Factors Influencing Indonesian EFL Learners' Willingness to Speak English in Classrooms

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Abstract

In the current second language pedagogy, understanding factors that contribute to learners' willingness to speak English in classrooms is fundamental for teachers. The aims of this present study are (1) to find out the extent to which Indonesian EFL learners are willing to speak English in classrooms and (2) to investigate the factors that influence their willingness to speak English in classrooms. A descriptive quantitative design was employed in this study. This study involved 91 English learners of the University of Bengkulu. An adapted willingness to speak English questionnaire was used to collect the data. The findings indicate that most of the learners are willing to speak English in classrooms. Furthermore, some factors are found to influence the learners' willingness to speak, including topic familiarity, topic interest, topic preparation, topic comfort, challenging topic, group size, task familiarity, seating arrangement, gender and age of interlocutor, interlocutor familiarity, fear of making mistakes, and fear of evaluation. Therefore, several pedagogical implications for teachers have been suggested in this study.

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INTRODUCTION

Modern second language (L2) pedagogy tends to emphasize the importance of improving L2 learners' communicative competence. The importance of improving L2 learners' communicative competence has become the goal of modern L2 pedagogy and is supported by the interaction hypothesis (Long, 1996). Through L2 interaction, L2 learners are given opportunities to gain a comprehensible input and produce output which in turn result in increased communicative competence and eventually L2 development. However, for L2 interaction to occur and facilitate L2 development, L2 learners need to possess willingness to communicate (WTC) in L2, thus promoting learners' L2 WTC is necessary. MacIntyre, Clement, D'ornyei, and Noels (1998) argued that an L2 learning program that fails to create L2 learners to be willing to use the language is considered a failed program. The advantage of creating WTC among L2 learners is also acknowledged by Kang (2005). She stated that L2 learners with higher WTC are more likely to use L2 in interaction so that it can improve their L2 communicative competence.

Despite the goal of improving L2 learners' communicative competence in today's L2 pedagogy, the vast majority of Indonesian EFL learners are still found to be unwilling to communicate in English. Indonesian EFL classrooms are generally quiet, passive, monotonous, and teacher-dominated (see Exley, 2005; Harahap & Emzir, 2015; Suryanto, 2015). Muamaroh and Prihartanti (2013) who investigated Indonesian EFL learners' WTC found that half of the learners (51%) had a low level of WTC, suggesting that they are more likely to remain silent when being presented with an opportunity to use L2. Their low level of WTC could be attributed to situational and individual factors of WTC.

A large number of studies in the literature have examined factors influencing WTC in general social situations. Factors affecting EFL learners' WTC in instructional settings are still understudied (Riasati & Rahimi, 2018). Moreover, the questionnaires used in most of the studies are general WTC questionnaires adapted from McCroskey and Richmond (1990) or MacIntyre, Baker, Clément, and Conrod (2001). These questionnaires are not specific to EFL classroom settings. Consequently, the questionnaires may not specifically measure EFL learners' WTC within educational settings. Thus, there is still a need to investigate EFL learners' WTC in instructional settings via a more specific self-report that is restricted to EFL classroom settings, particularly in Indonesian EFL contexts.

Given the limited studies exploring factors contributing to EFL learners' WTC in instructional settings and the benefits of creating WTC in L2 learners, it is therefore important to find out factors influencing learners' WTC. By revealing the factors, teachers can better anticipate the influential factors through pedagogical interventions. Kang (2005) pointed out that L2 learners' WTC can be increased through pedagogical interventions. Consequently, when teachers are provided with the knowledge of factors that influence learners' WTC, they can be much better prepared to create L2 learning situations that boost learners' WTC (Riasati & Rahimi, 2018). Therefore, this present study attempts to find out factors influencing the EFL learners' WTC in instructional settings. It is expected that the results of this study can be insightful enough to provide

teachers with information pertaining to factors that facilitate and inhibit EFL learners' WTC within instructional settings.

