

**WILLINGNESS TO COMMUNICATE IN ENGLISH OF UNIVERSITY  
STUDENTS IN TANGERANG SELATAN**

*Tryana<sup>1</sup>, Lida Holida Mahmud<sup>2</sup>*

Universitas Pamulang<sup>1,2</sup>

[<sup>1</sup>dosen00420@unpam.ac.id](mailto:dosen00420@unpam.ac.id)

**Abstract**

The fact that Indonesian students' reticent in speaking English is still found until today. Its phenomena commonly happens in English as a foreign language class. This pattern is related to students' desires to speak up called Willingness to Communicate (WTC). Willingness to communicate concepts arise in individual's L1 and L2. However, the present study explored some issues that emerge as a chance for foreign language learners to communicate. In particular, the study investigated an extent in which Indonesian EFL learners are eager to communicate in English. In addition, the study focuses on the correlation between willingness to communicate and language learning anxiety, language learning motivation, and situational influence. Furthermore, the study sees the correlation between willingness to communicate and gender. The literature review focused on Maclyntre's Heuristic model on willingness to communicate concepts. Then, it is linked to learning motivation and learning anxiety concepts in EFL class. The study involved a quantitative approach through employing 126 undergraduate students in Tangerang Selatan during the research phase of this project to generate survey data through questionnaires. Questionnaires that support the learner's willingness to communicate espoused from proposed. From the data analysis, it was found that there is correlation between anxiety, motivation and WTC in university students of Tangerang Selatan. However, the impact is low. There are other aspects influencing WTC that should be taken into consideration for further investigation. From the findings, it can be implied that even though learning anxiety appears on students learning, students motivation helps them to contend with their impartiality and proficiencies.

**Keywords:** *anxiety, communicate, learning, motivation, willingness*

**INTRODUCTION**

English is a world window. It is in line with the world free market using English as a communication language among the world. In 2030, it is predicted that Indonesia will need 130 million of workers that are fluent of English. It clearly shows that English is no longer to be able, but must be a communicative language in daily life. However, some obstacles are found as a barrier. First, some recent research found that English rate in Indonesia is low. In 2017, study of English First (EF Report 2017) found that Indonesia's ranking is 39th (low proficiency level) in English Proficiency Index. Based on the study, the average score of English Proficiency in Indonesia is 52.15. Compared to Asian Countries' average English Proficiency score was 53.60. It shows that Indonesia is still below the average number in Asian Region. It is far behind

Singapore (score 66.03, very high proficiency) which is ranked 5th worldwide, Malaysia in 13rd place rank and Philippines with score 60,59 in 15<sup>th</sup> place. Another study in TOEIC, TOEFL and IELTS proficiency 2017 (EF Report 2017) showed that Indonesia's average score for TOEFL IBT is 85; lower than Malaysia (91) or Singapore (97) and in the lowest rank among 47 countries in TOEIC Average Performance. In addition, the study found that Indonesian test takers for IELTS is 6.38, lower than the minimum score of 6.50 required by most overseas universities. Second, Indonesia has 718 regional languages that are utilized as mother tongue language in Indonesian people's daily life. In line to studying English, Indonesian people need more spare time than people from other countries in studying English. They have to translate twice; Mother tongue language to Indonesian language, then Indonesian Language to English. This process leads Indonesian people to challenge themselves in studying English effectively and fluently. Third, there is no policy umbrella in Indonesian Education to use English as national teaching instruction. National Curriculum 2013 set English as foreign language. It is implicated to remove English at Primary School Level and teach for 2 hours only per week in Secondary School (MoNE; Kurtilas 2013). These give inference that English is only a subject not language. Fourth, there is still a paradigm in Indonesian society that applying foreign language shows low patriotism. At the Education Unit Level Curriculum called KTSP (Before Curriculum 13), it applied 4 hours English teaching per week. It means that there is a big setback for English teaching in school. It puts the Nationalism issue that students must learn their own language and culture before learning foreign language and culture. However, there is no scientific research proving learning a foreign language can weaken the sense of Nationalities.

