

STUDENTS' WILLINGNESS TO COMMUNICATE USING ENGLISH: A SURVEY STUDY

Ajeng Ayu Rihardini¹, Rahmati Putri Yaniafari², Nur Mukminatien³

¹Universitas Negeri Malang, ajeng.ayu.1602216@students.um.ac.id

²Universitas Negeri Malang, yaniafari.fs@um.ac.id

³Universitas Negeri Malang, nur.mukminatien.fs@um.ac.id

ABSTRACT

In Indonesia, one of the common problems encountered by many English teachers during the process of teaching and learning in the classroom is students' unwillingness to communicate in English. Having learners who are willing to communicate in English is essential in a language classroom that follows communicative approach (Riasati, 2012). This study aims to investigate students' perceptions towards willingness to communicate using English during classroom interaction. It employs a quantitative approach, survey research design. To know the students' willingness to communicate using English, a well-known FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz, E.K., Horwitz, and M. B., Cope J. (1986) was adapted. 115 students of SMK Negeri 10 Malang participated as the respondents. Based on the findings, it is concluded that tenth and eleventh grade students at SMK Negeri 10 Malang have a positive opinion towards willingness to communicate using English in the classroom. They said that learning and communicating using English is essential and beneficial. However, their willingness to communicate using English itself is quite low and this poses a serious problem.

Keywords: *Speaking; Foreign Language Anxiety; Willingness to Communicate*

INTRODUCTION

Riasati (2012) states that it is essential in a language classroom with communicative approach to have learners who are willing to communicate using English. However, in Indonesia, this seems to be a problem since many English teachers often have to face students' unwillingness to use English. Research shows that lack of using the language caused an ineffective interaction and language production. The Cambridge International Dictionary of English defines the word 'to interact' as to communicate with or react to (each other). Brown (2001) links interaction to communications, saying, "... *interaction is, in fact, the heart of communication: it is what communication is all about.*" Here, interaction and communication mean students' participation in the classroom. Classroom interaction is related to language learning, and communicating using L2 is considered as practicing the target language which means the more the students practice communicating using the target language, the higher levels of communicative competence and achievement the students get (Bernales, 2016).

Astuti (2011) states that the success of the teaching and learning process as well as the students' language ability and achievement are determined by the interaction that happened in the classroom. Chaudron (1998:10) quoting Allwright's point about the significance of interaction using L2 language during the process of teaching and learning: (1) the target language structure as well as its meaning can be explored only by communicating with each other; (2) communicating with each other provides the students chances to use the target language structure into their own speech; (3) the meaningfulness for students depends on the degree in which communication has been formed between the teacher and students. Based on that explanation, interaction using L2 language during the process of teaching and learning is important since it eases the students to promote and discover their communicative competence.

The classroom interaction can be encouraged through some methods. Those are: (1) improving question strategies, (2) attending to students' linguistic levels, (3) enforcing cooperative learning strategies, (4) developing a positive relationship between teacher and students, and (5) reducing classroom anxiety (Jia, 2013).

According to research conducted by Bonavetti (2015), it is considered as genuine communication only when interlocutor has eagerness and purpose of communication, and when it focuses on the content and absolutely without any control either by the teacher or the material. It is related to the main objective of Communicative Language Teaching (CLT) strategy which has to teach "communicative competence" or the speaking skill using the target language properly to achieve the communication goal. In short, the teaching and learning process which adopted the communicative approach shows an ideal language class where the predominant role is on the students, and also meaningful communication between each member is encouraged.

Despite the positive effects of genuine communication, when students are given a chance to speak, some students prefer to speak up while some students prefer to remain silent. There is a possibility that the students are afraid to speak or anxious about their speaking skill. As a teacher, it is essential to find out the reason why students remain silent during the process of teaching and learning. As cited in Nande (2017) there are linguistic and non-linguistic factors that may contribute to

the students' willingness to communicate. Linguistic factors that may contribute are students' vocabulary mastery, grammar, and pronunciation. On the other hand, non-linguistic factors that may contribute are students' motivation, anxiety, shyness, and many other factors depend on the students' personality.

