

INDONESIAN POST-GRADUATE EFL STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH AS L2

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ABSTRACT

Willingness to communicate (WTC) is crucial to language learning and communicative ability. WTC and related variables in English language acquisition have been studied extensively. However, practical issues still showed a problem if many advanced EFL students, such as postgraduates, still showed low WTC in content classes where English is used as the medium of instruction. Furthermore, individual differences were highlighted in differences in Willingness to Communicate where L2 students with high degrees of communicative skill continue to be reluctant L2 speakers, while Low-proficient speakers can converse constantly in their second language. So, the present study investigated what factors led to four EFL Indonesian postgraduate students' Competence in English during classes that were lectured in English. The qualitative examination of an interview, questionnaire, and observational data revealed that individual, environmental, social-cultural, and educational factors influenced the Performance of English-speaking students in the classroom. The findings show the importance of adopting a situational viewpoint to comprehend WTC and bring attention to the distinction between WTC while using English for general communication and WTC in academic settings.

Keywords: *Willingness to Communicate, English, Second Language*

1. INTRODUCTION

The development of English as second language learners' willingness to communicate (WTC) is an essential thing because it is a precursor to the development of communicative skills and has a major influence on language acquisition in general. In line with this, Kang (2005) explained that WTC has been proposed as one of the most significant concepts in L2 learning and instruction due to the expanding emphasis on authentic communication as the cornerstone of effective second language acquisition.

The Willingness to Communicate in a second language has also emerged as a significant topic that has piqued the interest of academics and researchers alike in recent years. It is because academic achievement in second language education programs is evaluated based on students' capacity to communicate effectively in the native language (Riggenbach & Lazaraton, 1991). Furthermore, the factors that can restrict or enhance the L2 willingness to communicate are also essential aspects that must be explored because many L2/EFL learners especially advanced learners, such as postgraduate students who have studied English for several years, still show a reluctance to willing to communicate (Pavii Taka & Poega, 2011). The factors that contributed to WTC include students' cultural background, shyness, their disruptive partner, or any combination of these factors in the classroom setting (Cao, 2010). Zarrinabadi (2014) emphasized that teacher wait time,

topic choice, error correction, and teacher support can also impact students' WTC in classroom learning. Amiryousefi (2016) also found that students' WTC is affected by teachers' interest and motivation to communicate. They propose that having an interest can motivate students to enjoy learning, improve their involvement in tasks and activities, and make them active and successful learners.

Furthermore, several other previous researchers have also identified a variety of correlations between WTC and contributed to the formation of drawing how psychological variables interact and influence learners' willingness to communicate in an international context (Freiermuth & Ito, 2020; Lee & Hsieh, 2019; Lee & Drajadi, 2019; Dewaele & Pavelescu, 2019; Dewaele & Dewaele, 2018), while only a few studies examine in Indonesian EFL learners (Mulyono & Saskia, 2021; Hawini, 2019; Amalia, Asib & Marmanto, 2019). Although a substantial proportion of previous research has been conducted on the issue of the willingness to communicate, there is still a need for further study. It is due to the fact that there are still a great number of postgraduate students, particularly in Indonesia, who exhibit a low degree of willingness to communicate. Additionally, little attention has also been paid to postgraduate students' WTC in English. Because of this, a more in-depth investigation into the variables that affect WTC postgraduate students is required. Students who are pursuing a postgraduate degree are distinguished from students who are pursuing a bachelor's degree in the sense that it is anticipated of postgraduate students that they possess an adequate level of English proficiency. This is common knowledge. This can be deduced from their prior academic experience, their age, the focus of their current course of study, the opinions they hold personally, and any number of other aspects of their context.

By undertaking an Inquiry on WTC postgraduate students will advance theoretical and pedagogical discussions about WTC of advanced students in English-mediated academic learning, thereby highlighting effective pedagogical supports for more effective English communication at the master's level.