Those obstructions precede that Indonesian students learn English as a compulsory subject, yet they mostly are not able to communicate well in English. This situation leads to a concern in willingness to communicate issues that there should be a bound in what students gather in the classroom and in their real life situation. Likewise, there is a need to investigate how willing Indonesian students are to communicate and what affect their communication. In relation to recent learning conditions in Indonesia, learners tend to be leashed of speaking error, less self-confidence and less motivation. Those conditions were discovered in Widodo & Wijaya's (2020) research that Student motivation on Speaking English Learning is at a rate of 40,9%. The rate indicated that students' motivation in speaking English is still low. In addition, Angraini & Rachmijati (2017) found that 79% of students feel incompetence, characterized by the appearance of nervousness, shame, fear of being laughed at, confused, unable to speak, sweating cold and not concentrating.

Concerning those conditions, the study elucidated the extent of relationship between learner anxiety and student motivation towards willingness to communicate. Furthermore, there is an exploration in the relationship between willingness to communicate and learning motivation, anxiety and gender. Therefore, some questions are formulated as follows: (1) what is the relationship between Indonesian EFL Learner's willingness to speak English and their language learning anxiety, language learning motivation and gender and which variable is the best predictor?; (2) is there any correlation between Indonesian EFL Learner's willingness to speak and gender?; (3) to what extent are Indonesian EFL learners' anxiety destructs their willing to speak English in a language classroom?

## **REVIEW OF LITERATURE**

### **Willingness to Communicate**

Research on Willingness to communicate indicates that WTC is as a predictor of reported language use either in first or second language (Halupka, Reseta et. al., 2018). The concept of Willingness to Communicate (WTC) in second or foreign language refers to oral learners participation in class as desired. The concept of Willingness to Communicate was developed by Burgoon's (1976) at the earlier through looking at the absence of oral learner participation as antecedent of willingness to communicate that we called "unwillingness to communicate". It was

constructed originally to recognize the personal characteristics that people divulge when communicating in first language. Later, McCrosky and Baer (1985) developed that Willingness to communicate is a general tendency for approaching or avoiding communication. Moreover, they argued that avoiding communication is the ‘unwillingness to communicate’ referring to the lack of communication competence, communication apprehension, self-esteem and cultural diversity. Therefore, there are many factors influencing the appearance of oral participation. In advanced, MacIntyre et al. (1998) utilize the WTC model in a second language context. They argued that personality and social context play a significant role in the presence of oral participation in a second language. They developed the Heuristic Model of WTC in English to illustrate the process of WTC construction in the second language. They argued that integration between psychological, linguistic and communicative variables to define, trace, illustrate and anticipate second language communication is prevalent and remarkable (see figure 1).

