

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

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Abstrak. Penelitian ini bertujuan untuk mengetahui i) keinginan siswa untuk berkomunikasi dan ii) hubungan antara kepercayaan akan kompetensi diri, kekhawatiran dalam berkomunikasi, motivasi, dan keinginan untuk berkomunikasi. Penelitian ini menggunakan metode kuantitatif. Subjek penelitian yaitu 224 siswa kelas XI IPA SMAN 9 Bandar Lampung. Kuesioner *self-report* digunakan untuk mengumpulkan data mengenai komunikasi dan motivasi para siswa. Hasil penelitian menunjukkan bahwa siswa memiliki tingkat keinginan untuk berkomunikasi yang tidak terlalu rendah atau tinggi. Selain itu, terdapat korelasi yang signifikan antara variabel kepercayaan akan kompetensi diri, kekhawatiran dalam berkomunikasi, dan keinginan untuk berkomunikasi, kecuali motivasi. Hal ini menunjukkan bahwa semakin tinggi para siswa percaya terhadap kompetensi dirinya, semakin rendah kekhawatiran yang mereka alami.

Abstract. The aims of this study were to explore i) the students' willingness to communicate and ii) the correlation among self-perceived communication competence, communication apprehension, motivation, and willingness to communicate. The research used quantitative method. The subjects were 224 second year science class students of SMAN 9 Bandar Lampung. Self-report questionnaires were employed to collect the data of the students' communication and motivational orientations. The results showed that the students had moderate willingness to communicate in English. Moreover, there was a statistically significant correlation between self-perceived communication competence, communication apprehension, and willingness to communicate, but motivation. This suggests that the more students believe in their competence, the less apprehensive they will be.

Keywords: *Self-Perceived Communication Competence, Communication Apprehension, Motivation, Willingness to Communicate.*

1. INTRODUCTION

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

Theoretical researches throughout the current decade have primarily promoted the important role of using language to communicate in second and foreign language learning and teaching. According to Jener (2014), learners cannot be expected to develop their oral skill required for successful communication if there is no interaction in the classroom. The problem in language teaching learning that most of the teachers are not aware of is the lack of interaction and communication in the classroom due to the lack of willingness of the students to communicate in the target language. A study conducted by Exley (2005) showed that the Indonesian students are passive, compliant and unreflective. She also stated that Indonesian students are ‘passive, shy and/or quiet’. Based on the researcher’s experiences during her studies in senior high school and in university, and the answers of the students who were asked by the researcher, many students were afraid to talk in front of the class and there were less students who wanted to communicate in English. The students might answer to a direct question, but not many of them wanted to engage in a communication in English. Moreover, from the interview with the English teacher in this high school, it was found out that most of the students in this high school were facing grammatical problems. Besides, many of the students did not want to engage in the English communication unless the teacher forced them to speak out.

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

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

The willingness to communicate of every single person is different depends on the factors affecting it. According to MacIntyre, Baker, Clément, & Donovan (2002), there are two variables most closely affect someone’s willingness to communicate: communication

apprehension and perceived competence. Communication apprehension is defined as an individual's level fear or anxiety associated with either real or anticipated communication with others (MacIntyre et al. 2002, p. 539). A research has shown that people who experience high level of fear or anxiety about communicating tend to avoid it (MacIntyre et al., 2002, p. 539). Whereas self-perceived communication competence refers to how an individual believes his/her communication competence is, based on self awareness rather than the actual communication competence (McCroskey & Richmond, 1987). The perceptions of people towards their competence will influence the willingness of someone to communicate. The low perception of people of their own competence in communication will become the primary reason why some people are less willing to communicate (MacIntyre et al., 2002). Many studies related to willingness to communicate were conducted in countries where English was learned as the second language, such as MacIntyre, et al. (2002) in Canada and Shahbaz, et al. (2016) in Pakistan. However, there is limited study conducted to see the role of communication apprehension and self-perceived communication competence towards WTC in English as a foreign language.

