
Factors Contributing to Students' Willingness to Communicate during English Day Program: A Case Study at SMK Putra Indonesia Malang

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Abstract

A lot of habituations are needed to get students accustomed to communicating using a foreign language. One of the habits that schools can hold is through outside classroom program, such as English Day program by SMK Putra Indonesia Malang, held weekly to create an English environment for students to develop their speaking skills. However, in practice, students' willingness to communicate (WTC) was considered low based on the initial observations conducted by one of the researchers. The present study aimed to investigate the factors contributing to WTC during the English Day program. Using a case study through interview and observations, the participants were eight tenth grade students of Industrial Chemical and Industrial Pharmacy classes represented by high and low achievers. The results showed that there were five factors influence their WTC during the English Day Program, including their surroundings, being afraid of committing grammatical mistakes, lack of vocabulary knowledge, lack of pronunciation mastery, and shyness. Thus, English teachers are recommended to encourage students to speak more through fun learning activities in the classroom. Moreover, further researchers are suggested to conduct research on a wider sample to know the main factor contributing to low WTC during the English Day program.

Keywords: English Day Program, Vocational school, Willingness to Communicate

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1. Introduction

One of the reasons that underlie someone learning a foreign language is to use it in significant and effective communication, both in real life and in classroom situations. The progress of foreign language acquisition (FLA) is determined by the frequency of the language used (Sun, 2019). The more often a foreign language is studied and applied, the better the language mastery will be. One of language mastery that is highly expected is speaking ability. According to Ulutaş (2019), speaking is the art of phrasing human needs in order to develop social relationships and maintain life. In developing speaking proficiency, students' active participation in communicating, both inside and outside the classroom, is something that needs to be accustomed to. Various attempts need to be implemented to provide encouragement for students to improve students' speaking skills.

Dewaele (2018) believes that when someone learns a new language, a good language environment is needed to maximize mastery of the language being learned. A conducive language environment will bring up students' enthusiasm because everyone interacts with each other at the same time using English and it eventually improves students' English oral skills. In order to achieve that goal, several schools need to provide a conducive language environment. For example, Iksan et al., (2022), together with the team, carried out a weekly program for their boarding school, namely English Program Assistance with Fun Learning Method at Nurul Ummah Islamic Boarding School to improve not only their students' speaking skills but also other skills like writing, speaking, and reading. The other example is a program that Singh (2015) conducted research on, called Oral Proficiency in English for Secondary Schools or OPS-English program. Singh (2015) stated that the OPS-English program enhanced the Malaysian students' aural and oral proficiencies as well as their willingness to communicate (WTC) in English. OPS-English program is a situation-based activity that provides students with opportunities to discuss and prepare their oral presentations with the assistance of a wide range of vocabulary. In this research, the English language improvement program that the researchers focused on is the English Day program carried out at SMK Putra Indonesia Malang.

In fact, the implementation of English Day is still not fully optimized. Based on the observation of one of the researchers during the internship and the appointment as temporary supervisor, it was found that there were still many students who used Indonesian or their local language to communicate with one another. Their level of WTC in English was still considered low. Those who were appointed as counterparts also did not carry out their duties to motivate or help other students to speak English. The researchers even found a student who refused to carry out 'Class in Charge' assignment as the prayer reciter through the school microphone. Similarly, a study conducted by Diantoro (2016) at SMK Putra Indonesia Malang, during the English Day program, showed that students tended to use their body movements such as sign language to interact with each other or simply did not speak at all.

Their WTC was considered low. Consequently, this hinders them from learning how to express their feelings and ideas in English because they have less English exposure.

Furthermore, research on EFL students' WTC in Indonesia, especially during activities outside the classroom, has not been widely discussed by other researchers before. For example, the study conducted by Beay (2022) only explained how the English Day program was implemented in one of the high schools in Indonesia and there were some students who had no interest in communicating in English without specifying the causes. The same research was also conducted by Diantoro (2016), which also examined the implementation of the English Day program at SMK Putra Indonesia Malang in general, such as the time of execution, the carried out activities, and the advantages of the program. In addition, the study carried out by Sari (2019) only discussed students' perceptions of the method used by the coach of the speech extracurricular. There was no interpretation regarding the students' communicative problems during the extracurricular.

