PERCEPTION, MOTIVATION, AND COMMUNICATIVE SELF- CONFIDENCE OF INDONESIAN STUDENTS ON WILLINGNESS TO COMMUNICATE IN L2 BY USING FACEBOOK

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Abstract: The present study aims to investigate direct and indirect factors affecting willingness to communicate (WTC) in L2 by using Facebook. Second semester English students (n=156) from private and state universities in three cities in Indonesia; Surabaya, Bali, and Malang participated in this study. A set of questionnaire with a 5-point Likert-scale encompassing *students' perception, motivation, communicative selfconfidence (CSC), and Willingness to Communicate (L2 WTC) was used to collect the data.* The data were then analyzed using a software package, AMOS 20, to gauge the magnitude of the factors affecting L2 WTC by using FB platform. The finding reveals that there are considerable effects on perception and motivation mediated by communicative self-confidence to WTC. While, communicative self-confidence shows the strongest predictor on L2 WTC.

Keywords: *perception, motivation, communicative selfconfidence, Willingness to Communicate, Facebook*

INTRODUCTION

By 2018, Indonesian is accounted to have 130 millions of Facebook, hereafter FB, users positing Indonesia as the forth rank countries of active FB users after India, USA, and Brazil (Septania, 2018*)*. Indeed, such a huge number, accounting to a half number of total

Indonesian population approximately 265 million (*Badan Pusat Statistik*, 2018), should be taken as advantages, specifically, in educational domain i.e., English learning tool. As Dennen and Burner (2017) put forward that the ubiquity of FB platform is heavily used by college students. However, Voivonta and Avraamidou (2018) contend that despite a large number of college students use of FB, "it remains a social and not an academic median" in which FB is still primarily used "to communicate with their friend, relatives, and other students" (p.8). Accordingly, educators, teachers, and curriculum developers should take advantage of such a platform to prompt designing pedagogical tool and foster the students" learning (Camus, Hurt, Larson, & Prevost, 2016; Manca & Ranieri, 2016).

The ever-growing need for good communication skills in English has created a huge demand for English teaching and learning around the world. It is cited that students" initiation to communicate *willingness to communicate in second language (L2 WTC)* becomes a pivotal factor before they encounter with real communication (McCroskey, 1992; MacIntyre, Dornyei, Clements, & Noels, 1998; Tavakoli & Zarrinabadi, 2016). FB has been bringing together a unique communication and foreign language curriculum development (Jin, 2017) which constitutes a useful tool for authentic communication in prompting both target language uses and learner autonomy among language students (Kabilan, Ahmad, & Abidin, 2010; Lempe, Ellison, & Steinfield, 2006; Promnitz-Hayashi, 2011; Warschauer, 1996).

Zarrinabadi & Tanbakooei (2016) argue that there are many questions remain unanswered and many areas still need to be explored in L2 WTC i.e., using computer mediated communication (CMC), which should be taken into consideration for further research. Furthermore, they assert that it will be more interesting to examine for not limiting in speaking skill but also investigating other skills such as willingness to read, to write and to listen. Freiermuth (2001) reveal that when CMC is used by the groups of language learners, they seem more willing to communicate than groups using spoken language in face to face situation. In addition, he points out that online chat gives students an opportunity to express language learners without being inhibited by the teacher. Accordingly, future research by using CMC through social media, FB, is urgently needed to encourage L2 learners" WTC. Likewise, Freiermuth and Jarel (2006) pinpoint that online

communication produces a more comfortable environment increasing students" WTC.

Northcote and Kendle (2001) argue that participating in online learning activities such as discussing in online forums and searching for information online may give students the opportunity to acquire many practical online skills in a more incidental, informal manner. Likewise, the constructivist theory also suggests that constructing knowledge in a community of practice, learning together and from each other, working collaboratively, and in the process, building learning communities, is very much relevant to the structure and the way FB is utilized by users. For instance, joining Groups "in which users share similar interests," has "pedagogical potentials" that can be utilized "in language classes in varieties of constructive manners (Blattner, & Fiori, 2009). FB is then conceived to promote learners" willingness to communicate in L2. In the similar vein, Al-Murtadha and Feryok (2017), by using Vygotsky"s socio cultural theory, reveal that learners" unwillingness to communicate (UWTC) is influenced by social, cultural, and historical factors. Furthermore, Al-Murtadha *et al.* (2017) pinpoint that both internal and external factors contribute to learners" UWTC. The former embraces the shortage of: learners" understanding to initiate to speak English, confidence, feeling positive, preparing for class, and paying attention. Meanwhile, the latter encompasses learners" perception of teachers" attitude, topic selections, classroom environments, and teacher-student rapport.

