

EXPLORING THE FACTORS AFFECTING THE UNWILLINGNESS TO COMMUNICATE IN ENGLISH AMONG COLLEGE STUDENTS: A CASE STUDY

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Abstract: This study aims to identify and understand the various factors that cause students of English study programs to be unwilling to use English in communication, especially in a college. This research uses a qualitative approach with a case study method, involving observation and in-depth interviews with two respondents as the main data sources.

The results showed that the unwillingness to communicate in English caused by internal and external factors. Internal factors include low self-confidence, communication anxiety, lack of intrinsic motivation, and tendency to think in the first language. External factors include social pressure, lack of support from the environment, and negative experiences such as mocking or embarrassing corrections. In addition, the culture of communication on campus, where Indonesian or local languages are dominant, contributes to the limited use of English.

This study finds that students' unwillingness to speak English is not only a matter of language ability, but also related to psychological, social, and cultural aspects. The implication of this finding is the importance of creating a supportive environment, encouraging self-confidence, and providing positive English learning experiences to improve students' communication skills.

Keywords: Unwillingness to communicate, self-confidence, anxiety, motivation, social pressure.

INTRODUCINTION

Indonesia has recognized the importance of English by integrating it into the curriculum from primary school to university. This reflects the crucial role of English in preparing students for global challenges. As Indonesia becomes increasingly connected to the global community, English proficiency has evolved from being an additional skill to an urgent necessity. According to Rindiana (2020), English communication skills enable individuals to access the latest information and technology, as well as participate in international discussions and cross-cultural collaborations. Mastery of English provides a significant advantage in the increasingly competitive global job market.

However, despite its importance, speaking English remains a significant challenge for students learning it as a foreign language (EFL). Many factors contribute to students' unwillingness to speak English, which can be broadly categorized into internal and external factors. Internal factors such as anxiety, lack of motivation, fear of criticism, and limited vocabulary often undermine students' confidence in speaking (Menggo, 2018; Anggun Sarnilawati et al., 2023). Additionally, reliance on their native language often hinders students from actively using English. Research by Sultana & Jamin (2021) highlights that fear of making mistakes, which may invite criticism or embarrassment, further deters students, especially in formal situations.

External factors also play a significant role in shaping students' unwillingness to communicate in English. A judgmental or unsupportive social environment, such as peer pressure or cultural norms that support the use of native languages, discourages students from speaking English. Cultural differences can create communication barriers, where individuals fear misinterpretation or being misunderstood (Vdovychenko, 2019). Furthermore,

unsupportive educational settings—such as monotonous teaching methods, anxiety-inducing classroom atmospheres, or prior negative experiences like being ridiculed—exacerbate students' reluctance to use English (Karunanayake, 2022).

Previous research has identified multiple factors influencing EFL students' unwillingness to communicate. Pakpahan and Sada (2017) found that linguistic, psycholinguistic, socio-cultural, and institutional factors significantly impact students' willingness to speak English. Among these, socio-cultural and institutional factors were identified as the most influential. Mulyani et al. (2023) also revealed that lack of confidence, learning anxiety, perceived unclear pronunciation, uninteresting topics, and unsupportive classroom environments are major contributors to the reluctance of EFL students to communicate in English.

This issue is also evident among EFL students at Universitas Islam Malang, where many students struggle with speaking English both inside and outside the classroom. They often lack the confidence to speak due to various internal and external barriers. This study, therefore, aims to explore the challenges and factors affecting EFL students' unwillingness to communicate in English during their academic journey. Understanding these factors is critical for developing strategies to overcome communication barriers and enhance students' English-speaking abilities.

Based on the background above, the researcher formulates the research questions as follows:

1. What factors influence the unwillingness to communicate in English among college students?
2. What kinds of interventions could be implemented for UNISMA English students to overcome their unwillingness to communicate in English?

