WILLINGNESS TO COMMUNICATE PRACTICES: A CASE STUDY IN INDONESIAN EFL CLASSROOM

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ABSTRACT

This present study aims to discuss Willingness to Communicate (WTC) practices by Indonesian EFL students in tertiary level. activity of EFL students carrying out WTC practices. The idea of WTC becomes the influential factors underlying EFL students' involvement and participation with in the certain topics and certain situation. This study applied qualitative research method with thematic analysis approach, and two participants with specific criteria were chosen to answer the semi-structure interview. The emerging data were classified to drawing two themes; engaging with others in the classroom, and engaging with others outside the classroom. Responding to the practices of WTC carried out by Indonesian EFL learners, the fundamental factor underlying EFL learners' WTC is the situation-based activity.

Keyword: *EFL Students, EFL Students' Communication Skill, Willingness to Communicate.*

INTRODUCTION

Today, English as Foreign Language (EFL) learners needs to have the extra works to practice their communication in English in order to encounter the more-globalized world. It means that EFL learners must improve the sense of willingness to communicate (WTC) because it leads to the communicative competence. The studies discussing about WTC reported that WTC fully contributes to the ways of ESL/EFL leaners acquiring English language (Brown 2014; Khatib and Nourzadeh 2014; MacIntyre et al. 1998). The demands of EFL students require them to involving the dynamic interaction with their surroundings, making EFL students are getting communicative in any situation.

A meaningful communication through WTC covers the students' participation to engage with the certain topics in the specific situations in which there are two primary factors closely associated with the language learning; social and cognitive factors (Rešetar et all, 2018). English classroom is highly asked to create WTC experiences as talking, speaking, and communicating in English must-have

necessary for Englis learners (Shen&Byfield, 2019) WTC is defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre, D€ornyei,Cl_ement, and Noels 1998, 547),

In addition, the amount of WTC studies still focuses on ESL context with the students who have English learning experiences rather than EFL students who only speak English in the classroom. It is believed that EFL students tend to spend their time to practice their English speaking in the classroom, they

do not have much the opportunities to communicate with other people in English outside the classroom since the people around them are not having the same interest with them. This present study attempts to explore the possible activity of EFL students carrying out WTC practices, this study is expected to provide the information about WTC practices in Indonesia EFL context.

LITERATURE REVIEW

The idea of WTC becomes more affecting factors to enhance English learners'

communication emphasizing on both conversational approaches, and intensive interactions for raising the prominence of communication competence (Amiryousefi, 2016). WTC has five fundamental forces, namely; understanding English learners (El's) as human being, ensuring ELs students well-informed about the topics, ensuring El's students have linguistic comprehension, offering the various interaction, and creating the supportively social support (Shen&Byfield, 2019).

Educators who implement WTC in English classroom are highly asked to have a depth-understanding about their English leaners', they are as human being with individual trait-like variables, such as; gender, age (MacIntyre, Baker, Clement, & Conrod, 2001; Shen&Byfield, 2019). Also, the educators pay attention that wtc is closely connected with speakers' personalities in which it was well-recognized as big five personalities, namely; introversion–extroversion, agreeableness, conscientiousness, emotional stability, and intellect (Goldberg, 1992)

Fundamental basic of WTC is ensuring ELs students well-informed about the topics. It means the students are more likely to fully participate in the specific conversation when they have much ideas to talk to, then it is associated with the English proficiency. The situation where English learners are lack of English proficiency, and not having sufficient knowledge and information leads to level of WTC. This kind of situation possibly can manage through giving English learners Thus, giving ELs opportunities to sharpen their language and culture knowledge as the basic fundamental to participate and to enhance their communication in the classroom (Gee 2008). Contextual elements including the classroom setting and interlocutors have been recognized by situation-specific WTC-oriented researchers (Peng & Woodrow, 2010; Cao & Philip, 2006) as potential mediators of L2 learners' WTC.

Moreover, the other factors underlying English learners; involvement in specific situation consisting of several factors, namely; security, interlocutor, classroom group dynamics, learner beliefs, classroom

environment, and teacher credibility (Kang, 2005; Peng, 2012; Peng & Woodrow, 2010). A study reported that the role of teachers in the classroom is essential factor to make EFL students willing to interact communicatively in the classroom. In this case, teacher commonly undertake those things; waiting for EFL students talking, providing error and mistake emendation, determining the idea, and supporting the students (Zarrinabadi, 2014).

In order to guarantee the language and content growth of English Language Learners assert that educators using covered teaching procedures, a framework for instruction designed to combining academic literacy and subject-matter expertise, must establish objectives and goals for both content while learning a language (Echevarrıa, Vogt, and Short, 2016).

Then, according to MacIntyre et al. (2001), L2 WTC was positively impacted by friends' social support. L2 WTC was found to be influenced by L2 contact quality and frequency, according to Clement, Baker, and MacIntyre's 2003 study. Furthermore, Kang (2005) discovered that situational L2 WTC was influenced by the topic, interlocutors, and conversational setting.

