

**THE CORRELATION BETWEEN
STUDENTS' LANGUAGE PROFICIENCY AND
WILLINGNESS TO COMMUNICATE
AT ENGLISH TEACHER EDUCATION DEPARTMENT
UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Rahayu, E. (2018). *The Correlation between Students' Language Proficiency and Willingness to Communicate at English Teacher Education Department UIN Sunan Ampel Surabaya*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya, Advisor: Mohamad Salik

Key Words: *Language Proficiency, Willingness to Communicate*

Willingness to Communicate is one of the affective factors that extensively being used in the context of second and foreign language learning. It refers to an individual's general personality orientation toward talking. To know the willingness to communicate of students at English Teacher Education Department high or low, the researcher correlates it with language proficiency test score. Since in the State Islamic University of Sunan Ampel Surabaya there is no research which correlates the TOEFL test score with one of the affective factors, so the researcher decides to conduct the research in this university to know whether there is correlation between students' language proficiency test score and their willingness to communicate. The respondents are 92 students at the fourth semester of English Teacher Education Department who got the speaking subject for this semester. This research is a quantitative research and uses correlation as the technique for analyzing the data. The instruments are TOEFL test score collected from Language Centre of UIN Sunan Ampel Surabaya and questionnaire. In this research, the researcher adopted the questionnaire developed by Peng and Woodrow used to obtain the data of students' willingness to communicate. After collecting both of the data, the researcher analyzes it using SPSS version 16. The finding shows that the correlation found between students' language proficiency test score and their willingness to communicate score is $r = -0,127$ and $\text{sig. (2-tailed)} = 0,229$. This result indicates that the correlation coefficient has negative sign. Finally, it can be inferred that there is no significant correlation between students' language proficiency test score and their willingness to communicate and in the discussion of this study presented some possible factors may influence the result of the finding.

ABSTRAK

Rahayu, E. (2018). *The Correlation between Students' Language Proficiency and Willingness to Communicate at English Teacher Education Department UIN Sunan Ampel Surabaya*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya, Advisor: Mohamad Salik

Kata Kunci: *Kemahiran Bahasa, Kesiediaan Berkomunikasi*

Kesiediaan untuk Berkomunikasi adalah salah satu faktor afektif yang secara luas digunakan dalam konteks pembelajaran bahasa kedua dan bahasa asing. Ini mengacu pada orientasi kepribadian umum seseorang terhadap pembicaraan. Untuk mengetahui kemauan berkomunikasi siswa Jurusan Pendidikan Bahasa Inggris tinggi atau rendah, peneliti menghubungkannya dengan skor tes kemahiran bahasa. Karena di Universitas Islam Negeri Sunan Ampel Surabaya belum pernah ada penelitian yang menghubungkan skor tes TOEFL dengan salah satu faktor afektif, sehingga peneliti memutuskan untuk melakukan penelitian di universitas ini untuk mengetahui apakah ada korelasi antara skor tes kemahiran bahasa siswa dan kesiediaan mereka untuk berkomunikasi. Responden adalah 92 siswa pada semester keempat Pendidikan Bahasa Inggris yang mendapat pelajaran *Spoken English* untuk semester ini. Penelitian ini merupakan penelitian kuantitatif dan menggunakan korelasi sebagai teknik untuk menganalisis data. Instrumennya adalah skor tes TOEFL yang dikumpulkan dari Pusat Bahasa UIN Sunan Ampel Surabaya dan kuesioner. Dalam penelitian ini, peneliti memakai kuesioner yang dikembangkan oleh Peng dan Woodrow. Kuesioner ini digunakan untuk mendapatkan data kemauan siswa untuk berkomunikasi. Setelah mengumpulkan kedua data tersebut, peneliti menganalisisnya menggunakan SPSS versi 16. Temuan ini menunjukkan bahwa korelasi yang ditemukan antara nilai tes kemahiran bahasa siswa dan kesiediaan mereka untuk berkomunikasi adalah $= -0,127$ dan sig. (2-tailed) $= 0,229$. Hasil ini menunjukkan bahwa koefisien korelasi memiliki tanda negatif. Akhirnya, dapat disimpulkan bahwa tidak ada korelasi yang signifikan antara nilai tes kemahiran bahasa siswa dan kesiediaan mereka untuk berkomunikasi dan dalam diskusi, penelitian ini memaparkan beberapa faktor yang mungkin mempengaruhi hasil penelitian.

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CHAPTER I

INTRODUCTION

The aim of this research is to find out whether there is correlation between students' language proficiency test score and their willingness to communicate or not. This chapter presents the background of the study, research question, hypothesis, significance of the study, scope and limitation of the research, and definition of key terms. Each section is presented as follows.

A. Background of the Study

Students have their own choice to speak in learning English. Sharp stated that every student is different and that individuals are characterized by a unique and unchanging pattern.¹ The differences of the individuals to choose can be caused by the students' longing to use other languages beside their first languages. As stated by Krashen, first language influence may therefore be an indication of low acquisition.²

To reach the goal of the target language, students should consider to always communicate in their daily lives. As the emphasis in foreign language teaching and learning has been shifting to communication, both as a necessary process and as a goal of learning foreign language, a way to account for individual differences in foreign language, communication is needed.³ It is proven that the success of English language learning is not simply defined by the result shown in students' report cards in the classroom, but also English in daily usage for communication.

Learning English language should effectively improve the communication skill among learners. Learners have different performances in speaking skill shaping the way of

¹ Alastair Sharp, *Personality and Second Language Learning*. (Journal of Asian Social Science. Vol. 4, No 11, 2008), 18.

² Stephen D Krashen, *Second Language Acquisition and Second Language Learning* (California: Pergamon Press, 2002), 67.

³ Tomoko Yashima, *Willingness to Communicate in A Second Language*(Journal of Foreign Language Education and Research, Vol. 3, No 35, 2002), 54.

communication.⁴ Thus, whatever the purpose of language learning might be, McIntyre and Charos purpose that language learning requires to be able to use the target language communicatively.⁵

The use of English in foreign language contexts plays an essential role in achieving communicative purposes, but what is questionable is whether the learners are willing to use the language or not. McCroskey and Richmond introduced the term “willingness to communicate” (WTC) in the context of second language acquisition, WTC refers to the probability of engaging in communication when the opportunity is given.⁶

There are some factors may affect the student’s willingness to communicate. McIntyre et al. organized variables influencing WTC in L2 into six layers: communication behavior, behavioral intention, situated antecedents, motivational propensities, affective-cognitive context, and social and individual context and twelve subdivisions, including self-confidence, intergroup motivation, and communicative competence in a pyramid model.⁷

This study will focus on one of the factors that influenced student’s willingness communicate, that is *Communicative Competence*. This concept originally coined by Hymes, broadly covers an individual’s second language proficiency.⁸ The term language proficiency was also adapted by MacIntyre et al. and described in terms of communicative competence; that is, interactional and social aspects of language ability.⁹

Hymes also describes that the concept of competence (or proficiency) is accessible only through inference from the language behavior of the individuals, their performances in listening,

⁴ Ayfer Su Bergil, *Teaching and Learning Language as An Additional Language*(Journal of Social and Behavioral Science 232, 2016), 178.

⁵ Peter D Macintyre, et.al., *Personality, attitudes, and affect as predictors of second language communication*.(Journal of Language and Social Psychology, Vol.15, 1996), 3.

⁶ Peter D Macintyre, et.al., *Conceptualizing willingness to communicate in a L2: A situated model of confidence and affiliation*. (Modern Language Journal. 1998), 546.

⁷ Peter D Macintyre, et.al., *Conceptualizing willingness to communicate in a L2: A situated model of confidence and affiliation*. (Modern Language Journal. 1998), 549.

⁸ Hymes, D.H, *On Communicative Competence* in J.B. Pride and J. Holmes(*Sociolinguistic. Selected Reading*. Harmondsworth: Penguin, 1972), 283.

⁹ Schmidt R, *Interaction, Acculturation, and the Acquisition, of Communicative Competence: A Case Study of an Adult*(Sociolinguistics and Language Acquisition, 1983), 137.

speaking, reading and writing.¹⁰ As we shall see subsequently, many different attempts have been made to capture the essentials of second language competence in a variety of ways, so this research will use TOEFL test score as an attempt to measuring student's language proficiency.

Language proficiency has also been reported to be positively correlated with some psychological factors such as emotional intelligence and willingness to communicate.¹¹ Hence, the aim of this study is to find out the relationship between the students' language proficiency and willingness to communicate based on TOEFL score at English Teacher Education Department.

The subjects for this research are the 4th semester students in English teacher education department (ETED) at Sunan Ampel State Islamic University Surabaya that are required to pass the TOEFL test as a requirement from the intensive program and also required to master English language as the high demand of the major. They should demonstrate a high willingness to communicate to support their speaking ability. As Macintyre remarked, an increase in WTC leads to more speaking in second language, which improves learners' speaking ability, and when their speaking ability improves, they become more willing to communicate.¹²

There are a couple of studies which investigated the relationship among WTC and the factors influenced the students' willingness to communicate, the first study comes from Ali Dourakhshan and Omid Salavati under the title *The relationship between Willingness to Communicate and Success in Learning English as a Foreign Language*.¹³ Here, this study explores the possible relationship between WTC and its components and success in foreign language learning and also focuses on the use of C-Test as a measurement for general language proficiency.

¹⁰ Hymes, D.H, *On Communicative Competence* in J.B. Pride and J. Holmes(*Sociolinguistic. Selected Reading*, Harmondsworth: Penguin, 1972), 292.

¹¹ Seyed Jalal Abdol Manafi Rokni, et.al., *Investigating the Relationship between Emotional Intelligence and language achievement: A case of TEFL and Non-TEFL university students*(International Journal of Language Learning and Applied Linguistics World, 2014), 124.

¹² Peter D Macintyre, *Willingness to communicate in the second language: understanding the decision to speak as a volitional process*(Modern Language Journal, 2007), 573.

