



**WILLINGNESS TO COMMUNICATE IN ENGLISH BY NON-  
ENGLISH DEPARTMENT STUDENTS: A QUALITATIVE  
STUDY**

*SKRIPSI*

**BY  
RONALD  
NPM 219.01.0.73088**



**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION DEPARTMENT  
APRIL 2023**

## ABSTRACT

**Ronald**, 2023. *Willingness to Communicate in English By Non-English Department Students: A Qualitative Study*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang.  
Advisor I: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D.  
Advisor II: M. Faruq Ubaidillah, M.Pd.

**Keywords:** Willingness to Communicate in English, EFL students, ELT

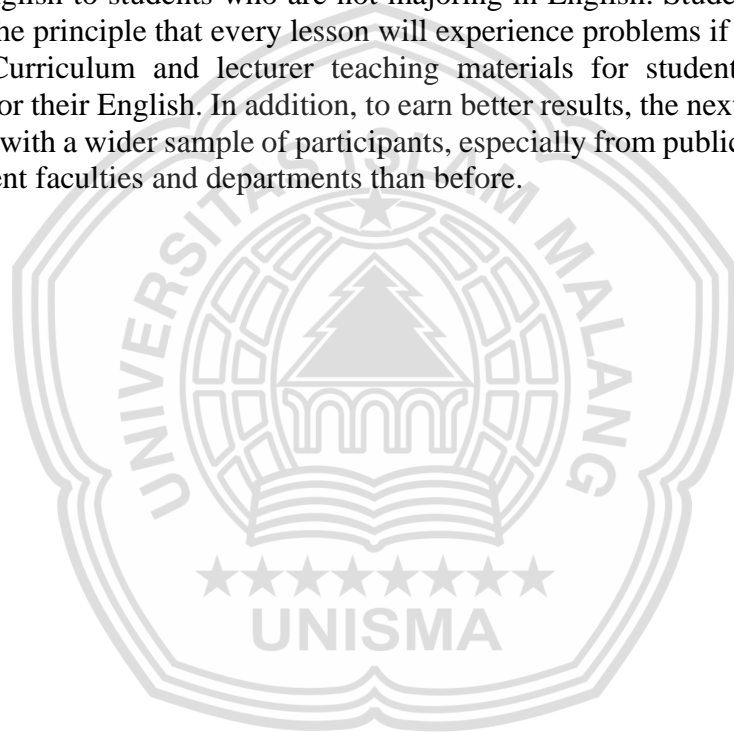
Research related to Willingness to Communicate (WTC) in English has been conducted in many countries, such as Japan, China, Morgantown and New York, Canada and Australia. Recent studies have found that WTC is influenced by numerous factors, such as L2 proficiency, attitude or motivation, L2 communication beliefs, and international posture. Found that the complex, dynamic, and non-linear interaction between language, environmental, and individual elements is what causes participants' L2 WTC to form. Found that Korean and Taiwanese EFL students reported the lowest ratings for WTC in the class due to peer-induced L2 speech anxiety, group cohesiveness, and accuracy-oriented teaching pedagogy. Previous research has focused on the English language education sector, but few studies have examined students in other fields of study. This research will focus on students majoring in non-English education and interview instruments, as they are required to speak English for work demands, study abroad, and other purposes that use English as an international communication.

This research recruited 6 students from non-English majors at a private university in Malang City, East Java, Indonesia. Structured interviews were used to obtain data, and they were conducted using participants' national language data. The length of each interview varied between 30 and 45 minutes, and follow-up inquiries were made. The interview questions were taken from previous research and included a Communicative Self-Confidence Component, Situational Context Component, Topical Enticement Component, and Learning Responsibility Component. The interviews' findings were recorded on audio and verbatim transcribed. The writer translated the interview into English before analyzing the transcript. Five theme analysis techniques were used to examine the data, such as listening to speech data, shaping speech data, communicating speech data with interpretive intent, reproducing or (re)constructing speech data, and establishing data credibility. The participants in the study were asked to examine and comment on the interview data to confirm the validity of the study. To keep the data safe, the writer used ethical considerations and informed the participants that their participation was voluntary.

