

**THE WILLINGNESS TO COMMUNICATE FACTORS OF AN
INDONESIAN LECTURER**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



**Written By:
Marhamah Ika Putri
17322048**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURE SCIENCES
UNIVERSITAS ISLAM INDONESIA**

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APPROVAL SHEET

**THE WILLINGNESS TO COMMUNICATE FACTORS OF AN
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By
Marhamah Ika Putri
17322048



Approved on September 2021

By

Supervisor

(ISTA MAHARSI, S.S., M.Hum.)

RATIFICATION SHEET

**THE WILLINGNESS TO COMMUNICATE FACTORS OF AN
INDONESIAN LECTURER**

By

Marhamah Ika Putri

17322048

Defended before the Board of Examiners in September 2021 and Declared
Acceptable

Board of Examiners

Chairperson : Ista Maharsi, S.S., M.Hum.
First Examiner : Adam Anshori, S.S., M.A.
Second Examiner : Astri Hapsari S.S., M.TESOL

Yogyakarta, September 2021
English Language Education Department
Faculty of Psychology and Socio-Cultural Sciences
Universitas Islam Indonesia

Head of Department

Irma Windy Astuti, S.S., M.Hum.

NIP. 062216005

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, September 2021

The Writer,



Marhamah Ika Putri

17322048



MOTTO

“Live your life, you will remember.”



DEDICATIONS

I represent this thesis to myself, my parents, my brother, and all the people and parties who have helped me and supported me while writing this thesis.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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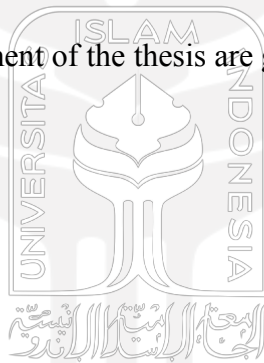
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Marhamah Ika Putri

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17322048

ABSTRACT

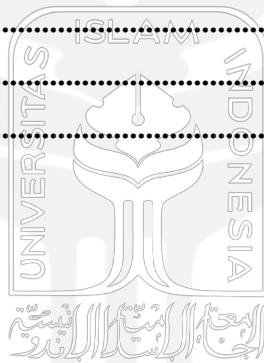
Despite the growing number of researches of Willingness to Communicate (WTC) in the English of the students, research of teachers' WTC in English is still scarce. At the same time, the factors influence WTC in English in authentic classroom interactions are still under research. This study aims to observe the factors influences WTC in the English language of lecturer in the context of Indonesia. The data were collected through audio and video recordings during an online classroom learning session where the participant was teaching her students. The data were then transcribed, coded, and analysed thematically by drawing from the Heuristic Model (MacIntyre et al., 1998). From the results of the analysis, the factors influenced teacher's WTC found when teaching are divided including: (1) responsibility, (2) giving instruction, (3) giving clarification, (4) excitement/talk about something familiar, and (5) giving appreciation (6) opportunity, (7) disappointment and lack of response, (8) explain instruction, and (9) society way of life. From the data interpretation, the factors influenced the WTC in English based on the Heuristic Model found five layers from six layers of the model. The implication of this study is to know factors that influenced WTC in English.

Keywords: *willingness to communicate, fluctuations in WTC, WTC in English*

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Every individual has difficulty and different conditions about understanding a second language, and sometimes it becomes a considerable problem (Alavinia & Alikhani, 2014). The Willingness to Communicate (WTC) in the target language has an essential role in entrancing the use of L2 in oral in the classroom and gives rise to language details. Therefore, using the second language appropriately is the eventual target of language learning (Wood, 2016). In the modern teaching practice, WTC in the target language becomes one of the essential parts of learning the second language. Since the WTC in the target language gives learners chances and a sign of someone's readiness to use a language and achieve authentic communication to another to interlocutors cultures by using the same language. The WTC in the target language has been offered as an essential part of the individual to communicating with interlocutors based on varieties of circumstances (MacIntyre, 1994). The WTC in the target language through the current situation becomes one of the essential ethical that been language learning and foreign language learning (FLL) to communicate with others (Bergil, 2016).