2. LITERATURE REVIEW

2.1 L2 Willingness to Communicate

The WTC notion was later applied to scenarios involving second language communication and characterized by MacIntyre and colleagues as a readiness to engage in a discourse with a specific

person or persons at a specific time, using an L2. MacIntyre et al. (2002) defined WTC as a state of willingness to engage in a conversation with a certain person or group of people at a specified time in an L2 language. The WTC proponents argue that the most important goal of language education is to cultivate a desire to communicate among students. According to them, second/foreign language education should aim to enhance students' language skills by increasing their willingness to find out communication opportunities and the willingness to communicate. It is a multidimensional concept that encompasses the psychological, linguistic, educational, and communicative aspects of language (MacIntyre, Burns, & Jessome, 2011).

MacIntyre and Charos (1996) undertook one of the first WTC studies in a second language (L2) setting. Their results supported an individual trait-like perspective. Early research on L2 WTC by some experts showed that there were some individual trait factors, such as motivation, self-confidence, and L2 anxiety (Baker and MacIntyre 2000; Hashimoto 2002; Yashima 2002), had a big effect on L2 WTC. It is in line with the model proposed by MacIntyre et al. (1998) which said that individual trait-like variables (like personality traits) and contextual state-like variables (like a person's tendency to talk about a certain topic with a certain interlocutor at a certain time and in a certain situation) work together to make a speaker decide whether or not to start talking in L2 or not. The dynamic model has been supported by a number of real-world studies (Cao 2014; Kang 2014; Yashima et al. 2018).

In the context of English as a foreign language (EFL), Ningsih et al. (2018) defined WTC as a psychological state that reflects learners' intention or readiness to communicate in English without the influence of external forces or pressures. WTC is the inclination toward or away from communication when given the option. Such a definition depicts two conditions; first, a state where learners feel ready and comfortable to initiate communication or interaction in the English language (Bernales, 2016; Hüseyin, & Bursali, 2018), and second, learners' choice to maintain distance in communication or to remain silent during English classroom (Macintyre & Legatto, 2011). It is reasonable to conclude that WTC in English as a foreign language (EFL) is the decision of second-language learners who desire to converse in English or tend to be silent in English class.

The student's choice in willingness to communicate or unwillingness to communicate in an EFL classroom is certainly influenced by other variables. Related the result of current studies on L2 WTC demonstrated that individual trait-like factors, such as motivation, self-confidence, and L2 anxiety (Baker and MacIntyre 2000; Hashimoto 2002; MacIntyre et al. 2003; Yashima 2002), significantly affected one's L2 WTC. Another piece of literature has identified several contributing factors that facilitate students' WTC. These factors include L2 communication competence (Macintyre & Legatto, 2011), motivation (Khajavy et al., 2016; Lee & Lee, 2019), L2 self-confidence (Lee & Lee, 2019; Peng & Woodrow, 2010), anxiety level (Lee, 2019; Lee & Lee, 2019; MacIntyre & Legatto, 2011), personality factors (Macintyre & Legatto, 2011), cultural background (Cao, 2014), and classroom environments (Zarrinabadi et al., 2014). Therefore, these factors influence whether EFL students are willing to speak or prefer to remain silent.

Therefore MacIntyre et al. (1998) introduced the model of WTC into the field of L2 WTC by using a heuristic model called the

pyramid model that included a variety of variables that could have an effect on L2 WTC. Hence, MacIntyre (1998) proposed a conceptual pyramid-shaped structure incorporating a range of potential linguistic and psychological variables that appeared to influence WTC in L2. The model described a set of linguistic, communicative, and contextual factors as the outcome of one's WTC. This model also suggests that WTC is influenced by situational variables in addition to personality trait attributes such as self-confidence and communicative competence, as well as personality types such as introvert and extrovert, among others. It is due to the fact that people's WTC varies according to the various circumstances.