METHODS

This study employed a qualitative case study approach to explore the factors influencing The Unwillingness to Communicate in English (UWTC) among UNISMA English Education students. The case study method was chosen because it allows for an in-depth exploration of real-life experiences through multiple sources of data, providing a comprehensive understanding of the phenomenon of Unwillingness to Communicate (UWTC). By focusing on a small number of participants, this method enables the researcher to gain detailed insights into the personal and contextual factors that contribute to students' reluctance to speak English.

The research was conducted at Universitas Islam Malang (UNISMA), specifically within the English Education department. The study focused on two purposively selected participants, who were identified based on specific criteria: a high level of unwillingness to communicate in English and low performance in speaking skills. Their selection was based on recommendations from a lecturer, as well as an initial observation of their academic records and participation in speaking-related activities. The first respondent had been exposed to English from elementary to high school but had little intrinsic motivation to develop her speaking skills. Meanwhile, the second respondent had a personal interest in English through music and dreams of studying abroad but still struggled with speaking confidence in academic settings.

The data collection process involved two primary methods: semi-structured in-depth interviews and direct observations. The interviews were conducted to explore various aspects of the participants' experiences, including their motivation, past learning experiences, academic performance, and social influences on their English-speaking ability. The researcher prepared open-ended questions in English, allowing participants to

freely express their thoughts while ensuring a structured discussion. Each interview was recorded, transcribed, and analyzed thematically to identify recurring patterns and themes related to UWTC. Additionally, observations were carried out within classroom and campus environments to assess how participants engaged in English-speaking situations. The researcher carefully observed their body language, participation in discussions, and frequency of English use, especially in social interactions and academic settings. These observations provided valuable contextual data that complemented the findings from the interviews, allowing for a deeper understanding of the behavioral and psychological factors contributing to their unwillingness to communicate in English.

The data collected through interviews and observations were carefully transcribed, coded, and analyzed using thematic analysis. This approach ensured that key themes related to students' UWTC were identified, categorized, and interpreted in relation to existing theories and literature. The use of multiple data sources not only strengthened the validity of the findings but also provided a more holistic view of the challenges faced by students. To ensure the reliability and credibility of the data, the researcher employed triangulation by comparing interview responses with observational findings, ensuring a comprehensive and well-supported analysis.

By employing a qualitative case study approach, purposive sampling, in-depth interviews, and observations, this study provides an in-depth examination of the factors influencing UNISMA English students' unwillingness to communicate in English. The combination of these methods enhances the accuracy, validity, and depth of the research findings to ensure the data is both trustworthy and reflective of real-life experiences.

FINDINGS

The findings of this study reveal that the unwillingness to communicate in English among UNISMA English students is influenced by a range of factors, both internal and external.

1. Factors influence the unwillingness to communicate in English among college students

a. Motivation

Question 1: What motivates you to learn English?

The interview results regarding motivation to learn English showed differences between the two respondents in terms of their motivation to learn the language.

Respondent 1 liked English because of a personal interest, which was her love of Justin Bieber songs. This is a type of intrinsic motivation, as it comes from a personal interest in learning English. The interest in Justin Bieber's songs and the desire to travel abroad indicate an internal that encourages respondents to learn English.

Respondent 1: I like English because when I was in elementary school I liked Justin Bieber's song, and I wanted to travel abroad. Because of that I began to learn English actively "

Meanwhile, respondent 2 had extrinsic motivation because at first, she joined the English course due to a suggestion from her parents. This is extrinsic motivation, because the motivation comes from external influences (parents). When she entered college and chose to major in English to help understand the lecture material, this was also classified as extrinsic motivation. She was motivated to study so that she could follow the lectures well, which is a push from academic needs.

Respondent 2: At the first time I was not motivated to learn English. But after I graduated from high school and had some free time, my parents suggested that I join an English course, and I agreed. When I entered

college, I chose to major in English because I was unsure about other majors. Now, my motivation for English is so that I can understand English lessons in college."