MacIntyre et al. (1998) presented a Heuristic model of willingness to communicate in the second language which has six layers or categories. The six layers presented as representatives of two basic structures are: (a) layer I, II, and III as representatives of situation-specific that influence willingness to communicate at a certain time and (b) layer IV, V, and VI as representatives of stable and enduring influences on the process. See Figure 1 Heuristic Model of Variables Influencing WTC below.

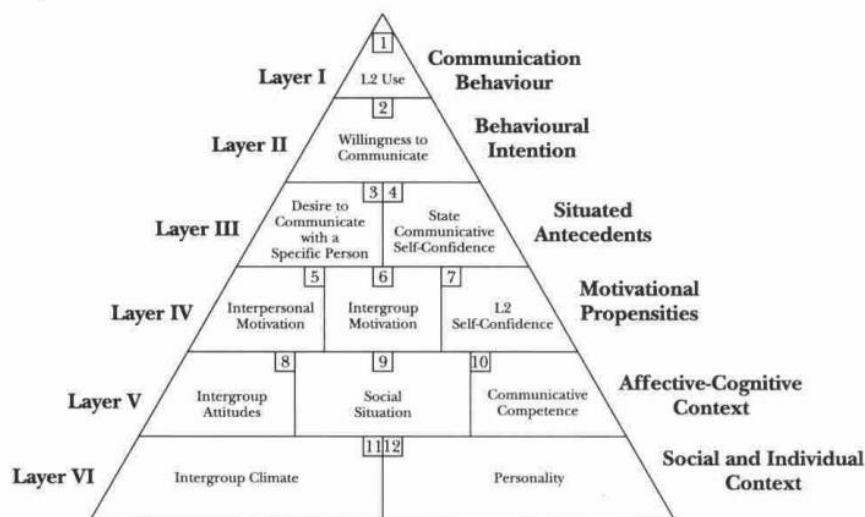


Figure 1 Heuristic Model of Variables Influencing WTC

Source: MacIntyre et al. (1998:547)

Due to various factors that contribute to students' willingness, it is essential to investigate the reason why some students remain silent during the process of teaching and learning. If the factors that contribute to the students' willingness to communicate have been found, the teachers can find suitable strategies that may help the students to actively participate in the classroom interaction.

Therefore, this study aims to investigate students' perceptions towards willingness to communicate using English in the classroom. Also, it aims to find

further information about the factors that contribute to the students' willingness to communicate using English in the classroom.

RESEARCH METHOD

This study employs a quantitative approach, specifically a survey research design. Creswell (2012: 375) states that survey research designs are part of quantitative research where the researchers conduct a survey to a representative sample or the entire population of people to give a description of opinions, attitudes, characteristics, or behavior of the population. Therefore, a survey research design is suitable to investigate senior high school students' perception towards willingness to communicate using English and also the factors which contribute to their willingness to communicate using English in the classroom. At the end of this study, the result can be used for teachers to maximize the learning outcomes by creating a certain situation that makes the students willing to communicate using English.

Since survey research design can be done with a large group of population involving a lot of people, cluster random sampling is used in this study. The participants of this study are tenth and eleventh grade students at SMK Negeri 10 Malang. The total respondents of this study are 115 participants for questionnaires which are 55 participants from the tenth grader and 60 participants from eleventh grade students.

To obtain the data from the respondents, this study used online questionnaires using Google form and also online interview. The questionnaire was adapted from research by Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope in 1986 about foreign language classroom anxiety. The questions were translated into Bahasa Indonesia to avoid any misunderstanding.

After the data from the questionnaire has been collected, some students were selected randomly to join the interview. The interview was also conducted to follow-up on the questionnaire responses. The interview was done after the students fill in the questionnaire so that the students are already familiar with the questions as well as the topic that was delivered during the interview. The data were then organized into tables along with the percentile and described in a narrative way.

DISCUSSIONS

Students' Perception towards Willingness to Communicate Using English

There are three sub aspects about students' perception towards willingness to communicate using English that is being discussed which are (1) the importance of learning and using English; (2) the usefulness of communicating using English; and also (3) the students' willingness to communicate using English itself.

