Unwillingness to Communicate in Survival English Course: Evidence from Indonesian EFL Students

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Abstract

Willingness to Communicate (WTC) has been extensively scrutinized over the last few decades. However, although there has been much research focusing on WTC, a few studies explored the students' unwillingness to communicate (UWTC) and its influential factors, notably in Indonesian higher education. Hence, the present study aims to delineate the students' UWTC and its influential factors while learning English speaking in the Survival English Course. Six English Education Department students of a state university in Tasikmalaya, West Java, Indonesia took part as investigative participants. Data was collected through semi-structured interviews and analyzed thematically. The findings revealed that students tended to indicate UTC while learning English speaking in the Survival English Course. In addition, the factors influencing their WTC encompassed students' less self-confidence, students' learning anxiety, demotivated to speak English, classroom atmosphere, unintelligible pronunciation, and uninteresting topics. Given these facts, understanding the students' UWTC and its influential factors enables the teacher to apply appropriate teaching methods, instructional media, and teaching materials coherently. By doing so, the students' UWTC can be mitigated and transformed to be WTC.

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INTRODUCTION

Communication is essential for EFL learners because it allows them to interact with their interlocutors. According to Alemi, Tajeddin, & Mesbah (2013), communication is an important goal, focusing on the authentic use of L2 as a crucial aspect of L2 learning. It means that communication is essential for students learning
English as L2. The students can practice in the classroom by asking in English, answering in English, discussing in English, and presenting their projects. Thus, other students will be motivated to answer in English too. In short, the higher feelings of students' WTC, they will succeed in learning a second language (Valadi, Rezaee & Bharvand, 2015). However, many students are unwilling to communicate due to many factors. The learner's unwillingness to communicate in English both inside and outside the classroom is a common issue in English as a foreign language (EFL) class.

Unwillingness to communicate (hereafter, UWTC) is an act of evading verbal communication. It may occur due to a variety of causes, such as lack of confidence, shyness, anxiety, and others. Anxious learners may also remain silent and unwilling to participate in the communication. To build and realize their reliable, fluent, and meaningful English communication abilities, English as a Foreign Language (EFL) learners must be willing to communicate in English throughout the learning process. There have been myriad studies related to UWTC. As an example, Liu and Jackson (2008) probed the unwillingness to communicate, and anxiety of Chinese learners of English as a foreign language (EFL) in English language classrooms. They inferred that a majority of the students engaged in English interpersonal dialogues, more than one-third of the students perceived public speaking anxiety, there was a significant correlation between speaking anxiety and speaking performances, and several variables of interests were examined and viewed from predictors of the students’ UTC in English. Al-Murtadha and Feryok (2017) examined situated unwillingness to communicate in sociohistorical times in Yemen. They reported that the sole lower-level timescale could not thoroughly indicate UWTC. On the other hand, social, cultural, and historical factors were regarded as the most influential factors contributing to the students' UWTC. Aksak & Cubukcu (2020) explored factors contributing to students’ unwillingness to communicate in English Language Teaching (ELT) Department at a state university in Turkey. The findings revealed that on the one hand, findings revealed that environmental factors contributed the most influential factors to the students' UTC (e.g., rapport among students and teachers, class size, teaching materials, disruptive noise, and classroom situation). On the other hand, affective factors indicated the second most dominant factors to the students' UTC (e.g., anxiety, shyness, demotivation, inadequate vocabulary knowledge, unconfident, uncritical paradigm, topic familiarity, peer pressure, and fear of making mistakes). More
recently, Ilyas (2022) probed the contributive factors influencing students’ willingness to communicate (WTC) and unwillingness to communicate (Un-WTC) in English as a foreign language (EFL) in higher education in Indonesia. The findings disclosed that there were two indispensable factors affecting the students’ WTC and UTC, namely individual factors (e.g., L2 learners’ identities, self-confidence, anxiety, misperception of communicative purposes) and external factors (e.g., teacher’s personality, types of activities, and topics, classroom atmosphere). These factors enabled students to engage or disengage in their English-speaking learning practices in the classroom. Investigative attempts delving into the students' UWTC and factors affecting it remain under-researched. Therefore, the present scrutiny focused on delineating the students' unwillingness to communicate in English and the factors affecting their unwillingness to communicate, especially in Survival English Course.