¹³ Purya Baghaei, et.al., *The Relationship between Willingness to Communicate and Success in Learning English as a Foreign Language*(Islamic Azad University, 2012)

The second study is under the title *TOEIC Speaking Test and Willingness to Communicate*.¹⁴ Here, Masaya Kanzaki focused on the relationship between university students' scores on the TOEIC speaking test and the levels of Willingness to Communicate as well as their score on the TOEIC listening and reading test. The assessment instrument or technique here are a WTC questionnaire and three TOEIC tests.

The third study comes from Maryam Rohmatollahi and Gholamhassan Famil Khalili under the title *The Relationship between Intermediate EFL Learners' Communication Apprehension, Willingness to Communicate and Speaking Ability*.¹⁵

This study was conducted to investigate the underlying patterns of the relationship between communication apprehension, willingness to communicate, and speaking ability with regard to different contexts and receivers.

The study from Hashimoto under the title *Motivation and Willingness to Communicate as Predictor of Reported Second Language Use: The Japanese ESL context*, comes as the forth study. Here, using structural equation modeling, Hashimoto found that WTC affects the frequency of L2 use in the classroom.¹⁶

In other words, it seems that the frequency of L2 use is the cause of higher proficiency. As the last study, Betty Chan and James C. McCroskey West Virginia University conducted "*The Willingness to Communicate Scale as a Predictor of Classroom Participation*".¹⁷ This study examined the students with high scores in Willingness to Communicate scale, compared to those with low scores.

In sum, this study is conducted to make differences from the previous studies. This study focused on the use of TOEFL score as the main instrument for measuring the student's language proficiency and the WTC questionnaire given to the participants to

¹⁴ Masaya Kanzaki, *TOEIC Speaking Test and Willingness to Communicate*(Journal of Japan Association for Language teaching, 2015).

¹⁵ Maryam Rahmatollahi - Gholamhassan Famil Khalili, *The Relationship between Intermediate EFL Learners' Communication Apprehension, Willingness to Communicate and Speaking Ability*(International Journal of Applied Linguistics and English Literature, Vol. 4, No. 6, 2015).

¹⁶ Yuki Hashimoto, *Motivation And Willingness To Communicate As Predictors Of Reported L2 Use: The Japanese ESL Context*(Second Language Study: University of Hawai'i, 2002).

¹⁷ Betty Chan - James C. McCroskey, *The WTC Scale as a Predictor of Classroom Participation*(Communication Research Report, Vol. 4 No. 2, 1987).

know the students' WTC based on the final questionnaire after the modifications from Peng and Woodrow which is intended to measure learners' WTC in speaking in instructional contexts and contains 14 Likert-scale items which are responded to on a six-point scale.

B. Research Questions

Based on the background of the study previously described above, the problem of the study can be formulated as this following question:

1. What is the correlation between students' language proficiency and Willingness to Communicate at English Teacher Education Department UIN Sunan Ampel Surabaya?

C. Hypothesis

The independent variable of this research is students' language proficiency and the dependent variable is students' willingness to communicate. There are two hypotheses to answer the research question:

Ha (Alternative Hypothesis) of this research is there is a significant correlation between students' language proficiency and willingness to communicate.

Ho (Null Hypothesis) of this research is there is no correlation between students' language proficiency and willingness to communicate.

D. Significance of the Study

The result of the study is expected to know the correlation between students' language proficiency and Willingness to Communicate. After the students know their WTC, hoped that they will get motivated to improve their will, so for the students of English Teacher Education Department, this study can show them their ability to speak that correlated along with their proficiency test scores.

Furthermore, this study can make the students aware to increase their Willingness to Communicate from the factors that have been correlated to it. They will try to have a high WTC through the factors that really close to them, motivating the

students to have a deep consideration to the factors that will help them to learn English easily.

Additionally, it is also important for the Department to know the students' Willingness to Communicate in order that the department can be sure whether the students are ready or not to face the high demand in which the students of English Teacher Education Department should be able to master the English language. If the students' WTC is already known, the Department absolutely can design a strategy on how to make the students having that requirement.

E. Scope and Limitation of the Study

This research has two scopes to examine. The first scope is the students' language proficiency and the second scope of this study is students' Willingness to Communicate, it will be analyzed that there is a correlation between their TOEFL scores along with their WTC. Furthermore, the study will be limited to 4th semester students of English Teacher Education Department in Sunan Ampel State Islamic University of Surabaya in academic year 2016/2017.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Willingness to Communicate (WTC)

Kang defines Willingness to Communicate as an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutors, topic, and conversational context, among other potential situational variables.¹⁸

In this research, Willingness to Communicate is the student's tendency to communicate in different circumstances and some factors that can influence the student's preference to actively engage in a communication.

¹⁸ S Kang, *Dynamic Emergence of Situational Willingness to Communicate in a Second Language*, 2005, 278.

2. Communicative Competence

In the 1970s, research on Communicative Competence defined that term as a knowledge that enables a person to communicate functionally and interactively.¹⁹

In this study, communicative competence is defined as a possible knowledge enabling the students to communicate in English.

3. Language Proficiency

Proficiency is high degree of competence or skill. Language proficiency is the ability to use a language spontaneously for real-word purposes.²⁰

In this study, the term proficiency used to describe the student's competency in a foreign language in the classroom. Language proficiency is the students' capability to always communicate in their daily life.

4. TOEFL Test Score

TOEFL test measures the English proficiency of test takers whose native language is not English. Its questions primarily assess understanding of academic language. Test result can be used to make placement decision, to monitor progress, and to inform end of course decision.

In this study, TOEFL proficiency test scores was used to see how proficient the students. The researcher used TOEFL test score of English intensive program, it is a test made by P2B of UIN Sunan Ampel Surabaya which used TOEFL as the standard of giving scores and making the questions. The students should get 400 as the minimum score to pass the TOEFL test.

¹⁹Peter D Macintyre, et.al., *Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation*(Modern Language Journal, 1988), 549.

²⁰ Languages at UW-Madison, "Language Proficiency". Accessed on August 08, 2018 <https://languages.wisc.edu/advising/proficiency>

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to the correlation between students' language proficiency test score and their willingness to communicate as the focus of the research. There are some parts of this chapter; those are the review of related literature that contains some theories to strengthen the problem discussed here. Another part is the review of previous study which also discussed some previous studies that relates to this research.

A. Theoretical Framework

1. Willingness to Communicate

a. The Definition of Willingness to Communicate

Willingness to Communicate is one of the affective factors in second language acquisition. Affect refers to emotion and feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact.¹

Benjamin Bloom and his colleagues provided a useful extended definition of the affective domain that is still widely used today:

- 1) At the first and fundamental level, the development of affectivity begins with *receiving*. Person must be aware of the environment surrounding them and be conscious of situations, phenomena, people, objects; be willing to receive – to tolerate a stimulus, not avoid it – and give the stimulus their controlled or selected attention.

¹ H Douglas Brown, *Principles of Language Learning and Teaching*(United States of America: Pearson Education, 2007), 153.

- 2) Next, persons must go beyond receiving to *responding*, committing themselves in at least some small measure to a phenomenon or a person. Such responding in one dimension may be in acquiescence, but in another higher dimension, the person is willing to respond voluntarily without coercion, and then receives satisfaction from that response.
- 3) The third level of affectivity involves *valuing*: placing worth on a thing, a behavior, or a person. Valuing takes on the characteristics of beliefs or attitudes as values are internalized. Individuals do not merely accept a value to the point of being willing to be identified with it, but commit themselves to the value to pursue it, seek it out, and want it, finally, to the point of conviction.
- 4) The fourth level of the affective domain is the *organization* of values into a system of beliefs, determining interrelationships among them, and establishing a hierarchy of values within the system.
- 5) Finally, individuals become characterized by and understand themselves in term of their *value system*. Individuals act consistently in accordance with the values they have internalized and integrate beliefs, ideas, and attitudes into a total philosophy or worldview. It is at this level that problem solving, for example, is approached on the basis of a total, self-consistent system.²

Understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition. Now, this research turns to a consideration of specific affective factor in human behavior that is Willingness to Communicate.

The term “willingness to communicate” (WTC) was first introduced in the context of first language acquisition by McCroskey and Richmond in 1987. However, it is now being extensively used in the context

² Benjamin Bloom, et.al., *Taxonomy of Educational Objectives Handbook H: Affective Domain*(New York, 1964.

of second and foreign language learning. Since the late 90s attempts have been made to conceptualize willingness to communicate to explain an individual's degree of readiness to participate in discourse in an L2.³ MacIntyre proposed a WTC model including factors such as perceived communicative competence and communication anxiety which contributed to WTC and in turn frequency of communication. Some researchers have argued that a fundamental goal of second language education should be the creation of WTC in the language learning process.⁴ According to MacIntyre et al. it is suggested that higher WTC among learners leads to increased opportunity for practice in an L2 and authentic L2 usage. McCroskey and Richmond advanced the construct of "willingness to communicate" to refer to an individual's general personality orientation toward talking.⁵ While talking is the key to interpersonal communication, people differ in the amount of talk in which they will choose to engage. It is assumed that the degree of WTC is a factor in learning a second language and the ability to communicate in that language. The higher WTC a speaker has, the more likely he is to succeed in second language (L2) acquisition. High WTC is associated with an increased frequency and amount of communication.⁶

Many experts defined Willingness to Communicate in many kinds of definitions. MacIntyre, Clement, and Noels stated that Willingness to Communicate (WTC) is the idea that language students who are willing to communicate in the foreign language acquisition actively look for chances to communicate, and furthermore, these learners actually do communicate in the foreign language.

³ Peter D Macintyre, et.al., *Conceptualizing willingness to communicate in a L2: A situated model of confidence and affiliation*. (Modern Language Journal. 1998), 546.

⁴ Peter D Macintyre, *Talking in order to learn: Willingness to communicate and intensive language program*(The Canadian Modern Language Review, 2003), 590.

⁵ James C McCroskey – Virginia P Richmond, *Willingness to communicate and interpersonal communication* In McCroskey JC, Daly JA(Personality and interpersonal communication. Beverly Hills, 1987), 129.

⁶ Virginia P Richmond – K David Roach, *Willingness to communicate and employee success in U.S. organization*(Journal of Applied Communication Research, 1992), 96.