The purpose of learning languages can influence someone's motivation and willingness to learning language (Modirksameneh & Firouzmand, 2014). According to MacIntyre, Dornyei, Clement, and Noels (1998), learners' WTC in the target language in can be affected by self-confidence and enthusiasm in

conversing with interlocutors, whereas in, enduring influence on WTC affect persona and attitude to another L2 speaker. Moreover, Fallah (2014) stated the confidence in communicating using L2 and motivation become some of the points that could influence someone's WTC in L2. Research by Khodarahmi & Nia (2014) in Iran resulted that teachers' part in the classroom could influence the students' WTC in English, such as discipline strategies of involvement, recognition/reward/aggression, and punishment.

Moreover, the EFL learners' motivation in learning L2 can be influenced by the teachers' shyness directly. The teacher readiness and diffidence give incidentally influence between the self-confidence and motivation of the WTC in L2 (Fallah, 2014). The role of shyness and confidence can be the Communication Apprehension (CA) to someone. People who are introverted and have less confidence to themselves have high CA while extrovert have less CA (MacIntyre, 1994). Yet, a person with introvert characteristics will find it hard to do, mainly for the EFL/ESL context (Fallah, 2014). Based on Sato (2017) the WTC in the target language has an important vital in critical learning the second language (L2). However, throughout the use of the second language use can be increased and decrease regularly. The fluency of L2 can be improved by using the L2 frequently. Nevertheless, there is no research on WTC to the fluency of L2 real evidence about this. This objective research of Sato's (2017) refers to Japanese English language teachers regarding apprehension and lack of using English. Moreover, some research that has been conducted said if Japanese's English teach Japanese stated

as learners regardless to research that using WTC score to determine Japanese teachers' WTC.

Teachers and second language interlocutors' learners becoming two important indicator to critical evaluate their capability in using the second language. Speaking and listening skills are two essential skills to learn second languages in language education context to be able to speak and communicate well in its second language. A teacher should have the capability to deliberate the messages and do the same things in learning sessions of the target language (Sato, 2017). A teacher who can deliver his/her understanding upon a language through the students both in context inside and outside the classroom, can handle the difficulties of the teaching-learning process is a victorious (Alavinia & Alikhani, 2014). A teacher also is required to show the WTC and be very inspiring because to teach the English language there must be a lot of challenges that will be faced with (Sato, 2017).

The students who have more knowledge about a language do not guarantee they have the WTC in the target language (Bergil, 2016). In order to attract students' interest, a teacher should be able to fluent in English to reach a successful English-medium lesson (Sato, 2017). In other words, the students' WTC in the target language has a significant correlation between teachers' control methods in the classroom. Therefore, teachers need to be wise and cautious with the decision they made (Khodarahmi & Nia, 2014). However, students' WTC in the target language influence because their own willingness can be more successful in learning the language (MacIntyre et al., 2001). In context of studies about WTC in the target language still rarely to find in Indonesia, especially about factors that

fluctuates teachers' WTC in English, specifically for the teachers. The studies about WTC in the target language had been conducted most the researches about the students, not the teacher. According to Sato (2017) throughout the time of using and communicate activities, the fluctuations in WTC in the target language target can happen both for teacher and also the students. Yet for the teacher, it has not been tested empirically. In Indonesia, the teacher WTC in the English only some studies has been conducted. Moreover, during the pandemic, everything has changed include the ways of teaching learning activities to the online classes. Based on research by Nambiar (2020) argued, the change of teaching-learning medium made a huge impact on the quality of teaching learning especially because teachers and students tended to prefer in-person learning than online learning in terms of interaction.

Therefore, the purpose of this study is to identify the factors influenced WTC of an EFL English Department major teacher during an online class in Indonesia.

