EXPLORING STUDENTS' WILLINGNESS TO COMMUNICATE USING ENGLISH IN AN ISLAMIC BOARDING SCHOOL

Anita Kusumawati
Universitas Pamulang
dosen02575@unpam.ac.id

Abstract

Speaking English has been as a major of focus on language learning, as being able to communicate using the language is being the learning target to be achieved by the learners. However, in performing speaking ability, many aspects appear to be taken into account such as the language knowledge itself as well phycological aspects of the students which involve students' individual differences. Willingness to communicate as one of individual differences factor has been prominently believed might affect students' language speaking performance. The context of this study is in an Islamic boarding school located in Tangerang Selatan. The aim of this study is to explore students' willingness and unwillingness to communicate in English speaking activities and investigate the factors affected their willingness to communicate using English in the context. The methodology in conducting this study is qualitative method and the data were obtained from questionnaire which is designed to answer the research question in this study. The participants are fifty three secondary students in the boarding. The results indicate that majority of the students have interest to communicate using English. The outcomes emerged from findings in this study show some factors contribute to students' willingness to communicate can be classified into intrinsic and extrinsic factors, and aspects that might prevent students to speak English involve linguistic and non-linguistic elements.

Keywords: boarding school, speaking skills, willingness to communicate

INTRODUCTION

In Indonesia, as stated in the curriculum from Education National Standard Institution, or Badan Standar Nasional Pendidikan (BSNP), the aim of English learning is to achieve communicative competence; therefore accomplishing skills in language with a focus on communication has been the major issue in the context. In fact, it seemed appear a common phenomenon among the students who seemed reticent and reluctant to speak using English in speaking activities programs in the place this study is conducted. In speaking activity using the target language, learners might encounter various aspects that can influence their performance which make them reluctantly to speak and remain silent (Damiri, Hastomo & Sari, 2022). Certainly, there are manifold reasons that might contribute towards this situation which could be as a result of learners characteristic personally and the surroundings. Different learning behaviors of learner that vary one from another have been one of considerable concerns in the area. Certain learner personal conditions could be classified into the term of Individual Differences (IDs) which is according to Dörnyei (2005, 2009), "Individual Differences (IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other". Donald (2010, in Savaşçı

2014) indicates that the reasons why students of English as a second language are reluctant or reticent cannot be generalized because they differ from one another

The focus of the discussion is primarily on learner characteristics because learners are viewed as distinct individuals with distinct behaviors facing verbal activities. It appears to be considerably promising starting with IDs, the study of variety of student characteristics that influence the quality and quantity of acquired second language skills (Dörnyei, 2009). One of the Individual Differences factors that appears to have influenced learner behavior during speaking activities is anxiety. Second language researchers and theorists have associated anxiety, one of IDs factors, with language learning, which is thought to be a major obstacle to overcome (Horwitz, Horwitz & Cope, 1991). This might markedly be correlated with the students' willingness and unwillingness to communicate. Liu and Jackson (2008) reported that "the student's unwillingness to communicate was significantly positively correlated with their foreign language anxiety". As a result, in target language speaking activities that emphasize communicative competence, it appears that reticence is significantly influenced by a person's unwillingness to communicate. This indicates that the willingness of the student to speak the target language or Willingness to Communicate (WTC) has a significant impact on their participation in speaking English.

In other words, the students' willingness to communicate may specifically address the problem of reticence. Previous research relating to WTC is conducted in China shows that trait-like variable, which performs to determine general tendency to communicate, and a state (situational) variable that predicts communication chances may occur, are identified as factors to construct willingness to communicate in a foreign or second language (Xie, Q. M., 2011). In addition, a research conducted in Indonesia has been done on investigating the causes students' unwillingness in speaking class based on cultural perspective (Husna, 2019), which is conducted in a classroom context.

However, the setting of this study is a boarding school where students are expected to communicate in English on a daily basis. This offers a broader context outside the classroom, as well has a different focus to investigate. In the context, English use has been one of the goals in the language programme. The students are given regular in-class English learning to enrich their vocabulary including common daily expressions, as well jointly conversation practice to enhance their speaking skills; yet it seems that the use English in their daily practice needs to be escalated. The literature suggest that in performing using target language in communication, willingness to communicate plays significant role. Furthermore, the purpose of this study is to explore the students' willingness to communicate in English and investigate the factors that might influence the learners' willingness to communicate using English as the target language in the context.

