A Survey Qualitative Study: Factors on Promoting and Hindering of Foreign Students to Communicate English

Rizky Gushendra
Universitas Islam Negeri Sultan SyarifKasim Riau, Indonesia
rizky.gushendra@uin-suska.ac.id

Mira Ayu Defitri
Universitas Islam Negeri Sultan SyarifKasim Riau, Indonesia
miraayudefitri@gmail.com

Abstract

The purpose of the study to investigate foreign students about the factors that influenced their willing to communicate English. The objectives of this research were to explain about the factors promote and factors hinder foreign students in using English. This research was administered at State Islamic University of Sultan Syarif Kasim Riau. The participants of this research were three foreign students and their classmates at State Islamic University of Sultan Syarif Kasim Riau. The researchers used purposive sampling to select the participants based on their judgment, then did some interviews to foreign students to triangulate into their classmates, which was used to confirm the information given by foreign students. Furthermore, the data were analyzed through reviewing, transcribing, coding and interpreting it. The data that had been collected through interviews were transcribed. Then, the data were matched and categorized into two categories. Finally, the result of analysis showed that both of the foreign students were influenced by language learning orientation, social influences, self-confidence, language anxiety and interlocutors as the factors promote and factors hinder underlying their willingness to communicate in English.

Keywords: Promoting Language, Hindering Language, Foreign Student, University

1. Introduction

Indonesian universities have become one alternative of destinations of foreign students to continue their study. According to Minister of Research, Technology, and Higher Education (Menristek-Dikti), Mohamad Nasir stated that there are 6000 foreign students studying in Indonesia. There are many Indonesian universities open undergraduate program for foreign students. For example, University of Padjajaran, the applicants always increased. According to the quota is only for 125 foreign students, but the applicants who want to register are almost 400 foreign students. They come from 20 countries, such as India, Malaysia, Japan, South Korea, Afghanistan, China, Iran, Nigeria, Pakistan, Thailand, Turkey, Tanzania, Vietnam, Yordania, Rusia, and Kyrgiztan.

Islamic Universities also accept foreign students. Such as foreign students at State Islamic University Syarif Hidayatullah of Jakarta (UIN Jakarta) who come from Malaysia, Thailand, Afghanistan, and Africa. For Thai students get scholarship from Ministry of Religious Affairs (Kemenag). According to Director of Islamic Higher Education (Diktis) Kemenag RI, Dede Rosyada in Kemenag (2013) stated that the scholarship is realization of collaboration between Ministry of Religious Affairs and Southern Border Provinces Administrative Center (SBPAC) Thailand. 50 of Thai students studied at UIN Jakarta, UIN Sultan Syarif Kasim Riau, UIN Sunan Kalijaga Yogyakarta, UIN Alaudin Makasar, UIN Sunan Gunung Jati Bandung, and UIN Maliki Malang. Each Indonesian university has its own policy about foreign students for undergraduate program. The policy for foreign students' admission depends on the head of university. This following is the policy about foreign students' admission based on some Indonesian universities:

English Education Department is one of the favorite majors that is offered by Faculty of Education and Teachers Training at State Islamic University of Sultan Syarif Kasim Riau. It also has foreign students from Asian countries. By having foreign students, it gives the new experiences for domestic students and it brings educational and cultural diversity. As the foreign students, they will face different language, culture, life society, academic environment, friendship, etc. It will become the challenges that must be faced while they are in a country in which English is not as a second language for Indonesian people. They come from different countries. Each country has its own characteristics, mainly in using English to communicate. It demands them to have good English proficiency.

This diversity makes a space between domestic students and foreign students, because they tend to be individualist in campus environment. The main cause is different language in communication. Most of the foreign students do not have good English proficiency. It makes other students reluctant to make a friend with them. Instead, the diversity opens the chance both of domestic students and foreign students to understand and learn cultural diversity. The writer once had a classmate who came from an Asian country. She was an inactive student. She only listened without talking alot. She seldom used her English. It showed in learning teaching process, while lecturers tried to speak by asking her a question in English, but she could not say anything. Almost all of the participants in the classroom were hard to have good communication with her. She only wanted to speak with certain students who could understand her ability. The writer thought that it was caused of her lack of English and it was related to her English proficiency.

In line with Ford, 2009 noted that there are students who enter universities without having mastered fundamental English skills. In addition, due to the diverse methods of university entrance exams, some students are admitted to university without having to take language (English) exams. He also explained, students are required to have English proficiency by following some English tests as requirements before entering universities, especially for foreign students. It can give the information about students' English proficiency. On the otherside, foreign students who are accepted by the

university without having language exams will get more difficulties while they are in the campus environment.

The issue of foreign students' proficiency in English while entering the university influence overall social and academic success of international students. It makes the writer assumes that there are some factors that influence foreign students to promote and hinder in using English while they are connected in a communication. There are two factors which promoted on this study 1) *Promoting Factor;* is used to determine which unobserved latent variables (Richards and Schmidt, 2010). Meanwhile, promote is similar to encouragement which refers to make someone more likely to do something (Cambridge University Press, 2016). So, factors promoting in using English is to find out what factors underlie foreign students to communicate in English. 2) *Hindering Factor*; refers to limit the ability of someone who can emerge not to do something. It involves someone in a situation that can limit personal development (Cambridge University Press, 2016). Factors hindering in using English is to find out what factors underlie foreign students reluctant to communicate in English.

From the background above, this research is focused on the factors of foreign students' perception on using English as the instructional teaching communication. So, the writer specifies the problems into the following research questions:

a. What factors promote foreign students use of English at State Islamic University of Sultan Syarif Kasim Riau?

b. What factors hinder foreign students use of English at State Islamic University of Sultan Syarif Kasim Riau?