Based on the interview results, the motivation to learn English in respondent 1 and respondent 2 was influenced by different types of motivation. Respondent 1 was motivated by intrinsic factors that arise from personal interest, while respondent 2 was motivated by extrinsic factors, namely advice from parents and academic needs. This difference reflects how internal and external factors can affect the intensity and purpose of learning English among university students.

b. Confidence and Self-Efficacy

Question 1: Do you feel you have enough ability to speak in English in front of others? Why or why not?

Both respondents showed that although they have the ability to speak English, their confidence is different in certain situations. The first respondent felt that she was capable of speaking English in public, but often lost confidence in the middle of a conversation, especially when she began to doubt whether she would be able to express her thoughts clearly.

On the other hand, the second respondent admitted to having limitations in using English because she rarely had the opportunity to practice. As a result, she felt that although she could speak, her confidence did not grow along with her ability.

Respondent 1: "Yes, I feel that I have enough ability to speak in English in front of others. However, sometimes I lack confidence."

Respondent 2: "I have the ability to speak English, but unfortunately the opportunities to use are very limited, so I doubt myself even more."

This finding shows that the confidence of both respondents is highly dependent on the opportunity to practice as well as the environment in which they use English.

Question 2: How confident do you feel when speaking English?

Respondent 1 said that his confidence level depends on the person she speaks to; if she feels that the other person is more skilled, her confidence will drop. As a result, she tends to be more introverted and careful in her choice of words when speaking. Respondent 2 has low self-confidence and fear of making mistakes makes her often feel reluctant to speak in English.

Respondent 1: "My confidence depends on the person I speak to. If the other person is more expert, I feel less confident."

Respondent 2: "My confidence is low, so I am often lazy to speak in English due to fear of making mistakes."

Both showed that their confidence was influenced by the fear of being judged by others, especially when speaking in front of individuals considered more expert or in situations that require linguistic accuracy.

c. Dependence on First Language

Question 1: How often do you rely on your first language when speaking English and how do you manage it?

Respondent 1 said that she often relied on Bahasa Indonesia when she faced English

vocabulary that she did not know. However, she tried to overcome this problem by trying to find synonyms, and using gestures to help explain what she meant. Meanwhile, respondent 2 explained that she often thinks in Javanese or Indonesian when speaking English, which makes it difficult for her to speak fluently. When she cannot find the right word in English, she prefers to replace it with Indonesian and uses body language to support her explanation

Respondent 1: "I often rely on my first language when I have found an unfamiliar word, but I also try to find synonyms or use body gestures."

Respondent 2: "I often think in Javanese or Indonesian, so if I don't know the meaning, I use Indonesian and body language to help get my point."

Both respondents indicated that reliance on their first language still happens frequently, especially when facing vocabulary difficulties. However, both used various strategies to keep trying to communicate in English.

Question 2: How often do you rely on your first language when speaking English, and how do you manage it?

The two respondents had different responses in overcoming challenges when speaking English. The first respondent said that she often relied on Bahasa Indonesia when she found unfamiliar words or phrases in English. However, she tried to overcome this challenge by actively improving her vocabulary and looking for synonyms in English that might be easier to remember or pronounce. In addition, she used gestures to complete the meaning of what she wanted to say, especially when she got a word she did not know. Meanwhile, the second respondent explained that she often thought in Javanese or Indonesian when speaking in English. Because she uses both languages every day, she admits that her dependence on her mother tongue is quite large. When she has difficulty finding words in English, she tends to replace them with Indonesian and also relies on body language to communicate his meaning more clearly, especially when talking to native speakers.

Respondent 1: "I often rely on my first language when I found words or phrases that I don't know. I try to overcome them by looking for synonyms or using body gestures. After that, I remember the words to increase my vocabulary."

Respondent 2: I often think in Javanese or Indonesian when speaking English, and replace words I don't know with Indonesian and use body language."