REVIEW OF LITERATURE
Individual Differences

According to Dörnyei (2005, 2009), "Individual Differences (IDs) are characteristics or traits in respect of which individuals may be shown to differ from each other". Further explanation, the "individual differences myth" refers to the perception that things appear to differ from person to person, particularly in relation to the significance of stability and a single set of learner characteristics in second language education (Dörnyei, 2005). However, Dörnyei (2010, in Macaro Ed.) argue regarding the traditional definition of IDs that:

> "[it] is untenable because it ignores the multicomponential nature of these higherorder attributes and because the constituent components continuously interact with each other and the environment, thereby changing and causing change, and subsequently displaying highly complex developmental patterns. (p.266-267)"

Hence, it is accepted that Individual Differences are distinct traits that can emerge without consistency in the learner's traits and are subject to change and influence from conditions. This means that A dynamic systems approach that focuses on specific higher-order combinations of attributes that function as integrated wholes is required for IDs research (Dörnyei, 2010, in

Macaro Ed.). The term "individual differences" encompasses numerous aspects of learners' differences. include aspects like anxiety, aptitude, personality, and learning style; therefore, these IDs insight can be used to understand learners' behaviours. Regarding the two theoretical and practical goals of IDs, these goals include anticipating and comprehending learner behavior in general, as well as gaining practical application in classroom or school performance (Chamorro-Premuzic, 2011). In the classroom activities, these learner differences most likely pursue distinct learning behaviors. Therefore, it may be helpful to comprehend the various classroom behaviors exhibited by students by comprehending their differences. As educational performance is given significant consideration in the context of personality traits and individual differences (Chamorro-Premuzic, 2011).

Furthermore, the IDs that clearly connect to each other and cannot be separated as potential factors are thought to have a significant impact on the learning performance of learners. To put it another way, these differences, in education field including in language learning, are thought to contribute to students' success in learning and acquiring skills in the target language. According to the findings of the research, language learners face significantly more challenges than the learners first language acquisition and it is believed that learner-innate IDs can predict language learning success or failure (Lightbown and Spada, 2013). In oral classes, for instance, the various IDs appear to be factors that determine whether students speak the target language actively or reluctantly; different students react differently to oral activities.

In language learning, when a learner is developing their speaking skills in order to communicate in the target language, they encounter blocking constructs that make them reluctant to speak another language. As second language researchers and theories have linked anxiety, one of IDs factors, to language learning, it is thought to be a major obstacle to overcome. (Horwitz, Horwitz & Cope, 1991).

Language Learning Anxiety

Horwitz, Horwitz & Cope (1991) state that "anxiety, refers to Spielberger (1983), is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." Then MacIntyre and Gardner (1994) propose the foreign language anxiety is a multifaceted complex that refers to "the feeling of tension and apprehension specifically associated with second language context, including speaking, listening and learning." Further Tóth (2010) adds that communication apprehension may manifest as fear of speaking the target language (oral communication anxiety). Horwitz, Horwitz, and Cope (1991) indicate communication apprehension is a form of shyness characterized by anxiety or fear of speaking with others. In addition, Tóth (2011a) indicates that "Foreign Language Anxiety is the specific anxiety experienced by non-native speakers when learning or using a new language". However, Tóth (2011b) cites that anxiety that is specifically associated with speaking a second language refers to specific anxiety reaction (Gardner, 1985; MacIntyre & Gardner, 1994; MaacIntyre, 1999). This is viewed as "distinct complex of self-perception, beliefs, feelings, behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et el., 1986, cited in Tóth, 2011b). This is the kind of anxiety that affects how well students perform in oral classes.