As the conclusion and simply define, Willingness to Communicate in general successful language learners believe or believe in themselves in terms of their capacity to communicate, they are ready to try newly acquired languages and used them for meaningful purposes.

2. Language Proficiency

a. The Definition of Language Proficiency

Stern defines proficiency as the actual performance of a learner in a given language, and it includes the mastery of (a) the forms, (b) the linguistic, cognitive, affective and sociocultural meanings of those forms, (c) the capacity to use the language with focus chiefly on communication and minimum attention to form, and (d) the creativity in language use.⁷ Clark defines language proficiency as “to use language for real-life purposes regardless of the manner in which that competence was acquired”.⁸ Bachman and Palmer believe that learner’s language proficiency is defined as his or her knowledge of L2 grammar and vocabulary, which is a subcomponent of general language ability. Language proficiency is the degree of skill which a person can use a language, such as how well a person can read, write, speak, or understand language.⁹ This can be contrasted with language achievement, which describes language ability as a result of learning. Proficiency maybe measured through the use of a proficiency test.¹⁰

⁷ H H Stern, *Fundamental concepts of language Teaching*(Oxford: Oxford University Press, 1983), 184.

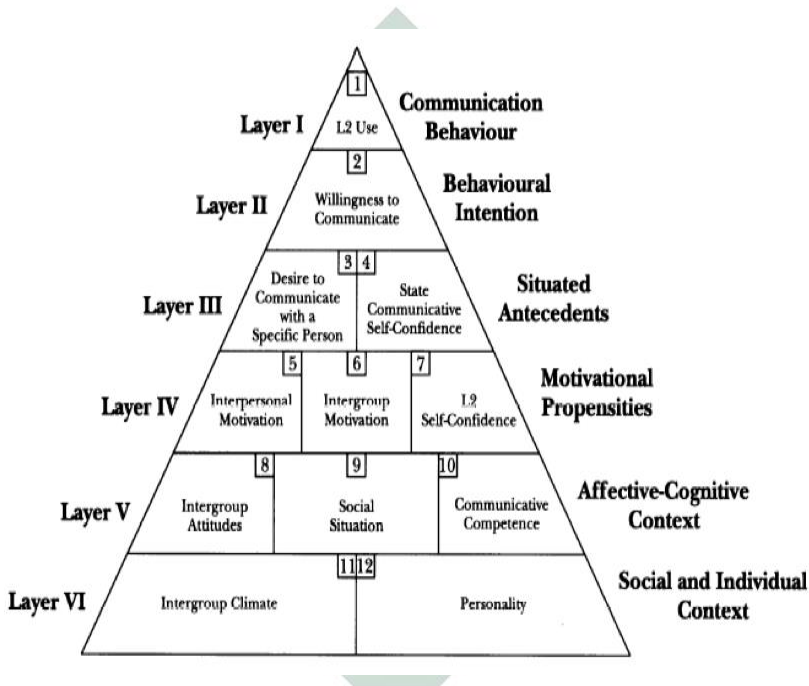
⁸ Hossein Farhady. *Measures of Language Proficiency from the Learner’s Perspective*(TESOL Quarterly,., 1982), 127.

⁹ Lyle F Bachman – Adrian S Palmer, *Language Testing in Practice*(Oxford: Oxford University Press, 1996), 95.

¹⁰ Jack C Richards – Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*(London: Pearson Education, 2010).

3. Willingness to Communicate and Language Proficiency

McIntyre conceptualized WTC in second language in a theoretical model (*pyramid model*)¹¹ which shows the range of components potentially influencing WTC in the second language, which has served as a starting point for the choice of factors to be investigated:



The last factor from Layer V that was organized by McIntyre is *communicative competence*. The term communicative competence is the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.¹² Savignon noted that “communicative competence is relative,

¹¹ Peter D Macintyre, et.al., *Conceptualizing Willingness to Communicate in a L2: A situated model of confidence and affiliation*. (Modern Language Journal. 1998).

¹² H Douglas Brown, *Principles of Language Learning and Teaching*(United States of America: Pearson Education, 2007), 219.

not absolute, and depends on the cooperation of all the participants involved.”¹³

Seminal work on defining communicative competence was carried out by Michael Canale and Merrill Swain, still the reference point for virtually all discussions of communicative competence in relation to second language teaching. In Canale and Swain’s and later in Canale’s definition, four different components, or subcategories, made up the construct of communicative competence. The first two subcategories reflected the use of the linguistic system itself; the last two defined the functional aspects of communication:

- a. Grammatical competence is that aspect of communicative competence that encompasses “knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology”. It is the competence that we associate with mastering the linguistic code of a language, the “linguistic” competence of Hymes and Paulston, referred to above.
- b. The second subcategory is discourse competence, the complement of grammatical competence in many ways. It is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of series of utterances. Discourse means everything from simple spoken conversation to lengthy written text (articles, books, and the like). While grammatical competence is concerned with intersentential relationship.
- c. Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. This type of competence “requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance”.
- d. The fourth subcategory is strategic competence, a construct that is exceedingly complex. Canale and Swain described strategic competence as “the verbal and

¹³ S Savignon, *Communicative Competence: An Experiment in Foreign Language Teaching*(Philadelphia, 1972).

nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence”. Sauvignon paraphrased this as “the strategies that one uses to compensate for imperfect knowledge of rules – or limiting factors in their application such as fatigue, distraction, inattention.” In short, it is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through “paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style”.¹⁴

The concept of communicative competence was originally coined by Dell Hymes in 1966, broadly covers an individual’s L2 proficiency.¹⁵ The perception one has of their own competence can either foster or hinder WTC. As already discussed by MacIntyre and associates and Hatch, interlocutor’s L2 proficiency level and its relation to that of the speaker is another important aspect for communicating in L2.¹⁶ In other words, L2 WTC and communication may be either fostered or hindered by the fact that one of the participants has a higher L2 proficiency, or is a native speaker. A general assumption is that, if L2 proficiency is one of the aspired attributes, it will serve as a strong motive for language learning.¹⁷ According to Alemi, those who are generally capable of communicating and get high scores in the proficiency test are more willing than those who are not capable communicator and get low scores.¹⁸

¹⁴ Michael Canale & Merrill Swain, *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*(1980), 40.

¹⁵ Hymes, D.H, *On Communicative Competence* in J.B. Pride and J. Holmes(*Sociolinguistic. Selected Reading*. Harmondsworth: Penguin, 1972).

¹⁶ Peter D Macintyre, et.al., *Conceptualizing willingness to communicate in a L2: A situated model of confidence and affiliation*. (Modern Language Journal. 1998).

¹⁷ Zoltan Dornyei, *The psychology of language learner* (Hillsdale, NJ.: Lawrence Erlbaum Associates, 2005). 69.

¹⁸ Daftarifard M Alemi – R Pashmforoosh, *The Impact of Language Anxiety and Language Proficiency on WTC in EFL Context*(Cross Cultural Communication, 2011), 166.

B. Previous Studies

Several studies previously conducted by the researchers as related to the relationship among students' language proficiency and willingness to communicate, the first study comes from Ali Dourakhshan and Omid Salavati under the title *The Relationship between Willingness to Communicate and Success in Learning English as a Foreign Language*.¹⁹ Here, this study explores the possible relationship between WTC and its components and success in foreign language learning and also focuses on the use of C-Test as a measurement for general language proficiency.

The second study is under the title *TOEIC Speaking Test and Willingness to Communicate*.²⁰ Here, Masaya Kanzaki focused on the relationship between university students' scores on the TOEIC speaking test and the levels of Willingness to Communicate as well as their score on the TOEIC listening and reading test. The assessment instrument or technique here are a WTC questionnaire and three TOEIC tests.

The third study comes from Maryam Rohmatollahi and Gholamhassan Famil Khalili under the title *The Relationship between Intermediate EFL Learners' Communication Apprehension, Willingness to Communicate and Speaking Ability*.²¹ This study was conducted to investigate the underlying patterns of the relationship between communication apprehension, willingness to communicate, and speaking ability with regard to different contexts and receivers.

The study from Hashimoto under the title *Motivation and Willingness to Communicate as Predictor of Reported Second Language Use: The Japanese ESL context*, comes as the forth study. Here, using structural equation modeling, Hashimoto found that WTC affects the frequency of L2 use in the classroom.²² In

¹⁹ Purya Baghaei, et.al., *The Relationship between Willingness to Communicate and Success in Learning English as a Foreign Language*(Islamic Azad University, 2012).

²⁰ Masaya Kanzaki, *TOEIC Speaking Test and Willingness to Communicate*(Journal of Japan Association for Language teaching, 2015).

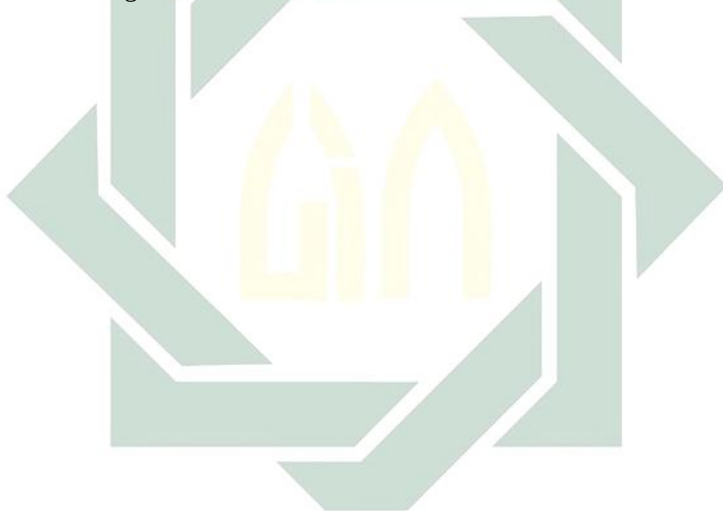
²¹ Maryam Rahmatollahi - Gholamhassan Famil Khalili, *The Relationship between Intermediate EFL Learners' Communication Apprehension, Willingness to Communicate and Speaking Ability*(International Journal of Applied Linguistics and English Literature, Vol. 4, No. 6, 2015).