The phenomenon of unwillingness to communicate in this research is a student who is excited and depressed when learning the Survival English course. This phenomenon appears at one of the Universities in Tasikmalaya (West Java, Indonesia) in a Survival English course. This course encourages students to speak English in real-life contexts and build their speaking skills such as fluency, coherence, lexical sources, and pronunciation. Students are required to be spontaneous while practicing speaking, which will challenge them. This course is selected because of the tendency of students who are passive in speaking English, accessibility, willingness to participate, appropriate to participants' experience, and required to investigate data. Students experienced and responded that students’ WTC is a phenomenon that should be resolved. They felt that Survival English provides benefits for daily conversation. They also felt challenged when speaking spontaneously and felt that they could practice speaking skills through this course. Meanwhile, several students feel depressed in this course because they are afraid to communicate, reluctant, and shy in speaking (informal preliminary interview, 16 December 2021). Further related to this phenomenon, a thought arises for researchers to analyze unwillingness to communicate in English in the Survival English Course and investigate the factors that affect their unwillingness to communicate to improve their speaking skills.

The previous studies focused on Willingness to Communicate, while this research focused on Unwillingness to Communicate. They only focused on secondary education level (e.g., junior high school) students. Besides that, a majority
of them applied a quantitative research approach to examine the participants’ UWTC. Conversely, a few studies explored the students’ unwillingness to communicate and its influential factors, notably in Indonesian higher education. To fill this void, the present study aimed at exploring the students’ unwillingness to communicate in English and the factors affecting their unwillingness to communicate, especially in Survival English Course.

METHODS

In this research, the researchers used a descriptive case study. One of the pivotal reasons for adopting this research method as it offers a specific, in-depth, and contextual description of a certain circumstance. Besides, it can outline and figure out a cogent research issue from all-round perspectives. Ultimately, it allows researchers to decipher an investigative phenomenon in a naturalistic setting (Baxter & Jack, 2008; Stake, 1995; Yin, 2003). Given these facts, a descriptive case study is an appropriate investigative method to portray the students’ unwillingness to communicate in English and the factors affecting their unwillingness to communicate, especially in Survival English Course.

The participants of this study were six students consisting of three males and three females. They were chosen because the researchers wanted the answers to vary from different gender and were willing to participate. Their ages revolve from 18 to 19 years old. They were students of the Survival English Course in the A-class English Education Department first semester in the academic year 2021/2022. Technically, a purposive sampling technique was applied in this investigation. The predominant consideration of applying the purposive sampling technique was it can engender ‘insight and in-depth understanding of the investigative foci (Patton, 2002, p. 230). Additionally, Patton (2002) contends that the purposive sampling technique entangles case selection (e.g., participants, texts, etc.) to afford rich data to analyze.

The data was collected by using a semi-structured interview. DeJonckheere (2019) stated that semi-structured interviews are an effective method for data collection when the researchers want: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings, and beliefs about a specific topic; and (3) to delve deeply into personal and sometimes sense, the researchers contacted six participants to request and schedule the time for the interview. There are several
questions in this study are adapted from (McIntyre, 1998; Rihardini, Yaniafari, & Mukminatien, 2021) it is related to the topic of this study. Each participant was interviewed with an estimation of time between 30-40 minutes per session. The data collection technique used phone interviewing (Burke & Miller, 2001). This technique was chosen because of the distant geographic scope between the researchers and participants, and also because of covid-19 pandemic.

In doing analysis, the researchers used thematic analysis from Braun and Clarke (2006). This data analysis method was used because is an effective method for identifying, analyzing, and reporting patterns (themes) within the data. It organizes and describes all data in detail. The data analysis processes are familiarizing with the data, generating initial codes, searching the themes, reviewing the themes, defining and naming the themes, and producing the report.