The findings show that there are factors that influence their English, including personal factors, limited linguistic mastery, teaching style and social context. They

significantly said that the existence of these factors made them reluctant to speak English. When asked about speaking English they mostly use Indonesian. That the reason is because they are also students who are not majoring in English so they think it's only natural in that case. The use of Indonesian is still often used even though in class they have to use English. In this case the teaching materials used by lecturers also affect their willingness to communicate in English speaking in English class, while supporting teaching materials for students are rarely used by lecturers. Finally, students prefer to speak English when their lecturers do not make them so tense that their courage will emerge and they will be more active in speaking English.

The above facts call for the attention of the lecturers to be even better in teaching English to students who are not majoring in English. Students and lecturers must have the principle that every lesson will experience problems if it is not properly mastered. Curriculum and lecturer teaching materials for students are also very influential for their English. In addition, to earn better results, the next researcher must collect data with a wider sample of participants, especially from public universities and from different faculties and departments than before.



## ABSTRAK

**Ronald**, 2023. *Kemauan Berkomunikasi dalam Bahasa Inggris Oleh Mahasiswa Yang Bukan Jurusan Bahasa Inggris: Studi Kualitatif. Skripsi*, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang.

Pembimbing I: Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D.

Pembimbing II: M. Faruq Ubaidillah, M.Pd.

**Keywords:** Kemauan Berkomunikasi dalam Bahasa Inggris, Siswa EFL, ELT

Penelitian terkait Willingness to Communicate (WTC) dalam bahasa Inggris telah dilakukan di berbagai negara, seperti Jepang, China, Morgantown dan New York, Kanada, dan Australia. Studi terbaru menemukan bahwa WTC dipengaruhi oleh banyak faktor, seperti kemahiran L2, sikap atau motivasi, keyakinan komunikasi L2, dan sikap internasional. Ditemukan bahwa interaksi yang kompleks, dinamis, dan non-linier antara unsur bahasa, lingkungan, dan individu inilah yang menyebabkan terbentuknya L2 WTC partisipan. Ditemukan bahwa siswa EFL Korea dan Taiwan melaporkan peringkat terendah untuk WTC di kelas karena kecemasan bicara L2 yang diinduksi teman sebaya, kekompakan kelompok, dan pedagogi pengajaran yang berorientasi pada akurasi. Penelitian sebelumnya berfokus pada sektor pendidikan bahasa Inggris, namun hanya sedikit penelitian yang meneliti siswa di bidang studi lain. Penelitian ini akan berfokus pada mahasiswa jurusan pendidikan non-Bahasa Inggris dan instrumen wawancara, karena mereka diharuskan berbicara bahasa Inggris untuk tuntutan kerja, belajar di luar negeri, dan tujuan lain yang menggunakan bahasa Inggris sebagai komunikasi internasional.

Penelitian ini merekrut 6 mahasiswa dari jurusan yang bukan Bahasa Inggris di sebuah perguruan tinggi swasta di Kota Malang, Jawa Timur, Indonesia. Wawancara terstruktur digunakan untuk memperoleh data, dan dilakukan dengan menggunakan data bahasa nasional peserta. Panjang setiap wawancara bervariasi antara 30 dan 45 menit, dan pertanyaan lanjutan dibuat. Pertanyaan wawancara diambil dari penelitian sebelumnya dan termasuk Komponen Keyakinan Diri Komunikatif, Komponen Konteks Situasional, Komponen Daya Tarik Topikal, dan Komponen Tanggung Jawab Belajar. Temuan wawancara direkam dalam bentuk audio dan ditranskrip secara verbatim. Penulis menerjemahkan wawancara ke dalam bahasa Inggris sebelum menganalisis transkrip. Lima teknik analisis tema digunakan untuk memeriksa data, seperti mendengarkan data ucapan, membentuk data ucapan, mengkomunikasikan data ucapan dengan maksud interpretatif, mereproduksi atau (kembali) membangun data ucapan, dan membangun kredibilitas data. Para peserta dalam penelitian diminta untuk memeriksa dan mengomentari data wawancara untuk mengkonfirmasi validitas penelitian. Untuk menjaga keamanan data, penulis menggunakan pertimbangan etis dan menginformasikan peserta bahwa partisipasi mereka bersifat sukarela.

