# The Relationship between Students' Beliefs and Willingness to Communicate Among Indonesian Senior High School Students in EFL Classroom

**Siti Hairatul Aini**

English Department, Language and Arts Faculty, Universitas Negeri Surabaya
sitiaini2@mhs.unesa.ac.id

**Abstrak**

Kepercayaan siswa dalam pembelajaran bahasa asing merupakan pembahasan yang dipandang penting dalam penelitian pendidikan karena dapat mempengaruhi kemajuan siswa dalam pembelajaran bahasa asing tersebut seperti keinginan untuk berkomunikasi secara lisan. Akan tetapi, beberapa siswa tidak menyadari akan pentingnya kepercayaan mereka dalam pembelajaran bahasa yang dapat mempengaruhi hasil belajar mereka. Beberapa waktu ini, banyak peneliti pendidikan yang fokus subjeknya adalah di lingkup pelajar universitas khususnya mahasiswa yang belajar Bahasa Inggris di luar negeri. Sementara dalam penelitian ini, peneliti berfokus pada siswa sekolah menengah atas. Penelitian ini betujuan untuk menginvestigasi apakah ada hubungan antara kepercayaan siswa dalam belajar bahasa asing dengan keinginan siswa untuk berkomunikasi. Penelitian ini dilakukan secara kuantitatif kepada 114 siswa kelas sepuluh di salah satu SMA swasta di Surabaya dan salah satu SMA negeri di Sidoarjo. Penelitian ini mengggunakan dua jenis kuesioner sebagai instrumen penelitian, yaitu BALLI (*Belief about Language Learning Inventory*) oleh Sakui and Gaies, 1999, dan *willingness to communicate* oleh Cao & Philp, 2006; Weaver 2005. Hasil penelitian menunjukkan bahwa tingkat kepercayaan siswa SMA dalam belajar bahasa asing dan keinginan siswa untuk berkomunimasi adalah di level medium pada skala likert empat poin. Hasil akhir pada penelitian ini menunjukkan bahwa kepercayaan siswa dalam belajar bahasa asing dengan keinginanan merekan untuk berkomunikasi dalam bahasa tersebut memiliki hubungan yang tidak signifikan. Berdasarkan hasil peneitian tersebut, dapat disimpulkan bahwa siswa sekolah menengah atas di Indonesia cukup memahami kepercayaan mereka dalam belajar bahasa asing terutama dalam kaitannya dengan keinginan untuk berkomunikasi dalam bahasa tersebut, yaitu Bahasa Inggris sebagai target bahasa yang mereka pelajari di sekolah.

**Kata Kunci:** Keinginan Siswa untuk Berkomunikasi (WTC), Kepercayaan Siswa dalam Belajar Bahasa, Bahasa Inggris sebagai Bahasa Asing (EFL)

**Abstract**

In educational research, students' beliefs in foreign language learning have been emphasized since they are viewed as central to students' advancement such as willingness to communicate. However, a few students do not perceive the significance of their beliefs in language learning that could affect their learning outcomes. Recently, many education scholars have concentrated more on students' beliefs at the university-level especially those who learn English abroad. While in this study, the researcher focused on senior high school students. This research aims to be investigate whether their beliefs are in relation to their willingness to communicate. This research was designed quantitatively to 114 tenth graders of a government school in Sidoarjo and a private school in Surabaya. Two kinds of the questionnaire were administered as the research instruments, those were BALLI (Belief about Language Learning Inventory) by Sakui and Gaies, 1999, and willingness to communicate by Cao & Philp, 2006; Weaver 2005.. The results showed that the senior high school students had medium level of students' beliefs and willingness to communicate on four-point likert scales. The final result showed that the correlation between students' beliefs and willingness to communicate was not significant. Based on the results, it can be concluded that Indonesian senior high school students quite perceive their beliefs in language learning especially in the relation to willingness to communicate in English as the target language they learn at school.
**Keywords:** Willingness to Communicate (WTC), Students' Beliefs in Language Learning, English as a Foreign Language (EFL)