RESULT AND DISCUSSION

This present study covers two main themes which are how the students’ UWTC and the factors that affect students’ UWTC in English in the Survival English course. The first theme showed Students’ Unwillingness to Communicate in English During Classroom Activities. The second themes have six sub-themes. (1) students’ less self-confidence, (2) students’ learning anxiety, (3) students’ demotivation to speak English, (4) Students' Perceived Unintelligible Pronunciation, (5) classroom atmosphere, and (6) topic not interesting. More specific elucidations of these are outlined subsequently.

1. Students’ Unwillingness to Communicate in English during Classroom Activities

Students’ unwillingness to communicate in English during classroom activities because only some students communicate using English during group discussions and they rarely deliver their opinion using English. For example, student # 1 showed that when group discussions she rarely communicates using English and no one wants to start it, because it's become a habit and daily language to communicate using Indonesian. The discussion process is the same as a normal discussion, some people express opinions or ideas. During when discussion process sometimes, she gives opinions using English, but she will translate them to Indonesian because she is afraid some people misunderstand or don’t understand what she says. Student # 2 also said that for the discussion process usually used WhatsApp groups and always used Indonesian, not English language. The empirical evidence of students’
unwillingness to communicate in English during classroom activities is presented in the following extracts:

| Table 1 The Extracts of Students’ Unwillingness to Communicate in English During Classroom Activities |
| --- | --- |
| Participants | Extracts |
| Learner # 1 | Hmm, it’s rare for a discussion using English because no one wants to start it. It’s become a common habit where we use the Indonesian language for communication. … The discussion processes it’s the same as a normal discussion, some express opinions or ideas, but the difference is in using English. Sometimes I also give opinions using English, but I also translate them because I’m afraid someone will misunderstand or don’t understand what I say. (Interview transcript, April 13th, 2022. Translated by the author) |
| Learner # 2 | For the discussion process, I usually used WhatsApp group for the discussion and the discussion always used Indonesian, not English language. (Interview transcript, April 13th, 2022. Translated by the author) |
| Learner # 3 | Then for the discussion process, I used a mixed language, Indonesian and English. But most of them used Indonesian because it has become a habit and daily language. (Interview transcript, April 6th, 2022. Translated by the author) |
| Learner # 4 | During the group discussion, there are two or four people and that is usually discussed via WhatsApp the discussion uses Indonesian because it has become a habit. (Interview transcript, April 6th, 2022. Translated by the author) |
| Learner # 5 | “…Ummm, to communicate during group discussions, it is rare for discussions to use English in the first and second semesters. So, when having discussions, they often use Indonesian. Most of them go through WhatsApp group chats for the discussion process, which may also be one of the reasons they rarely use English during group discussions.” (Interview transcript, April 6th, 2022. Translated by the author) |
| Learner # 6 | I usually use WhatsApp group for the discussion process with group members, and the discussion uses Indonesian. Then, communicating using English usually makes a script first, then discussing it in WhatsApp groups, and it will be recorded through zoom. For example, on the topic of small talk, digital storytelling, and showing directions. For making videos, we don’t directly record the video but first memorize the script, then practice. After that, we take the video. (Interview transcript, April, 13th 2022. Translated by the author) |

Based on the extracts above, students # 3 and # 4 described that the group discussion consist of two or four people and usually used WhatsApp groups for the
discussion. Thus, for the discussion process always used Indonesian because it became a habit. Most of the students rarely communicate using English. Some reasons involve only communicating using English when their lecturer asks them and when their lecturer gives them assignments requiring them to communicate using English. Some of them also state that they prefer to communicate using Indonesian to communicate. For instance, students # 5 and # 6 mention that they are used English when a discussion one of the reasons is that they used WhatsApp group for discussion and it's become a habit to communicate using Indonesian. When the lecturer gives the assignments of making the video and must use English, they usually make a script first, then discuss it in WhatsApp groups, and it will be recorded through zoom (e.g., on the topic of small talk, storytelling, or others). For making videos, they don't directly record the video but first memorize the script, then practice. After that, they take the video.