Based on the problem above, a question arises as the basis for conducting this research: What are the factors affecting the tenth-grade students' of SMK Putra Indonesia Malang low WTC during the English Day program? The researchers need to conduct research on this matter so that it can be used as evaluation material for the school to optimize the smooth running of the English Day program. Therefore, to complete the gaps between the previous studies and answer the research question, the researchers carried out research intending to find out the factors contributing to the students' low WTC during the English Day program, especially those carried out at SMK Putra Indonesia Malang.

1.1. Theoretical Framework

1.1.1. Willingness to Communicate (WTC)

The term Willingness to Communicate (WTC) emerged in verbal literature during the 1980s with the aim to discuss the probability of someone taking part in a verbal activity. It is a phenomenon that English teachers will always face in a foreign language classroom. McCroskey & Richmond (1990) defined WTC as an individual-based predisposition that affects individual verbal behavior, which can also be viewed as a personal-character (the level of human introversion or extroversion). It is a self-preference of someone to decide whether the person wants to speak or not. That decision is definitely influenced by many situational variables, such as the topic being presented, who the other person is speaking with, how the person feels at that moment, etc. or by their cognition aspect. In addition, according to Burgoon (2009), unwillingness to communicate is the tendency of someone to feel reluctant to actively engage to speak caused by many variables such as introversion, level of anxiety, seclusion, feeling insecure or other causes. MacIntyre et al., (2001) stated that WTC is about someone's readiness and the act of giving the initiative to communicate. In the context of a foreign language, it becomes a demand to be fluent in a language learned.

MacIntyre et al. (1998) made a construction about the heuristic model of WTC as can be seen in Figure 1 below.

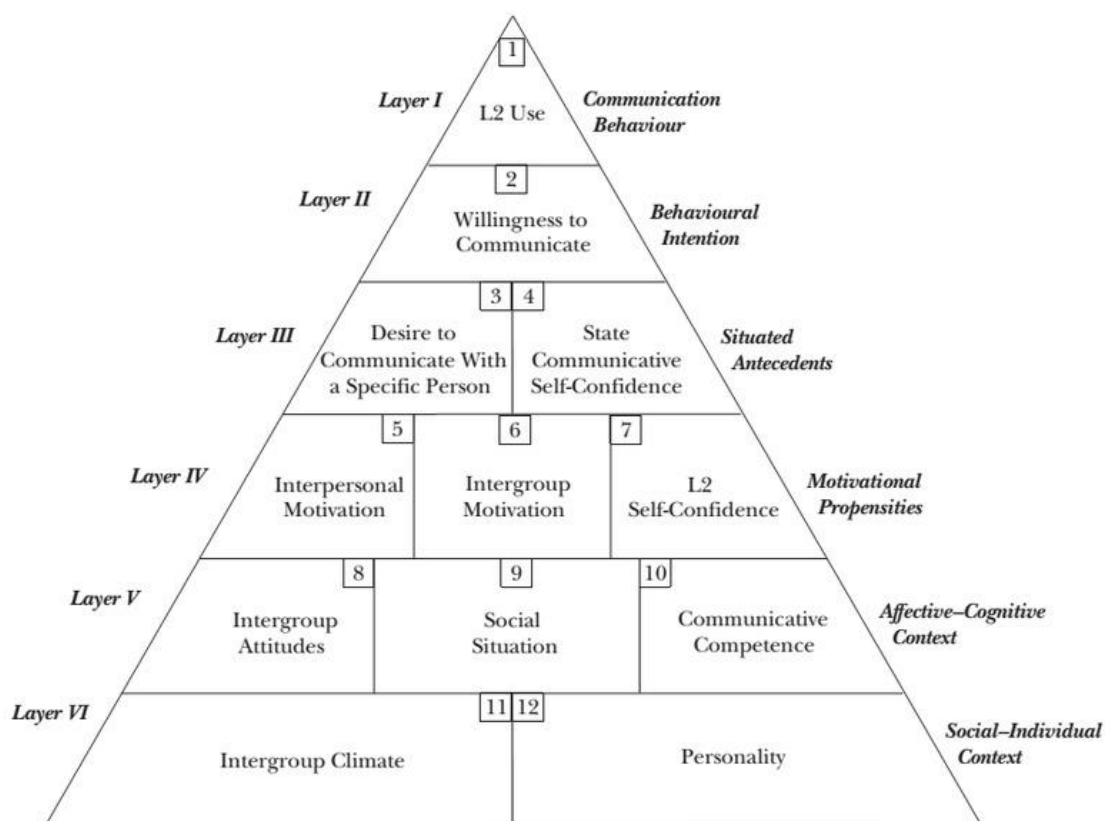


Figure 1. Heuristic Model of WTC (Source: Tran, 2016)