²² Yuki Hashimoto, *Motivation And Willingness To Communicate As Predictors Of Reported L2 Use: The Japanese ESL Context*(Second Language Study: University of Hawai'i, 2002).

other words, it seems that the frequency of L2 use is the cause of higher proficiency.

As the last study, Betty Chan and James C. McCroskey West Virginia University conducted "*The Willingness to Communicate Scale as a Predictor of Classroom Participation*".²³ This study examined the students with high scores in Willingness to Communicate scale, compared to those with low scores.

In general, previous researches of willingness to communicate are focused on find the relationship between WTC and some influence factors and examine the WTC as a predictor for those factors. Therefore, this research focused on the find the correlation between the students' language proficiency and willingness to communicate based on TOEFL test score.



²³ Betty Chan - James C. McCroskey, *The WTC Scale as a Predictor of Classroom Participation*(Communication Research Report, Vol. 4 No. 2, 1987).

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of some principle components of the research methods used in this research. They are research design, population and sample, research instruments, research variable, data collection technique, and data analysis technique.

A. Research Design

This research used quantitative method. According to Leedy, quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon. The researcher used this kind of research design because of the need of the research questions, the participants' proficiency test scores along with their questionnaires' marks can be analyzed under mathematical analysis.

The design is useful to describe and find out the positive correlation between students' language proficiency and Willingness to Communicate. In the same line, Meredith D.Gall, Joyce P.Gall, and Walter R.Borg say that correlation research is purposed to discover the relationship between variables through the use of statistic correlation.¹

The researcher used a specific formula to find the extent of the relationship between the two variables. The relationship was computed to get the correlation coefficient. The correlation coefficient showed the level of relationship between the two variables. From this method, the data findings could be well interpreted and concluded based on the research question.

¹ Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, "Educational Research: An Introduction", pp. 320.

B. Population and Sample

1. Population

According to Ary, Jacobs, and Sorensen explain that “population is defined as all members of any well-defined class of people, events, or objects”.² The population of this research is the 4th semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya. The consideration in choosing the population is because those students are already passed the TOEFL test of intensive program in their first year as the obligation from the department and in the second year, they got speaking class that will be a reference for this research to get the data about their willingness to communicate after taking the test in the previous year.

2. Sample

Sample is the process of selecting units (such as people and organizations) from a population of interest so that by studying the sample which can fairly generalize the result to the population from which the units were chosen.³ A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample.⁴

In this research, the population is the 4th semester students of English Teacher Education Department UIN Sunan Ampel Surabaya in academic year 2016/2017 who already passed the TOEFL test with a minimum score is 400 as a requirement from the intensive program. In the sampling technique, the researcher used cluster random sampling. With cluster sampling, the researcher divides the population into separate groups, called cluster. Then, a simple random sample of clusters is selected from the population.

In measuring the number of sample in this study, the sample design used by the researcher is Solvin's formula.

² Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, "Educational Research: An Introduction", pp. 148.

³ William Trochim, James P Donnelly, "The research methods knowledge base", pp.44-45.

⁴ C R Khotari, *Research Methodology*(New Delhi: 2004), 27.

Solvin's formula is used to calculate an appropriate sample size from a population. The population of this study is 120 students of English Teacher Education Department in academic year 2016/2017, and then the researcher took the sample from the population based on Solvin's formula:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{120}{1 + (120)(0,05)^2}$$

$$n = \frac{120}{1 + 0,3}$$

$$n = \frac{120}{1,3}$$

$$n = 92$$

$$n = \text{sample}$$

$$N = \text{Total population}$$

$$e = \text{Error tolerance}$$

It found that there are 92 fourth semester students of English Teacher Education Department on faculty of Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya were participated as a sample.

C. Research Instrument

Data are required to undertake the findings of this study. Those data was obtained by using these following instruments:

1. TOEFL Test Score

The TOEFL is widely used by colleges and universities to measure the students' English language proficiency. This instrument used to evaluate the students' language proficiency, it shows the students' scores of TOEFL

test and then the score of the students will be correlated with their willingness to communicate. ETS asserted that its testing instrument has the following advantages: (1) being a highly reliable measure of English-language proficiency, (2) being based on more than 40 years of word-class, scholarly research, (3) having the most objective scoring method, (4) being built to the highest psychometric standards.⁵ However, except ETS claims, few objective research-based evidences have been found to affirm the reliability of this instrument.

2. Questionnaire

Questionnaire becomes the main tool of quantitative research. Questionnaire is needed to measure students' Willingness to Communicate. In this research, the researcher adopted the questionnaire used by Peng and Woodrow to measure learners' willingness to communicate in speaking in instructional contexts. It contains 14 items of question which are responded to on a six-point scale; examples of items included in the tool are as follows: "I am willing to present arguments to the rest of my class", "I am willing to take part in a discussion in a small group", "or "I am willing to modify what I have said in response to an indication of an error"; the reliability of the original scale was established, with the Cronbach's alpha value of 0,88. The type of the questions is closed-ended questions, it can be answered with yes or no, or they have a limited set of possible answers such as A, B, C, or All the above. Closed-ended questions are often good for surveys, because you get higher response rates when users do not have to answer so much and answer to closed-ended questions can easily be analyzed statistically.

D. Research Variable

The research variable is divided into two variables that are independent variable and dependent variable. An independent variable is that variable whose values (or levels) the experimenter

⁵ Lan Thi Vu, "Is the TOEFL Score Reliable Indicator of International Graduate Students' Academic Achievement in American Higher Education: Doctoral Student in Rhetoric and Composition". *International Journal on Studies in English Language and Literature*. Vol. 1 No. 1, March 2013, 11.

selects to determine what effect this independent variable has on dependent variable. The independent variable is what you (or nature) manipulates – a treatment or program or cause.⁶ In this research, the independent variable is the students' language proficiency taken from the result of the TOEFL test which is symbolized as X. Furthermore, the dependent variable is some aspect of the subject's behavior assessed to reflect the effects of the independent variables. The dependent variable is the experimental counterpart to a response variable. The dependent variable of this research is students' willingness to communicate which is symbolized as Y.

E. Data Collection Technique

First, the data is obtained from the TOEFL test score. The researcher took the data from P2B UIN Sunan Ampel Surabaya, it contains all the TOEFL test score from 4th semester students of English Teacher Education Department and the second instrument is the questionnaire, it is a tool for measuring quantitative data. The questionnaire distributed to the students of English Teacher Education Department in fourth semester that already passed the TOEFL test, it contains of several types of questions in measuring students' Willingness to Communicate. Then, their proficiency test score along with the questionnaires' marks which had been changed into score analyzed under mathematical analysis. The score of the students' questionnaire answer for each scale will be calculated and then it will be correlated with their score of the TOEL test.

F. Data Analysis Technique

The researcher obtained the data of the students' language proficiency and the result of the questionnaire for measuring their willingness to communicate, the researcher analyzed, examined, interpreted, and concluded the result of the research. The data analysis technique was done by these following steps: (1) the researcher coded the likert-scale numerically, it is analytical process in which data of quantitative form such as questionnaires results are categorized to facilitate analysis. One purpose of coding

⁶ William Trochim, James P Donnelly, *The research methods knowledge base*, pp.8 .

is to transform the data into a form suitable for computer-aided analysis, the categorization of information is an important step for example in preparing data for computer processing with statistical software. The researcher classified the students' answer of the questionnaires based on the six scales and put the categorized data in the table. The researcher labeled "Not at all true about me" as one, when the respondents choose this scale so their score is one. "Very slightly true" is labeled as two, "Slightly true" as three, "Moderately true" as four, "Very much true" as five, and "Extremely true" as six (2) the researcher analyzed and measured the data after collecting it using descriptive quantitative technique. The researcher calculated the data using correlation product moment technique. It is one of the correlation technique which correlates among two variables. The coefficient correlation computed by this technique is symbolically represented by " r ".⁷ This technique is developed by Karl Pearson cited in Anas, that is why this it is called *Pearson Correlation Technique*.⁸

After collecting the data, the researcher looks for x and y , the data included to table of correlation. The output can be included to r table to know the output of correlation coefficient is significant or not (can be generalization).

In t table, the researcher used the standard of significance of 0,05 or 5% (the reliability is 95%). The conclusion can be found by looking at that standard of *error tolerance*, when arithmetic r is more than r table means H_0 is pushed away and H_a is accepted and the conclusion is "there is correlation" between the two variables.

The correlation coefficient which obtained from that formula interpreted based on the guidance from Sugiono's book. It shows the interval of coefficient and the level of relationship between the two variables.⁹

⁷ Kultur Singh, *Quantitative Social Research Method*(New Delhi:Sage Publication, 2007), 307.

⁸ Anas Sudjono, *Pengantar Statistik Pendidikan*(Jakarta: Rajagrafindo Persada, 2011), 190.

⁹ Sugiono, *Statistik untuk Penelitian*(Bandung: Alfabeta, 2007), 231.

Table 3.1
Correlation Coefficient

Interval of Coefficient	Relationship Level
0,00 – 0,199	Very weak
0,20 – 0,399	Weak
0,40 – 0,599	Enough
0,60 – 0,799	Strong
0,80 – 1, 000	Very strong

(Source : Sugiono, *Statistik untuk Penelitian*, 2007)

The correlation coefficient has some important properties. Mark Belnaves and Peter Caputi explain that the magnitude of the correlation coefficient indicates the strength of the relationship between the variables. The values of the correlation coefficient can range from -1 to +1. A coefficient close to +1 or to -1 indicates a strong relationship between the two variables. The variables are positively related, if the coefficient has positive sign.¹⁰

The researcher also used SPSS 16 as the application for this research in order to make the calculation easier and more valid. The level of significance 0,05 is used and the value of sig is from output of SPSS. The value of sig is higher than the level of significance, it means that the null hypothesis is rejected and the alternative hypothesis is accepted (there is significant correlation). If the value of sig is lower than the level of significance, it means that the null hypothesis is accepted and the alternative hypothesis rejected (there is no significant correlation).