These findings indicate that using their first language still influences their communication in English. However, each uses different strategies to convey their meaning, which shows creativity in the face of limited vocabulary.

Question 3: How do you think your mental processes (such as thinking in your first language) affect your English communication?

Both respondents described the significant impact of thinking in their first language on their communication in English. The first respondent stated that thinking in Indonesian sometimes slows down her communication process. She prefers to translate words or phrases in her mind before pronouncing them in English, which is time-consuming and often causes doubt or pauses in speech.

Respondent 2 felt quite a big impact, because she felt that thinking in English now felt less fluent than before. The habit of thinking in Javanese before speaking made her feel less confident, especially because she was worried about making mistakes when speaking. This discomfort caused her to rarely try to speak in English, so that her learning process was inhibited and the opportunity to practice effectively was reduced.

Respondent 1: "Thinking in my first language can slow down my communication in English because I translate in my head before speaking, and it makes me hesitate. "

Respondent 2: "I often think in Javanese, and this causes my thinking process in English slow down. I am afraid of being wrong and have little confidence, which makes me practice less."

From the statements of these two respondents, it can be seen that thinking in the first language can make English communication challenging, both in terms of speaking fluency and building confidence. Both respondents show how reliance on their mother tongue can hinder the progress of their English skills, and represent the psychological challenges faced when speaking a foreign language.

d. Negative perception

The results of this interview showed that the negative perceptions of other people and the fear of judgment influence the students' willingness to speak English. The questions help to explore more deeply how social perceptions and fear of negative judgment affect students' willingness and confidence to use English.

Question 1: Do other people's negative perceptions influence you to speak English?

According to the first respondents, negative perceptions can affect their confidence when speaking in English. When they feel that someone is judging them or has certain expectations, they feel more uncomfortable, especially when it comes to accents and possible mistakes in language use. Respondent 2 also expressed the significant influence of this negative perception. She stated that the fear of negative judgment is the main reason why she rarely speaks in English, and it highly affects her comfort.

Respondent 1: Sometimes, other people's negative perceptions can affect my confidence when speaking in English. If I feel like someone is being judgmental, it can make me more self-confident about my accent or mistakes I might make."

Respondent 2: "Yes, that's one of the main reasons why I rarely speak in English. I am afraid of negative judgment from others, and it affects me a lot."

From these two statements, it is clear that the negative perception of others is a significant factor in influencing students to avoid speaking English. They feel afraid of being judged, which ultimately decreases their motivation to practice and improve their speaking skills.

Question 2: How much does the fear of bad judgment from others influence your desire to practice speaking English?

Respondent 1 said that the fear of bad judgment has greatly influenced her desire to practice speaking English. The fear made her more reluctant to try using new words and

phrases. However, she realized that not being able to practice would only slow down her English language progress. So, she tries to find a more supportive environment where she feels more comfortable practicing, and the fear of judgment slowly decreases.

Respondent 1: "Sometimes, this fear makes me doubt speaking or trying new words and phrases. However, I realized that not practicing would only slow down my progress."

Respondent 2 shared an experience of the significant impact of fear of bad judgment. She once felt shamed when someone corrected her mistake in public. This made her even more afraid to speak English.

Respondent 2: "I was laughed at during a presentation in class and also when hanging out with friends, because there was one English word that I said wrong and it had a different meaning. The way someone corrected me at that time made me feel ashamed."

From the interview results, it can be concluded that negative perceptions and fear of bad judgment from others have a great influence on students' willingness to practice speaking English. This fear causes them to doubt and hinder situations where they have to speak in English, especially in front of others who are more capable. However, for some students, this fear can be reduced if they find a supportive environment to strengthen their confidence in speaking English.

e. Socio-Cultural Factors

Question 1: Do you have any social situations where you feel particularly uncomfortable speaking English?

Both respondents identified several social situations that made them feel uncomfortable when speaking in English.