Dörnyei's reviews (2005) state that in Second Language Acquisition, along with language aptitude, motivation, learning/cognitive style, and learning strategies, anxiety is one of the five most well-known traditional concepts of Individual Differences. Others, on the other hand, believe that its broader classification, which may refer to a portion of a motivational component, personality trait, or fundamental emotion, is unclear (Dörnyei, 2009). Later, anxiety, along with other ID variables, began to be investigated as a factor that influences learner achievement in second language acquisition (Dörnyei, 2005; Tóth, 2010, citing Horwitz, 1990) and on the performance of their second language use. Anxiety in the past was thought to be a permanent trait of the learner's personality, ignoring temporary and context-specific anxiety. For instance, the

Likert scale Foreign Language Classroom Anxiety Scale was the most frequently used scale. However, Lightbown and Spada (2013) declare anxiety was also examined as dynamic and context-dependent. In other words, this kind of IDs factor would have a significant impact on students' language learning and behavior in language classrooms.

The sources of anxiety are the fear of speaking the target language in front of their peers, making pronunciation errors, and frustration at not being able to communicative effectively, and the difficulties of language classes (Price, 1991). Also, this anxiety comes from classmates, the teacher, the language class, and students' perceptions and expectations (Tóth, 2011b).

In addition, the anxiety would affect how well students perform in the classroom and make them different from learners who are confident and relaxed about oral class activities. Anxiety has a negative impact on students' learning outcomes. Students who are anxious will not learn as quickly as students who are relaxed because they will be focused on the task as well as their reactions (MacIntyre, 1995). Students with high levels of anxiety are more likely to score lower on formal oral exams (Tóth, 2012). Then anxious students speak less fluently and are less likely to engage in conversation in the target language. (Gardner and MacIntyre, 1993 cited by Dörnyei 2005). Therefore, anxiety has a negative impact on students' learning

In a nutshell, speaking exercises in oral classes may be hindered by anxiety, which closely relates to students' willingness to communicate. Kessler (2010) cites McIntyre (2007) and Young (1991) state that a student's willingness to communicate is impacted by anxiety. This anxiety is further believed to influence students' willingness to communicate and prevent them from participating actively even when they are willing to communicate.

Willingness to Communicate

According to MacIntyre (2007) Willingness to Communicate (WTC) is simply defined as "the probability of speaking when free to do so." The previous definition of WTC is offered by MacIntyre et al. (1998) that "WTC is defined as readiness to enter into discourse at a particular time with a specific person or persons, using a L2." This demonstrates that WTC is the internal component of a person that determines whether or not L2 communication occurs freely and without pressure.

According to the research, the two strongest predictors of WTC are perceived communication competence and communication anxiety (Clement et al. 2003, cited in Dörnyei, 2005). Also, Yashima (2002) states that MacIntyre (1994) proposed the Willingness to Communicate Model, which is based on perceived communication competence and lower-level communication anxiety (Figure 1).
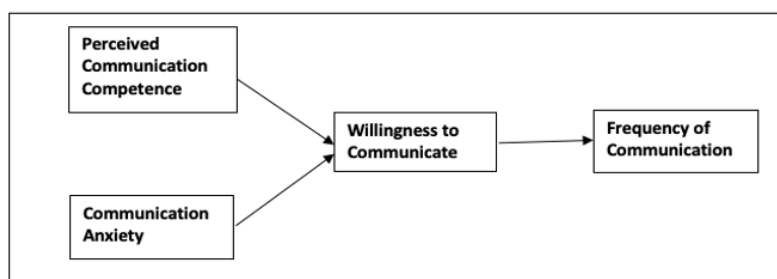

Figure 1. MacIntyre's (1994) Willingness to Communicate Model

Fushino (2010) indicates that "perceived L2 communicative competence is students' self-perception of their ability to communicate in an L2." This indicates that the learner's perceived level of communication competence and level of anxiety will both play a role in determining their WTC. Further, Fushino notes the result of Yashima (2002) and Yashima et al. (2004) studies in Japan on the factors that influence Learners' WTC, which include learners' confidence in L2 communication which is influenced by perceived communication competence and

communication anxiety, motivation, and an interest in international affairs.

In addition, willingness to communicate which is thought to be related to anxiety can change depending on the subject, number of people, formality, and mood at a given time (Lightbown and Spada, 2013). In a Turkish English Foreign Language classroom action research, Savaşçı (2014) explains that, in the majority of EFL classrooms, primarily speaking classes, students are reluctant to speak the language they have learned and remain silent; which does not occur in other skills activities i.e., listening, reading and writing. The students do not want to take part in the speaking activities. This is found to be caused by culture, the teacher role, a lack of confidence, and fear of making mistakes.