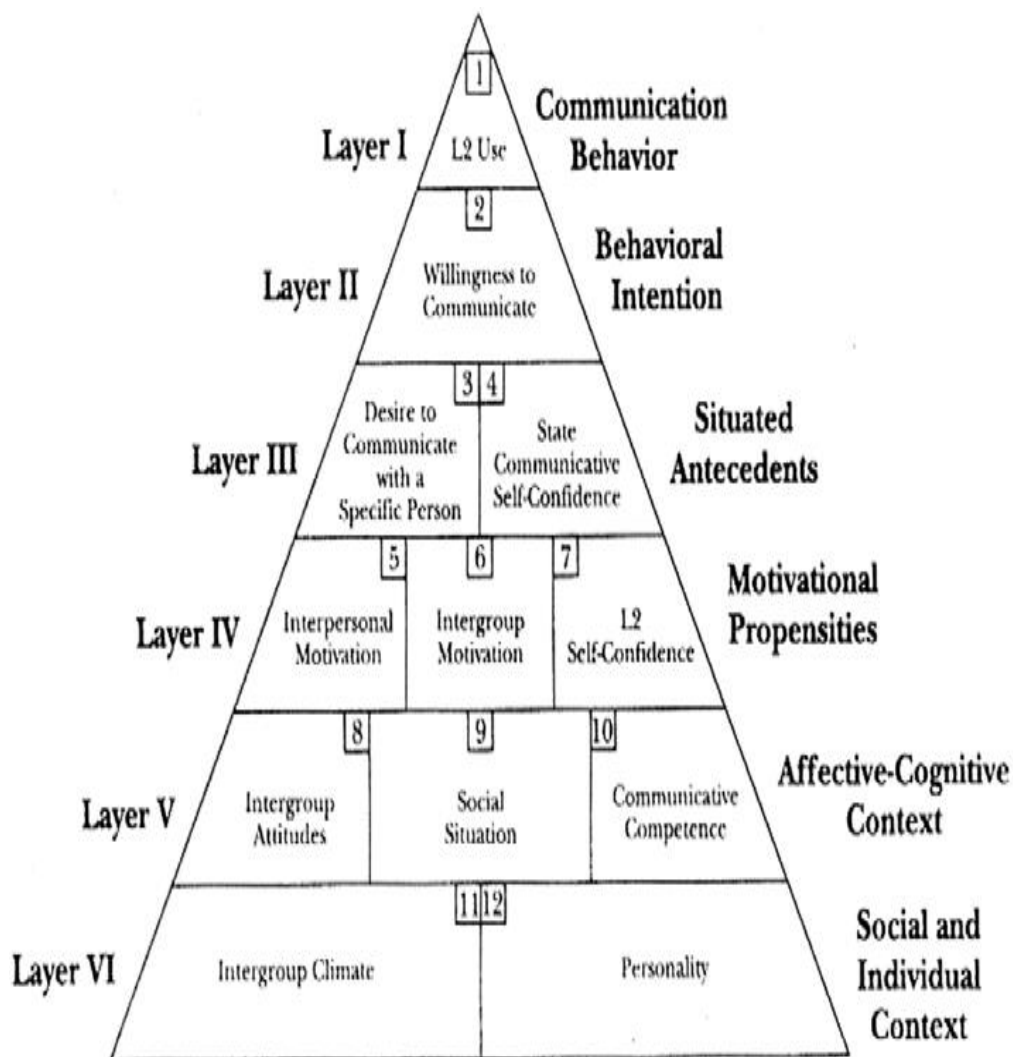


Figure 1. MacIntyre’s Model of WTC

Source (MacIntyre et al, 1998)

MacIntyre et al’s Heuristic model of WTC describes variables affecting WTC. They explained that there are 6 variables represented by Layer 1 up to 6. Each layer represents two more basic frameworks. The first three layers ( layer I, II, III) describe the situation-specific influences on WTC at a given moment in time. Moreover, the other three layers represent stable, enduring influences in the process (MacIntyre et al, 1985). This pyramid shows there are so many factors

affecting willingness to communicate. However, the study focuses on layer III and IV concerning learning motivation and learning anxiety in situational constraints that affect a given situation in foreign language class context.

### **Learning Motivation**

Motivation is a condition causing certain behavior and giving direction and persistence to the behavior (Ginsberg & Wlodkowski, 1998). Moreover, they argued that motivation happens either in conscious or unconscious situations. In terms of learning, motivation leads the learner to certain conditions in which enthusiasm for learning develops. Later, Gardner (2001) found that learning motivation entails three scenes: a goal, effort, and desires to obtain the goal. In addition, Gardner added that motivation is often linked to other factors that affect the force and behaviour change factors such as interest, need, value, attitude, aspiration and rewards. Those factors lead learners try to learn and learn to try. Concerning motivation factors, it can be seen that motivation relates to psychology activity. Therefore, It can be concluded that motivation is something that can not be seen. However, it can be reflected in effortful behaviour and indulgent attitude.

In line to Willingness to Communicate (Mclyntre et al, 1985), motivation has three basic structures involving interpersonal motivation, intergroup motivation and self-confidence. In addition, they argued that motivation represents a stable enduring influences process due to motivation involving psychological aspects in the enduring influences process, It shows that measuring motivation is an indirect process, the measurement needs to entail attitude, desires, interest and values to appear in effortful behavior in undetermined periods of time. In terms of WTC, it indicates that learners are willing to speak up and it is not a direct process. It depends on how long the motivation aspects can be processed and transformed into learner effortful behavior. In line to Mclyntre, Falk et al (2001) describe that “students who are most successful when learning a target language are those who speak the language, admire the culture and have a desire to become familiar and integrate into the society in which language is used”. This argument gives the indication that motivation can be considered as a successful aspect in learning target language when the learners are willing to speak up in the target language.