The shift of teaching-learning method from ALM to communicative language teaching (CLT) has shed more light on the L2 teaching which is more emphasizing on the student communicating skills rather than emphasizing on drilling grammar and mimicry as previous methods perpetuated (Fadilah, 2018; Kissau, McCullough & Pyke, 2010; Larsen-Freeman, 2017). Kissau *et al.* (2010) investigate six postgraduate students taking online French course to figure out the effects of online L2 instruction on student L2 WTC. The result reveals that students gain not only lowering anxiety and increasing perceived competence but also incorporating the needs of the diverse students. Likewise, Fadilah (2016) reports that providing learners with corrective feedback results in the increase of learners" L2 WTC (see also Tavakoli & Zarrinabadi, 2016; Zarrinabadi, 2014).

The present study aims at investigating L2 WTC using structural equation modeling (SEM) that embraces factors as antecedents of L2 WTC that perception, motivation, and selfconfidence. As Kabilan *et al.*(2010) put forward the increase of students" motivation, confidence, and attitude was reported bythe use of FB platform. Additionally, Yunus and Salehi (2012) reported that students frustrated by the lack perception and low motivation of authentic learning available in traditional L2 classroom, however, through FB group such a frustration was resolved and deemed to facilitate students" material authenticity which increased their perception and self-confidence (see also Gamble & Wilkins, 2014). Furthermore, Suthiwartnarueput and Wasanasomsithi (2012) reported that there was a positive correlation between students" motivation and FB use and conceived to improve students" language skill ability. As Ziegler (2007 cited in Gamble & Wilkins, 2014) put forward the use of FB as "capacity to better motivate students as engaged learners rather than learners who are primarily passive observers of the educational process" (p. 69).

Based on aforementioned research findings, this study is also aimed to investigate the efficacy of FB on the students" L2 WTC and its factors underlying with the rationales to fill the gap of the aforementioned findings that is (1) the research in incorporatingL2 WTC and FB is still scant until to date, especially, embracing a large participants with structural equation modeling (SEM), (2)the previous research findings in L2 WTC are skewed in the classroom context by ignoring out of classroom venues i.e., FB (see e.g., Khajavy, Ghoonsoly, Fatemi, & Choi, 2016; Peng & Woodrow, 2010). Accordingly, this study proposes the following research questions:

1. Do students" perception mediated by communicative selfconfidence contribute to L2 WTC by using FB?
2. Do students" motivation mediated by communicative selfconfidence contribute to L2 WTC by using FB?
3. Does students" communicative self-confidence affect L2 WTC by using FB?
4. To what extent do the perception, motivation, and communicative self-confidence simultaneously contribute to L2 WTC by using FB?

LITERATURE REVIEW

Willingness to communicate

MacIntyre, Dornyei, Clements, and Noels (1998) proposed grounded work of some antecedent variables known a *sheuristic model* underpinning L2 WTC tenet that encompasses four layers, from the third and the sixth layers, underlying L2 WTC before entering to L2 use. The third layer is situated antecedents of L2 WTC comprising two components namely desire to communicate with a specific person and state communicative self-confidence. Motivational propensities comprising interpersonal motivation, intergroup motivation, and self-confidence is in the fourth layer. As Dornyei (2005) points out that motivation is pivotal in SLA to provide the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process. The fifth layer embraces affective cognitive context; intergroup attitudes, social situation, and communicative competence. Intergroup attitudes indicate L2 students" desire to communicate with L2 community, and the sense of satisfaction and fulfillment as one is learning a language. Social situation includes factors such as the participants, setting, purpose, topic, channel of communication, and the interlocutor" s proficiency level. It is argued that such factors affect one" s degree of self-confidence and WTC accordingly. Communicative competence refers to an individual" s level of proficiency, which can significantly influence one" s WTC (Zarrinabadi & Tanbakooei, 2016). The last layer comprises two features: intergroup climate and personality. Intergroup climate refers to one" viewpoints toward L2 community, the value that the speaker attributes to it, and the desire that an individual has to adapt and minimize the social distance between the L1 and L2 communities. Personality was conceptualized as having an indirect impact on WTC through affective factors such as attitude, motivation, and confidence (MacIntyre *et al.*, 1998).