Motivation, nevertheless, may affect someone's willingness to communicate. MacIntyre et al. (2002, p. 541) states that motivational processes have a clear role play in L2 communication. Motivation can act as a force that is grow in one's self in any situation. Motivation acts as an internal attribute of the individual that can be influenced by external forces. In Indonesian context, Setiyadi et al. (2016) states that motivation embodies three major elements: extrinsic motivation, intrinsic motivation, and international orientation. It is believed that someone who experiences high motivation will communicate better in the target language. Some researchers (MacIntyre, et al., 2002; ener, 2014) believe that motivation as the affective factors gives effect to the learners to communicate in a target language.

The majority of studies done on the issue are oriented towards English as Second Language (ESL) context leaving the gap in English as a foreign language (EFL) context. The studies conducted to see the willingness of communicate in foreign language are limited and have just conducted in some countries, such as Turkey, Japan, and Iran. However, the study related to willingness to communicate in English in Indonesian context had not been carried out yet. Thus, this study was carried out with the research questions:

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

2. METHODS

2.1. Setting and participants

The present study was conducted in SMAN 9 Bandar Lampung. The population of this study was the second year science class students on academic year 2016/2017 and a total of 64 students from two classes was chosen as the sample in the study using random sampling.

2.2. Measures

2.2.1. Self-Perceived Communication Competence (SPCC)

The Self-Perceived Communicative Competence Scale (McCroskey & McCroskey, 1988) was used to measure the participants' perceived competence in English. It is a 12-item probability estimate scale which assesses the average percentage of time (ranging from 0% to

100%) that respondents felt competent in using English to speak in FL situations. The internal consistency of the scale was $\alpha = .93$.

2.2.2. Communication Apprehension (CA)

Communication Apprehension Scale (McCroskey, 1982) was used to assess the students' level of communication apprehension. The students rated a five-point Likert scale ranging from (1) = Strongly Disagree to (5) = Strongly Agree. The total score for the CA was obtained by adding sub-scores together. The internal consistency was $\alpha = .98$.

2.2.3. Motivation

Motivation was measured using motivational (Setiyadi, et al., 2016) scale assessing the extrinsic and intrinsic motivation, and international orientation of the students to learn English. The internal consistency of the scale was $\alpha = .98$.

2.2.4. Willingness to Communicate (WTC)

The willingness to communicate (WTC) scale (McCroskey, 1992) was used to assess the students' WTC. It is a 12-item probability estimate scale. The participants indicated the percentage of times they would choose to communicate in each type of situation, from 0 (never) to 100 (always). The internal consistency of the scale was $\alpha = .89$.

2.3. Procedures for Data Collection and Analysis

The data for the present study were collected using questionnaires about the participants' WTC, communication apprehension, communication competence, and affective factors constraining communication. Cronbach Alpha was used to find out the reliabilities of each questionnaire. Descriptive statistics (min. and max. scores, means, and standard deviations) were used to characterize the students' level of SPCC, CA, motivation, and WTC. Moreover, Pearson Correlation was conducted to find out the correlations among the variables and multiple regression was used to predict the direct or indirect influence of independent variables to dependent variable.

3. RESULTS

3.1. The Willingness to Communicate of the Students

The first aim of this study was to find out the willingness to communicate of the students. The mean scores for the subscales of WTC is presented in table 3.1.

Table 3.1. Descriptive Statistics (Willingness to Communicate)

Subscales of WTC	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Group Discussion	64	36.67	95.00	75.38	12.33	151.96
Meetings/Class	64	30.00	90.67	68.50	14.15	200.25
Interpersonal	64	23.33	97.33	66.62	13.90	193.09
Public	64	23.33	93.33	69.75	13.33	177.77
Stranger	64	.00	88.75	56.75	17.89	320.07
Acquaintance	64	30.00	96.25	67.88	14.10	198.84
Friend	64	48.75	100.00	85.59	11.27	127.02
Total	64	39.17	92.92	70.02	11.82	139.82

The students of the second grade science class of SMAN 9 Bandar Lampung's willingness to communicate was found to be between moderate and high. The mean score of WTC of the students was closer to the high level point ($M = 70.02$). Most of the subscales of WTC have moderate score for students' WTC in English (see Table 3.1.) which means the

students of the second grade science class of SMAN 9 Bandar Lampung had moderate willingness to communicate in English.