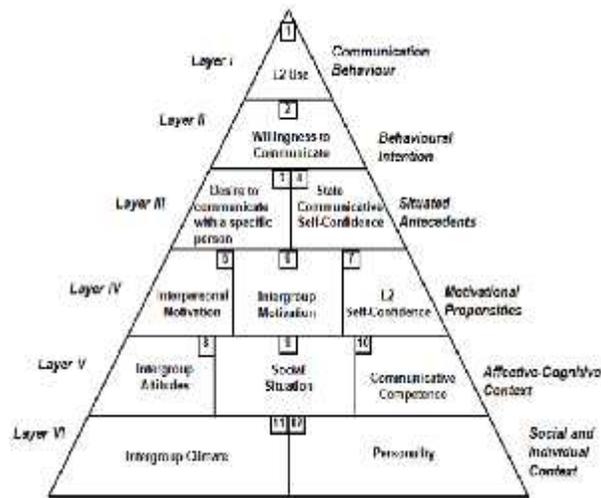


Figure 1 The Heuristic Model of WTC

According to the model of a pyramid that was just presented, the first three layers (I, II, and III) are believed to have situation-specific effects, whilst the last three layers (IV, V, and VI) are seen to have stable influences on WTC. Layer I observes L2 communication. Students' communicative conduct can be seen when they talk in class, read or listen to course materials in the target language. L2 instruction facilitates communication and triggers WTC. Layer II focuses on communication behaviour. Layer II covers communication goals. Someone wants to speak in class because they want to or are confident. This relates to McCroskey and Baer's WTC concept (1985) where students raise their hands to answer the teacher's questions in a classroom. The teacher gives students a chance to speak. L2 leaders must encourage communication among pupils.

Layer III covers communication antecedents. This layer proposes two WTC precursors: communicating with a specific person and self-confidence. Layer IV is about motivation. This includes intergroup motivation and L2 self-confidence. Motivation varies among people. Individual and environmental variables can cause these disparities. Layer V focuses on the affective and cognitive environment. There are three parts to this: intergroup perspective, social context, and communicative ability. Layer VI is about society and individuals. Intergroup climate and personality comprise this stratum. A comfortable L2 group climate makes members more ready to communicate. When learners have a prior understanding of the target language's culture and conversational abilities, they can adapt well to the group. These two things enable

learners to engage in intergroup, which drives further language learning.

2.2 Related Study in Willingness to Communicate

There are some relevant studies by experts who discuss the willingness to communicate among EFL L2 learners. SL2 willingness to communicate (WTC) is a psychological concept closely related to self-determination motivation. According to Freiermuth & Ito's (2020) research on the effect of personalities and prior experiences on Japanese university students, L2 willingness to communicate (WTC) is a closely related psychological concept. In this study, the researchers use a questionnaire designed by MacIntyre, Baker, Clément, and Conrod combined with students' TOIC scores to establish their overall L2 WTC profile. After summarizing each student's characteristics and contrasting students with low and elevated L2, WTC demonstrated that high L2 WTC participants could foresee a world in which English proficiency was crucial to their success. After being inspired by activities shown to boost motivation among peers and faculty, they exhibit traits that make them a good fit for WTC. Second language learners' WTC can be better understood through their interactions with supportive teachers and peers from all across the world. This should motivate language instructors of all levels to create lessons that are appropriate for use in the WTC.

Another relevant study came from Lee & Hsieh (2019) that investigates the relationship between affective factors (L2 self-confidence, L2 anxiety, L2 motivation, and grit) and willingness to communicate (WTC) in formal, informal, and online settings is also important. By using quantitative research, this research made two findings. First, students with more tenacity and L2 assurance had greater L2 WTC in all three situations. Second, the absence of L2 anxiety was found to be a good predictor of L2 WTC in non-digital settings (in-class and out-of-class situations), but not in digital environments. This shows that modern EFL students may be more at ease with digital than offline methods, whether L1 or L2. The research suggests digital settings may give social assistance and psychological advantages, which may reduce L2 anxiety in EFL students.

Similar to Lee & Hsieh (2019), Amalia, Asib & Marmanto (2019) explore the WTC of Indonesian EFL learners, particularly in the context of the classroom or the so-called Instructional WTC (IWTC). The goal of this investigation is to identify the factors that trigger their desire or unwillingness to communicate in L2. A questionnaire was given to respondents to evaluate their WTC in regard to six different aspects of IWTC. These aspects include communicative self-confidence, integrative orientation, the situational context of L2 use, topical enticement, learning responsibility, and off-instruction communication. WTC was influenced by factors such as group size, classroom atmosphere, students' cohesion, topic knowledge, and topic preparation, classroom seating arrangement, gender, self-awareness, and familiarity with interlocutors. Further studies are suggested to study teachers' instructional activities by addressing learners' desire and unwillingness to communicate to maximize WTC.