1.2 Formulation of the Study

The present study attempted to find factors that influenced WTC of an Indonesian lecturer's WTC in English in an online classroom to answer the following question:

1. What are the factors that influence the participant's WTC?

1.3 Limitation of the Study

This study is limited to a single participant with the observation was conducted only in single online class by Zoom video conference in one time.

Through the pandemic of COVID-19, the results also cannot be use to recognize factors that influenced teachers' WTC in English during the face to face classes. Therefore, further research is needed to find out the differences of factors influenced WTC of an EFL English teachers between online and offline classes.

Further, since this study is focus on the factors influenced WTC of an EFL teacher in an online class during the pandemic, the result of this research cannot be generalized to other online classes. Furthermore, the challenges been face by the teacher will be different.

1.4 Objective of the Study

This research aims to study about the factors influenced the participant's WTC in English during one of Extensive Listening course in a private university, English Department major.

1.5 Significance of the Study

The result of this study aims to give contribution on the field of English language education theoretically, empirically, and practically. Theoretically, this study will introduce the readers to the concept of WTC especially for the EFL lecturer. Furthermore, on empirical discussion, this study will provide empirical evidence on the factors influenced WTC for an EFL teacher during an online class of an English Department major. In practically, this study will be useful for the teacher to know about different perspective on how to teach students' in the class which the lecturer coping. Moreover each university have different kind of majors and standard on how to teach English for the students. Thus, the lecturer can find

another ways what factors would influence their WTC using the L2 in communicating it to the students.



CHAPTER II

LITERATURE REVIEW

2.1 Willingness to Communicate in an EFL Context

The idea of willingness to communicate accidentally found from the previous work by Burgoon (1976) about unwillingness to communicate as a construct that a person when they are trying not to keep communication with others because of some reasons, such as difficulties in finding the right words in the target language, the feeling of being isolated in a specific situation, intervention, lack of self-esteem, and CA. The WTC in target language at first expands by McCroskey & Baer (1985) as behaviour that been shown by someone when they are willing to communicate in using L2 with other individuals which were being influenced by some aspects. McCroskey & Richmond (1987) found how the learners' day been through, the current interaction with others they had, whom the individual they do the communication, how the individual its look, what it is got when communicating, and any kind of condition been mentioned and not, are some reason that could influence someone's WTC in the target language. Yet those previous did not show it in an understandable way or in explicit and it still does not test either it has relations in each many variables been mentioned (MacIntyre, 1994). The moment when an individual has right either they are willing or unwilling to do interaction with other individuals named as the WTC in the target language (McCroskey & Baer, 1985).

For that, MacIntyre et al., (1998) have developed a Heuristic Model of variables influencing WTC in the target language. Further there are six layers are involve in the model, each layer represents different variables influencing the WTC in the target language. The layers are including communication behavior, behavioral intention, situated antecedents, motivational propensities, affective-cognitive context, and social and individual context. Each layer represents an individual's decision and factors that could influence his/her WTC in the target language. The first three layers are situation-specific factors that tend to be temporary depending on where, when, and with whom an interaction occurs, while the last three layers are more stable factors closely related to personality, beliefs, and identities. Layer I is Communication Behavior, representing individual's behavior in using English in certain situations. Layer II is Behavioral Intention relates to factors which influences an individual's WTC. Layer III is Situated Antecedents, which is separated into two parts; desire to communicate with a specific person and state communicative self-confidence, representing personal reasons that influence an individual's WTC in the target language. Layer IV is Motivation Propensities, which including interpersonal motivation, intergroup motivation, and L2 self-confidence, representing an individual's tendency to be stable in WTC in the target language. Layer V is Affective-Cognitive Context, including intergroup attitudes, social situations, and communicative competence, related to an individual's motives and attitudes in WTC in the target language. Layer VI is Social and Individual context, representing intergroup climate and personality,

explains about factors which influence of personal and social factors of someone's WTC in the target language.

