness to engage in verbal communication. Furthermore, the researcher also made efforts to understand each concept and idea of each author of each variable without any trace of claiming ownership of any knowledge idea from various authors in this study. The researcher identified and mentioned the authors and proponents related to the study.

The researcher did not fabricate any results of the study. There was no manipulation of data. The researcher was honest with any results of the study resulting from the gathered data. In this research, the researcher did not make any professional judgment. The researcher also did not know each participant and their teachers. Any results of the study were not due to deception and cheating just to achieve the expected results of the study. Additionally, there was a formal letter to the institution's head prepared by the researcher and approved by the Dean of the Graduate Program of the Professional School of the University of Mindanao. The researcher asked permission to conduct the study from the selected institutions. All signatures were valid and went through the correct process.

On the other hand, in using technology to expedite work, the researcher ensured provisions regarding the arrangement of data gathered for the study to correct any errors in results or presentations. The researcher was aware of the contribution of this study. Nonetheless, they know that they are the primary author of this research, and their adviser is the co-author. This research underwent validation by panels and advisors through the adjustment of suggestions and recommendations for the improvement of the study.

### **III. RESULT AND DISCUSSION**

In this section, the data and analysis of the findings of this study were presented based on the responses of the participants to address the research objectives on language learning strategies and positive experience of students as predictors of their willingness to communicate in verbal communication. The tables were organized according to the following subheadings: level of language learning strategy, level of positive experience of students, level of willingness to communicate in verbal

communication, correlation between language learning strategy and the willingness to communicate in verbal communication, correlation between positive experiences of students and willingness to communicate in verbal communication, influence of combined language learning strategies and positive experiences of students towards willingness to communicate in verbal communication.

### **Level of Language Learning Strategy**

Table 1 shows the statistical level of each predictor in language learning strategy. It was found that in the view of the students, they have a high ability in using language learning strategy. This resulted in an overall mean of 3.83 and a standard deviation of 0.434, indicating that the students' ability in utilizing language learning strategy is high.

*Table 1*

*Level of Language Learning Strategy*

<b>Indicators</b>	<b>SD</b>	<b>Mean</b>	<b>Deskription level</b>
Memory	.609	3.68	High
Cognitive	.505	3.80	High
Compensation	.561	3.93	High
Metacognitive	.502	3.99	High
Affective	.650	3.76	High
Social	.599	3.87	High
Total	.434	3.83	High

Meaning, students often demonstrate the activities stated in each item to develop their language learning strategy. Memory obtained a mean score of 3.68, Cognitive with a mean score of 3.80, compensation with a mean score of 3.93, Metacognitive with a mean score of 3.99, affective with a mean score of 3.76, social with a mean score of 3.87, and overall obtaining a mean score of 3.83.

Memory, cognitive, compensation, metacognitive, affective, and social are crucial abilities in the language learning strategy. It can be seen in the results of this research that students often demonstrate the above-mentioned skills in each item. To further enhance the level of Memory, it is necessary for an individual or student to use their imagination. Think of important things about oneself that can be related to what they want to remember (Brien, 14). Cognitive to further develop this ability, students need to be given tasks to analyze literary works. Because analyzing literary works allows students to use their critical thinking where all mental processes are required to accomplish it (Hafidz, 1).

Meanwhile, compensation can be enhanced by providing activities related to guessing, such as creating the lyrics of a song using fill in the blanks in English (Ragab, 4372-4373). In metacognitive, according to Parrish's study (1), to develop students' abilities in organizing and analyzing, students need to be guided to assess their use of metacognitive skills. By using graphic organizers, they can organize their knowledge and learning by asking the following questions: How can I learn best? Are there strategies or specific activities that have helped me in the past? What valuable information have I not found yet? This is a great help in increasing students' ability in organizing and analyzing their learning. On the other hand, effective, to improve students' ability in this aspect, teachers need to use a planner, through which students can manage their emotions without knowing it. By also using the SMART (Specific, Measurable, Achievable, Realistic and Timely) method, it is a great help for students to manage their emotions (Frye, 1).

Social, group activities such as Jigsaw, think-pair-share, and peer review techniques are a great help in developing students' ability to learn from others. Through these techniques, each student learns from others and shares their learning, strengthening their ability in oral communication (Vergoesen, 1).

### **Level of Positive Experience of Students**

Table 2 presents the data on the level of positive experiences of selected students in the city of Davao with a total mean score of 3.89, indicating a high descriptive interpretation.