According to the context types, it was seen that the students of the second grade science class of SMAN 9 Bandar Lampung preferred to communicate in English in group discussion ($M = 75.38$) on which they could speak English more freely with their friends with no barrier held by them when they communicated. Besides, it was seen that the students were highly willing to communicate in English in public speaking ($M = 69.75$), such as giving speech. The interpersonal context received the lowest mean score ($M = 66.62$), indicating that the students did not really have desire to engage to an English communication in dyadic situation. In this case, it was believed that the students did not like to have a talk with a stranger interpersonally.

When the receiver types were considered, the students of second grade science class of SMAN 9 Bandar Lampung preferred to communicate in English with their friends ($M = 85.59$), and acquaintances ($M = 67.88$) rather than with the strangers. The strangers as the interlocutor type received the lowest mean score among the other types of interlocutor ($M = 56.75$), indicating that the students did not have any intentions to engage in an English communication with those people they did not know.

In short, the students had moderate willingness to communicate in all communication contexts and types of receivers. The total mean score placed between the two cut points, indicating that the students had moderate willingness to communicate in English.

3.2. Correlation between Self-Perceived Communication Competence, Communication Apprehension, Motivation, and Willingness to Communicate

The second aim of this study is to find out the correlations between students' self-perceived communication competence, communication apprehension, motivation, and willingness to communicate. Pearson correlation was conducted to find out the correlation (see Table 3.2.).

Table 3.2. Correlations among the variables

	WTC	SPCC	CA	Mo
WTC	1			
SPCC	.390**	1		
CA	-.308*	-.425**	1	
Mo	-.164	-.064	.099	1

** Significant at the level 0.01

* Significant at the level 0.05

Table 3.2. presents the correlation coefficients between the variables. All of the variables were significantly correlated each other at the .01 and .05 level, excepts motivational variable. The self-perceived communication competence variable had significant correlation with willingness to communicate variables at the .01 level, and the communication apprehension was correlated significantly with willingness to communicate at the .05 level, but motivational variable correlated insignificantly with willingness to communicate. By seeing the level of significance of the variables, it showed that the self-perceived communication competence variable had the stronger correlation with willingness to communicate variable than the correlation between communication apprehension variable and willingness to communicate variable did.

In the Table 3.2. it showed that the positive correlation occurred between self-perceived communication competence and willingness to communicate ($r = .390$), indicating

that the more the students believed in their competence, the more willingness they had to communicate in English. On the other hand, the negative correlation occurred between communication apprehension and willingness to communicate ($r = -.308$), indicating that the less apprehensive the students felt, the more willingness they had to communicate in English. The negative relationship also occurred between communication apprehension and self-perceived communication competence ($r = -.425$), indicating that the students' apprehension would also play a role in the way the students perceived their communication competence in English. However, motivational variable had insignificant correlations with all of the communication variables (SPCC, CA, and WTC).

3.3. Correlation between Self-Perceived Communication Competence, Communication Apprehension, and Willingness to Communicate

In order to examine the individual predictive power of each variable on the students' willingness to communicate in English, multiple regression analysis with stepwise method was conducted. Since the motivational variable did not have any significant correlations with the other variables respectively, it was deleted from the regression analysis. The regression analysis was conducted only for the communication variables (SPCC, CA, and WTC).