The researcher divided the three steps for collecting and analyzing the data. The first step is the researcher asked the permission to obtain the data of students' language proficiency from TOEFL test score used by Center for Language Development UIN Sunan Ampel Surabaya and gathered the respondent which is in this research is the fourth semester students of English Teacher Education Department to get the data about their willingness to communicate. The

¹⁰ Mark Balnaves and Peter Caputi, *Introduction to Quantitative Research Methods an Investigative Approach*(London:SAGE Publication Ltd, 2001), 155.

second step is the researcher collected the data of students, and the third step is analyzing the data. For analyzing the data, the researcher used SPSS 16.

The score of students' language proficiency test score and their willingness to communicate score are put into data view. Then, it will be analyzed using Bivariate correlation. The function of Bivariate correlation is to know the correlation between two variables, and then the result will automatically show the correlation between students' language proficiency and willingness to communicate.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Concerning the statement of the problem, in this chapter the researcher described and analyzed the findings during the research process conducted at English Teacher Education Department UIN Sunan Ampel Surabaya. It is intended to answer the problem of the study. In finding, the researcher described the process of calculating and presenting result of the data. Furthermore, in the discussion the researcher interpreted and explained more about the finding of the research.

A. Findings

The researcher did the research and got the complete data from all the research instruments including TOEFL test score and the result of the questionnaires. To gain the objective of the research, the researcher analyzed the data systematically and accurately. The data analyzed in order to draw conclusion about the objective of the study. The purpose of the findings is to answer the research question in chapter one. The researcher described the findings in this chapter into three parts, those are described below:

1. The Students' Language Proficiency Score

The researcher obtained the data of students' language proficiency from P2B UIN Sunan Ampel Surabaya. It contains all the result of TOEFL test score from fourth semester students of English Teacher Education Department. From 125 students who are included in the population, 5 students are not joining the TOEFL test. Thus, there are 120 students joined the TOEFL test. This following table presented the score of the 92 students as the sample for this research. The result of the students' language proficiency is presented in the appendix. The researcher calculated the minimum, maximum, and mean score for each item and the total score using SPSS 16. The result is presented in this following table:

Table 4.1
Descriptive Statistic of Students' Language Proficiency Score

	N	Minimum	Maximum	Mean	Std. Deviation
Listening	92	38	56	45.53	3.844
Structure	92	31	54	44.34	4.025
Reading	92	32	60	44.57	4.176
Total score	92	400	513	448.04	25.763
Valid N (listwise)	92				

The table above indicates that the minimum score obtained by the students for Listening is 38, 31 for Structure, and 32 for Reading. The minimum score for the total score is 400. The maximum score for Listening is 56, 54 for Structure, and 60 for Reading. The maximum score for the total score is 513.

The average or mean is also calculated, it found that the mean for students' Listening score from this language proficiency test score is 45, for the Structure is 44, and 45 for Reading. The average or mean for the total score is 448.

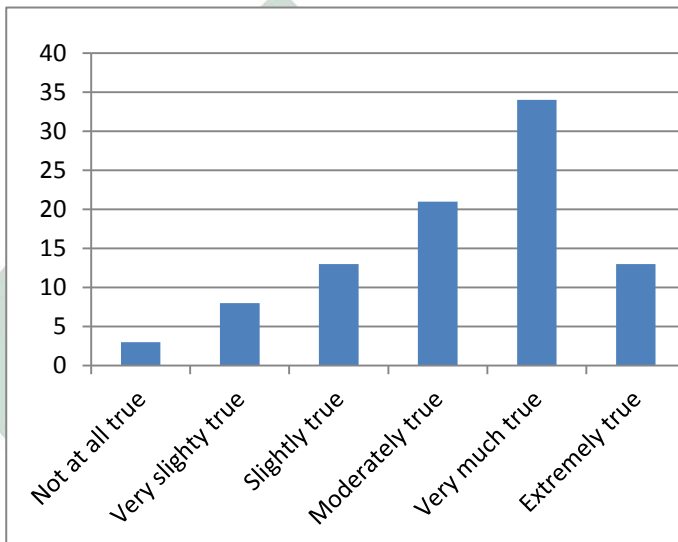
2. The Students' Willingness to Communicate Score

The data about students' willingness to communicate of fourth semester students at English Teacher Education Department UIN Sunan Ampel Surabaya are collected using questionnaire. The data are presented on the following charts:

Chart 4.2

**The Result of Students' Willingness to Communicate
(Question 1)**

- I am willing to present my argument to the rest of my class



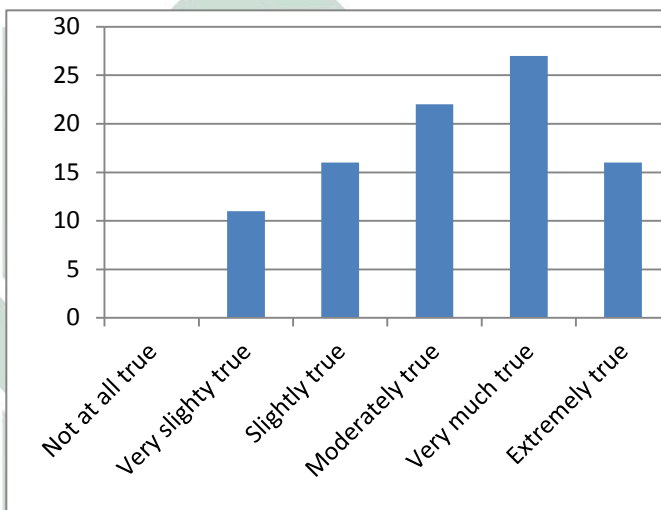
From the chart above, there are 3 students say that the question number one is not at all true about them (3.3%). 8 students say it is very slightly true about them (8.7%). 13 students say it is slightly true about them (14.1%), 21 students say this question is moderately true about them (22.9%). 34 students say the question number one is very much true about them (36.10%) and 13 students say that presenting their argument to the rest of the class is extremely true about them (14.1%).

The table indicates that from 92 respondents, just few of the students do not willing to present their argument to the rest of the class, and the rest of them are choose to speak up

to convey their argument in the classroom context to the rest of their friends.

Chart 4.3

**The Result of Students' Willingness to Communicate
(Question 2)**



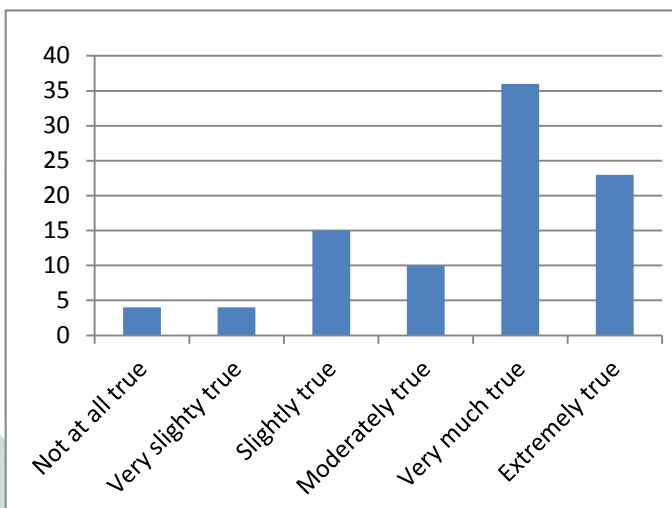
- I am willing to give a presentation in front of the class

From the chart above, there is no student who says that the question number two is not at all true about them (0%). 11 of the students say it is very slightly true about them (11,10%). 16 students say it is slightly true about them (17,4%) and 22 of them say is moderately true (23,10%). For the last two scale, 27 students say the question number one is very much true about them (29,3%) and the total students say it is extremely true about them is 16 students (17,4%).

The result of the table indicates that students' willingness to give a presentation in front of the class is high. It is something almost every student should have to do in the classroom context when they are a college student.

Chart 4.4

**The Result of Students' Willingness to Communicate
(Question 3)**

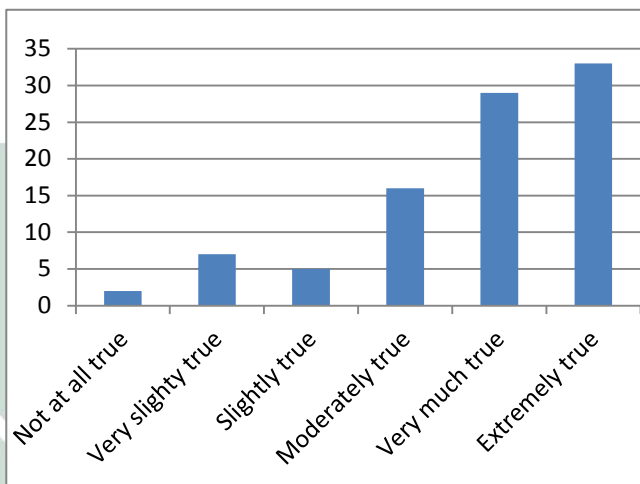


- I am willing to do a role-play in a small group

From the chart above, there are 4 students say that the question number three is not at all true about them (4,3%). 4 students say it is very slightly true about them (4,3%). 15 students say it is slightly true about them (16,3) and 10 of them say is moderately true (10,9%). 36 students say that they are willing to do a role-play in a small group is very much true about them (39,1%) and the total students say it is extremely true about them is 23 students (25%).

The table indicates just few of the students do not willing to do a role-play in a small group, but most of them say that they are willing to do a role-play in a small group even though the high score does not show that the question number three is extremely true about them.

