

ABSTRACT

This study was conducted to investigate willingness to communicate (WTC) of Indonesian learners of English as second language (L2) at the university level. It was conducted based on several rationales. First, WTC in L2 is often regarded as the primary goal of language instructions. Secondly, there may be various factors influencing WTC in L2 and the two so-called strongest factors, namely learners' perceived communication competence and communication apprehension, need to be investigated further to find out the degree to which they actually affect learners' WTC. Besides, despite the importance of WTC in L2 learning, Indonesian learners' low frequency of English use outside classroom contexts might lead them to be unwilling to make actual communication in English. Hence, the results of this study can be useful for teachers in the way that they can be informed about the relationship between learners' WTC in L2 and other factors, which they, in turn, can manage in class for the benefits of learners' L2 learning. For researchers, this study can be a reference for further WTC studies in the Indonesian context. Through probability random sampling, a total of 276 non-English major university students participated in the study in a survey, the data of which were analysed using descriptive statistics and inferential statistics, correlation and regression, in SPSS 21. This study found that learners reported a high level of WTC. Secondly, that learners' perceived communication competence was found to be a strong predictor of learners' WTC. Third, communication apprehension was found to be correlated with WTC in just a moderate level. Finally, despite experts' supports on the importance of WTC in L2 learning, it surprisingly could not predict learners' L2 achievement.

Keywords: Willingness to communicate (WTC), perceived communication competence, communication apprehension, L2 achievement