LITERATURE REVIEW
Willingness to Communicate

In 1985, McCroskey and Baer developed a concept of willingness to communicate based on Burgoon's (1976) concept of unwillingness to communicate which was used to explain WTC in L1 and conceptualized as individual predisposition, implying that the tendency to communicate in L1 is relatively stable over time and situations. In the 1990s, the WTC concept was brought into the L2 research area. MacIntyre et al. (1998) claimed that in L2 WTC, both individual and situational factors contribute to WTC. They further defined WTC "as a readiness to enter into discourse at a particular time with a person or persons, using an L2" (p. 547) and proposed a heuristic model containing factors influencing WTC. According to the model, factors in L2 WTC are classified into situational and individual. Situational factors are characterized as more transient and situational-based such as a desire to speak to a specific person, knowledge of the topic, etc, while individual factors are more enduring and stable over time and across situations such as learners' personality, intergroup motivation, self-confidence, communicative competence, intergroup attitude, etc (MacIntyre et al., 1998). In response to MacIntyre et al.'s (1998) claim, many researchers started to investigate the situational factors of WTC (e.g. Baker & MacIntyre, 2000; MacIntyre et al., 2001; Kang, 2005; Cao & Philp, 2006).

Kang (2005) carried out a study and claimed that excitement, security, and responsibility interrelated with situational factors such as topics, interlocutors, and conversational context are factors of WTC. Cao and Philp (2006) found group size, interlocutors, topic, self-confidence, medium of communication, and cultural background as factors of WTC. Similarly, Xie (2011) discovered self-confidence, self-perceived proficiency, international posture, interlocutors, and parental influences as antecedents to WTC. Other factors have been identified as predictive of L2 WTC in classroom settings including teacher practices, task type, classroom environment, group size, topics, interlocutors, teacher support, and group cohesiveness (Wen & Clement, 2003; Cao & Philp, 2006; Peng & Woodrow, 2010; Xie, 2011; Khatibi & Nourzadeh, 2014; Vongsila & Reinders, 2016; Lee, 2020).

Willingness to Communicate in Instructional Settings

There has been lots of research in the literature investigating learners' L2 WTC. The vast majority of the studies utilized a quantitative approach via self-report questionnaires. Xie (2011) pointed out that the questionnaires used in most of the studies were adapted from McCroskey and Richmond (1990) or MacIntyre et al. (2001). McCroskey and Richmond's (1990) questionnaire was initially designed to measure L1 WTC in general social settings, while MacIntyre et al.'s (2001) questionnaire was aimed to measure learners' L2 WTC both inside and outside classrooms. It also measures not only spoken but also written forms of communication. Both of the questionnaires were developed under western contexts which may not be applicable enough to EFL classroom settings. Cao and Philp (2006) doubted the applicability of utilizing a generic WTC questionnaire

in instructional settings. In response to that, several studies have attempted to develop L2 WTC questionnaires that are more specific to an EFL classroom setting (e.g. Xie, 2011; Khatib & Nourzadeh, 2015; Riasati & Rahimi, 2018).

Concerning this present study, a willingness to speak English questionnaire developed by Riasati and Rahimi (2018) was adapted and employed in this study. The questionnaire is considered the most appropriate one as it meets the needs and purposes of this study. Riasati and Rahimi (2018) investigated Iranian EFL learners' willingness to speak English in instructional settings. At first, they reviewed the relevant literature and could not find an L2 WTC questionnaire specific to an EFL classroom setting. Using MacIntyre et al.'s (1998) WTC model as a framework, they further composed a more specific questionnaire for EFL classrooms. Several factors were examined in their questionnaire including topics, interlocutor, task type, group size, fear of correctness of speech, fear of evaluation, and seating arrangement. These factors were then adapted to become the research framework of this study. Besides, it should be noted that this study also used a narrow definition of WTC which is a willingness to speak (WTS) as introduced in Riasati and Rahimi's (2018) study.