### **Learning Anxiety**

Anxiety is defined as an uneasy feeling, fearful and anxious in a bad feeling characterized by physical symptoms such as cold sweats, panic, dizziness, headache, nausea and stomach pain. This condition can arise for no reason. However, it is marked by an emotional level changing in a person's mind and behavior. It is in line with the arguments from Barlow (2002) and Rabe & Bienkiewicz (1994) showing that anxiety is a state of feeling mood characterized by physical symptoms such as physical tension and anxiety about future challenges. In terms of learning, Hogwarts (2001) found anxiety is a feeling of tension, nervousness and worry related to the nervous system and can irritate students trying to target learning. In line with Hogwarts, a study conducted by Anggraini and Rachmijati in Speaking Class (2017) found that 79% of students feel that the cause of anxiety comes from themselves who feel they do not have a strong basis in Speaking English. It is marked by the appearance of nervousness, embarrassment, the feeling of being laughed at, confused, sweating cold and not concentrating. Then, all these symptoms lead the students unable to speak. Another research was also conducted by Xie (2011) who concerned WTC in EFL class of rural chinese; learning anxiety found in EFL class as the mislaid of “readiness to enter into discourse” (Maclyntre et al, 1998). He added that the lack of such readiness factors may impart to chinese students’ low level of WTC. In addition, students who have insufficient cognitive readiness may inhabit their desire into willingness to communicate, the last step before actual use of the L2 (Wen & Clement, 2003). Furthermore, he argued that some student’s reticence in class may additionally result from lacking resources, or affective concerns such as anxiety, then affected by the wish to avoid “showing off”. The study gave an evidence that one aspect such as” no readiness to enter the course’ may build anxiety and

automatically destruct a set of process in developing “desire” as “start button” of motivation,

In terms of willingness to communicate, the current study gives the indication that there is a connection between anxiety and motivation that affect the willingness to communicate. It can be concluded that Learning anxiety is antecedent for motivation that affects unwillingness to communicate. In other words, learning anxiety leads to the error of motivation aspects. It affects no willingness to try to speak up or communicate.

## METHOD

The objectives of this study are to investigate the WTC in English of the university students in Tangerang selatan and also to reveal their motivation and anxiety in communicating in English. This study is also to analyse the relationship of WTC in English and their achievement in English Subject. To answer those research questions, this study applied the quantitative approach as this study needs to be conducted by having a survey to check the students’ perception and the degree of willingness to communicate in English and their motivation as well as their anxiety level. Therefore, this study was designed as a survey. As Patton (1990) argues that applying the appropriate method should be based on the situation being studied. Since the purpose is to investigate the natural events, the proper design applied is a survey study. This intends to gather the numerical data and generalize it across groups of people.



Figure 2. An Illustration of Quantitative Study  
Source: [info.keylinteractive.com](http://info.keylinteractive.com)

Considering that the current study observed phenomena or natural events affecting individuals in their willingness to communicate, hence it employed a quantitative approach as Allan (2017) argues that Quantitative research is to generate knowledge and create understanding about the social world in investigating phenomena or occurrences affecting individuals. It lets researchers carry out simple to extremely statistical analysis that aggregate the data and present the relationship among the data (Coghlan and Brydon, 2014).

The target population of this study is the university students who get the English subject in their university in Tangerang Selatan, namely Universitas Pamulang (Unpam), Universitas Muhammadiyah, SEBI and Uninversitas Islam Negeri (UIN) Syarif Hidayatullah. Tangerang selatan is chosen for some reasons. First, the city is near Jakarta, where the people come from different cultural backgrounds. Second, there are some state and private universities in Tangerang Selatan. Third, most people in Tangerang selatan use their mother tongue in daily conversation. Those reasons were considered representation of typical students in Indonesia. Therefore, 126 university students in Tangerang Selatan were chosen as the sample in this study. Those students were from government and private universities in Tangerang Selatan as the representative of university students were appointed randomly. In gathering the information of the perceived

willingness to communicate in English, a certain instrument was applied systematically. The instrument used in this study is a set of questionnaires proposed by Riasati (2018) consisting of 3 parts about students' perception towards their willingness to communicate (WTC), Learning Anxiety and Learning motivation. The questionnaire in evaluating students perceives their Willingness to communicate was adopted from Cao Philp (2006), McCroskey (1998) and Lisa (2009). It covers 27 items of questionnaires. These questionnaires consist 8 aspects: (1) learner's degree of willingness to speak; (2) task Type; (3) seating Location; (4) topic Discussion and interlocutor; (5) fear of negative evaluation; (6) fear of correctness of speech; (7) effect of topic discussion; (8) interlocutor effect

In terms of Language Classroom anxiety, it was assessed by Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz and Cope (1986). It involved 20 items of questionnaires. In line to learning motivation, it was calibrated by 67 items of questionnaire developed by Gardner and Lambert (1987). Furthermore, to attempt student's perception towards their speaking ability, the students were asked by the rate of their speaking ability in terms of scale high, medium and low (Weaver, 2010).