Anchored by Lee & Lee (2020) investigated L2 motivational self-system plays on Korean EFL university and secondary students' willingness to communicate in the L2 language. This study combines mixed methods as research methods, including

quantitative and qualitative. This study revealed that students with a higher ideal L2 self and should L2 self-had stronger L2 WTC inside and outside of the classroom. In both communicative contexts, college students with a greater sense of their ideal L2 self-had a higher L2 WTC. This study implies that pedagogical aids, such as providing performance-based English assignments and fostering one's ideal L2 self-image, could improve contemporary student's L2 word-to-concept ratio in test-oriented EFL nations. High-stakes English assessments still impact the motivating mentality of EFL secondary students (ought-to L2 self), but this study implies that these supports could improve L2 WTC.

Dewaele & Dewaele (2018) also identify the determinants most strongly associated with WTC using data from British students attending two prestigious secondary schools in London who primarily study French, German, and Spanish as FLs. The adoption of a constructive perspective regarding the FL (a neglected macro intergroup dimension in recent research), the teacher's frequent use of the FL, and high levels of social FL enjoyment were the strongest predictors of WTC, followed by age. Multiple regression analyses, which followed correlation analyses, revealed that the factors that were the best predictors of WTC were anxiety in the foreign language classroom, the teacher's frequent usage of the FL, and a positive attitude towards the FL. The relevance for teaching is that teachers of foreign languages can improve their students' working memory capacity (WTC) by cultivating a supportive and uplifting emotional classroom climate in which students can learn to overcome their anxieties. In addition, educators can raise their students' levels of WTC by cultivating in their students a genuine interest in the FL and making extensive use of the FL.

The last previous study was by Mulyono & Saskia (2021) transformed the factors that have an effect and used the same method as Lee and Hsieh's study. It looked at how self-confidence, anxiety, motivation, and grit affected second language (L2) learners' willingness to communicate in three different settings (i.e., in-class, out-of-class, and digital environment). By using statistics software, correlational and multiple regression were used to look at quantitative data. The study's results showed that self-confidence, fear of public speaking, and motivation were all strong predictors of Indonesian EFL students' WTC in both the F2F (inside and outside the classroom) and digital environments. Students were also said to have a higher level of WTC when communicating digitally than face-to-face (F2F). The results of this study confirmed what other studies had found about EFL students' WTC in face-to-face and digital settings.

3. METHODS

3.1 Participants and Context

This research was conducted at a university in Central Java. The current study focuses on English postgraduate study programs where the language of instruction is English. More specifically, the current study focuses on Indonesian EFL students whose undergraduate majors are also in English.

There were 3 participants who were selected by researchers in this study. The three participants in this study were selected using deliberate snowball sampling. First-year students were selected because most of the content courses were taught during the first year of the programme. All participants had studied EFL for more than ten years. In table 1 below presented information about the participants. Pseudonyms were used to cover their identities.

Table 1 Participants Profile

Profile participants	Name of Participants		
	Diana	Zaki	Puput
Age	24	25	23
Gender	Female	Male	Female
Year of Study	1 st	1 st	1 st
Year of English learning	14	15	14
English ability	Very good	good	fluent

3.2 Data Collection

The questionnaire was the first data collection technique in this study. It gave to research participants in order to determine the level of willingness to communicate, personality traits, and individual motivation of Indonesian EFL learners. L2 willingness to communicate was measured with the WTC scale adapted from MacIntyre, et al. (2001). It consisted of 27 items measuring the respondent's degree in English WTC inside the classroom. The students were asked to indicate the degree of their L2WTC on a scale from 1 to 5 (1 = almost never willing, 2 = sometimes willing, 3 = willing half of the time, 4 = usually willing, and 5 = almost always willing). This scale had been categorized on the basis of the four language skills, and each skill contains a certain number of items. The responses to the items were anchored on a 5-point Likert scale, with almost frequently willing at one end and rarely never willing at the other end. The scores vary from 27 and 135, with 27 being the lowest and 135 being the highest. The higher score on the WTC scale indicated higher levels of willingness to communicate in English.