METHOD
In order to find out the learners' willingness to speak English in different situations in classrooms, a survey was carried out. The survey involved 91 first-year learners majoring in the English education department of University of Bengkulu. In selecting the sample, this study used simple random sampling. A questionnaire consisting of 28 items was used to measure the students' willingness to speak English in classrooms. It was rated on the four-point Likert scale ranging from "definitely not willing" to "definitely willing". The questionnaire was taken and adapted from Riasati and Rahimi (2018). Due to several adaptations made in the questionnaire, a pilot study was conducted on 15 learners randomly taken from the population of this study. The students who had taken part in the pilot study were then excluded from the actual study. The reliability was calculated using Cronbach alpha through Statistical Package for Social Science (SPSS) software. The reliability index was obtained at 0.90 which is considered highly reliable. In collecting the data, the questionnaire was distributed to each learner. Data collected from the questionnaire were then submitted and computed to SPSS software to analyze the descriptive statistics of each item and the overall willingness to speak English.

FINDINGS AND DISCUSSION
Indonesian EFL Learners' Willingness to Speak English in Classrooms
Table 1 shows the descriptive statistics of the Indonesian EFL learners' willingness to speak English in classrooms. It reveals that the minimum and maximum scores of the EFL learners are 2.25 and 3.86 respectively, implying that their willingness to speak English in classrooms ranges from "not willing" to "definitely willing".

Table 1. *Descriptive Statistics of Willingness to Speak English*

N	Minimum	Maximum	Mean	Std. Deviation
91	2.25	3.86	3.14	0.38

Furthermore, the total mean score from the 91 learners is 3.14, indicating that the majority of learners are "willing" (but not highly willing) to speak English in classrooms. This finding can be considered unsatisfactory. The learners' willingness to speak English

in classrooms is expected to be high as they are majoring in the English education department. In addition, some of them still display a low level of willingness. This finding is consistent with Riasati and Rahimi (2018). It is likely due to the fact that both of the studies share similar learning contexts and participants.

Factors Influencing Indonesian EFL Learners' Willingness to Speak English in Classrooms

Table 2. *Descriptive Statistics of Each Item in the Questionnaire*

No.	Statements	1	2	3	4	Mean	SD
20	Speaking English when I am sitting at the back of the classroom.	0	26.4	64.8	8.8	2.82	0.57
10	Trying to talk than to listen during an English conversation.	3.3	27.5	50.5	18.7	2.85	0.76
27	Discussing a topic in English with my lecturer when (s)he has a different view.	2.2	20.9	62.6	14.3	2.89	0.66
13	Speaking English to a classmate who is older than me.	0	18.7	68.1	13.2	2.95	0.56
24	Speaking English in class about a controversial topic.	0	18.7	64.8	16.5	2.98	0.60
21	Speaking English when I am sitting in the middle of the classroom.	0	13.2	74.7	12.1	2.99	0.51
14	Speaking English to a classmate who is younger than me.	0	12.1	70.3	17.6	3.05	0.54
12	Speaking English to a classmate who is of the opposite sex.	0	12.1	69.2	18.7	3.07	0.55
19	Discussing a topic in English with my friends when our opinions are different.	1.1	12.1	64.8	22	3.08	0.62
22	Speaking English when I am sitting in front of the classroom.	1.1	16.5	54.9	27.5	3.09	0.69
17	Volunteering to speak English individually in class.	1.1	14.3	57.1	27.5	3.11	0.67
7	Volunteering to participate in class discussions.	1.1	11	62.6	25.3	3.12	0.63
2	Speaking English in large groups.	0	14.3	58.2	27.5	3.13	0.64
6	Presenting my opinions in English in class.	0	13.2	60.4	26.4	3.13	0.62
5	Asking a question in English in class.	1.1	13.2	56	29.7	3.14	0.68
8	Helping other classmates answer a question in English.	1.1	12.1	58.2	28.6	3.14	0.66
1	Volunteering an answer in English when lecturer asks a question.	1.1	4.4	72.5	22	3.15	0.54
26	Speaking English when everyone in class is listening.	0	15.4	51.6	33	3.18	0.68
9	Giving an English presentation in front of class.	3.3	6.6	58.2	31.9	3.19	0.70
11	Speaking English to a classmate who is of the same sex.	0	7.7	60.4	31.9	3.24	0.58
25	Speaking English in class about a topic I am comfortable with.	1.1	4.4	60.4	34.1	3.27	0.60
3	Speaking English in small groups.	0	4.4	61.5	34.1	3.30	0.55
23	Speaking English in class when I know my speaking will be graded.	1.1	8.8	47.3	42.9	3.32	0.68
15	Speaking English in class about a topic I am familiar with.	0	6.6	52.7	40.7	3.34	0.60
4	Speaking English in pairs.	1.1	4.4	52.7	41.8	3.35	0.62
18	Speaking English in class about a topic when I am prepared.	0	2.2	60.4	37.4	3.35	0.52
16	Speaking English in class about a topic I am interested in.	0	5.5	51.6	42.9	3.37	0.59
28	Speaking English in class when I am sure that my answer is correct.	0	1.1	54.9	44	3.43	0.52

