



Academic Factors Influencing Non-English Students' Willingness to Communicate in English Classroom : A study in Nursing Students

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Abstract

In EFL classrooms, one of the primary goals of the teaching and learning process is to increase students' willingness to communicate (WTC). In higher education institutions in Indonesia, this study aims to identify variables that may affect students' WTC in EFL classes, specifically for nursing students. The quantitative research method was used in this research. In this study, questionnaire data were collected from 38 nursing students at Fatima Parepare (9 males, or 76.3%, and 29 females, or 23.7%). Descriptive statistics using percentage representations were used to analyse the study's data. The results of the present study thus demonstrate that speaking up in group discussions is one of the WTC's influencing elements for EFL students. Other findings from the study include: 1) the participant said that always eager to speak practice the speaking skills; 2) they find that discussions in group are the engaging activities in the English classes; 3) they are excited to speak if the discussion starting with number of critical questions; 4) the students find it easy to communicate and discuss in group. In order to support the findings of the questionnaire, the researcher interviewed a number of students. The results revealed that students are motivated to learn English because they hope to land a better job, that it will help them advance their nursing careers, that it will be useful when they travel and make friends, and that it will serve as a roadmap for those who wish to pursue higher education.

Keywords: Willingness to Communicate, Higher Education, EFL students, nursing students.

INTRODUCTION

Whatever its origin, scholars describe language in a variety of ways. These encompass social, cultural, and psychological topics in addition to linguistic ones. The common denominator throughout these many definitions, according to The Merriam-Collegiate Webster's Dictionary (Mish, 1993), Halliday (1973), as well as Brown (2000) is a language should be employed for communication. This concept is also supported by (Pinker, 1994) as well as Scollon (2004). It indicates that in order for language learners to become proficient communicators, they should utilize the English language either in or outside of the classroom. Their lack of language output and inadequate communication will be caused by their shyness or reluctance to communicate (Riasati, 2012). In

addition, (MacIntyre et al., 1998) found that proficiency in a first language does not necessarily translate into proficiency in a second language. As a result, the idea that encouraging learners to learn a second language or what we call L2 through willingness to communicate (WTC) makes perfect sense. Teachers must remember that encouraging students' WTC in language acquisition is crucial, especially when students have more opportunities to practice.

Another drawback is when teachers provide students a lot of opportunities to speak up but many of them just keep silent. Many students hesitate to speak up in higher education institutions after having already studied English for several years. In some instances, learners in EFL settings have very low levels of communicative proficiency in English because they don't take advantage of speaking

opportunities in the classroom and receive little to no exposure to it outside of it.

Some students like to speak up and express themselves when given the chance to do so, while others choose to keep quiet. Why are some language learners reluctant to speak out in class, even after studying English for a while? Even yet, it is not an easy topic to answer, especially when one considers the myriad important individual, social, language, situational, and other aspects that could make someone hesitant to speak up. This topic is unquestionably crucial to language instruction, and as such, it merits in-depth investigation. Understanding the factors that may improve or impair language learners' opportunity and readiness to speak in language courses therefore seems important in the current environment.

Understanding why some students are reluctant to talk in language classes is vital given that the purpose of language instruction is to encourage learners to communicate effectively. Students will get disinterested in studying the language as a result of such resistance. As a result, people will realize they are not learning anything new. The issue is greater in an EFL environment because students have little to no outside exposure to the target language. The students' opportunities to practice their language are few, and they can only do so in a classroom setting. There won't be another opportunity for them to practice their language if they don't speak up in class.

Studies on communication readiness have been undertaken in a number of nations utilizing English as a second language or a foreign tongue. Language acquisition communication techniques were found to have a direct impact on WTC in English in Malaysia (ESL), whereas motivation had an indirect impact on willingness to communicate (Yousef et al., 2013). While attitude toward the learning environment did not influence the second language in WTC (Peng, 2007) conducted a research in China finding that desire was the biggest intention of second language willingness to communicate. Riasati's (2012) research in the Iranian EFL context found that a number of variables, including the type of the task, interlocutor, topic of conversation, personality, teacher, classroom environment, and self-perceived speaking competence, affected willingness of the students to have a conversation in English. Additional, Aubrey (2010) investigated an EFL Class in Japan in terms of willingness to communicate as well. Using inter-group research to compare different class kinds, he discovered that class size had a significant influence on students' willingness to communicate.