2. Literature Review

The Importance of English Proficiency for Foreign Students

Many studies (e.g. Ellis, 1978; Han, 1975; Porter 1962; and Zain, 1965 in Robertson (1983) recognize that English language proficiency becomes important major in academic environments. In reference to Robertson (1983) English language proficiency is a major important to foreign students. Spalding and Flauke in Chen (2005) argue that English proficiency is the variable that correlates the most prominently with academic success.

Foreign students will get difficulties to communicate with other people if they do not have English language proficiency. Nenyod, 1975 in Robertson (1983) found that the major problems of foreign students were in two areas, communication and academics. These areas are language difficulties of foreign students.

In line with a recent study by Li and Ruan (2013) states that language difficulties in EAP (English for Academic Purposes) learners studying English at University in Mainland China, they get difficulties on; 1) communicating with others in academic studies, 2) reading and writing for both general and academic purposes, 3) understanding lectures delivered by teachers with various accent.

Foreign students are required to have good English language proficiency before entering the university. In this case, the universities have to obligate foreign students to follow language proficiency tests as admission of university. English language proficiency of foreign students is related to their academic performance. Language proficiency tests such as the

TOEFL are expected to inform university admissions decisions for foreign students

According to Martirosyan et al (2015) states that many researchers e.g., Hill, Storch, & Lynch, 1999; Huong, 2001; Johnson, 1988; Kerstijens & Nery, 2000) have investigated about relationship between English proficiency and academic performance of international students by utilizing standardized test scores such as TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System).

In accordance with Singh (2015) states that the students in Malaysia are qualified to further their study at graduate level based on their English language qualifications such as TOEFL, IELTS results and academic qualifications such as their cumulative grade point average of their previous degree. A study conducted by Messner and Liu in Seaver (2002) also explored the correlation between TOEFL scores and international graduate student academic success as defined by grade point average.

According to Hu (1991) stated that there is no doubt of TOEFL has become the most preferred measure in determining the extent to which foreign students have developed the English language skills necessary for successful study in American colleges or universities. In line with Staynoff in Martirosyan et al. (2015), examined that participants who had high TOEFL scores were more likely to have a high GPA, and those who had low TOEFL scores were more likely to have a low GPA.

Gunnarsson in Hu (1991) states that it is possible that many tests, regardless of their labels of "intelligence," "achievement," or "personality," may appear to measure

language proficiency. In accordance with Streiff in Hu (1991) also claims that language skills cannot be separated from the measurement of academic performance. Both of the experts give a clear describing that academic performance is showed by language skills of foreign students.

Although TOEFL is widely used to assess foreign students in universities, the minimum score requirement still does not give a clear reality of foreign students' English proficiency. A recent study by Hu (1991) demonstrates that a review of the studies of the relationship between English proficiency as measured by the TOEFL and academic achievement as measured by grade point average (GPA) does not give a clear answer for admissions offices.

Meanwhile, there are a number of studies emphasizing the relationship between language proficiency and academic performance, there are also studies implying that TOEFL scores cannot be a good predictor for international students' success. According to Krausz et al, 2005 in Martirosyan (2015) indicates that TOEFL scores were not associated with academic performance of international graduate students.

TOEFL scores cannot guarantee foreign students' success on their academic performance. It means that they will not face academic skills difficulties. They should have self-perceived to show that they have a good English proficiency. Their success in academic performance can be measured by their grade point average (GPA).

In a recent study by Nguyen (2011) was conducted a research about students of South Asian Countries challenge learning English in Australia states that the common problems of Vietnamese, Thai and Indonesian

students are pronunciation, speaking and plagiarism in writing. They was challenging when they were asked to write in paragraph or essay format. The result showed that Vietnamese students do not have difficulties in this skill, but they struggle with listening, while Thai and Indonesian students are better in this area.

The students of South Asian Countries passed the admission to learn English in Australia; it does not guarantee that they do not get academic difficulties, because it is influenced by their experiences in learning English at their home countries. In line with Nguyen (2011) states that Thai students admit their experience while they learnt to write in English, teachers only taught them how to write by sentences with teachers rarely instructing them how to write in long paragraphs or how to express their own opinions in their writing. Lee et al. (1981) found that self-perceived English proficiency is a strong predictor of satisfaction in progress toward foreign students' goals.

A qualitative research was conducted by Kamlaitip Pattapong (2015) from The University of Sydney, entitled *"Willingness to communicate in a second language: A qualitative study of issues affecting Thai EFL learners from students' and teachers' points of view".* He found that there were four main context four main categories of the variables contributing to the participants' WTC which comprised Cultural Context, Social and Individual Context, Classroom Context, and Social and Psychological Context. Each category was composed of various sub-categories. All sub-categories, such as self-confidence, language anxiety, language learning orientations, interlocutors, social influences, etc influence students' WTC to speak English.

A qualitative study was conducted by Christopher Weaver (2010) from The Temple University, entitled *"Japanese University Students' Willingness to Use English".* He found that different Interlocutors of language classrooms are often the primary opportunity for EFL students to use and learn English, it is important to identify factors that mediate students' L2 willingness in order to maximize the potential for language learning and the scope of L2 WTC research beyond spoken interactions to include writing tasks, in order to increase Japanese students' willingness to productively use English.

In reference to Burns in Tanaka (2002) conducted a questionnaire about academic difficulties with students from Hongkong, Indonesia, and Malaysia who was spending their second semester at an Australian university found that they are expressed much greater difficulty than Australian students with participation in class discussion, essay and examination writing, time management, and techniques of essay revising and taking examinations.

Based on the recent studies above, it also refers to educational system and English language teaching in foreign students' home countries which reflected conceptions of knowledge, standards, expectations, and learning approaches of foreign students. They can pass TOEFL/IELTS as the admission of the university, but it cannot guarantee that they do not get difficulties in their academic environment.