WTC in Indonesian context

Muamaroh and Prihartanti (2013) investigated some variables contributing to Indonesian students" willingness to communicate in L2. They investigated 426 students" anxiety and willingness to communicate by applying both quantitative and qualitative approach. The results revealed that there was significant relationship between

language anxiety and willingness to communicate in L2. Students" willingness to communicate was very low (51%), while students" anxiety influenced 68% of willingness to communicate in L2. Even though most students were in intermediate level for their English ability, their willingness voluntarily to speak up in the classroom was still low. Anxiety as a central cause of students" willingness to communicate became a crucial consideration to pay attention. The lack of English proficiency was the main reasons for the students" anxiety. In addition, the lack of vocabulary, grammar, and pronunciation mastery affected greatly for the students" anxiety.

Another study was conducted by Wijaya and Rizkina (2015). By investigating 136 undergraduate students, they reported that students had low willingness to communicate (72.1%). Four main factors were reported to influence the students" willingness and unwillingness to communicate in L2 namely task-type, class-size, language anxiety, and teacher-student rapport. Their finding also revealed that the importance to be able to communicate in English became inquiry to take in to account. The competitiveness in ASEAN Economic Community in 2015 became one of the motivations to improve and increase students" communication in English. However, the students" English proficiency became the main factor hindering their communication using English. In addition, the class size became the problem. It is quite impossible to speak with more than 40 students in the classroom.

Uses and Gratification Theory

Motivation in using Facebook is related to the Uses and Gratification Theory (U&G) that becomes the roots in examining users" needs and motives for media consumption as well as be considered as suitable theory for examining new media technologies. The term "U&G theory" was initiated by Katz, Blumler, and Gurevitch (1974) responding to Bereslon who claimed that the field of mass communication was dying. Katz*et al.* (1974) argued that the field could survive if the attention were shifted to "what the people do with the media" instead of focusing on "what do media do with the people", then the theory was considered as a user-oriented approach. Therefore,

active users had some motives in using Facebook, one of them is by communicating with others.

Hunt, Atkin, and Krishnan (2012) report the influence of computer-mediated communication apprehension on motives for using the interactive features on FB by using an online survey for 417 undergraduate students. Guided by uses and gratifications theory, communication apprehension in a computer-mediated context was found to be inversely related to interpersonal, self-expression, entertainment, and passing time motives for using FB. In addition, Interpersonal communication, self-expression, and entertainment motives all significantly predicted use of interactive features on FB.

Papacharissi and Rubin (2000) proposed five motives for Internet use: interpersonal utility, passing time, information seeking, convenience, and entertainment. Additionally, Sheldon (2008) argued that individuals use FB to primarily fulfill interpersonal communication needs (i.e., relationship maintenance). Likewise, Papacharissi and Mendelson (2011) combined the uses and gratifications theory with a social networks approach to examine how motives influenced the generation of social capital though FB. Those motives are expressive information sharing, habitual passing of time, entertainment, companionship, professional advancement, social interaction, and forming new friendships. Additionally, Mitchell (2012) shared a similar finding reporting that FB as Social Networking Sites (SNSs) allowed people „to create pages about themselves, make friends, and shares information (p.471). Furthermore, Mitchell (2012) reports that there are three main motives for the students to use FB that is to communicate with the existing friends, to learn English, and to learn about culture. Indeed, applying SNSs for language learning is not only inserting them to the L2 curriculum, but also providing training mechanism to support the effectiveness of FB for L2 learners (Prichard, 2013).

Theory of Planned Behavior (TPB)

Drawn from Ajzen" (2005, 2011) TPB" s, it is put forward how willingness of people to try and how much effort they plan for their intention to perform the behavior, in which people with a high motivation are explicated to have a high willingness to achieve their

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intention. Ajzen (2011) divides TPB into three models; Attitude toward Behavior, Subjective Norm, and Perceived Behavioral Control. Perceived behavior control (PBC) is defined as "the sense of selfefficacy or ability to perform the behavior of interest" (Ajzen, 2005, p. 118).