Table 3.3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.390 ^a	.152	.138	10.97600	.152	11.119	1	62	.001	1.859

a. Predictors: (Constant), SPCC

b. Dependent Variable: WTC

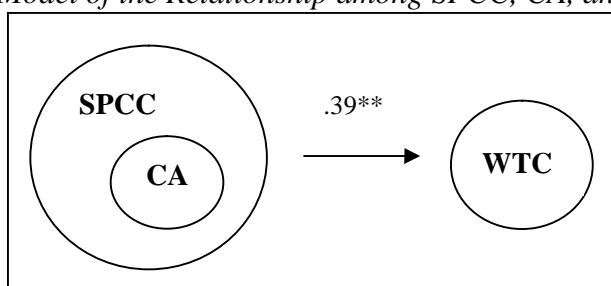
Table 3.3. shows the model summary of the regression. The other regressions was conducted to find out the r^2 value of SPCC and CA to WTC respectively. The results of the regressions showed that the r^2 value of the regression between SPCC and WTC was exactly the same as the r^2 value of the regression between SPCC and CA as the independent variables, and WTC as the dependent variable ($r^2 = .152$). The value of r^2 of this regression shows that the communication apprehension was included in the self-perceived communication competence in predicting the students' willingness to communicate.

Self-perceived communication competence was the only significant predictor of the willingness to communicate of the students that explained about 15% of the variance on which it was better than the communication apprehension did. However, even though self-perceived communication competence was the only significant predictor of the students' willingness to communicate, it only explained 15% of the variance in the willingness to communicate that indicated a not good predictor for the willingness to communicate in English of the students and there were other variables which explained the better variance in affecting the students' willingness to communicate in English.

Based on the findings above, there was only one significant predictor of students' willingness to communicate in English: self-perceived communication competence. The communication apprehension, however, was a part of self-perceived communication competence in affecting the willingness to communicate of the students. The model of relationship among self-perceived communication competence, communication apprehension, and willingness to communicate of the second grade science class students of SMAN 9 Bandar Lampung could be seen in the Figure 3.1. below.

Figure 3.1.

Model of the Relationship among SPCC, CA, and WTC



4. DISCUSSION

4.1. The Willingness to Communicate of the Students

The second grade science class of SMAN 9 Bandar Lampung students' willingness to communicate was found to be moderate. The mean scores of each context and type of receiver were also found moderate indicating that the students had consistent desire or willingness to communicate in English as the foreign language.

According to the context types, it was seen that the students of the second grade science class of SMAN 9 Bandar Lampung preferred to communicate in English in group discussion, and in public speaking, such as giving speech. This result could be attributed to the fact that the students know that it would be an advantage to speak in group discussion as they felt safe and enjoyed talking in English because they talked to people in the same age as them where no one would judge their English competence or skills. Moreover, the students preferred to communicate in English in public speaking context because it might lead to the fact that talking English in front of public would be important for their social status and people would see them as more educated people. The lowest mean score was found in interpersonal context ($M = 66.62$), indicating that the students in this study did not have high desire in having a communication in English in a dyadic situation. The dyadic situation, in this case, could be the communication with a stranger, knowing that it was bizarre if someone did not have the intention or willing to talk to his/her friends. The students, like many of other Indonesian people, were not into a communication to the people they did know. Besides feeling shy, the students did not want to show their lack of ability in communicating in a foreign language, English, because the person they talked to might judge their abilities and the students would lose their face (Exley, 2005).

Considering the types of the receivers, the students of second grade science class of SMAN 9 Bandar Lampung preferred to communicate in English with their friends and acquaintances rather than with the strangers. The strangers as the interlocutor type received the lowest score among the other types of interlocutor. This would lead to the fact that the students preferred to communicate in English to their friends because they felt secure rather than to the people they did not know due to shyness as the nature of Indonesian people or due to the monitor that they have, such as the problem in grammar or in their mother language, so that they did not want to lose their face when they communicated in English. This is in line with the study conducted by ener (2014) tht showed that Turkish students preferred to communicate to their friends rather than to strangers.

The finding is in line with the theory related to willingness to communicate by MacIntyre (1998) that the willingness to communicate of someone is affected by many predictors, one of them is personality trait, such as shyness. The finding of this study is also in line with the study conducted by Exley (2005) who studied on the learners' characteristics of Asian EFL students, the Indonesian EFL learners in particular. She concluded that

Indonesian learners are described as ‘typically passive, shy and/or quiet’ learners. Moreover, she found out that the Indonesian teachers also nominate learner characteristics that are at odds with the aforementioned stereotype.

