

## PSYCHOLOGICAL FACTOR AFFECTING ENGLISH STUDENTS WILLINGNESS TO COMMUNICATE IN ENGLISH IN SOCIAL MEDIA

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### ABSTRACT

The objective of the research was to find out psychological factors and dominant factor affecting English Students' willingness to communicate in English in Social Media. The design of this research was descriptive method. The instrument of the research was questionnaire based on MacIntyre et al. in Tuyen, Thi, & Loan (2019: 253) psychological factor affecting the students willingness to verbal communicate using English in Social Media and the questionnaire adapted from Chotipaktanasook (2017) research. The result of the research were: there are five psychological factors affecting the seventh semester students willingness to communicate in English in social media they are: Self confidence, Perceived communicative competence, learning anxiety, Students' motivation and Personality. The dominant psychological factors affecting the seventh semester students willingness to communicate in English in social media is students motivation factor. After that in communicate verbally (oral and written) the students more like or dominant use written communicate because it can make the students more confident. From the result, the researcher will give suggestion for the students: It is suggested the students can be more confident to oral communicate using English in social media. The students also diminish their anxiety to be better communicate orally using English in social media and in their daily life.

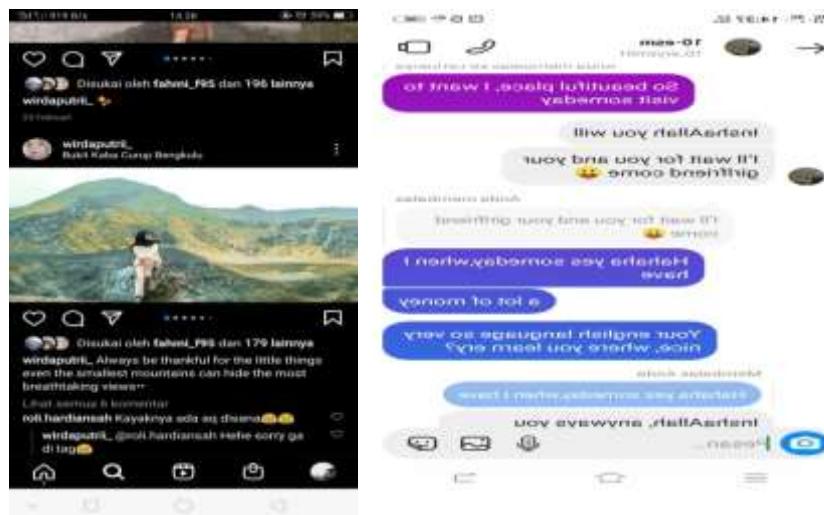
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### INTRODUCTION

Communication is an activity to express ideas, feeling and to give some information through an interaction. Communication is importance because communication people can convey information or message, and influence others through language. They can also express what they feel and understand. Thus, language cannot be separated from people's life. People use the communication as a part of their lives either to communicate or to get the information, messages and ideas each other as clear. According to Fatimayin (2018) communication as the activity or process of expressing ideas and feelings or of giving people information. It means that communication is a process used to share the information and to get the ideas or information in social activity such as conversation and interaction.

In modern days, people not only do communication face to face. There are many ways to do communication. So many applications used for communication in an online word like Facebook, Instagram, WhatsApp, Line, Twitter, etc. Social media also plays a role in the continuity of students and students in seeking information, news, education, insights, and long-distance contacts. People who use social media are now free to communicate and share information, any news with each other without thinking of obstacles such as cost, distance, and time (Soliha in Yohana 2020). Communication using social media is very interesting and simple. In social media, people are able to communicate with multiple people in one time. Social media can help and make people easy to do activities like: sharing information, chatting, work, Learning, and etc. By using social media, someone can communicate their feeling, ideas, information, and opinion. They may use social media to communicate anytime and anywhere they want. Based on preliminary study, when the researcher interview some students in seventh semester on 18 November 2021 about willingness to communicate using English in sosial media, it found that some students interest to post status, comment on friends or foreign social media such as in international artist social media, chat via WhatsApp,

Instagram and Facebook using English. The students interest to communicate using English because they have motivation to improve their English skill, add vocabulary and more confident to using English in daily. There are some data of students communication using English in sosial media in the picture below:



**Picture 1.** Capture of the students chat in Instagram

One of the most important factors to improve students' communication in English was the willingness to communicate. Brown (2007) stated where the goals of language education fit in the reality of more use of the target language which refers to the willingness to communicate (WTC). Maryansyah (2019) defined WTC as to take initiative to communicate in case of certain opportunities given in a particular context. It was also called individual's orientation towards communication. If the students took a chance when they willing to use English in communication, it can help them to communicate with other people. There are many factors that may facilitate or hinder communicating through English among which the psychological factors such as attitudes, motivation, and self-confidence are very important. According to MacIntyre et al. in Tuyen, Thi, & Loan (2019: 253) there are five psychological factors of willingness to communicate they are: Self confidence, Perceived communicative competence, learning anxiety, Students' motivation and Personality. It support with statement from Kang et.al (2005:2) argues that people can increase foreign language learners' willingness to communicate by creating opportunities that might create an environment in which learners feel comfortable to initiate communication because learners with a higher willingness are more likely to use foreign language in authentic communication, which can contribute to their successful second language acquisition.