## INTRODUCTION

Students' beliefs in foreign language learning have been emphasized since they are viewed as central to students' advancement (Altan, 2012; Russell, 2009; Rieger, 2009; Kormos and Csizér, 2008). Flavell (1987) elaborated beliefs in cognitive psychology as a segment of metacognitive information. Beliefs are also parts of self-knowledge when people comprehend themselves including their learning objectives and requirements as students and scholars. In another way, beliefs are the primary ideas in each order to manage how individuals behave and learn. (Sakui & Gaies 1999, p. 474)

Beliefs in language learning can also be identified as "general assumptions that students hold about themselves as learners, about factors influencing

language learning and about the nature of language learning and teaching" (Victori & Lockhart 1995, p. 224). Puchta (1999, pp. 68-69) stated that beliefs can determine how we think and act because they generalize problems and results which affect the internal characteristics of our general surroundings. In language learning, beliefs are identified as ideas that students have obtained (Kuntz 1996, p. 4).

Besides students' beliefs, a significant idea in second language learning and communication nowadays is L2 willingness to communicate (McCroskey and Richmon, 1987). MacIntyre, Dörnyei, Clément and Noels, Mod Lang J (1998) elaborated that the willingness to communicate construct are referring to tendencies where individuals are voluntarily engaged in communication in the L1. Therefore, it is categorized as availability to get into a conversation in L2 with some people at a specific time.

Swain (p. 45) emphasized that learning outcome is important for the improvement of productive skills in L2 learning, for example, talking and composing. However, emphasizing the issues in L2 learning could be an approach to urge students to utilize L2 for communication. Unfortunately, some students are reluctant to communicate in L2, while other students seem to communicate in the L2 whenever possible even if when they have only minimal linguistic competence. Interestingly, not all of the learners are willing to communicate in L2 referring to whether they feel that they acquire least competence or they build certain beliefs in language learning. Nevertheless, MacIntyre et al.2 explained that linguistic competence does not straightforwardly affect the output. According to Isoda (p. 7), in increasing students' willingness to communicate, the suitability of conversation situations could affect students' willingness to communicate. When they are least comfortable with the environment, it could be a barrier that is hard to overcome. Possessing little experience in an English speaking environment is one of the students' problems so that they tended to hesitate to talk when they had an opportunity to talk in English. Whereas the objective of L2 learning could be the use of the L2, which is to propose students' willingness to communicate to be increased. (MacIntyre et al.2)

The significant role in learning L2 is not only to build students' capability to communicate but also to make them willing to participate in a conversation. Kang (2005) mentioned that it is important for teacher to promote facilitating factors of WTC as much as possible to enhance students perception toward their beliefs and to create their willingness to communicate as the facilitations to make them willing to talk voluntarily but not forced since one of the essential objectives of

language learning is to facilitate better comprehension between various people who communicate in various dialects. In any case, the duration of L2 learning could not assure them to engage in English conversation. For example, in Japan study done by Kumiko Fushino in Rikkyo University Language Center Tokyo, Japan to university students who had been studying English for several years in secondary school. They could not speak English adequately, despite the fact that giving more consideration regarding their aptitudes in English communication has been accentuated.

Drawing from those issues, therefore, the current research seeks to find out the relationship among students' beliefs in their social environment and willingness to communicate in the EFL classroom. Since most of the previous research was conducted to the university students, the present research carries a lower level of education which is senior high school, especially some senior high school students in Surabaya and Sidoarjo.

## METHODOLOGY

This study is quantitative study. Quantitative analysis is used to focus on gathering numerical information and summing it up over gatherings of individuals (Johnson and Christensen, 2008). Descriptive statistics was utilized to investigate information from the questionnaire items. This research is correlational study which uses Pearson chi- square to analyze the data from students' beliefs and willingness to communicate questionnaires to determine the relationship between the variables. The Chi-square test of independence or the Pearson Chi-square test is one of the most useful statistics for testing hypotheses when the variables are nominal (Mary L McHugh, 2013). According to Kang (2005) "Willingness to Communicate is a person's volitional tendency to be engaged in the act of communication in a specific situation, which can change as indicated by the interlocutor(s), subject, and conversational setting, among other potential situational factors." Along these lines, it is sensible to select the participants at this level to participate in this study. There were 114 students involved in this study.

