

**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**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
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UNIVERSITY OF LAMPUNG
2017**

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

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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.

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Savitri Fiska Tamara

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

**Research Title : 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**

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CURRICULUM VITAE

The writer's name is Savitri Fiska Tamara. She was born on March 2nd, 1995 in Bandar Lampung. She is the first kid of Wahyu Basuki and Darwati.

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MOTTO

إِنَّمَا يَخْشَى اللَّهَ مِنْ عِبَادِهِ الْعُلَمَاءُ

“Only those among His servants who possess knowledge fear Allah”

(Quran 35: 28)

“Be in this world like a stranger or somebody passing on his way”

(Prophet Muhammad SAW)

DEDICATION

With love and appreciation I dedicate this research paper to:

My beloved parents

(Wahyu Basuki and Darwati)

My sister and brother

(Ferrenita Septianti and Bima Azka Danuatmaja)

My best friends

(Retno, Susan, Umi, Urmila)

My Almamater

(Lampung University)

ACKNOWLEDGEMENTS

Praise be merely for Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this research.

This research paper, entitled “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” is submitted to fulfill one of the requirements in accomplishing the Bachelor Degree at the Language and Art Department of Teaching Training and Education Faculty, Lampung University.

First of all, I would like to dedicate my sincere gratitude and respect to Prof. Ag. Bambang Setiyadi, Ph.D., as my first advisor who has given his knowledge and experience, and to my second advisor, Dr. Flora Nainggolan, M.Pd., who has given her knowledge and suggestion in correcting my paper. I also would like to express deepest gratitude and respect to Drs. Ujang Suparman, M.A., Ph.D. as my examiner who has generously contributed his suggestion and criticism for the improvement of this research paper.

My sincere gratitude also goes to all lecturers of English Education study program, FKIP Unila, who have given a great contribution in broadening and deepening my knowledge during my study. My deep appreciation is also addressed to The Dean of FKIP Unila, The Head of Language and Arts Department, and The Head of English Education Program.

My appreciation is also extended to Drs. Hendro Suyono, the headmaster of SMAN 9 Bandar Lampung and Dra. Hj. Sri Subekti, as the English teacher for her permission and support for me to do the research.

I would like to acknowledge my gratitude to the people who have supported me throughout my life and especially in finishing this script. Thus, I would like to express my sincere respect and gratitude to:

1. My beloved parents, Wahyu Basuki and Darwati, for all of the greatest love, continuous patience, and being the light in my life.
2. My beloved sister, Ferrenita Septianti, my beloved brother, Bima Azka Danuatmaja, and my relatives for always giving me support in accomplishing this paper.
3. My beloved best friends: Retno Prabandari, Susan Rizki Utami, Urmila Anistantia, and Umi Ma'rifah for the support and pray.

4. My beloved NAT friends: Revania Putri Utami, S. Pd., Danu Ranu Setiawan, Armayyeni Nurillia M., Dhoni Agug Riyadi, Sita Oktaviani, Veronicha Panjaitan, Linda Lestari, and Defika Putri Nastiti for the support and pray.
5. My beloved English Departments'13 friends: Dewi, Atika, Agung, Agus, Nesia, Desta, Ade Eka, and the others that I cannot mention the names one by one, for the support, spirit, and help.

Finally, I realize that this paper still has weakness. Therefore, constructive criticism and suggestion are invited for the improvement of this paper. Hopefully, this research paper could give benefit to the readers as well as those who want to carry out further research.

Bandar Lampung, 26 May 2017

The writer

Savitri Fiska Tamara

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I. INTRODUCTION

This chapter presents the background, research questions, objectives, uses, scope, and definition of terms of the research.

1.1. Background

In Indonesian context, English is learned as a foreign language and acts as the target language. Looking at the present era, it is almost certain that communication is the most important part in language learning and being able to communicate in the target language is the goal of learning the target language. According to Setiyadi (2006), communication is really important in language learning since by communicating, the students learn how to interact with others using the target or learned language: English. Moreover, the fundamental goal of language learning is currently defined as “authentic communication between persons of different languages and cultural backgrounds” (MacIntyre, et al., 2002: 556).

Theoretical researches throughout the current decade have primarily promoted the important role of using language to communicate in second and foreign language learning and teaching. According to ener (2014), learners cannot be expected to develop their oral skill required for successful communication if there is no interaction in the classroom. The problem in language teaching learning that most of the teachers are not aware of is the lack of

interaction and communication in the classroom due to the lack of willingness of the students to communicate in the target language. A study conducted by Exley (2005) showed that Indonesian students are passive, compliant and unreflective. She also stated that Indonesian students are 'passive, shy and/or quiet'. Based on the researcher's experiences during her studies in senior high school and the answers of the students who were asked by the researcher, many students were afraid to talk in front of the class and there were less students who wanted to communicate in English. The students might answer to a direct question, but not many of them wanted to engage in a communication in English. Moreover, from the interview with the English teacher in the high school, it was found that most of the students in this high school were facing grammatical problems. Besides, many of the students did not want to engage in the English communication unless the teacher forced them to speak out.

Communication is important in language learning since the students do the interactions to others in the target language by communicating (Setiyadi, 2006). However, being able to communicate to someone in a target language is not enough if someone does not have a willing to talk or to say something in order to build a communication in a target language. MacIntyre, Dörnyei, Clément, & Noels (1998: 547) argued that the ultimate goal of second and foreign language learning should be to "engender in language students the willingness to seek out communication opportunities and the willingness actually to communicate in them".

Willingness to communicate (WTC) is the idea that language learners who are willing to communicate look for chances to communicate in the target

language and they do communicate in that target language. McCroskey and Richmond (1987) defines willingness to communicate as an individual's general personality orientation towards talking. It refers to the probability of engaging into a communication when an individual has the freedom to choose to do so. If someone has a willing to communicate then the person will automatically have willingness to engage in a certain context to have a communication with the interlocutor(s). It can be implied that if learners have willingness to communicate in a target language, it means that they already get interested in learning a language and will communicate in order to achieve their purpose(s). Their willingness to communicate can affect their language learning achievement. Therefore, MacIntyre et al. (1998) proposed that willingness to communicate should be a proper goal for language learning.

The willingness to communicate of every single person is different depends on the factors affecting it. According to MacIntyre, Baker, Clément, & Donovan (2002), there are two variables most closely affect someone's willingness to communicate: perceived competence and communication apprehension. Self-perceived communication competence refers to how an individual believes his/her communication competence is, based on self awareness rather than the actual communication competence (McCroskey & Richmond, 1987). The perceptions of people towards their competence will influence the willingness of someone to communicate. The low perception of people of their own competence in communication will become the primary reason why some people are less willing to communicate (MacIntyre et al, 2002). Whereas communication apprehension is defined as an individual's level of fear or anxiety

associated with either real or anticipated communication with others (MacIntyre et al. 2002: 539). A research has shown that people who experience high level of fear or anxiety about communicating tend to avoid it (MacIntyre et al, 2002: 539).

More recently, Aliakbari, Kamangar, & Khany (2016) conducted a study investigating the correlation between willingness to communicate and communicative competence. It found out that there was a positive correlation between those variables. In their study, they stated that L2 perceived communication competence is the strongest predictor of WTC. The study conducted by ener (2014) also showed that self-perceived communication competence revealed a positive, significant correlation with WTC. Moreover, Shahbaz et al. (2016) conducted a study to find out the role of communication apprehension and self-perceived communication competence for WTC in L1 and L2. In their study, they found that there is a positive relationship between self-perceived communication competence (SPCC) and WTC. They also found that strong communication apprehension (CA) can result in positive SPCC in other language. However, there is limited study conducted to see the role of self-perceived communication competence (SPCC) and communication apprehension (CA) towards WTC in English as a foreign language.

Motivation, furthermore, may affect someone's willingness to communicate. MacIntyre et al. (2002: 541) states that motivational process have a clear role play in L2 communication. Motivation can act as a force that is grow in one's self in any situation. Motivation acts as an internal attribute of the individual that can be influenced by external forces.

In Indonesian context, Setiyadi et al. (2016) states that motivation embodies three major elements: extrinsic motivation, intrinsic motivation, and international orientation. It is believed that someone who experiences high motivation will communicate better in the target language. Some researchers (Yashima, 2002; ener, 2014) believe that motivation as the affective factor gives effect to the learners to communicate in a target language. Research has shown that motivation influences the reported of L2 use but might operate somewhat independently from the influence of L2 WTC (MacIntyre & Charos, 1996).

MacIntyre, Baker, Clément, & Donovan's study (2002) found a statistically significant relationship between motivation and WTC in the participants' L1 and L2, suggesting that people who had positive attitude and motivation were more willing to communicate. However, the study conducted by MacIntyre and Charos (1996) found that motivation was not significantly correlated with the participants' L2 WTC. The previous researches conducted to see the relationship between motivation and WTC in English as a foreign language are limited and the findings whether motivation affects students' WTC or not is still unclear.

The majority of studies done on the issue are oriented towards English as Second Language (ESL) context leaving the gap in English as a foreign language (EFL) context. The studies conducted to see the willingness to communicate in foreign language are limited and have just conducted in some countries, such as Turkey, Japan, and Iran. However, there is no research on willingness to communicate in a foreign language in Indonesian context is carried out. Those researches were conducted in secondary school and college settings, yet there is

no research conducted to find out the willingness to communicate in senior high school setting. Therefore, researches on willingness to communicate in foreign language communication settings are needed to enrich the theoretical foundation of the willingness to communicate research.