Respondent 1 explained that she felt shy in a group where everyone was fluent in English, especially following a very fluent conversation. She said she had difficulty understanding humour or sarcasm, often making her reluctant to participate actively.

Respondent 1: "Certain social situations make me uncomfortable speaking in English. For example, in a group situation where everyone is fluent, I sometimes struggle to keep up with the fluent conversation, making me feel terrible. I also find it difficult in situations involving humour or sarcasm because it is difficult to understand and confuse to respond appropriately."

Respondent 2 feels uncomfortable speaking in English with more intelligent or fluent people than she does. She worries about being judged on her weaknesses, so her fear of making mistakes makes her more likely to remain silent.

Respondent 2: "I often feel uncomfortable speaking in English around smarter or more fluent people than me. My biggest concern is that they will judge my weaknesses, especially since I feel my English skills are still low. This makes me afraid of making mistakes and eventually feeling shy."

The findings from these interviews showed that certain social situations can create significant discomfort for both respondents when speaking in English. The feelings of awkwardness and fear of judgment from others contribute to their unwillingness to

communicate effectively.

Question 2: How much do your cultural perspectives influence your willingness to speak English?

The interview results show that cultural perspectives significantly impact both respondents' willingness to speak English. Respondent 1 stated that Javanese culture, which emphasizes politeness and manners, often makes her feel anxious when speaking.

Respondent 1: "My cultural perspective strongly influences my willingness to speak English. In my culture, there is a strong emphasis on politeness and manners. This makes me feel the need to be careful when speaking, especially when expressing opinions in English."

In contradiction, respondent 2 described a positive experience of taking an English course that forced her to speak actively. However, after entering the campus environment where the use of Javanese and Indonesian was more dominant, she felt she had to adapt, which affected her confidence in speaking English.

Respondent 2: "When I took the English course, the environment forced me to use English daily, so I became confident. However, when I started college, my friends spoke Javanese or Indonesian more often, and I felt I had to adjust to the environment. I worried about being judged or felt different if I spoke in English, so I preferred to follow their communication."

This confirms that cultural perspectives strongly influence respondents' willingness to speak English. Respondent 1 felt pressure from cultural norms that limited her engagement in communication, while Respondent 2 experienced a shift in confidence due to changes in her social environment. This shows the importance of cultural context in shaping willingness to communicate in English.

f. Lack of Social Support

Question 1: Do you feel that lack of social support affects your confidence in using English? If yes, how?

Both respondents agreed that a lack of social support can negatively impact their confidence in using English. Respondent 1 stated that without support from friends, teachers, or peers, she struggled to stay motivated and confident. The lack of support made her less motivated to practice speaking. She emphasized the importance of social support in helping her overcome doubts about her English skills.

Respondent 1: "A lack of social support can affect my English ability. It cannot be easy to stay motivated and confident when I do not have encouragement from friends, teachers, or peers. Excellent social support helps me overcome my hesitation to speak English"

Meanwhile, respondent 2 stated that when she is in a fully English environment, she feels more confident to speak. In such an environment, everyone has the same goal of learning English, thus creating a supportive atmosphere without judgment. This makes her more confident in expressing herself.

Respondent 2: "That is right, when I am in an environment where English is fully spoken, I am not afraid to speak the language. The atmosphere is very supportive, and since everyone is also learning, mistakes in speaking are regarded as a natural part of the process."

This finding shows that positive social support from friends and the environment is crucial to improving confidence in speaking English. When respondents feel supported, they are more willing to participate in communication.

Question 2: Was there a particular experience where you felt a lack of social support hindered your ability to communicate in English?

Both respondents also identified specific experiences where a lack of social support hindered their ability to communicate in English. Respondent 1 remembered an experience during a group project in class where her classmates did not provide enough support. Her classmates often interrupted her and did not give her enough time to express her ideas, making her feel discouraged and lacking confidence.

