# EXPLORING UNIVERSITY STUDENTS' WILLINGNES TO COMMUNICATE AND UNWILLINGNESS TO COMMUNICATE IN EFL

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## ABSTRACT

This research aimed to investigate the contributive factors influencing students' willingness to communicate (WTC) and unwillingness to communicate (Un-WTC) in English as a foreign language (EFL) in higher education in Indonesia. The case-study was conducted to first-year Tanjungpura University students which came from several non-English departments. The students were observed for six weeks, then 10 of them, which represented the WTC and Un-WTC group, were selected to participate in the semi-structured interviews. The result revealed that there were two main underlying factors that contributed to their WTC and Un-WTC, namely individual and external factors. The individual factors were ideal L2 self, confidence, anxiety, and perceived communicative, while the external factors were teacher's personality, types of activities and topics, classroom atmosphere. Both individual and extrnal factors were interconnected and affected students' WTC and Un-WTC in the EFL classroom.

**KEYWORDS**
WTC; Un-WTC; EFL; speaking; qualitative research

## ABSTRAK

Penelitian ini bertujuan untuk menyelidiki faktor kontributif yang mempengaruhi kesediaan mahasiswa untuk berkomunikasi (WTC) dan keengganan untuk berkomunikasi (Un-WTC) dalam Bahasa Inggris sebagai Bahasa asing dalam Pendidikan tinggi di Indonesia. Studi kasus ini dilakukan pada mahasiswa tahun pertama, yang berasal dari beberapa jurusan non-Bahasa Inggris di Universitas Tanjungpura. Para mahasiswa diamati selama enam minggu, kemudian 10 dari mereka yang mewakili kelompok WTC dan Un-WTC, dipilih untuk berpartisipasi dalam wawancara semi-terstruktur. Berdasarkan hasilnya, ditemukan bahwa ada dua faktor utama yang berkontribusi terhadap WTC dan Un-WTC mahasiswa tersebut. Faktor-faktor ini dikelompokkan menjadi faktor individu dan eksternal. Faktor individu terdiri dari diri Bahasa Kedua (L2) yang ideal, kepercayaan diri, kecemasan, dan komunikatif, sedangkan faktor eksternal adalah kepribadian guru, jenis kegiatan dan topik.

**KATA KUNCI**
keinginan untuk berbicara, ketidakinginan untuk berbicara, Bahasa Inggris sebagai Bahasa Asing; Berbicara; Riset Kualitatif

**INTRODUCTION**

In the Foreign Language (FL) context, in which the Second Language (L2) is used as one of the compulsory educational requirements, students often do not have enough opportunities to practice their English. Especially in the Indonesian context, there are limited chances in which students are exposed to situations that require them to use L2 in real life. This condition makes the array of opportunities to practice English in the classroom becomes essential to develop their communicative competence. In tertiary education in Indonesia, English is taught as one of the compulsory courses with at least minimum 2 credit hours. The purpose of teaching English at this level is to increase the employability of the students once they graduate from the program, as well as to internationalize the education institutes (Zein et al., 2020). However, it is often found in many FL classes in Indonesia, numerous students who are reluctant to use the opportunity to speak for various reasons. Their reluctance to utilize the given opportunity will not only affect their learning but in the long run, will hinder their communicative ability development.

Willingness to Communicate (WTC) is one of the individual variables which influences somebody's decision whether to communicate or not in any given situation or context (Elahi Shirvan et al., 2019). Yashima (2020) describes WTC as the result of a complex psychological process of the students. It affects the frequency of L2 oral communications which were made by the students inside the classroom (Ghani & Azhar, 2017). This is often used as the predictor of the students' willingness to initiate or interact in various communication using L2 outside the classroom (Cao, 2011; Lin, 2019). In short, WTC plays a vital role in the success of L2 learning, which results in L2 acquisition.