Zhong (2013) applied TPB on Chinese learners" L2 WTC in New Zealand. It is reported that learners" WTC is influenced by (1) linguistic factors, (2) sociocultural factors, (3) self-efficacy, and (4) learner beliefs. In the similar vein, Alhamami (2017) used TPB to investigate learners" intention to learn foreign language by comprising face to face and online settings. The finding reveals that learners" intentions are shaped by their attitudes toward environment, the beliefs of people around them, and learners" beliefs about their ability. However, through the interview, it is postulated that learners" majority prefers Face to face to online setting. It is also revealed that the reasons are because of learners" attitudes, the attitudes of people around them, and their beliefs about their abilities to learn in the FLL environment. However, his study is only skewed in reading skill not in the other skills: listening, writing, and listening.

METHOD

Participants

The present study took the data from three big cities in Indonesia: *Surabaya, Malang,* and *Bali.* The participants were 156 second semester students of English Department encompassing state and private universities who have used FB for less more 10 years. In addition, the participants" length of learning English varies from 11 to 13 years in which they have started learning English since elementary school. Therefore, they have been experiencing in getting English skills such as reading, listening, speaking, and writing.

Research design

A set of questionnaires was deployed to the participants comprising factors contributing to their WTC namely students" perception, motivation, and communicative self-confidence. In addition, the correlation study (*Path Analysis*) was used to investigate those factors contributing directly and indirectly to L2 WTC.

Instruments and Data Collection

A set of questionnaire containing WTC, Communicative selfconfidence, perception, and motivation was deployed to the participants.

L2 WTC items were adopted from (Cao & Philips, 2006) containing six statements on participants" willingness to communicate by using FB.A Likert-scale was used describing the participants" unwillingness to communicate to willingness to communicate with the interval score from 1 to 5. Considering the validity, items number 4 *"I want/am willing to discuss current issue with my friends, lecturers or others using English in Facebook"* and number 6 *"I want/am willing to share my favorite movies or music using Facebook"* were eliminated.

Item on **Communicative self-confidence** consists of six statements describing self-confidence to communicate in English by using FB. Those items were adapted from Kabilan *et al.* (2010), in which some modifications on the items were inserted to fit the context under discussion. Due to lack of the validity, the items number 2 *"I can improve my English when using facebook"* and number 3 *"I can communicate confidently using English in facebook"* were eliminated.

Item related to perception contains some statements on perceived usefulness, perceived interaction, and enjoyment of using FB as a communication tool. Perceived usefulness is behavioral intention of users regarding technology use (Gamble & Wilkins, 2014). When the learners perceive that online learning is useful, then they will prepare to use that technology as a media to communicate. Perceived interaction and enjoyment are viewed as sharing by interaction among learners through online system. The knowledge is created through a series of process whereby individuals interact with each other to share, recreate and amplify knowledge. Interaction in Facebook can be chatting and discussion to build social interaction among learners. Likert scale 1-5 (disagree-agree) was applied to investigate students perception of using Facebook to encourage their WTC.

There were six statements containing the participants" motivation to use FB as a tool for communicating. Those items were

adapted from (Adnan & Mavi, 2015). Some modifications were made to fit the participants" motive for using FB.

Data analysis

A set of statistical package (AMOS 20) were used to analyze the antecedents" factors affecting directly and indirectly to L2 WTC by using FB. The statistical assumption was made by considering the validity, reliability, multicoliniarity, and sample size. Perception and motivation are exogenous variables to predict WTC (endogenous variable) which were directly and indirectly contribute to WTC mediated by students" communicative self-confidence (endogenous variable). The magnitude of coefficient on both participants" perception and motivation by communicative self-confidence was calculated to find out the variables which contribute the most and the least significance to L2 WTC by using FB. In addition, communicative self-confidence was used as a mediating variable which directly related to L2 WTC.