The research was done by distributing questionnaires about willingness to communicate and students' beliefs. A questionnaire is one of the most popular techniques used to gather information on frames of mind and feelings from huge participants of a study and has been utilized to research a wide assortment of inquiries in Second Language Acquisition (Mackey & Gass, 2005). In this study, a questionnaire, namely BALLI (Belief about Language Leaning Inventory) which was derived from Sakui and Gaies (1999) was

used to answer the first research question. The questionnaire are verified into four aspects. Aspect 1 is Beliefs about English language learning. It incorporates 11 items. Item 4 refers to the view that talking capacity in English is a feasible objective. Five items (4, 5, 9, 15, 44) state objectives and practices embraced by contemporary language-educating strategy. Another Five items (2, 17, 21, 40, and 43) related to amusement got from considering English, its instrumental and open worth, and the probability of utilizing it later on. Item 9 deals with the estimation of assumptions in language adapting. Item 44 refers to the estimation of collaboration with familiar speakers of English. Tapes and TV programs (and probably other authentic materials) as a resource of language and social info (Item 15). Item 5 is about finding out about English-speaking countries. The last item is item 11 deals with the significance of the oral practice. Accepting these 11 items as a gathering, it is depicted as aspect 1, Beliefs about English language learning.

Beliefs about a traditional orientation to learning English is stacked as Aspects 2. It includes six items. The most highlighted conventional or traditional system in English classes, which is an instructor's explanation about grammar rule occurs in items 8 and 14. It is highlighted that item 8 loads adversely on item 1. Four items (20, 32, 36, and 41) refer to translation in learning, understanding and delivering English. Aspect 2 can be labeled, Beliefs about a traditional orientation to learning English.

Five items stacked on the aspect 3, Beliefs about the quality and sufficiency of classroom instruction for learning English. Two items (7, 45) identify the fulfillment of English instruction. Two other items (3, 27) address the adequacy of instruction used in the classroom in building up the four language aptitudes. The rest of the item is item 26 refers to the capacity to learn a foreign language. Aspect 3 may be depicted as Beliefs about the quality and sufficiency of classroom instruction for learning English.

Beliefs about foreign language aptitude and difficulty come to be the fourth aspect. This aspect stacks on three items, 16, 23, and 30. The three items indicate factors in foreign language learning capability such as gender, ability in math and science, and foreign language aptitude. Aspect 4 can be categorized into Beliefs about foreign language learning aptitude.

The willingness to communicate questionnaire which is obtained from Cao and Philp's (2006) and Weaver's (2005) was utilized to respond to the second research question. Items 2, 5, 8, 10, 11, 12, 13, 14, and 15 of the questionnaire were adjusted from Weaver's (2005) and adopted from Qiuxuan Xie (2011) study. Cao and Philp (2006) required the advancement of a different L2

WTC classroom instrument and proposed that Weaver's (2005) covering distinctive between speaking and writing circumstances explicit to an EFL classroom setting gives a potential model. The rest items: 1, 3, 4, 6, 7, and 9 are bound to happen in Indonesian EFL classroom, for instance, "volunteer an answer in English when the instructor poses a question in class" and "ask the instructor some questions in English in class". Thusly, these items from Cao and Philp (2006) were adjusted for the present WTC scale. Weaver's (2005) WTC questionnaire was intended to gauge Japanese L2 students' WTC. The questionnaire comprised of 34 things, of which 17 items refer to learners' willingness to communicate in English and the other 17 items measure their ability to write in English. As same as Japanese students and Qiuxuan Xie (2011) to Chinese students, Indonesian students also share a comparable Asian culture. In this way, it had all the earmarks of being increasingly important and conceivable for this study to adjust Weaver's (2005) to explore Indonesian EFL students' willingness to communicate.