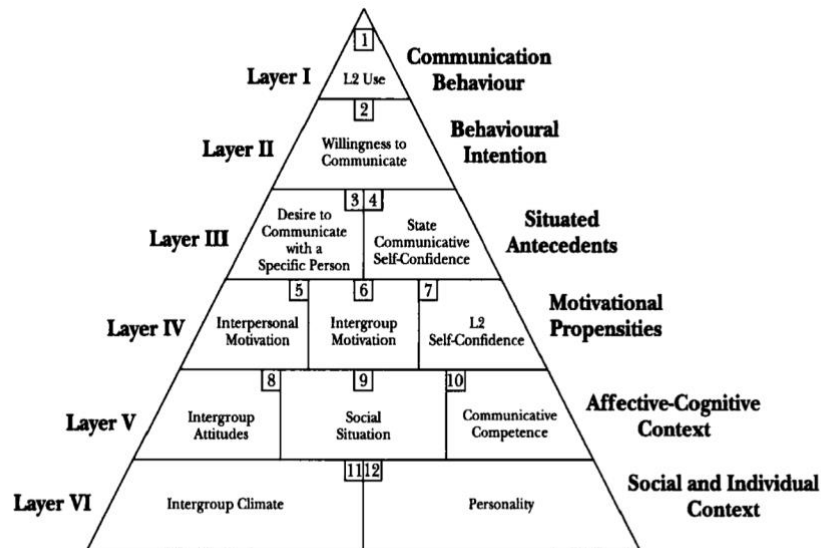


Figure 1 Heuristic Model of Variables Influencing WTC (MacIntyre et al., 1998)

Heuristic Model (MacIntyre et al., 1998) explains factors influence someone's WTC in the target language, it showed that WTC in the target language is fluctuates dynamically, which can be proved by the research's result conducted in Japan the fluctuation of WTC in English of Japanese English teacher (Sato, 2017). The result showed that there are so many factors that can influenced someone's WTC in English. For example, the WTC in English from the Sato's participant increased when the participant had chance to talk about his hobbies, and can be decreased when the participant not sure whether his explanation related to English were true or not to his students.

Which means, the WTC in the target language can be change all the time and dynamically. Some of researches which studying the WTC in English with the participant are the students that showed WTC in English is something can be change continuously. The first study has found in Indonesia (Havwini, 2019), which study about the Indonesian secondary school students' WTC in using English in the 2013 curriculum implementation. The study followed by 68 of students in 11th grade. It showed that the teacher's initiation during the communication in the classroom give big impact to the students' WTC in English. This study also suggest that teachers supposed to make strategies in order to encourage students to do direct communication in the classroom.

The second study by explained about the increase of WTC in English after doing online digital game-based learning (Reinders & Wattana, 2015). The study including students who had participated in a fifteen-week game-based learning and conducting six interviews for each participant. The research found that the use of online games influenced the increase in the WTC in English. The third study focusing on the role of teacher to increase the students WTC in English, they study resulted that teachers' discipline strategies of involvement, recognition/reward/aggression, and punishment in the classroom could influence the students' WTC using English (Khodarahmi & Nia, 2014). Another research study used correlational study have been participated by 252 Iranian English-major university students, Fallah (2014) found that self-confidence, motivation, shyness and teacher immediacy could be correlated with students' WTC in English both directly and indirectly. Another correlational study involving 243 university students by

Khajavy, Ghonsooly, Fatemi, and Choi (2014) found several predictors of WTC in English, with classroom environment as the strongest predictor. Although their study showing the complex factors of WTC in English, however their study did not analysed the dynamic nature factors of WTC in English. Therefore, Khajavy et al., (2014) suggested that qualitative study on WTC in English should be conducted.

In most researches about the WTC in English, most of the participants are students, while teachers are supposed to get the same attention as the students since teachers are also learners. Both teachers and learners WTC are related to each other, the WTC in English during the learning session might influence the students' WTC in English. However, the study that learned about the WTC in English in the context of the teachers still do not be study as much as the students though the students' WTC in English and teachers' WTC in English are related to each other. The students' WTC in the target language to a certain extent influenced by the teachers' ways of teaching in classroom. Whereas the teachers' WTC in English during the learning session might influence the students' WTC in English. Research conducted by Sato (2017) showed that students' interest in using the target language influenced by a teacher who fluent in communicate in English-medium lesson. Moreover, as a teacher, it is a must to show the WTC in English as a role model in using English because the students' WTC in the target language more or less influenced by the use of the target language of the teacher (Sato, 2017).