FINDINGS

Table 1 illustrates the reliability of the data with Cronbach" s Alfa= 0.81. In other words, the reliability of the data is good. While, regarding validity, all items are considered to be valid after eliminating four items considered as outliers (P=0.05, df=156-2=154, *rtable*=0.156, *rvalue*>*rtable*) (see Appendix 1).

Table 1 Reliability of the items

Reliability Statistics	
Cronbach's Alpha	N of Items
0,813	20

Contribution of Students' Perception Mediated by Communicative Self-Confidence toward L2 WTC by Using FB

The contribution of students" perception mediated by communicative self-confidence toward L2 WTC by using FB is illustrated in table 2.

Table 2 Standardized Regression Weights

	Estimate	S.E.	C.R.	P	Label
CSC <--- Perception	0,231	0,077	2,878	0,004	par_4
CSC <--- Motivation	0,247	0,045	4,059	***	par_5
WTC <--- Perception	0,242	0,165	3,534	***	par_1
WTC <--- Motivation	0,261	0,097	3,36	***	par_2
WTC <--- CSC	0,32	0,166	4,29	***	par_3

Note: CSC: communicative self-confidence, WTC: willingness to communicate

Table 2 illustrates that communicative self-confidence affects L2WTC significantly (CSC---> WTC) (*N*= 156, *β*=0.32, *p*<0.05). While, perception provides significant contribution directly to communicative self-confidence (CSC) (*β* = 0.23, P<0.05) as well as to WTC with magnitude *β* = 0.24, P = < 0.05. Furthermore, there is indirect contribution from perception to WTC by Communicative self-confidence (CSC) calculated 0.23 x 0.32 = 0.07. Thus, the total direct and indirect effect from perception to WTC is 0.07 + 0.24= 0.31. It means that perception and communicative self-confidence contribute significantly to WTC with magnitude 31% (see Table 3).

Table 3 Standardized Total Effects of variables

	Motivation	Perception	CSC
CSC	,247	,231	,000
WTC	,340	,316	,320

Contribution of Students' Motivation Mediated by Communicative Self-Confidence to L2 WTC by Using FB

Direct effect from motivation to L2 WTC is 0.26 with P<0.05 meaning 26% of L2 WTC is contributed by motivation. While indirect

effect from motivation to Willingness to communicate mediated by CSC is 0.26 x 0.32= 0.083. Accordingly, the total effect from motivation to WTC directly and indirectly is 0.083 + 0.26 = 0.34 (see table 3). In other words, it can be said that 34% of L2 WTC is contributed by motivation by communicative self-confidence.

Contribution of Students' Communicative Self-Confidence to L2 WTC By Using FB

Communicative self-confidence (CSC) itself contributes to Willingness to communicate with magnitude 0.32 (32%). in other words, 32% of WTC is affected by students" communicative selfconfidence, while the rests are affected by other factors. Accordingly, CSC is considered as the strongest predictor to WTC by using FB (see Table 2).

Contribution of perception, motivation, and communicative selfconfidence to L2 WTC by using FB

The total effect of all variables can be seen in table 4 indicating that 51% (0.51) of willingness to communicate in L2 using Facebook is contributed simultaneously by the three factors; perception, motivation, and communicative self-confidence.

Table 4 Squared Multiple Correlations

	Estimate
CSC	0,146
WTC	0,362

In a nutshell, the path analysis illustrates thatL2 WTC is influenced directly and indirectly by the three factors perception, motivation and Communicative self-confidence (see Figure 1)
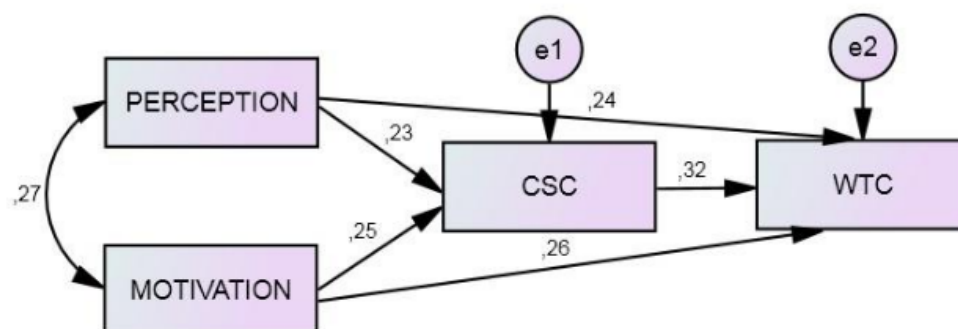
Figure 1 Path Analysis factors influencing WTC in L2 using Facebook