The data was collected by delivering permission for data collection to the head of the school and the English teachers as the first stage. The data sheets which were delivered to the teachers, with respect to the reason and procedure of leading this research, were allowed by the teachers. The English teacher also helped to adjust classes which were suitable for the research requirements. At that point, the researcher organized a suitable time for information assortment with the teachers for the following step. The following stage concentrated on the completion and collection of the students' beliefs and WTC questionnaires. The researcher also informed that the students' participation in completing the questionnaire would be completely intentional and their cooperation in this research would not influence their accomplishment as respects to their evaluations. The information was also delivered to the participants that the information they gave will be gathered secretly and kept privately by the researcher. The questionnaire completion took around fifteen minutes of class time to finish. According to Gay et al., (2005), data analysis is a basic stage in the research procedure that requires the researcher to know and comprehend the information and data on the research. The first and second research questions were analyzed using descriptive statistics. It means the mean score and standard deviation were calculated. The third research question was analyzed using Pearson chi-square to find out whether any relationship between two variables. Statistical Package for Social Sciences (SPSS) was utilized to break down the descriptive statistics of the willingness to communicate and students' beliefs from the result of the

questionnaires. Descriptive statistics give a basic synopsis or diagram of information, in this way enabling the researcher to increase a superior general comprehension of the data set and information index (Mackey and Gass, 2005).

## RESULT

This section presents the results regarding the research questions. Those research questions are: (1) To what extent are senior high school students' belief in EFL classroom situation? (2) To what extent is senior high school students' willingness to communicate in EFL classroom situation? (3) Are there any relationships between senior high school students' beliefs and willingness to communicate? Therefore, this section is divided into three sub-sections in accordance with those research questions.

**The Extent of Students' Beliefs in EFL Classroom Situation**

This sub-section provides students' beliefs which was intended to answer the first research question. There are four aspects in the questionnaire which are categorized into belief about English language learning, belief about a traditional orientation to learning English, belief about the quality and sufficiency of classroom instruction for learning English, and belief about foreign language aptitude and difficulty. The mean score and standard deviation of each item are presented as follow.

**Table 1. Mean Score and Standard Deviation of Students' Beliefs**

| Items | | M | SD |
|---|---|---|---|
| **Aspect 1.** *Belief about English Language Learning* | | | |
| 43 | The longer the duration to learn English, the more enjoyable it is | 3.00 | 0.83 |
| 40 | The reason to study English | 3.54 | 0.57 |
| 15 | The importance to learn English through media | 3.39 | 0.54 |
| 17 | The opportunity to use English | 3.33 | 0.60 |
| 44 | Practice speaking in English to foreigner | 2.49 | 0.66 |
| 5 | The importance to know English speaking country | 3.33 | 0.66 |
| 4 | Belief to be able to speak in English | 3.51 | 0.55 |
| 21 | Leaning English to get a job | 3.34 | 0.62 |
| 2 | English class should be enjoyable | 3.25 | 0.67 |
| 11 | The importance to repeat and practice a lot | 3.43 | 0.59 |
| 9 | Guessing unfamiliar word | 3.04 | 0.59 |
| Average | | 3.24 | 0.62 |
| **Aspect 2.** *Belief about a traditional orientation to learning English* | | | |
| 41 | Translation to help understanding | 2.95 | 0.62 |
| 36 | Saying something in Bahasa before English | 2.74 | 0.65 |
| 32 | Learning a word means learning translation | 2.94 | 0.63 |
| 20 | Learning English is mostly about translation | 2.89 | 0.66 |
| 8 | Preferring Teacher's explanation in Bahasa | 2.78 | 0.78 |
| 14 | Learning English is mostly about grammar | 2.70 | 0.66 |
| Average | | 2.83 | 0.66 |
| **Aspect 3.** *Belief about the quality and sufficiency of classroom instruction for learning English* | | | |
| 45 | Satisfaction with English education learned | 2.59 | 0.84 |
| 7 | Satisfaction with the progress of learning English | 2.70 | 0.62 |
| 27 | English education at school to help to speak and to understand English | 2.26 | 0.69 |
| 3 | English education at school to help to read and to write in English | 2.39 | 0.70 |
| 26 | Indonesian are good at learning English | 2.85 | 0.65 |
| Average | | 2.56 | 0.7 |
| **Aspect 4.** *Belief about foreign language aptitude and difficulty* | | | |
| 16 | Girls are better than boys in learning English | 2.08 | 0.74 |
| 30 | Special ability that some people have to learn English | 2.68 | 0.78 |
| 23 | To be able in math and science are not good in learning English | 1.90 | 1.25 |
| Average | | 2.22 | 0.92 |
| Overall Students' Beliefs | | 2.71 | 0.73 |

