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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Foreign Students Studying in Indonesian Universities

Indonesian universities have become the alternative one of destinations of foreign students to continue their study. According to Minister of Research, Technology, and Higher Education (Menristek-Dikti), Mohamad Nasir stated that there are 6000 foreign students studying in Indonesia.

There are many Indonesian universities opening undergraduate program for foreign students. For example, University of Padjajaran, the applicants always increased. According to the quota is only for 125 foreign students, but the applicants who want to register are almost 400 foreign students. They come from 20 countries, such as India, Malaysia, Japan, South Korea, Afghanistan, China, Iran, Nigeria, Pakistan, Thailand, Turkey, Tanzania, Vietnam, Yordania, Rusia, and Kyrgiztan.

Islamic Universities also accept foreign students. Such as foreign students at State Islamic University Syarif Hidayatullah of Jakarta (UIN Jakarta) who come from Malaysia, Thailand, Afghanistan, and Africa. For Thai students get scholarship from Ministry of Religious Affairs (Kemenag).

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According to Director of Islamic Higher Education (Diktis) Kemenag RI, Dede Rosyada in Kemenag (2013) stated that the scholarship is realization of collaboration between Ministry of Religious Affairs and Southern Border Provinces Administrative Center (SBPAC) Thailand. 50 of Thai students studied at UIN Jakarta, UIN Sultan Syarif Kasim Riau, UIN Sunan Kalijaga Yogyakarta, UIN Alaudin Makasar, UIN Sunan Gunung Jati Bandung, and UIN Maliki Malang.

Each Indonesian university has its own policy about foreign students for undergraduate program. The policy for foreign students' admission depends on the head of university. This following is the policy about foreign students' admission based on some Indonesian universities:

a. Padjajaran University (UNPAD)

Based on official website of Padjajaran university, this university offers admissions for international students: one set of certified copy of academic result/transcript of High School (year 12); Academic Certificate / Academic Transcript of Education of Secondary School (SPM) certified copy; One set of certified Clearance Letter (Surat Tiada Halangan) from Ministry of Higher Education (Kementrian Pengajian Tinggi); one set of English proficiency test certified copy result (valid within last two years); institutional TOEFL min. score 500 (paper based), 173 (computer based), 61 (internet based) OR IELTS min. score 5.00 OR MUET min. score 4.00 OR IBT 60 (only for Economics).

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b. Gadjah Mada University (UGM)

Gadjah Mada University has some admissions for foreign students, such as curriculum vitae (resume, personal data); personal statement, stating that the applicant will not engage in a job and will obey the Indonesian laws and regulations; copies of academic record and diplomas; English language proficiency, as indicated by TOEFL score of at least 500 (ITP) or 5.0 (IELTS) or 59-60 (iBT). Application whose score below the minimum requirement may be considered for enrollment based on probationary condition.

c. University of Indonesia (UI)

There are some English Language Requirements based on *A Guide for Prospective International Students Study at UI*. The Regular Bachelor Program is delivered in Indonesian language; candidates must demonstrate adequate English proficiency since there are a number of departments requiring students to take mandatory courses in English; ITP/International TOEFL with minimum score of 500 (PBT); 173 (CBT); 60 (iBT) or IELTS minimum score of 5.5; obtaining certificate of BIPA 3 completion (BIPA is an Indonesian language preparatory class for non-native speakers)

d. Sebelas Maret University (UNS)

Sebelas Maret University (UNS) welcomes international students to study in all regular study programs under the conditions that the entire course will be held regularly in Indonesian language. Students who do

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not hold Indonesian citizenship can be admitted to UNS upon fulfillment of academic, language, and immigration requirements.

The head of university of UNS stated that mastering Indonesian language is an absolute requirement for foreign students. The function of this policy is to make foreign students study seriously in UNS (UNS-update, 2014).

e. **Brawijaya University**

Brawijaya University offers undergraduate program admission for foreign students based on its official website. For international undergraduate program applicant should demonstrate English language proficiency minimum International TOEFL (ITP) score of 500 / IELTS overall score of 5.5 Copy of English proficiency test certificate (TOEFL/others).