Respondent 1: "I remember a specific experience where the lack of social support hindered my ability to communicate effectively in English. They often interrupted or did not give me enough time to express my ideas, making me feel hopeless and less confident to speak. "

Meanwhile, respondent 2 described a similar experience, where the campus environment dominated by the use of Javanese and Indonesian made her of speaking English. The fear of judgment from friends made her shy away from speaking in English, which contributed to a lack of confidence and ability to express herself.

Respondent 2: "On campus, where friends use Javanese or Indonesian more often, I feel I have to conform. The fear of judgment makes me avoid speaking in English."

These experiences highlight the importance of positive social support, whether through patience, encouragement, or a supportive environment, in building confidence and improving communication skills. Both respondents pointed out that the lack of social support can hinder their progress in communicating in English.

g. Anxiety

Question 1: How often do you feel anxiety when you have to speak in English? And how do you face it?

Both respondents faced significant anxiety when speaking in English, but for different reasons. The first respondent, said that she sometimes feels anxious when she has to speak in English, especially in situations where she is not familiar with the topic or when speaking to native speakers. This anxiety can make her hesitate or make guesses about the words to be spoken. However, she does notice that preparation and practice help to reduce this anxiety. Before speaking, she tries to prepare herself by thinking about what she wants to say and practicing in her head.

The second respondent, meanwhile, felt very anxious when she had to speak in English because she felt that her vocabulary was not good enough. This fear made her skip speaking in English as much as possible. Even though she was already a student, she felt that her vocabulary was still very limited. However, if there is an opportunity to speak in class, such as presentations and discussions that require her to use English, she tries to speak even though she often asks for help from friends or lecturers when she does not know certain words or sentences in English.

Question 2: Are there certain situations that make you feel more anxiety when communicating in English? For example, public speaking or communicating with native speakers?

Both respondents identified specific situations that caused them to feel more anxiety when communicating in English. The first respondent, explained that public speaking is one of the biggest challenges for her because she was aware that everyone was listening and wanted to make sure that she expressed herself clearly and correctly. Communicating with native speakers can also make her nervous, especially if they speak quickly or use slang that she does not understand.

The second respondent felt anxiety when speaking in public during formal situations, such as class presentations. Although she had done it many times, the situation felt formal and stressful, making her more nervous. This was in contrast to informal situations, where she felt more relaxed when speaking in English.

Respondent 1: "Yes, there are certain situations that make me feel more anxious when communicating in English. Public speaking is one of the biggest challenges for me."

Respondent 2: "When speaking in public in formal situations, such as classroom presentations, I still feel anxious, even though I have done it many times."

These findings show that public speaking anxiety is a significant challenge for both respondents. This anxiety is also related to specific communication situations, which affects their confidence and willingness to use English.

h. Linguistic

Question 1: What difficulties do you face in learning English?

Both respondents experienced different difficulties related to the linguistic aspects of learning English.

Respondent 1: "I faced some difficulties in learning English. One of the main challenges is understanding and using idiomatic expressions and slang, which can be quite different from the formal language I am used to. In addition, I sometimes struggle with pronunciation and accent, making it harder for me to be understood by others, especially in fast or fluent conversations."

Respondent 2: "I find it difficult to master vocab because I do not like memorizing. Also, I do not know how to add new vocabulary effectively, so I find improving my overall language skills difficult."

The first respondent felt that difficulties in understanding idiomatic expressions and slang, as well as challenges in pronunciation and accent, made it difficult to understand. Meanwhile, the second respondent found it difficult to master new vocabulary due to her dislike of memorization, which ultimately affected her overall fluency in English. This shows that although both face linguistic challenges, the aspects they find difficult are different, which can slow their English communication progress.

Question 2: Do you feel that grammatical differences are a challenge in speaking English?

Respondents had different perspectives on the importance of grammar in speaking English.