The concept of WTC in L2 Education was firstly introduced by Macintyre et al. (1998). They proposed a pyramid that describes the linguistics and psychological elements that contribute to the appearance of WTC in L2 and shows the complexity behind a decision to participate in a communication (Figure 1). The first layer shows the ultimate objectives of L2 learning, which is has the ability to use L2 to communicate in any given situation. Behavioral intention, which is on the second layer, highlights the role of WTC in communication. Situated antecedents that consist of desire to communicate with a specific person and state of communicative self-confidence are in the third layer. In the fourth layer, motivational propensities comprise interpersonal motivation, intergroup motivation, and self-confidence. Next, the affective-cognitive context covers intergroup attitudes, social situations, and communicative competence in the fifth layer. In the last layer, intergroup climate and personality are the features for social and individual context. The pyramid can be shown in the following figure:
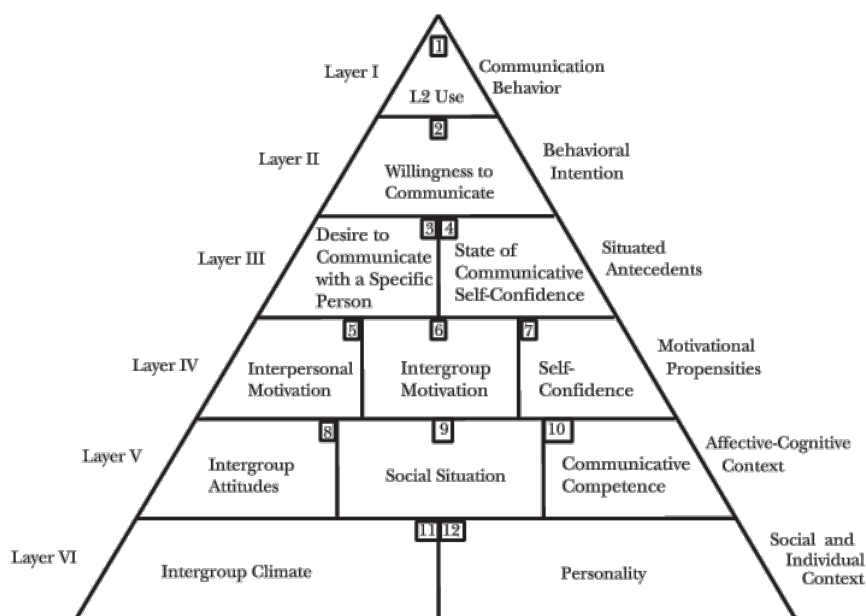
Figure 1: Heuristic Model of WTC in L2 (Macintyre et al., 1998)

Yashima (2020) distinguished WTC based on its triggering factors into two main types. The first, trait WTC is caused by individual psychological conditions such as motivation, anxiety, and personality. Whereas, the second is state WTC is caused by the social and physical situation of the classroom.

Since there is an increase in the awareness of seeing the students' desire to talk using L2 as a meaningful objective of learning, the number of research on WTC also increases. Numerous studies have been conducted to investigate WTC in the FL context in the past few years. In Turkey, for instance, although it is believed that students' personality plays a crucial role in increasing or decreasing their level of WTC during instruction, Asmalı (2016) has found that the effects of students' personality do not directly affect their WTC. The main factor that influenced students' eagerness to talk during the lesson was their attitude toward the international community and the confidence in their skills to communicate in English. When the students had a positive view of the international community, they were more motivated to learn English. As a result, they felt more eager to practice using English and gain more confidence to use English in communication.

Furthermore, Riasati and Rahimi's (2018) research on 156 EFL students in Iran found that the students' WTC were highly correlated with several environmental and individual factors. The opportunity to talk during the lesson, their anxiety of being evaluated or corrected for their ability in speaking, and self-confidence were some of the individual factors found to be contributed to their WTC. Moreover, the environmental factors were mostly related to the teachers, such as their personalities and their decision on what tasks and topics used in the lesson, and also, the seating arrangements utilized in their classes.

Next, the study conducted by Mystkowska-Wiertelak (2018) investigated the fluctuations of a student WTC in six lessons in a semester in Poland. The results showed the importance for the teacher to build a good rapport with the students, for it will give him a sense of security and comfort and allow him to participate actively during the lesson. Her finding also highlights the necessity of using stimulating activities and teaching media to incite

students' interest as well as help them to elaborate ideas before giving them the chance to speak.