Table 4.1 shows that in general, the senior high school students had medium level of students' belief with the overall mean score of 2.71 on four point likert scales. The mean score of students' belief about English language learning was 3.24, which is high. The students reported that they enjoyed learning English when the duration was long moreover when they had tapes and television as the learning media. They also reported that they were sure that someday they would speak English very well because they believed that by studying English, it would be useful for them to use it and to communicate with English speaking people, so that they needed to know English speaking country to help them in learning English. Furthermore, they were quite interested in enjoyable English classroom activity such as practicing English through speaking with foreigner and guessing words they did not know. Above all, they possessed belief about English language learning such as, the importance of repetition in learning English and its influence toward occupation.

Nevertheless, the students showed a medium level in belief about a traditional orientation to learning English (M=2.83). The average score of this aspect ranged from 2.70 to 2.95. It shows that the students slightly agreed that to understand and to say something in English, they needed to translate into Bahasa Indonesia

even if it is done word by word. They tended to prefer having their teacher explained the material in Bahasa Indonesia to English. Then, they also quite agreed that learning English is mostly about grammar rule and translation.

The mean score of the student's belief about the quality and sufficiency of classroom instruction for learning English was 2.56, which can be categorized into medium level. By English education they had received in school and their progress during learning English, they felt quite satisfied. They also reported that English education at school could help them to speak, read, write, and understand English. Even if so, they needed to study English more at home because they also quite agreed that Indonesian are good at learning English.

Furthermore, the students showed a quite medium level in students' belief about foreign language aptitude and difficulty (M=2.22). The students reported that in learning English, there would be some students whose English were better than others such as girls were better than boys. They slightly agreed that some people were born with special ability which is useful for learning English. Nevertheless, the students argued that when someone was good in science and math, she or he would not be good in learning English. Therefore, they found that when someone was good in science and math, she or he would be good in English too.

**The Extent of Students' Willingness to Communicate in EFL Classroom Situation**

This sub-section provides students' willingness to communicate which was intended to answer the second research question. There are 15 items in the questionnaire. In order to answer the second research question, the mean score and standard deviation were calculated. Table 4.2 presents the results.

**Table 2. Mean Score and Standard Deviation of Students' Willingness to Communicate**

| | Items | M | SD |
|---|---|---|---|
| 1 | Willing to answer teacher's question | 2.64 | 0.61 |
| 2 | Answering a question in English | 3.00 | 0.58 |
| 3 | Talking to teacher in English | 2.25 | 0.52 |
| 4 | Asking a question in English in class | 2.43 | 0.61 |
| 5 | Asking a question in English in private | 2.26 | 0.60 |
| 6 | Presenting opinion in English | 2.37 | 0.66 |
| 7 | Participating in pair discussion in English | 2.85 | 0.57 |
| 8 | Saying sorry in English | 2.77 | 0.63 |
| 9 | Helping others answer a question in English | 2.82 | 0.71 |
| 10 | Singing a song in English | 3.16 | 0.67 |
| 11 | Reading out a conversation in English | 3.09 | 0.56 |
| 12 | Saying thank you in English | 2.92 | 0.68 |
| 13 | Introducing self in English | 3.06 | 0.61 |
| 14 | Greeting classmate in English | 2.46 | 0.73 |
| 15 | Giving a speech with notes | 2.11 | 0.67 |
| | Average | 2.68 | 0.63 |