In line with the reasons stated above, the researcher focuses on the research of the willingness to communicate of the second year science classes students of a senior high school in Indonesian context and to find out whether some aspects related to communication and motivation affect their willingness to communicate. Hence, the researcher entitles her research “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”.

1.2. Research Questions

Based on the background above, the questions of the research were formulated as follows:

1. How willing the second year science class students of SMAN 9 Bandar Lampung to communicate?
2. How is self-perceived communication competence, communication apprehension, motivation, and WTC of the second year science class students of SMAN 9 Bandar Lampung correlated?

1.3. Objectives of The Research

Based on the problem of the research, the objectives of the research were:

1. To find out the willingness to communicate (WTC) of the second year science class students of SMAN 9 Bandar Lampung.
2. To examine the correlation between self-perceived communication competence, communication apprehension, motivation, and WTC of the second year science class students of SMAN 9 Bandar Lampung.

1.4. Uses of The Research

The results of this research are expected to give benefits for the students of SMAN 9 Bandar Lampung, English teachers, English lecturers, material developers, the researcher herself, and other researchers.

1.4.1. Theoretically

This research is expected to be beneficial for other researchers on which they could use the result of it as a comparative study which gives a contribution in the researches of the willingness to communicate of senior high school students and the relationship between students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate that would affect the achievement of the students in learning English as foreign language, and to complement the previous studies or researches in order to enrich the knowledge of the researchers.

1.4.2. Practically

The senior high school students, English teachers, English lecturers, and material developers could take benefit from the findings of the current research.

- a) For senior high school students, the result of this research would make them more aware of their own willingness to communicate. Moreover, they would also know their level of motivation in learning English so that they may give themselves intrinsic motivation to increase their ability in learning English and in order to be able to communicate in a target language successfully. Besides, they would also get the information about their level of their perceived competence and communication apprehension in communication. The information could be useful for them as a prospect to continue their study to a higher level.
- b) For English teachers, they could take benefit of this research to find out the willingness to communicate of the students. Besides, they would get the information about the students' level of self-perceived communication competence, communication apprehension, and motivation so that they could give some extrinsic motivations for the students and develop their teaching techniques that would make the students communicate more in English as the target language.
- c) For English lecturers, the result of this research would give them the information about the senior high school students' willingness to communicate. This information would be useful for them to apply the appropriate teaching technique(s) for the students when they entered English study program in university.

- d) For material developers, knowing the result of this study which consists of the level of willingness of communicate, self-perceived communication competence, communication apprehension, and motivation would give them further knowledge to develop the materials for students especially English learning materials which made them learn motivationally and communicate more in English.

1.5. Scope of The Research

The researcher limited this study on the object of the research of the students' willingness to communicate (WTC), and the correlation between the students' self-perceived communication competence, communication apprehension, motivation and willingness to communicate. The subject of this research was the second year science class students of SMAN 9 Bandar Lampung by the year of 2016/2017. The students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate were found out by questionnaires spreaded to them.

1.6. Definition of Terms

There are some terms used by the researcher. In order to make them clear, the researcher gives the definition as follows:

1) Willingness to Communicate (WTC)

In L1 communication settings, McCroskey and Richmond (1987) defined WTC as “an individual’s predisposition to initiate communication with others” (p.77). In L2 communication settings, WTC is then defined as “the

probability of engaging in communication when free to choose to do so” (MacIntyre et al., 1998).

2) Self-Perceived Communication Competence (SPCC)

The term self-perceived communication competence refers to how an individual believes his/her communication competence is, based on self awareness rather than the actual communication competence (McCroskey & Richmond, 1987).

3) Communication Apprehension (CA)

Communication apprehension is defined as an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons (McCroskey, 1997: 192).

4) Motivation

Motivation acts as an internal attribute of the individual that can be influenced by external forces (MacIntyre et al, 2002: 541). Motivation embodies three major elements in Indonesian context: extrinsic motivation, intrinsic motivation, and international orientation (Setiyadi, et al., 2016).

In short, those are the background of the problem, research questions, objectives, uses, scope, and definition of terms of the research.

II. LITERATURE REVIEW

This chapter deals with the concepts of self-perceived communication competence, foreign language anxiety, communication apprehension, motivation, willingness to communicate in native language, willingness to communicate in second and foreign language, WTC with communication variables, WTC with motivation, WTC with communication variables and motivation, theoretical assumption, and hypothesis of the research.

2.1. Self-Perceived Communication Competence (SPCC)

This section reviews the literature of self-perceived communication competence. The concept and types of self-perceived communication competence are considered in this section.

2.1.1. The Concept of Self-Perceived Communication Competence (SPCC)

The way of an individual believes in his or her competence may play a big role in the way his or her acts the actual behaviour. The believes of the students in their competence in communication can affect their actual competence in a target language communication.

McCroskey and Richmond (1987) defines self-perceived communication competence as how an individual believes his/her communication competence is, based on self awarness rather than the actual communication competence. The

believe that someone has on their communication competence will affect his/her actual skill in communicating in the target language.

Chu (2008) found that the communication skills of self-identified reticent speakers were not different from those who claim non-reticent. Therefore, the perception of one's own communication skill level might weigh more significantly than the person's actual skill level.

McCroskey and McCroskey (1988), then, reiterated the definition of communicative competence which had been provided in McCroskey's previous studies (McCroskey, 1982). They defined communicative competence as "adequate ability to pass along or give information; the ability to make known by talking or writing" (p. 109). McCroskey and Richmond (1990) argued that self-perceived communication competence might be more associated with people's willingness to communicate since "the choice of whether to communicate is a cognitive one, it is likely to be more influenced by one's perceptions of competence (of which one usually is aware) than one's actual competence (of which one maybe totally is unaware)" (p. 27).

The perception of individual or the perceptions of people on an individual may affect the willingness of someone to communicate since he/she is aware to choose whether they want to communicate or not. A person who has good communication skill but perceives him/herself as not good in communicating in a target language will not communicate better than a person who has moderate communication skill but perceives him/herself as good in communicating in a target language. McCroskey (1997) reemphasized that it was not a person's actual communication skills or competence which was supposed to influence their

willingness to communicate; it was more likely that the individual's self-perceived communication competence would make the difference. Therefore, people who consider themselves competent in communication are believed to be more willing to initiate or participate in communication behaviors.

The willing of someone to engage in a communication can be predicted by how he/she perceived themselves in the target language communication. Someone who sees him/herself as not very competent in communicating in the target language will be hesitated to engage in a communication and will not show their best skill in the target language communication since he/she does not believe in their communication competent. In the other hand, if someone believes that he/she competent in communicating in the target language, he/she will not be hesitated in showing their ability or skill and will communicate better. Thus, the people who perceive themselves competent will be more willing to communicate than those who believe themselves not competent in communicating in the target language.

From the opinions of the experts stated above, the researcher agrees that self-perceived communication competence is the perception of someone's ability to communicate to others and to engage in particular situation(s).

2.1.2. The Types of Self-Perceived Communication Competence (SPCC)

Self-perceived communication competence is one's preception towards himself on his competence in communicate to others. Bandura's (1986, 1988, as cited in MacIntyre et al., 1997) model of self-regulation has suggested that the perception of competence and the belief that one can control desired outcomes constitute critical components of one's expectations for success at a given task.

Bandura has emphasized that perceptions of control (e.g. competence) determine the amount of effort expended in pursuing a goal. If expectancies are high, then one will expend greater effort, with greater likelihood of success. If, on the other hand, expectancies are low, one expends less effort, with concomitantly less success.

MacIntyre et al. (1997) argued that two biases may be operating in the L2. The first bias, “self-enhancement,” stems from a need to increase feelings of personal satisfaction and self-worth. Accordingly, individuals view themselves and their behavior in a positive light; in fact they may become unrealistically optimistic. They argued that this bias helps during the acquisition of new skills, such as communication skill, because it provides the encouragement to confront a challenging obstacle, in this case is communication in a target language. Someone who sees himself in a positive way will have high perceived communication competence so that they will communicate better because they think that they are able to communicate in a target language.

Rather than self-enhancement, MacIntyre et al. (1997) stated that some individuals systematically underestimate their abilities, what is called as “self-derogation”. This, perhaps, more commonly happens to highly anxious or depressed individuals who have little faith in their capacities and their ability. By leading the self to see himself as having a poor skill or to see himself in a negative way, someone will get a poor outcome, in this case is the person will not communicate better in a target language. Self-derogation may control one’s level of anxiety when he communicates in a language. If someone sees himself in a

negative way, he will experience anxiety when he want to do something, such as communicating in a target language.

Self-perceived communication competence may takes a great effort to someone in learning English and communicate to others in it. Based on the explanation above, it can be inferred that perceived competence may affect someone's willingness to communicate. A study conducted by ener (2014) and Aliakbari et al. (2016) showed that self-perceived communication competence revealed a positive, significant correlation with students' willingness to communicate. It means that when someone has a good perception of his competence in learning a language, he has willingness to communicate in that language and communicate better in language that he learns.

In short, the way the students see and perceive their communication competence may affect their actual competence and their willingness to engage in the target language communication.

2.2. Foreign Language Anxiety

Language teachers have been long aware of the discomfort and worry that their students experience in learning English as a foreign language in class. The feeling of discomfort and worry can be indicated as the feeling of anxiety.