In Indonesia, Havwini (2019) had investigated the patterns of WTC in the implementation of Curriculum 2013 in a high school. The result of the study shows that the students have a high level of WTC. However, their willingness predominantly appears when they try to answer numerous questions asked by the teacher. When it comes to initiating the interaction and presenting their own opinions, they feel reluctant. It is also found that connecting learning with students' experience and several classroom activities, such as group competitions and presentations can successfully promote their WTC.

WTC in the Indonesian higher education context has been scrutinized by numerous studies, for instance, the one which conducted by Sesriyani (2020). She investigated the Economic program students' willingness to speak in online TOEFL preparation classes during the Covid-19 pandemic. The result had shown that the level of WTC was considered high when they responded to the teacher's questions or instructions. Moreover, the students were also eager to ask the teacher for some strategies to improve their learning. This condition showed their motivation to learn, which was probably the main contributive reason why they were willing to participate in classroom instruction. However, this cannot be achieved without the teachers' initiative questions.

Recently, Weda et al. (2021) did a study in this area. They investigated the level of WTC on seventy students at a graduate program in English education study program. It is found that the participants have a high level of WTC in the classroom. This could happen because their background as English students give them the motivation to practice their speaking skills during the lesson. However, the result also shows that although they are motivated to speak, variation in discussion activities and interesting topics still play a prominent role in making sure that they do not lose their interest.

Research on the influence of psychological aspects in language learning, especially in the area of WTC is important because the antecedents that affect the success of students' WTC in the class shape their WTC to use the language outside the classroom (Gałajda, 2017). Yet, the number of studies on WTC is still scarce compared to other areas of interest (Subekti, 2019). Besides the studies that address the non-English major students remain very limited. Realizing the necessity, this study uses qualitative research design to analyze the underlying factors that promote students' WTC and un-WTC thoroughly. As suggested by Subekti (2019), since most of the studies on WTC in Indonesia were conducted using quantitative research methods (see e.g., Havwini, 2019; Sesriyani, 2020; Weda et al., 2021), the requirement to provide an in-depth perspective on the causes becomes eminent. Moreover, WTC is an individual phenomenon (Yashima, 2020) so the type of research design that can highlight the differences in each individual is needed. Therefore, the qualitative design was chosen in this study to embrace the complex nature of WTC for the students in the EFL classroom.

This research, therefore, hopes to provide a deeper insight on those underlying factors that drive students WTC or un-WTC in the classroom context by conducting a qualitative study. By understanding the causal factors, some suggestions can hopefully be made to improve students' WTC during the lesson. With regards to this rationale, this present research proposed a research question, what are the contributive factors which influence students' WTC and Un-WTC in the Indonesian Academic English class?

**METHOD**

Aiming at exploring the underlying factors that caused students WTC or Un-WTC, this case-study focused on the non-English major students who enrolled in the General English classes at Tanjungpura University, in Pontianak, Indonesia. General English is a two-credit compulsory course taken by all non-English students and only taught in a semester throughout their study in the university. These students were from three different faculties and departments, namely Management, Architecture Engineering, and Information System.

First, in order to understand the dynamic nature of the students' WTC, six consecutive meetings of the lesson were observed. The participants were observed under natural classroom conditions by utilizing an observation sheet based on the observation scheme created by Cao (2011, p.478), which focuses on several categories namely:

> *"students who voluntarily answer or give comments, students who answer questions from teachers, students ask the teacher a question, students try out a difficult form in the target language, students guess the meaning of an unknown word, students present own opinions in class or respond to an opinion, students volunteer to participate in classroom activities, and talk to a neighbor or another group member".*

Students' WTC behaviors during learning were identified and coded into certain above-mentioned categories. Then, the numbers of actions showing WTC and Un-WTC were calculated.