For example, oral communication is the common problem reported because lack of English language proficiency. It makes them hard to connect in communication with people. It will influence them in achieving their

success as the foreign/international students at the university. That is the reason why English proficiency is important for foreign students to get academic success.

2. Factors Promoting and Hindering of Foreign Students to Use English

The main purpose of learning a foreign language is to make students able to use it for meaningful and effective communication both inside and outside the classroom. The successful students in learning a foreign language depend on themselves which means the intensity of students to use it for daily communication.

When the primary reason for language learning is defined in terms of communication (MacIntyre and Charos, 1996 in Jung (2011)), the issues of students will communicate in English when they have chance to do so and what will affect their willingness to communicate gain attention. It means students reluctant to speak in foreign language/second language is related to the concept of willingness to communicate (WTC). The MacIntyre et al., (1998 in Pattapong (2010)) indicate the model of WTC drew together linguistic, communicative and social psychological variables as factors contributing to WTC in a second language

Willingness to communicate is a complicated phenomenon in the target language classrooms. The concept of "willingness to communicate" (WTC) was originally developed by McCroskey and associates (McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1990, 1991 in Peng (2007)), to capture the trait-like personality that individuals display in

first language (L1) communication. MacIntyre and associates applied the WTC construct in a second language context (MacIntyre & Charos, 1996; MacIntyre, Dörnyei, Clément, & Noels, 1998 in Peng (2007)).

According to MacIntyre et al, in Mahdi (2014) define WTC as a state of readiness to enter a discourse at a particular time with a specific person or persons using an L2. In reference to Kang, 2005 in Weaver (2010) defined willingness to communicate entails "an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversation context, among other potential situational variables". Willingness to communicate is defined as the conscious choice to enter into communication with another person when free to do so (MacIntyre & Legatto, 2011 in Osterman (2014)).

The notion of "Willingness to Communicate" (WTC) is a model that integrates psychological, linguistic and communicative variables in order to describe explain and predict second language (L2) communication (Mahdi, 2014). In this case, the writer points out of WTC to the foreign students which are influenced by some factors which mean that WTC have some factors that make foreign students promote their English. In line with Wijaya and Rizkina (2015) found that why people differ in their WTC levels, there are some factors influencing their WTC levels, for example self-confidence and communication anxiety.

The students who have high willingness are more likely to communicate. According to McCroskey and Richmond, 1987 in Jung (2011)

concluded that "high willingness is associated with increased frequency and amount of communication, which in turn are associated with a variety of positive communication outcomes. Low willingness is associated with decreased frequency and amount of communication, which in turn are associated with a variety of negative communication outcomes". It can be concluded that WTC in foreign language learning is learners' tendency to engage in a communication which is influenced by learners' abilities, interlocutors, classroom atmosphere, etc.

Some of the foreign students can express their mind easily to communicate with people by using English, but the students are hard to communicate with others. It is caused by some factors that make them hinder to use English. It can be called as unwillingness to communicate. According to S Burgoon (1976 in Modirkhameneh and Firouzmand (2014)) introduced "unwillingness-to-communicate" (UWTC) as a tendency to avoid oral communication in the attempt to describe the diversity in language behaviors. According to Osterman (2014) lowered WTC is caused by anxiety (Williams & Andrade, 2008), communication apprehension (Byrne, Flood, & Shanahan, 2012; Matsuoka & Rahimi, 2010), and learners' perceptions and attitudes (Leger & Storch, 2009). However, there may be other socio-cultural factors that also affect students' WTC.

The foreign students who are less willing to communicate because they who do not have good English proficiency, feel fearing while speaking with others, feel worry when they make a mistake during interact with the interlocutors. The reasons of less willing of foreign students can be proved by a recent study by Hamouda (2013 in Mahdi (2014)) on Saudi' students have investigated the causes of the non-participation of students in EFL classrooms at Qassim University. He noted some causes such as poor English proficiency, fear of speaking in front of others, shyness, lack of confidence and fear of making mistakes.

Based on the recent studies above, foreign students who have less willingness to communicate are caused by lack of English language proficiency. It is also known as UWTC which influenced factors that make foreign students hindered using English. These following are factors promoting and hindering foreign students to use English:

Language Anxiety

Anxiety can be defined as feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983 in Sun (2008)). It commonly happens to people, especially students in foreign language learning. It can prevent their performing successfully which means anxiety correlates to language learning. It can be known as language anxiety.

The term foreign language classroom anxiety or foreign language anxiety was defined by Horwitz, Horwitz, and Cope (1998, in Wang (2011)) in three domains: (a) communication apprehension, (b) test anxiety, (c) and fear of negative evaluation.

The explanation of three domains above is as follows: Communication apprehension originates from the need to speak in front of the group, while test anxiety comes from fear of failure on

tests. Fear of negative evaluation is connected with others' judgment in any social situation such as a job interview or presentation.

Language anxiety is one of the main factors which influence language learning, no matter what the learning setting is (Oxford, 1999 in Bashos et al (2013)). According to Richards and Schmidt (2010:313) states that language anxiety is feel fearing with language learning and use. Foreign language anxiety is a situation-specific anxiety. It is similar in that respect to public speaking which is a cause of poor achievement, anxiety under specific instructional and language learning. In line with Horwitz et al., (1986 in Alrabai (2014)) as "a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process"

In reference to Horwitz (1984, in Sun (2008)) stated that a number of students believe nothing should be said in the foreign language until it can be said correctly. Such beliefs students must produce anxiety while they are expected to communicate in the second tongue before fluency is attained. Often excellent language students make mistakes or forget words and need to guess more than occasionally. Due to its emphasis on interpersonal interactions, the construct of communication apprehension is quite relevant to the conceptualization of foreign language anxiety (McCroskey, 1977).