In line with these findings, Freiermuth and Jarrel (2006) state that ineffective interaction and learners' performance are caused by a lack of willingness to communicate. Student's willingness to communicate using English in a language class that used the communicative approach is important as it is expected to facilitate the students to practice language use.

2. The Factors UWTC In English in the Survival English Course

Six factors influenced the students' UWTC in English in the Survival English course. When the researchers asked the students about what are the obstacles in learning to speak English in class, the students answered that there six factors, such as students' less self-confidence, students' learning anxiety, students' demotivation to speak English, Students' Perceived Unintelligible Pronunciation, classroom atmosphere, and topic not interest. For the specific explanation, the researchers presented the factors influencing students' WTC in English in the Survival English course as below:

2.1. Students' Less Self-confidence

Students' less Self-confidence becomes the first factor in students' UWTC in English in the Survival English course. Low self-confidence is a feeling of underestimating yourself. Most of them stated that they were un-confidence when communicating in English. For example, they have less confidence in pronunciation, grammar and also, and they are afraid of getting the wrong answer the question from the lecturer. As stated by the following participants:
### Table 2 The Extracts of Students' Less Self-confidence

<table>
<thead>
<tr>
<th>Participants</th>
<th>Extracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner # 1</td>
<td>The Survival English course is fun, but sometimes I feel <strong>less confident and shy</strong> because I am <strong>afraid to communicate using English, afraid of grammar, and pronunciation</strong>, and also <strong>afraid of getting the wrong answer when the lecturer asks a question</strong>. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 2</td>
<td>My obstacle is related to myself, for example, to self-confidence. Sometimes I <strong>lack confidence when expressing my opinions because I am shy to talk in English</strong>. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 3</td>
<td>For the most dominant challenge, <strong>sometimes I felt less confident, especially during the first semester of learning Survival English, I felt less confident</strong>. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 4</td>
<td>Sometimes I also <strong>felt not confident communicating with other people, especially by using English</strong>. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 5</td>
<td>But now sometimes I <strong>felt less confident communicating using English</strong>, because like I said before if I want to speak English, I have to translate it first. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 6</td>
<td>..., even though I <strong>felt less confident communicating using English</strong> because sometimes I’m afraid if there is grammatical errors or mispronunciations. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
</tbody>
</table>

Here, student # 1 explained that the Survival English course is fun. But he still has less confidence when communicating in the classroom. He thought that communicating in the classroom was a formal situation, it makes him more careful when communicating in English, but he is still afraid about grammar and pronunciation. It made him not confident and shy when communicating in English. Students # 2 and # 3 said that the obstacle when taking the Survival English course is related to themselves. Sometimes they felt less confident and shy when expressing opinions using English, especially in the first semester they felt less confident. Next, students # 4 # 5 # 6 also showed that they felt not confident communicating using English because student # 5 said that if he wants to speak English, he must translate it first. Student # 6 also explained that she felt less confident communicating using English because sometimes she is afraid if there is grammatical errors or mispronunciations when communicating using English.
It can be seen that the students feel less confident when communicating using English. Because they are afraid of pronunciation, and grammar and are shy to express their opinion. This finding is related to Febriyani, et al, (2020) who stated that a lack of self-confidence may bring the students’ belief that they are not going to be good English speakers. This lack of confidence also becomes a great problem that affects the students' speaking performance. It is difficult for students to master English speaking skills if they are not confident in their speaking ability.