The heuristic model consists of twelve variables available in a partitioned and layered pyramid. There are six layers to measure the influence of WTC. Layer I is about how communication behavior in a second language (L2) context is demonstrated and how often communication using L2 is implemented by teachers and students in the classroom. Layer II is about someone's readiness to communicate, particularly someone's level of introversion or extroversion. Layer III explains how situational factors affect someone to talk. It includes the factors of specific interlocutors and self-confidence. Layer IV shows the motivation propensities, including (a) interpersonal motivation triggered by control and affiliation, (b) inter-group motivation, which concerns the climate and atmosphere of the group where individuals belong, and (c) L2 self-confidence, which is about someone's mastery of L2 itself. Layer V consists of (a) inter-group attitude, which depends on the authority relations between groups, (b) social situation, which involves the participants (age, gender, L2 mastery), settings (time and location of the communication takes place), the purpose or intention of the communication (to persuade or to give information), the topic discussed

(whether it is familiar or not), and the channel of communication (the medium used), and (c) communicative competence. Hymes (1972) stated that communicative competence leads to L2 proficiency, which includes linguistic competence, discourse competence, actional competence, socio-cultural competence, and strategic competence. Lastly, layer VI explains societal and individual contexts. Someone feels more willing to communicate with supportive group members.

WTC has always been an issue faced by English teachers, especially in Indonesia, where English occupies a position as a foreign language. Previous researchers have found some aspects that affect the students' ardor to communicate during English lessons. Khajavy et al., (2018) mentioned that there was a correlation between students' WTC with their classroom environment including supportive teachers, supportive classmates, and the topic discussed. The topic discussed should be something related to themselves or something they like. Together, they will create an enjoyable climate during the teaching and learning process. It was slightly in line with the finding of the research conducted by Havwini (2019) that the teachers' strategy occupied a major factor in students' participation in speaking. The teacher should make interactive activities by giving referential questions so that students have high encouragement in learning. On the other hand, as Mulyaningsih and Murtafi'ah (2022) observed, students' self-confidence was the biggest factor affecting their desire to talk during English class. They are afraid of making mistakes, of being laughed at by their friends regarding the way they pronounce, and of getting feedback from their teachers which will make them feel incompetent in communicating in English.

1.1.2. English Day Program

Based on the observation conducted by one of the researchers during the internship program at SMK Putra Indonesia Malang, the English Day program is conducted once a week, beginning at six fifty-five in the morning and ending at three in the afternoon. The students are not only required to communicate using English during the activity but also given the task of public speaking through the school microphone, such as reading prayers in English, delivering podcasts or broadcasts, storytelling, and announcing information. These assignments are given to those whose classes have been pre-selected by the supervisor (called Class in Charge or CIC) and will be rotated every week. Each class also has several students who have been secretly appointed as counterparts who help the supervisor assess and motivate other students to speak English so that the implementation of the English Day program can be well-controlled in each class. On the other hand, the supervisors are the teachers responsible for supervising the English Day program, appointing which class will get the Class in Charge (CIC) each week, and determining the appropriate punishment if a student does not carry out his/her duty. The designated supervisors are the English teachers.

The English Day program also contributes to students' final reports at the end of the semester. Every week, all class leaders will be given an assessment link by an authorized

student council (OSIS) member. The class leader will give it to the counterparts to fill in according to the assessment of their friends that day. After that, the student council (OSIS) member will recap it and then give it to the supervisors. This program is mandatory not only for all students but also for the entire school's academic community, such as teachers and staff. They are all given pocketbooks containing English-speaking guides such as sentences that are often used in everyday life, slang words, and basic vocabulary that is often used in the school environment to make it easier for them to speak English. As a result, it can be said that the English Day program is expected to provide a conducive English environment to increase students' oral competencies in English.