Foreign language anxiety can be defined as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (MacIntyre & Gardner, 1994, as cited in Chu, 2008). The studies on L2 and foreign language anxiety are mainly focused on communication anxiety. According to them, there are three major underlying

constructs making up the construct of foreign language anxiety: communication apprehension, text anxiety, and fear of negative evaluation.

2.2.1. The Concept of Communication Apprehension (CA)

Communication apprehension occurs when an individual engages in interpersonal communication, may it be speaking or listening. Based on the early work of Clevenger (1959) on stage fright and Philips (1965) on reticence, McCroskey (1982) advanced the original conceptualization of communication apprehension in the 1970s. He viewed communication apprehension as “a broadly based anxiety related to oral communication”. From then on, communication apprehension has inspired research in relevant areas focusing on different communication notions (i.e. unwillingness to communicate, social anxiety, audience anxiety, shyness, willingness to communicate, etc.), among which the most principal concept is willingness to communicate.

Communication apprehension was redefined by McCroskey (1997) as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p. 192). Two main concerns have been particularly addressed during the re-conceptualizing process of communication apprehension; one pertains to its oral communication focus, and the other concerns its trait orientation. He re-emphasized the concept of communication apprehension on these two concerns:

Consequently, it should be recognized that current instruments labeled as CA measures...are restricted to oral CA, specifically apprehension about talking to or with others. (p. 83).

In sum, the CA construct has been broadened substantially. Although it originally was restricted to a trait orientation, it is now viewed as representing both trait and state approaches....It should be recognized, however, that the most popular measures of CA are restricted to a trait conceptualization. (p. 84).

While there is no explicit claim whether communication apprehension was originally advanced as a trait-like or situational communication factor, it has been dominantly treated and examined as a trait-like personality-type variable in most of the studies conducted in the area of L1 communication.

When an individual felt anxious about something, such as the person he or she wanted to meet or to talk to, or the situation he or she wanted to face, then he or she might doubt his or her belief in their competence and it might also doubt their willingness to engage in the communication. It was because the person felt anxious about themselves whether he or she was able to communicate properly in the target language or not.

Thus, it can be inferred that communication apprehension is the feeling of fear or anxiety that is experienced by someone when he/she speaks to public in certain or almost all contexts.

2.2.2. The Types of Communication Apprehension (CA)

The most recent conceptualization about the types of communication apprehension was presented by McCroskey (1997). Four types of communication apprehension (CA) were introduced:

- 1) Trait-like CA. It is viewed as a relatively enduring, personality-type orientation toward a given mode of communication across a wide variety of context.
- 2) Generalized-context CA. It is viewed as a relatively enduring, personality-type orientation toward communication in a given type of context.
- 3) Person-group CA. It is viewed as a relatively enduring orientation toward communication with a given person or group of people.
- 4) Situational CA. It is viewed as a transitory orientation toward communication with a given person or a group of people.

McCroskey (1997) stated that the trait-like and generalized-context CA are viewed as trait-like communication apprehensions which are caused by heredity and environment. While person-group and situational CA are viewed as situational communication apprehensions which are caused by novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, and degree of attention from others. Therefore, he argued there was no absolute trait or state communication apprehension, but a continuum “ranging from the extreme trait pole to the extreme state pole, although neither the pure trait nor pure state probably exists as a meaningful consideration”.

Foreign language learners may experience some kinds of communication apprehension. Some learners may feel anxiety when they have to talk in front many people or in certain situations in foreign language. Some may feel less anxiety when they communicate to certain people but they feel more anxiety to communicate with the same people in different situation. The high feeling of

communication apprehension that the learners experience can make them less willing to communicate in English and this can make them feel hard to achieve the goal of foreign language learning.

The particular communication apprehension that takes place in foreign language learning also comes from the personal knowledge that an individual will most likely have difficulty understanding others and making himself or herself understood. Possibly because of this reason, many talkative people in their native language are quiet in the foreign language class. However, learners who are usually self-conscious and inhibited in their first language may find communicating in a foreign language liberating because they feel as if they take on a different persona while speaking a foreign language and therefore are less anxious. A research conducted by Shahbaz et al. (2016) showed that strong communication apprehension in one language can result in positive self-perceived communication competence in the other language and becomes a reason to enhance willingness to communicate in that particular language. However, the study to show that communication apprehension has a direct or indirect relationship to someone's willingness to communicate has not been revealed yet.

In short, communication apprehension has different types that may affect someone's willingness to communicate in English as a foreign language.

2.3. Motivation

This section reviews the literature of motivation. The notion, roles and concept of motivation in learning English are considered in this section.

2.3.1. The Concept of Motivation

According to David McClelland (1985) in Aprilia (2011), “Motivation is associated with a need for achievement”. According to him, there are three factors that cause motivation: (1) command that is given to somebody, (2) task that is given to someone and asked to do it, (3) successful or failure from doing test that is given for him. Moreover, motivation stems from a need to avoid failure. Thus, motivation seems as a power that activates the students’ performance to achieve the goal and to avoid failure in order to be successful. It is stated in Oxford and Shearin (1994:12) that “motivation is an inner power that determines successful learning activity”.

Motivation refers to “the driving force in any situation” (Gardner, 2001:9). Motivation has three elements: 1) the motivated individual expends *effort* to learn the language; 2) the motivated individual *wants to* achieve the goal; 3) the motivated individual will *enjoy* the task of learning the language. Therefore, in the social-educational model, “all three elements, effort, desire, and positive effect, are seen as necessary to distinguish between individuals who are more motivated and those who are less motivated. Each element, by itself, is seen as insufficient to reflect motivation”.

Moreover, Yufrizal (2001) states that “motivation is very important in language learning as in other field of human learning”. In other words, motivation as an inner power is very important in language learning because it might take language learning activity runs smoothly and this might affect the students’ ability to be successful. That is, if an individual wants to learn a language but doesn’t

make enough effort to achieve the goal, this individual is not truly motivated in the language learning.

He described two types of motivation: integrative and instrumental orientation. A learner with integrative motivation has a genuine interest in the second language community. He wants to learn their language in order to communicate with them more satisfactorily and to gain closer contact with their culture. For example, someone studies English because he wants to live in a place where English is used as the first medium of communication there.

By contrast, a learner with instrumental motivation is more interested in how the second language can be a useful instrument towards furthering other goals, such as gaining a necessary qualification or improving employment. For example, someone learn English because the place where he wants to apply for a job requires someone who is quified in English.

From the opinion of some experts about the notion of motivation, it can be inferred that learning motivation is the energy whether internal or external in learning process which acts as an activator that makes change of attitude.

2.3.2. The Roles of Motivation

Motivation is an essential condition of learning. According to Sardiman (1986), there are three roles of motivation:

1. Pushing human to do something. Motivation has a role as an activator or motor which escapes energy. In this case, motivation is an activator motor from every activity that will be done.

2. Determining the destination or behavior towards the goal that would be achieved. Thus, motivation can give the destination and the activity that has to be done based on the objectives.
3. Selecting the action, which is determining what suitable actions that have to do to achieve the goal, by eliminating the actions which are useless for that goal.

Soekamto in Sutarmin (2009) states that the roles of motivation are:

1. Providing optimal condition for studying
2. Activating students spirit for learning
3. Awaking the students to study
4. Binding students attention to process of learning
5. Helping the students in order to be able and want to find and choose the way or behavior which is suitable to support the aim of study achievement or his life purpose in a long period.

Aprilia (2011) states that there are three important roles of motivation:

1. Energizing us (i.e., turning the key and starting the motivational engine)
2. Directing us (i.e., pointing us in a particular direction)
3. Helping us to select behavior most appropriate for achieving our goals.

Thus, it can be inferred that motivation pushes one to do something. In terms of willingness to communicate, the function of motivation is to push someone to be willing to communicate in English as a foreign language.

2.3.3. Motivation in English Learning

Hammer (as cited in Marsono, 2005) mentions that the motivation itself is some kinds of internal drive that encourages somebody to pursue an action. It seems to be the case that we receive a goal that is sufficiently attractive, we will be strongly motivated to do anything needed to reach the goal. Motivation is essential in language learning. Students should be motivated in learning a language that they should enjoy learning it from the beginning. The teacher also need to protect them from being embarassed through their active participation in the classroom activities.

According to Gardner and Lambert in Aprilia (2011), motivation in learning English is devided into two parts. The first is integrative motivation that identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation. This refers to more functional reasons for learning a language, for example, to get a better job or promotion, or to pass a required examination.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentives, which originates within the behavior itself rather that externally as in playing musical instrument for enjoyment. If the reasons of studying English are for his enjoyment and knowledge himself, it is called intrinsic motivation. Extrinsic motivation stems from positive or negative reinforcement which is external to the behavior itself rather than inherent in it, for instance, the students learn English to get good scores not because it is enjoyable.

Recently, Setiyadi et al. (2016) stated that there are three kinds of motivation: extrinsic motivation, intrinsic motivation, and international orientation. They said that extrinsic motivation is equal to instrumental motivation which is related to rewards that are external to language learning. Different from extrinsic motivation, intrinsic motivation refers to behaviors whose rewards are internal, e.g., the pleasure of learning English. They stated that international orientation also has a role in someone's motivational orientation. Orientation is defined as a collection of reasons that reflect common or conceptually similar goals to learn a language (Gardner, 2001). People may be interested in learning a language for different reasons. It can be inferred that someone learn English as a foreign language because he has reasons which are related to international orientation (e.g. applying for a scholarship or working in a country which English acts as the first language).