Table 2 shows that in general, the senior high school students had medium level of willingness to communicate with the average mean score of 2.68 on four point likert scales. The students reported that they were quite willing to ask a question in English to the teacher in class when they were unsure about the course content. When the teacher gave them a question, they were quite confident to answer and to help their friends to answer the question in English. In pair discussion, they were quite willing to participate themselves and present their opinion in English. In their daily activities, they loved singing some English songs, introducing self in English, and reading out a conversation in English which come to be the highest mean scores of the questionnaire result. They sometimes said hello, sorry, and thank you to each other in English. It implies that they were quite willing to communicate in English if the speaking tasks were quite easy and simple.

Yet, they were not quite confident to give a speech with notes. It was probably because when they delivered speech, they should talk in English in a quite long duration and they were afraid of making mistakes in their pronunciation and notes they made by themselves. They were also least willing to talk to teacher in English even when they needed to ask a question privately to the teacher.

**The Relationship between Students' Beliefs and Willingness to Communicate**

This sub-section provides the relationship between the students' beliefs and willingness to communicate which was intended to answer the third research question. There are four aspects and the total score presented in this section which correlate between willingness to communicate and students' beliefs in EFL classroom which were investigated using Pearson chi-square test. Preliminary analyses were performed to ensure no violation of the assumptions or normality, linearity and homoscedasticity. The significance level of each aspect is presented as follow.

**Table 3. Relationship between Aspects of Students' Belief and Willingness to Communicate**

| | Aspects of Students' Belief | WTC |
|---|---|---|
| 1 | English Language learning | .000 |

| 2 | Traditional orientation to learning English | .248 |
|---|---|---|
| 3 | Classroom instruction for learning English | .242 |
| 4 | Foreign language aptitude and difficulty | .000 |
| 5 | Total | .594 |

*. Correlation is significant at the 0.05 level (2-tailed).

Pearson chi-square test was computed to assess the relationship between students' beliefs and willingness to communicate. Table 3 provides the p value of each aspect. Aspect 1 indicates the relationship between willingness to communicate and belief about English Language Learning. It shows that there was significant correlation between the two variables, p= -.000. Meanwhile, the aspect 2 is about the students' willingness to communicate and belief about a traditional orientation to learning English. There was a correlation between two variables, p= .248.

Furthermore, the relationship between willingness to communicate and belief about the quality and sufficiency of classroom instruction for learning English is shown in the aspect 3 which is not significant, p= .242. Then, a significant correlation was found in the students' willingness to communicate and belief about foreign language aptitude and difficulty, p= .000 which is shown in aspect 4.

The overall correlation was indicated from students' willingness to communicate and students' belief. It shows that students' belief is correlated with willingness to communicate even though the correlation is not significant, p= .594 shown in total aspect. In conclusion, it indicates that there was relationship between students' beliefs and willingness to communicate.

**DISCUSSION**

This sub-section provides the discussion of the key-findings regarding students' beliefs and willingness to communicate in EFL classroom.