Based on the policy about foreign students of some universities above, one of the most important requirements is English language proficiency. Foreign students should demonstrate their English language proficiency by following the test. It is showed by minimum international score of TOEFL or IELTS. This policy is as a consideration about their English ability before accepting to study in the university because it will influence their academic achievement.

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2. The Importance of English Proficiency for Foreign Students

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

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

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

Foreign students are required to have good English language proficiency before entering the university. In this case, the universities have to obligate foreign students to follow language proficiency tests as admission of university. English language proficiency of foreign students

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is related to their academic performance. Language proficiency tests such as the TOEFL are expected to inform university admissions decisions for foreign students

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

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

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

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high TOEFL scores were more likely to have a high GPA, and those who had low TOEFL scores were more likely to have a low GPA.

Gunnarsson in Hu (1991) states that it is possible that many tests, regardless of their labels of "intelligence," "achievement," or "personality," may appear to measure language proficiency. In accordance with Streiff in Hu (1991) also claims that language skills cannot be separated from the measurement of academic performance. Both of the experts give a clear describing that academic performance is showed by language skills of foreign students.

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

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

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

In a recent study by Nguyen (2011) was conducted a research about students of South Asian Countries challenge learning English in Australia states that the common problems of Vietnamese, Thai and Indonesian students are pronunciation, speaking and plagiarism in writing. They was challenging when they were asked to write in paragraph or essay format. The result showed that Vietnamese students do not have difficulties in this skill, but they struggle with listening, while Thai and Indonesian students are better in this area.

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

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

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

For example, oral communication is the common problem reported because lack of English language proficiency. It makes them hard to connect in communication with people. It will influence them in achieving their success as the foreign/international students at the university. That is the reason why English proficiency is important for foreign students to get academic success.

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

The main purpose of learning a foreign language is to make students able to use it for meaningful and effective communication both

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inside and outside the classroom. The successful students in learning a foreign language depend on themselves which means the intensity of students to use it for daily communication.

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

Willingness to communicate is a complicated phenomenon in the target language classrooms. The concept of “willingness to communicate” (WTC) was originally developed by McCroskey and associates (McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1990, 1991 in Peng (2007)), to capture the trait-like personality that individuals display in first language (L1) communication. MacIntyre and associates applied the WTC construct in a second language context (MacIntyre & Charos, 1996; MacIntyre, Dörnyei, Clément, & Noels, 1998 in Peng (2007)).

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

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

The students who have high willingness are more likely to communicate. According to McCroskey and Richmond, 1987 in Jung (2011) concluded that “high willingness is associated with increased frequency and amount of communication, which in turn are associated

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

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

The foreign students who are less willing to communicate because they who do not have good English proficiency, feel fearing while speaking with others, feel worry when they make a mistake during interact with the interlocutors. The reasons of less willing of foreign



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students can be proved by a recent study by Hamouda (2013 in Mahdi (2014)) on Saudi' students have investigated the causes of the non-participation of students in EFL classrooms at Qassim University. He noted some causes such as poor English proficiency, fear of speaking in front of others, shyness, lack of confidence and fear of making mistakes.

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

1. Language Anxiety

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

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

The explanation of three domains above is as follows:
Communication apprehension originates from the need to speak in

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front of the group, while test anxiety comes from fear of failure on tests. Fear of negative evaluation is connected with others' judgment in any social situation such as a job interview or presentation.

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

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

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

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

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

2. Self-Confidence

Self confidence: according to Ganschow and Sparks, 1991 in Kim (2004) suggest that self-confidence can be defined as the

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language student's perception of the ease of L2 learning. Students' perception can be measured in two dimensions: perceived communication competence and language anxiety (Clement, 1990 in Kim (2004)).

As the experts explained above perceived self-competence in English is the participant's self-assessed competence in English communication, which will be assessed by a scale with second language (L2) items adapted from MacIntyre and Charos (1996) in Kim (2004). In reference to Telbis et al. (2014) conducted a research which is found that language confidence will be a problem for foreign students when it comes to socializing.

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

3. Interlocutors

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

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

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

4. Social-Influences

Foreign students who are new in a different environment would be difficult to establish social networks. Some of them only hang out with people from their home countries. They have more limited social networks and they feel helpless when they are trying to communicate with people. It makes them hard to make new friends with domestic students. According to Akanwa (2015) domestic students need to develop multicultural skills and diversity awareness

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as invaluable skills for today's global economy, while international students could learn language, culture, and communication skills from domestic students.