Temuan menunjukkan bahwa ada faktor-faktor yang mempengaruhi bahasa Inggris mereka, termasuk faktor pribadi, penguasaan linguistik yang terbatas, gaya mengajar dan konteks sosial. Mereka secara signifikan mengatakan bahwa adanya faktor-faktor tersebut membuat mereka enggan untuk berbicara bahasa Inggris. Ketika ditanya tentang berbicara bahasa Inggris mereka kebanyakan menggunakan bahasa Indonesia. Itu alasannya karena mereka juga mahasiswa yang tidak mengambil jurusan Bahasa Inggris sehingga menurut mereka wajar saja dalam hal itu. Penggunaan bahasa Indonesia masih sering digunakan meskipun di kelas harus menggunakan bahasa Inggris. Dalam hal ini bahan ajar yang digunakan dosen juga mempengaruhi kemauan mereka untuk berkomunikasi dalam berbahasa Inggris di kelas bahasa Inggris, sedangkan bahan ajar pendukung untuk mahasiswa jarang digunakan oleh dosen. Akhirnya, mahasiswa lebih suka berbicara bahasa Inggris ketika dosen mereka tidak membuat mereka tegang sehingga keberanian mereka akan muncul dan mereka akan lebih aktif dalam berbicara bahasa Inggris.

Fakta di atas meminta perhatian para dosen untuk lebih baik lagi dalam mengajarkan bahasa Inggris kepada mahasiswa yang bukan jurusan bahasa Inggris. Mahasiswa dan dosen harus memiliki prinsip bahwa setiap pelajaran akan mengalami masalah jika tidak dikuasai dengan baik. Kurikulum dan bahan ajar dosen bagi mahasiswa juga sangat berpengaruh terhadap bahasa Inggris mereka. Selain itu, untuk memperoleh hasil yang lebih baik, selanjutnya harus mengumpulkan data dengan sampel peserta yang lebih luas, terutama dari perguruan tinggi negeri dan dari fakultas dan jurusan yang berbeda dari sebelumnya.

## CHAPTER 1

### INTRODUCTION

This chapter explains the background of the study, research problems, objectives of the study, originality of the study, the significance of the study, scope and limitation, and definition of key terms. They will be elaborated as follows.

#### 1.1 Background of the Study

In recent years, research related to Willingness to Communicate (WTC) in English has been extensively carried out in many countries, such as in Japan (Yashima et al., 2018), China (Peng, 2019), Morgantown and New York (Jamalifar & Salehi, 2020), Canada (Basoz & Erten, 2018), and Australia (Richards, 2022), and many more. These studies conclude WTC is naturally influenced by numerous factors, such as L2 proficiency, attitude or motivation, L2 communication beliefs, and international posture on L2 communication.

Several recent studies have also been documented in discussing WTC within various contexts. For instance, previous research by Alimorad and Farahman (2021) investigated 12 students, six with low and six with high WTC standards. The findings show that the complex, dynamic, and non-linear interaction between language, environmental, and individual elements is what causes participants' L2 WTC to form. These three interrelated aspects had an effect on a student's WTC in class at any given time, either positively or negatively. Therefore, further research

is required to support the idea that teachers must be aware of the various elements that influence students' willingness to speak in L2 classes.

Furthermore, research done by Lee et al (2022) employed a questionnaire to explore 404 students' willingness to communicate in English. The study used a quantitative method. It explored the L2 WTC level of Korean and Taiwanese EFL students in the classroom, outside the classroom, and digital settings, and the factors that influence it. The analysis from Korean and Taiwanese participants reported the lowest ratings for WTC in the class due to peer-induced L2 speech anxiety, group cohesiveness, and accuracy-oriented teaching pedagogy. It was also found that Korean students were more willing to communicate outside of class than they were with Taiwanese students.

Furthermore, research by Zhang et al (2022) in a Chinese context explored 14 students from semester 4 using a qualitative method. The findings suggest that perceived task importance can be a facilitator of WTC state and language learning achievement. In addition, a study by Kruk (2022) investigated the WTC of two research participants in a New York context. Findings suggest that their WTC is fluctuated and changed regularly as influenced by social conditions.