The Importance of Learning and Using English in the Classroom

The students' perception towards the importance of learning and using English in the classroom is generated from the questionnaire and interview response. Based on the questionnaire response, 110 students (95.7% of the respondents) agree that learning English is important. Also, 86 students (74.8% of the respondents) agree that communicate using English in the classroom is quite important. Similar to the data collected from the interview, all participants agree that communicating using English is important even though they have some difficulties when communicating using English such as pronouncing the words, using the verbs, and also constructing the sentence. See table 1 below.

Table 1 Result of Students' Perception about the Importance of Learning and Using English in Classroom

Statement	Response	Frequency	Percentage
I think learning English is important	Positive	110	95.7%
	Negative	5	4.3%
I think communicate using English in the classroom is important	Positive	86	74.8%
	Negative	29	25.2%

Thus, the finding shows that students have a positive opinion about the importance of learning and using English. The findings are supported by the act of the Republic Indonesia No. 32 of 2013, article 70 about how English is included in the national exam for senior high school as well as vocational high school. Additionally, article 77I as well as Nunan (2003) and Nishanti (2018) also state that foreign languages, especially English, are important. English, after all, is considered as an international language. From those statements, we can infer that it is important

for students to learn and master English, at least as a requirement to pass the national exam.

The Usefulness of Communicating Using English

Based on the questionnaire responses, 90.4% of the participants agree to a statement that communicating using English has so many advantages for students. It helps improve their speaking ability, enrich their vocabulary, and also boost their confidence. The findings from the questionnaire show that more than 50% of the students have a positive opinion about the aforementioned statements. Out of all of the respondents, 104 students agree that communicating using English helps them to understand English better and also it improves their speaking ability. Other than that, 99 students agree that communicating in English in classroom enriches their vocabularies and 82 students agree that communicating in English in classroom boosts their confidence. See table 2 below.

Table 2 Result of Students' Perception about the Usefulness of Communicating Using English in the Classroom

Statement	Response	Frequency	Percentage
Communicating using English in the classroom help me understand English better	Positive	104	90.4%
	Negative	11	9.6%
Communicating using English in the classroom can improve my speaking skill	Positive	104	90.4%
	Negative	11	9.6%
Communicating using English in the classroom enrich my vocabularies	Positive	99	86.1%
	Negative	16	13.9%
Communicating using English in the classroom boost my confidence	Positive	82	71.3%
	Negative	33	28.7%

The findings of this study are in line with a research conducted by Swain (1995) stating that by communicating using the target language, students may recognize something between what they have in mind and what they actually can

say. It will lead the students to acknowledge something they do not know about the language before. Communicating using English in the classroom will stimulate the students to recognize their linguistic problem and make them realize something they do not know about the target language.

Students' Willingness to Communicate Using English in the Classroom

The findings from the questionnaire and also the interview show that the students' willingness to communicate in English is quite low. Only 46 students (40% of the respondents) are willing to answer questions raised by the teacher and 73 students (63.5% of the respondents) answer a question only if the teacher asks them to. Other than that, only 8.7% of the respondents (10 students) communicate using English during group discussion and 6.1% of the respondents (7 students) deliver their opinion using English. Even if the students actually wanted to communicate using English, yet they do not really communicate using English when they are given opportunities, it does not imply that the students actually have a willingness to communicate using English. See table 3 below.

Table 3 Result of Students' Willingness to Communicate Using English in the Classroom

Statement	Response	Frequency	Percentage
I am willing to answer a question from the teacher	Positive	46	40%
	Negative	69	60%
I will answer a question if my teacher asked me to	Positive	73	63.5%
	Negative	42	36.5%
I communicate using English during group discussion	Positive	10	8.7%
	Negative	105	91.3%
I deliver my opinion using English in the classroom	Positive	7	6.1%
	Negative	108	93.9%

From the data collected from the interview, most of the students are rarely and almost never communicate using English. Some reasons involve their teachers often not using English during the process of teaching and learning or the students themselves do not know how to communicate using English fluently. Some of the

respondents state that they only communicate using English when their teachers ask them to or when their teachers give them assignments that require them to communicate using English. Some of them also state that they prefer to communicate using *Bahasa Indonesia* or even *Bahasa Daerah* because they are not used to communicate using English.