*Table 2*

*Level of Positive Experience of Students*



<b>Mga Tagapaghiwatig</b>	<b>SD</b>	<b>Mean</b>	<b>Deskriptongantas</b>
Positive leaning experience	.606	3.89	High
Teacher’s support in learning	.597	4.06	High
Active learning experience	.592	3.91	High
Teacher student relations	.618	4.04	High
Sense of achievement	.645	3.77	High
Social integration	.640	3.73	High
Adventurous experience	.567	3.88	High
General satisfaction	.816	3.81	High
Total	.473	3.89	High

From the eight indicators of positive experience of students, it obtained a total mean score of 3.89, indicating a high level. This means that positive experiences of students are frequently observed. Positive learning experience received a mean score of 3.89, teacher support in learning obtained a mean of 4.06, active learning experience had a mean score of 3.91, teacher-student relations received a mean score of 4.04, sense of achievement had a mean score of 3.77, social integration scored a mean of 3.73, adventurous experience had a mean of 3.88, and general satisfaction obtained a mean score of 3.81 with a high descriptive interpretation.

The second table refers to the level of positive experience of participants in education, which plays a significant role in one's life, as it gives courage to achieve goals and aspirations in life (Soo, et. al. 58). This ability is developed with the help of teachers within the school environment as both teachers and students spend the whole day together, creating a positive atmosphere. When students feel good environment, they are not afraid to share their learnings in class (Hawthome,1).

Furthermore, teacher support in learning, as mentioned by Merlo (1), should possess qualities such as positivity, patience, clarity, innovation, excellence in various areas, inspiration, approachability, showing love for teaching, and accepting mistakes. These qualities are essential for teachers in schools. To increase active learning experiences for students, teachers should utilize a method called Active Learning Based Method, focusing on students, and aiming to enhance understanding and develop responsibility in discovering new concepts. This helps students increase self-confidence and cognitive ability (Munna, 97-98). Agyekum (1) study suggests that trust and security among individuals are necessary within schools to cultivate this.

The sense of achievement, nurtured with the help of teachers, as students need a positive environment. Student happiness and feeling of belonging greatly contribute to cultivating a sense of success. Therefore, whether big or small achievements, teachers need to acknowledge students' successes for them to feel it (Tian, 1). Social interaction, including peer learning, is a strategy that helps develop students' social skills (Byl, 1-2). Additionally, according to Eredics (1) changing the Seating Plan can aid students in distributing their social interaction skills. Adventurous experiences, such as field trips, outside the school, greatly help students develop their travel experiences. Moreover, it also helps increase self-confidence, interaction with others, and physical abilities. General satisfaction, the experience of personal growth is one of the key factors in developing general happiness. Thus, it is recommended that every school provides opportunities for personal development such as mentorship programs, internships, and extracurricular activities (Felix, 1).

**Level of Willingness to Communicate in Verbal Communication**

In table 3, the total mean score of the items on the willingness to Communicate in verbal communication is 3. 64, indicating a high descriptive interpretation.

Table 3

*Level of Williness to Communbicate in verbal Communication*

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
Willingness to communicate with teacher and class.	3.64	.650	High
Willingness to communicate with classmates and friends.	3.64	.856	High

Willingness to communicate with strangers.	3.54	1.01	High
Willingness to communicate with teacher and classmates.	3.76	.675	High
Total	3.64	.668	High

It means that students often demonstrate the tasks specified in each item to develop their willingness to communicate in verbal communication. Willingness to communicate with teachers in the class has a mean score of 3.64, willingness to communicate with classmates and friends with a mean score of 3.64, willingness to communicate with strangers with a mean score of 3.54, willingness to communicate with teachers and classmates with a mean score of 3.76, and an overall mean score of 3.64.

Willingness to Communicate with teachers and in the class, with classmates and friends, with strangers, and with teachers and classmates are important skills. However, the results of this research show that students often only demonstrate the mentioned activities in each item. In fact, to improve the level of willingness to communicate with teacher and classmates, one must be active in discussions and class activities, ask questions when something is not understood, and practice public speaking to build self-confidence (Toyoda & Yashima, 107-109).

The willingness to communicate with classmates and friends is developed by initiating discussions with classmates and friends. Join clubs or organizations that align with your interests and practice active listening to build stronger relationships. On the other hand, willing to communicate with strangers is cultivated by engaging in conversations with people you meet daily, attending networking events to meet new people, and joining online communities or forums to connect with like-minded individuals. Additionally, Darasawang (2-12) also mentioned that being willing to communicate has underlying factors such as cultural background, language skills, and the influence of teachers.

Lastly, being willing to communicate with teachers and classmates, to assist students in developing this skill requires teachers to create a positive classroom environment by caring for and building relationships with students. This will help students feel more comfortable communicating with their teachers and classmates (Zulaika, 1).

Table 4

Overall Relationship between Language Learning Strategies, Positive Experiences of Students, and willingness to Communicate in Verbal Communication.