Another study used an interview instrument and recruited 124 students which were divided into 64 male students and 60 female students using a quantitative method. The study revealed that those students with musical experience showed a higher emotional understanding (Fernández-García & Fonseca-Mora, 2022). In a Canadian context, it was found that WTC is closely related to communication anxiety

among two research participants (MacIntyre & Gregersen, 2022). In An Australian setting, previous research emphasizes the need for emotional studies to have a deeper understanding on WTC in TESOL area. Understanding and managing emotions is an important dimension of a teacher's knowledge and abilities, whereas for students, emotions are critical to how they navigate and process their learning (Richards, 2022).

Although many studies have been conducted on WTC in different contexts, previous research has only focused on the English language education sector, that is to say, the studies exclusively paid attention towards English major students. As a result, few studies have examined students in other fields of study. Therefore, my research will focus on students majoring in non-English education which will complement the deficiencies of previous research, so that later it will produce new findings. Focus on interview instruments because in previous research most of methods used are questionnaires and other quantitative designs. Additionally, research on students who are not majoring in English education is also important because they are also required to be able to speak English for work demands, study abroad, and other purposes that use English as an international communication.

## 1.2 Research Problems

This qualitative study addresses the two gaps mentioned above through the following research questions:

- 1) What factors do influence non-English department students' willingness to communicate in English?



- 2) How can these factors affect non-English department students' willingness to communicate in English?

### **1.3 Objectives of the Study**

The aims of this research are:

- 1) To investigate the factors that influence non-English department students' willingness to communicate in English
- 2) To investigate how those factors influence non-English department students' willingness to communicate in English

### **1.4 Originality of the Study**

In previous research, most of the research examined the willingness to communicate in English of students majoring in English department see (Lee et al., 2022; MacIntyre & Gregersen, 2022; Richards, 2022; Zhang et al., 2022). My research differs from those previous works in terms of recruiting participants from non-English department students and using semi-structured interview questions.

### **1.5 Significance of the Study**

Theoretically, this research is expected to expand the rooted theory proposed by Alimorad and Farahman (2021) and developed theory WTC instructional factors that study the latest context in English speaking-based learning. The findings go deeper understanding of the actual WTC level of English students and the factors that influence it. Practically, the results provide a broad picture of the influencing factors

and strategies for TEFL educators in general and English language lecturers in particular at universities who will determine a supportive atmosphere to stimulate students to want communicate while applying English speaking-based learning. For further significance, when teachers or lecturers focus on improving the WTC, the teaching paradigm and learning English will move from knowledge-based subjects to practice-based subjects resulting in a better English learning experience. moreover, the results help English teachers to recognize their WTC level and identify the factors that motivate them the most and reflect on their learning experiences.

### **1.6 Scope and Limitation**

The scope of this research is under the circumstances of students. The researcher also targeted six sixth semester students as research participants. Because only sixth semester students are involved as subjects, the researcher will limit the number of participants. Six students were selected from a non-English major for this study.

In the end, the instruments used in this research were a number of questions related to participants' willingness to communicate in English while studying at the private university level in Malang. The researcher uses a series of questions to investigate what factors influence the participants' willingness to communicate in English during their studies.

## 1.7 The Definition of Key Terms

I provide definitions of key terms in order to avoid misconception as they would be defined below:

- Willingness to Communicate in English

Since L2 (foreign/second language) communication is seen as a crucial component of L2 learning, willingness to communicate (WTC) in English is particularly crucial.

- EFL Students

English as a Foreign Language is referred to as EFL. Students who are older than 16 can improve their English abilities with the help of this program.

- ELT

ELT is also a process of moving data from various sources to targets (data warehouse), it's just that there is a slight difference. In ELT, data is copied first to the target and then transformed.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the summary of the research related to some topics and also suggestions for the teacher, students, and further research.