McCroskey (1977) mentions that people who have a great level of communication apprehension will most likely avoid communicating with others so that they will not face his/her fear. As cited in a research by McCroskey (1977), communication apprehension is a language learners' degree of fear or anxiety related to either with real or expected communication with other individuals. During the process of teaching and learning, students might actually want to communicate using English, since students' proficiency is not really good and also they are not used to use English in the classroom, they might make mistakes when communicating using English. Therefore, it can be one of the reasons why the students unwilling to communicate using English and prefer to use *Bahasa Indonesia* or even *Bahasa Daerah* in which they are already familiar with to avoid getting negative feedback from other people.

In line with these findings, Freiermuth and Jarrel (2006) state that ineffective interaction as well as learners' performance caused by a lack of willingness to communicate. A language class following the communicative approach, students' willingness to communicate using English is important as it is expected to facilitate the students to practice authentic language use.

Linguistic Factors that Contribute to Students' Willingness to Communicate Using English in the Classroom

Linguistic factors that may contribute to students' language acquisition and willingness to communicate are vocabulary, grammar, and pronunciation.

1. Vocabulary

The first linguistic factor that contributes to students' willingness to communicate using English is vocabulary. The findings from the questionnaire response show that 86 students (74.8% of the respondents) have difficulties in understanding English words. Students' lack of vocabulary affects the students'

willingness to communicate because learners are unable to communicate with other people and expressing their ideas using English. Thus, it led the students for being silent during the process of teaching and learning. See table 4 below.

Table 4 Result of Students' Questionnaire about Vocabulary

Statement	Response	Frequency	Percentage
I do not really understand English words	Positive	86	74.8%
	Negative	29	25.2%
It is difficult for me to find the most suitable English word	Positive	89	77.3%
	Negative	26	22.7%

This finding is in line with Fadilah (2018) that the lack of vocabulary, grammar, and pronunciation causes the students to get stuck when they are trying to communicate using English. If students do not have a wide vocabulary it may restrict them from communicating in English. In the interview, one of the respondents mentions that it's difficult to learn English when she does not understand the meaning of something and also when the sentence is long. However, once she knows the meaning, it becomes less difficult. Other respondents also state that using an online dictionary can help them understand English words better.

Furthermore, 89 students (77.3% of the respondents) agree that they have difficulties finding the most suitable words. This finding is supported by a research conducted by Fadilah (2018) that the factors which restrict the students to participate in a communication are the lack of grammatical competence, vocabulary, and also pronunciation. Another supporting view is the research by Bernales (2016) which mentions that students' unwillingness to transfer what they have in mind into utterance could be an indication that the students are struggling with the complex grammar and vocabulary especially when the students have to respond directly. Students may actually know the words or the answer of a certain question in mind, however, they may not be able to deliver their thought using English well due to their lack of vocabulary.

2. Grammar

The second linguistic factor that contributes to students' willingness to communicate using English is grammar. The finding from the questionnaire shows that 88 students (76.5% of the respondents) have difficulties constructing sentences. Also, during the interview, some of the respondents mention that their difficulty in communicating in English is related to sentence construction. Students have to understand the English language structure so that they can communicate using English well. Also, they have to understand the structure's rules and also how words change their form in a certain sentence. See table 5 below.

Table 5 Result of Students' Questionnaire about Grammar

Statement	Response	Frequency	Percentage
I do not really understand how to construct sentences	Positive	88	76.5%
	Negative	27	23.5%
I am afraid of constructing wrong sentences	Positive	79	68.7%
	Negative	36	31.3%

A research conducted by Horwitz et al. (1986) supports the finding that students commonly have knowledge about some grammar points but there might be a chance that they forget that certain grammar points during a test or oral practice when many grammar points must be memorized and integrated. From Horwitz's explanation, it can be inferred that some students actually know how to construct grammatically correct sentences. However, they may forget the grammar structure when they have to communicate using English without proper preparation.