This means that to get better both learning and acquisition of a language, learners must have the willingness to communicate first. However, people sometimes are reluctant to communicate because there are some aspects that may influence them before doing communication. There are some previous studies that support this research, they are: First, Chotipaktanasook (2017) she analyzed about Willingness to Communicate in Social Media: An Investigation of the Long-term Effects . The results show that learners exhibited high WTC when engaging in the use of Instagram, felt positive about their willingness to use English, became confident to communicate in English, and self-reported that they frequently produced target language output. It is also verifiable from the findings that participants demonstrated a statistically greater WTC in social media than in class. Second Maryansyah

(2019) He investigate factors affecting willingness to communicate in English in social media. He found that there were five factors affecting willingness to communicate in English in social media. They were self-confidence, personality, motivation, attitude, and anxiety. Third, Tuyen and Loan (2019) they analyzed about Factors Affecting EFL Students' Willingness to Communicate in Speaking Classes at the Vietnamese Tertiary Level. It found that a large number of PU students had a low level of WTC in English. Moreover, it was disclosed that students' WTC was affected by both individual as well as situational factors. Lastly, several vital strategies were put forward to help enhance the students' WTC.

Fourth, Alimorad and Fahramad (2021) A case study on willingness to communicate in English in the Iranian tertiary educational context. They found that foreign participants WTC emerges as a result of the complex, dynamic and non-linear interaction between individual, contextual, and linguistic factors. These three factors interdependently exerted either facilitative or inhibitive impacts on an individual student's WTC in class at any point in time. The last, Susanti (2019) Willingness to communicate in foreign language acquisition. She found that there are three of the variables in WTC, they are are: (1) Individual variables such as WTC, self-esteem, motivation, self-confidence, anxiety, etc., (2) social contextual variables like language contact, cultural diversity, ethno linguistics vitality, etc., (3) situational variables.

So, based on the result of the previous studies above, it can be conclude that willingness to communicate is very important and give influence for the students speaking and writing skills and ability in English. After that, there are many factors of willingness that can students choose to practice their ability but in this research the researcher only to find out the psychological factor. The title of this research is "Psychological Factor Affecting English Students Willingness to Communicate in English in Social Media."

## RESEARCH METHODOLOGY

The design of this research was descriptive qualitative method because this research focused to find out psychological factors affecting English Students' willingness to communicate in English in Social Media. The subject of this research was the students at seventh semester of Muhammadiyah University of Bengkulu in Academic Year 2021/2022. The questionnaire based on MacIntyre et al. in Tuyen, Thi, & Loan (2019: 253) psychological factor affecting the students willingness to verbal communicate using English in Social Media.

## RESULT AND DISCUSSION

**Table 1.**  
**Total Result**

No.	ITEM	Frequency	
		Positive	Negative
1	Self confidence	64%	36%
2	Perceived communicative competence	63%	37%
3	Learning anxiety	55%	45%
4	Students' motivation	74%	26%
5	Personality	65%	35%
Average		64%	36%

Based on data on the table above it can be concluded the dominant psychological factor affecting the seventh semester students willingness to communicate in social media was students motivation. It means that higher motivation can make the greater the students willingness to communicate.

### **The Result of interview of Psychological Factors Affecting English Students' Willingness to Communicate in English in Social Media**

After interview some students in seventh semester about psychological factor affecting the students willingness to communicate in social media, it can be conclude that:

- 1) The seventh semester students have account of social media like WhatsApp, Facebook and Instagram.
- 2) The seventh semester students more dominant use Instagram and WhatsApp application to communicate using English. Afterthat, in verbal communication (written and oral) the students more dominant use written communication. In written communication, the students often write status, comment in Instagram, and chatting in WhatsApp. In oral communication, the students sometimes send voice note with each other in WhatsApp application.
- 3) The students feel confident enough to communicate using English in social media although sometimes the students feel afraid if their grammar and pronunciation is not good.
- 4) The students have good enough knowledge in English skill such as vocabulary, grammar, and pronunciation.
- 5) Some students feel anxiety and afraid if make mistake but some the other students feel have to be brave to communicate using English in social media.
- 6) The students motivation when communicate using English in social media is to improve their English skill, make them proud, like English, have friend in another country.