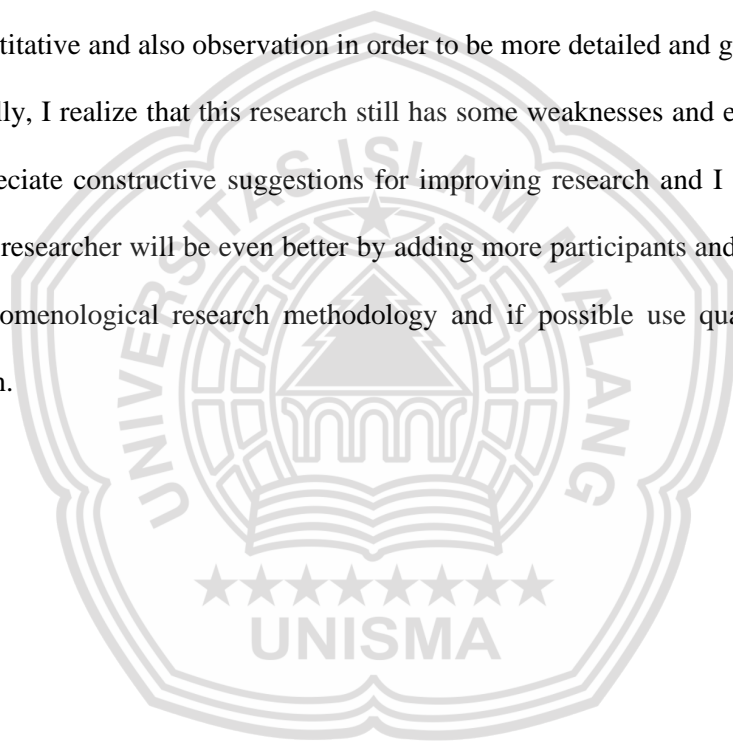
#### 5.1 Conclusion

The purpose of this research is to find out what factors influence students' willingness to speak English and how these factors influence students' willingness to speak English in even semester 6th grade at Private University of Malang. This finding reveals that there are four factors that influence their willingness to speak English, including 1) personal factors, 2) limited language acquisition, 3) teaching style, and 4) social context. In this case, there are findings about how these factors influence their willingness to speak English, namely from personal factors in the form of students being reluctant to speak English then from limited linguistic mastery, namely the existence of ridicule and being laughed at and in the teaching style there are lecturers who do not give opportunities for students due to time constraints and the last one is the social context where there are friends in class who do not understand English so they use the Code Switching method.

#### 5.2 Suggestion

In this section, I want to give some suggestions to be noticed by lecturers and students, especially students who have low English skills as follows

1. English lecturers can modify and teach strategies effectively to students with low abilities.
2. To be more successful in developing their speaking skills, students must use speaking strategies more often, especially during study speak.
3. So with this in mind, further research is recommended to conduct research using quantitative and also observation in order to be more detailed and get other factors.
4. Finally, I realize that this research still has some weaknesses and errors. Therefore, I appreciate constructive suggestions for improving research and I also hope that the next researcher will be even better by adding more participants and continuing to use phenomenological research methodology and if possible use quantitative research again.



## REFERENCES

- Alimorad, Z., & Farahmand, M. (2021). A Case Study on Willingness to Communicate in English in The Iranian Tertiary Educational Context. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 32(1), 1. <https://doi.org/10.15639/teflinjournal.v32i1/1-28>
- Alemi, F., Circella, G., Handy, S., & Mokhtarian, P. (2018). What influences travelers to use Uber? Exploring the factors affecting the adoption of on-demand ride services in California. *Travel Behaviour and Society*, 13, 88–104. <https://doi.org/10.1016/j.tbs.2018.06.002>
- Almadani, A., Ping, M. N. Y., Deenadayalu, A., Saunders, J., & O'Brien, A. (2019). The Effect of Using Different Types of Forceps in the Efficacy of Transbronchial Lung Biopsy. *Lung*, 197(1), 61–66. <https://doi.org/10.1007/s00408-018-0179-6>
- Babic, S. (2019). Book Review: Positive Psychology Perspectives on Foreign Language Learning and Teaching. Edited Collection by Danuta Gabryś-Barker and Dagmara Galajda. *Journal for the Psychology of Language Learning*, 1(1), 142–147. <https://doi.org/10.52598/jpll/1/1/8>
- Basoz, T., & Erten, I. H. (2018). Investigating Tertiary Level EFL Learners' Willingness to Communicate in English. *English Language Teaching*, 11(3), 78. <https://doi.org/10.5539/elt.v11n3p78>
- Boyadzhieva, E. (2018). Rethinking Inversion in English Syntax. *English Studies at NBU*, 4(1), 29–40. <https://doi.org/10.33919/esnbu.18.1.3>