The current study in an Indonesian environment where English is spoken as L2/FL also addresses willingness to communicate as the variable. Inconsistent

results have been found here as investigated in different countries and contexts.

LITERATURE REVIEW

1. WTC in a second language

According to past research, "the students' willingness to able to communicate" or what we call WTC is the time for EFL students to be ready to come to the class in a certain time with a person or together with other classmates with their English as a L2 or FL (MacIntyre et al., 1998). Or, to put it more simple, willingness to communicate is an intention to communicate, given an option" (MacIntyre & Doucette, 2010). Kang (2005) described the most recent definition of WTC as an individual's motivation to actively engage in doing the conversation in our daily communication. This tendency may alter based on the conversation's setting, the interlocutor(s), and the subject at hand, among other potential situational factors (p. 291).

We can draw the conclusion that willingness to communicate in a second language learning context refers to students' propensity to be able to actively participate in classroom interaction with a lot of potential variances, including the ability and the characteristics of students, the topic given, the type of the task given, classroom environment, and the influences from the students' culture. The foundation for this research is Kang's definition of WTC because it raises variables that may affect learners' WTC. Overall, learners have higher communicative skill the higher their WTC. According to MacIntyre et al. (1998) as stated in Peng (2007), students in English as a foreign language context who own little opportunity to actively participate with the the second language community—in this case, through conversation in EFL classroom—will have inferior language proficiency. Then, they both assume that more opportunities for learners to utilize the target language in communication must be provided.

2. Factors influencing Willingness to communicate

Why learners have varying levels of willingness to communicate is a fundamental question that may come up in relation to this topic. Teachers definitely see some talkative students using their L1 outside of the

classroom. They don't want to talk in EFL classroom, on the other hand, whereas those who aren't inclined to communicate in their native language outside of the classroom occasionally do. According to MacIntyre et al (1998), one's communicative confidence in an L2/EFL as the target language might range from 0% to 100%. Surprisingly, the majority of people possess high levels of L1 communication proficiency. This is why teachers' facilitation and motivational roles in learner-centered classrooms have a big influence on students' desire to actively participate in and communicate during classroom activities.

Researchers have carried out a large number of in-depth investigations on WTC and discovered a variety of antecedents that may explain why people have differences in their levels of WTC. Numerous variables can cause students to speak up or keep quiet, according to various studies on learners' perceptions of the factors determining their WTC level. These include students' motivation, the anxiety in communication, self-confidence, perception of their skills in communication, content and context, familiarity with the topic, personality, the opposite sex presence, mood, the type of the task that can be done either individually, in pair, in small group, or in the form of group work), the cohesiveness of the students, the familiarity of the students towards the environment, the classroom acoustics, the role and support of the teachers, and students' fear in making faults and being humiliated (Behzad et al., 2013; Cao & Philp, 2006; House, 2004; Riasati & Noordin, 2011; Zeng, 2010) Finding the factors that might affect a learner's readiness to speak up in EFL courses is crucial since the purpose of teaching the language is enabling the students to actively communicate in a real situation. This study makes an effort to identify those academic factors that can influence students' willingness to communicate in English in an Indonesian university—a nation well-known for its diversity—through a survey and interview.

RESEARCH METHOD

The study was conducted at Fatima Nursing Academy Parepare South Sulawesi. Among the 38 participants, 9 men (23.7%) and 29 women (76.3%) completed the willingness to communicate (UTS) scale. Aged 18 to 21, the participants participated in the academic year 2022–2023's English language for nurses' course. They had all enrolled in English as first-semester students. A completely random sample of the population is taken in the research using probability random sampling (Gray, 2016). Because it is thought that the research's population is quite homogenous in relation to the study's research topics,

this sampling technique is employed (Gray, 2016; Walliman, 2010). Only two semesters of English are taught to students at this institution. Considering that they were regarded as a beginning in university-level English learning, the researcher chose a sample from semester one.