Chart 4.5
The Result of Students' Willingness to Communicate
(Question 4)



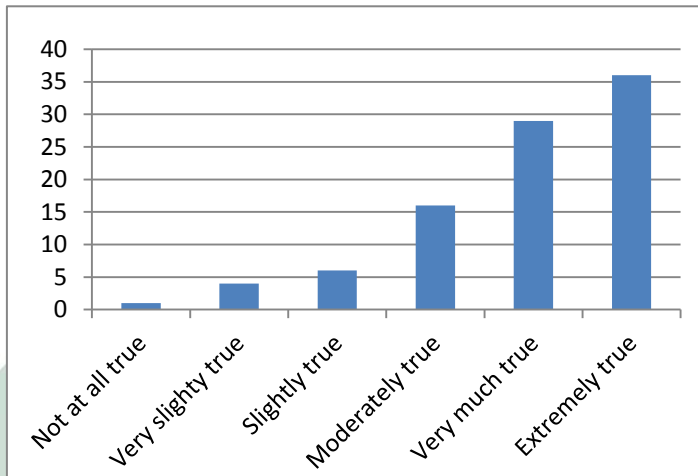
- I am willing to do a role-play in a pair

The result of the table shows that there are 2 students say that the question number four is not at all true about them (2,1%). 7 of the students say it is very slightly true about them (7,6%). 5 students say it is slightly true about them (5,4%) and 16 of the students say is moderately true about them (17,4%). For the last two scale, 29 students say that they are willing to do a role-play in pair is very much true about them (31,5%) and the total students say it is extremely true about them is 33 students (35,9%).

The table indicates that the students are mostly willing to do a role-play in a pair, it is supported with the high score shows in the table their willingness to do a role-play in a pair is extremely true about them.

Chart 4.6

**The Result of Students' Willingness to Communicate
(Question 5)**



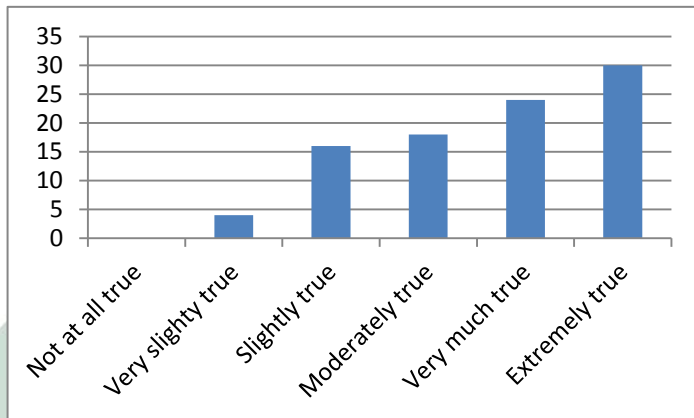
- I am willing to take part in a discussion in a small group

From the chart above, just 1 student says that the question number five is not at all true about them (1,1%). 4 students say it is very slightly true about them (4,3%). 6 students say it is slightly true about them (6,5%) and 16 of them say it is moderately true (17,4%). For the last two scale, 29 students say it is very much true about them that they are willing to take part in a discussion in a small group (31,5%) and the total students say it is extremely true about them is 36 students (39,1%).

The table indicates that most of the students are willing to take part in a discussion in a small group and it supported with the result of the table that shows the high score from the scale is extremely true.

Chart 4.7

**The Result of Students' Willingness to Communicate
(Question 6)**



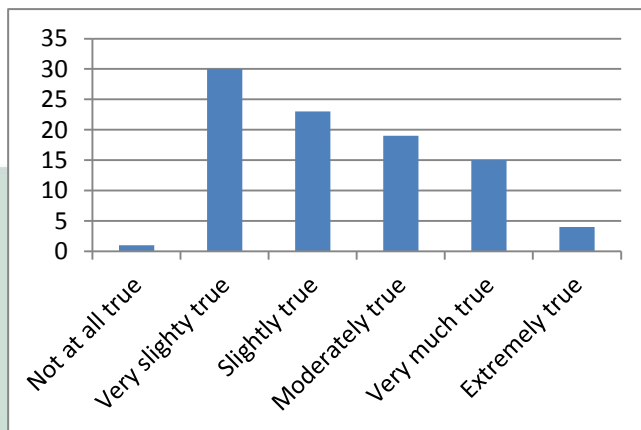
- I am willing to take part in a discussion in a pair

From the chart above, from 92 respondents there is no student who says that the question number six is not at all true about them, 4 students say it is very slightly true about them (4,3%). 16 students say it is slightly true about them (17,4%) and 18 students say it is moderately true about them (19,6%). For the last two scale, 24 students say the that they are willing to take part in a discussion in a pair is very much true about them (26%) and the total students who say it is extremely true about them is 30 students (32,6%).

The table indicates that the students' willingness to take part in a discussion in a pair is high. No one of the students say that they are not willing to take a discussion in a pair and the high score among the scale indicates that this kind of willingness is extremely true about them.

Chart 4.8

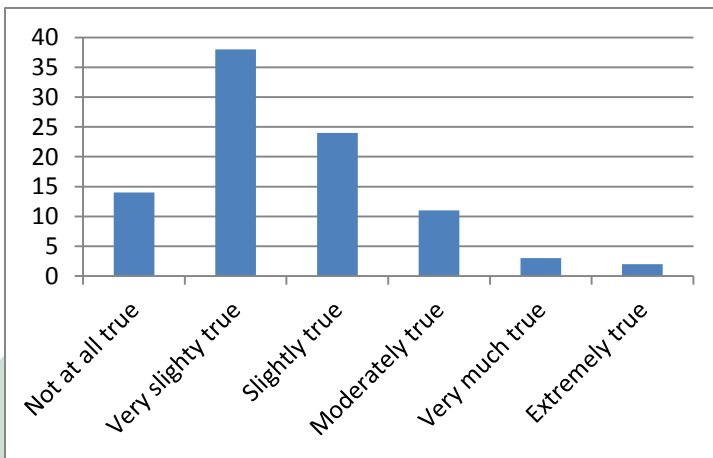
**The Result of Students' Willingness to Communicate
(Question 7)**



- I am willing to ask the teacher in English to repeat what s/he said

The result of the table above shows that just 1 student says that the question number seven is not at all true about them (1%). 30 of the students say it is very slightly true about them (32,6%). There are 23 students say it is slightly true about them (25%) and 19 of them say it is moderately true (20,6%). For the last two scale, 15 students say the question number one is very much true about them that they are willing to ask the teacher in English to repeat what s/he said and the total students say it is extremely true about them is 4 students (4,3%).

The table above indicates that asking the teacher in English to repeat what s/he said is something that does not reflect the students. This kind of question is slightly true for most of the students. It supported with the high score among the scale that the students mostly choose “slightly true about me” and prefer not to choose “extremely true about me”.

Chart 4.9**The Result of Students' Willingness to Communicat****(Question 8)**

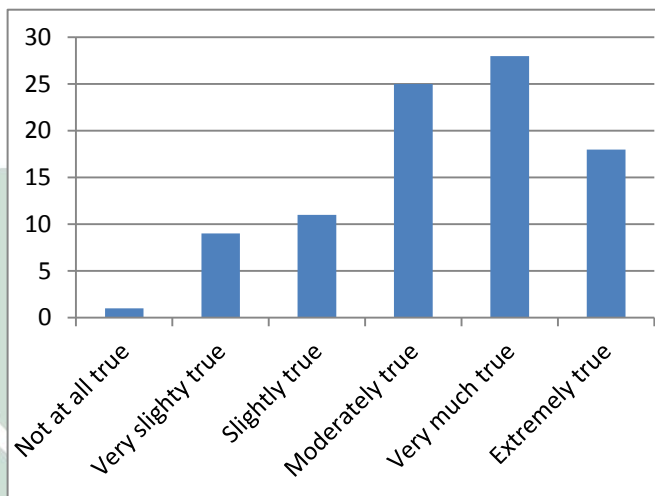
- I am willing to ask the teacher in English about words or structure

From the chart above, there are 14 students say that the question number eight is not at all true about them (15,2%). 38 of them who say it is very slightly true about them (41,3%). There are 24 students say it is slightly true about them (26%) and 11 students say is moderately true about them (11,9%) . For the last two scale, 3 students say that it is very much true about them that they are willing to ask the teacher in English about words or structure s/he just used and the total students who say it is extremely true about them is 2 students (2,1%).

The table indicates that most of the students are not willing to ask the teacher in English about words or structure s/he just used. Just very few of the students choose that the question is very much true or extremely true about them.

Chart 4.10

**The Result of Students' Willingness to Communicate
(Question 9)**



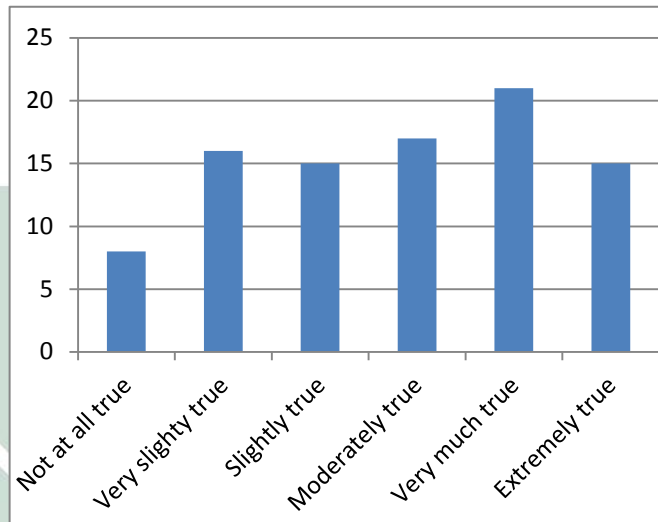
- I am willing to ask my peer in English about forms/words related to the topic

The result of the table shows there is 1 student says that the question number nine is not at all true (1%). 9 students say it is very slightly true about them (9,7%). There are 11 students say it is slightly true about them (11,9%) and 25 students say that their willing to ask their peer in English about for is moderately true about them. For the last two scale, 28 students say that this kind of willingness is very much true about them (30,4%) and the total students say it is extremely true about them is 18 students (19,5%).

This kind of question is reflecting the students' willingness. Most of them prefer to choose "very much true about me" it indicates that they are willing to ask their peer in English about forms/words related to the topic. Just very few of the students who are not willing to ask their peer in English about the forms/word related to the topic.