2.2 Students’ Learning Anxiety

Students’ Learning anxiety is one of the problems of psychology in language learning in educational psychology such as the students feeling worried when communicating in English. As stated by the following participants:

**Table 3 The Extracts of Students’ Learning Anxiety**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Extracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner # 1</td>
<td>Sometimes I feel <strong>afraid to communicate in English</strong>, and then I think of <strong>Overthinking</strong>. Overthinking here is <strong>afraid of making mistakes when speaking</strong>. For example, when I speak, sometimes I am afraid that my grammar is not good. The second one is <strong>I’m not confident when speaking English</strong>. Sometimes I like to be <strong>insecure</strong> about my smarter friends. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 2</td>
<td>I didn’t dare to communicate using English, because I always felt <strong>insecure</strong> when I see my friends who are passive in communicating using English. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 3</td>
<td>Survival English course is a course that always makes me <strong>nervous and scared</strong> because the lecturer always asks random questions and asks directly to create conversations on zoom, ... (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 4</td>
<td>As usual, if the lecturer asks several questions, I usually felt <strong>nervous and afraid</strong>, hehe. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 5</td>
<td>When I want to answer the questions from the lecturer, I think I don’t have to do that, because I'm <strong>nervous</strong>, so I'm <strong>afraid to express my opinion</strong>, and afraid of my friends saying &quot;so so a speaking English&quot; (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 6</td>
<td>When the lecturer suddenly asked me some questions to me, I felt very panicked, especially if there was no preparation. Suddenly I like fell blank, I can't say anything, and if I answer the question sometimes stammered, mispronunciation and also grammar errors. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
</tbody>
</table>
Based on the extracts above, student # 1 felt afraid to communicate in English, because overthinking and was not confident. Overthinking here is afraid of making mistakes when speaking for example in grammar, and he felt not confident when speaking English because he felt insecure about his smarter friends. Student # 2 said that he didn't dare to communicate using English, because he always felt insecure when seeing his friends who are passive in communicating using English. Next students # 3 and # 4 felt that in Survival English course makes them nervous, afraid, and scared because the lecturer always randomly when asking questions. Next, student # 5 stated that when she wants to answer the questions from the lecturer, she is always nervous, and afraid to express her opinion when the lecturer asks a question. She is also afraid of her friends saying "so so and speaking English". Student # 6 showed that in when Q&A section when the lecturer suddenly asked some questions to him, he felt very panicked, especially if there was no preparation, and also, he felt blank, can't say anything, and if he answers the question sometimes stammer, mispronunciation and also grammar error. In line with that Siregar et., al., (2020) described that English learning anxiety is a psychological issue that affects students as they learn the language. These students feel afraid, nervous, and anxious before or during English class.

Based on the participants’ responses and explanations above, it concludes that students who have learning anxiety are feeling tense, overthinking, not confident, insecure, scared, nervous, and afraid to express their opinion when communicating using English.

2.3. Students’ Demotivation to Speaking English

Students' Demotivation to Speak English signals someone who has lost interest to learn. The loss of interest can originate from different sources of demotivation. The students explained that they had demotivation from themselves. They had demotivation to be willing to communicate in English because they rarely answer the questions from the lecturer, felt hesitant when communicating using English, and were willing to communicate if there is a crush in class. As depicted in the following extracts:
### Table 4 The Extracts of Students’ Demotivation to Speaking English

<table>
<thead>
<tr>
<th>Participants</th>
<th>Extracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner # 1</td>
<td>If there is a Q&amp;A session, <em>I rarely answer the questions from the lecturer</em>, the problem is <em>shy and hesitant</em>, so <em>it’s better to wait for someone else to answer the questions</em>, hehe. Unless the lecturer asks me directly, I’ll answer as best I can. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 2</td>
<td>When Q&amp;A sessions <em>I rarely answer questions from the lecturer</em>, because I was afraid that my friends no understand what I say. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 3</td>
<td>When speaking English in class, <em>I’m always waiting to be called</em>, hehe. Because I think that my classmates are also passive so <em>I won’t start to communicate with the lecturer before being called</em>. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 4</td>
<td>My classmates are passive in speaking English, <em>but even though they are passive, they are always waiting for who wants to start first</em>, while I <em>am not a beginner</em> because I am lost with shame and laziness. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 5</td>
<td>So, <em>I want to communicate more in class if there is a crush in class</em>, both in Indonesian and in English. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 6</td>
<td><em>I didn’t dare to try to answer the question from the lecturer</em>, because I was afraid and embarrassed. ... (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
</tbody>
</table>