Quantitative data were collected by the researchers. The investigation on willingness to communicate (WTC) was done by a questionnaire, and WTC was scored using a three-item Likert scale. The participants were instructed to rate how they felt about WTC in EFL classes in an English-language questionnaire. The demographic data and the students' opinions about the WTC were the subjects of this questionnaire. According to a 3-point Likert scale, where 1 means 100 % agree, then 2 means 50 % agree or what we call uncertain, and 3 means disagree, the students were instructed to score their understanding by responding to questionnaires in this study. Questions on the participants' demographics were included in the questionnaire's opening section. To prevent any misunderstandings, the questions were given in Indonesian. This survey aimed at getting students' opinions on the value of some factors that can influence the willingness of the students to communicate in EFL classrooms.

FINDINGS AND DISCUSSION

1. Findings

In general, the willingness to communicate (WTC) in English among college students studying nursing was fairly high. With acquaintances and friends rather than with total strangers, they preferred to speak English. In a similar vein, individuals appeared to choose speaking in front of small groups, such as those in a classroom, over speaking in front of big audiences. When the subjects are attractive to them, they will speak English more readily.

Based on the study topic, this section includes demographic data on the participants, descriptive data for the WTC of EFL students, and percentages of responses on the scale items. It also addresses the question of what factors affect non-English speaking students' willingness to communicate in English classes.

In this case, it can be seen in the table below:

Information		Frequency	%
Gender	Male	9	76.3
	Female	29	23.7
Age	18 – 20	32	84.3
	21 – 23	6	15.7

(Table 1. Demographic Information of Participants)

The percentages of male and female students in this academy were significantly different from one another, with a larger proportion of female participants. As illustrated in table 1 that was thirty-eight participants participated in this study. 9 or 76.3 % males and 29 or 23.7% females. The age ranges from 18 – 23 years old. The participant was in the first semester of the nurse academic program at Fatima nursing academy of Parepare.

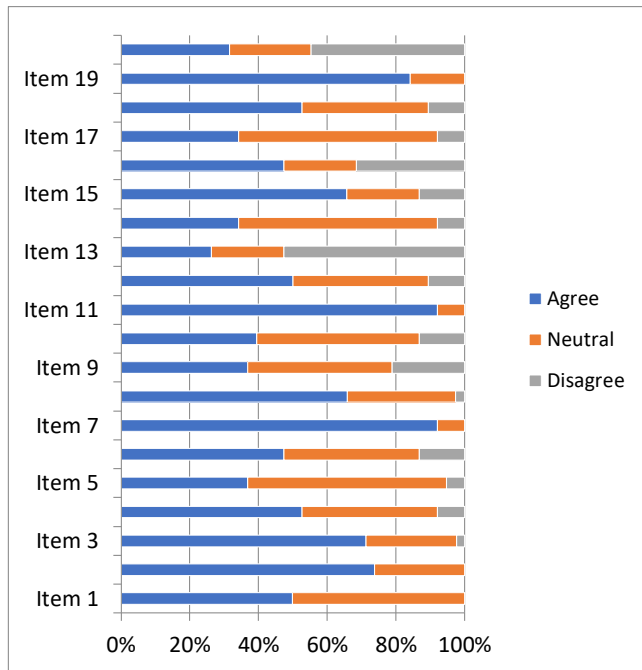
The table below shows frequency of response on willingness to communicate in English classroom:

No.	Students' Perception	Agree	Uncertain	Disagree
1.	I am excited to speak in front of the English class	55.3	44.7	0
2.	Group discussions are the activities I enjoy most in English classes.	73.7	26.3	0
3.	I enjoy starting the group discussion with a number of critical questions.	68.4	28.9	2.6
4.	I don't feel nervous to express my opinions in class discussions.	52.6	39.5	7.9
5.	I prefer talking rather than listening in the classroom discussions.	36.8	57.9	5.3
6.	I always confidently speak in front of the class.	47.4	39.5	13.2
7.	Classroom discussions are the best way to practice speaking English.	92.1	7.9	0
8.	I find it easy to have conversations in class discussions.	65.8	31.6	2.6
9.	I find it difficult to understand other people's talks in classroom discussions.	36.8	42.1	21.1
10.	I always want to talk with classmates and teachers when lessons take place.	39.5	47.4	13.2
11.	I am interested in speaking in group discussions if the topics discussed are interesting.	92.1	7.9	0
12.	I talk in classroom discussions even though the topic is less interesting.	50	39.5	10.5
13.	I'm the type of students who doesn't like to talk in group discussions.	26.3	21.1	52.5
14.	I was nervous to start conversation in class discussion.	34.2	36.8	28.9
15.	I don't feel ashamed to start a classroom discussion by asking questions.	65.8	21.1	13.2
16.	I feel ashamed if my answers are wrong in classroom discussions.	47.4	21.1	31.6
17.	I like English conversation classes more than others.	34.2	57.9	7.9
18.	I am always encourages to speak in class discussions.	52.6	36.8	10.5

Most participants stated their willingness to communicate on both comment likes *The best approach to practice speaking English is through class discussions.*(item number 7: 92.1%) and *If the things being discussed are fascinating, I'd want to participate in group conversations by speaking.* (item number 11: 92.1%), as shown in Table 2. Followed by *comment I constantly want to talk so I can work on my speaking abilities.* (item number 19: 84.2%), *My favorite class activities in English are group discussions.* (item number 2: 73.7%), and *I like posing a few challenging questions to kick off the group conversation* (item number 3: 68.4%). All of these questions generated WTC from EFL students in a higher education institution in Indonesia.

From Table 2, we can find that the percentages of the perceptions of the students about the factor affecting their willingness to communicate in an EFL classroom context are shown. The first statement was the most popular (The best approach to practice speaking English is through class discussions and If the things being discussed are fascinating, I'd want to participate in group conversations by speaking.) which chosen by 92.1% students. Statement number two received the most votes (I constantly want to talk so I can work on my speaking abilities.) agreed with 84.2%. The highest votes for statement number three (My favorite class activities in English are group discussions) received 73.7%. Number four in the highest votes was 68.4% (I like posing a few challenging questions to kick off the group conversation.). The majority of responses were supporting statement number five reached both (In class talks, I have no trouble striking up conversations, agreed by 65.8% of the students participants. In the sixth position, the students' choice that agreed 55.3% (Speaking in front of the English class excites me.). Statement number seven (I'm not afraid to voice my ideas during class discussions and I am constantly urged to participate in class discussions) received 52.6%. The next item put on number eight (Even though the content isn't particularly intriguing, I participate in class discussions) voted 50%. 47.4% goes to position number nine (I always talk confidently in front of the class and If I give incorrect responses during class discussions, I feel embarrassed). The most curious response to argument number ten (When classes are in session, I always want to chat with the lecturers and my fellow students) was agreed by 39.5% of students. Statement number eleven received the most responses (In class debates, I have trouble following other people's conversations.) reached 36.8%. The

next response takes place in twelve positions (I was hesitant to strike up a conversation during class and more than others, I enjoy taking English conversation classes) agreed by 34.2%. The majority of comments were in agreement of statement put on number thirteen (n a group conversation, I am hesitant to voice my opinions) which reached 31.6%. and the last position in number fourteen (I'm the kind of student that prefers to remain silent during group conversations) agreed with 26.3%.



(Figure 1. Percentage of Students' Perception on WTC)

Figure 2 show that item number one was agreed upon by 55.3% of the participants. Item number two received the unanimous support of 73.7% of the students. 68.4% of students selected as respondents selected option number three. Item number four received the support of 52.6% of the students. 36.8% of the students said that they concurred with item number five. Item number six received the support of 47.4% of the students. 92.1% of the students chose “yes” to response to item number seven. Item number eight received the votes 65.8% of the students. 36.8% of the students favoured item number nine in their vote. Item number ten approved by 39.5% of the students. As a result, figure 2 clearly displays the percentage of students' perceptions of the WTC from the next items, number eleven to twenty.