Moreover, Willingness to Communicate (WTC) is regarded as the back layer of language use that determines whether a learner uses the target language in communication and is thought to have an impact on how well they perform when learning a new language. As depicted in The Pyramid Model of Willingness to Communicate, this behavior intention of Willingness to Communicate as the second layer precedes the communication behavior in the first layer (From MacIntyre, Clement, Dornyei, & Noels, 1998, p. 547, cited in MacIntyre, 2007) see in Figure 2.
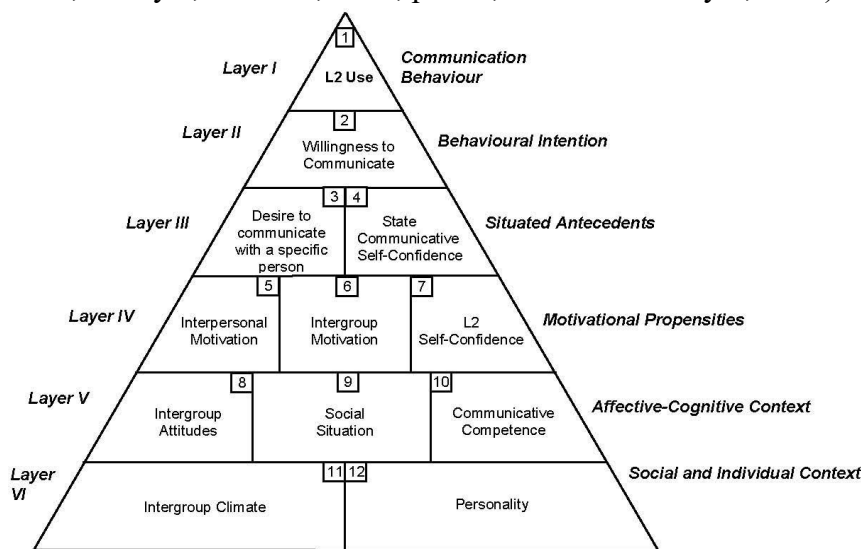

Figure 2. The Pyramid Model of Willingness to Communicate

The Pyramid Model of Willingness to Communicate, which was originally derived from "Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation" by MacIntyre, et al. (1998), shows willingness to communicate, along with other elements affect the use of language in target language or second language (L2). It is one of the most important factors in the success of target language communication. This kind of IDs factors may incorporate a psychological, educational, and linguistic approach to L2 research. It could be a factor in facilitating second language acquisition and nonlinguistic outcomes during the learning process.

To conclude, willingness to communicate which can be defined as eagerness of a person to speak using a target language without restraint becomes the determining factor in the use of the target language, and this behavioral intention appears to be influenced by numerous factors prior to the target language's use.

METHODOLOGY

The research design of this study is a qualitative approach, the method for investigating and comprehending the significance that individuals or groups attributed to a human or social issue (Creswell, 2014). The aims of this study are addressed through exploratory research which provides a framework for conducting practitioner research in the field of language education

(Allwright 2003, cited in Allwight 2005).

Respondents

The sample of this study consists of fifty three students in the Islamic boarding school located in South Tangerang, West Java. All the participants are students in secondary school level who have been studying English more than 5 years (in their primary to secondary level). The participants are teenagers range from 17 to 18 years old. They have studied English for more than 7 years, from primary to secondary. The participants' English competences majority rated on Average (39.6%) and Good (35.8%), 11 participants rated Poor (20.8%) and only 2 students rated on Very Good (3.8%) as can be seen from the diagram in Figure 3 in response to the questions of speaking competence from five choices scale i.e., Excellent, Very Good, Good, Average and Poor. No participants confidently chose their competence on excellent.
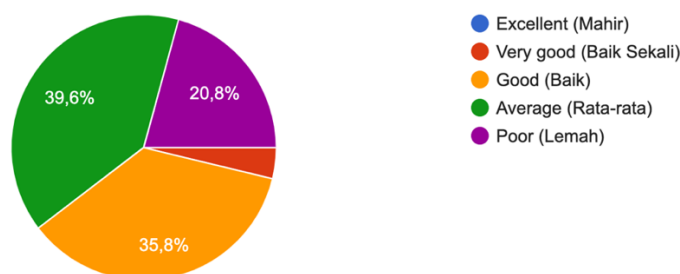

