EXPLORING WILLINGNESS TO COMMUNICATE IN EFL CLASSROOM: A CASE IN INDONESIAN SECONDARY EDUCATION

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Keywords	Abstract
Willingness To Communication, English as a foreign language (EFL)	*Currently, English communication is an important concern in the educational environment. In fact, many students feel uncomfortable or lack confidence when speaking English with teachers and other students. In one of the secondary schools in Sukojember, this study attempts to identify the factors that influence students' willingness to communicate in class and the strategies used by teachers to increase students' willingness to speak in class. This study uses qualitatve methods and uses narative design.The reserhers uses semi structured interview face to face.The resarchers uses thematic analysis to analyze the data.In study,the researchers use theory maclyntyre and the theory of vosngila 2016 to answer the researcher's qustions.Resarcher use member checking tecnique from lincoln and guba 1985 as data trust. Based on the results of the interview,there are five factors that influence students willingness to communicate,these factors are 1.learning anxiety,2.sudent motivation,3.Class atmosphere,4.teacher role and 5.interluctor.And several teacher stratgies to increase students willingness to communicate these strategies are 1. Remembering to give positive feedback 2.learning methods 3.simple assigments.*

1. INTRODUCTION

English lessons have been widely taught in various parts of the world as a goal for communication both from native speakers of the language and non- native speakers. Consequently, there is a growing emphasis on learners' ability to effectively communicate in English, shifting the focus from merely mastering linguistic structures to practical language use. This shift has sparked increased interest in understanding the factors that influence learners' willingness to communicate in English. Willingness to communicate is a crucial aspect of language learning that can impact learners' motivation, confidence, and overall language proficiency (Yesim Bektas,2007). Because of this situation, investigation about the willingness to communicate in English has attracted the attention of several researchers (Ratika et.al,2021). According to Kang (2005) Willingness to communication (WTC) can be defined as an individual's willingness to act actively in communication and certain situations. which varies with

the interlocutor, topic, conversation context among other potential situational variables and situational conversation context.

However, EFL learners today are still shy to speak in English and tend to speak little when the opportunity arises, from research data conducted by Yanti (2019), 29% of students do not want to practice English in class because students feel embarrassed if there are mistakes when practicing. This can be influenced by several factors such as nature, interlocutors, topics, anxiety, confidence and others.

Some kinds of L2-related anxiety are classroom anxiety, test anxiety, and learning anxiety.(MacIntyre & Gardner, 1994) Lack of confidence, motivation and high levels of anxiety (EL Shazaly, 2021; Tai Chen,2020; Zarrinabadi,Lou, & Darvishneshad, 2021) are perceived as barriers faced by teachers and students in EFL classrooms. When learning in the classroom conditions are controlled by the teacher and developed based on the teacher's reference. The teacher has an important role in students' perceptions and the teacher is one of the factors that determine patterns in communication (Jhonson, 1995). The teacher's role is important in influencing students' motivation in learning situations.

Based on observations, researchers found several phenomena including students lacking confidence when speaking English in class such as students still reluctant to speak English when leading the class to pray before learning and students must be reminded by the teacher to speak in English.

Several studies have been conducted on WTC Mohammedi (2019) found an effective strategy to find out the WTC of high school students in the city of Iran in the context of the classroom using the flipped classroom approach.Meanwhile, other researchers Tamoko Yashima et,al (2004) investigated WTC of Japanese adolescents learning English. The results of the findings create a hypothesis model that international posture attitudes on WTC and communication behaviour. Resulted in more frequent communication in the L2 and showed they were more willing to initiate communication in interpersonal situations in the classroom.Although of studies have been conducted by several researchers regarding wtc at the educational level examining EFL students' wtc at the tertiary level.However, currently, lack of research attempts to investigate WTC in secondary school level. For that reason,this study attempts to explore the willingness of EFL learners at junior high school level in Indonesia to communicate in English in the

classroom. This study can contribute in Providing providing insight into the wtc literature.