Based on the calculation from the observation, 15 first-year students, aged 17-20 years old, were invited to take part in the interview. They represented the students with high WTC and low WTC in the classroom. However, after giving them some time to consider whether they want to participate or not, there were only 10 students who agreed to contribute voluntarily to the study. Among these participants, 7 of them were categorized into the WTC group and the remaining 3 participants were of the Un-WTC group. Moreover, the participants have been studying English for different duration of 6 to 13 years.

Table 1: Participant of the study

| No | Participants' Names | Majors | Gender | Time Studying English | Groups |
|----|---------------------|--------|--------|-----------------------|--------|
| 1 | Andy | Architecture | Male | 13 years | WTC |
| 2 | Fred | Architecture | Male | 12 years | WTC |
| 3 | Kyle | Management | Male | 12 years | WTC |
| 4 | Rose | Management | Female | 7 years | WTC |
| 5 | Clara | Management | Female | 14 years | WTC |
| 6 | Mike | Computer Science | Male | 12 years | WTC |
| 7 | Nelly | Computer Science | Female | 12 years | WTC |
| 8 | Carl | Management | Male | 7 years | Un-WTC |
| 9 | Zelda | Management | Female | 13 years | Un-WTC |
| 10 | Tim | Architecture | Male | 7 years | Un-WTC |

Finally, the subjects took part in the semi-structured interview. Cao & Philp's (2006) interview scheduled was adapted to suit the study. Next, the interviews were conducted via google meet by using Bahasa Indonesia to make sure the writer can get more detailed information about WTC from the participants. The interviews lasted around 30 minutes to an hour for each participant. The interviews were then transferred into transcripts, translated into English, and be analyzed. During the data analysis, the writer read the transcripts several times. While reading, the writer created some brief notes and highlighted some important points. Afterward, those notes and points were then categorized into several main keywords, such as ideal L2 self, anxiety (MacIntyre & Doucette, 2010), and teacher's role which affect students' WTC in class. The names used in this study are pseudonyms for ethical reasons.

## FINDING AND DISCUSSION

### Findings

Based on the data derived from the observations and interviews, it was found that there were several underlying factors that affect students' WTC and un-WTC during the lesson, these factors were categorized into two main groups, namely, individual and external.

### *The individual factors*

The individual factors referred to several factors that come from the students themselves. It included ideal L2 self, confidence, anxiety, and perceived communicative competence.

a. The ideal L2 ideal -self

Chan (2016) described the ideal self as the knowledge of what a person can turn out to be, what he would like to be, also what he is afraid to become. When asked about their future goals, Fred who consistently showed a high level of WTC during the lesson mentioned: "*Because I want to grow my own potential by... For example, right now I am studying in Indonesia, right? I want to study abroad, so learning English is important [for me]*". He later added, "*I want to [continue my] study in one of the universities in… what mm? Ivy League. Yes, Ivy League.*" Fred realized that he needs to acquire good speaking skills to attain his academic goal in the future. Therefore, he took all of the possible opportunities to s peak in the class eagerly. He occasionally asked the teacher how to improve his English, during and after the class.

In the case of Nelly, who steadily presented a willingness to speak, explained: *"It's like my personal goal because whenever I hear the native speakers speak, it's just so soothing. And I just want to sound like that. Speak like that."* Her objective to have the ability to talk fluently has become her drive to practice speaking in the classroom. This response explained her voluntary act throughout the observations, Nelly never hesitated to answer or ask questions to the teacher.

Unlike the WTC students who had a strong concept of ideal L2 self, in the Un-WTC group, the students showed uncertainty when asked about their future aspirations. One of the Un-WTC students, Zelda said: "*I want to work.. m… I still have no idea [what to do], but I think I want to be a civil servant.*" From the excerpt, although mentioning what occupation she would like to do in the future, it could also be seen that Zelda still had not figured out her future yet. This finding was corresponding with the result of the observation, which noted that she rarely talked voluntarily in the class except on several occasions when the teacher asked her to.