The research about Japanese's teacher WTC fluctuations in English becoming one of the observation-case study conducted in context of WTC in the target language (Sato, 2017), while this study observed about factors that influenced WTC

in English and the frequency of fluctuations in WTC in English. The study conducted by Sato using an observation and recall interviews with a participant is an English teacher. The study found out that the teacher's WTC in English increased and decreased dynamically. In the findings, it showed that the participant's WTC in English increased drastically when he talked about his personal and something he liked, however the WTC in English decreased when he became more anxious and when he express his disappointment. Sato's (2017) study resulted gaps related to the study, which are the lack of research related to the fluctuations of teachers' WTC in English and on the WTC in English of teachers. As suggestion, Sato in his study also suggest future researches need to be conduct related to the WTC in English but for students and teachers. In Indonesia, research which focuses on the fluctuations of WTC in the English language there still few of it.

Another study on teachers' WTC in English was conducted by Zarei, Saedi, & Ahangari (2019). The study is a qualitative study using focus group interviews involving 19 EFL teachers from Iranian studied the influence of socio-affective and pedagogic strategy on WTC in English in the classroom and the relationship between the factors to WTC in English for students and teachers. The study suggests that teachers, in order to use the socio-cultural background to encourage students' WTC in English, also need to know that background culture significantly influences it. Moreover, creating a positive and comfortable situation during the learning session could help the students be engaged and motivated to use English more. The study also found that rules night limited the students' WTC in English,

and making differences from one culture to another also influences the students' WTC in English. Therefore, teachers need to be knowledgeable about it. Fahim & Dhamotharan (2016), involving 230 trainee teachers in Malaysia, resulted that teachers' WTC in English could be influenced by several factors, such as each person has WTC in English to people they know or their friends. Moreover, the WTC based on gender, nationality, ethnic group, and types of study also have a massive influence on the teachers' WTC in English. Moreover, as teachers, it needs to be realized if each person has their own culture and needs to be knowledgeable about it because background culture has a significant impact on someone's WTC in the target language.

2.3 Theoretical Framework

This study contains the explanation about factors that influenced WTC in English of an English-major lecturer at a private Indonesian university. The factors that influenced WTC of an EFL lecturer during an online class in an English Department major in Yogyakarta is chosen as the issue of this research.

The theory below is the theory that explained the first expand of the term of WTC in the target language and the Heuristic Model (MacIntyre et al., 1998) as the main instrument of this study research. The Heuristic Model (MacIntyre et al., 1998) explained variables that influence WTC in the target language. These variables contains six layers include layer 1 (communication behavior), layer 2 (behavioral intention), layer 3 (situated antecedents), layer 4 (motivational propensities), layer 5 (affective-cognitive context), and layer 6 social and individual context).

This research concerns to the factors that influenced WTC of an EFL lecturer during an online class in an English Department major of university in Yogyakarta. Meanwhile, this study refers to the construct of WTC in the target language of McCroskey & Baer (1985).