In addition, the researcher asked a number of students if they had ever travelled to a nation where English is the primary language of teaching in order to support the findings of the questionnaire. In response to the question "What motivates you to learn English?" here are some of the answers:

Siswa SS: "Saya mau belajar bahasa Inggris karena mau ku gunakan untuk cari pekerjaan"

Student SS: "I want to learn English because I want to use it to find a job"

Siswa AR: "Sebenarnya saya termotvasi sekali belajar, saya mau coba-coba selallu berbicara bahasa Inggris karena berharap ka nanti akan menunjang karir ku"

Student AR: "Actually I am very motivated to learn, I want to try to always speak English because I hope that later it will support my career"

Student NA: "Saya mau sekali lanjut (sekolah) di luar negeri, jadi kupelajari memangmi budanya nya orang luar supaya tidak menyusahkan nanti kalau saya keluar negeri"

Student NA: "I really want to continue (school) abroad, so I learn to understand the culture of foreigners so that it won't be troublesome later when I go abroad"

Student Z: "Motivasiku saya belajar dan mau coab berbicara bahasa Inggris karena suka ka' traveling. Jadi saya mau lancer bahasa Inggrisku, baru mauka juga dapat teman dari luar negeri"

Student Z: "My motivation is to study and want to try speaking English because I like traveling. So I want to improve my English, then I also want to make friends from abroad"

2. Discussion

The findings of this study showed that group conversations in a variety of activities were the most frequently and significantly reported elements impacting English language learners' willingness to interact and communicate (WTC) in the class at Indonesian universities..

Given that the main goals of first language and second language teaching and learning are to develop students' communication ability and willingness to communicate; this study's findings are discussed in detail. According to the study's findings, the majority of the students said that if the topic of

the group discussion interests them, they would like to participate in speaking on it. Discussion appears to increase learning. According to Del Favero et al., (2007) discussion appears to increase situational interest, particularly when pertinent subjects are covered. The same conclusion is derived by Nazari (2012), who indicate that classroom discussions can raise students' WTC by encouraging student engagement and lowering teacher speaking. As a result, Iranian EFL students are ready to start communicating in previously encountered contexts, such group discussions or interacting with acquaintances, according to Kamdideh & Barjesteh (2019).

The study contends that the best way to achieve this is by using English in class discussions. Small group discussions are widely seen as a strategy to reduce students' performance anxiety and provide them additional opportunities to engage in communicative interactions with others (Léger & Storch, 2009). The similar statement is made by Naughton (2006) who claims that tiny number speaking connections in second language (L2) and foreign language (FL) classrooms have long been thought to be advantageous for students who are having difficulty becoming proficient in the target language.

Additional information suggests that students are eager to participate in the class discussion. What the researchers find here that they are able to interact in class discussions, they are willing to speak in front of the English class, classroom discussions have become the best way to practice speaking English, they are constantly encouraged to speak in class discussions, and they don't feel embarrassed to do so. These factors all contribute to the fact that they enjoy starting the group discussion with a number of challenging questions. According to Menggo (2016), discussion-based instruction is most effective for students who are highly motivated to learn English because they can be critical speakers, actively engage in a variety of discussion activities, develop into high-responsibility learners who are involved in the teaching and learning process, are eager to be guided in various active learning, and are brave enough to share their ideas both inside and outside of the classroom.

Therefore, Del Favero et al. (2007) advised that lecturers or teachers in EFL classrooms use techniques or approaches to encourage student conversation and comprehension. Discussion-based teaching methods appear to be particularly helpful at fostering students' comprehension of a discipline's fundamental principles and epistemic procedures. An interesting strategy that has the potential to improve

students' WTC and ability in English foreign language classrooms is group work or conversation. It is useful to improve students' speaking abilities by adopting group work strategies (Siahaan, 2019). The most effective way to improve students' English competences and increase WTC, according to many experts and language practitioners, is through group discussion. According to Chen & Hird (2006), small group discussions in EFL classes are a crucial method for improving students' communicative proficiency in English. . Lee et al. (2022) suggest that when suitable chances for English use are supplied through instruction and institutional support, East Asian English as foreign language (EFL) learners may become more motivated to communicate. According to Fernández-García & ..., (2022), there is a much stronger correlation between students' speaking skills and their readiness to communicate in an EFL lesson..