- Dalle, H. A. (n.d.). *Wacana Bahasa Inggris Berdasarkan Keterampilan Berbahasa Kelas X Man 2 Parepare*. 22.
- Darasawang, P., & Reinders, H. (2021). Willingness to Communicate and Second Language Proficiency: A Correlational Study. *Education Sciences*, 11(9), 517. <https://doi.org/10.3390/educsci11090517>
- Fadilah, E., Dewi, H. K., & Widodo, J. P. (n.d.). *Complex Dynamic Emotions and Willingness to Communicate in the Task-Based Classroom Instructions*. 22.
- Fernández-García, A., & Fonseca-Mora, M. C. (2022). EFL learners' speaking proficiency and its connection to emotional understanding, willingness to communicate and musical experience. *Language Teaching Research*, 26(1), 124–140. <https://doi.org/10.1177/1362168819891868>
- Fajri, R., & Alimin, R. (n.d.). *Journal of Education Science (JES)*, 7(2), Oktober 2021. 4.
- Henry, A., Thorsen, C., & MacIntyre, P. D. (2021). Willingness to communicate in a multilingual context: Part two, person-context dynamics. *Journal of Multilingual and Multicultural Development*, 1–16. <https://doi.org/10.1080/01434632.2021.1935975>
- Jamalifar, G., & Salehi, H. (2020). The effects of rehearsal and strategic task planning on L2 Willingness to Communicate. *The Language Learning Journal*, 48(2), 162–169. <https://doi.org/10.1080/09571736.2017.1370605>
- Juwita, R., Syaodih, E., & Agustin, M. (n.d.). *Elementary School Children's Willing to Communicate in Virtual Class: A Case Study*. 11.

- Kang, M. (2018). Comparative advantage and strategic specialization. *Review of International Economics*, 26(1), 1–19. <https://doi.org/10.1111/roie.12300>
- Khatib, M., & Nourzadeh, S. (2015). Development and validation of an instructional willingness to communicate questionnaire. *Journal of Multilingual and Multicultural Development*, 36(3), 266–283. <https://doi.org/10.1080/01434632.2014.914523>
- Kruk, M. (2022). Dynamicity of perceived willingness to communicate, motivation, boredom and anxiety in Second Life: The case of two advanced learners of English. *Computer Assisted Language Learning*, 35(1–2), 190–216. <https://doi.org/10.1080/09588221.2019.1677722>
- Lee, S., Mogle, J. A., Jackson, C. L., & Buxton, O. M. (2019). What’s not fair about work keeps me up: Perceived unfairness about work impairs sleep through negative work-to-family spillover. *Social Science Research*, 81, 23–31. <https://doi.org/10.1016/j.ssresearch.2019.03.002>
- Lee, J. S. (2022). The role of grit and classroom enjoyment in EFL learners’ willingness to communicate. *Journal of Multilingual and Multicultural Development*, 43(5), 452–468. <https://doi.org/10.1080/01434632.2020.1746319>
- Lee, J. S., & Drajadi, N. A. (2020). Willingness to communicate in digital and non-digital EFL contexts: Scale development and psychometric testing. *Computer Assisted Language Learning*, 33(7), 688–707. <https://doi.org/10.1080/09588221.2019.1588330>