2. Method

The research was held at SMK Putra Indonesia Malang in which the participants were chosen from four classes in the tenth grade. The students in the tenth grade were chosen because, according to the statement from the English Day supervisor, the tenth grade did not have sufficient knowledge of the English Day program since at the time of their orientation, the program was not socialized due to several miscommunications between the committee and supervisors. Consequently, there were still many tenth-grade students who did not understand the implementation of the English Day program at that time.

To be specific, the participants were eight students drawn from each class (two Industrial Chemical classes and two Industrial Pharmacy classes) in which each class was represented by one low-achieving student and one high-achieving student based on the students' speaking scores during the teaching and learning process when one of the researchers taught at the school as the apprentice teacher, observation when one of the researchers was assigned to be the temporary supervisor, and also input from the English teachers at the school so that the selection of the participants was not biased.

The instruments used by the researchers were interview guide consisting of several questions probing the factors underlying students' WTC during English Day program that had been previously validated by an expert in English Language Teaching using validation sheet and observation sheets. The validation procedure was by sending the interview guide consisting of several questions probing the factors underlying students' willingness to communicate during English Day program to one of the lecturers of my study program (English Language Education) of Universitas Brawijaya. The rubric is the official validation rubric provided by the study program examining whether the questions are suitable with the purpose of the research and understandable for the students. The interview was conducted to acquire in-depth information regarding the contributing factors of students' low WTC. The interview process was delivered in Indonesian to make it easier for the participants to answer and understand the questions well. The process of collecting data through the interview was conducted online using WhatsApp calls in approximately 15-20 minutes. During the calls, the researchers recorded and transcribed it based on the audiotapes from the calls and

analyzed the results from the interviews with the observation results and information from the English teachers.

After putting it together, the data will be analyzed to get the answer for the research question. As Ary et al., (2018) mentioned, there are three phases of data analysis that should be done in qualitative inquiry. The first phase was familiarizing and organizing the data. In this phase, the researchers reread the transcripts, notes, comments, and other data, then listened again to the recording closely. In the second phase, the researchers started data coding and reduction by sorting the data into some categories to make certain patterns. This process included identifying similarities and differences in the data and then reducing some of the codes into appropriate categories. In the final phase, the researchers interpreted and represented the data by trying to put the data into a comprehensive explanation based on the background, perspective, and theoretical orientations of the study. Those three phases can also be said as thematic analysis, which is a term in qualitative research methods that include sequential procedures starting from setting the data that have been collected into several codes, then categorizing them into themes according to the patterns and interconnections that appear between them. Thematic analysis is applicable for research questions that are perioperative context in qualitative research (Jowsey et al., 2021).

3. Finding

In this part, after collecting and analyzing the data, the researchers found several results based on the interview regarding the factors affecting students' low WTC during the English Day program at SMK Putra Indonesia Malang. This section explains the findings from the excerpts of the students being interviewed.

3.1. Students' surroundings

S1: "As for me, it is because of the influence of my friends. If I speak English, they will mock me, like 'sok keminggris!'. Thus, I will speak English if there is a teacher watching me, but I always try to use English fully whenever I go to picket room to borrow something or to ask for permission."

S5: "I think it is because of my surroundings, mostly my friends. They will mock me 'sok Inggris!'. That makes me feel reluctant to speak English with my friends. Sometimes, teachers and staff also do not speak English during English Day. I always hear it whenever I go to the teacher's room or picket room. They talk and laugh in Indonesian or local language. They suddenly and immediately change to English whenever there are students around them. Thus, we just copy them."

Student 1 and student 5 were both high-achieving students. One of them was from Industrial Pharmacy class and the other one was from Industrial Chemical class. Both students always actively participated in the English class. For example, when one of the researchers asked someone to answer questions, they volunteered immediately. Both students

showed the same pattern in the factor affecting their WTC, namely their surroundings. Although they were both high-achievers, they experienced lack of confidence when speaking English.

3.2. Being afraid of committing grammatical mistakes

S3: "I am always afraid of making mistakes, especially in grammar. I am afraid that my words are jumbled because English and Indonesian are different. If we want to translate into English, we have to reverse the Indonesian word so that it can be a correct sentence. Sometimes, it makes me confused."