The teacher and lecturer must thoroughly prepare discussion in all of its forms, including classroom discussion, cooperative learning, huge class discussion, classroom presentations, and even debate, under the full support of the student-centered approach. According to Shamsudin et al. (2017), debates were more successful at encouraging students to be communicative and self-adept.

In order to make the interviews with the respondents easy to understand, the researcher conducted them in Indonesian and after that translated the interviews into English for the transcript of the study's findings.

Student SS answered that she wants to learn English because she wants to use it to find a job. Lin (2010), the author of Language and Culture, said that many parents depend on their children to land respectable and high-profile employment. One method to do this is to expand their horizons by teaching them different languages, one of which is English. Motivation like this occurs all throughout the world; numerous studies have demonstrated that competency in English is essential for finding work (Al-Tamimi & Shuib, 2009; Daif-Allah & Aljumah, 2020; Dollah & Mustaqimah, 2016; Pathan et al., 2010; Yulfi & Aalayina, 2021).

Aside from Kim & Kim (2022) revealed that a significant amount was driven by career motivations, the number of students answered that they are motivated in learning because they hope it will support their career in the future. In line with this research, Kularatne & Suraweera (2022) said that English could change careers for greater opportunities. This is in line with the nurse materials in the classroom. Nursing students needed information on nearly every issue, including providing information on treatment plans or

diagnoses. The workgroup (small group, large group, and pairs) and discussion learning activities that nursing students need were as well. The research indicates, in conclusion, that students seeking careers in nursing require authentic English learning materials as well as learning exercises that will encourage collaboration and interaction with peers (Pradana et al., 2022).

Some respondents said they wanted to continue their studies overseas so they could better understand foreign cultures and that they wouldn't cause difficulty when they traveled abroad in the future. Curiously, Al-Tamimi & Shuib (2009) showed that a significant portion of the students expressed curiosity in the culture of the English-speaking world as shown in English-language movies. Finally, several educational implications that could help mobilize the students' attitudes and motivation were made available.

"I'm motivated to study because I enjoy traveling, and I also want to practice speaking English. I therefore want to work on my English, and I also want to meet people from other countries". Undoubtedly, everyone has a favourite nation they've always wanted to visit. Being able to speak with the inhabitants and learning about their traditions allows visitors to a nation to experience its culture in addition to taking in its sights and sounds, which is, to be honest, sometimes an uninteresting expedition. The impressions from such a vacation will be ten times more numerous (Khaydarovna & Nosirovna, 2022)

By analysing the information gathered from the observations, questionnaire, and interview, five characteristics of components that are present in the classroom and that the literature identifies as playing significant roles in determining the students' WTC were further examined. The five elements mentioned above are teachers, classmates, topic discussion, different sorts of activities, and the classroom setting (Peng & Woodrow, 2010) classroom environment predicts WTC, communication confidence, learner beliefs, and motivation.

CONCLUSION

The WTC of EFL students in higher education institutions in Indonesia was examined in the current study. The study's conclusions showed that the elements that influence EFL students' willingness to communicate (WTC) at higher educational institutions are motivated to continue actively speaking in class discussions if the themes are engaging. Other study findings that support these claims include: 1) participants' comments that speaking English in class discussions is the greatest

approach to keep practicing the language; 2) The participants find it simple to converse during presentations in class; 3) speaking in front of the English class makes them excited; 4) group discussions are their favourite English class activities; and 5) they like to get the topic going with a few pointed questions.

It is important to be mindful of the study's several limitations. First, we looked at students on a single institution with a small sample size. To collect thorough data and information from participants, we required a wide range of equipment. In order to encourage student discourse and WTC, the study's suggestion is that either the teachers or the lecturers, behaving as a manager and facilitator in the class, should supply a significant percentage of class discussion. Future research on related themes needs to examine: (a) the connection between the deciding factors that influence students' willingness to communicate (WTC) and their academic success.

SUGGESTION

This study is far from ideal and still has a number of flaws. Because of this, the researcher assumed that a different researcher will look at the alternative technique for educating readers. The researcher also believes that this study will be beneficial and can serve as a guide for other researchers who plan to investigate an issue that is comparable to this one.

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