The second student from the Un-WTC group was Tim. He was among the students who sat in the middle row of the class. He listened carefully to both teachers and his peers' talk, but he was taken aback when the teacher asked him to answer a question about himself. In the interview, he mentioned his intention to learn English: *"Many scholarships require certain TOEFL scores. Because I am the awardee of [mentioning a scholarship], I am thinking to continue my study to get a master's degree. To do that, I need 450 or 500 in TOEFL."* His answer to the question explains why he avoided the chances to talk. Even though he was aware of the necessity to learn English, his future goal does not require him to have the ability to speak fluently. The TOEFL he was planning to take, generally focuses on the receptive aspects of the language, instead of the productive ones.

In short, by comparing the excerpts from the WTC and Un-WTC students above, it was seen that the WTC students tended to have clearer ideas of what they wanted to become in the future and how acquiring good English-speaking skills could help them achieving their goals. Having strong ideas of their ideal L2 selves had become their motivation to voluntarily participate in classroom talk. However, unlike the participants who had better WTC, the concept of ideal L2 selves of the Un-WTC participants was rather vague. However, the Un-WTC students did not envision themselves doing English language-related activities in the future or they merely needed the receptive skills to successfully achieve their objectives. This condition made communicating the classroom during instruction to be an option, not a necessity for them.

b.  Confidence
Besides the ideal-self, the results also showed that confidence played a significant role in promoting students' WTC. High self-confidence prompted their voluntary willingness to speak since they saw communicative opportunities as a challenge to increase their skills. Andy, who based on the observation showed steady WTC throughout the six meetings, explained in the interview:
    *"I used to be shy but now, I am more confident student. Because… why shouldn't I? As I grow older, I have learned why I should be afraid of what people think about me? We all eat rice. If they can do it [talk in English], I can do it too."*
    Andy's answer, when asked about his source of confidence revealed that despite having a variety of abilities in speaking, he considered everyone in the class has the same chances to improve their skills. Therefore, if there was anyone in the class who were willing to take that opportunity, Andy was convinced that he should be able to use that opportunity as well.
    In contrast, representing the un-WTC students, Carl kept on mentioning his lack of confidence when he had to talk in front of his peers:
    *"When I have to speak in the class.. speaking in front of the class, or with my friends, I don't feel confident. Maybe because I doubt myself. I doubt my own opinion, so… I don't feel confident to share it. It is worse when I have to talk in front of people that I am not very close with."*
    In the case of Carl, his lack of confidence created doubt in his own ability and forced him to remain quiet most of the time during the lesson. This condition became a hindrance to his active participation in classroom activities.

c. Anxiety

Students' anxiety was also seen to be one of the main factors of their WTC. However, it was found that anxiety was not merely experienced by the Un-WTC students. Both WTC and Un-WTC students underwent the experience when they had to communicate in English in the classroom.

As Nelly recalled, the reason behind her anxiety was due to the fear of being judged by others and being ignored, especially her classmates:

*"Umm… well, actually wherever you go, people always judge, like that. And.. well, it used to make me feel uneasy about it, now I don't really care. Well, in online, I mean I can actually probe easily and I can talk a lot. But in real life, I can't do that, because people, besides judging, they don't really like to make any conversation [discussion]. Sometimes, they just really tied to their phone, that's really hard to.. do any conversation [discussion]."*

The interview with Zelda showed that anxiety often appeared in students who have a high level of competence in English. She occasionally participated in the classroom discussion by answering the teacher's questions, mentioned:

*"In English class, I sometimes answered [the questions]. But most of the time, I didn't do it loudly. When I know the answer, I did answer, but only by whispering. I often feel unconfident when people are looking at me. Ee.. maybe, I just feel afraid of what people think about me."*

Lastly, Tim, another un-WTC student explained the reason behind his lack of confidence to communicate in English: *"In English pronunciation, the /r/ sound and some words are… difficult to pronounce when I try to. Maybe, if I have to talk with native speakers, they can't understand what I say. I am afraid of that."*

From the excerpts above, having the fear of making mistakes or being judged by their peers had caused their anxiety to take part in the communication. This effect was most prominent in the un-WTC students. The apprehension made the Un-WTC students to avoid communicating in the class even though they were given chances to talk by the teacher.