2. RESEARCH METHOD

In this study, using qualitative data. Qualitative research is to explore problems and develop understanding of the central phenomenon. The central phenomenon is an idea or main concept that is examined in qualitative research (Creswell, 2012). The methodology in this study uses narrative –Inquiry is the activity of telling a story,describing or collecting stories of people's lives and individual experiences.(Connelly & Clandinin, 1990). Research is carried out on classroom activities in one of the junior high schools in Indonesia located in the area of Jelbuk suko- Jember in this research is followed up with interviews to get more information from the existing problems.

The participant candidates in this study amounted to 2 people who came from junior high school in area Jelbuk Jember that is recruited using purposive sampling. (Jupp,2006). To recruit the participant, this study follow the ethical protocol recommended by Hamersly and Traianou (2012).). The recruitment of participants begins with meeting head master to ask permission to conduct research in one of the 7th classes. After that we meet English teacher to inform about the purpose of the researcher, before conducting the interview the researcher will ask permission from the English teacher to be willing to be a participant in this study. After conducting the interview we asked the English teacher for help to accompany us when visiting the class. And then the teacher informed all students about the purpose of the researcher coming to school. In addition, the researcher selected prospective participants for this study. In selecting prospective participants, the researcher will ask for help from the teacher. As a follow-up, the researcher will provide a letter of consent to prospective participants and be willing to voluntarily participate in this study. Participants will be informed that all their identities will be masked to maintain the confidentiality of the participants. participants will also be informed about privacy protection. Give the right to withdraw from this study at any time.

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3. RESULT AND DISCUSSION

he results of the thematic analysis of the research findings identify the themes of this research. The themes obtained are related to the factors that influence students' willingness to communicate English conversation in class,and to describe the teacher's strategy to increase students' willingness to communicate English in class.

The factors influencing students' willingness to communicate in classroom

According to data result of interview the factors influencing students'willingnes to communicate in the classroom will be presented the table as below:

Table 4.1 the table of coding (coding interview result)

Code/label	Themes	Data
• Learning anxiety	Feeling when speak English	How do you feel when speaking English in class why? • Student 1" I felt nervous because I wasn't used to it and was afraid of being laughed at by my friends if I made a mistake." • Student 2 :. A bit shy and lacking in confidence because my lack fluency and vocabulary

Code/label	Themes	Data
• Student motivation	Optimistic to learn English	Do you have motivation to learn English? • Student 1:" yes because I want to speak English fluently and be able to communicate more easily with foreigners." • Student 2: "because English is an international language so it's easy if you want to travel abroad."

• Class atmosphere	Teacher action in teaching	Does teacher English have a role in helping you to speak English? • Student 1:"yes, because the English teacher help me explain the material when I don't understand ,my teachers encourages me to be more confident when speaking English." • Student 2: "yes,the English teacher sometimes helps me to how pronounce words there are not correct."
• Teacher role		Does the atmosphere in class affect you when speaking English? • Student 1:" it fluences, because the teacher's teaching method is cool and does not pressure the students." • Student 2: "sometimes my friends interrupt me when I try to speak English"
• Interclutor		How do you fell when communicating using English with teacher in class

Code/label	Themes	Data
		• Student 1:"embrassed and nervous for far being wrong." • Student 2: I am nervous and confused, "I feel embarrassed when speaking English with the teacher sometimes I don't understand what the teacher is talking about." How do you feel when communicate in English with your friends ? • Student 1: "embrassed,because im not

		fluent enough.'' • Student 2: "not shy because I'm still learning''

Based on the table above, several factors influenced the students willingness to communicate.When reserhers conducted interview with students,that there several factors for a more specific explanation,researchers explained the factors that influence students willingness to communicate in the classroom.