Respondent 1: "Yes, grammatical differences can significantly challenge speaking English. The rules for verb tenses, articles, and sentence structure can differ greatly from those in my first language, which sometimes causes mistakes or misunderstandings. For example, English has more specific rules for using verb tenses and articles, which can be confusing and affect the clarity of my speech."

Respondent 2: "As long as I know what English is, I do not mind the grammar. I realize that native speakers also do not pay much attention to grammar in daily conversations. Maybe grammar is important for academic contexts, but if I am talking directly or in an informal setting, I do not care about the grammar aspect."

In conclusion, the first respondent considers grammar a significant obstacle that often leads to mistakes in speaking English. In contrast, the second respondent was more flexible in her use of grammar, especially in informal situations, and felt that grammar did not need to be the main focus. These two views indicate a different perception of the role of grammar, which directly affects their confidence level in communicating in English.

2. Interventions to overcome Unwillingness to Communicate in English

Institutional factors are essential in helping UNISMA students overcome their unwillingness to communicate using English. According to respondents, two institutional factors can be overcome: attractive classroom activities and a supportive campus environment for English speaking practice.

Question 1: What changes at the institutional level could improve your willingness to communicate in English?

a. Interactive Classroom

Both respondents stated the importance of interactive activities in the classroom that allow them to use English practically. They explained that when they feel actively involved in the class, their willingness to communicate in English grows, which in turn helps them build confidence in using the language.

Respondent 1: "I feel most engaged in interactive activities that enable the practical use of English. For example, group discussions and debates are very motivating as they allow me to express my ideas and listen to others' opinions in a dynamic setting. Role-playing activities are also effective as they simulate real-life situations and help me practice speaking in context."

Respondent 2: "I find it easier to discuss because I can speak freely without feeling pressured. In such an atmosphere, I feel comfortable expressing my opinions and sharing ideas." ng in English?

First, respondents said that group discussions, debates, and role plays made the learning atmosphere more interesting for exchanging ideas and learning from friends. These activities helped to make them more comfortable in English. On the other hand, second respondents feel more relaxed and more willing to participate in discussions if the atmosphere is informal and not too formal. They can speak freely and share their ideas without fear of being wrong or judged. This makes them more confident and more enthusiastic about using English.

Activities that support free interaction and practical simulations play an important role in increasing students' engagement and motivation to speak English. Their experiences also show that when students have a place to express themselves openly in English, they feel less afraid and more comfortable with the language.

b. Creating an English-Supportive Environment

Both respondents agreed that institutional support and the campus environment are essential in developing English-speaking skills. They believe a more supportive environment, where English is consistently encouraged and practiced, will increase their confidence in language use.

Respondent 1: "At the institutional level, some opportunities can improve my speaking skills in English. For example, having more language exchange programs or conversation clubs where students can practice speaking with native speakers or advanced learners would be very beneficial. Also, offering more interactive and communicative activities in class, such as debates, presentations, and group projects, would provide more opportunities to practice speaking in a supportive environment."

Respondent 2: "I need to find more opportunities to use English on campus. My friends and lecturers use Javanese or Indonesian more often, making me afraid to use English. I worry about being judged by the people around me. In class, although there were some opportunities to speak in English, conversations were often mixed with Javanese or Indonesian, so I did not get the whole experience of speaking in English. This made me feel hindered in improving"

The results show that UNISMA students feel more prepared to speak in English when they are in an environment that supports and facilitates the use of the language. Classroom activities that can facilitate the use of English, such as discussions and debates, allow students to be more comfortable in applying their speaking skills and building confidence. In addition, if the institution provides platforms such as conversation clubs, language exchange programs, and English-intensive events, this will provide opportunities for regular English practice. Thus, support from the institution at both classroom and campus levels plays an important role in helping students overcome their unwillingness to speak English. This support can create a supportive environment for language practice and help reduce the social pressure that often makes students feel less confident when speaking in English.