Moreover, Setiyadi et al. (2016) argued that in Indonesian context, there is no integrative motivation as the definition of integrative motivation itself is "the individual's willingness and interest in having social interaction with members of the L2 group and he wants to learn more about the language group (Gardner and Lambert, 1959, as cited in Setiyadi et al., 2016) because English is learned as a foreign language, not as L2. However, in their study, they found that EFL learners had more international orientation in learning English because they may be interested in having social interaction with people from other countries, not specifically native speakers of English, by using English.

From all of the statements above, the researcher agrees that motivation is a positive impulse towards the language learning in order to reach the goal of foreign language learning.

2.4. Willingness to Communicate

This section reviews the literature of WTC construct. In order to gain a better understanding of WTC, WTC in L1 is first introduced, followed by the definition of WTC in L2. The model of L2 WTC is also considered in this section.

2.4.1. Willingness to Communicate in Native Language

The construct of willingness to communicate (WTC) was originally developed by McCroskey and Baer (1985) in relation to communication in the first language (L1) and as an expansion of earlier work by Burgoon's (1976) on unwillingness to communicate, by Mostensen, Arnston, and Lustig (1977) on predisposition toward verbal behaviour, and by McCroskey and Richmond (1982) who took a behavioural approach toward shyness.

WTC in L1 is defined as a stable predisposition toward communication when free to choose to do so (McCroskey & Baer, 1985). McCroskey and Richmond (1990) treat WTC in L1 as a personality-based, trait-like predisposition which was relatively consistent across a variety of communication contexts and types of receivers. In other words, even though situational variables might affect one's willingness to communicate, individuals exhibit regular WTC tendencies across situations. Moreover, they identified introversion, anomie, self-esteem,

communication competence, communication apprehension and cultural diversity as antecedents that lead to differences in WTC.

MacIntyre et al. (1994) developed a structural model to explain the variance in WTC. He hypothesized that communication apprehension and perceived competence would be the causes of WTC when introversion would be related to both communication apprehension and perceived competence, and self-esteem would be related to communication apprehension. The model suggests that people are willing to communicate when they are not apprehensive about communication and when they perceive themselves as capable of communicating effectively.

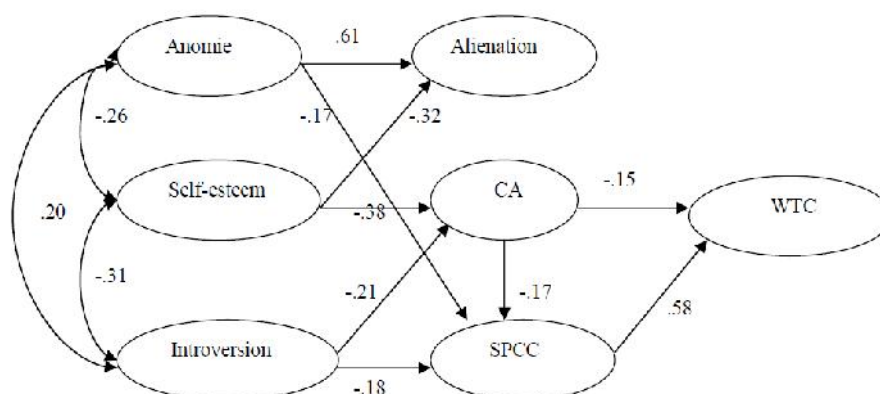


Figure 2.1. MacIntyre's (1994) causal model for predicting WTC by using personality-based variables.

MacIntyre, Babin, and Clement (1999) conducted a study to examine the antecedents of willingness to communicate at both trait and state levels. In order to investigate the trait aspect of WTC like self-perceived competence, communication apprehension, and self-esteem, the authors gave questionnaires to college students. To explore the state aspect of willingness like anxiety, perceived

competence, and communication tasks, the authors asked participants to complete four specific tasks and observed them in a laboratory setting.

The trait aspect of WTC had similar results with MacIntyre's (1994) previous study except this time in the structural model the path from communication apprehension to WTC was not significant. Instead the path from self-perceived competence to WTC was unexpectedly strong. Furthermore, self-perceived competence, and communicative apprehension were negatively correlated. Personality variables seemed to be related to self-esteem, perceived competence, and anxiety. Results indicate that extraverts are likely to feel less anxious, more competent about their communication ability, and have higher self-esteem.

The results of the state aspect of willingness to communicate indicated that volunteers for the laboratory study were more willing to communicate than the students who did not. Students who initiated the conversation in the lab were more willing to communicate compared to the ones who did not initiate the conversation, and while perceived competence predicted the speaking time for easy speaking task, communication apprehension predicted the speaking time for difficult tasks.

From the opinion of the experts and the result of previous research, willingness to communicate in L1 is the idea that someone will be willing to communicate and look for chances to communicate. Willingness to communicate, moreover, is affected by some personal variables.

2.4.2. Willingness to Communicate in Second and Foreign Language

MacIntyre and Charos (1996) applied the more comprehensive version of MacIntyre's (1994) model to research communication in the second language (L2). They broadened the structural model by adding motivation, personality, and context as predictors of not only WTC but also the frequency of communication. They hypothesized that WTC and integrative motivation would explain the frequency of communication in L2. Furthermore, they theorized that personality traits would be related to both motivation and L2 WTC through attitudes, perceived competence, and L2 anxiety. After a few modifications of the paths among personality traits, attitude, and perceived competence, the model explained the L2 communication frequency, even though they could not find a relation between motivation and WTC as expected.

In 1998, MacIntyre, Clement, Dornyei, and Noels developed a comprehensive model of willingness to communicate in L2. They defined WTC as "the probability of engaging in communication when free to choose to do so" (p. 546). However, MacIntyre et al. did not treat WTC in L2 as a personality trait but as a situational variable that has both transient and enduring influences.

They use a pyramid figure to illustrate the willingness to communicate model, which explains the probable causes of willingness to communicate in L2. The top of the pyramid shows the moment of L2 communication, which is followed by WTC, which predicts actual communication behavior. The state communicative self-confidence and desire to communicate with a specific person follow WTC as situational factors. At the bottom of the pyramid, intergroup climate and personality are placed as enduring influences. Intermediate layers

include motivational and affective-cognitive context, which incorporate motivation, intergroup attitudes, communicative competence, L2 self-confidence, and social situation. It is hypothesized that while the top layers of the pyramid have immediate influence, the bottom layers have more remote influence on WTC.

Although it is a fairly recently developed model, scholars have been testing the various aspects of it since its proposal in 1998. MacIntyre, Baker, Clement, and Donovan (2002) studied WTC, perceived competence, French anxiety, integrativeness and motivation in terms of sex and age among 7th, 8th and 9th grade junior high school students in a French immersion program. The results indicate that girls are more willing to communicate than boys, students in grade 8 and 9 are more willing than students at grade 7, and overall students WTC is higher in English (their mother tongue) than in French. In addition, the results showed that students at grade 8 and 9 communicate more frequently than students in grade 7. However, students' motivation declines from grade 7 to grade 8 and 9. Furthermore, it is observed that WTC, language anxiety, communication frequency, and perceived competence are correlated which suggests that students who are motivated tend to be more willing to communicate, have higher perceived competence, have lower French anxiety and communicate more frequently.

Hashimoto (2002) conducted a study with Japanese ESL students to investigate the effects of WTC and motivation on actual L2 use. His structural equation model, which was hypothesized according to the socio-educational and WTC model indicated that motivation and WTC can predict the frequency of communication in the classroom. Language anxiety and perceived competence are

shown to be strongly associated with WTC and the result indicated a relation between motivation and WTC.

Yashima, Zenuk-Nishide, and Shimizu (2004) conducted a study with 160 Japanese adolescent learners of English to examine the relations among WTC, the frequency of communication in English, and “international posture”. They illustrated that learners’ international posture was directly related to learners’ willingness to communicate in English and the frequency of communication in English. Learners’ international posture was also related to their motivation to learn English. They found that learners’ L2 communication confidence is directly related to their WTC in English and their motivation to learn English is indirectly related to WTC through L2 communication confidence. During the second phase of the study, they demonstrated that there was a significant correlation between frequency of communication and “students’ perception of interpersonal relationships and adjustments” (p. 140).

From the researches conducted by some experts and their opinion, it can be concluded that willingness to communicate in L2 and in foreign language is the idea that students have willingness to communicate and actively look for chances to communicate on which their willingness to communicate may be affected by not only communication factors, but also personality traits.

2.4.3. A Conceptual Model of WTC in Second Language Communication

MacIntyre, et al. (1998) proposed a heuristic model to present the conceptualization of WTC in an L2 communication setting. Different from its original notion of being a trait-like predisposition, the WTC in this model was

treated as a situational variable with both transient and enduring influences. MacIntyre, et al. distinguished and defined the transient and enduring influences as follows:

The enduring influences (e.g., intergroup relations, learner personality, etc.) represent stable, long-term properties of the environment or person that would apply to almost any situation. The situational influences (e.g., desire to speak to a specific person, knowledge of the topic, etc.) are seen as more transient and dependent on the specific context in which a person functions at a given time (p. 546).