Moreover, some students preferred to communicate in English in class because they would take an advantage as when they communicated properly in English in front of class during the class-fronted activities, such as during the presentations, the teacher would notice them and would give them good scores. This finding is in line with the study conducted by Ener (2014) that showed that the university students in Turkey prefer to communicate in class presentations so that they will get the advantages from their instructors. However, there were also some students who did not prefer to communicate in English in class and this might be caused by the nature of Indonesian people themselves as the shy/quite people (Exley, 2005). This also could be lead to the psychological side that some students in this study were extrovert that they liked to socialize that they do not afraid to communicate to everyone even with strangers, and the others were introvert as they only wanted to talk to people who were already close to them and they already knew before. It is in line with the theory of MacIntyre (1994) that introversion could affect the willingness to communicate of someone.

Wen and Clemént (2003) made a distinction between desire and willingness. Their WTC model stated that the students may have desire to communicate but are effectively unprepared, which results in unwillingness to communicate. In the present study, it was observed that all of the participants had desire, but some did not show willingness to communicate in English. It was seen that seven students were not willing to communicate in English to strangers actually had moderate desire to communicate but they experienced high apprehension, and consequently, they showed unwillingness to engage in English communication.

The findings of this study was parallel to the findings of the quantitative analyses result, which indicated that the WTC in English of the survey students was found to be moderate in the study conducted by Ener (2014) in Turkey. The results of the present study enriched the data of willingness to communicate in English learned as the foreign language. However, the present study needs other further researches conducted in Indonesia in order to know the willingness to communicate of other Indonesian students from the other provinces in Indonesia knowing that this is the first study about willingness to communicate in English conducted in Indonesia.

4.2. Correlation between Self-Perceived Communication Competence, Communication Apprehension, Motivation, and Willingness to Communicate

The findings of the relationships among self-perceived communication competence, communication apprehension, motivation, and willingness to communicate of the current study showed that motivation had insignificant correlations with the other variables respectively. The relationship between motivation and WTC in English in this study, however, was supported by the data. This was consistent with the findings in Yashima, Zenuk-Nishide, and Shimizu’s (2004) study that they did not found a direct path from motivation to willingness to communicate in English as the second language.

In the current study, motivation also did not have any relationship and direct or indirect effect on students’ willingness to communicate in English. The motivation of the students of second grade science class of SMAN 9 Bandar Lampung was high, indicating that English was considered important for them. The students considered English very important for their future as the fact in the current study that most of the students were internationally and externally motivated in learning English. This finding is in line with the study conducted by Setiyadi, et al (2016) who stated that the motivation of Indonesian students are found high

in extrinsic motivation and international orientation. The students learned English with the reasons of getting better education and job, and getting involved and interacting with the people across the world as they were aware that English was important in this globalization era that acts as the lingua franca. Even though the level of motivation of the students in this current study was high, the relationships among motivation and the other variables was insignificant. This was totally in contrary to other previous researches (MacIntyre et al., 2002) that showed that the more motivated students to learn English, the more willing they were to communicate in English, and ener (2014) that showed that motivation had an effect on students' willingness to communicate.

However, motivational variable was insignificantly correlated with students' willingness to communicate in English. This finding leads to the fact that the students might be aware of the importance of learning English, but it had nothing to do to increase their willingness to communicate and their perceived competence nor to decrease their apprehension in English communication. In this study, the students had high motivation, but they seemed have other barriers that made them unprepared to communicate in English which made them have moderately willingness to communicate. The nature of Indonesian people as shy/quiet people (Exley, 2005) might be a barrier for the students to have high level of willingness to communicate. Even though the students were highly motivated in learning English, the feeling of shy and the feeling of being embarrassed or losing their faces seemed really affected their willingness to communicate.