DISCUSSION

This study finds that the primary factors influencing the unwillingness of Universitas Islam Malang (UNISMA) English students to speak English are internal factors, including anxiety, motivation, dependence on the first language, self-confidence, negative perceptions, and linguistic limitations. Among these, anxiety plays the most significant role, as students fear negative judgment from others, making them hesitant to speak. This aligns with Karunanayake (2022), who found that fear of public humiliation and negative peer judgment contribute to second-language anxiety. Horwitz et al. (1986) also emphasize that anxiety stems from concerns about negative evaluation, inhibiting students' willingness to communicate (UWTC).

The first respondent felt anxious speaking with those more proficient, making her more cautious and introverted. The second respondent feared making mistakes, which discouraged her from speaking. Both respondents experienced decreased confidence in environments emphasizing language accuracy.

Motivation also influences UWTC, though less significantly than anxiety. Reiss (2012) distinguishes between intrinsic and extrinsic motivation. The first respondent was intrinsically motivated by her love for English music and a desire to travel, whereas the second respondent was extrinsically motivated by parental encouragement. This supports Selimovic (2022), who found that learners exhibit both intrinsic and extrinsic

motivation, with extrinsic motivation being more dominant. Dependence on the first language also hinders fluency, as both respondents admitted thinking in Javanese or Indonesian before speaking in English. This habit slows speech production and increases errors, as noted by Kim (2023), who highlights that insufficient English practice can limit fluency and communication effectiveness. Self-confidence significantly affects students' ability to communicate in English. Alifah et al. (2021) found that confident students tend to acquire speaking skills more quickly. Initially, the first respondent lacked confidence due to fear of mistakes but improved with positive peer support. This supports (Aras et al. 2022), who state that low-confidence students avoid speaking English, while those with higher confidence embrace learning opportunities. Negative perceptions of English ability further discourage students from speaking. Fear of ridicule, as noted by Sultana & Jamin (2021), prevents students from practising, leading to language anxiety. One respondent feared being judged, which discouraged her from speaking. Creating a supportive environment where mistakes are normalized is crucial to reducing this fear. Linguistic limitations, particularly in vocabulary and pronunciation, further hinder students' willingness to speak. Tri & Eko (2024) found that limited vocabulary and pronunciation difficulties create communication barriers, especially in fast-paced or formal conversations. One respondent struggled to find the right words, leading to frustration and reluctance to speak.

In addition to internal factors, external factors such as socio-cultural influences and social support also impact students' willingness to speak English. The second respondent noted that campus culture emphasizes Indonesian and Javanese, making English use feel unnatural. Bagea (2023) highlights that cultural norms significantly influence language use, and social pressure to use local languages can hinder English learning. Social support from peers and lecturers plays a crucial role in building students' confidence. Positive feedback motivates students, while a lack of support can discourage them from practising English. The second respondent suggested increasing English-based activities, such as conversation clubs, to provide more practice opportunities. Yusup & Munawaroh (2023) (Yusup & Munawaroh, 2023) emphasize that institutional support is key to fostering language use, as the absence of structured practice opportunities can hinder progress.

CONCLUSION AND DISCUSSION

The findings of this study indicate that the primary factors contributing to UNISMA students' unwillingness to speak English are internal aspects such as anxiety, motivation, dependence on the first language, self-confidence, negative perceptions, and linguistic limitations. Among these, anxiety has the most significant impact, as the fear of negative judgment discourages students from speaking. Additionally, external factors like cultural pressure and lack of social support also play a role in limiting students' English communication within the campus environment.

In order to overcome these challenges, it is crucial to establish a more supportive environment for English language practice. The university should implement more English-based activities, such as conversation clubs and mentoring programs, to enhance students' confidence. Additionally, lecturers and peers should offer constructive feedback to help reduce students' fear of making mistakes. Strengthening social support and providing structured opportunities for practice will enable students to develop greater confidence and motivation in using English for communication.

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