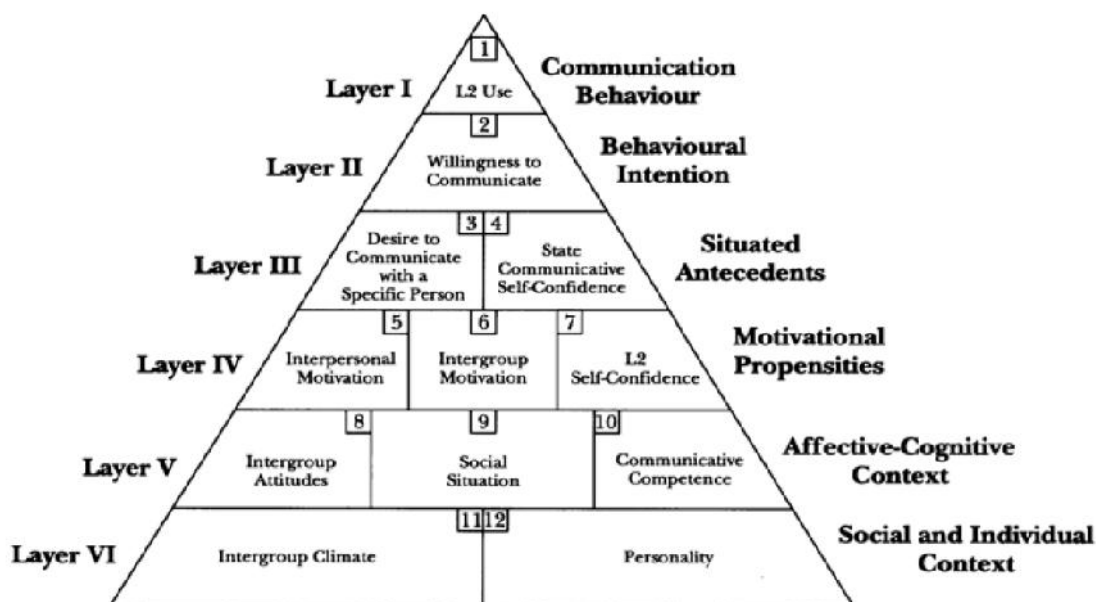


Figure 2.2. MacIntyre et al.'s (1998) heuristic WTC model

The heuristic model represents the range of potential influences on WTC in a second language. The shape of pyramid stands for the proximal and distal, or the most immediate and the broadest foundational factors which could operate potential influences on initiating an L2 communication.

As shown in the figure, there are six categories referred to as “layers” of the model. The first three layers (Communication Behavior, Behavioral Intention, and Situated Antecedents) represent situational influence on WTC at a given moment in time. The other three layers (Motivational Propensities, Affective-Cognitive Context, and Social and Individual Context) signify enduring influences on L2 communication process. Therefore, from the top to the bottom, the layers represent a move from the most immediate, situation-based contexts to the more stable, enduring influences on L2 communication situations.

The first layer is interpreted in a broad sense of L2 use. MacIntyre et al. (1998) argued that “the ultimate goal of the learning process should be to engender in language students the willingness to seek out communication opportunities and the willingness actually to communicate in them” (p. 547). Therefore, L2 use is set at the peak of the model as the primary and ultimate purpose of the second language learning.

In the second layer, they define L2 WTC as “a readiness to enter into discourse at a particular time with a specific person or persons, using L2”. They claimed that WTC strongly implies a behavioral intention and the intention is the most immediate cause of a communication behavior if a person also has actual control over his or her actions.

The third layer consists of two boxes: desire to communicate with a specific person and state communicative self-confidence. MacIntyre et al. (1998) stated that the desire to interact with a specific person and state self-confidence are considered the most immediate determinants of WTC. The desire to interact with a specific person is believed to come from a combination of affiliation and

control motives. Affiliation refers to the interest in establishing a relationship with interlocutors, while control motive stands for the operation of power or influence over other communicators. For example, affiliation could be the most immediate reason to initiate communication with an attractive L2 speaking interlocutor. While state communicative self-confidence is suggested as a momentary feeling of confidence which may be transient within a given situation. For example, in an evaluated situation, an L2 interlocutor may experience a very high state anxiety and low perceived competence even though the individual may possess a considerable persistent self-confidence across other situations.

The fourth layer consists of three variables: interpersonal motivation, intergroup motivation, and L2 confidence. Similar to the desire to interact with a specific person in Layer III, affiliation and control are still viewed as the basic causal components for both interpersonal and intergroup motivation. Therefore, the affection to affiliate with another person or group of people who use another language or the social power relationship established between people or groups of people can also produce persistent influences on language communication behaviors in broader situations. Different from the state communication self-confidence, L2 self-confidence stands for the “overall belief in being able to communicate in the L2 in an adaptive and efficient manner” (MacIntyre et al., 1998:551).

The fifth layer also consists of three variables: intergroup attitudes, social situation, communicative competence. Intergroup attitudes are interpreted by integrativeness, fear of assimilation, and motivation to learn the L2 (MacIntyre et al., 1998). Integrativeness is related to the adaptation to an L2 group which may

be indicated by increased involvement in frequency and quality with that community, whereas fear of assimilation expresses the fear of losing self-identity by learning an L2, thus demonstrating less contact with the L2 community. Motivation to learn the L2 is another affective variable which represents an individual's attitude towards the L2 itself. A positive or negative attitude toward the L2 may lead to different intensity and efforts in language learning and communication.

Another variable in Layer V is social situation which describes a social encounter in a particular setting of communication. This particular communication situation, when regularly recurring in a society in terms of the participants, the setting, the purpose, the topic, and the channel of communication, will develop specific markers of language use, and hence, will affect individual's language communication in a general way. For example, it's highly likely that individuals will have different willingness to communicate inside or outside a classroom setting. Communication competence is the last variable in Layer V. McCroskey and Richmond (1987) have pointed out that WTC is mainly affected by how a person perceives his or her communication competence rather than the actual competence possessed.

The last layer of the model deals with the broadest interaction of social and individual context: intergroup climate and personality. In a general sense, the demographic representation of two language communities, their socioeconomic power relationship, their social status represented in social institutions (e.g. government, legislation, and mosque/church), the social distance between the two languages, and so on and so forth, will all have social influences on a person's

communication behavior in the L2. On the other hand, although personality is not conceptualized as a direct influence on individual's willingness to communicate in the MacIntyre, et al.'s (1998) model, it still plays an indirect role informing the person's communication pattern within a broader social climate. For example, some personality features may be viewed as facilitating L2 communication. Intergroup climate and personality are set at the bottom of the pyramid model to refer to their less direct involvement in the determination on a person's WTC at a given time.

The MacIntyre, et al.'s (1998) model extends the WTC construct in L1 proposed by McCroskey and Richmond (1987) to an L2 communication setting. Except for the personality variables identified by L1 WTC construct, this conceptual L2 WTC model involves an interaction among personal, societal, and affective variables and explores these variables in terms of their situational and enduring influences on L2 WTC. The MacIntyre, et al.'s (1998) model is the first attempt at a comprehensive treatment of WTC in an L2, and the hypothesis it posits through the layers of variables in the pyramid toward WTC has encouraged more studies to exam and test the hypothesized relationships (MacIntyre, Babin, & Clément, 1999; MacIntyre, Baker, Clément, & Donovan, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004; ener, 2014; Shahbaz, Khan, & Khan, 2016).

2.5. Willingness to Communicate with Communication Variables

McCroskey and Richmond (1987) suggested communication apprehension and communication skills to be the antecedents which may impact an individual's willingness to communicate. They noticed that in the training of communication

skills, people's willingness to communicate in the training context were positively correlated with their communication skill development. Moreover, they advanced the concept of willingness to communicate and viewed it as a personality-based predisposition. This personality orientation can explain why one person would talk and another would not under similar circumstances.

To address the question why people vary in their willingness to communicate, McCroskey and Richmond (1987) examined a series of variables (introversion, anomie and alienation, self-esteem, cultural divergence, communication skill level, and communication apprehension) that they believed would lead to differences in a person's communication willingness. They referred these variables the "antecedents" of willingness to communicate. They suggested there was the possibility that some of these antecedents developed with the WTC predisposition at the same time, and therefore:

It is more likely that these variables may be involved in mutual causality with each other, and even more likely that both the antecedents and the willingness to communicate are produced in common by other causal element. (p. 138)

Among the researches conducted on the relevant antecedents of WTC in L1, two factors—communication apprehension (CA) and self-perceived communication competence (SPCC)—have received substantial attention from researchers both in the conceptualization and empirical studies concerning WTC. McCroskey and Richmond (1987) pointed out that the level of an individual's communication apprehension was "probably the single best predictor of his or her willingness to communicate" (p. 142) and "the most potent of the antecedents of willingness to communicate" (p. 142). By using a causal model, MacIntyre (1994)

found that communication apprehension and self-perceived communication competence were the only two immediate variables responsible for the variation of an individual's WTC. Based on the contemporary empirical studies conducted on willingness to communicate, McCroskey (1997) argued that WTC appeared to be the best predictor of people's actual communication behaviors, whereas "CA and SPCC appeared to measure the factors that make the major contribution to prediction of a person's WTC" (p. 105).

A study conducted by Barraclough, Christophel, and McCroskey (1988) in Australia with 195 college students revealed the pattern of interrelationship among the three communication orientations. The findings of the study indicated that greater willingness to communicate was associated with higher self-perceived communication competence and lower communication apprehension. However, they found statistically significant differences in mean scores for SPCC and WTC between Australian and American college students. Therefore, they argued that similar studies in cultures differing from that of the U.S. in a variety of ways should be conducted to provide a generalization.