For example, teaching and learning English in Saudi Arabia is not actively used in everyday activities because English is still considered as a foreign language (Alrabai, 2014). One significant reason is low competence of Saudi learners in English which is caused by the feeling of anxiety in English classes. Most learners often avoid participating in classroom discourse, are unwilling to provide responses, seldom ask questions, are unwilling to engage in class discussions, and are overly dependent on their teacher.

In language learning, teachers' role is to assist language learners' anxiety in achieving their performance goals in the intended target language. Horwitz, Horwitz, and Cope, 1986 in Bashosh, et al (2013) proposed that FL anxiety has three components: communication apprehension, test anxiety, and fear of negative evaluation. Cheng (2004) has classified FL anxiety into cognitive, physiological, and avoidance behavior.

The three components of FL anxiety above hindered foreign students to use English. It means foreign language anxiety (FLA) is one of the factors hindering foreign students in using English, mainly in their academic environments. If they cannot control their anxiety, it will influence their performance goals in language learning.

Self-Confidence

Self confidence: according to Ganschow and Sparks, 1991 in Kim (2004) suggest that self-confidence can be defined as the language student's perception of the ease of L2 learning. Students' perception can be measured in two dimensions: perceived communication competence and language anxiety (Clement, 1990 in Kim (2004)).

As the experts explained above perceived self-competence in English is the participant's self-assessed competence in English communication, which will be assessed by a scale with second language (L2) items adapted from MacIntyre and Charos (1996) in Kim (2004). In reference to Telbis et al.

(2014) conducted a research which is found that language confidence will be a problem for foreign students when it comes to socializing.

Based on the experts above, self-confidence influences foreign students' willingness to communicate. Social life which includes social adaptability, language barriers, and academic ability will also affect their confidence. It means their experience in learning English at their home countries have an important role in enhancing their confidence.

Interlocutors

According to Pattapong (2015) states that interlocutors refer to those whom the participants communicate with in class including teachers and classmates. Students have more opportunity to speak with their classmates than their teacher. It shows that students' willingness depends on with whom they communicate.

In a recent study by Bukhari, et al (2015) conducted a research to Pakistani students. He states that students were willing to initiate communication in situations experienced before, like communicating with their friends or group discussion. They did not feel confident enough to initiate or continue their communication in unfamiliar situations like public speaking in English. They were less willing to communicate in other situations. It seemed that the students are afraid of making mistakes in front of others. The other reasons included being embarrassed in public, losing face etc.

Interlocutors give the contribution to encourage foreign students' willingness to communicate. They may become more willing to communicate with friends, because they feel comfortable to talk without any worry in making mistakes. Vice versa, they will reluctant to communicate with teachers, lecturers, or new people that demand them to speak perfetly.

Social-Influences

Foreign students who are new in a different environment would be difficult to establish social networks. Some of them only hang out with people from their home countries. They have more limited social networks and they feel helpless when they are trying to communicate with people. It makes them hard to make new friends with domestic students. According to Akanwa (2015) domestic students need to develop multicultural skills and diversity awareness as invaluable skills for today's global economy, while international students could learn language, culture, and communication skills from domestic students.

Some international students do not know how to find opportunities to develop friendships with domestic students and other international students. Perhaps both international students and domestic students can create opportunities to meet new friends, such as working part time on campus; initiating conversations with classmates, flat mates, neighbors, and staff; joining different interest and/or religious groups (Lee, 2014).

In a recent study by Pattapong (2010) indicates that the two types of social influences. The first type of social influence is a pressure from their family members and friends. It relates to their attitude toward learning English. The second type of social influence included help and encouragement that was classified as social support that seemed to affect the participants' WTC.

Those two types above have its own meaning in influencing students' willingness. The first type is social pressure seemed to decrease students' WTC. It does not affect students' WTC because they feel under pressure. Such as, students are demanded to be fluent in English by their parents, in order to get job opportunities. Meanwhile, the second type is help and encouragement. It seemed like a social push which is given by parents. It will increase students' WTC. For instance, they are asked to speak with native speaker whom they meet yet while they go to another place, in order to they are brave to use their English to communicate.

Based on the recent study above, the writer concluded that foreign students are willing to communicate while they are in familiar situation such as group discussions or when communicating with close friends which they feel comfort to express their mind by using English. Vice versa, they will have less willing to communicate in unfamiliar situations such as public speaking.

1. **Language Learning Orientation**

Belmechri and Hummel (1998 in Zarrinabadi (2011)) defined orientations as those "long-range goals which along with attitudes sustain a student's motivation to learn a second language." Furthermore, language learning orientation refers to the reasons why students chose to learn English. Various reasons that influence them chose to learn English, such as they could get a better job if they were good at English. They could communicate with anyone using English. They could gain access to a wealth of information, using English. These reasons can be classified into three-types of orientation: job orientation, communication tools, and knowledge seeking. (Pattapong, 2015)

The most recent studies had been conducted by Zarrinabadi and Abdi (2011) and Barjesteh, Vaseghi, and Neissi (2012 in Mahdi (2014)), who examined how individuals' factors affect and interact with WTC in English oral production. Zarrinabadi and Abdi (2011) investigated the relation between Iranian EFL learners' willingness to communicate inside and outside the classroom and their language learning orientations. They found language orientations correlate more closely with WTC outside rather than inside the classroom (Mahdi, 2014). It means the students have more WTC to communicate while they are in the outside of classroom.

According to Jung (2011) the relationship of language learning orientation (job, travel, friendship, knowledge and school) and WTC both inside and outside the classroom consistently correlated with WTC in second language (L2) where social support from friends is associated with high WTC, and the correlations between orientations for language learning and WTC support. For example, in terms of career orientation, Himelstein (1992 McKenzie, et al. (2001)) reported that students with a clear career orientation achieved higher GPA's and were less likely to withdraw from university than students lacking a clear career orientation.