Moreover, the other barrier or monitor that the students had, such as moderate to high communication apprehension in English, grammatical problems, or low level of English proficiency might be seen as the bigger monitors for them rather than the motivation or the reason they learned English. The teachers in the school where the research was conducted said that the biggest problem that the students in each grade had was grammatical problem. This is in line with the study conducted by Handoyo (2010) that grammatical problem was the problem that most of Indonesian people have in learning English. The same line was also stated by Exley (2005) that the students who were not very good at English might have seemed stand-offish and did not make the contact because they did not want to put themselves in the situation of having to speak English in a social situation and embarrassing themselves. The barriers that the students had might explained why the students had moderate to high apprehension in English communication.

For instance, even though the students knew exactly their reasons or their motivation in learning English, it had no effects on decreasing their barriers, such as the communication anxiety, in English communication that resulted in unprepared to communicate in English that made them had moderate willingness to engage in English communication with moderate to high communication apprehension. Thus, motivation had insignificantly relationships with communication apprehension, self-perceived communication competence, and willingness to communicate respectively. Therefore, it appeared that merely having the motivation to learn a language did not necessarily cause an individual to have the willingness to communicate in English as the foreign language.

4.3. Correlation between Self-Perceived Communication Competence, Communication Apprehension, and Willingness to Communicate

The second grade science class of SMAN 9 Bandar Lampung students' SPCC, CA, and WTC were around the middle levels, neither low nor high according to the norms of each instrument. Studies conducted in different countries which examined the relationships among the same variables were also conducted in English as the learners' second or foreign language

communication. The relationships between the communication variables in second/foreign language communication setting were not consistently significant across studies.

In the current study, the relationships pattern (positive vs. negative relationship) among self-perceived communication competence communication apprehension, and willingness to communicate in the foreign language communication remained consistent with other studies conducted in different countries (MacIntyre, 2002; ener, 2014; Öz, 2015; Yashima, et al., 2004; and Hashimoto, 2002). The positive relationship appeared between self-perceived communication competence and willingness to communicate. This relationship showed that the level of students' perceived competence in communication could be the cause of the students' increased or decreased willingness to communicate. If the students more believed in their communication competence, their willingness to communicate in English would increase. In the other hand, when the students felt like they were not competent enough to communicate, their level of willingness to engage in English communication would decrease.

Whereas there are two negative relationships. The first one is the negative relationship between communication apprehension and willingness to communicate. The relationship suggested that the level of students' apprehension in communication would make their level of willingness to communicate increase or decrease. When the students had high apprehension in English communication, their level of willingness to communicate would decrease. However, when the students had low communication apprehension, they had more willing to communicate in English. The other negative relationship appeared between self-perceived communication competence and communication apprehension. It showed that the way the students believe in their competence in communication had something to do with their level of communication apprehension. The students who more believed in their competence in communication tended to have low or decreased apprehension in English communication, but the students who saw themselves as incompetent in communication would had high level of apprehension of English communication.

Furthermore, the level of students' self-perceived communication competence in one language can affect their level of communication apprehension in other language. When a student has high believe in their competent and more willing to engage in communication in their native language, he/she will also have high apprehension in communicating in his/her second or foreign language. This is because when a student talk in his/her second or foreign language, he/she tries to understand what other people say and makes him/herself understood. Perhaps this is why most people who are talkative in their native language are quiet in the foreign language class (McCroskey, 1997). In the other hand, when students have moderate or low perceived competence and WTC in their native language, they tend to be less apprehensive in L2 or FL. It is because they felt like they took on a different persona when they talked in L2 or FL so that they felt less anxious.

Therefore, self-perceived communication competence, communication apprehension, and willingness to communicate all appeared to have a trait-like predisposition which remained constant across languages used in communication settings. The learners who believe that they are competent enough will have less apprehension and tend to have more willing to engage in a communication. In the other hand, the learners who believe that they are incompetent will have high apprehension in communication and tend to have low willingness to communicate. So, the way the learners believe in their competent and the level of apprehension that they have may affect their willingness to engage in not only English communication, but also in other languages communication as the learners' first, second, or foreign language.