Notes: 1: Definitely not willing; 2: Not willing; 3: Willing; 4: Definitely willing

Table 2 presents the results of each item in the questionnaire in ascending order. The results and discussions are provided based on willingness to speak English factors.

Seating Arrangement

Three items in the questionnaire (items 20, 21, and 22) address the issue of seating arrangement. The mean of item 20 (speaking English when I am sitting at the back of classroom) is 2.82, which is lower than two other items in this regard. The mean of item 21 (speaking English when I am sitting in the middle of classroom) is 2.99 while item 22 (speaking English when I am sitting in front of classroom) is 3.09. It can be inferred that the learners are more willing to speak English when they are sitting in front of classroom rather than sitting in the middle and at the back of classroom. The finding also suggests that seating arrangement may contribute to learners' willingness to speak English in classrooms. It confirms two studies that discovered similar results (Riasati & Rahimi, 2018; Amalia, Asib, & Marmanto, 2019). They found that learners are more willing to speak English when they are sitting in front of classrooms rather than sitting at the back of classrooms. It is therefore important for teachers to be able to manage their classroom seating arrangements. Teachers can change the traditional seating arrangement and vary with other seating arrangements. To improve L2 interaction between learners, teachers can choose seating arrangement in small groups while seating arrangement in rows can facilitate learners while doing their independent tasks (Gremmen, van den Berg, Segers & Cillessen, 2016).

Task Type

There are 8 items in the questionnaire designed to measure learners' willingness to speak English in different learning tasks. Overall, learners are willing to speak English in most of the tasks. However, an item, in this factor, produces a rather low mean score which is item 10 (trying to talk than to listen during an English conversation). The mean of this item is 2.85. In addition to the item, over 30 percent of the learners reported that they are unwilling to try to talk than to listen during an English conversation. In other words, the learners prefer listening to talking during an English conversation. It seems to be due to a lack of self-confidence. Lack of self-confidence has contributed to learners' reticence (Cao & Philp, 2006). The learners may not be too confident to actively engage in English conversations, thus they prefer listening. In contrast to item 10, item 9 (giving English presentation in front of class) receives the highest mean score in this regard, which is 3.19, indicating that the learners are most willing to give an English presentation in class. This finding may be attributed to the fact that the learners are familiar with this task. Giving an English presentation in class is commonly done by the learners at the university. Their lecturers normally require them to give a presentation. It seems to suggest that task familiarity or repeating the same task may have elevated learners' willingness to speak English. This supports findings by Nazemi and Rezvani (2019) that when a task is repeated, learners tend to engage more because they have developed enough background knowledge and experience regarding the task. Therefore, learners tend to show more willingness to undertake this task since they are already familiar with

it. In addition to other items, item 7 (volunteering to participate in class discussion), item 6 (presenting my opinions in English in class), item 8 (helping other classmates answer a question in English), item 5 (asking a question in English in class), item 1 (volunteering an answer in English when lecturer asks a question), item 26 (speaking when everyone in class is listening), the learners show a relatively similar degree of willingness. The mean scores of these items are 3.12, 3.13, 3.14, 3.14, 3.15, and 3.18 respectively. As an implication, the influence of learning tasks on learners' willingness should be taken into consideration. Teachers can give and repeat the same task coupled with different topics as it has been proven to enhance learners' motivation and self-confidence (Qiu & Lo, 2017), and thus may promote their engagement and willingness to speak English in classrooms.