The second data collection was a semi-structured interview where the questions of the interview have prepared by the researcher before the interview was conducted. All the questions of the interview focused on students' willingness to engage in communication during class time. Six questions were asked and referred to the concept of willingness to communicate by MacIntyre, et al. (2001). In the interview process, the researcher used a recorder to record all the information provided by the EFL students to assist researchers in facilitating data transcription. Interviews were conducted several times until the required data was collected completely.

Classroom observations are recorded by researchers when English courses are being taught and learned. This observation aims to determine the extent of L2 WTC among Indonesian EFL learners. The participant's completed questionnaire regarding the student's WTC can also be supported or confirmed by observational data. During the observation phase, the researcher takes field notes to record every expected data point. The focus of this observation is on the willingness to communicate reflected by the Indonesian EFL learners in English classroom

3.3 Data Analysis

The data in this study were evaluated qualitatively using a model of data analysis proposed by Miles, Huberman, and Saldana (2014). It was utilized to examine the questionnaire and observation data. There were four components to analyze the data including data

collection, data condensation, data display, and drawing and verifying conclusion.

In part of data collection, the research data are gathered by questionnaires and observation. The purpose of using these two data-gathering methods is to obtain unambiguous research data in which the two data may complement and support one another. The data will be taken from research participants who complete questionnaires and are observed during the English teaching and learning process.

Then, data condensation is the process of selecting, organizing, simplifying, abstracting, or changing data depending on research-related issues. At the data condensation stage, the researcher will perform a number of tasks, such as coding the data, analyzing the statements in the data or data content, and grouping the codes into categories based on the theme, so that from this stage the researcher will move on to the conceptualization and explanation of the data.

Displaying the data will perform for goals like data organization, data compression, and data assembly. The technique of data presentation consists of presenting conceptual charts to depict the data condition in the form of simple words, sentences, narratives, tables, or graphics as the basis for drawing appropriate conclusions. The final step consists of a conclusion and verification. In order to reach a conclusion, the researcher will validate the facts by connecting them to the theory and prior studies. To determine the place of study results in the existing literature, it is also essential to confirm the conclusive evidence against the pre-existing theories in the literature. In addition, establishing the decisive research findings by basing them in the existing related literature aids the researcher in identifying some fascinating and innovative findings that will add new perspectives to the existing literature. This type of data confirmation against the available literature has also become one of the triangulation strategies.

4. RESULTS & DISCUSSION

4.1 The level of Indonesian Graduates EFL learners' willingness to communicate in English classroom

The level of Indonesian graduate EFL learners' willingness to communicate in English classroom was measured by a questionnaire proposed by MacIntire (2001). The results of the survey on the three participants can be seen in the figure 2 below:

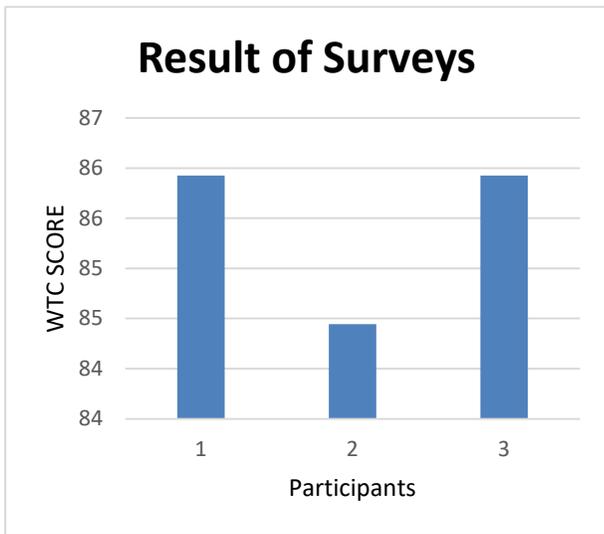


Figure 2. The result of the Survey

Figure 2 was explained the result of the willingness to communicate survey and the level of Indonesian Graduate EFL learners' willingness to communicate in English classrooms. It answered the second study's research questions. From the figure, it showed that all the participants have a good willingness to communicate. It showed in the diagram that Participants 1 and 3 got a score of 86 while Participant 2 got a score of 85. It meant that all participants got a score of more than 82 and it indicates that participants have a good willingness to communicate in English. It also can be concluded that the master's students in one of the Indonesian universities had good ability in willingness to communicate.

