

ABSTRACT

This study aimed to analyze the relationship between WTC and speaking achievement and determine the extent to which WTC contributes to students' speaking achievement. A quantitative correlational research design was employed, involving 30 students from two junior high schools in Palembang. Data were collected using a WTC questionnaire and a speaking test, and statistical analyses were conducted using SPSS. The correlation analysis revealed that there was no relationship between students' willingness to communicate and their speaking achievement ($r = 0.260$, $p = 0.165$), suggesting that WTC alone may not directly impact speaking achievement. The study concludes that while WTC is important for language learning, other factors such as linguistic competence, learning environment, and instructional strategies may also play a role in students' speaking achievement. These findings contribute to a deeper understanding of WTC and its implications for language teaching practices.

Keywords: Speaking Achievement; Willingness to Communicate; Correlation