S6: For me, I do not want to speak English mostly because I am afraid of making errors. I still do not fully understand English grammar. Sometimes, it makes me fail in English."

Student 3 was a high-achieving student in the Industrial Pharmacy class. Same as student 1 and 5, student 3 always actively participated in the English class. In contrast, student 6 was a low-achieving student in the Industrial Chemical class. Student 6 once refused to carry out a Class in Charge (CIC) assignment to read a prayer in English in the picket room. This made her class finally get a punishment for her unwillingness to read the prayer. However, student 6 only had low achievement in terms of speaking. In other skills like writing and reading, this student was smart (based on one of the researcher's observation during internship and the English teacher itself). Both students showed the same pattern in the factor affecting their WTC, namely being afraid of committing grammatical errors.

3.3. Lack of vocabulary mastery

S2: "I think because I actually do not understand what the interlocutor says. My vocabulary is so bad and it is very difficult to master it. I always need help from Google Translate to fully understand what people say in English or if I want to speak in English. Thus, I always tend to speak in Indonesian or do not speak at all."

S7: "Because I still lack vocabulary mastery. Sometimes I am confused about what to say in English. In my opinion, if someone wants to speak English, the most important thing to be mastered is vocabulary. If we do not know the word in English, we cannot say anything."

Student 2 was a low-achieving student in the Industrial Pharmacy class. He was a class leader and always the spokesman for his class. However, he always refused whenever one of the researchers asked to speak English during the English class. In contrast, student 7 was a high-achieving student in the Industrial Chemical class. She always actively participated in the English class and also outside class activity like oral competition. Both students showed the same pattern in the factor affecting their WTC during English Day program, namely the lack of vocabulary mastery.

3.4. Lack of pronunciation mastery

S4: "Each person has a different way of pronouncing the words. Sometimes I do not understand what they say to me. I always try to guess the words they say."

Student 4 was a low-achieving student in the Industrial Pharmacy class. She was very quiet and shy in class. She passively participated in the English class. During the interview, she refused to do it through call on WhatsApp unlike other participants. She preferred to answer the questions through chat on WhatsApp. The factor that contributed to her WTC during English Day program was lack of pronunciation mastery.

3.5. Shyness

S8: "I do not want to speak English. I am afraid of my friends', teachers' or seniors' responses to what I say."

Student 8 was a low-achieving student in the Industrial Chemical class. Same as student 4, he was very quiet and shy. He always wore mask all the time. He passively participated in the English class. He did not have a lot of friends and was always being bullied by other classmates. During the interview, he also refused to do it through call on WhatsApp like student 4. He preferred to answer the questions through chat on WhatsApp. The factor that contributed to his WTC during English Day program was shyness.

4. Discussion

Based on the findings above, it is found that there were five factors contributing to the students' WTC during English Day program, including students' surroundings, being afraid of committing grammatical mistakes, lack of vocabulary mastery, lack of pronunciation mastery, and anxiety

Related to the students' surroundings, the results showed that three sub-factors in the students' environment affected their WTC during English Day program. First, they did not feel confident (even though they were both good at English) because none of their friends spoke English. Thus, when one of them spoke English, their friends thought that the person was too arrogant and wanted to show their skills in English by saying "*sok keminggris!*" (it means that they tried to imitate the fluency of native speakers and were considered as not being proud of their local language or Indonesian). This was in line with the research conducted by Abrar et al., (2018) found that one of the challenges that rendered the students' inactive participation in speaking was because their friends, as the interlocutor, did not take it seriously and eventually laughed at them. Thus, it made them think that instead of being ridiculed "*sok keminggris!*" and shunned because it was considered an act of showing off their English-speaking skills, it was better for them to follow what was the majority situation at that time by speaking in Indonesian or their local language.

Second, the second sub-fact was their friends' body language responses, especially laughing at other friends' speaking performances, also affected the students. Dansieh et al., (2021) stated that laughing at someone is the same as mocking. It looks trivial but mentally disturbing even though they only mean to joke. In psychology, fear of being laughed at by others is included in Social Anxiety Disorder (SAD), which is a psychological condition when a person feels constant fear of being humiliated and observed by others (Leigh & Clark, 2018). Sometimes they thought that their friends' laugh meant that there was something wrong with their English whether it was in terms of pronunciation, word order, language structure, or their body gestures when speaking. This caused them to finally use Indonesian or their local language instead of English when talking with their friends during the English Day program.