Figure 3. Participants' speaking competence rate

Instruments in Collecting the Data

The tools used in this study are questionnaire in an online-based to gather information regarding the willingness to communicate based on their own practice. The data collection tool provides data to the research questions. The questionnaire required approximately 15 minutes to complete in the online-based questionnaire using online platform. The questionnaires are presented in two languages, i.e. in Indonesian and English language, to give clearer points to the participants.

Technique of Analysing the Data

The questionnaire data will be analysed and presented in tables with frequencies. The findings were obtained by coding the responses to open-ended questionnaire questions to identify themes, patterns, or categories. as indicated by Miles and Huberman (1994, p.56 cited in Glaser and Laudel 2013):

> *"Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during study. Codes usually are attached to 'chunks' of varying size – words, phrases, sentences, or whole paragraphs, connected or unconnected to a specific setting. They can take the form of a straightforward category label"* (p.14)

In analysing the data, the researcher first organized the findings from the open-ended questions. The data were explored and reviewed then coding process of the finding was made to identify the themes and categories to answer the research questions of this study.

FINDINGS AND DISCUSSIONS
Findings

The findings appeared as the results of the analysis from the data obtained are first data regarding students' views on their willingness communicate in English is presented, followed by, their response on their willingness to communicate on certain situation required communication. The factors influenced participants' willingness to communicate are discussed, as well the

challenges to communicate in English according to the participants' views are presented to provide further explanation relate to the participants' willingness to communicate. All the data from the Likert scale and open-ended questions in the questionnaire. The respondents to the questionnaire were assigned the number S1-S53. In accordance with the findings, some quotes will be presented.

Participants' perceptions on their willingness to communicate using English

To begin, Figure 4 and 5 show the data obtained from the questionnaire asking participants' wants to speak using English language and their willingness to communicate in English.
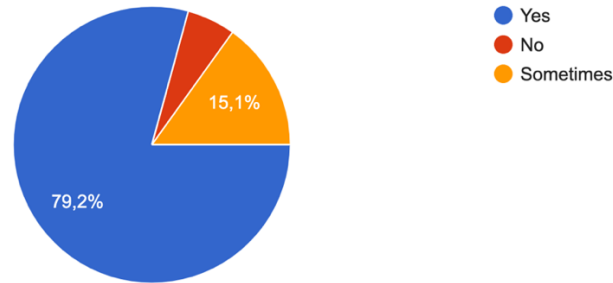

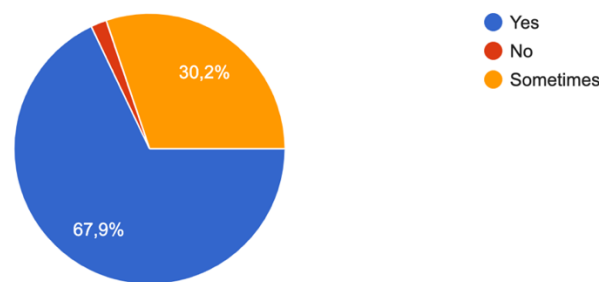Figure 4. Students' answers to whether they want to be able to speak using English

Figure 5. Students' answers to whether they have willingness to communicate in English

These two figures show that the majority of participants want to be able to speak English and have willingness to communicate using English, less than 6% (3 out of 53) participants indicate no for the two questions. This means that the majority of participants consciously state that they want to be able and have willing to communicate using English.