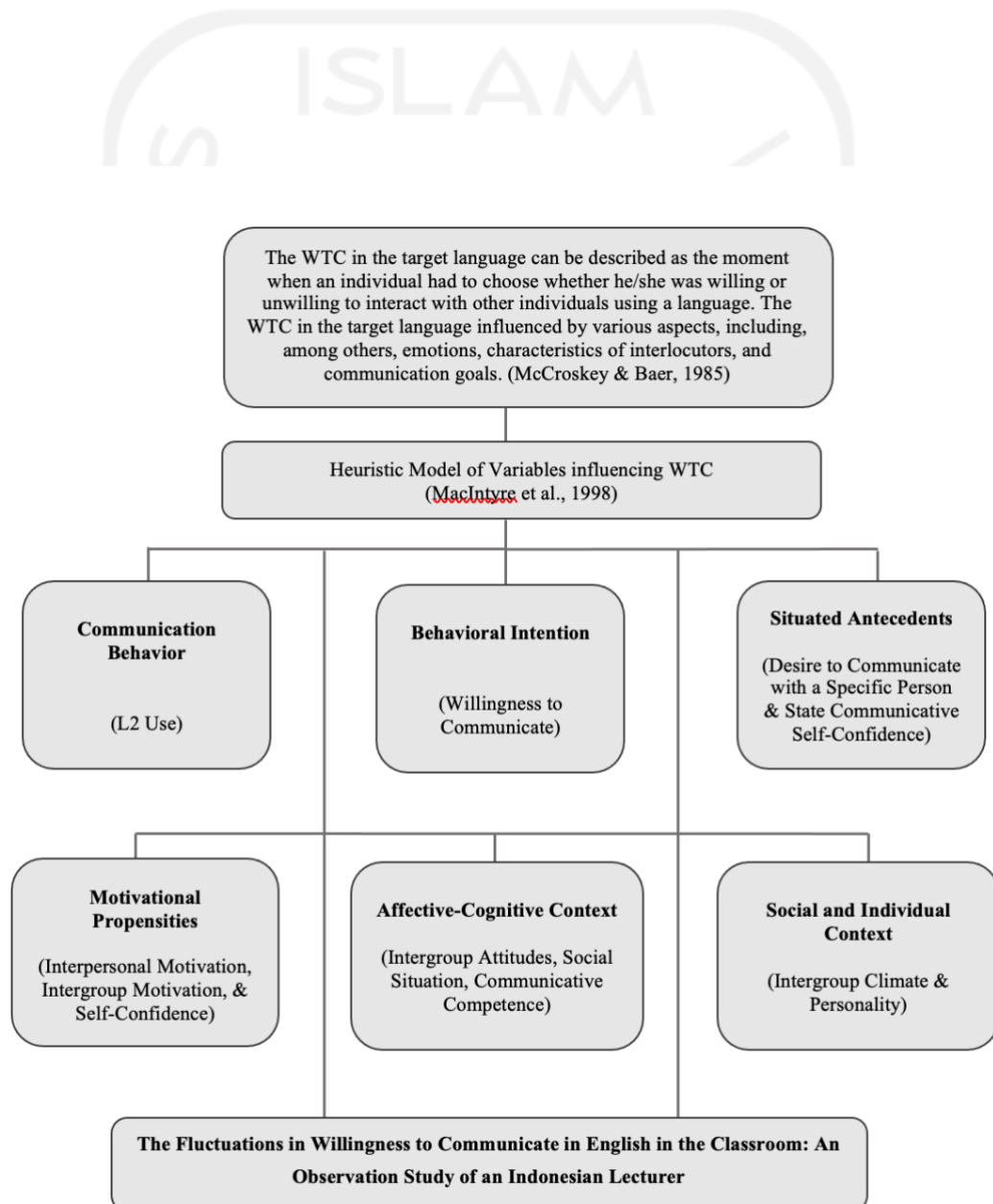


Figure 2 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

An observational study was used to examine the factors influenced of WTC of an EFL English Department major teacher during an online class. Every communication has made by the participant were audio and video-recorded for the analysis and the participant have a stimulated recall interview after the class. The research procedures conducted by doing an observation audio-video recorded during the learning session of an EFL teacher during an online class in an English Department major.

3.2 Data Preparation

3.2.1 Consent Form

The consent form is one of the basic principles of research ethics. The consent form requires informing participants about the research and understanding what they are involved in the study. Without a consent form, they will not know complete information about what it means to take part. Therefore, the purpose of the consent form is to ask for participant's consent during the interviews and analyses it to reach the study results.