The regression was conducted in this current study to find out the direct or indirect effects of SPCC and CA on the students' WTC. The result of the regressions showed that

only SPCC was the best single predictor of the students' willingness to communicate. Besides, the result also showed that CA was included in SPCC in affecting someone's WTC in English. These findings, for sure, were totally different from the results of some previous researches across the countries (Hashimoto, 2002; MacIntyre, et al., 1999; Yashima, et al., 2004; Öz, 2015).

The previous studies showed that both SPCC and CA had their direct or indirect effects on WTC partially. The study conducted by Yashima, et al. (2004) in Japan showed that perceived communication competence most strongly relates to WTC. How one perceives one's competence is likely to be most strongly related to how willing one is to communicate in an FL. Whereas the study conducted by Öz (2015) in Turkey showed that the results of SEM revealed significant positive direct path from SPCC to WTC, a significant negative path from CA to WTC, and a negative path from CA to SPCC. That is, high levels of CA negatively affect one's communicative competence whereas higher levels of communicative competence enhance willingness to communicate in English. Therefore, SPCC was the strong predictor of WTC.

In this study, the finding showed that the level of students' communication apprehension was moderate to high, indicating that they had some barriers that decrease their willingness in English communication. The barriers of the students might be about grammar problems as stated by their English teacher that most of the students in the high school where the research was done had difficulties in learning grammar. Exley (2005) stated that the students' hesitancy in Indonesia was more to do with losing face, being embarrassed in front of groups, and in front of the new teacher. It means that besides having grammar problems as their monitor in communicating in English, they were also afraid of being embarrassed and losing their face when they made mistakes in communicating in English. Thus, the students' level of communication apprehension increased and it might have something to do with their WTC in English level.

Self-perceived communication competence was the only one direct predictor of WTC in English in the current study and communication apprehension was the part of self-perceived communication competence in predicting the students' willingness to communicate in English. This finding is not in line with some of the previous studies conducted in some countries, such as MacIntyre (2002) in Canada; Öner (2014) in Turkey, and Yashima, et al. (2004) in Japan. Those studies showed that both communication apprehension and self-perceived communication competence were significantly correlated with willingness to communicate respectively. Both communication apprehension and self-perceived communication competence have direct effects on willingness to communicate. The study conducted by Hashimoto (2002) in Japan showed that there was no significant path from perceived competence to the students' willingness to communicate. This suggests that merely perceiving that one has the ability to communicate can affect the frequency of L2 or FL use with beginning students but not with more advanced students.

However, the current study showed the different result. It showed that WTC was predicted by the combination of SPCC and CA. Communication apprehension was part of SPCC in affecting the students' WTC. It meant that if the students had raised level of self-perceived communication competence, the apprehension of the students, as it was the part of their perceived competence, in communicating in English was decreased and it increased the level of willingness of the students to communicate in English. This indicated that communication apprehension had an influence in affecting the students' WTC, but CA itself had nothing to do to affect the students' SPCC. The students who experienced high communication apprehension would not make them see their competent as low or high in English communication. It was contrary to the results of the previous WTC researches. The study conducted by Yashima (2004) showed that the communication variables (SPCC and

CA) indirectly affect students' willingness to communicate through communication confidence. In the other hand, the studies conducted by Burroughs, et al (2003) and MacIntyre, et al. (1999) showed that both learners' perceived competence and communication apprehension independently affect their willingness to communicate as the level of students' WTC and SPCC in native language are lower than in English as the second language, but the level of CA has no differences between the two languages.

The finding in this current study showed the students had moderate level of SPCC and moderate to high level of CA. It meant that the students perceived themselves as competent enough in communicating in English, but they also experienced the increased apprehension when they had to engage in English communication. Their apprehension could be caused by some factors, such as being embarrassed or having grammatical problem. Grammatical structure is part of English language aspects that students should master in order to able to express their ideas sufficiently. However, Indonesian students still fail to show that they have already mastered it well (Handoyo, 2010). The influence of the first language grammatical structure is still dominant among the Indonesian learners. Instead of using appropriate English grammatical structure, they tend to use word to word translation that lead to more confusion when they use it to communicate their ideas. Thus, the students perceived themselves as competent in communicating in English, but they also experienced moderate to high level of apprehension in communication which resulted in unprepared to engaged in communication in English.