**The Extent of Students' Beliefs in EFL Classroom Situation**

The data generated through the descriptive analyses of the questionnaire items related to four aspects of students' belief as classified in BALLI as perceived by Indonesian senior high school students in EFL classroom situation has various implications. The overall mean score in four aspects of students' belief is identified as medium level. It is quite different from the previous study by Seungheui Lee (2014) which identified strong belief of 60.7% and 39.3% of moderate which was drawn from the questionnaire results. It was probably because of

the participants of the previous study was international students in four-year institution who learn English in Auburn University. Seungheui Lee (2014) reported that the international students' motivation to learn English was strong because they believed that it could pursue them to succeed in their academic career or personal satisfaction. They rated the item 6 of the questionnaire in the previous study, *I believe that I will learn to speak English very well* and item 20, *If I learn to speak English very well, I will have better opportunities for a good job* to be the highest score with the overall mean score (M= 4.27) on five point likert scales, while in the present study, those items also come to be influential belief. Furthermore, the participants in both previous and current studies stated that *learning English is mostly about grammar rule*. It is also confirming the findings of both two studies that the participants believed that *people from their country are good at learning English*.

Hence, belief about foreign language aptitude and difficulty comes to be one of the minimum scores in the present study. A similar result showed in a study by Al-Maliki & Javid (2018) reported that beliefs about foreign language aptitude and difficulty of language learning had been positioned to be the most minimal score. Then, they expressed that the students did not consent to the explanation that the individuals who are great at math and science are bad at learning another language. The second least preference was recorded for the item that seeks their perception about women are better at learning a foreign language compared to men. The participants also did not favor the belief that some people are born with special ability to learn a foreign language. The University undergraduates in Foreign Languages Department as the participants in the previous study had favored the beliefs related to motivations and expectations confirming the same result of Hayati (2015) which stated that most of the students were motivated to learn to speak English very well in order to have better job opportunities. It indicates that the participants in those previous and current studies were engaged to learn English which concerned to the occupation opportunity.

The current study stated that item 23 *people who are good at math and sciences are not good at learning foreign languages* comes to be the lowest mean score of the questionnaire results. It shows that the students believed that those who are good at calculating numbers in those subjects, can also be the guarantee to have the same good ability in learning foreign language even if learning foreign language are mostly about memorizing new words not calculating numbers. On the other hand, the item 40 *I study English because it is useful to communicate with English speaking people* shows the highest score in this study (M=3.54). It means that

communicating in English with foreigners could be something interesting for them to be one of the main reasons to study English. It is probably because they realize that English in an international language where many people speak that language. Having an experience in English conversation with a foreigner both inside and outside the school could also be the trigger for them to learn English continuously.

**The Extent of Students' Willingness to Communicate in EFL Classroom Situation**

Although this study had almost the same criteria of the participants with the previous study, in which the participants were secondary students aged from 16-19, both studies showed different results. The previous study by Qiuxuan (Melody) Xie 2011 was in Chinese secondary students selected from rural area who had few opportunities to contact foreigners as there were almost no foreigners staying there. It had generally low levels of L2 WTC. Meanwhile, the current study indicates in general that Indonesian senior high school students in EFL classroom had medium level of willingness to communicate. Both previous and current study also use the same willingness to communicate questionnaire items developed by Cao & Philp, 2006; Weaver, 2005. Although the overall mean scores of both previous and current studies are in different level, the participants in the previous study tended to be highly willing to read out the conversation in English confirming the participants in the current study in which they also loved to read out a conversation in English. It means, the participants in the current study were confident and willing enough to learn English by reading and pronouncing words on the text book they have.

The two participants in the past and the present study were Asian English students who had little chance to talk with local speakers of English and they basically obtained the L2 in classroom settings. Rural Chinese secondary students were reluctant to converse both in private and before the class with the instructor or ask the instructor a question. When the instructor posed a question, 59% of them were less ready to volunteer an answer particularly when they were not absolutely certain about their answers. At the end of the day, they fear of being marked as "knowing nothing" yet "liking to show off" Qiuxuan (Melody) Xie 2011. Meanwhile, the participants in the present study showed the low score in the willingness to communicate questionnaire result regarding talking to teacher privately in English which indicates that the participants in the current study were not willing to talk one on one especially to the teacher.