DISCUSSION

In their heuristic model of L2 WTC, MacIntyre, Clement, Dornyei, and Noels (1998) point out that some variables affect willingness to communicate in L2. Perception (Layer V) and motivation (layer IV) contribute indirectly to L2 WTC (Layer II), while state communicative self-confidence (layer III) contributes directly to L2 WTC. The present finding confirms previous reports that the three factors, perception, motivation, and communicative self-confidence contribute directly and indirectly to L2WTC.

Students" perception by using FB provides significant effect to L2 WTC. MacIntyre, Baker, Clement, and Sarah (2001) assert that a further important dimension to WTC by linking the concept to theory of planned behavior. This theory suggests in situations where people do not have complete control over their behavior because WTC alone is not sufficient to explain action and therefore we need to also consider modifying component, *perceived behavioral control*, which concerns the perceived ease or difficulty of performing the behavior (e.g., perceptions of the presence of required resources or potential impediments and obstacles). In addition, perception itself cannot contribute significantly without combining with other factors. In this case, communicative self-confidence is a mediating factor that contributes significantly to L2 WTC. The underlining rationale of using FB in L2 learning is that SNSs optimally affords students opportunities to practice and collaborate their second language according to social

constructivist principles (Al-Murtadha & Feryok, 2017; Gamble & Wilkins, 2014).

Facebook provides learning environment that is not bound to a specific location, a learning that can be done anywhere and anytime. Moreover, it also gives alot of opportunities for students to interact with others in a constructing social relationship. An example found in the questionnaire item, *Facebook facilitates me to communicate in English (P1) (a=0.80),* indicates that FB is a learning environment that constructs and facilitates students" knowledge and communication in practicing their L2 easily (Manca & Ranieri, 2016; Northcote & Kendle, 2001). By combining with mediating factor, *communicative self-confidence,* students" perception has a significant effect to WTC in L2 with magnitude *a* = 0.31 (31%). In other words, 31% of L2 WTC by using FB is contributed by the combination of perception and communicative self-confidence instead of perception alone with contributes 23 % to L2 WTC.

The questionnaire items regarding motivation in using Facebook such as *to socialize with the friends, lecturers or others (M2) and to join groups (M6),*reveal students" motive in using Facebook. It pinpoints that language is a tool external to the self and used for social interaction; accordingly, the learner actively constructs knowledge via these interactions rather than through passively receiving information Vygotsky (1978). Social constructivist theories combined with an increasing influence of technology in education have promoted the emergence of a new area of research known as computer-supported collaborative learning, which is based on learners sharing in the construction of knowledge using technology as the main avenue of communication (Camus, Hurt, Larson, & Prevost, 2016; Gamble & Wilkins, 2014).

Motivation itself contributes significantly to L2 WTC by using FBwith magnitude 26 % to L2 WTC. Clement and Gardner (2001) point out that from motivational perspective, the most important factor is *self-confidence* which in general refers to the belief that a person has the ability to produce results. Authentic L2 communication gives effects on learners" motivation that are likely channeled by other factors such as perceived competence, selfconfidence and anxiety, so the relation between motivation and L2 WTC might be somewhat indirect

MacIntyre, Baker, Clement, & Donovan, 2002). Voluntarily initiating an L2 conversation with a native speaker or a more competent fellow student can be an informal language acquisition context if learners are willing to „talk in order to learn" (Skehan, 1989, p.48). Indeed, the present result also explicates that the connectedness between students" motivation and communicative self-confidence contribute significantly to L2 WTC with magnitude 34%. It means that both motivation and communicative-self-confidence contribute 34% to L2 WTC by using FB.

Of the two factors (perception and motivation), communicative self-confidence is the strongest predictor of L2 WTC by using FB. The result also confirms the heuristic model of L2 WTC proposed by MacIntyre, Clement, Dornyei, and Noels" s (1998) pinpointing that communicative self-confidence has a direct effect to WTC in L2.

