

ABSTRACT

THE ROLE OF SELF-PERCEIVED COMMUNICATION COMPETENCE, COMMUNICATION APPREHENSION, AND MOTIVATION TOWARDS WILLINGNESS TO COMMUNICATE OF THE SECOND YEAR SCIENCE CLASS STUDENTS OF SMAN 9 BANDAR LAMPUNG

By

Savitri Fiska Tamara

The aims of this research are to find out the willingness to communicate of the students and to investigate the significant correlation between self-perceived communication competence, communication apprehension, motivation, and willingness to communicate. The research used quantitative method. The subjects were the second year science class students of SMAN 9 Bandar Lampung, and self-report questionnaires were employed to collect data addressed four different aspects of variables concerning the students' communication and motivational orientations.

The results showed that the students have moderate willingness to communicate in English on each type of situations and receivers. The results also showed that all of the communication variables (self-perceived communication competence, communication apprehension, and willingness to communicate) are significantly correlated with each other in English communication setting, but motivation. It indicates that motivation does not influence the willingness of students to communicate in English.

Self-perceived communication competence is the only one direct effect on WTC in English. Furthermore, communication apprehension is found a part of self-perceived communication competence in predicting students' WTC, indicating that if the students improve their perceived competence, their apprehension in communication will decrease and their willingness to communicate will increase. The importance of this study lies in its theoretical contributions to the WTC research and the pedagogical implications for foreign language teaching and learning.