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Bismillahirrahmanirrahim,

Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA, memberi tugas kepada:

- Nama : **Anita Dewi Ekawati, M.Pd.**
- Tugas : Mengikuti Conference AISELT (Annual International Seminar on English Language Teaching) pada tanggal 26 September 2022 dan menulis di PROCEEDING AISELT dengan judul "An Exploration of Students` Unwillingness to Communicate English during Blended Learning" terbit pada tanggal 30 September 2022
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- Tempat : Universitas Sultan Ageng Tirtayasa [Untirta]
- Lain-lain : Setelah melaksanakan tugas agar membuat laporan tertulis kepada Pimpinan FKIP UHAMKA

Demikian surat tugas ini dibuat, agar dilaksanakan dengan sebaik-baiknya sebagai amanah.



Jakarta, 19 september 2022

Dekan

[Signature]
Dr. Desvian Bandarsyah, M.Pd.



PROCEEDING AISELT

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MEDIATING MULTILINGUALISM IN ENGLISH LANGUAGE CLASSROOM: PROSPECTS AND CHALLENGES

An Exploration of Students' Unwillingness to Communicate English during Blended Learning

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Abstract

Unwillingness to Communicate (UTC) is one of the factors that often appears in learning foreign languages, especially in blended learning during this pandemic. Many students are unwilling to communicate in English because they are ashamed and not confident. This study aims to explore students' unwillingness to communicate English as a foreign language during blended learning. This research applies the descriptive quantitative method. This research was collected online using a Google Form questionnaire that was distributed on WhatsApp and Instagram for senior high school students in Jakarta for the 2022/2023 academic year. Respondents of this study were 117 respondents, consisting of 83 Senior High School students and 34 Vocational High School students in Jakarta. The results of this research indicate that students avoid communicating in front of the class and choose to communicate in English in group discussions and they are afraid to try difficult sentences in blended learning. The findings of this research can be information about the higher factor of unwillingness to communicate in English and provide an overview of students' willingness to communicate in English.

Keywords: Unwillingness to Communicate (UTC), foreign language, blended learning, discussion

Introduction

The four key components of language acquisition are listening, speaking, reading, and writing. Of the four important skills above, speaking is the thing that has the most problems. Many people are anxious to speak or communicate a foreign language especially when they believe that their speaking skills are low or understandable (Kaisar & Chowdhury, 2020). When anxiety happens, students begin to avoid and unwillingness to communicate in a second language. Even though students have been in school for years, most foreign language students still cannot communicate well (Kella, 2021). The willingness to communicate is an important role in learning a second language. (Husna, 2009) stated the source language must be able to encourage students to speak a foreign language because being able to

communicate well inside and outside the classroom is one of the main goals in learning a foreign or second language.

Willingness to communicate (WTC) in foreign language classes can be developed if students are given the freedom to communicate (Goldoust, 2017). To enhance and realize their effective, consistent, and meaningful English communication skills, foreign language students must be a Willingness to Communicate (WTC) in English during the learning process. (Ningsih et al., 2018) stated that Willingness to Communicate (WTC) is a person's plan or preparation to communicate at certain communication events. Individual and social aspects like self-assurance, character, global style, gender, age, as well as cultural and academic status can affect someone's Willingness to Communicate (WTC). When we learn a foreign language, the important thing is to communicate fluently without any coercion, burden, or something other (Bursali & Oz, 2017). It can be concluded that Willingness to Communicate (WTC) is a situation where students learn to communicate a foreign language without any barriers or coercion.

Since March 2020, Indonesia, as well as the rest of the globe, has been dealing with an unexpected condition: a coronavirus pandemic. As a result of the pandemic, all schools and other educational institutions are forced to undertake a change to avoid the virus from spreading. All face-to-face classes have been replaced with virtual classes, and all language course activities have been converted to online activities (Subandowo et al., 2020). So during the pandemic, Indonesia implemented a blended learning system, where students in senior high school and vocational high school learn face-to-face and learn virtually. The learning that teachers used is adjusted to the existing conditions. According to (Aji et al., 2020) blended learning involves face-to-face classroom meetings, with some classroom conferences being replaced by e-learning. Web-based learning was utilized to replace some of the face-to-face learning in blended learning. In a strategic approach, blended learning combined online and face-to-face class activities to enhance learning during the pandemic situation.

Blended Learning (BL) is an educational concept that can combine many technologies into the traditional classroom (Siripongdee et al., 2020). Blended learning mixes aspects of synchronous and asynchronous online learning options, as well as teaching and learning approaches from face-to-face and virtual. (Subandowo et al., 2020) explained that Blended learning is an effective combination of various instructional strategies, teaching models, and learning theories that may be achieved in an interactive learning environment, both online and in-person learning. So blended learning has a variety of teaching models that can be applied in the classroom. One of the objectives of this learning is to reduce the spread of the virus and students do not feel bored studying during the pandemic because students will get different situations when studying face-to-face and learning online.

In a second language, both teachers and students have to receive instructions on how to communicate in English as a Foreign Language (EFL) situation because they influence how well students study and accomplish in foreign languages (Amiryousefi, 2018; Goldoust, 2017; Ningsih et al.,



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