Next, from the open-ended question followed asking the reasons on their response in willingness to communicate. It emerges that motivation to use English considering the benefits of the language mastery are presented by S4, S7 and S9. To be more confident and improve participants' skill in English appear as the reasons. Interestingly, one participant states that few students that want to be partner to communicate in English. Another participant, S7, underlines the distractor from surrounding that her willingness to communicate shrinks. She states:

> *"... actually in boarding school I really really wanna learn or speak with any language but sometimes my friend yelling at me "sok inggris lu" it's make me feel bad to learn any language in boarding"*

Participants' responses on their willingness to communicate in certain situations

In terms of students' willingness to communicate, where participants are required to choose one condition showing willingness to communicate using English in certain situations from 15 questions in the list (adapted from Cao & Philp, 2006; Weaver, 2005 in Xie, 2011), is presented in the diagram below.
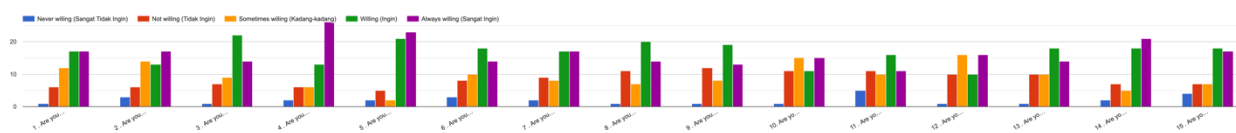
Figure 6. Students' responses to their willingness to communicate in English in some situations

From the questions in the list, the participants' answers vary. The majority of participants show their willingness, both 'always willing' and 'willing', on 11 questions provided. The higher response on 'sometimes willing' are found 4 questions. 'Never willing' and 'not willing' are chosen by only one participant. This results indicate that the participants have willingness to communicate in English in the context in the situation they are able to speak English.

Factors influenced participants' willingness to communicate

In response to the open-ended question regarding factors influenced participants' willingness to communicate in the questionnaire, the findings emerged as follow: *environment, friends, themselves, confidence, motivation, teacher, speakers at language event in school, movies, games, technology.* In addition, S3 adds '*affection to the language*' as one of the factors influenced the willingness to communicate.

Factors prevented participants to speak using English

Meanwhile, to the question *"What factors that **prevent** you to speak using English in the boarding?"*, the findings show that *vocabulary mastery, confidence, laziness, failure, others' responses, afraid of making mispronunciation, forget, not habit, busy with assignment at the boarding, rules, lack of knowledge on the importance of English language* are as the challenges for the participants to communicate with English. To add, '*friends*' becomes one important point emerged from four participants; two of them stated that *friends mocking them* prevented them to communicate in English, and *friends who do not support* as well *friends who are not able to speak English*. In addition, some participants add *creating a good environment*, *increasing confidence, avoid friends who are mocking you*, as well *enriching vocabularies* and *knowledge about English language* to support their willingness to communicate.

Discussion
Participants' views on their willingness to communicate

In terms of participants' willingness to communicate, the findings revealed that all participants show their wants and willingness to communicate using English. Some findings emerged as the reasons such as motivation to use English considering the benefits of the language mastery, be more confident and improve participants' skill in English. These findings indicate that the participants have wants and willingness to communicate. They see themselves have the intention to willingly to communicate using English. This is in the category of Behavioural intention (layer II) in the Pyramid model of willingness to communicate (MacIntyre, 2007) see Figure 2. This layer determines the outcomes of the use of target language. The participants claim that they have willingness to communicate; however, interestingly, the participants seem to view that they have willingness to communicate solely based on their wants or intentions.

Participants' responses on their willingness to communicate

The majority of participants, from the 15 questions in the list, show their willingness to communicate in English. The findings (in Figure 7) indicates that the participants have willingness to communicate in English in the situations mentioned when they are given freedom to speak using English. The findings show that the participant positively show their willingness

to communicate to respond the questions when they have completely free choice the situation to speak in English. As according to MacIntyre (2007) Willingness to Communicate (WTC) simply defines as "the probability of speaking when free to do so." The result in Figure 7 shows the majority of participants have willingness to communicate in English in the context.

Factors influenced participants' willingness to communicate

The results show some findings on factors influenced participants' willingness to communicate such as *environment, friends, themselves, confidence, motivation, teacher, speakers at language event in school, movies, games, technology, affection to the language.* Then, these findings indicate some factors which then are classified into two categories i.e., intrinsic and extrinsic.

Table 1. Participants' findings on factors influenced to their willingness to communicate

Intrinsic	Extrinsic
Confidence	Environment
Themselves	Friends
Self-motivation	Teacher
Affection to the language	Motivator
	Facility e.g., technology, movies
	Techniques e.g., games

The participants argue that some factors contribute to their willingness to communicate such as *confidence and teacher.* This is in line with the fact that students unwillingly participate in speaking activities due to a lack of confidence, fear of making mistakes, culture, and the teacher's role. (Savaşçı, 2014).