Apart from the influence of friends, the other sub-factor was that the students admitted that the teachers and other staff also did not always speak English with each other during the English Day program. Sometimes, when the students got into or just passed in front of the teachers' room, they heard that their teachers communicated with each other using the local language instead of English. Even when the teachers invited the students to talk, sometimes they did not try to use English. It might be because the message that the teachers wanted to convey could be immediately understood by the students. Thus, this created a perception among the students that speaking English in the English Day program was not an obligation because they took their teachers and staff as their role models. This situation was in line with the statement by Rindiana & Wulandari (2020) that the students were highly willing to communicate if their classmates also spoke English to each other to create an enjoyable classroom atmosphere. In this case, they needed the other school people like teachers and staff to fully communicate in English during the English Day program to create a pleasant English atmosphere. Therefore, the surroundings significantly influenced the students' WTC during the English Day program.

Related to being afraid of committing "grammatical" mistakes while speaking English, according to Donaldson (2020, p. 70), "making mistakes is the heart of learning". The students often think that if they make mistakes, they have failed in doing something. They consider speaking to be the most difficult one of the four language skills (writing, reading, listening, speaking) because they still have not fully mastered English grammar. They do not know what to say in proper English. Moreover, the reverse order of English (compared to Indonesian) makes them confused in constructing the words in their brains to convey a correct sentence. This was in line with the research conducted by Daud et al., (2019), which showed that students felt under pressure when dealing with people and made speaking as the skills they feared the most in English due to the grammatical issue. According to student 3 and 6 in this current study, learning grammar was difficult and overwhelming because they had to memorize sixteen tense patterns and understand the context of events and when those

situations occurred. When communicating in English, they did not have much time to think about the correct grammar, so it made them commit grammatical errors which sometimes made their utterances less meaningful and caused misunderstandings.

According to Kusumawardani and Mardiyani (2018), there is a correlation between grammatical competence and speaking fluency. Good grammatical competence helps someone to accurately understand language structures and linguistic competence. People who master the whole English grammar will be more confident to speak. That confidence leads to fluency in speaking and eventually, fluency makes their WTC high. Hence, it can be said that accuracy in a sentence is the basis of someone's speaking fluency.

Related to lack of vocabulary mastery, during the observation, when student 2 and 7 wanted to broadcast something through the school microphone or just wanted to borrow something and ask for permission to do something in the picket room, they definitely stood outside for a while, discussing the right words, then used the help of digital resources like Google Translate on their smartphone to translate the words. Finally, they were confident to do the speaking performance although by reading the texts on their smartphones. They also tended to be quiet and preferred to use body gestures in conveying what they wanted to say to their friends if they did not bring their smartphones. In fact, the students often mixed up the language used when speaking during the English Day program with their local language or Indonesian. They felt that the first thing that they should master if they wanted to speak a foreign language was vocabulary mastery. No matter how bad the grammar knowledge is, speaking can happen when students understand the translation of the words. However, as a matter of fact, they did not maximize their vocabulary mastery because they thought that increasing vocabulary was a long-term learning requiring a lot of time and effort, such as reading a lot, listening to native speakers, watching movies or series, writing and memorizing unfamiliar words, and so on. This finding was in accordance with the study conducted by Taslim et al., (2019), which revealed that learners with less vocabulary mastery tend to have less fluent communication skills. Moreover, according to Uchihara and Saito (2019), vocabulary knowledge affects someone's focus when speaking a foreign language. Sometimes, when someone does not know the vocabulary of a word while talking to the interlocutor, there will be a moment of silence because the person is thinking of the right word. When the word cannot be known, sometimes what is meant to be said is forgotten because the person is more focused on finding the word. Hence, vocabulary mastery occupies the most important role in speaking because if people do not know the meaning of a word, they really could not convey it or catch the meaning that the interlocutor wants to convey.

Based on the research carried out by Kiliç (2019), it was found that vocabulary knowledge is an important predictor of performance in producing utterances. The richer the vocabulary a person masters, the more fluent that person is in speaking a foreign language. They will also look smarter because they can use synonyms and terms that are rarely used. They will

also be more fluent in speaking without having to pause because they have to think of the right words in the target language.