Another finding from the questionnaire shows that 79 students are afraid of constructing wrong sentences. In line with a research conducted by Riasati (2012), EFL students are concerned too much for constructing grammatically correct sentences of their speech affecting their fluency in which it is sometimes neglected. When communicating, speakers are usually over concerned with the correctness of their utterances and if they are not really sure about this, they avoid communicating. One of the reasons why the students are worried if they make any mistakes when communicating using English maybe because they are paying too much attention

to what they are going to say and unable to construct their ideas in a grammatically correct way.

This finding is also in line with Krashen's research (1981) which expresses that in communication, speakers usually do not have enough time to think and use conscious grammar rules. It is very possible for students to make grammatical mistakes when they are communicating using English without any preparation. However, most of them are afraid of it and prefer to avoid communicating in English.

3. Pronunciation

The result of the questionnaire shows that 60% of the respondents stated that they have difficulties in pronouncing English words. Meanwhile, 40% of the respondents do not really have difficulties in pronouncing English word.

Other than that, 57.4% of the respondents feel embarrassed if they mispronounce the English word. In opposite, the other 42.6% of the respondents do not have the same opinion. See table 6 below.

Table 6 Result of Students' Questionnaire about Pronunciation

Statement	Response	Frequency	Percentage
I have difficulties pronouncing English words	Positive	69	60%
	Negative	46	40%
I feel embarrassed if I mispronounce English words	Positive	66	57.4%
	Negative	49	42.6%

Based on the findings from the questionnaire, 69 students (60% of the respondents) are found to have difficulties in pronouncing English words. Horwitz et al. (1986) report that language learners complain of having problems discriminating the sounds and structures of a target language. In the interview, four out of ten respondents are not used to communicate using English in class, they actually prefer to use *Bahasa Indonesia* and *Bahasa Daerah* which are their mother tongue. Since English and their mother tongue have different ways of pronouncing words and they also have little exposure to English communication, they find pronouncing English words quite difficult.

Besides, the findings from the questionnaire show that 66 students (57.4% of the respondents) feel embarrassed when they mispronounce English words. A research conducted by Horwitz et al. (1986) supports the finding of this study on how many students believe something in a foreign language should not be said until they can say it correctly and guessing an unknown foreign language word is not okay. When a student mispronounces a certain English word in front of many people, there will be a chance for that certain student to be laughed by the audience and it can be pretty embarrassment. One of the respondents also states during the interview one respondent also comments how some words can have similar pronunciation and it makes him confused about how to pronounce them correctly.

Non-linguistic Factors that Contribute to Students' Willingness to Communicate Using English in the Classroom

Non-linguistic factors that contribute to students' willingness to communicate using English are interlocutor, motivation, anxiety, social situation, and topic interest.

1. Interlocutor

The first non-linguistic factor that contributes to students' willingness to communicate using English is the interlocutor. Based on the result of the questionnaire only 10 students (8.7% of the respondents) communicate using English with their teachers and only 5 students (4.4% of the respondents) communicate using English with their friends (See table 3.7 below).

Riasati (2012) says that motivation from a partner is needed by language learners and most learners do not want to be the only speaker all the time and instead they prefer to exchange ideas. Some students may feel more comfortable communicating with their friends as they have a similar level of communicative competence.

Some respondents in the interview also mention that their teachers would encourage students when they do not want to speak during the teaching and learning process. Nande (2017) agrees that learners would not feel reluctant to speak if they have a good teacher who is kind and could teach them patiently. One of the respondents in the interview stated that his teacher is the main factor that influences

his willingness to communicate using English because when the students do not understand what the teacher is saying, the teacher will translate it into *Bahasa Indonesia* which helps the students to improve their vocabulary.

MacIntyre et al. (1998) mention that most of the time we have a conversation with people around us with a certain intention: because we need their guidance, their cooperation, or their services. In the interview, most of the respondents state that they only communicate using English when their teachers asked them to. It can be inferred that students would only use English with their teachers as they need their teachers' guidance during the process of teaching and learning.