Based on the experts' explanation above, language learning orientations refer to the reasons of foreign students before deciding to choose learning English. It relates to their goals in learning. It is very important to have long-range goals, because it can encourage them to always improve their English. Their goals will remind them to keep their spirit in learning.

3. Research Methodology

The study investigated about factors promoting and hindering foreign students in using English by choosing the qualitative research. It is concerned with developing social phenomena (Hancock, et al. 1998). According to Ary, et.al (2010) defined to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

In this study, the writer chose case study. It was to identify a cultural issue of individuals which focus on an in-depth exploration of the actual case (Yin, 2008). The focus is on developing an in-depth understanding of a case, such as an event, activity, or process. In education, this often includes the study of an individual or several individuals which is to understand an issue, such as students or teachers. (Creswell:477, 2012)

Participants of the Research

The participants of this research were three foreign students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau and their classmates. The writer used "purposive sampling" that referred to the writer's judgment sampling which is the elements judged to be typical, or representative, were chosen from the population (Ary, Jacobs, Sorensen, Razavieh, 2010).

It was to emphasize about the factors promoting and hindering in using English. The participants can use their personal judgment based on their knowledge about the phenomenon (Fraenkel and Wallen, 2009).

Instrument for Data Collection

The writer collected the data through interview. From interviewing the writer learned about the experiences, perceptions, and feelings of those being interviewed (Chims, 2008). The purpose of interviewing people was to find out what was on their minds—what they think or how they feel about something (Fraenkel and Wallen, 2009). The writer chose one-on-one interview which is a data collection process in which the writer asks questions to participant and records the answers from only one participant in the study at a time (Creswell 2002).

In this study, the writer used open-ended questions to gain understanding about the participants' experiences. It indicated an area to be explored without suggesting to the participants how it should be explored (Fraenkel and Wallen, 2009). The open ended question posed defined the topic under investigation but provided opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock, 2007).

In defining validity of the data, the writer used triangulation method. After interviewing the participants, the writer also interviewed participants' friends to ensure about the information from the participants. In addition to the emergence of cultural influences, the use of qualitative methods also revealed a psychological variable (in particular, self confidence) which had not been investigated in quantitative studies of WTC.

Table. 3.1 Guideline of Foreign Students Interview

Interview's Guideline Question of Factors Promoting	
Language Learning Orientation	1. When did you start learning English? 2. Why did you choose to take English as a major? 3. Do you think English important? Why? 4. What is your expectation in the future by learning English?
Social Influences	5. Do you enjoy learning English? Why? If not, why not? 6. Do parents have an important role to motivate you? What make you think they are your main motivation? 7. Did you get support from peers? How much is it important to you?
Language Anxiety	8. What make you tend to use English in language class? 9. How often do you prepare yourself before speaking? 10. Do you feel afraid when the teacher will correct your mistake? Why?
Self Confidence	11. Do familiar people make you feel more willing to speak English? Why? 12. Have you ever receive a good response from the teachers or peers in using English? What kind of response that you received? 13. Speaking spontaneously or speaking with preparation, which one makes you feel more confident to speak English?
Interlocutors	14. Who did you speak English with most, between your teacher and your friends? 15. In what situation would you speak most, between speaking in pairs or speaking in groups? 16. What do you think about friends who have more competent than you? Do they motivate you to speak English?

Interview's Guideline Question of Factors Hindering	
Social Influences	17. How often do you get difficulties to express your idea? 18. How do you convey your ideas while you are getting difficulties to communicate it? 19. What do you feel when your friends were looking at you when you used English in class? What would you do? 20. Have you get a negative evaluation from your peers? What would you do?
Language Anxiety	21. What do you feel when the language teacher asks questions which you have not prepared? 22. What will you do when you have to speak English without preparation? 23. How often do you prepare yourself before speaking

	in class?
	24. Do you feel afraid when the teacher will correct your mistake? Why?
	25. What will you do when you do not understand what the teacher is correcting?
	26. Are you afraid that the other students will laugh at you when you speak in the foreign language?
Self Confidence	27. How did you talk in English in a large meeting of strangers?
	28. Did you choose to ask your teacher some questions when you did not understand something in class?
Interlocutors	29. How did you feel when you use English to speak with your teacher/lecturer?
	30. Do you talk in English in a small group of strangers?

Table. 3.2 Foreign Students' Classmate Interview Questions

Foreign Students' Classmate Interview Questions	
Language Anxiety	1. Do you think that Mr.A/Mr.N tend to use English in class?
	2. While the lecturer is correcting Mr.A/Mr.N mistakes, did you ever see the lecturer gives the correction directly?
Self-Confidence	3. Did you ever see Mr.A/Mr.N prepare before speaking English, for example he makes sentences into a piece of paper while having a presentation.
	4. Do you think that Mr.A/Mr.N only speak English with familiar people?
	5. Do you think that Mr. A/Mr.N will talk English in a large meeting with strangers?
Social Influences	6. As a classmate of Mr. A/Mr. N did you support him in learning English?
Interlocutors	7. Mr.A/Mr.N said that he is more comfortable speaking English with lecturers or friends. What do you think about it?
Language Learning Orientation	8. As Mr.A/Mr.N classmate when his first time in the classroom. What do you think about his English?

Technique of Data Analysis

The writer used content analysis to analyze data collection which meant to reduce amounts of written data through the categories. Content analysis defined as a process of summarizing and reporting written data – the main contents of data. It focuses on language and linguistic features, meaning in context which used codes and categories (Cohen, 2007)

The use of data reduction technique: transcribing, coding, and interpreting data. It referred to transcribe the data, to

code the data into some categories and to interpret (Miles and Huberman, 1994). The first process was the writer transcribed the data of interviews, then the transcription of the data was be coded into some categories. The last, the writer interpreted the data that had been collected. According to Miles and Huberman (1994) the three components in analyzing the data:

1. Data Reduction

In the process of data reduction, the writer selected, focused, simplified, and transformed the data into a note or transcription. The data reduction was done during the research activities. Data collections were analyzed by using a data reduction technique: transcribing, generating categories through coding and interpreting data.