The teacher's strategies to enhance students' willingness to communicate in classroom

Teacher strategies to increase students' willingness to communicate in English in class based on interview data the result of thematic analysis, the teacher has several strategies to increase students' willingness to communicate english,will be presented in the table below:

Tabel 4.2 the table of coding (coding interview result)

Code /label	Themes	Data
• self confidence	Remembering to give positive feedback	How does miss filza encourage them to speak English? • "I definitely give them feedback and also always remind them not to mock each other and not to be embarrassed because it's still a learning process, we shouldn't mock each other, we should give corrections."
• grub size • class atmosphere	Method in learning	What kind of learning methods do you use in class to increase their willingness to speak English? • "By giving them a quiz to write verbs from procedure text activities and I divided them into

		two groups, the group that can guess the verbs that I say faster and correctly will get points".
		• "I also encourage them to speak in English, the simplest thing is to take attendance in English by saying the word ''present'', I familiarize small things like that when taking attendance in English." How miss filza use strategies to increase students willingness to speak English?
		• "To increase students' willingness to speak, I use vocab learning enhancement, for example by giving them a quiz to write verbs for procedure text activities such as cooking words,

Code /label	Themes	Data
		and the group that can guess the verb more quickly and correctly will get points using a small board media, and markers so that each participant writes their guess on the small board, and this activity is enough to make students interested in memorizing as many verbs as possible. ''
• reducing shyness		How reduces students anxiety when speaking English?
		• 'Yes, so far what I usually do is only one on one interviews so that children are not embarrassed, I usually call one by one to the front to the teacher's desk to present or explain their

		assignments.
• Selections of task types	Simple assignment	Do students use English during class discusions? • "Not using full English especially discussion I give English speaking assignments only limited to reading dialog text so the dialog is also a written dialog because the children themselves for their English is still very limited."

Based on the table above, the researcher can conclude that the teacher uses several strategies to increase students' willingness in English, namely the teacher gives positive feedback, makes group projects and others.The researcher will describe the teacher's strategy in increasing students' willingness to communicate.

Discussion

This chapter describes the discussion of the research results that have been obtained by research, using theories that will clarify the findings. The discussion answers the formulation of research problems, namely factors that affect students' willingness to communicate in english class and the teacher's strategies to increase students' willingness to communicate. This chapter will also discuss the limitation of the research during the research process.

This research produces seven themes, which consists of several sub themes with certain categories. These themes are identified based on the research objectives. The following is a discussion of each theme in the research.

Factors affect Student's willingness to communicate

Some students that they experience have the same feeling. The results of the interview show that participants feel embarrassed, afraid and anxious when speaking

english . Students' anxiety is a factor that affects students' willingness to speak english, they are argue that they are shy and afraid because they are still not used to it,this requires familiarization to speak english. Based on the research above, the wtc factor is language anxiety.Anxiety is experienced by students worried about other people's negative judgement of themselves. Language anxiety is negatively related to wtc in L2 in previous studies (Macintyre et al 2003, Baker & Macintyre 2000). In this study, anxiety of wear communicating has an influence on L2 wtc among learners. They may develop high expectations of language users.They tend to be discouraged when they have negative experiences that could happen,making them worry when they speak.

The motivation that students from the interview shows that participant have desire to be remember more words and be able to communicate fluently.students motivation is one of the factors that affect their willingness to speak english,this can foster their enthusiasm to be more passionate about english.high motivation in themselves also encourage students to learn language, because of desire to learn.based on the research, the factor found is students motivation.in previous study research, (wen 1997) intrinsic motivation is a form of motivation and is characteristic by interest and desire to understand the language, there is an intrinsic and goal that students want to inspired to learn language.