- Lee, J. S., Lee, K., & Chen Hsieh, J. (2022). Understanding willingness to communicate in L2 between Korean and Taiwanese students. *Language Teaching Research*, 26(3), 455–476. <https://doi.org/10.1177/1362168819890825>
- Levelt, P. F., Joiner, J., Tamminen, J., Veeffkind, J. P., Bhartia, P. K., Stein Zweers, D. C., Duncan, B. N., Streets, D. G., Eskes, H., van der A, R., McLinden, C., Fioletov, V., Carn, S., de Laat, J., DeLand, M., Marchenko, S., McPeters, R., Ziemke, J., Fu, D., ... Wargan, K. (2018). The Ozone Monitoring Instrument: Overview of 14 years in space. *Atmospheric Chemistry and Physics*, 18(8), 5699–5745. <https://doi.org/10.5194/acp-18-5699-2018>
- Macintyre, P. D., Clément, R., Dörnyei, Z., & 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. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- MacIntyre, P. D., & Gregersen, T. (2022). The idiodynamic method: Willingness to communicate and anxiety processes interacting in real time. *International Review of Applied Linguistics in Language Teaching*, 60(1), 67–84. <https://doi.org/10.1515/iral-2021-0024>
- MacIntyre, P. D., Ross, J., Talbot, K., Mercer, S., Gregersen, T., & Banga, C. A. (2019). Stressors, personality and wellbeing among language teachers. *System*, 82, 26–38. <https://doi.org/10.1016/j.system.2019.02.013>
- Maduwu, B., & Pd, S. (2016). *Pentingnya Pembelajaran Bahasa Inggris di Sekolah*. 7.

- Murtadha, I. A. (n.d.). *Pengaruh Gender, Anggaran Waktu Dan Pengalaman Auditor Terhadap Audit Judgement*. 19.
- Pali'padang, O. C., & Mantiri, O. (n.d.). *Students Use English in Schoolscapes in Indonesian Highschool: Students' Perceptions*. 12.
- Peng, J.-E. (2019). The roles of multimodal pedagogic effects and classroom environment in willingness to communicate in English. *System*, 82, 161–173. <https://doi.org/10.1016/j.system.2019.04.006>
- Rahman, M. A., Melliyani, M., Handrianto, C., Erma, E., & Rasool, S. (2022). Prospect And Promise In Integrating Multiliteracy Pedagogy In The English Language Classroom In Indonesia. *Eternal (English, Teaching, Learning, and Research Journal)*, 8(1), 34–52. <https://doi.org/10.24252/Eternal.V81.2022.A3>
- Richards, J. C. (2022). Exploring Emotions in Language Teaching. *RELC Journal*, 53(1), 225–239. <https://doi.org/10.1177/0033688220927531>
- Setyan, R. N., Widianingsih, S., Nisa, K., Rahmawati, N., & Subekti, N. (2020). Pengembangan Inovasi Bahan Ajar Berbasis English for Specific Purposes (Esp) Guna Meningkatkan Keahlian Kompetensi Komunikatif Siswa Kelas Xi Multimedia. *Buletin Literasi Budaya Sekolah*, 2(1). <https://doi.org/10.23917/blbs.v2i1.11612>
- Tavakoli, P. (2020). Making fluency research accessible to second language teachers: The impact of a training intervention. *Language Teaching Research*, 136216882095121. <https://doi.org/10.1177/1362168820951213>

- Universitas Negeri Jakarta, Indonesia, Usman, H., Ferdiansyah, S., Widodo, H. P., & Lestariyana, R. P. D. (2020). Primary School English Teachers' Perceptions of the Teacher Educator-Created English Textbook: The Case of Indonesia. *The Journal of AsiaTEFL*, 17(3), 1057–1067.  
<https://doi.org/10.18823/asiatefl.2020.17.3.22.1057>
- Wang, G., Chang, L., Zhang, R., Wang, S., Wei, X., Rickert, E., Krost, P., Xiao, L., & Weinberger, F. (2019). Can targeted defense elicitation improve seaweed aquaculture? *Journal of Applied Phycology*, 31(3), 1845–1854.  
<https://doi.org/10.1007/s10811-018-1709-6>
- Wijaya, I. K. (2015). Pembelajaran Bahasa Inggris di Sekolah Dasar. *BAHTERA: Jurnal Pendidikan Bahasa dan Sastra*, 14(2), 120–128.  
<https://doi.org/10.21009/BAHTERA.142.02>
- Yashima, T., MacIntyre, P. D., & Ikeda, M. (2018). Situated willingness to communicate in an L2: Interplay of individual characteristics and context. *Language Teaching Research*, 22(1), 115–137.  
<https://doi.org/10.1177/1362168816657851>
- Zhang, J., Beckmann, N., & Beckmann, J. F. (2022). One situation doesn't fit all: Variability and stability of state willingness to communicate in a Chinese College English classroom. *Language Teaching Research*, 26(3), 504–529.  
<https://doi.org/10.1177/1362168819891330>