The questionnaire is commonly used to gather the data in a large group of people. In this study, it was distributed to the students by using google form. It means it was distributed online. In this world-wide pandemic coronavirus, direct interaction between people were avoided. Therefore, the efficient way to gather the data was by online. There are many advantages of doing that. One of them is that the data was answered quickly and the whole response will be guaranteed.

In analyzing the data, the Excel program of Microsoft office was applied to obtain the descriptive statistics of the WTC. This descriptive statistic provided the summary of the overview of data, then the meaning of the data were shown clearly. The correlation between the English competence and willingness to communicate and also the influence of motivation and anxiety were checked by using statistical instruments namely Regression.

## FINDINGS AND DISCUSSION

The purpose of this study is to investigate the Willingness to communicate in English among the university students in Tangerang Selatan. Moreover, it is also to see the relationship between their willingness to communicate in English with their anxiety, motivation and gender. After administering the questionnaire in the form of Gform, since it is in the pandemic era. The collected data were then analyzed using Excel program. From the analyzing data using Excel, it was found that the data were able to be analyzed since the data are accurate enough to be processed. The respondents are more than enough which are 126.

Table 1. Descriptive Statistic of the variables

	<b>N</b>	<b>Range</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>	<b>Skewness</b>
Anxiety	126	65	30	95	64,007	12,894	-0,160
Motivation	126	109	195	304	248	29,168	-0,210
WTC	126	69	64	133	94428	14,400	0,653
Valid N	126						

From Table 1, it is known that the range between the higher and the lower score is 65 for anxiety and 109 for motivation, and WTC 69 respectively. The negative value of anxiety and motivation shows that the skewness of curve tends to the right side of the means. It shows that more students have the higher anxiety in speaking in English because there are quite a number of students who have the anxiety level more then mean score, so it is in motivation. However, it is different with the WTC level. The positive value means that more students have lower level of WTC, because more students got less than mean score. It givee the interpreatation that only small number of students have higher WTC level.

### The relationship between WTC and Anxiety, Motivation, and gender

It is very important to find out the relationship or the contribution of anxiety, motivation and also gender towards the Willingness to communicate in English for the tertiary level students in Tangerang Selatan. It can be the basic element of the lecturer to upgrade their students in teaching and Learning English. In doing so, this study has proceeded the Excel program from the collected data to see the correlation. It is shown in the table 2.

Table 2. The correlation between anxiety, motivation , and WTC

<i>Variable</i>	<i>ANXIETY</i>	<i>MOTIVATION</i>	<i>WTC</i>
ANXIETY	1		
MOTIVATION	-0,36438827	1	
WTC	0,29598347*	0,470573441*	1

\*correlation is significant at 0,05 level

Table 2. shows that anxiety has correlation towards WTC at -0295. On the other hand, Motivation correlation towards WTC is 0,470. These findings are interpreted that Anxiety has negative correlation and motivation has positive correlation towards WTC. It means more anxiety leads to decrease WTC, less anxiety leads to increase WTC. In contrast, more motivation increases WTC, and less motivation will decrease WTC. In addition, The R table for this research shows 0, 174 in regard to the N-Table for this research is 126 (respondent). It happens also in the value of validity of either anxiety or motivation. Their correlation value is more than the R-table. It means that anxiety and motivation have correlation towards Willingness to Communicate.

From the data interpretation, it is concluded that anxiety and motivation gives the impacts towards the willingness to communicate of Universities students in Tangerang Selatan. Less anxiety on students, the more their willingness to communicate in English will be. Instead, more motivation on students, the more their willingness to communicate in English will be. Furthermore, both variables affect willingness to communicate is described in Table 3.

Table 3. Regression summary

<b>Variables</b>	<b>Std. Er</b>	<b>R value</b>	<b>R Square</b>	<b>F</b>	<b>Sig</b>
Anxiety	13,810	0,2959	0,0876	11,906	0,000
Motivation	12,757	0,470	0,2214	35,268	2,69E
Gender	13,9742	0,256	0,0876	8,746	0,003

Table 3. shows that F value is 35,268 with significant value 2,96. This value is less than 0,05 of regression model. It means that regression model cannot be used to predict motivation in WTC. Eventhough the data showed there is correlation between both of them, the impact of motivation towards WTC is too low. In addition, the table presents that R-Square value is 0,221. It means that the impact of Motivation towards WTC is only 22,1%. Similat to Motivation, Anxiety has effect to WTC.