2. Data Display

This technique was used in arranging information, description or narration in order to draw the conclusion. By presenting the data, the writer considered about what she should do. In addition, she could make the analysis or take the action on her understanding. The data already displayed were done through the reduction of the data in order to reduce overlapping unimportant and ambiguous information.

3. Conclusion or Verification

The third activity was to draw conclusion and verification. In this study, conclusions were drawn continuously throughout the course of study. The writer accumulated and formulated her interpretation based on the data gained.

DATA ANALYSIS

Factors Promote of Foreign Students to Use English

Based on the data of interviews that writer had gotten, the writer found that there were four factors promote which influenced the interviewees to use English. They were: language learning orientation, social influences, self-confidence and interlocutors. These following presented the data of the interviewees on four factors promote of foreign students in using English:

1. Language Learning Orientation

According to Gardner in Keblawi (2009) stated that orientation refers to the reasons of individual in learning a language. In reference to Belmechri and Hummel (1998 in Zarrinabadi (2011)) defined orientations as those "long-range goals which along with attitudes sustain a student's motivation to learn a second language." Thus, language learning orientation refers to a set of reasons of students chose to learn English.

The writer found the participants of this study had their own reasons before choosing English as the major. They realized the importance of English as one of the international language. They had own expectations in learning English. If they were good at English, it would make them easy to get a good job after graduating and also be easy to go around the world. These following were participants' reports:

First Student   (S1)
"So, since my childhood I wish to become a diplomat. … I want to work in embassy or to become an ambassador itself…". (L.4)

Second Student (S2)

"I think English is really important for us because when we will go around the world, such as Europe, American, we will use English to communicate to others..". (L.2)

"I think English is convenient to get a good job and English is also easy to go around the world...". (L.3)

Third Student (S3)

"English is very very important because English important for Asia. English is used in Asian countries, right. Like Indonesia, Singapore, Thailand, Malaysia, Vietnam, Kamboja, and so on. For all of the country, of course English is important." (L.4)

2. Social Influences

Based on the foreign students' interview response, the role of social influences from parents and friends were found to be associated with the participants' willingness to use English in the class. Social influences related to the participants' attitudes towards learning and speaking English. They got much supports from parents. The participants were willing to speak English in class to please their parents. For example:

(S1) *"My father always supports my choice. My father never forces me to study what he wants. He supports me for education".*(L.6)

(S2) *"Yes, my parents really motivate me to learn English because they think speaking English is really important. While I can speak English, they think that I can get a good job in the future and also make them happy".* (L.7)

(S3) *"Yes, they are very important for me because my mom very motivate me. Every time I stated when I am unhappy with English. Because my mom supports me my mom told me "everything we learn, of course we have to try and to patient about what we learn".* (L.9)

The participants not only got supporting from their parents. They had good relationship with their friends. They shared anything about English. It was helping them to improve their ability in English, because they felt supported in learning English. These following were participants' response about their friends:

(S1) *"We support each other; we try to not intimidate each other. Everything they choose to be, I support them because friends is like that. We don't try to change our friend. They accepted, they supported...".* (L.7)

(S2) *"Yes, my friends very support me to study English. They think that when I can speak English and it can make them dapat pertolongan, nanti saya bisa ajarkan mereka dan sebaliknya. They always support me in learning English".* (L.8)

(S3) *"Yes, they're great for the relationship for me and friend because when I cannot explain for the content of English, I always ask my friends what the meaning of that, what the*

meaning of this. Yes, they are very support me". (L.10)

In reference to Bandura's (1977, 1986) social learning theory, cited in Murphey (1998) stated that:

"Imitation is more likely when we see similarity between the model and ourselves. Thus, children imitate same-sex role models somewhat more than opposite sex models. Finally, we are more likely to copy a model if we see the model's behavior leading to positive outcomes. Furthermore, models have a great impact on personality development. Children learn to be assertive, conscientious, self-sufficient, dependable, easy-going, and so forth by observing others behaving in these ways. Parents, teachers, relatives, siblings, and peers serve as models for young children."

Based on the expert above, parents and friends had been a role model for students which were leading them to have high motivation in learning. They had given positive outcome on students' personality development. Models could change students' beliefs about risk-taking, making mistakes, and the importance of enjoying what they were studying.

3. Self Confidence

Self-confidence refers to a students' belief in their own competency in speaking English (Pattapong, 2010). It was usually influenced by experiences, such as speaking English with familiar people and ever getting a good response from teachers/lecturers and friends. The participants admitted that they were more willing to speak English with familiar people. Sometimes they combined with another language to make their interlocutors able to understand what they were saying. For instance:

(S1)   *"I always speak English. All languages, ...I have used English and sometimes Indonesia".* (L.9)

Similarly, first student (S1) got the response from his classmate who had known him well stated that he could speak English fluently.

(S4)   *"Mr.A (S1) is independent, confident and yeah he is really confident. When he speaks in the class before presentation especially, he just speaks into his own words".* (L.2)

Based on the participants' experience when they got a good response from the teachers/lecturers, they felt motivated. It could increase their self-confidence to use English. For example:

(S2)   *"May be it is always from the lecturer when I speak English, they always give me motivations and give me a good response. Such as "your English is good", "your English is great" and also from the others like friends. They also appreciate my English".* (L.12)

(S3)   *"For the response when I finished for do something like presentation, teacher gives me for the response. Today you have a good presentation. May be, today you are wrong like grammar. It makes me know*

much to help to improve for something mistake. Finally. When the teachers response about something bad and after that you will be better". (L.16)

4. Interlocutors

Interlocutors refer to those as the participants to communicate with in class including teachers and classmates (Pattapong, 2015). Based on the participants' interview response, the writer found that they were more comfortable speaking with their friends than teachers/lecturers. They could talk anything with friends without using formal communication. Such as third student (S3) was comfortable speaking with friends.