RESEARCH METHOD

Qualitative research method with case study and thematic-analysis approach was applied in this present study (Cresswell, 2016). Semi-structured interviews are used in this study as the research approach to investigate the practices of WTC carried out by Indonesian EFL students. There are two participants were selected; one student from Year 4, and one student from Year 2 EFL students who have been studying English, and they followed several academic events, and had done much presentation in the classroom. The research participants are EFL students who learn English in Universitas Muslim Nusantara (UMN) Al Washliyah, the private university located in Medan, North Sumatera, Indonesia. All the participants agreed with the terms and all the questions given by the researcher, they answered

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all the questions based on their ideas, and experiences.

The criteria of participants consist of; the duration of learning English, the participation in the classroom. In details, the criteria of the selected participant draw in the table below.

Table 1. Participants' Background Information

Participants	Length of learning English	Classroom Participation
HFD	Year 2 student	Highly Active
CED	Year 4 student	Highly Active

The method used to obtain the data was semi-structured interviews. Five main questions were asked to explore the possible activity of EFL students carry out WTC practices, this study and the interviewers also utilized follow-up questions to get more specific information.

RESULT AND DISCUSSION

Based on the interview, this study found that there are two main themes in total emerged from the data, including; 1) the way EFL students engaging with others in the classroom 2) the way EFL students engaging with others outside the classroom.

Engaging with Others in the Classroom

Generally speaking, Indonesia is categorized EFL country where Indonesian people are non-native English speakers, the status of English in Indonesian is as foreign language. It means that Indonesian people do not use English for social purposes in daily life. This situation leads to Indonesian EFL students who face the challenges to communicate with other people in English. The main reason is the lack of opportunities to communicate with their surroundings, and the lack of practices. One interviewee of Year 4 student reported that "I'm willing to communicate in English as much as I can, but the situation does not really support me because people around me do not speak English, the only way to release my desire to willing

communicate is in the classroom with my classmates, and my lecturers". This situation clearly shows that Indonesian EFL students have willingness to communicate with English but they do not have much platform to communicate more actively.

Moreover, Year 4 student said that "I really love my class, I enjoy any presentation either I am as the speaker, or I am as the listener, the presentation in the classroom more alive because I and my classmates try to give the idea we have, the situation in my classroom support me to willing to communicate with my classmates and my lecturers in English, we can talk any topics, I can share my ideas with my friends, I never skip the chance to speak, I am always ready to be volunteer to express my ideas with any specific topics". From the data, classroom interaction gives a lot chances to Indonesian EFL students because it is the place where they meet with people who speak English.

In addition, the interviewee of Year 2 informed that "I am really insecure talking to my classmates in English, I am feeling unsure, afraid of doing mistake, somehow, I know the answer but I remain silent because I am not secure enough to speak English, I am only giving the best presentation when it is my turn to present, I can present my topic very well, and I answer all the questions from my classmates." In this case, classroom interaction gives a little contribution to Year 2 students, the moment to willing to communicate only the scheduled-presentation. In brief, the organiziang classroom interactions and activities becomes a central platform for Indonesian EFL students to practice their WTC.

Engaging with Others Outside the Classroom

To create the dynamic interaction through WTC practice, Indonesian EFL student need to socialize with people outside the classroom. Socializing with other people; English speakers or non-English speakers opens up the communicative interaction for the students. One interviewee of Year 4 student told me that "I do not find out the supportive environment where I can talk to them in English, my family use Bahasa Indonesai at home, and unfortunately, I do not join any club, and I have ever tried to join

online chatroom but it was not working for me because the topic discussing was not my interest. This situation highlights that Indonesian EFL students have no much interest to willing to communicate with other people, both online and offline. The tendency of the use of Bahasa Indonesia in everyday conversation with people around them leads to lower willingness to communicate. Besides, the interviewee said that "the way I practice my willingness to communicate outside the classroom through Duolingo platform, so it is helpful for me"

Last, Year 2 students have a similar respond, "talking English outside the classroom is not my choice now, I am not confident to speak English with strangers, I can not maintain my anxiety, I am a bit scare they underestimate me because my grammar still poor, but I still keep practicing my WTC outside the classroom with my classmate, sometimes we speak English for casual purposes, I think it is the best way for me so far to improve my willingness to communicate.

The results of WTC found in this study clearly describe that Indonesian EFL students have willingness to communicate but they still limit themselves to involve and to participate more actively outside the classroom. Classroom interaction with managed-situation contributes to EFL students since their interlocutors are their classmates, and their lectures.

Responding to the practices of WTC carried out by Indonesian EFL learners, the fundamental factor underlying EFL learners' WTC is the situation-based activity. EFL learners are more enjoyable to practice their WTC inside the classroom rather than outside the classroom. The seem to think of to whom they are talking to, the situation of the classroom. Hence, it is believed that WTC is thought to be impacted by three interconnected individual difference variables: learners' self-perceived communication ability, L2 motivation, and L2 anxiety (MacIntyre and Charos 1996). It is in line with the research reported by (Lee, 2019; Lee 2023). English educators might include motivation-boosting exercises into in-class and after-class digital sessions, such as assisting students in creating more detailed, vivid

representations of their ideal L2 context, and involving the student in any certain project (Lubis et all, 2018; Lubis et all, 2020) The depth-analysis of WTC in Indonesian EFL context need to discuss more comprehensively.

CONCLUSION

The current paper presents the starting result of WTC practices in Indonesian EFL context, specifically university students with different duration of learning experiences. Indonesia EFL students likely consider to engage in WTC practice during the classroom interaction rather than outside the classroom.

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