The findings of the current study was not in line with the aforementioned results of some previous researches. This might be due to the fact that the Indonesian students experienced decreased self-perceived communication competence that absolutely increased their level of apprehension in English communication. It meant that the believe within the students in their communication competent was decreased as their feeling of being afraid of being embarrassed in front of their friends, their teachers, or strangers increased that made them experienced moderate to high communication apprehension that resulted in having moderate level of willingness to communicate. As Exley (2005) stated that Indonesian students are the passive, shy/quiet, and what makes Indonesian learners hesitated in engaging in English communication is because they are afraid of losing their faces. Thus, the culture or the structural characteristics of a group of people would automatically affected the willingness to communicate of someone in English as second language or foreign language (MacIntyre, et al., 1998), in this case, the shyness of the nature of Indonesian people affected their willingness to engage in English communication.

The communication apprehension and self-perceived communication competence that the students experienced in communicating in English in this study seemed to be related to the perceptions of their friends, acquaintances, and strangers which means that they felt concerned about what their friends, acquaintace, and even the strangers might think about their ability and communicative competence in English. This suggested that in order to encourage students to be more willing to communicate in English, language teachers should have primary concern on how to help students improve confidence in believing in their communication competence. Moreover, the encouragement and less-judgement from the teacher and the students would be needed by someone in increasing their willingness to engage in English communication, so that it will automatically decrease the students' communication anxiety level in English communication.

The findings of this study showed that the correlations among SPCC, CA, and WTC in English were all statistically significant, suggesting that the level of an individual's self-perceived communication competence, and communication apprehension could predict his/her level of willingness to communicate in English as foreign language. However, the correlation coefficients in this study are not very high as the correlation coefficients in some

of the previous researches done in countries where English was used as the second language, such as in Micronesia (Burrough, et al., 2003), and English as the foreign language, such as in Japan (Yashima, et al., 2004; Hashimoto, 2002) and in Turkey (ener, 2014; Öz, 2015). This finding suggested that in Indonesian context, self-perceived communication competence and communication apprehension did not play the best roles to affect the students' willingness to communicate. Although self-perceived communication competence had significant predictive power on the students' WTC in English, it only explained 15% of the variance of willingness to communicate in English. In this case, it implied that all of the three variables were not good predictors to the students' WTC and there must be other variables which need to be involved for a better prediction to the students' willingness to communicate in English.

5. CONCLUSION

Language use, to a large degree, refers to using the language to communicate for meaningful purposes. Students who are learning English as a foreign language usually lack authentic language communication environments and opportunities that make them experience moderate willingness to communicate. The success of someone in learning a language usually can be predicted by their motivation. However, the high motivation of the students in learning English sometimes cannot be a predictor of their willingness to communicate. The significant correlation among communication variables showed that the students may increase their willingness to communicate in English if they more believe in their competence in communication in the target language.

A better understanding of students' WTC in the target language may help language teachers improve their communicative language teaching methods and curriculum design to provide more communication opportunities for language learners, more importantly, encourage actual engagement into communication behaviors, and finally, facilitate foreign language learning. Based on the understandings and expectations, language teachers could take more effective measure aimed to increase their perceived competence. Task-based pair work or group discussion is usually suggested as a more effective way to increase their believes in communication competence and to reduce language learners' communication anxiety in a foreign language compared to class-fronted activities.

Willingness to communicate was examined in Indonesia where English was learned as a foreign language. Therefore, the different linguistic and language speaking environments in the current study enriched the scholarship of the WTC research. The finding that showed that CA that was found a part of SPCC in affecting students' WTC was the first time in WTC research, which theoretically extended the conceptualization of WTC construct to a broader range. However, the findings have presented a blur picture, which should be acceptable given the fact that this is first study of this nature in Indonesian context. Thus, studies which focus on the same topic are suggested to be conducted with different English proficiency level, different variables, and different method (quantitative and qualitative) to verify the result of the current study.

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