In the similar vein, Clement (1980) conceptualizes selfconfidence in the second language acquisition context as a subcomponent of motivation within the framework of motivation, fear of assimilation, and integration. The terms "Primary motivational process" postulates a member of minority group having a wish to become an accepted member of the society (integration) and at the same time has a fear of losing his own language and culture (fear of assimilation). Therefore, self-confidence in communication influences one" s willingness to communicate in second language (*ibid*).

In addition, some research findings reveal that communicative self-confidence is associated with the frequency and quality of second language use, achievement and motivation (Noels, Pon, Clement, 1996; Clement, 1980, Clement, Gardner & Smythe, 1980). The research finding indicates that there is a strong correlation between selfconfidence and motivation.

The two questionnaire items regarding communicative selfconfidence such as *I feel more confident using English while participating in discussion in Facebook (CSC2)* and *I find it does not difficult to communicate in English using Facebook (CSC4)* postulate that there is no anxious to communicate by using English in Facebook. It also favours Kissau *et al.* (2010) finding revealing that students gain lower anxiety to communicate in L2 by using FB. The fear of making mistake

and "losing face" in face to face communication is common in the discussion context. The students" fear in face to face communication becomes the obstacles in communicating their ideas and opinion during the discussion (Zarrinabadi, 2014). However, such problem is resolved when using online-communication using Facebook. With magnitude 0.32 (32%), communicative self-confidence contributes significantly to L2 WTC by using FB (see Alhamimi, 2017).

The incorporation of the three factors contribute significantly to L2 WTC by using FB with magnitude 0.51 (51%). in other words, 51% of L2 WTC by using FB is contributed by students" perception, motivation, and communicative self-confidence, while 49 % is affected by other factors. Motivation, attitude, self-confidence, and anxiety are principle factors in second language acquisition. High motivation, a good self-image, and a low level of anxiety lower the Affective Filter thus increasing the amount of comprehensible input, which eventually contributes to language learning (Krashen, 1981).

From the model of present study, it explicates"the higher students" perception by communicative self-confidence, the higher theirL2 WTC by using Facebook". It also points out "the higher students" motivation by communicative self-confidence, the higher their L2 WTC by using Facebook". With reference to communicative self-confidence, it can be said that "the higher students" communicative self-confidence, the higher their L2 WTC by using Facebook". Furthermore, it can also be said"the higher students" perception, motivation, and communicative self-confidence, the higher their L2 WTC by using Facebook". The notable issue is the combination of the three variables contributes more significant effect on L2 WTC using FB instead of single factor.

CONCLUSION

The result of this study provides the evidence that FB as a powerful learning media tool provides opportunities for students to collaborate and share knowledge. In addition, FB also facilitates students" willingness to communicate in English. Some factors hypothesized such as students" perception, motivation, and communicative self-confidence affect directly and indirectly to the students" willingness to communicate in English. All variables

measured by using correlation study, *path analysis*, have significant effect to WTC in English. My claim is supported by other findings that when FB provides students to collaborate and arrange their own learning, then, motivation, confidence and perception will improve (Kabilan, *et al*. 2010; Mazer, Murphy, & Simonds, 2007; Shih, 2011; Yunus & Salehi, 2012). Additionally, it is not too overwhelmingly to say that encountering students with online venue can facilitate them to foster their language learning as well as "provide an empowering means for achieving educational goals and supporting students develop crucial skills (e.g., writing, networking, collaborating) by serving as members in various learning communities" (Voivonta & Avraamidou, 2018, p.34). As Cuesta *et al.* (2015) put forward FB "can be used as a support when used *in combination with* teaching in a regular university context" (p.3) as well as making use of Facebook as "a new method for tutoring, teaching and deconstruction of knowledge was utilized and developed" (p.3).

In sum, I acknowledge that there are some limitations of this study and propose some improvements in the future studies. First, this study only utilizes three variables contributing to L2 WTC by using FB. Future studies can involve other variables that can be more comprehensive to shed more light on L2 WTC by using FB. Second, research instrument is relied on the questionnaire items only in quantitative approach. It will be more comprehensible report to incorporate both quantitative and qualitative instruments such as deploying questionnaire followed by the interview to provide depthanalysis study in regard to L2 WTC.

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