(S3) *"For me, I always speak English with my friends because I think I confidence. When I speak something with my friends even it is wrong. That is only my friends, I'm not afraid. But, with lecturers mistake is something a..a..aa.. make me afraid."* (L.18)

The participants were also feeling motivated with their friends who were more competent than themselves. They were never jealous about it, because they could learn from their friends. Participants reported as follows:

(S1) *"Yeah, they more competent, it is motivation. It is not good for people feel jealous while you less competent than them. I think jealousy is not good. If someone is more than you, you need to learn from him".* (L.12)

(S2) *"Yeah, My friends are competent than me. It motivates me to be like them. I want to improve like them..."* (L.17)

Factors Hinder of Foreign Students to Use English

According to the data of interviews that writer had gotten, the writer found that there were three factors hinder which influenced the interviewees, but not all factors influenced them. The three factors were social influences, language anxiety and self confidence. These following presented the data of the interviewees on three factors hinder of foreign student in using English:

1. Social Influences

Social influences were related to the participants' attitudes towards learning and speaking English (Pattapong, 2010). Their attitudes towards learning English were influenced by family and friends. Pattapong (2010) indicates that the two types of social influences. The first type is a pressure from family and friends. It relates to their attitude toward learning English. The second type included help and encouragement that was classified as social support that seemed to affect the participants' WTC.

Friends influenced their willing to communicate (WTC) English. While the participants had got difficulties to express the ideas. They tried speaking English,, but they were also afraid getting judgments from their friends. Such as the third student

(S3) shared about his experience.

(S3) *"The first time, I am afraid. Because, I think when speaking English, they will comment our speaking or our explain. Something like this, "this is wrong", "this is not appropriate".* (L.25)

It also happened to the second participant (S2). He was feeling shy when his friends judged him by saying it was wrong.

(S2) *"Pernah, waktu saya ngomong bahasa inggris terus ada salah, jadi teman langsung bilang itu salah, sebenarnya malu, tapi salah itu ya biasa".* (L.22)
"Pertama kali saya belajar di PBI ini ya pasti ada kesulitannya. When the teacher asked me to introduce myself in front of the classroom. I only can say "my name is Mr. N" and "I am from Thailand. Only that words I can say, but others I cannot. Saya tidak bisa lagi mengungkapkan yang lain, tapi sebenarnya saya ingin mengungkapkan seperti usia saya, lalu mulai belajar bahasa inggris sejak kapan. But, at the time I cannot produce or speak English". (L.19)

Similarly, based on the fifth student' (S5) interview response, S5 admitted that S2 could not speak English. He was a student of boarding school which had more religious lessons. He rare got English lesson. It made him less practice about English. So, it influenced his English proficiency. This following was his classmate noted:

(S4) *"Yes, disana mereka jarang sekali mendapatkan pelajaran bahasa Inggris. He is also from boarding school in that country. Jadi, lebih banyak mendapatkan pelajaran religi dan praktek bahasa Inggrisnya sangat kurang."* (L.9)

2. Language Anxiety

According to Horwitz et al., 1986 (in Alrabai, 2014) language anxiety is "a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983 in Horwitz 1986).

Language anxiety can be defined as students' feeling apprehension and nervousness to communicate in English. Moreover, they fear to get a judgment by people or interlocutors when they try to communicate it. In reference to the experts above, S2 was feeling shy to talk in front of the class. He was afraid of being judged by classmates and teachers/lecturers when he made mistakes during speaking. That feeling was raised because he thought that he did not have good English at the time. He noted about his feeling when he tried to speak English:

(S2) *"... Saya merasa takut dan malu, takut salah karena semua orang melihat saya. It was the first time when I introduce myself in front of class".* (L.21)
"When the lecturer asked me about my experience when my first time here, sebenarnya saya tahu arti experience dan banyak

yang mau diceritakan, tapi karena bahasa Inggris saya nggak banget, jadi saya gak bisa mengungkapkan dan merasa takut." (L.23)

Anxiety was associated with language learning. In this case, it indicated with foreign language learning. It was proved by the participant's experience who felt worry while speaking in front of class. He knew the meaning of certain word, but he was difficult to talk much about his ideas.

3. Self Confidence

Self-confidence refers to students' belief in their own competency in speaking English (Pattapong, 2010). The writer found that the second student share his experience while he was talking in English, but he could not say many words as follows:

(S2) *"Ada sebelumnya dosen tanya dalam bahasa Inggris, saya paham pertanyaannya, tapi nak speak English susah. Jadi, try to combine with Indonesian language and also try to use body language".* (L.24)

In reference to Telbis et al. (2014) conducted a research which found that language confidence will be a problem for foreign students when it comes to social. It referred to their social life which includes social adaptability, language barriers, and academic ability.

Based on the second student's experience about himself, he could not speak English much at the time. He also got a response from his fifth student (S5) who knows him well as his classmate. This following was S5 response:

(S5) *"Yes, mungkin karena dia tidak terlalu confident dengan bahasa Inggrisnya. Penyebabnya mungkin, Mr. N more focuses on grammar jadi agak menghambat berbicara bahasa Inggrisnya."* (L.12)

4. CONCLUSION

In brief, the writer discovered four factors promote of foreign students to use English, i.e. language learning orientation, social influences, self-confidence and interlocutors. Then, there were three factors hinder of foreign students to use English, i.e. social influences, language anxiety and self-confidence. Both of factors presented as follows:

1. Language Anxiety
Language anxiety was definitely as one of the most important factors hinder of foreign students to use English. Feeling apprehension and nervousness could make students unwilling to communicate, especially while their first learning in the university. Based on the findings of the research, it was proved by the second student (S2). The writer discovered that he was unwilling to communicate because he felt people in the classroom stared at him. He was also anxious to be judged by them. Moreover, he did know much about English. So, he was only silent, because he did not know to produce the words.