Topic of Discussion and Interlocutor

There are two items (items 19 and 27) related to the topic of discussion and interlocutor. The mean of item 19 (discussing a topic in English with my friend when our opinions are different) is 3.08 while the mean of item 27 (discussing a topic in English with my lecturer when (s) he has a different view is (2.89), implying that the learners seem to be more willing to discuss a topic in English with their friends than with lecturers or teachers when they have a different view on a topic. This finding is in support of Riasati and Rahimi's (2018) finding which also revealed that learners are less willing to speak English with their teachers. Similarly, Nazara (2011) found that many learners avoid speaking English in classrooms simply because they are afraid of their lecturers. These similar findings could be attributed to the fact that these studies involved Asian EFL learners. Asian cultures mostly uphold collectivism which subsequently affects learners in learning. In a collectivist society, learners rarely participate in class discussions, they only speak when they are asked by teachers (Loh & Teo, 2017). Indonesian EFL learners have been repeatedly reported by researchers as passive and submissive learners. They often see teachers as an authority and expert that need to be respected by not challenging what teachers bring in class (Suryanto, 2015). Consequently, learners become less willing to ask and critically argue with their teachers. To anticipate this issue, teachers are encouraged to establish and increase their rapport with learners. Developing positive relationships with learners is believed to facilitate learners' willingness to speak English in classrooms (Zarei, Saeidi & Ahangari, 2019).

Interlocutor Effect

Four items (items 11, 12, 13, and 14) in the questionnaire are intended to find out the effect of interlocutors on learners' willingness to speak English. Two issues are assigned under this factor namely sex and age of interlocutor. Items 11 and 12 address the issue of sex of interlocutors, while items 13 and 14 discuss the issue of age of interlocutors. The mean of item 11 (speaking English to a classmate who is of the same sex) is 3.24. In comparison, the mean of item 12 (speaking English to a classmate who is of the opposite sex) is 3.07. It implies that the learners are more willing to speak English to a classmate who is of the same sex than the opposite sex. Regarding the issue of the age of

interlocutors, the learners tend to be more willing to speak English to a classmate who is younger than them rather than speaking English to a classmate who is older than them. As shown by the mean scores of item 13 (speaking English to a classmate who is older than me) and 14 (speaking English to a classmate who is younger than me), the mean scores of these items are 2.95 and 3.05 respectively. These findings suggest that age and sex of interlocutors have an impact on learners' willingness to speak English in classrooms. The findings lend support to Riasati and Rahimi (2018) who also found that age and sex of an interlocutor have a role in learners' willingness to speak English in classrooms. Jamshidnejad (2010 cited in Rahimi & Riasati, 2018) asserts that people have a tendency to speak more carefully when they talk to the opposite sex to show a higher level of proficiency. This tendency can be associated with the face-protection orientation in which people want to look good and intelligent in the presence of significant others (Wen & Clement, 2003). With regards to the age of interlocutors, people, in Indonesia, are highly expected to pay more respect to older people through careful selection of words and body gestures. They will be regarded as impolite in society if they fail to use more appropriate words and body gestures when they talk to older people. Triadis, Brislin, and Hui (1988) explained that in collectivist cultures, age is an important attribute of status. Therefore, learners tend to be less willing when it comes to speaking English to older classmates. Considering the findings, teachers can work on students' cohesiveness by arranging more group activities or tasks where learners can learn, trust, and support each other (Amalia et al., 2019). High students' cohesiveness results in more L2 engagement (Xie, 2011), learners tend to feel psychologically closer to each other when they share feelings of cohesiveness, leading to a more pleasant community (Dornyei & Murphey, 2003 cited in Peng & Woodrow, 2010).