Related to lack of pronunciation mastery, student 4 found that each person had different ways of pronouncing the words and that created a confusion in understanding the meaning of the words being conveyed. Unclear articulations make the brain evaluate and translate different meanings. She also admitted that pronouncing different sounds in certain vowels and consonants was relatively hard to do. Besides, every word also has different stress and intonation, which should be considered in producing correct utterances. As Nurullayevna (2020) explained, human pronunciation is a complex system that requires coordination between vocal cords, oral cavity, lips, tongue, respiratory system, and so on which is learned in phonetics. Thus, the students, during the observation, sometimes utilized Google Translate to ensure the correct ways of pronouncing the words before they actually performed speaking. They tended to be more confident in speaking English after hearing the correct ways to pronounce the words on Google Translate. Fortunately, the use of smartphones at SMK Putra Indonesia Malang are not prohibited so the students can deepen their understanding of English pronunciation by maximizing a lot of tools using smartphones and internet. In this case, Google Translate is a beneficial tool during the English Day program. It is one of the current Information and Communication Technologies (ICTs) of Artificial Intelligence (AI) that really helps someone to communicate in a foreign language (Sejnowski, 2018). It does not only help students translate the words but also increase their fluency in speaking performance. It helps them provide the need for English input that resembles a native speaker's voice.

Related to shyness, based on the observation, when teaching student 8's class, he always sat in the farthest corner, wore a mask, and his volume of voice was low every time he was asked to be a volunteer to answer questions in the class. His classmates were also not supportive. They constantly bullied him and never assumed that he existed when making groups. When appointed to be the officer to deliver the morning prayer through the school microphone during the English Day program, he refused and asked his friend to replace his duty. He said that dealing with shyness was always hard to do, especially in public speaking. He was afraid of being bullied, laughed at, and blamed simultaneously. Then, the English Day supervisor punished his class even though only one person did not carry out the duty in this case. During the interview, this student refused to do it through WhatsApp call and preferred to write the answers through WhatsApp chat. He was then persuaded to be willing to do a face-to-face interview, but he still insisted on doing it through WhatsApp chat.

Shyness is about someone's personality which is always associated with introverted traits (Eggum-Wilkens et al., 2022). In the context of speaking a foreign language, oral communication with others or public speaking is frightening compared to other language activities like writing, reading, and listening. Speaking needs an act of performing in front of

others. The speaker has to deal with other reactions, feedbacks or comments during speaking activity. Especially in public speaking, it takes a strong mentality in dealing with those things. Whereas in other activities like writing, reading, and listening, it does not deal with the other people immediately. Therefore, it does not create any anxiety feelings that are quite heavy.

The student's statement of being bullied, laughed at, and blamed at the same time was in line with the study conducted by Handayani and Purbani (2018), portraying that introverted students always experience fear of negative social judgment before they do oral communication in a foreign language. Even though their English is considered great in terms of pronunciation, grammar structure or vocabulary, it will be useless. Those apprehensions of oral communication unfortunately hinder them in becoming successful in speaking performance, especially during the English Day program

5. Conclusions

This research was conducted to discover the factors affecting the tenth-grade students' WTC during the English Day program held by SMK Putra Indonesia Malang. Those factors included their surroundings, being afraid of committing grammatical mistakes, lack of vocabulary mastery, lack of pronunciation mastery, and shyness. During this program, the students tended to speak using Indonesian or their local language. Sometimes, they also communicated using their body movements, such as sign language, or simply did not speak at all. Thus, it can be considered that the students' WTC during the English Day program was categorized as low.

Furthermore, the researchers expect that this present research can be a reflection for many schools in Indonesia, especially SMK Putra Indonesia Malang, in evaluating the English Day program to become a better program. Apart from that, it is also expected that this research will also provide reflection for English teachers at SMK Putra Indonesia Malang, especially for the supervisor of this program, to be able to encourage students to speak English through fun learning activities in the classroom so that they can actively participate in speaking during the English Day Program. For future researchers, this study is expected to be a source of information to develop other research related to students' WTC or other topics. It is also suggested that they conduct research on a wider sample to know the main factor contributing to students' low WTC during the English Day program by means of survey.

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