Besides, the findings from the questionnaire also show that 29 students (25.2% of the respondents) feel confident communicating using English with their teachers and 27 students (23.5% of the respondents) feel more confident when communicating using English with their friends. Supported by MacIntyre (1998) that friendship may be formed through communication, but most of the time communication in the classroom will be guided by the teacher. A teacher's role is essential in students' willingness to communicate using English as the teacher is the one who will lead the teaching and learning process. In line with a research conducted by Nande (2017) states that in the class, the teacher should ensure that the students feel as little anxiety as possible in the class activities and act as a facilitator who steps back and encourages students to be able to speak naturally.

Table 7 Result of Students' Questionnaire about Interlocutor

Statement	Response	Frequency	Percentage
I communicate using English with the teacher	Positive	10	8.7%
	Negative	65	91.3%
I feel confident to communicate using English with the teacher	Positive	29	25.2%
	Negative	86	74.8%
I feel embarrassed if my teacher correct my mistake	Positive	39	33.9%
	Negative	76	66.1%
	Positive	5	4.4%

I communicate using English with my friends in the classroom	Negative	110	95.6%
I feel more confidence communicating using English in the classroom with my friends	Positive	27	23.5%
	Negative	88	76.5%
I feel embarrassed if my friends correct my mistakes	Positive	36	31.3%
	Negative	79	68.7%

2. Motivation

The result of the questionnaire shows that 68.7% of the respondents agree to a statement that communicating using English is quite difficult. However, there is still 31.3% of the respondents who think otherwise. In addition, similar to the previous result, 68.7% of the respondents state that they do not feel motivated to use English in the classroom. Nevertheless 31.3% of the respondents have different opinion. See table 8 below.

Table 8 Result of Students' Questionnaire about Motivation

Statement	Response	Frequency	Percentage
I think communicating using English is difficult	Positive	79	68.7%
	Negative	36	31.3%
I lack of motivation to communicate using English in the classroom	Positive	79	68.7%
	Negative	36	31.3%

During the interview, most respondents state that their difficulty is related to vocabulary, grammar, and pronunciation. Just like the previous finding, 79 students agree that they do not have the motivation to communicate in English. This finding is supported by McCroskey and Richmond (1991) who state that students who have negative attitude towards school are having a lack of motivation and they will likely put less effort to communicate. MacIntyre (1998) also states that satisfaction in learning and communicating using the L2 will urge each learner to put more intense

efforts to the process of learning the target language. It happens when there are positive experiences in the process of learning the language and in other contexts where the learners are given an opportunity to communicate using the language (e.g., with friends). It can be inferred that students' will have no willingness to communicate using English if the classroom situation is not enjoyable for them or if the person the student talks to (teacher or friends) does not motivate them to communicate using English.

3. Anxiety

The third non-linguistic factor that contributes to students' willingness to communicate using English is anxiety. The data obtained from the questionnaire show that 73 students (63.5% of the respondents) are afraid of making mistakes while communicating in English. Based on the data obtained from the interview, nine out of ten respondents stated that they have experienced the feeling of nervousness, embarrassment, and fear. There are four out of ten respondents who state that they are afraid of making mistakes or mispronounce the words. Four out of ten respondents also mentioned that they are afraid of being laughed when they make a mistake while communicating in English. MacIntyre (2007) also supports the view that students who are unwilling to communicate mostly have an anxiety problem about communicating. Students who have high anxiety levels most of the time will likely avoid communicating so that they will not be judged by other people.

Another finding from the questionnaire shows that 64 students (55.7% of the respondents) is afraid of being laughed if they make mistakes while communicating using English. In line with a research conducted by Horwitz et al. (1986), generally, both teachers and students realize that the major factor to conquer in the process of learning target language is anxiety. If students avoid speaking because they feel afraid, nervous, or embarrassed, it will affect their performance.

Besides, from the data collected from the questionnaire, 92 students (80% of the respondents) (See table 9 below) experience panic when they are required to communicate using English without enough preparation. This finding is supported by Horwitz et al. (1986) which mention students mostly experienced apprehension,

worry, and even dread. Learners will experience difficulty concentrating, become forgetful, sweating, and palpitation when they are asked to speak without enough preparation. From those findings, we can infer that students feel panic and have difficulty in concentrating, even become forgetful when they are asked to communicate using English without enough time to think.