Effect of Topic of Discussion
Five items (items 15, 16, 18, 24, and 25) in the questionnaire explore the effect of the topic of discussion on learners' willingness to speak English in classrooms. Among the five items, item 24 (speaking English in class about a controversial topic) receives the lowest mean score of 2.98. In comparison with item 16 (speaking English in class about a topic I am interested in), item 18 (speaking English in class about a topic when I am prepared), item 15 (speaking English in class about a topic when I am familiar with), and item 25 (speaking English in class about a topic I am comfortable with), the mean of these items is 3.37, 3.35, 3.34, and 3.27 respectively. This means that the learners are more willing to speak English about a topic they are familiar with, interested in, prepared, and comfortable with.

In contrast, they display a lower level of willingness to speak English about a controversial topic. Understandably, topics of discussion contribute to learners' willingness to speak English in classrooms. Several previous studies in the literature also revealed similar results (e.g. Kang, 2005; Cao & Philp, 2006; Xie, 2011; Riasati & Rahimi, 2018; Amalia et al., 2019). According to Cao and Philp (2006), communication may be hindered when a topic of discussion is unfamiliar to learners because they may not have enough background knowledge to discuss the unfamiliar topics. Learners can

speak more and produce fewer mistakes when they are familiar with the content of a speaking task (Nazemi & Rezvani, 2019). Additionally, Kang (2005) pointed out that lack of idea, words, and phrases as well as fear of comprehension issues make learners feel less secure to talk about unfamiliar topics. Besides, topic interest should be taken into consideration, too. The finding indicated that interesting topics contribute to a higher level of learners' willingness to speak. Interesting topics in which learners have adequate background knowledge and experiences enhance learners' feeling of excitement (Kang, 2005). On the other hand, learners demonstrate a lower level of willingness to speak English about a controversial topic. The finding is likely due to collectivist values that influence Indonesian EFL learners in learning. Asian cultures mostly adopt collectivist values which emphasize in-group harmony (Triandis et al., 1988). That is, people tend to avoid confrontation in order to preserve in-group harmony. A more recent study conducted by Croucher (2013) in the first language context confirmed that individuals who are influenced by collectivism tended to favor more harmony and had lower levels of willingness to communicate. Corresponding to speaking about a controversial topic, learners tend to be less willing perhaps because controversial topics are more likely to cause disagreements that subsequently can lead to confrontation and dispute among them. Practically, teachers need to take into account the fact that topics of discussion could indeed affect learners' willingness to speak English. Teachers should decide topics to discuss more carefully. Topics in which learners have enough background knowledge and experiences can be a great choice. It is also advisable for teachers to give learners adequate time to prepare since it can allow learners to have enough background knowledge about topics they plan to discuss.

Group Size
Four items (items 2, 3, 4, and 17) examine the influence of group size on learners' willingness to speak English. The mean of item 2 (speaking English in large groups) is 3.13 which is relatively lower than the mean of item 3 (speaking English in small groups) and item 4 (speaking English in pairs). The mean scores of these items are 3.30 and 3.35 respectively. This implies that the learners are more willing to speak English in pairs and small groups rather than large groups. In comparison, item 17 (volunteering to speak English individually in class) receives the lowest mean score of 3.11, suggesting that the learners are likely to be more willing to speak English in groups than in a whole class. This finding aligns with several previous studies (Cao & Philp, 2006; Riasati & Rahimi, 2018; Amalia et al., 2019). They reported that learners are more willing to speak when they are in smaller groups. Further analysis revealed that learners seem to be more secure when they speak to a smaller number of interlocutors. Kang (2005) contended that learners feel psychologically safer when the number of interlocutors is decreased and thus improve learners' willingness to communicate in L2. Cao and Philp (2006) added that learners have more opportunities to speak when they are in pairs and smaller groups. Consequently, teachers can limit the number of learners in a group in order to increase learners' engagement and security.