4.2 Main Factors Contributing to Master's Students' WTC

The results of the data analysis in the research found that the factors that contribute to students' WTC were categorized into three dimensions which include individual, contextual, socio-cultural and educational. The factors found are based on the expressions by post-graduate school students as a contribution to their WTC

4.2.1 Individual Factors

In this section, individual factors are found including attitude, motivation, self-confidence, and learning interest.

Based on the three participants in this study, the results of the data analysis showed that their attitudes and motivation toward speaking English had similarities and differences in the data. Two of them said confidently that the reason they want to continue their English studies is to accumulate professional and academic knowledge to master certain English skills. Then, all of the participants also said in the interview that they believe English as a communication tool would be used to perform job functions in the future as well as to socially interact with other people. So it became their motivation to continue their studies in English

My aim to continue studying English is because I want to learn more about English. While my motivation to be active in

communicating is that I want to seize more opportunities to create a good impression in learning English with the lecturers. Next, I improve my speaking skills which I prepare for my future work. (Diana, 12 February 2023)

Diana is one of the participants who had high ambitions in continuing her English studies. She is also the most active student among all participants. That was because he had a high attitude and motivation towards the WTC in English. So she showed active speaking during English class. She always tried to talk and attract the lecturer's attention to him. And she also did that for the sake of his future work.

Zaki also said that his goal to continue studying English was to get a better job in the future. In line with this, Puput also expected that in his future work, he will be able to utilize his ability to speak English. She also said that English proficiency is a skill that is sought after in many institutions today. So her willingness to communicate in English in class is an opportunity for her to improve her English skills.

I have high hopes that by continuing my English studies I will get a better job. I also always try to speak if there is a chance to speak in class. (Puput, 12 February 2023)

The results of the analysis showed that the attitudes and motivations of students could influence their willingness to communicate. Having a good attitude towards English and also high motivation would foster students' ability to communicate. They were unconsciously driven by their ambitions and goals why they continue to study English and why they must be willing to communicate at every opportunity in class. This was supported by Peng who showed that learning attitudes, motivation, and individual expectations had an impact on learner's WTC.

Besides attitude and motivation, self-confidence was also a factor that could influence students' willingness to communicate in English among post-graduate school students. All participants faced difficulties in building their confidence in speaking English. Their similarity in the self-confidence context was a lack of confidence in English pronunciation. In other words, they were afraid of making mistakes in English pronunciation so they were reluctant to communicate in English.

My trigger for becoming a silent speaker in class is that I'm afraid to say English words and the intonation is *Medok*. It really makes me less confident in speaking. (Zaki, 12 February 2023)

The fear of making mistakes in pronunciation and *Medok* became an obstacle to Zaki's willingness to communicate. Another factor also emerged from the statement made by Diana where their lack of confidence in communicating depended on the topic being discussed in the language of the class.

The confidence that I have in communicating in English depends on the topic being studied in class. Sometimes I feel very confident in expressing opinions or responding to a topic, but I can also be very quiet in class when I lack confidence in myself. Besides that, when I became quiet in class because I was afraid of making mistakes in my speaking. (Diana, 12 February 2023)

Diana was on her willingness to communicate in the unstable English class. He became a quiet speaker and also a talkative speaker depending on the topic she is under. It is confirmed that

knowledge of the topic under discussion can increase or decrease learner linguistic confidence (Zarrinabadi, 2014). In this study, the difficulty of understanding a topic also has an impact on the confidence of master's students in communicating in English. As Diana commented in the interview:

Sometimes, I am not confident in making statements because of comprehension issues. Thus, it makes me a silent speaker who is less active in speaking when he does not understand the topic. (Diana, 12 February 2023)

As previously mentioned, for Masters students, self-confidence is a factor that can hinder the willingness to communicate. The self-confidence that the researcher analyzed also showed that it was related to overall confidence in being able to communicate in L2 in an adaptive and efficient manner. Self-confidence is also related to student interest and understanding of the topic.