On the study by Ayfer Su Bergila (2016) in University to the preparatory class, students presented

that they had average willingness to communicate levels. In any case, in the relational and companion classification, they had exceptionally low WTC levels demonstrating that the students felt bashfulness and hesitance with the goal that the significance of relational or pair work exercises should have been finished and watched cautiously by the teachers. Meanwhile, in this study, the students were quite willing to communicate in pair discussion. Yet, the participants in the current study were least willing to give a speech even with notes. Although it is kind of reading activities, they need to deal with the long duration, pronunciation of words, and creating sentences in English which were probably quite hard for them. They were also least willing to talk to the teacher privately in English even when they needed to ask a question to the teacher in English.

**The Relationship between Students' Beliefs and Willingness to Communicate**

Beliefs about language learning have an influence on how the individual approaches the material and create an impact on performance in class. To assist students to be successful learners, educators must understand accurate information regarding students' beliefs in language learning (Kumiko Fushiho, 2010). The heuristic model of willingness to communicate in an L2 by MacIntyre et al. (1998) showed that WTC is legitimately influenced by State Communicative Self-Confidence (consisting of perceived competence and a lack of anxiety, p. 549) and desire to communicate with a specific person. However, the causal relationship between students' beliefs and willingness to communicate in the EFL classroom situation has not been investigated empirically.

Certain beliefs can heavily influence a learners' motivation to master a target language. Learner beliefs play a prominent role in the understanding of a student's success and satisfaction in their respective language classes. Therefore, it could be an n important task for the students especially teachers to understand the students' beliefs because students' beliefs can possibly impact both their experiences and activities as language students (Horwitz, 1987, 1988). Beside that, the target language and an ability to incorporate into the target language network is uplifting frames of mind regarding integrative motivation (Gardner and Lambert, 1959).

The result of the current study stated that there is a positive correlation between students' beliefs and willingness to communicate which is indicated from the questionnaire results. The mean score of two aspects of students' beliefs which are belief about English language learning and belief about foreign language and difficulty show significant relationship. Meanwhile, the overall

mean score of students' beliefs and willingness to communicate shows medium level. It means that the participants do not perceive high belief of language learning which influence their confidence and willingness to communicate. Therefore, the more the participants perceive high level of students' beliefs, the more their willingness to communicate will be.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the results and discussion presented in chapter four, three conclusions are drawn. First of all, it is reported that Indonesian senior high school students in EFL classroom had medium level of students' beliefs where just some items show high level compared to the other studies conducted in university and high school students.

Second of all, Indonesian senior high school students perceived that their willingness to communicate are in medium and low level where just three item show high level of their willingness to communicate. Nevertheless, they were still quite willing to participate in English pair discussion in the classroom even if their classroom and social situation had little opportunity to speak in English as their L1 are mostly used in daily communication. It could be a positive aspect compared to previous study where the participants were least willing to talk in English I their discussion.

Third of all, beliefs about language learning should be considered as one of the factors of successful learners and their willingness to behave on something. Therefore, assessing students' beliefs could help both students and teachers to achieve the goal of learning target language because they also can certainly influence students' motivation to behave on something that support their process in learning the target language. The current study shows that students' beliefs relate to their willingness to communicate in which the higher the students' beliefs are, the more confident and willing they will be to communicate the target language. It means, the more the teacher encourage the students and the more the students perceive on high particular beliefs, the bigger the chance to achieve successful learning will be.

### Suggestions

Considering the findings and the discussion, the researcher would like to give some recommendations for students, English teachers, and future researchers. First, students are recommended to perceive some particular beliefs in learning the target language in order to motivate them to perform better learning outcomes especially in their willingness to communicate as one of the important goal of language learning. Second of all,

teachers are expected to encourage the students in order to enhance their motivation and beliefs in language learning, and to provide good learning environment to pursue them to be willing to do something such as communicating, asking questions, answering question, and other activities that support their development in language learning. Third, since the sample was limited to one senior high school in Surabaya and Sidoarjo, the result may not be sufficient to be used to generalize the issue. Thus, research with larger sample from different educational levels and using different sampling techniques and even the research methodology are needed.

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