The relationship between perceived competence and willingness to communicate is also found in the study of Aliakbari et al. (2016). The results revealed that students' willingness to communicate is directly related to their perceived linguistic competence.

A study was also conducted by Shahbaz et al. (2016). They conducted a study to understand the effects of SPCC and CA on WTC of Pakistani university students in multiple formal and informal contexts. Results suggest that acquaintance level with the participants and contexts of language use may be the

important factors to affect WTC of learners for first/foreign language use. Findings of this research informal context offer strong evidence that strong CA in one language can result in positive SPCC in the other language and becomes a reason to enhance WTC in that particular language. For informal context, there exists a positive relationship between SPCC and WTC in any particular language. If learners have a positive SPCC in one language, they demonstrate a strong WTC in the same language.

Croucher et al. (2016) also conducted a research to explore the position of Singapore on the continuum of communication apprehension (CA), self-perceived communication competence (SPCC), and willingness to communicate (WTC). Responses were obtained from 209 self-identified ethnic-Chinese born in Singapore and 105 Malay immigrants. The results revealed ethnic-Chinese to have low self-reported CA, while Malays had high CA in comparison to regional neighbors. Malays and ethnic-Chinese both had low WTC and low SPCC levels in comparison to regional neighbors. The findings show a potential “immigrant effect,” as Malay immigrants had much higher CA than ethnic-Chinese.

Thus, it can be inferred that the correlation between communication apprehension and willingness to communicate, and communication apprehension and self-perceived communication competence have not yet showed clear correlations whether communication apprehension is actually has a direct or indirect effect on one’s willingness to communicate or not, and whether communication apprehension has a direct correlation to one’s perceived competence or not.

2.6. Willingness to Communicate with Motivation

The motivation construct (extrinsic, intrinsic, and international orientation) from Setiyadi (2016) will be examined. Sabriye Ener (2014) conducted a study to find out the willingness to communicate (WTC) in English of the English Language Teaching Department (ELT) students of Çanakkale Onsekiz Mart University. In her study, it is found that students' motivation levels had an effect on their WTC in English.

Moreover, MacIntyre, et al. (2002) also conducted a study on willingness to communicate and motivation among Junior High School French Immersion students. In their study, it is showed that there is a relationship between those variables. The students who have high motivation tend to communicate more in English.

However, a study conducted by MacIntyre and Charos (1996) showed a result that there is no significant correlation found between motivation and willingness to communicate.

In short, the correlation between motivation and willingness to communicate is still unclear. Therefore, both WTC and motivation for language learning are designed to find out the correlation between those variables.

2.7. WTC with Communication Variables and Motivation

Sabriye Ener (2014) conducted a study on English to find out the willingness to communicate (WTC) in English of the English Language Teaching Department (ELT) students of Çanakkale Onsekiz Mart University inside and outside the class. She examined the relationships among students' willingness to

communicate in English, their linguistic self-confidence, motivation, attitudes toward international community, and personality. Students' overall willingness to communicate in English was found to be between moderate and high, and their motivational intensity to be very high both inside and outside the classroom. Most of the students seemed to have positive attitudes towards the English language and the cultures of the English speaking countries. Additionally, it was found that self-confidence, attitude toward international community, and motivation showed significant correlations with the WTC in English. There were also significant correlations among self-confidence and learners' attitude, and self-confidence and motivation. It was also found that the most significant predictor on students' in-class WTC level was self-confidence and that it provided a direct change on their WTC. Besides, it was considered that students' motivation levels, too, partly, had an effect on their WTC in English.

Shahbaz, et al. (2016) also conducted a study to find out the effects of SPCC and CA on WTC of Pakistani university students in multiple formal and informal contexts. Findings of the research offer strong evidence that strong CA in one language can result in positive SPCC in the other language and becomes a reason to enhance WTC in that particular language. For informal context, there exists a positive relationship between SPCC and WTC in any particular language. If learners have a positive SPCC in one language, they demonstrate a strong WTC in the same language.

Moreover, MacIntyre, et al. (2002) conducted a study to investigate the second-language (L2) communication among students in a junior high French immersion program. The effects of language, sex, and grade on willingness to

communicate (WTC), anxiety, and perceived communication competence, on frequency of communication in French, and on the attitude and motivation variables are examined globally and at each grade level. It was found that students' L2 WTC, perceived competence, and frequency of communication in French increased from grades 7 to 8 and was maintained between grades 8 and 9, despite a drop in motivation between grades 7 and 8 and a steady level of anxiety across the three grades.

The positive correlation between CA, SPCC, motivation and WTC is also found in the study of MacIntyre, et al. (2003). In their study, immersion experience was found having significant effect on the relationships between motivation and L2 WTC.

Thus, self-perceived communication competence, communication apprehension, and motivation can affect learners' willingness to communicate. However, the correlation among those variables to show which variables have direct or indirect effect on learners' willingness to communicate is still not clear yet.

2.8. Theoretical Assumption

Willingness to communicate (WTC) in L2 is the probability of engaging in communication when free to choose to do so (MacIntyre, et al. 1998: 546). Willingness to communicate can be affected by some factors, such as communicative, affective, and personal factors. Recent studies done by ener (2014), MacIntyre, et al. (2002), Shahbaz, et al. (2016), and MacIntyre, et al. (2003) show that willingness to communicate is affected by some factors, such as

self-perceived communication competence, communication apprehension, and motivation.

Communication factors including self-perceived communication competence and communication apprehension are strong predictors of someone's WTC. According to McCroskey and Richmond (1987), someone's WTC can be affected by introversion, anomie, self-esteem, communication competence, communication apprehension, and cultural diversity. Whereas, WTC of someone in L2 can be affected by communication apprehension, self-perceived communication competence, motivation, attitudes, and personality (MacIntyre, 1994). Self-perceived communication competence (SPCC) is an individual believes in his/her communication competence, based on self awareness rather than the actual communication competence (McCroskey & Richmond, 1987). Whereas communication apprehension (CA) is defined as an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons (McCroskey, 1997:192). The level of someone's CA and SPCC may affect his willingness to communicate in English. The studies done by Aliakbari, et al. (2016) found that only perceived communication competence is the best predictor of someone's WTC. However, the studies conducted by MacIntyre (1994, 2002), McCroskey (1988), and Shahbaz et al. (2016) found that communication apprehension and self-perceived communication competence are strong predictors of someone's WTC. Hence, direct relation from communication apprehension and self-perceived communication competence to willingness to communicate was proposed respectively.

Motivation, moreover, can affect the willingness of someone to communicate in English. Motivation is an internal attribute of the individual that can be influenced by external forces (MacIntyre, et al. 2002:541). Someone who has high motivation in learning English has a high willingness to communicate in that language. This is in line with the studies conducted by MacIntyre, et al. (2002) and Jener (2014). They found that someone's motivational level has an effect on his WTC. However, the studies done by MacIntyre (1996) and Yashima, et al. (2004) did not find any direct relation from motivation to someone's WTC. Therefore, the researcher proposed a direct relation from motivation to WTC as WTC can be affected by level of motivation of someone (MacIntyre, 1996).

Communication apprehension may affect someone's perceived communication competence (MacIntyre, 1994). When someone's level of CA is low, he has high level of self-perceived communication competence. The study conducted by Shahbaz, et al. (2016) showed that a strong CA of someone in a language can result in positive SPCC in the other language (e.g. English). However, the study conducted by MacIntyre, et al. (1999) showed that CA and SPCC were negatively correlated in English as first language. The relationship between CA and SPCC in English as a foreign language is still unclear. Therefore, a direct relation from communication apprehension to self-perceived communication competence was proposed.

Based on the several theories and previous researches that have been reviewed, the researcher assumes that there is a significant correlation between

students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate.

2.9. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

There is a significant correlation between self-perceived communication competence, communication apprehension, motivation, and willingness to communicate of the second year science class students of SMAN 9 Bandar Lampung.

In short, those are the concepts of self-perceived communication competence, foreign language anxiety, communication apprehension, motivation, willingness to communicate in native language, willingness to communicate in second and foreign language, WTC with communication variables, WTC with motivation, WTC with communication variables and motivation, theoretical assumption, and hypothesis of the research.

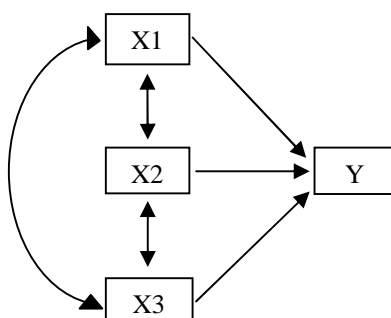
III. RESEARCH METHOD

This chapter is devoted to outline the method of the research. This chapter describes the design, population and sample, variables, instruments, data collecting technique, procedure, data analysis, and hypothesis testing of the research.

3.1. Research Design

This research relied on the correlation between students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate. To find out the answer of the research problems, a quantitative method was employed in this research because it is very useful for providing picture or factors connected with foreign language development.

Ex post facto research design was used in this research because there was no treatment on the subject. The data were collected by spreading the questionnaires and seeing the correlation between cause and effect that might happen (after the fact). Ex post facto involves only one group and does not use control class. This design is often called correlational study. The research designed of this research was formulated as follows:



(MacIntyre and Charos, 1996)

Note:

- X1 : Self-Perceived Communication Competence (Independent Variable)
- X2 : Communication Apprehension (Independent Variable)
- X3 : Motivation (Independent Variable)
- Y : Willingness to Communicate (Dependent Variable)

By using the design above, this research examined the correlation between the students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate.