d. Perceived Communicative Competence

Students who have positive perceived communicative competence were most likely to feel confident to communicate in English (Gałajda, 2017). They considered themselves to have the required proficiency to talk. In the case of the Un-WTC students in this study, their perception of their skills tremendously raised their reluctance to speak in the class. When asked about his ability in English, for instance, Carl mentioned:

*"It is not that good, Miss. I don't really understand Grammar. It is difficult for me to create sentences. And vocabulary, I don't know much vocabulary. I just know a few… if there is a level [for English competence], I might be in the lowest [level], I think?"*

On the contrary with his statement, based on the observation, the author found that his skills were not as bad as his perception. A similar situation happened to Zelda, who had a native-like pronunciation, but believed that she was not good enough: *"I think it is not bad, Miss. Although I feel a little nervous about… nervous about… things like*

*Tenses. I am still learning… For speaking, it is not really good, but I… ee… I still practice.*"

However, the condition alike happened in the WTC group. Nelly who based on the observation showed actively participation in all six meetings, explained: "*[The English skills] is good for me. Actually, it's okay. But hmmm… there are so many things that [I] wish to learn more and I don't want to miss the opportunity [to learn], like that.*"

Another example is Clara who was considered to be a highly WTC student mentioned: "*Eee… [My English skill is] not bad. I think it is not bad. My speaking and listening skills are not that bad.*"

The excerpts showed that in the case of Un-WTC students when they believed that they did not possess the required skills to be able to participate in the classroom activities, they became hesitant to use the chance to practice their speaking skills during the lesson. While for the highly WTC students, their statements on the perceived communicative competence revealed two possibilities. First, the students did not consider themselves to have excellent skills. However, their objectives to practice had influenced their eagerness to speak in the class. Eventually, it lowered their anxiety to communicate by using English in the classroom (Lin, 2019). Second, the students mentioned that they had moderate skills in English, which might be caused by their eagerness to sound modest with their ability.

**The external factors**

The external factors were the underlying features of students' WTC which were caused by various reasons outside the students. The factors consisted of teachers' characteristics, types of activities and topics, and classroom atmosphere.

a.  Teacher's personality

In the present study, both groups entirely agreed that teacher's personalities played important role in encouraging WTC. There were some teachers' personalities that made the students felt welcomed by providing a comfortable atmosphere for the students to participate. In the interview, Kyle described the personality of the teacher he preferred: *"I think, [teacher] who does not force their opinions on the students, forcing the students to agree. It is good for everyone to give their opinions. Everyone has ideas."* Being open-minded and did not focus only on accuracy were prominent personality traits that teachers should have to promote students' eagerness to talk in the class. Both characteristics made the students feel safe to share their opinions as it lowered the students' anxiety, by eliminating the fear of making mistakes. Therefore, students did not feel that they needed to put their guard up during the lesson.

Similar to Kyle, Mike mentioned the teacher's characteristics that often resulted in students un-WTC:

*"When we are confused about something and ask [the teachers], they said 'that's why you should listen to what I said.' Sometimes, they don't explain, that's why we ask. We feel discouraged to talk [when the teachers act like that]."*

The teacher who did not appreciate the students' voluntary WTC, in this case by asking a question, made the students feel unappreciated.

Nelly explained her idea of being a supportive teacher:

> *"Well, umm… they give out the opportunities, the opportunities to speak and they really listen to what we have to say. How about like that? I mean like, they really listen to it and they respond to it, but sometimes they just look on their books, like that. Writing. They don't really listen to the students."*

One way to show appreciation to students was by listening carefully to what the students had to say. By doing this, students' willingness to speak will also increase.

b.  Types of Activities and topics

Although above-mentioned factors such as teachers' characteristics had an undeniable value in improving students' WTC, the role of the learning process itself could not be ignored. The chosen activities and topics could influence students' WTC. The findings showed that despite the groups they belonged to, WTC or un-WTC, the majority of the participants (8 out of 10) preferred small-group than large-class discussions. Small-group activities were believed to have the ability to make the students felt more comfortable communicating in the classroom. The result of the observation also showed that students felt more relaxed to share their ideas, as more students volunteered to participate in the classroom activities and shared their opinions with their groupmates compared to the large-class discussion. Carl, who often felt hesitant to express his ideas, commented on his preference:

> *"When we work in small groups, we tend to be familiar with the members. When we don't understand something, we easily discuss it. Because we have known each other, so we don't feel awkward anymore."*

Working alongside people with whom students were already familiar helped to lower their anxiety level because they felt less afraid to make mistakes or create misunderstandings. Besides agreeing on the types of activities they liked to do in the class, both groups agreed that using familiar topics affected the WTC directly. Mike explained this situation by saying: *"When we know the topics, we can easily elaborate our ideas, right? We can talk about many things. We can talk smoothly because we know what to say."*

Topics that were interesting and well-known to the students were the recipe for the strong WTC.

c.  Classroom atmosphere

As important as the activities and topics, the atmosphere in the classroom could also hinder or maintain students' willingness to talk during the instructions. When the majority of students were motivated, the unmotivated students tended to get indirect encouragement to learn more from their peers, especially when they worked in small groups. Thus, it was also possible when the majority of students were unmotivated and unsupportive, the motivated students tended to feel dejected. The participants also expressed that having supportive classmates can help to lower students' anxiety since it made them feel less judged.

Fred described his experience during the lesson:

> *"This often happens. [They] repeat what I said… how explain it? By using weird facial expressions. Sometimes, when I want to answer questions [from the teacher] or ask a question, I feel… My friends said, 'Why do you do that [answering or asking*

questions]?' Sometimes, I consider what people think about me, so when I asked, [they say], why do you that? When I answer questions [from the teacher], they say, 'How pompous!' Like that."

He added:

*"Sometimes when I talk in the class, some of our classmates listen to me carefully. But some others often make jokes about what I said. Sometimes, they laughed. I like to explain things seriously, so they will be serious as well."*

From the excerpts above, it could be seen that the participant felt annoyed when his peers acted uncooperatively during the lesson. Fortunately, in this case, his motivation to practice English by participating in communication could be defeated by the anxiety of being mocked by his peers. Nevertheless, those students who belong to the un-WTC group might feel discouraged. This could hamper them from participating in future activities. This finding highlighted the necessity of creating a classroom in which every member feels respected and listened to, especially when they had to share their own opinions and ideas with the entire class.

**Discussion**

Considering the contribution of WTC in the success of L2 communication, this study aimed to investigate the contributing factors that cause students WTC or Un-WTC in the Academic English class in the Indonesian context. Based on the findings, the decision to talk during the lesson was influenced by numerous factors, which were divided into two main categories, specifically internal and external factors. Furthermore, the result of the observation and interview also showed that there was none of these factors become the sole reason for the students' willingness or reluctance to talk in the class. Instead, there were simultaneous intercorrelations among each factor which led to their decision to speak or avoid communicating in the class. This finding was consistent with the result found in a previous study by MacIntyre & Wang (2021) suggesting that WTC is a complex and dynamic entity.

Among the underlying factors, the concept of ideal L2 self was found to be one of the main reasons for the WTC. Acting as the triggers that motivate the students to speak during classroom instruction, ideal L2 selves become the fuel for their actions (Peng, 2016). One possible explanation was that having a clear idea of what they want to be in the future, for instance studying abroad, being fluent in English, or getting a successful career, help the students in the WTC group to value the opportunities to practice their speaking in the classroom, particularly in the Indonesian context in which such opportunities rather scarce outside the classroom. This result supports the finding in Shen et al. (2020) research, which emphasizes the role of the ideal L2 self in WTC. Moreover, for the students in the Un-WTC group, the condition was quite contrasted. It was not that they had lack of motivation to learn English, but their inability to see themselves using English to communicate in the future had caused their reticence. As Chan (2016) had found in her research, having a vision of what they want to become help students not only to initiate but also sustain their actions. Therefore, as long as the students can directly see the real benefits of acquiring good speaking skills, they will strive to talk.