Aligning with the extracts, students # 1 and # 2 stated that in when Q&A session they rarely answered the questions from the lecturer because they felt ashamed and afraid of making mistakes when communicating using English. Also, students # 3 and # 4 said that it’s better to wait for someone else to answer the questions from the lecturer because they think that their classmates are also passive in English. So, they won’t start to communicate with the lecturer before being called. Furthermore, student # 5 explained that he is willing to communicate using English if there is a crush in class, so he wants to do more communication in class, both in Indonesian and in English. This line with the statement of Satrock (2013) who said that extrinsic motivation refers to someone or an individual who has the eagerness to gain something, get the reward, avoid punishment, and get maximum grades. Next, student # 6 said that he didn’t dare to try to answer the question from the lecturer, because he was afraid and embarrassed. Afraid here is afraid of the lecturer when the answer is wrong, then embarrassed if my friends didn’t understand what I say.
Based on the participants' statements above, they admitted that shyness and hesitation were one of the main sources of demotivation. This problem mostly occurred when the students were challenged to answer the question from the lecturer, such as giving opinions about the material. In most cases, students refused to answer the questions unless the lecturer asks directly to them. According to Broussard and Garrison (2004), motivation affects people to do or not to do something. It's referring to the causes which underlie someone's behavior that is commonly seen from his/ her willingness. In a classroom context, it deals with the students' WTC during classroom activities. Lack of motivation is seen when students are unwilling or hesitant to participate in comfortably learning the language. Thus, it affects the students' activeness in learning activities.

2.4. Students’ Perceived Unintelligible Pronunciation

Unintelligible Pronunciation is another factor that affects students at UWTC. Pronouncing word is a barrier to effective communication. As an illustration, student # 1 stated that they were afraid to communicate using English because they felt hesitant and afraid if there is mispronunciation when answering the questions from the lecturer. He felt that his English is not good so he was afraid that his friends or lecturers don’t understand what he said. Student # 2 said that if she gives an opinion, she is afraid that her friends did not understand what she said. As depicted in the following Extracts:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Extracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner # 1</td>
<td>When the lecturer asks a question, sometimes I hesitate to answer because my English is not very good, so I'm afraid my friends or lecturers don't understand what I say. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 2</td>
<td>When I give an opinion, sometimes I felt afraid that my friends did not understand what I say. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 3</td>
<td>Sometimes I'm insecure with my smarter friends. Then in listening, sometimes I find it difficult, especially when I hear native speakers speak because they speak quickly, so there is mispronunciation because I think about what the person said and sometimes it becomes a misunderstanding. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 4</td>
<td>I always think first, if I want to speak in English, I'm afraid that my friends don't understand what I say, and become misunderstandings.</td>
</tr>
</tbody>
</table>

Table 5 The Extracts of Students’ Perceived Unintelligible Pronunciation
The above-mentioned extracts show that student #3 described that he felt insecure with his smarter friends and was fluent in communicating using English. He also found it difficult to understand when listening to the native speaker speak because they speak quickly and it becomes a misunderstanding. This finding is related to the empirical evidence identified by Jensen & Westergaard (2022). They pointed out that lexical and syntactic similarities contributed to the students’ crosslinguistic effects.

Student #4 showed that she always thinks before she speaks English because she was afraid that her friend did not understand what she said. Next student #5 described that when answering random questions from lecturers, he always thinks that his answers can be understood by his friends and the lecturers because he is afraid if there are misunderstandings. Furthermore, student #6 explained that when answering the questions from the lecturer he sometimes used Indonesian, because he was afraid that his friends or the lecturer did not understand what he said and it became a misunderstanding. Pamedhar, (2018) also said that incorrect pronunciation may deliver a different meaning. Shortly, when the speaker does not pronounce the word correctly, the listener might be confused. Thus, it is very important to learn pronunciation while learn speaking.