3.2. Population and Sample

This section consists of population and sample of the research.

3.2.1. Population

According to Setiyadi (2006:38) "Population is all research objects". When there is someone who wants to make a research, all elements in the research area is being the population of the study (Arikunto, 2006).

The population taken as source of this research was the second year science class students of SMAN 9 Bandar Lampung on academic year 2016/2017. There were 7 classes of second year in this school. Each class consisted of 30-32 students. The total number of the students of second grade science class in this school were about 224 students.

3.2.2. Sample

Sample is a part of the population which is investigated or give the data for the research (Setiyadi, 2006). Sample is used in a research on which the subject of

the research is more than 100. If the research subject is more than 100, the researcher can take 10-15% or 20-25% from the population (Arikunto, 2006). The population of this research was more than 100, so the researcher took 2 classes consisted of 32 students in each class. In determining the class, the researcher used random sampling so that those all the second year science classes got the same chance to be the sample.

3.3. Variables

In this research, there were four variables: three independent variables and one dependent variable.

a) Independent Variables (X)

Self-perceived communication competence and communication apprehension were classified as the first and the second independent variables (X1 and X2) as the communication variables because it was assumed that self-perceived communication competence and communication apprehension were related to communication and had influences towards students' willingness to communicate. Motivation was classified as the third independent variable (X3) because it was assumed that motivation also had an influence towards students' willingness to communicate.

b) Dependent Variable (Y)

Students' willingness to communicate was classified as dependant variable because it was assumed that students' willingness to communicate was

influenced by self-perceived communication competence, communication apprehension, and motivation.

3.4. Instruments

This study employed a quantitative research method using questionnaires. Perry (2005) states that there are two advantages of using a questionnaire: 1) they are useful for collecting data from larger numbers of people in a comparatively short amount of time, and 2) they are economical to use. Considering the purpose and scope of the study, questionnaires are utilized as the instruments to collect data from a large group of participants in a fairly short amount of time.

All of the measures employed were self-report scales. McCroskey (1997) points out that self-report measures are the most commonly used ones for measuring matters of affect and/or perception. Because affective and perceptual constructs are directed towards the cognition of individuals, they are well-suited to self-report measurement if care is taken to avoid causing respondents to provide false answers.

3.4.1 Measures of the Questionnaires

Measures of the variables included the scales of Self-Perceived Communication Competence, Communication Apprehension, Motivation, and Willingness to Communicate. Each of them was adapted from different studies conducted in the particular domain of interest. In order to answer the first research question, the willingness to communicate questionnaire was used to find out how willing the students to communicate. The instruments of all of the variables were utilized to answer the second research question.

3.4.1.1. Self-Perceived Communication Competence (SPCC)

The 12-item questionnaire is designed to measure subjects' perceptions of their communication competence (McCroskey & McCroskey, 1988). The subjects were asked to estimate their communication competence on a 0-100 scale. The items in the SPCC questionnaire reflect four basic communication contexts (group discussion, meeting/class, interpersonal, and public speaking) and three types of receivers (strangers, acquaintances, and friends) as described in the table of specification below.

Table 3.1.

Table of Specification of SPCC Questionnaire

No.	Communication Situations	Types of Receivers	Number of Items	Statement Number
1.	Group Discussion	Stranger	1	4
		Acquaintance	1	9
		Friend	1	11
2.	Meeting/Class	Stranger	1	10
		Acquaintance	1	6
		Friend	1	3
3.	Public Speaking	Stranger	1	1
		Acquaintance	1	12
		Friend	1	8
4.	Interpersonal	Stranger	1	7
		Acquaintance	1	2
		Friend	1	5
Total			12	12

3.4.1.2. Communication Apprehension

The communication apprehension questionnaire from McCroskey (1982) was used to measure students' communication anxiety. This questionnaire uses a 5-step Likert-type response format ranging from 1 to 5 representing strongly disagree to strongly agree. The questionnaire includes 24 items specifying four different communication situations (group discussion, meeting/class, interpersonal, and public speaking). Each situation has 6 items as described in the table of specification below.

Table 3.2.*Table of Specification of Communication Apprehension Questionnaire*

No.	Communication Situations	Number of Items	Statement Number
1.	Group Discussion	6	1, 2, 3, 4, 5, 6
2.	Meeting/Class	6	7, 8, 9, 10, 11, 12
3.	Interpersonal	6	13, 14, 15, 16, 17, 18
4.	Public Speaking	6	19, 20, 21, 22, 23, 24
Total		24	24

3.4.1.3. Motivation

The questionnaire to measure subjects' motivation was the motivational questionnaire from Setiyadi, et al. (2016) on which the motivation embodies three parts: extrinsic motivation, intrinsic motivation, and international orientation. Similar to CA questionnaire, the motivational questionnaire uses a 5-step Likert-type response format ranging from 1 to 5 representing always true of me to never true of me.

Table 3.3.*Table of Specification of Motivational Questionnaire*

No.	Types of Motivation	Number of Items	Statement Number
1.	Extrinsic Motivation	4	6,7,8,12
2.	Intrinsic Motivation	3	9,10,11
3.	International Orientation	5	1,2,3,4,5
Total		12	12

3.4.1.4. Willingness to Communicate (WTC)

The WTC scale published in McCroskey's (1992) study was used. This scale is designed as a direct measure of the respondent's predisposition toward approaching or avoiding the initiation of communication. Participants were asked using a number between 0 and 100 to indicate the percentage of willingness to communicate in each type of situation when completely free to do so. The scale has 12 items which are related to four types of communication contexts (group

discussion, meeting/class, interpersonal, and public speaking) and three types of receivers (strangers, acquaintances, and friends) as described in the table below.

Table 3.4.

Table of Specification of WTC Questionnaire

No.	Communication Situations	Types of Receivers	Number of Items	Statement Number
1.	Group Discussion	Stranger	1	4
		Acquaintance	1	9
		Friend	1	11
2.	Meeting/Class	Stranger	1	10
		Acquaintance	1	6
		Friend	1	3
3.	Public Speaking	Stranger	1	1
		Acquaintance	1	12
		Friend	1	8
4.	Interpersonal	Stranger	1	7
		Acquaintance	1	2
		Friend	1	5
Total			12	12

3.4.2. Validity of The Questionnaires

Validity is the idea that a measurement exactly measures what to measure (Setiyadi, 2006). There are several types of validity such as face validity, content validity, construct validity, and empirical validity (Setiyadi, 2006). Among those types, this research employed construct and content validity since they are two basic types of validity (Hatch, E. & Farhady, H., 1982).

Construct validity is needed for a research instrument which has some indicators in measuring one construct or more (Setiyadi, 2006). Since the purpose of this study was to find out the students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate, the researcher applied questionnaires dealt with each variables based on the theories and previous researches. The current study used Self-Perceived Communication Competence questionnaire published in McCroskey, J. C., & McCroskey, L. L.'s (1988) study, Communication Apprehension

questionnaire published in McCroskey, J. C., & McCroskey, L. L.'s (1988) study, Motivational questionnaire in Setiyadi, et al. (2016), and Willingness to Communicate questionnaire published in McCroskey's (1992) study.

All of the instruments were translated in students' native language, Bahasa Indonesia. The researcher used three raters (two English lecturers, and the researcher) to rate the translation. The raters were needed to ensure the construct validity of the translated version of the questionnaires. Thus, the use of three raters in rating the translation would avoid the subjectivity by one person. The percent agreement of the raters is showed in the following table.

Table 3.5.

Table of percent agreement of the translation of the questionnaires.

Questionnaire	Raters						% Agreement	
	Rater 1		Rater 2		Rater 3			
	1	0	1	0	1	0	1	0
SPCC	91.67%	8.33%	91.67%	8.33%	91.67%	8.33%		
CA	100%	0%	87.5%	12.5%	87.5%	12.5%		
Motivation	91.67%	8.33%	83.33%	16.67%	83.33%	16.67%		
WTC	83.33%	16.67%	100%	0%	83.33%	16.67%		
Sub-Total	91.67%	8.33%	96.63%	9.37%	86.46%	13.54%		
Total							91.59%	10.41%

Note:

1 : Agree

0 : Needs Revision

Table 3.5. shows the percent agreement of the translation of the questionnaires. Since the percent agreement of needs revision is 10.41%, the researcher revised the translation of the questionnaires based on the comments of the raters so that the students easily understood the translation of the questionnaires.

Content validity is related to all of the numbers in a research instrument. The researcher needed to find out all of the indicators in the research instrument

and analyzes it to find out whether the instrument has represented the material(s) that would be measured. Since the researcher utilized well-established instruments prepared by the experts in the field, the content validity of the instruments are established. Content validity, which refers to the degree to which that instrument measures intended content area, “is not a statistical property; it is a matter of expert judgment” (Vogt, 1999 as cited in Cetinkaya, 2005).

3.4.3. Reliability of The Questionnaires

Reliability is the consistency of a measurement of a research, or the ability of a measurement to measure the same research subjects in a different time and gives the consistent results (Setiyadi, 2006).

The researcher gained the data by using quantitative description. The researcher analyzed the reliability to find out whether the questionnaires were reliable or not. The questionnaires were considered reliable if they had high reliability. A reliable measurement was one that provided consistent and stable indication of the characteristic. In order to measure the reliability of the questionnaire, the researcher used Cronbach Alpha Formula.