Then, *motivation* emerges as another factors influenced willingness to communicate. In the litararute, particularly in the pyramid model of willingness to communicate by MacIntyre (2007), motivation and self-confidence are found in the layer IV on Motivational Propensities category (see Figure 1). Moreover, *environment, technology, some facilities, and friends* are mentioned in the findings. These include affective-cognitive context in the layer V in the pyramid model, i.e., on the factors of *social situation* and *intergroup attitudes.* Another finding are *the participants themselves and affection to the language.* This might involve on personality factors in the layer VI (social and individual context).

Interestingly, none of the participants mentions about *anxiety* factor that contribute to their willingness to communicate, However, a study shows that the perceived communication competence strongly correlates with students' anxiety and actual competence that contribute to learners' WTC (MacIntyre, Noels, and Clement, 1997 cited by Fushino, 2010). As well, according to the research, perceived communication competence and communication anxiety are the two strongest predictors of WTC (Clement et al. 2003, cited in Dörnyei, 2005). However, some findings are believed as the factors causes the communication anxiety such as teachers, affection, self-motivation friends (Price, 1991; Dörnyei, 2009; Tóth, 2011b)

Factors prevented participants to speak using English

In response to the questions on factors prevented the participants to communicate using English, the findings are *vocabulary mastery, confidence, laziness, failure, others' responses, afraid of making mispronunciation, forget, not habit, busy with assignment at the boarding, rules, lack of knowledge on the importance of English language*, *friends.* Having no partner and distractor from surrounding appeared as findings to prevent their willingness to communicate. Then, these findings indicate some factors which will be divided into two categories in the table below.

Table 2. Participants' findings on factors prevented them to speak using English

Linguistics	Non-linguistics
Vocabulary mastery	Confidence
Mispronunciation	Laziness

Lack of English knowledge	*Failure*
	Others' responses
	Forget
	Time management
	Rules
	Friends

There are two major categories emerged; linguistics factors and non-linguistic factors. On linguistics factors, participants stated that *vocabulary mastery*, *mispronunciation*, and *lack of English knowledge* contribute to their speaking performance. In line with this, Price (1991) says that fear of speaking the target language in front of their peers, errors in pronunciation, frustration over not being able to communicate effectively and language difficulties are the causes of anxiety

In addition, non-linguistics factors, the factors which do not relate to English language components, become issues participants encounter in their speaking performance. For an instance, participants stated *rules, friends, failure, others' responses* impacted to their speaking performance. As, Tóth (2011b) explains that the anxiety may come from classmates, the teacher, the language class, and students' perceptions and expectations. Moreover, some factors on participants themselves such as *confidence, laziness, forget, and time management* also emerged in the findings. These may be involve on the assumption that anxiety's broader classification is unclear; it could refer to a motivational component, personality trait, or fundamental emotions. (Dörnyei, 2009).

In short, the findings revealed that the students' willingness to communicate in English show significantly positive according to the responses on the questionnaire. However, these seem do not sufficiently prove on their performance, as the literature suggests that there are some factors, along with the willingness to communicate, to achieve the communicative competence so they can perform speaking in English.

CONCLUSIONS

The results indicate that the majority of students expect to be able to speak using English, yet some factors influenced their willingness to communicate have been encountered in the findings. The findings implies that students' willingness to communicate are affected by linguistic factors such as lack of vocabularies, lack grammar mastery, hard to transfer ideas from first language into English, and pronunciation aspects. In addition, some non-linguistic factors are revealed which could be classified into intrinsic and extrinsic factors; for instance, students' motivation, anxiety, self-confidence, afraid making mistakes, shyness, and laziness as well teachers and environment. These imply that teachers should give more attention to both aspects of linguistic and non-linguistic to support students in speaking using English and increase their willingness to communicate.