Chart 4.11

**The Result of Students' Willingness to Communicate
(Question 10)**



- I am willing to ask my peer in English about ideas/arguments related to the topic

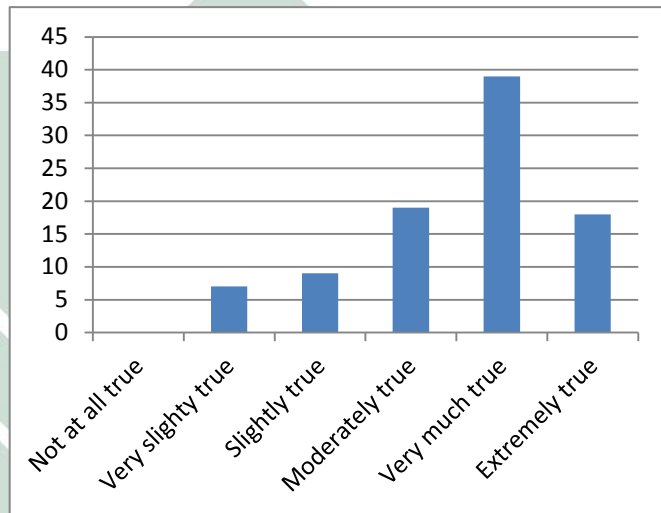
From the chart above, there are 8 students say that the question number ten is not at all true about them (8,7%). 16 students say it is very slightly true about them (17,4%). 15 students say it is slightly true about them (16,3%) and 17 students say it is moderately true about them (18,5). For the last two scale, 21 students say it is very much true about them that they are willing to ask their peer in English about ideas/arguments related to the topic (22,9%) and the total students say it is extremely true about them is 15 students (16,3%).

The result of the table indicates that the gap for every scale is not significant. Even though every scale has different number of the result, but they are not far from each other. The high score of the scale from this question is the students

stated that it is very much true about them that they are willing to ask their peer in English about ideas/arguments related to the topic.

Chart 4.12

**The Result of Students' Willingness to Communicate
(Question 11)**



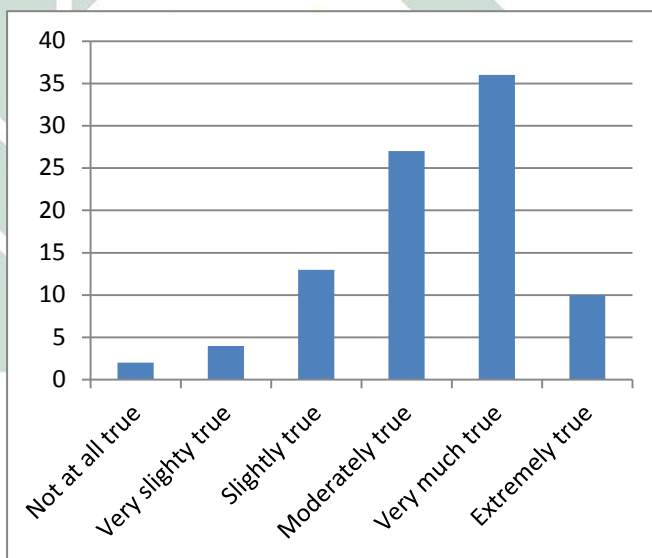
- I am willing to ask my peer group mates in English about forms/words related to the topic

From the chart above, there is no student who says that the question number eleven is not at all true about them. There are 7 students say it is very slightly true about them (7,6%). 9 students say it is slightly true about them (9,8) and 19 students say it is moderately true that they are willing to ask their peer group mates in English about forms/words related to the topic (20,6%). For the last two scale, 39 students say that this kind of question is very much true about them (42,4%) and the total students say it is extremely true about them is 18 students (19,6%).

The result of the table indicates that the high score among the scales is the students are choose it is very much true about them that they are willing to ask their peer group mates in English about forms/words related to the topic and no one of the students say that it is not at all true about them, even though there is still students choose that this kind of question is very slightly or slightly true about them, but it just a few of them. They significantly say that they are willing to ask their peer group mates in English about forms/words related to the topic.

Chart 4.13

**The Result of Students' Willingness to Communicate
(Question 12)**



- I am willing to ask my group mates in English about ideas or arguments related to the topic

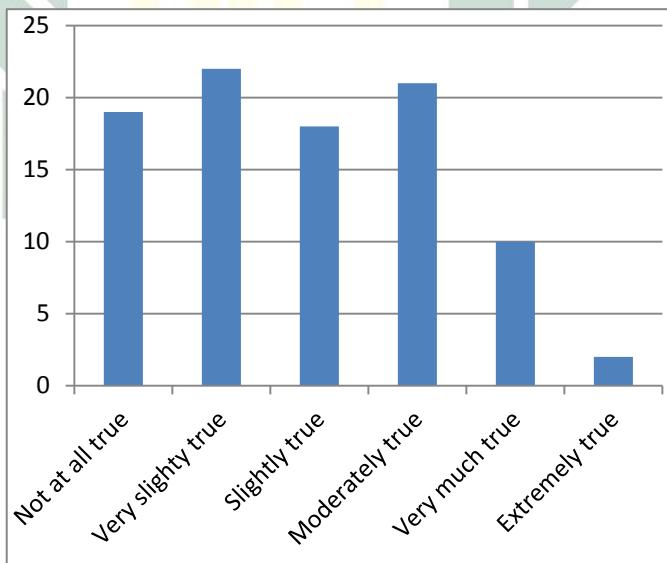
From the chart above, there are 2 students say that the question number twelve is not at all true about them (2,1%). 4 students say it is very slightly true about them (4,3%). There

are 13 students say it is slightly true about them (14,1%) and 27 students say it is moderately true about them that they are willing to ask their group mates in English about ideas or arguments related to the topic (29,3%). For the last two scale, 36 students say that this kind of question is very much true about them (39,1%) and the total students say it is extremely true about them is 10 students (10,9%).

The result of the table indicates that most of the students are willing to ask their group mates in English about ideas or arguments related to the topic. Just few of them say that this kind of question is not at all true about them. It supported with the minimum score among the scales shows that mostly the students do not choose the answer “not at all true about me”.

Chart 4.14

**The Result of Students' Willingness to Communicate
(Question 13)**



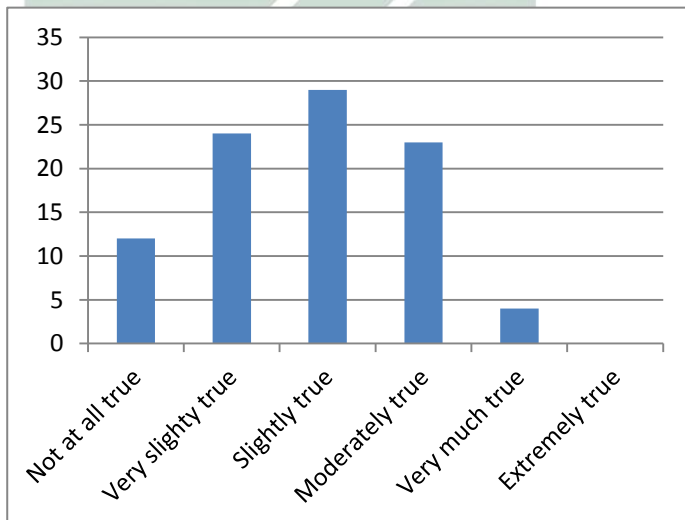
- I am willing to correct a mistake that I notice in what others are saying

From the chart above, there are 19 students who say that the question number thirteen is not at all true about them (20,6%). There are 22 students say it is very slightly true about them (23,9%). 18 students say it is slightly true about them (19,6%) and 21 of them say it is moderately true that they are willing to correct a mistake that they notice in what others are saying. For the last two scale, 10 students say this kind of question is very much true about them (10,9%) and the total students say it is extremely true about them is 2 students (2,1%).

The result of the table shows that mostly the students do not willing to correct a mistake that they notice in what others are saying. Just very few of the students are saying that this kind of question is extremely true about them. The score of the scales shows that students prefer not to correct a mistake that they notice in what others are saying.

Chart 4.15

**The Result of Students' Willingness to Communicate
(Question 14)**



- I am willing to modify what I have said in response to an indication of an error

From the chart above, there are 12 students who say that the question number fourteen is not at all true about them (13%). 24 students say it is very slightly true about them (26%). There are 29 students say it is slightly true about them (31,5%) and 23 students say it is moderately true that they are willing to modify what they have said in response to an indication of an error. For the last two scales, 4 students say that this kind of question is very much true about them (4,3%) and there is no student says it is extremely true about them.

The table indicates most of the students are unwilling to modify what they have said in response to an indication of an error. The score of the scales shows no one of the students says that this kind of question is reflect their willingness to modify something as an indication of an error.

From the result presented above, the researcher calculates the total score of the students' answer for each scale. Then, it will correlate with their language proficiency test score.

3. The Correlation between Students' Language Proficiency and Willingness to Communicate

Based on data analysis technique on chapter III, the researcher uses SPSS 16.0 as the statistic application to know the correlation between students' language proficiency and their willingness to communicate. For showing more detail about the result of the correlation between students' language proficiency and willingness to communicate, the researcher makes the correlation for each item in a TOEFL test score. The correlation is presented by the following table.

Table 4.16

The Result of the Correlation between Students' Language Proficiency and Willingness to Communicate

		Language Proficiency Score	Willingness to Communicate Score
Language Proficiency Score	Pearson Correlation	1	-.127
	Sig. (2-tailed)		.229
	N	92	92
Willingness to Communicate Score	Pearson Correlation	-.127	1
	Sig. (2-tailed)	.229	
	N	92	92

The correlation between students' language proficiency test score and willingness to communicate are described by Pearson correlation = -0,127 and sig. (2-tailed) = 0,229. The table above shows that there is no significant correlation between two variables. It means that the relationship between students' language proficiency and willingness to communicate is negatively correlated.

B. Discussion

The discussion in this study is presented based on the result of findings and also discusses the review of related theory and analyses the data to clarify the findings. The researcher focuses on the correlation between students' language proficiency and willingness to communicate of fourth semester students at English Teacher Education Department UIN Sunan Ampel Surabaya.

1. Students' Language Proficiency Score

The result of the students' language proficiency score was showed on the table of descriptive statistic. The students' TOEFL score that was calculated on the finding is correlate with Bachman theory, he stated that language proficiency is

the degree of skill which a person can use a language, such as how well a person can read and understand language.¹

2. Students' Willingness to Communicate Score

The researcher classified some questions into one with the same context and then discussed the result based on the finding presented above.