2. Self-Confidence
Self-confidence included as a factor promote and factor hinder of foreign students to use English. It was

admitted as a factor promote when the foreign students felt familiar with speaking English, especially speaking with friends. Then, getting a good response by teachers or lecturers would make them feel more confident to speak. Meanwhile, self-confidence also included as a factor hinder of foreign students to use English when they were unfamiliar with speaking English. Feeling unfamiliar to speak English was influenced by foreign students' background in learning it at their home country.

3. Interlocutors

Based on finding of the research, both of foreign students had more willing to communicate with their friends than lecturers. The reason was that they felt more comfortable to talk to friends. They could talk anything without thinking much about grammar, because their friends knew their English ability. They also felt highly motivated to speak with their friends who were more competent than them. So, interlocutors included as a factor promote of foreign students to use English.

4. Social Influences

Social influences involved as a factor promote and also as a factor hinder of foreign students in using English. It was called as factor promote, because parents and friends were the indicators of social influences. Based on the result, the writer found that participants were supported by their parents and friends. They had been a role model for students who were leading them to have high motivation in learning. Therefore, Social influences included as a factor hinder of foreign students when they were difficult to express the ideas, then they were shy while getting the judgment from their friends.

5. Language Learning Orientation

Language learning orientation was one of the most important factors promoting underlying foreign students to have more willing in using English. It referred to the reason why they chose to learn English. They realized the importance of learning English as one of the international language. Perhaps, they could get a good job in the future and they could make their dreams come true. They also hoped to explore the world easily by having good English proficiency.

References

Akanwa, E. E. (2015). International Students in Western Developed Countries: History, Challenges, and Prospects. *Journal of International Students 2015 Vol 5 Issue 3*, *5*(3), 271-284.

Bashosh, S., Nejad, M. A., Rastegar, M., & Marzban, A. (2013). The relationship between shyness, foreign language classroom anxiety, willingness to communicate, gender, and EFL proficiency. *Theory and Practice in Language Studies*, *3*(11), 2098.

Bukhari, S. F., Cheng, X., & Khan, S. A. (2015). Willingness to Communicate in English as a Second Language: A Case Study of Pakistani Undergraduates. *Journal of Education and Practice*, *6*(29), 39-44.

Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative. *New Jersey: Upper Saddle River*.

Donald, A., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2010).

Introduction to research in education. *USA: Wadsworth*, *10*, 94002-3098.

Hancock, B., Ockleford, E., & Windridge, K. (1998). *An introduction to qualitative research*. Nottingham: Trent focus group.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). *How to design and evaluate research in education* (Vol. 7). New York: McGraw-Hill.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The modern language journal*, *70*(2), 125-132.

Hinder Meaning in the Cambridge English Dictionary. (n.d.). Retrieved April 17, 2016, from http://dictionary.cambridge.org/dictionary/english/hinder

Jung, M. (2011). *Korean EFL university students' willingness to communicate in English* (Doctoral dissertation, INDIANA UNIVERSITY).

Kemenag Beri Beasiswa Untuk 50 Mahasiswa Thailand. (2013, August 27). Retrieved February 10, 2016, from http://kemenag.go.id/index.php?a=berita
Universitas Indonesia. (n.d.). Retrieved February 10, 2016, from http://old.ui.ac.id/en/admission/page/overview

MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, *82*(4), 545-562.

Mahdi, D. A. (2014). Willingness to Communicate in English: A Case Study of EFL Students at King Khalid University. *English Language Teaching ELT, 7*(7).

McKenzie, K., & Schweitzer, R. (2001). Who succeeds at university? Factors predicting academic performance in first year Australian university students. *Higher education research and development*, *20*(1), 21-33.

Modirkhameneh, S., & Firouzmand, A. (2014). Iranian EFL Learners' Willingness to Communicate and Language Learning Orientations. *Procedia-Social and Behavioral Sciences*, *98*, 1134-1139.

Nguyen, C. T. (2011). Challenges of learning English in Australia towards students coming from selected Southeast Asian countries: Vietnam, Thailand and Indonesia. *International Education Studies*, *4*(1), 13.

Pattapong, K. (2015). Complex Interactions of Factors Underlying Thai EFL Learners' Willingness to Communicate in English. *PASAA: Journal of Language Teaching and Learning in Thailand*, *49*, 105-136.

Pattapong, K. (2010). Willingness to communicate in a second language: A qualitative study of issues affecting Thai EFL learners from students' and teachers' point of view.

Peng, J. (2007). Willingness to communicate in an L2 and integrative motivation among college students in an intensive English language program in China. *University of Sydney Papers in TESOL*, *2*(1), 33-59.

Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

Seaver, A. R. (2012). *Success of international students in higher education* (Doctoral dissertation, University of Dayton).

Singh, M. K. M. (2015). International Graduate Students' Academic Writing Practices in Malaysia: Challenges and Solutions. *Journal of International Students*, *5*(1), 12.

Weaver, C. T., Jones, A., Ross, S., Sawyer, M., & Kozaki, Y. (2010). *Japanese University Students'willingness to Use English with Different Interlocutors*. Temple University Libraries.

Wijaya, H., & Rizkina, P. A. (2015). Factors Affecting Indonesian Students' Willingness to Communicate (A Case Study in Higher Education). *COTEFL International Conference Fakultas Sastra University of Muhammadiyah Purwokerto, 7*, 1-8.

Zarrinabadi, N., & Abdi, R. (2011). Willingness to communicate and language learning orientations in Iranian EFL context. *International Education Studies*,*4*(4), 206.