There may be some suggestions that should be taken into consideration in light of the findings of this study. In the context, it would be advisable to ensure that input of linguistic factors in English language are sufficiently provided for the students to give knowledge and intake of language aspect to support their English skills. The proper materials have to be wisely chosen to support the students to be able to communicate using English. This study suggests increased awareness on the issue for the researcher and for the teachers to give best assisting and scaffolding for the students to increase their competence in linguistic aspect as well pay attention to non-linguistic factors affected their performance in speaking skills. Another recommendation is to use other data collection tools to conduct further research on students' willingness to communicate issues in order to obtain additional useful information regarding the issue and then provide beneficial educational improvements in a similar context.

REFERENCES

Allwright, D. (2005). Developing principles for practitioner research: The case of exploratory

practice. The Modern Language Journal, 89(3), 353-366. https://doi.org/10.1111/j.1540-4781.2005.00310.x

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Dörnyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. London: Lawrence Erlbaum Associates.

Dörnyei, Z. (2009). The psychology of second language acquisition. Oxford: Oxford University Press.

Gläser, J., & Laudel, G. (2013, March). Life with and without coding: two methods for early-stage data analysis in qualitative research aiming at causal explanations. In Forum Qualitative Sozialforschung/Forum: Qualitative Social Research (Vol. 14, No. 2). https://doi.org/10.17169/fqs-14.2.1886

Gregersen, T., & Horwitz, E. K. (2002). Language Learning and Perfectionism: Anxious and NonAnxious Language Learners' Reactions to Their Own Oral Performance. The Modern Language Journal, 86(4), 562-570. https://doi.org/10.1111/1540-4781.00161

Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1991). Foreign Language Classroom Anxiety. In Horwitz, E. K. & Young, D. J. Language Anxiety: from Theory and Research to Classroom Implications. (pp.27-36). Englewood Cliffs: Prentice Hall.

Husna, L. (2019). Students' Unwillingness to Speak in EFL Classroom from Cultural Perspective. DOI: DOI:10.31227/osf.io/py7ur

Damiri, A., Hastomo, T., & Sari, Y. A. (2022). Visualization Strategy: An Effective Strategy to Teach Reading to Middle School Students. SELTICS, 1-8.

Kessler, G. (2010). Fluency and anxiety in self-access speaking tasks: the influence of environment. Computer Assisted Language Learning, 23(4), 361-375. https://doi.org/10.1080/09588221.2010.512551

Lightbown, P. M. and Spada, N. (2013). How Languages are Learned. 4th Ed. Oxford: Oxford University Press.

MacIntyre, P. D. (2007). Willingness to Communicate in the Second Language: Understanding the Decision to Speak as a Volitional Process. The Modern Language Journal, 91, 564-575. https://doi.org/10.1111/j.1540-4781.2007.00623.x

MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. The Modern Language Journal, 82(4), 545-562. https://doi.org/10.1111/j.1540-4781.1998.tb05543.x

Price, M. L. (1991). The Subjective Experience of Foreign language Anxiety: Interviews with Highly Anxious Students. In Horwitz, E. K. & Young, D. J. Language Anxiety: from Theory and Research to Classroom Implications. (pp.101-108). Englewood Cliffs: Prentice Hall.

Savaşçı, M. (2014). Why are Some Students Reluctant to Use L2 in EFL Speaking Classes? An Action Research at Tertiary Level. Procedia-Social and Behavioral Sciences, 116, 26822686. https://doi.org/10.1016/j.sbspro.2014.01.635

Tóth, Z. (2010). Foreign Language Anxiety and the Advanced Language Learner. Newcastle: Cambridge Scholars Publishing.

Tóth, Z. (2011b). Foreign Language Anxiety and Advanced EFL Learners: An Interview Study. WoPaLP, 5, 39-57.

Tóth, Z. (2011a). Foreign Language Anxiety through the Eyes of Anxious English Majors. In Balogné Bérces et al. (Eds.). HUSSE10-Linx. Proceedings of the HUSSE 10 Conference. (pp. 83-93). Debrecen: Hungarian Society for the Study of English

Xie, Q. M. (2011). Willingness to communicate in English among secondary school students in the rural Chinese English as a foreign language (EFL) classroom (Doctoral dissertation, Auckland University of Technology).

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL

context. The Modern Language Journal, 86(1), 54-66. https://doi.org/10.1111/1540-4781.00136