Table 3 also describes that F values of anxiety is 11,90 with Significant value  $0,00 < 0,05$ . It means that regression model can be used for predicting how big impact of anxiety variable is towards WTC. Furthermore, data explained R-correlation value shows low correlation. The coefficient determinate R square is 0,087. It means that the influence of anxiety towards WTC is only 8%. Furthurmore, this study also further discusses about the relationship between WTC and gender (as shown in table 3). It is known that F-value is 8,746 with significant value  $0,003 < 0,05$ . It means that regression model can be used to predict whether variable of gender influences or not towards WTC. The table results shows that R-correlation value 0,256 is low correlation. It

caused coefficients determinant R Square on 0,065. It means gender variable is only affecting 6,5% on willingness to communicate.

From the data findings, it can be resumed that eventhough motivation and anxiety of university students in Tangerang Selatan have correlation towards their willingness to communicate in English, the influences of their motivation are only 22,1 %. This rate is higher than anxiety rate that plays 8% on students 'willingness to communicate in English. It means that eventhough the two variable are joined, the result (30.1%) gives the implication that the influences of both variable are low and 69,9% influences on Willingness to Communicate of University Students in Tangerang Selatan are played by others variable that should be taken into consideration for further investigation. The same as motivation and anxiety, there is correlation between gender and students' willingness to communicate in Tangerang Selatan. However, the impact is low only 6%.

Furthermore, in terms of correlation between WTC and learning anxiety, the study also found some dominant factors in students' anxiety. The data explain that almost 40,7 % students felt not sure and 29% feel not sure when speaking English and only 2,9% who have feeling sure. This condition had confronted with the sense of confident in speaking English. The study confirmed that 39% are not confident, 25% are confidents and 8,6% are so not confident. It means that students who are confident is less than 27% from the population. Then, the two question are narrowed to specified condition in terms of preparation before English speaking class. The data showed that most students are panic when they did not have good preparation in English. However, the data also served that event the students get well preparation, 28% of students still felt a little bit anxious and 48.9% feel extremely anxious. From this description, the data give an evidence that only 24% who feel relax when they have good preparation before entering class. The study tried to provide questionnaires in terms of external factor on learning anxiety. This following table described the condition of students in terms of external factors of Learning anxiety:

Table 4. External Factors of Learning Anxiety

	SDA%	DA%	FAIR%	A%	SA%
Frightened when do not understand what teacher taught	5	21	27.9	29.3	17,8%
Nervous when teacher ask their preparation	2.1	14.3	26.4	33.6	23.6
Nervous when their names are being called by the teacher	5.7	11.4	31.4	32.1	19.3
Afraid when there is other student can speak English better	0	8.6	18.7	32.1	42.3
The rule to be able to speak English	9.3	20	50	13.6	7.1
Afraid to laughed when speaking English	12.9	19.4	22.3	28.1	17.3

From the table, the data showed that external factor like teacher, friends and rule of class could give negative contribution in learning in terms of anxiety.

## CONCLUSIONS

From the data, it can be concluded that there is correlation between motivation, anxiety, gender and willingness to communicate of universities students of Tangerang Selatan. However, the impact of those variables on WTC is low. There are other variables affecting willingness to communicate of University students in Tangerang Selatan that should be taken into consideration for further investigation. In addition, most students have the anxiety in speaking English especially in front of the teacher, and the peers. However, they have a good motivation in learning English.



Therefore, for the time being, it can be inferred that they have the willingness to communicate in English, hence they must struggle to compete with their anxiety, fairness and competencies. This contribution implied that university students in Tangerang Selatan need more support system to help them reach optimal proficiency level in their WTC. Some basic communication elements like vocabulary, grammar, reading and writing should be engaged to drive them get embarked. Furthermore, additional source such as clearly learning instruction, modul , textbook, fostering students in preparing their learning should be addressed to help students get ready to engage into communication. Moreover lecturers should develop their communication flair to be more interactive to make them more convince to speak.

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