Fear of Evaluation

One item (item 23) in the questionnaire attempts to find out the influence of language evaluation on learners' willingness to speak English in classrooms. The mean of item 23 (speaking English in class when I know my speaking will be graded) is 3.32. Around 90 percent of the learners expressed willingness over this item, indicating that most of the learners are willing to speak English in class even when they know their speaking will be graded. This finding seems to support Riasati and Rahimi's (2018) finding who also reported that most of their respondents are willing to speak when they know their speaking will be graded. The high mean score of this item may be due to the fact that this study involved English major learners, suggesting perhaps, that the learners are used to the speaking evaluation. Their speaking skill might have been constantly assessed by their lecturers at the university. Besides that, they may think that having fluent English is necessary for them. Prihartanti and Muamaro (2013) found English major learners are more willing to speak English than non-English major learners. Another possible explanation could be that most of the learners are motivated and competitive, that is, they want to gain higher grades and impress their lecturers by demonstrating a high English proficiency level. Thus, they are willing to speak English even when they know their speaking will be evaluated. However, despite the fact that most of the learners in this study are willing to be evaluated while speaking, 10 percent of them are still found to be unwilling to speak, suggesting that the evaluation factor also affects, to some extent, some learners' willingness to speak English in class. It is likely due to L2 self-confidence. Self-confidence is determined by self-perceived competence and language anxiety (MacIntyre et al., 1998). The learners may perceive themselves as less communicatively competent in undertaking speaking evaluations, which then leads to increased language anxiety and thus hamper their self-confidence. As a pedagogical implication, teachers can build up learners' L2 self-confidence by providing more supports and opportunities to anxious and reticent learners to express their thoughts and contribute to lessons so that they can change their perceptions and decrease anxiety (Xie, 2011).

Fear of Correctness of Speech

The last item in the questionnaire is item 28 addressing the influence of correctness of speech on learners' willingness to speak English in classrooms. The mean of item 28 (speaking English in class when I am sure my answer is correct) is 3.43 which is the highest mean score across all items in the questionnaire. More specifically, from 91 learners who participated in this study, only one learner expressed his/her unwillingness in this item. It implies that the learners may avoid speaking English if they are not sure of the accuracy of their speech. Riasati and Rahimi (2018) also found a similar finding. Asian EFL culture may contribute to this finding. Asian cultures are generally dominated by collectivist values (Triandis et al., 1988). One of the collectivist values is face-protection. Thus, learners in Asian countries are generally face-protection oriented, meaning that they are afraid of making mistakes because it can lead to people's judgment and losing face. Nazara (2011) found that most of the Indonesian EFL learners who participated in his study expressed hesitance to speak English in classrooms due to fear

of judgment from their teachers and friends as a result of making mistakes. Similarly, Chinese EFL learners are more attentive to the correctness of their structure and form to avoid producing mistakes in their utterances which in turn can lead to social embarrassment (Wen & Clement, 2003). Additionally, Wen and Clement (2003) explained that Chinese learners tend to be less tolerant of ambiguous situations. The ambiguous situations in this context refer to any language learning situation that seems uncertain to L2 learners including uncertainty in producing correct speeches. Another possible explanation that can be offered is the psychological antecedents in Kang's (2005) concept. In the concept, situational variables affect an individual's psychological conditions of security, excitement, and responsiblity. The fear of making incorrect utterances may lower learners' security. As a result, learners may be less willing to communicate in L2 if they are unsure of the correctness of their speech. To better facilitate learners' willingness to speak English in classrooms, teachers should create more welcoming, congenial, and safer learning environments by being less judgmental, or by giving them more active responses, encouragements, appreciations, and opportunities to express their thoughts more often. In addition, making a safe learning environment needs to be done at the beginning of the lesson in order to minimize learners' insecurity (Kang, 2005).

CONCLUSION

This study has found that the EFL learners are predominantly willing to speak English in classrooms. In addition, several factors are found to influence the EFL learners' willingness to speak English in classrooms including topic familiarity, topic interest, topic preparation, topic comfort, challenging topic, group size, task familiarity, seating arrangement, gender, and age of interlocutor, interlocutor familiarity, fear of making mistakes, and fear of evaluation.

The fact that this study is limited to first-year English learners, further studies conducted on other populations in Indonesia may be useful for validation and generalization. Besides, further studies incorporating quantitative and qualitative data are highly recommended to deeply explore Indonesian EFL learners' willingness to speak English in classrooms.

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