So, from the explanation above, it can be concluded the seventh semester student feel happy and proud to have willingness to communicate using English in social media. So, they can improve their English skill. WTC is an individual's behavior and tendency towards actively communicative act in some specific situations, which can vary according to topics, tasks, interlocutor(s), students' personality and motivation, as well as societal variables. It refers to an integration of multifaceted constructs such as psychological, linguistic, educational and communicative dimensions of language. In this research, more focused to know Pyschological Factors Affecting English Students' Willingness to Communicate in English in Social Media. Pyschological factor in willingness to communicate (WTC) is a factor that come from the students themselves such as motivation, confidence, anxiety and etc According to MacIntyre et al. in Tuyen, Thị, & Loan (2019: 253) there are five psychological factors of willingness to communicate they are: Self confidence, Perceived communicative competence, learning anxiety, Students' motivation and Personality.

#### **Self Confidence**

From the result it found that the students feel self confidence was affecting the students willingness to communicate in English in social media. The students feel confident to use English in Social media. For example, itconstitutes anxiety and states perceivedcompetence ; it is recognized as the strongest predictors of WTC among individual variables and it has a strong effect on students' L2 WTC (Kim, 2004).

### Perceived communicative competence

It found that the students have good knowledge in English so the students feel confident to communicate using English. The students feel they have good vocabulary, good pronunciation and good grammar. So, the students did not feel worry to communicate using English.

### Learning Anxiety

It found that the students not too afraid and anxiety to communicate using English in social media. The students more worry when communicate orally than written because they have to speak directly, so that the students feel afraid if they make mistake and their friend not understand what they say. The students feel comfortable to sharing ideas, experience and opinion in social media. Baker and MacIntyre (2000) found that language anxiety, positive or negative past communication experiences are among the major factors that determine students' reported WTC level. Oral communication anxiety has been found to have effects on students' perception of their competence to communicate, thus affecting their WTO, and high levels of anxiety negatively affect L2 performance and acquisition.

### Students' motivation

It found that the students have high motivation to communicate using English in social media. According to Yashima (2002), —willingness to communicate in second language comes from self- confidence which is affected by one's motivation. In this case, motivation is as a contributive variable which affects students' willingness to communicate indirectly.

### Personality

It found that the student feel challenged to communicate using English in social media. They want their English skill be better so make the students more practice such as communicate using English in social media. So, it make the students more interested and have willingness to communicate in social media. Liu (2005) stated that personality as an important reason behind students' unwillingness to communicate, and that some students are shy and introverted and thus tend to keep quiet in classes. They try to avoid communicating with others as they are less sociable, introspective, and do not want to be involved in communication. So, the result of this study was all of the psychological factor they were Self confidence, Perceived communicative competence, learning anxiety, Students' motivation and Personality was affecting the students willingness to communicate in English in Social Media. This result almost similar with MacIntyre, et al. In Maryansyah theory (2020:33) there are some factors affecting willingness to communicate, they are self-confidence, personality, motivation, attitude, and anxiety. These factors also prevent people or students to have a conversation or have a chat in social media.

The result also found the dominant factor was students motivation because when the student have high motivation can make them always to practice to make their English be better such as communicate using English in social media. After that, factor that slightly affect the students to communicate in English is learning anxiety. It means that, the students not too anxiety and afraid to communicate using English, sometimes they feel afraid when make mistake, even though the students still confident, enjoy and more practice to improve their English skill. This is in line with the result of interview since most students said that communication by using social media especially in like Instagram, and WhatsApp was very interesting, easy, and enjoyable. After that in communicate verbally (oral and written) the students more like or dominant use written communicate because it can make the students

more confident. In addition, the results of this study, in general, was also in line with the study results found by Chotipaktanasook (2017), Le, Cunningham, and Watson (2018). Both studies found the same results that students feel more comfortable to do communication in online social media because they feel in social media they can be free talk about anything. They were not afraid of doing mistake in communicate in social media. Elsewhere, the current study found that the most dominant factor affecting students to communicate was motivation. It can be seen that the reason why students' motivation increased when they had online communication, it was because they could lower their anxiety within the absence of face to face communication. In this term, in the end, students could increase their willingness to communicate.

## CONCLUSION

Based on the result of the research and discussion in the previous chapter, it can be concluded about psychological factor affecting the students willingness to communicate in social media, they were: There were five psychological factors affecting the seventh semester students willingness to communicate in English in social media they were: Self confidence, Perceived communicative competence, learning anxiety, Students' motivation and Personality.. The dominant psychological factors affecting the seventh semester students willingness to communicate in English in social media was students motivation factor. After that in communicate verbally (oral and written) the students more like or dominant use written communicate because it can make the students more confident

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