Learning interest and topic interest have been shown to influence students' WTC (Kang, 2005; Zarrinabadi, 2014) Students will start talking and be active in class if they consider the value of the topic being studied to have high benefits. In addition, topics that they understand correctly will also encourage them to speak and ask questions in class.

4.2.2 Contextual Factors

The contextual factor was the second aspect that contributes to the Willingness to communicate among master's degree students. The teaching style, the teacher's personality, as well as the classroom environment and atmosphere, were all examples of these contextual variables that the researcher found.

The teaching style and the teacher's personality played an important role in students' willingness to communicate. An interesting teaching style will motivate students to participate actively in class learning. It related to Dörnyei, Z. (2007) statement that the teacher plays a crucial role in a classroom by helping learners to develop their WTC. This was revealed by Puput in an interview who said

I always hope that teachers have a teaching style that is supportive of the students in the class. This is because the teaching style and behaviour of the teacher in class greatly influence how students interact in class. (Puput, 12 February 2023)

I am very interested in actively communicating in class with the teacher's teaching style which is relaxed but in touch with the material. However, I will be a silent speaker if the teaching style used by the teacher is authoritarian and full of pressure during the lesson. I think my friends also feel the same way where will easily talk in class with a teacher whose demeanour is relaxed and speaks clearly in English. (Diana, 12 February 2023)

As stated by the participants, teaching style is another factor that can affect postgraduate students' willingness to communicate. One of the students hopes that the teacher's teaching methods can be innovative and flexible, teachers should be more involved in group interactions between and among students. In other words, the teacher must adapt the teaching style used to the conditions of the students in the class. Another participant also said that he preferred a more relaxed teaching style but that learning had a lot of meaning. He also said that an authoritarian teaching style would only put pressure on students and cause them to make choices in class.

Supported by Wen & Clément (2003) that supportive teaching style has been recognized as a key factor influencing students' situational WTC.

The teaching style of a teacher is very dependent on the teacher's personality. The personality of the teacher naturally influences how they behave in class, choosing learning methods and also the style of delivering material. The participants expressed that they appreciated having teachers who were approachable, humorous, and animated during their classes. The training material should be presented in a more laid-back manner by the instructors. This was in line with Diana's statement above, where she said that she prefers teachers who are naturally relaxed and don't put pressure on students. In addition, teachers who are calm in class will easily get close to students too.

All participants also mentioned that the teacher's personality factor was very important compared to their speaking style and intonation in English. One of them mentioned that they liked the teacher whose intonation was clear and did not speak too quickly. As Zaki mentioned in the interview:

I think the teacher's personality is very important because the teacher is in control during the teaching and learning process. Of course, the teacher's personality will influence my WTC. I prefer teachers who have a good personality than those who speak good English but have an arrogant and authoritarian personality. (Zaki, 12 February 2023)

Although the teacher's personality is an important thing, one of the participants had another view besides the teacher's personality. The arrangement and atmosphere of the class also greatly influenced their willingness to speak English.

Yes, the teacher's personality is important, but the classroom setting and atmosphere also greatly affect my willingness to communicate. I prefer discussion-based classroom learning. By discussing together we can exchange ideas and information with friends and teachers. Discussion is also a more conducive and active learning atmosphere than when we just listen to the teacher delivering teaching material. (Diana, 12 February 2023)

According to the class setting and atmosphere, the other participant had different ideas about it. It was like Puput where she preferred a teacher centered on the teaching and learning process. That was because she is the type of student who listens and records information conveyed by the teacher compared to speaking.