		Language Learning Strategy	Positive Experience	OVM DV
Language Learning Strategy	Pearson Correlation	1	.600**	.460**
	Sig.(2-tailed)		.000	.000
	N	338	338	338
Positive Experience of students	Pearson Correlation	.600**	1	.586**
	Sig.(2-tailed)	.000		.000
	N	338	355	354
OVM DV	Pearson Correlation	.460**	.586**	1
	Sig.(2-tailed)	.000	.000	
	N	338	354	354

In this table, you can see that the relationship between language learning strategies and willingness to communicate in verbal communication has an  $r=0.600$ ,  $p=0.000$ . This simply means that there is a significant correlation between the two

variables. You can also observe the relationship between positive experience of students and willingness to communicate in verbal communication, which has an  $r=0.586$ ,  $p=0.000$ , indicating a correlation between the variables. Overall, it resulted that the overall correlation between language learning strategies and willingness to communicate in verbal communication, positive experience of students, and being willingness to communicate in verbal communication have correlations with each other. Therefore, the null hypothesis of this study is not accepted because its p-value is less than 0.05.

Table 5

*Multiple Regression Showing the Influence of Combined Language Learning Strategies and Positive Experiences of Students Towards Willingness to Communicate in Verbal Communication.*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
(Constant)	-.043	.283		-.153	.879
Language Learning Strategy	.263	.086	.167	3.071	.002
Positive Experience of Students	.688	.077	.488	8.959	.000
<b>R</b>	<b>.603</b>				
<b>R<sup>2</sup></b>	<b>.364</b>				
<b>F</b>	<b>95.854</b>				
<b>P</b>	<b>.000b</b>				

a. Dependent Variable: Willingness to Communicate in Verbal Communication

In this table, the multiple regression analysis of language learning strategies and positive experiences of students towards willingness to communicate in verbal communication is presented. The results show that the language learning strategies and positive experience of students towards willingness to communicate in verbal communication have an  $R^2=36.4$  and  $F=95.854$ , indicating a significant relationship between language learning strategies and positive experiences of students towards willingness to communicate in verbal communication. Considering some indicators of language learning strategies and positive experience students that show a significant relationship with a p-value of .000, the multiple regression with .000 further confirms the results.

On the other hand, when combining language learning strategies and positive experience of students, it significantly contributes to willingness to communicate in verbal communication with a F-ratio of 95.854 and  $p(.000) < 0.05$ . These variables account for approximately 36.6% of the change in willingness to communicate in verbal communication. Thus, the 63.6% change suggests that language learning strategies and positive experience of students are helpful in the willingness to communicate in verbal communication.

Additionally, language learning strategies with  $p(.002) < 0.05$  and positive experience of students with  $p(.000) < 0.05$  are domains that have a significant influence on the willingness to communicate in verbal communication.

#### **IV. Conclusion and Recommendation**

From the first objective of the study, which indicates the level of language learning strategy, the researcher discovered from the participants that they exhibited high. This means that the students often demonstrate strategies related to language learning. In the second objective, which measures the level of positive experiences of the students, it obtained high. This means that positive experiences of the students are often observed. The third objective is the level of students of being willing to engage in verbal communication. It obtained a description of high, meaning that the students' ability to be willing to communicate in verbal communication is often seen.

There is a significant relationship between the variables in this research that resulted in rejecting the null hypothesis. The language learning strategy has a meaningful relationship with the willingness to communicate in verbal

communication. Similarly, positive experiences of the students and willingness to communicate in verbal communication have a significant correlation. The language learning strategy, positive experiences of the students, and being willingness to communicate in verbal communication ultimately led to rejecting the null hypothesis.

In conclusion, the three theories used in this research, namely the language acquisition theory by Noam Chomsky, the Learning Experience by David Kolb, and the Communication Accommodation Theory by Howard Giles, can be related. Such that, the ability in communication is developed through language, experience, and interactions or socializing with others. Therefore, the results of the research strongly support the theories that there is a significant relationship between language learning strategy and positive experiences of students to increase the level of the willingness to communicate in verbal communication among students.

Based on the researcher's findings, as predictors of willingness to communicate in verbal communication, the researcher recommends the following: due to having high level of employing language learning strategy, positive experiences of students, and willingness to communicate in verbal communication, the researcher suggests to have a better implementation, especially in designing the curriculum by administrators, to further improve the quality of teaching that considers stimulating the students' attention in developing their willingness to communicate in verbal communication. This is because it is a crucial skill that a student should possess not only in school but also in job searching.

Furthermore, for our respected teachers, allow students to participate in any activity related to speaking such as the following: Open forum, speech, group discussions, peer tutoring, chain-link story, picture story telling, show and tell, and many more. This way, they can increase their ability in willingness to communicate in verbal communication. Lastly, because the research was conducted in a private university, it is recommended for the next researcher to have additional comparative studies on this topic between private and public institutions.

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