### 2.5. Classroom Atmosphere

Classroom atmosphere gave impacts students’ UWTC in English. A classroom with good or enjoyable situations will increase the students’ WTC in English. Whereas, the classroom seems to be a boring situation making the students’ UWTC in English. As depicted in the following Extracts:
Table 6 The Extracts of Classroom Atmosphere

<table>
<thead>
<tr>
<th>Participants</th>
<th>Extracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner # 1</td>
<td>The classroom environment can give us motivation if we are supportive, for example, if people talk in English and are active in communicating with each other, automatically, we will think and follow if other people are active. On the other hand, if the learning process is silent and tense, we will automatically feel afraid to communicate using English. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 2</td>
<td>In my opinion, it affects the unwillingness to communicate because I speak English, what is the situation in the class, for example, in communicating when the majority of the class atmosphere uses Indonesian, I will use Indonesian, as well as if they use English, I will use English. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 3</td>
<td>The classroom environment it's affects the students at UWTC. For example, if the lecturer asked questions or gave material using English, I will also answer using English. But if the lecturers tend to use Indonesian or use regional languages, I will ask questions and also answer in the same language. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 4</td>
<td>Yes, the classroom environment is very influential, because if the class is quiet, sometimes I ask myself “there is something wrong?” Especially online, I am afraid if my network is unstable or bad connection, I can’t hear the voice in zoom. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 5</td>
<td>It affects, me because the environment is one of the most important factors in speaking English. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 6</td>
<td>It also affects, because if the atmosphere in the class is tense and not active in speaking English, it will greatly affect the willingness to communicate. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
</tbody>
</table>

Based on the extracts above, student # 1 contends that the classroom environment can affect the students’ UWTC and give its motivation. As an illustration, in when learning process, all the students are active in communicating using English automatically she will follow it. Likewise, if the learning process is silent and tense, she felt afraid to communicate using English. Agustina and Setiawan, (2020) stated that sometimes motivating EFL students to speak up is not an easy job for a teacher. Even
though there is an opportunity, some students choose to remain silent if the class atmosphere is not a good or unenjoyable situation.

In addition, students # 2 and # 3 remarked that the classroom atmosphere very influences the students to UWTC in English. For example, in the learning process the majority of the class atmosphere used Indonesian to communicate they also used Indonesian, as well as if they used English, they also used English. If the lecturer asked questions or gave material using English, they also answer using English. But if the lecturers tend to use Indonesian or used regional language, they will ask questions and also answer in the same language. So, they will look at the situation of the class for communicating in English. Creating a positive and engaging classroom atmosphere naturally should be considered (Francis et al., 2018; Vercellotti, 2017). A positive classroom atmosphere is created, and students learn better and engage more to communicate (Haerazi et al., 2019; Rachmawati, 2020).

Student # 4 explained that classroom atmosphere it’s very influential, because if the class is quiet, sometimes he asks himself “there is something wrong?” Especially online, he is afraid that his network is an unstable or bad connection, so he can’t hear the voice. Last students # 5 and # 6 said that the classroom environment affects, them because the environment is one of the most important factors in speaking English. If the atmosphere in the class is tense and his friend is not active in English, it will greatly affect his willingness to communicate.

Shortly, the classroom atmosphere is the emotion, mood, or situation created and enjoyed by the students in the classroom, which shows the involvement and participation of all members of the class. The students that actively talked in English gave a good impact on other students to talk in English too.