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

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

Those two types above have its own meaning in influencing students' willingness. The first type is social pressure seemed to decrease students' WTC. It does not affect students' WTC because they feel under pressure. Such as, students are demanded to be fluent in English by their parents, in order to get job opportunities. Meanwhile, the second type is help and encouragement. It seemed like a social push which is given by parents. It will increase students'

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WTC. For instance, they are asked to speak with native speaker whom they meet yet while they go to another place, in order to they are brave to use their English to communicate.

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

5. Language Learning Orientation

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

The most recent studies had been conducted by Zarrinabadi and Abdi (2011) and Barjesteh, Vaseghi, and Neissi (2012 in Mahdi

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

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

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



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them to always improve their English. Their goals will remind them to keep their spirit in learning.

B. Relevant Research

1. A qualitative research was conducted by Kamlaitip Pattapong (2015) from The University of Sydney, entitled *“Willingness to communicate in a second language: A qualitative study of issues affecting Thai EFL learners from students’ and teachers’ points of view”*. He found that there were four main context four main categories of the variables contributing to the participants’ WTC which comprised Cultural Context, Social and Individual Context, Classroom Context, and Social and Psychological Context. Each category was composed of various sub-categories. All sub-categories, such as self-confidence, language anxiety, language learning orientations, interlocutors, social influences, etc influence students’ WTC to speak English.
2. A qualitative study was conducted by Christopher Weaver (2010) from The Temple University, entitled *“Japanese University Students’ Willingness to Use English”*. He found that different Interlocutors of language classrooms are often the primary opportunity for EFL students to use and learn English, it is important to identify factors that mediate students’ L2 willingness in order to maximize the potential for language learning and the scope of L2 WTC research beyond spoken interactions to include writing tasks, in order to increase Japanese students’ willingness to productively use English.

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C. Operational concept

The writer would like to clarify the theories used in this research by explaining briefly about the variable of the study. This study is a survey study which focuses on analyzing factors promoting and hindering foreign students in using English. Furthermore, to operate the investigation on the variable the writer worked based on the following indicators:

1. Language anxiety

According to Horwitz et al., (1986 in Alrabai (2014)) indicates that language anxiety is “a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”.

Table 2.1: Language Anxiety

| Factors | Promote | Hinder |
|------------------|---------|--|
| Language Anxiety | - | Speaking without preparation in language class |
| | - | Being afraid that the teacher will correct every mistake |

2. Self-confidence

In reference to Pattapong (2010) self-confidence refers to student's belief in their own competency in speaking English.

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Table 2.2: Self-Confidence

| Factors | Promote | Hinder |
|-----------------|---|--|
| Self-Confidence | Feeling familiar with speaking English | Feeling unfamiliar with speaking English |
| | Receiving good reaction from the teachers and peers | Appearing uncertainty speech content |

3. Interlocutors

In reference to Pattapong (2015) interlocutors refer to those whom the participants communicate with in class including teachers and classmates.

Table 2.3: Interlocutors

| Factors | Promote | Hinder |
|---------------|---|--------------------------------------|
| Interlocutors | Speaking with close friends | Speaking with teachers |
| | Speaking with peers who have more competent | Talking with new people or strangers |

4. Social-Influences

In reference to Pattapong (2015) social influences seems to relate to the participants' attitudes towards learning and speaking English, which may lead to their WTC.

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Table 2.4: Social-Influences

| Factors | Promote | Hinder |
|-------------------|---|--|
| Social-Influences | Being good at English to please parents | Getting difficulties to express ideas |
| | Having more supports from peers | Feeling afraid of negative evaluation from competent peers |

5. Language Learning Orientation

Belmechri and Hummel (1998 in Zarrinabadi (2011)) defined orientations as those “long-range goals which along with attitudes sustain a student’s motivation to learn a second language.”

Table 2.5: Language Learning Orientation

| Factors | Promote | Hinder |
|-------------------------------|---|--------|
| Language Learning Orientation | Getting more prestigious job later on | - |
| | Knowing the importance of English in life | - |