I prefer learning where the teacher explains all the material they convey and give a question and answer session. It was more effective for me. (Puput, 12 February 2023)

4.2.3 Socio-Cultural and Educational Factors

In this section, socio-cultural and educational factors, including reliance on L1, social pressure, and cultural orientation, are discussed. The three participants shared the obstacles they faced in speaking English, namely their dependence on their first languages. It was very inhibiting in increasing the willingness to speak English. Indonesian and Javanese were the languages they use every day outside of class, while English is the language they only use in class. So that habit and dependence on the first language greatly hinder speaking English. That was like what Zaki said in an interview:

I feel that my dependence on the first language I use is the main obstacle to my willingness to communicate. I often forget to pronounce words in English. Besides that, I also often reflexively mix my English with Indonesian. (Zaki, 12 February 2023)

Diana also commented on this issue. In the interview, she said that the factors that hindered her WTC were dependence on her first language and social pressure. She said social pressure on herself that an English education graduate student was considered to have English skills that were far from her ability. Social pressure on her created anxiety every time she wants to communicate in English. She is worried that she made mistakes in pronouncing English words or is not fluent in speaking.

Apart from my dependence on my Indonesian language, I feel social pressure, which creates anxiety and insecurities in me when I want to communicate in English. Every time I want to start communicating in English, I am always afraid of making mistakes or not being fluent. That's because the people around me think that I am a postgraduate student, so my English skills are also very good. (Diana, 12 February 2023)

Based on the statements from the participants, it can be analysed that dependence on the first language and social pressure are factors that can affect the master students' willingness to communicate. Their habitual reliance on their L1 and the limited opportunities could have impeded their WTC (Huang, 2010). So it was very important for a student to learn slowly to get used not to depending on the first language. Social pressure on him as a master of English could also be the strongest motivation for students to increase their willingness to speak English.

Cultural orientation also became a factor that contributed to master students' willingness to communicate. Indonesian cultural heritage that was inherent in students greatly influences them in speaking English. Most of the participants had difficulty following the style of native speakers. So Javanese and Indonesian culture were very attached to him, especially in intonation and clarity in English. This is supported by Peng (2012) who explained that the cultural heritage of students has been shown to influence their WTC.

5. CONCLUSION

The results of this research indicate that postgraduate students in Indonesia have a high level of proficiency in English, as well as a high level of willingness to speak the language. Even though their level of willingness to communicate is high level, they also explained that there are many factors that can affect their willingness to speak. This study found the factors that affect master students' willingness to communicate which are divided into three dimensions including individual, contextual Sociocultural and Educational factors.

Based on the data analysis, Individual factors described include attitude, self-confidence, motivation and learning interest. Based on the results of the interviews, it can be seen that students' attitudes towards learning English influence their WTC behaviour during learning English in class. Three participants also thought that learning English was important because English is the language used to communicate with other people and it is very much needed when they are in a job in the future. Self-Confidence is a guide for how students show willingness or reluctance to communicate in a second language. Learners who have higher self-confidence tend to have a high willingness to communicate. They will easily

communicate in English even though there are many mistakes in pronouncing English. However, it will trigger an increase in their WTC. One of the participants also revealed that the reason they lacked confidence in communicating in English was that they were afraid of being laughed at when they made mistakes in English pronunciation or they chose to be silent and listen to other friends communicating in English. Learning interest and topic interest have been shown to affect learners' WTC. A favourable attitude toward a course or a topic discussed in a course will result in an increase in students' WTC. Learners will judge the utility and benefits of the topic, and then initiate a conversation or discussion.

The researcher also found contextual factors like teaching style, classroom atmosphere, and teacher demeanour. Student situational WTC is influenced by supportive training. Students expected creative, flexible teaching methods. One participant stated that a more relaxed teaching style would improve her WTC. However, all participants agreed that as they became more familiar with a teacher's teaching style and pace, they adapted. They assumed teachers' personalities mattered more than their English delivery. The classroom environment encourages pupils to talk.

Sociocultural and Educational Factors, including L1 Reliance, social pressure, and cultural orientation. Students' motivation to communicate in their second language is significantly impacted by their reliance on L1. They are secure with their first language, which they use outside of the classroom, at home, and with their classmates. All participants stated that their reliance on their native tongue hindered the growth of their communication skills. In addition, social pressure requiring them to acquire a second language can inhibit the growth of communication willingness. It has also been demonstrated that students' Indonesian cultural heritage influences their WTC.

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