2.6. Topic not interesting

Topic not interest was affected by the students' unwillingness to communicate in English. When the researchers ask "Are you willing to communicate using English if the topic discussed is interesting?" the students answer yes. The exciting topics could make the students more excited to communicate in English. On the other hand, the topics with no interest would make the students feel dizzy and unwilling to communicate. As depicted in the following extracts:
Table 7 The Extracts of the Topic are not interesting

<table>
<thead>
<tr>
<th>Participants</th>
<th>Extracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner # 1</td>
<td>Yes, because it is one of my reasons for communicating because when the topics discussed are of interest to me, especially about my hobby or something interesting, I am more excited to communicate in English. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 2</td>
<td>Yes, the interesting topics discussed are one of the reasons for me to communicate using English. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 3</td>
<td>Yes, because if the topic discussed is interesting and I am interested in the topic, it will make it easier for me to communicate using English and create a willingness to communicate with each others. If the topic is not interesting to me, it will make me dizzy and unwilling to communicate. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 4</td>
<td>Yes, because if the topic discussed is interesting it will make it easier for me to communicate using English and create a willingness to communicate with each others. If the topic doesn't interest me, it will give me a dizzy. (Interview transcript, April 6th, 2022. Translated by the author)</td>
</tr>
<tr>
<td>Learner # 5</td>
<td>Yes, I want to communicate if the topic discussed is interesting because it can increase my enthusiasm to communicate using English. Meanwhile, if the topics discussed are not interesting, it will make me dizzy.</td>
</tr>
<tr>
<td>Learner # 6</td>
<td>Yes, I am willing to communicate using English if the topic is interesting because having interest will make it easier for me to communicate using English. If the topic is not interesting it makes me unwilling to communicate. (Interview transcript, April 13th, 2022. Translated by the author)</td>
</tr>
</tbody>
</table>

Resting upon the above, entire participants believed that student topics, not interests can affect the students’ UWTC. For instance, Student # 1 topic not interest can affect the students’ UWTC. He said that when the topics discussed are interesting, he will more excited to communicate in English. Student # 2 also said that the interesting topics discussed are one of the reasons for her to communicate using English. This finding related to Fojkar (2005) also mentions that students can say so much more when they are interested in the topic and willing to communicate with other people rather than something they do not familiar with or not interesting.

Another opinion of students # 3 # 4 # 5 and # 6 remarked that they are willing to communicate using English if the topic is interesting. Because it will make it easier for them to communicate using English with each other. If the topic is not interesting
it makes them unwilling to communicate and they felt dizzy. This supports the findings of this study by Riasat (2012) found that learners believe that topics had a major impact on their willingness to communicate. When they already have sufficient background knowledge or understanding about a certain topic, it will increase the students' willingness to communicate about it.

As a result, the students are willing to communicate using English if they like the topic of discussion and have enough information or knowledge about it. Likewise, when the students are given a topic that they do not know, it may restrict the students to participate in the classroom discussion because they do not know what they are going to say.

CONCLUSION

The present study aims to identify and investigate how the students' UWTC and the factors that affect students' UWTC in English in the Survival English course. Based on the findings, showed that Students' UWTC in English during classroom activities, and six factors affect the students' UWTC in English in the Survival English Course. Those the students' UWTC are (1) students' less self-confidence, (2) students' learning anxiety, (3) students' demotivation to speaking English, (4) students perceived unintelligible pronunciation, (5) classroom atmosphere, and (6) topic not interesting.

The present study provides theoretical, empirical, and practical contributions. Theoretically contributes to McIntyre et al. (1998), the ultimate purpose of learning a second or foreign language should "engender in language students the willingness to actively seek out communication opportunities" (p. 547). Practically, this study may help language teachers improve their communicative language teaching methods and curriculum design, find a better way to develop language learners' communication willingness in the target language and increase their engagement in communication. This study also can be used as a reference for students of the next researchers who are interested in the field of UWTC. Empirically, this study reviewed and complement the previous studies on UWTC among EFL Learners on speaking skills.

Most of the students in the Survival English course like to use English in this course because this course is fun. However, several students still feel anxious to communicate using English because they are still afraid of mispronunciation or grammatical errors. Knowing the students' UWTC and the factors that affect students'
UWTC in English in the Survival English course is recommended to improve their speaking skills. For example, they can practice communicating in English more with friends, and improve their confidence. Therefore, they will be more fluent to communicate in English.

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