- a. Willing to present argument and give a presentation to the rest of the class

Based on the result of the finding for the first and second question, most of the students tend to choose that they are willing to present their arguments and give a presentation to the rest of the class. Speaking in front of the class may make the students' thoughts race, because any human being have public speaking issue to some extend; at any level of their personal life.² It is something a lot of students dread, but it is also something that almost every student should have to do at the same point in the classroom context when they are a college students.

- b. Willing to do a role-play in a small group or in a pair

The finding show for these questions is that many of the students are willing to do a role-play in a small group or in a pair. It is widely agreed that learning takes place when activities are engaging and memorable. Some reasons may influence the students when they tend to willing doing a role-play in a small group or in a pair. Jeremy Harmer advocates the use of role-play for the following reasons:³

- It is fun and motivating
- Quieter students get the chance to express themselves in a more forthright way

¹ Lyle F Bachman – Adrian S Palmer, *Language Testing in Practice*(Oxford: Oxford University Press, 1996), 95.

² Academia. "How to Handle a Student's Public Speaking Anxiety when Teaching a Class that Requires Presentations" (<https://academia.stackexchange.com>, accessed on July 30, 2018)

³ Jeremy Harmer, *The Practice of English Teaching*(Harlow: Longman, 2001), 51.

- The world of the classroom is broadened to include the outside world – thus offering a much wider range of language opportunities.
- c. Willing to take part in a discussion in a small group or in a pair

The finding shows the result for both questions is significantly high that the students are willing to take apart in a discussion in a small group or in a pair. A discussion even it is in a small group or in a pair can bring out students' interest and motivate them. It is a chance for them to talk about the things they really care about. Giving and justifying opinions in English can also bring students' a sense of accomplishment, as they are using the language to express complex idea.⁴

- d. Willing to ask the teacher in English to repeat what s/he said and ask about words or structure s/he just used

The students are not preferred to say that they are willing for these kinds of questions. The result of the table shows that most of the students are not willing to ask the teacher in English to repeat what s/he said and ask about the words or structure the teacher just used. The possible aspect may influence the students' unwillingness for these questions is they may considering about the politeness when asking the teacher to repeat what he just said and ask about the structure related to the topic. The students should consider to learn how to politely ask someone to repeat what they said and using the right words to convey their curiousness about what the words to structure the teacher just used.

- e. Willing to ask peer in English about forms/words and ideas/arguments related to the topic

The table on the finding shows that most of the students are willing to ask their peer in English about forms/words and ideas/arguments related to the topic. The possible aspect may influence the students, so they tend to choose that they are willing to do these questions. They may feel enjoy speak English with their peer and feel free to ask anything to their peer because "students'

⁴ British Council. "A Few Discussion Activities for English Language Students" (<https://www.britishcouncil.org>, accessed on July 7,2018)

are much better at giving each other accurate and sensitive feedback”.⁵

- f. Willing to ask peer group mates in English about forms/words and ideas or arguments related to the topic

The students' willingness in asking their peer group mates in English about forms/words and ideas or arguments related to the topic are high. Some possible reasons may influence most of the students to say that they are willing to do these kinds of activities are: students receive more time for individualized learning and students may feel more comfortable and open when interacting with a peer. Peers can help not only with the academic content but also can be a great source of knowledge in any non-academic related discipline.⁶

- g. Willing to willing to correct a mistake that the students notice in what others are saying

The result of the table on the finding shows that the students' willingness to correct a mistake that the students notice in what others are saying is significantly low. Again, the students may consider about the politeness while doing this activity. They must decide the best way how to correct other mistakes. The students should never be harsh, condescending, or say anything that would hurt the other person's feeling.

- h. Willing to modify what the students have said in response to an indication of an error

The result of the table indicates that the students are unwilling to modify what they have said in response to an indication of an error. They tend to just let the error of their speaking without doing any correctness. Most of the students may found the difficulties when they must modify something error with what they have said, but self-correction is actually good for them. Students can often correct themselves when they realize they have made a mistake.

⁵ British Council. "Peer and Self-Assessment" (<https://www.britishcouncil.org>, accessed on July 7, 2018)

⁶ C Yang – Chang Y S, "Assessing the Effects of Interactive Blogging on Students Attitude towards Peer Interaction, Learning Motivation, and Academic Achievements". *Journal of Computer Assisted Learning*. Vol. 2 No. 28, 2012, 128.

3. The Correlation between Students' Language Proficiency and Willingness to Communicate

The result of Pearson correlation shows that the scores of students' language proficiency and willingness to communicate are negatively correlated with the sig. (2-tailed) found 0,229. This result shows that the H_0 (null hypothesis) is accepted. It means that the students' language proficiency test score has no correlation with students' willingness to communicate score, in other way, students' language proficiency test score is not definitive to the students' willingness to communicate. In addition, students' language proficiency test score is not able to predict students' willingness to communicate.

For this research, the theory from Alemi who says that those who are generally capable of communicating and get high scores in the proficiency test are more willing than those who are not capable communicator and get low scores. It should be language proficiency test becomes the cause of students' decreased or increased score of the willingness to communicate, but the result of this research does not show it.

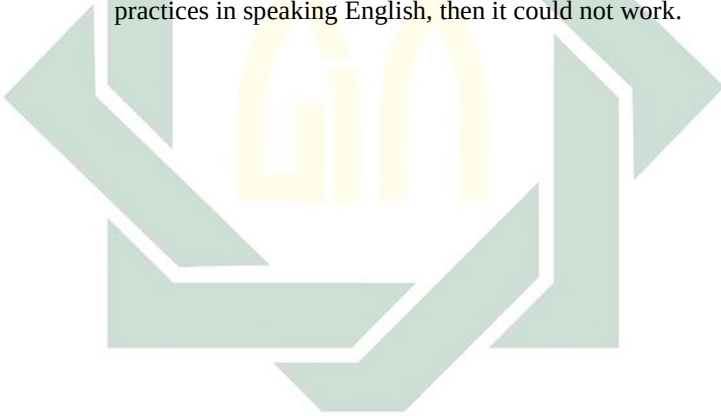
Some possible factors may influence that there is no significant correlation between students' language proficiency test score with students' willingness to communicate are presented below:

- a. Listening is a complex and active processes of interpretation in which listeners match what they hear with what they already know.⁷ It is difficult for the students to correlate their listening skills in TOEFL test with their willingness to communicate because of potential listening comprehension problems, such as unclear pronunciation, different accents and dialects from the speakers.
- b. Mostly the students in Indonesia are good at English grammar that they worry about actually speaking it in case they get it wrong. Whereas, what is important in communication is comfort, even though grammar is also important.

⁷ Mary Underwood, *Teaching Listening*(London:Longman, 1990), 15.

- c. Different language used in proficiency test and daily language is also can be one of the influenced why the students' language proficiency test score negatively correlated with students' willingness to communicate.

Willingness to communicate is one of the affective factors, it is the emotional side of human behavior. The development of affective states or feelings involves a variety of personality factors, feeling about ourselves and about others with whom we come into contact. It is difficult to describe willingness to communicate scientifically. Having a high willingness to communicate are not easy, the students' are not able to gain the good score directly and instantly. It is totally accepted when considering the students' language proficiency test score can be the influence for students' willingness to communicate, but when the high score of language proficiency test was not balanced with the students' practices in speaking English, then it could not work.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research. The result of the finding and discussion can be concluded as the following representation.

A. Conclusion

Based on the data obtained in finding and the research hypothesis in the previous chapter, it shows that there is no significant correlation between students' language proficiency with students' willingness to communicate. Between the score of students' language proficiency test score and the score of willingness to communicate is not significant related (sig. = -0,127) and Pearson correlation = 0,229. It can be inferred that the variables are negatively related and a weak relationship between two variables.

B. Suggestion

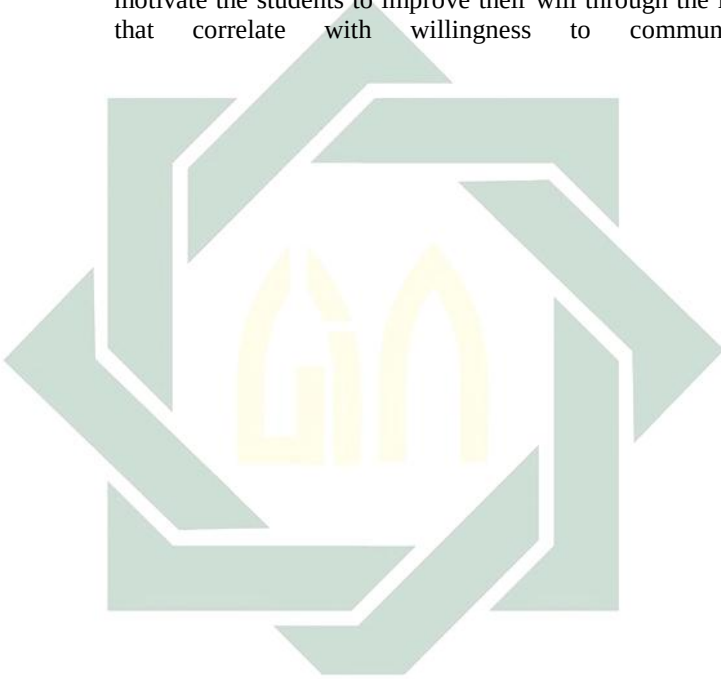
Based on the conclusion of the study, the suggestions are given for the students and further research.

1. Suggestion for students

From the data finding, it shows negative correlation between students' language proficiency test score and their willingness to communicate. Thus, students' language proficiency test score is not the cause of students' possess high or low score of willingness to communicate. But then, students' can be more concerned with the items; listening, structure, and reading that provided in language proficiency test score. Since from those items, it can support the students' ability to speak.

2. Suggestion for the further research

For the next researchers who are interested in the same topic, it is suggested to conduct a research about examining the correlation between other factors influencing students' willingness to communicate and choosing the most effective factor that can correlate to it. The result of such studies will motivate the students to improve their will through the factor that correlate with willingness to communicate.



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