Teacher roles are teacher behaviours that involve actions in the classroom including providing clear explanations, feedback, encouragement and providing opportunities for students to speak. The classroom atmosphere is created to be enjoyed by the class group. The teacher gives attention to the students, helps to pronounce the words in English. This can make it possible to improve students' wtc. Sometimes the uncomfortable atmosphere in the classroom makes them reluctant to speak English

Both participants in this study had different feelings when talking to friends or teachers.One participant had feelings of shyness and lack of confidence when talking to friends or teachers because he felt that he did not understand the sentences spoken by his interlocutors,and the second participant was less confident when talking to teachers and more confident when talking to his peers who he considered were still in the learning process stage.Kang (2005) investigates the variables that influence wtc in the classroom. The factors contained in situational wtc are safety, excitement and responsibility influenced by situational variables, such as topic, interlocutor, and conversation context(kang 2005).Safety refers to feelings of fear such as the feelings

expressed by participants including examples showing the influence of interlocutors on safety.

Strategies to Increase Students's Willingness to Communicate.

Here the teacher applies several strategies that make students want to communicate, those are remembering to give positive feedback,method in learning, giving simple assignments.

Teachers implement strategies by providing positive feedback to students by encouraging them and not mocking each other. Previous research reveals that teachers are one of the factors that influence learners, in addition Peng (2012) that learners perceive interactions with teachers as a way to improve the communication they feel, especially teacher support through behaviors such as providing explanations.According to (Cao 2014, Tavakoli and Zarrinabadi 2018, Zarriabadi 2014).Teacher behavior in the classroom can significantly affect students' WTC by increasing or decreasing their anxiety.

In classroom management, teachers try to create a fun atmosphere with learning while playing methods made in group quiz games, for students who are faster and more precise in guessing words will get points and to encourage speaking English, teachers familiarize students to say the word present when present in class. In the quiz game, guessing the word can train students' ability to memorize as many verbs as possible. In addition, to reduce students' anxiety, the teacher used the presentation method one by one to present their assignments. Khajavy,mclntyre (2018) examined the role of emotions and classroom environment in EFL classes that a positive classroom environment facilitates wtc and can reduce anxiety.

According to pattapong (2001) task responses that can affect student's wtc in english include the topic, the nature of the task and the difficulty level of the task. The nature of the task relates to how the task is designed to encourage students to speak. In giving tasks in discussions, teachers give tasks with a pattern of reading dialogs or written texts because of students' limited use of English.

In this study, the wtc factor in students and the teacher's strategy to improve students' wtc have implications. implications in development, teachers can develop more effective and relevant teaching strategies such as teaching materials and learning resources that suit their needs,and develop learning models in teaching English. In learning can improve the quality of teacher and student interactions in the classroom.

This study to exploring EFL students WTC in speaking English especially in communicating in one of the secondary schools in Indonesia which is focus of this study. The researchers also focuses on what factors influence students wtc and how teachers syrategies in improving students willingness to communicate in the classroom.

4.   CONCLUSION

After analyzing the data, the researcher draws conclusions about the factors that influence students' willingness to communicate in English. The findings show that there are five influencing factors namely anxiety, student motivation, interlocutor, classroom atmosphere, and teacher behavior. Some students still feel anxious and lack confidence when speaking English because they feel afraid and embarrassed when they mispronounce words or grammatical mistakes,they also have motivation to learn in order to be able to use English fluently when they are outside the home or even when meeting tourists. The classroom atmosphere can also affect students. The comfort of the classroom is related to the behavior of the teacher and friends. The classroom atmosphere can also affect the comfort of students in the classroom which is related to the behavior of teachers and friends, the interlocutor also affects one of the students feels shy when talking to the teacher or friends and there are also students who feel normal when talking to their friends. besides the findings to increase the willingness of teachers to apply several strategies to communicate in English namely self-confidence, grub size, classroom atmosphere, selection of task types, and reducing shyness. The role of the teacher helps students to communicate in English by providing positive feedback and methods used to increase students' willingness. Teachers create a fun classroom atmosphere by making learning methods packed with games and can help develop their competence in remembering English words. And the teacher also applies the presentation method one by one students come forward to present their assignments,this method is done to reduce shyness and to increase students' willingness to communicate in English.

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