The results of questionnaires were scored based on Likert scale. To measure the consistency items of the questionnaires, the researcher used Cronbach Alpha Coefficient since it is the most common measurement used to measure the consistency among the indicators of the questionnaires. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire will be (Setiyadi, 2006:167). Arikunto (2006) explains the way to examine the reliability level by using an Alpha Formula as follows:

$$r_{11} = \left(\frac{n}{(n-1)} \right) \left(\frac{1 - \sum \sigma_i^2}{\sigma_t^2} \right)$$

Explanation:

r_{11} = Reliability

n = Number of items

$\sum \sigma_i^2$ = Total variance of all items

σ_i^2 = Total of variance

The researcher administered the questionnaires for the purpose of estimating the students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate.

3.5. Data Collecting Technique

This study administered the questionnaires as the instruments for gathering data on students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate. The data collection of this study was done in some stages:

First, the research instruments were translated into students' native language, Bahasa Indonesia. Raters were needed to ensure the validity of the translated version of the measurements. The researcher used three raters (two English lecturers, and the researcher) to rate the translation. Thus, the use of three raters in rating the translation would avoid the subjectivity by one person.

Second, the researcher arranged two arrangements of binding the instruments together in a different sequence to avoid unwanted sequence effects during data collection. The questionnaires related to communication variables, motivation, and willingness to communicate were switched in order as Table. 3.6 shows.

Table 3.6.*Table of Instrument Arrangement*

Sequence	Arrangement I	Arrangement II
1 st	Willingness to Communicate Questionnaire	Communication Apprehension Questionnaire
2 nd	Motivational Questionnaire	Self-Perceived Communication Competence Questionnaire
3 rd	Communication Apprehension Questionnaire	Motivational Questionnaire
4 th	Self-Perceived Communication Competence Questionnaire	Willingness to Communicate Questionnaire

Third, the researcher divided the students in the classes (here the researcher took 2 classes as the sample) evenly into two groups and each group was given the questionnaire instruments bond in a different sequence to avoid possible influence of sequence effects.

The last, the students in each group was given the questionnaire instruments written in their native language, Bahasa Indonesia. The instruments which were given to the students are: 1) Self-Perceived Communication Competence (SPCC) in Bahasa Indonesia, 2) Communication Apprehension (CA) in Bahasa Indonesia, 3) Motivation in Bahasa Indonesia, and 4) Willingness to Communicate (WTC) in Bahasa Indonesia.

3.6. Procedures

The procedures of this research are described below:

1) Determining Research Problems

This researcher determined the problem based on the real observation, and then referred to the previous researches.

2) Translating the Research Instruments

The researcher took questionnaires for each variable from the experts in each study field. The researcher, then, translated the questionnaires and the translations were rated by the raters to find out the validity of the translation.

3) Determining Subject and Sample of the Research

The subject of this research was the second year science class students of SMAN 9 Bandar Lampung. The researcher determined the sample using simple random sampling. Each individual will be chosen randomly and entirely by chance, so that each individual has the same probability of being chosen for the sample as any other individuals. The researcher took two classes of the second year science class as the sample.

4) Administering the Questionnaires

The research was held in two meetings to deliver the SPCC, CA, motivational, and WTC questionnaires to the students.

5) Analyzing the Data

The data was analyzed by using correlation and regression in SPSS (Statistical Program for Social Science). The researcher collected the data by calculating the results of SPCC, CA, motivation, and WTC of the students. After getting the result, the researcher analyzed the score of the WTC of the students to answer the first research question using descriptive statistics and analyzed the correlation between the students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate to answer the second research question.

Then, to see whether each independent variables had direct or indirect effect towards dependent variable, the researcher analyzed the variables using multiple regression.

3.7. Data Analysis

Data analysis is the process of organizing the data in order to gain the regularity of the pattern and other form of the regularity of the research, while the data interpretation is the process giving meaning to the founded pattern and regularities (Setiyadi, 2006:255).

For the data analysis of the first question (How willing the students of SMAN 9 Bandar Lampung to communicate?), manual analysis and descriptive statistics was used to analyze the willingness to communicate of the students. The procedure of analyzing those variables are as follows:

- 1) Scoring the questionnaire of willingness to communicate.
- 2) Tabulating the result of the willingness to communicate.
- 3) Analyzing, interpreting and discussing the tabulated results.
- 4) Drawing conclusion from the tabulated result of the questionnaire based on the following criteria.

Table 3.7.

Table of Willingness to Communicate Scores

No.	Communication Context and Type of Interlocutor	Low WTC	High WTC
1.	Group Discussion	<57	>89
2.	Meeting/Class	<39	>80
3.	Interpersonal	<64	>94
4.	Public	<33	>78
5.	Stranger	<18	>63
6.	Acquaintance	<57	>92
7.	Friend	<71	>99
8.	Total WTC	<52	>82

(McCroskey & Richmond, 1987)

Based on the data of this study, the indicators of student with high, moderate, or low level of WTC are as follows:

- High Level of WTC:

A student, at least, has high willingness to communicate in three subscales of WTC (communication context and receiver) and moderate willingness to communicate in the other ones.

- Moderate Level of WTC:

A student, at least, has low willingness to communicate in two subscales of WTC (communication context and receiver) and moderate willingness to communicate in the other ones.

- Low Level of WTC:

A student, at least, has low willingness to communicate in all subscales of WTC (communication context and receiver).

For the second research question (How is self-perceived communication competence, communication apprehension, motivation, and WTC of the second year science classes students of SMAN 9 Bandar Lampung correlated?), statistical analysis software SPSS 17.0 for Windows was used to conduct the Pearson Correlation analysis between the target variables. The Pearson Correlation coefficient was used to indicate the relationships between different variables: self-perceived communication competence, communication apprehension, motivation, and willingness to communicate in English respectively. Moreover, multiple regression was used to find out the direct and indirect effects between the variables.

3.8. Hypothesis Testing

In order to prove the hypothesis, multiple regression was used. Multiple regression analysis was undertaken to identify how the variables (self-perceived communication competence, communication apprehension, motivation, and willingness to communicate) could be predicted from one another. The coefficient that is got based on correlation analysis was squared to look for the regression value (r^2).

Ho : There is no significant correlation between self-perceived communication competence, communication apprehension, motivation, and willingness to communicate of the second year science class students of SMAN 9 Bandar Lampung.

Hi : There is a significant correlation between self-perceived communication competence, communication apprehension, motivation, and willingness to communicate of the second year science class students of SMAN 9 Bandar Lampung.

In short, those all are the design, population and sample, instruments, variables, procedure, data collecting technique, data analysis, and hypothesis testing of the research.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research.

5.1. Conclusions

Language use, to a large degree, refers to using the language to communicate for meaningful purposes. Students who are learning English as a foreign language usually lack authentic language communication environments and opportunities that make them experience moderate willingness to communicate.

The success of someone in learning a language usually can be predicted by their motivation. However, the high motivation of the students in learning English sometimes cannot be a predictor of their willingness to communicate. The students know that English is important for their future, but it cannot increase their level of willingness to communicate. The students seem have barriers, such as shyness as it is the nature of Indonesian people and grammatical problem that makes them prefer to stay silent than to show their lack of ability in communicating in English. The significant correlation among communication variables showed that the students may increase their willingness to communicate in English if they more believe in their competence in communication in the target language.

Willingness to communicate was examined in Indonesia where English was learned as a foreign language. Therefore, the different linguistic and language speaking environments in the current study enriched the scholarship of the WTC research as many of the previous researches with the same topic were conducted in countries where English was the second language, such as in Micronesia and Singapore. The finding that showed that communication apprehension was found a part of self-perceived communication competence in affecting students' willingness to communicate was the first time in WTC research, which theoretically extended the conceptualization of WTC construct to a broader range. Moreover, the model indicates that the levels of students' self-perceived communication competence and communication apprehension affect the students' level of willingness to communicate. The more the students believe in their competence, the less they will experience apprehension, and the more their willingness will be to communicate in English. On the other hand, the less the students believe in their competence, the more apprehensive they experience, and the less their willingness will be to communicate in English. Thus, the positive thoughts and mentality of the students will make the students less anxious and have more willing to engage in English communication.

5.2. Suggestions

This study has pedagogical implications for English teaching and learning. A better understanding of students' WTC in the target language may help language teachers improve their communicative language teaching methods and curriculum design to provide more communication opportunities for language

learners, more importantly, encourage actual engagement into communication behaviors, and finally, facilitate foreign language learning.

Based on the predictive relationships of communication orientations in English as the foreign language, it is critical that language teachers take the language learners' perceived competence in English communication into consideration. Based on the understandings and expectations, language teachers could take more effective measure aimed to increase their perceived competence. Task-based pair work or group discussion is usually suggested as a more effective way to increase their believes in communication competence and to reduce language learners' communication anxiety in a foreign language compared to class-fronted activities.

The studies which focus on the same topic with different English proficiency level and different method (quantitative and qualitative) are suggested to be conducted to verify the result of this study. Moreover, the shyness variable suggested for the future studies conducted in Indonesia to enrich the data. Willingness to communicate in foreign language also needs to be examined in specific situations or with particular people since the studies related to teaching activities would be beneficial to classroom language teachers.

In short, those are the conclusions and suggestions of the research.

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