Interestingly, anxiety and confidence which are known for being the most crucial variables for willingness to speak (Gałajda, 2017), are not only suffered by the Un-WTC students. Even the students who always showed a high level of WTC, sometimes experienced

a lack of confidence and anxiety when they had to speak during the class. The way they reacted to their anxiety, however, made the enormous differences. Students who belonged in the WTC group maintain their willingness to talk in spite of their fears of being criticized, ignored, or humiliated for the mistakes they made, while the Un-WTC students complied with their apprehension and remained silent during classroom activities.

Furthermore, most of the time, their anxiety and lack of confidence were mainly caused by what they considered to be deficient in their English competence. Sometimes, their perception of their abilities hindered their readiness to take part in any speaking opportunities given to them. Although perceived communicative competence is believed to be one of the most significant variables on students' WTC compared to the other factors (Elahi Shirvan et al., 2019; Ghani & Azhar, 2017; Yashima, 2020), the result showed that the WTC and Un-WTC students consistently believed that they did not possess sufficient skills in English, especially in speaking. This is a common characteristic in the context of Asian students who are mostly reserved in personality (Yashima, 2020). As the WTC students take more opportunities to speak, they gain more confidence in their skills and reduce their apprehension (Lin, 2019). As a result, they can develop their speaking skills.

Lastly, the results also revealed the prominent role teachers and classroom atmosphere have in students' WTC. Teachers' personalities and preferences on classroom activities and topics used in learning can 'make or break' the students' willingness to speak (Mystkowska-Wiertelak, 2018; Riasati & Rahimi, 2018). The teachers who were open-minded, friendly, and supportive, were desired by the students for these characteristics gave them a sense of security to communicate. Teachers with these characteristics tended to react more positively toward students' mistakes and appreciated their students' decision to take part in classroom communication. Besides teacher personality, the situations in the class also had the immense impact on the students. This finding favored the result from a previous study, which highlights the prominence of having a "pro-social behavior" in any EFL class (Gałajda, 2017, p.28). In short, how their peers reacted to their ideas or active participation can boost their confidence, which in the end, will increase their WTC.

**CONCLUSION**

With the limited numbers of qualitative research done on the issue, this present study tried to provide a deeper insight on the issue, especially in the context of non-English students in higher education in Indonesia. The findings revealed that there are numerous factors behind students' WTC or Un-WTC. The factors encompassed ideal L2 self, confidence, anxiety, perceived communicative competence, teachers' personalities, types of classroom activities and topics, and classroom atmosphere. The interaction among those factors lead to students' decision to speak or continue being silent in the class.

There are some suggestions made based on the findings in this study. First, due to the complexity of the underlying causes of WTC and Un-WTC, Indonesian universities should consider the psychological issues in creating their EFL classes, since these issues has the undeniable influences in the success and failure of the learning. Second, teachers should be equipped with not only the pedagogical knowledge, but also about psychological issues in language learning and how to incorporate these knowledge into their teaching. For instance,

the encouragement from teachers is needed to build students' confidence, especially to the students who have low self-confidence and constantly consider themselves as incompetent language learners. Moreover, teachers need to put students' preferences into consideration in creating classroom activities or selecting topics for their lesson. Furthermore, teachers need to value their students' courage to take part in the activities by actually listening to the ideas rather than focusing merely on the correctness or accuracy of their grammar. Next, teachers can give feedback on students' speaking skills and ideas, but to ensure that these responses can help students to produce the desired result, the teachers should try to foster and maintain good rapport with their students. Lastly, teachers can show their support to students by creating lessons which allows students to express their ideas spontaneously and accommodate more small group-works as a variation to the traditional classroom activities.

Finally, the factors found in this study might only be the tip of the iceberg. The author believed that there should be more studies conducted to find other reasons behind the students WTC and Un-WTC in the Indonesian context. This study could only cover small numbers of participants and done in a short span of time. Therefore, the future research should cover larger numbers of participants, preferably from other levels of education and other areas in Indonesia. Also, the research should be done for a longer duration to get richer data to explain the obscurity behind WTC and Un-WTC.

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