Table 9 Result of Students' Questionnaire about Anxiety

Statement	Response	Frequency	Percentage
I am afraid of making mistake when communicating using English	Positive	73	63.5%
	Negative	42	36.5%
I am afraid of being laughed if I make a mistake when communicating using English	Positive	64	55.7%
	Negative	51	44.3%
I panic if I have to communicate using English without preparation	Positive	92	80%
	Negative	23	20%

4. Social Situation

The data collected from the questionnaire shows that 86.9% of the respondents agree that they do not feel confident when they are required to communicate using English in front of many people. However, 13.1% of the respondents disagree with the statement. See table 10 below.

Table 10 Result of Students' Questionnaire about Social Situation

Statement	Response	Frequency	Percentage
I am lack of confidence when I have to communicate using English in front of many people	Positive	100	86.9%
	Negative	15	13.1%

From the result of the questionnaire, to communicate using English in front of many people affect the students' willingness. According to the interview response, four out of ten respondents choose situation as the most contributing

factor to their willingness to communicate using English. In line with a research conducted by Horwitz et al. (1986), when learners' performance is continuously monitored and they almost have no control over the situation, learners who are having difficulties communicating in a group will likely have greater difficulty speaking in a larger language class.

5. Topic of Interest

According to the data gathered through the questionnaire, 54.7% of the respondents agreed that they will be willing to communicate using English if the topic of discussion is interesting. Meanwhile, the rest 45.3% of the respondents disagree with the statement.

Similar to the previous statement, 58.2% of the respondents agree that they are willing to communicate using English if they like the topic of discussion. However, there are still 41.8% of the respondents who do not have the same opinion about the statement as shown in table 11 below. MacIntyre et al. (1998) indicate topical expertise and familiarity will significantly affect the ease of language use. On the other hand, lacking of expertise and familiarity with the topic will affect even a generally great speaker. Teachers can improve students' communication by proposing appropriate topics. Fojkar (2005) also mentions that students can say so much more when they are interested in the topic rather than something they do not familiar with.

Table 11 Result of Students' Questionnaire about Topic of Interest

Statement	Response	Frequency	Percentage
I am willing to communicate using English if the topic discussed is interesting	Positive	63	54.7%
	Negative	52	45.3%
I am willing to communicate using English if I like the topic discussed	Positive	57	58.2%
	Negative	48	41.8%

When the students are given a topic which they do not know, it may restrict the students to participate in the classroom discussion because they do not know

what they are going to say. A research conducted by Riasati (2012) supports the findings of this study, stating that learners believe that topics significantly influence the degree of their willingness to communicate. When they already have enough information or knowledge about a certain topic, it will increase the students' willingness to communicate about it.

CONCLUSION

The findings of this study shows that some variables presented in the heuristic model such as communicative competence, desire to communicate with a certain person, motivation, anxiety, social situation, as well as topic of discussion do affect tenth and eleventh grade students at SMK Negeri 10 Malang's willingness to communicate in English.

Furthermore, three linguistic factors contribute to students' willingness and unwillingness to communicate using English. Those linguistic factors; vocabulary, grammar, and pronunciation do affect vocational high school students' willingness to communicate using English. Based on the findings, vocabulary and grammar affect the students' willingness to communicate using English more than pronunciation even though they state that pronouncing English words is difficult, also they are afraid of making mistakes when pronouncing the word.

Also, five non-linguistic factors contribute to the students' willingness to communicate using English. Those non-linguistic factors are interlocutor, motivation, anxiety, social situation, and topic interest. From those five non-linguistic factors, anxiety and social situation do contribute to the students' willingness to communicate using English more than the other non-linguistic factors.

Based on the findings and discussion in the previous chapter, it is concluded that tenth and eleventh grade students at SMK Negeri 10 Malang have a positive opinion towards willingness to communicate using English in the classroom. They stated that learning and communicating using English is essential and beneficial. However, their willingness to communicate using English itself is quite low and it is quite a serious problem.

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