3.2.2 Data Sources

The data sources were collected online. The researcher did audio and video recorder of the participant teaching during the online class. For the participant give a score for the each utterances and stimulated recall interview

it used Zoom Meeting as the platform to find more in-depth information. The voice recording and photos are also used to complete the data sources.

3.3 Setting and Participants of the Research

In order to conduct this study, Ayu had been chosen. Ayu is a female English-major lecturer at a private university in Indonesia, and the observation was conducted in one of her online teaching sessions for Extensive Listening course (Ayu is a pseudonym used to protect privacy of the participant). Since the first time the researcher asked Ayu to joined this study as a participant (February, 2021), Ayu had been teaching in the university for nine years. Ayu had started teaching English since the third semester of her undergraduate study. Ayu had visited the United Kingdom, Japan, and South Korea to give presentations in international conferences. It can be summarized if Ayu was considerably proficient in English. Ayu's Extensive Listening class consisted of 17 students aged 17-18 years old. All of the students were from Indonesia, and they were fluent Indonesian speakers with varying levels of English proficiency.

During the pandemic of COVID-19, everything has changed including the ways of teaching learning activities to the online classes which also give impact to the WTC in the target language of teachers while teaching the online class. This support by finding from Nambiar (2020) argues the medium changing of the teaching learning gives huge impact to the qualities of teaching learning, teachers and students tended to prefer offline learning to online learning.

3.4 Data Collection

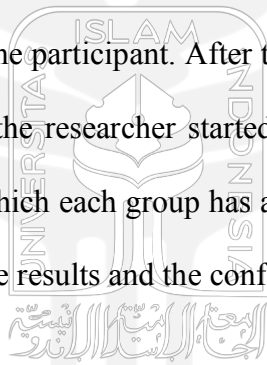
In order to gain a better insight about factors that influenced the WTC in English, this observational study involved an English-major lecturer at a private Indonesian university, and the data were collected through audio and video recording the interaction of a classroom online learning session in which the participant was teaching her students on February, 2021 with the duration of the meeting was 52 minutes 5 seconds. The data was conducted in one time and the data were then transcribed, coded, and thematically analysed by drawing from the Heuristic Model of MacIntyre et al. (1998). This model has been a main reference for the development of instruments measuring WTC in the target language, in the target language so it was also necessary to see how the model might work in qualitative research.

3.5 Data Analysis

Ayu was first contacted to ask for her participation for the study in February 2021. In order to avoid influencing her behaviour, Ayu was not informed further information related to the study. The class is an Extensive Listening course, lasted for 52 minutes 5 seconds. It had been done online by Zoom meeting conference, due to the pandemic of COVID-19 and during the learning session the students were having a discussion and several presentations related to the materials had been given previously which be delivered by some of the students. The lesson was both audio and video recorded to capture Ayu utterances, behaviours, and interactions with the students. The data from the recorded session were transcribed verbatim after the in-class observation. The research design of this study was qualitative

research. The instrument being used as a model examines the variables influence the WTC in the target called the Heuristic Model by Macintyre et al., (1998).

After that, the researcher identified and reviewed the interaction between the participant and the students, the factors, background, or reason that make the participant WTC in English, unwilling to communicate in English, or consistent using English during the learning activities. When the data had already been rated and interpreted for each utterance based on the Heuristic Model (MacIntyre et al., 1998). After interpreting the data, the researcher asked the participant to re-checking the data as the confirmation, which means there are two people analysing the data; the researcher and the participant. After the data had been confirmed and clarified by the participant, the researcher started to interpret each utterances, divided it into some group which each group has a different theme of the data, the researcher started to write the results and the confirmed data.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The data of the study were transcribed, coded, and thematically analysed by drawing from the Heuristic Model of MacIntyre et al., (1998). This model has been a main reference for the development of instruments measuring WTC, in the target language so it was also necessary to see how the model might work in qualitative research.

The results of the data analysis indicated that Ayu's WTC in English influenced by various factors that can be found from the data, divided into nine factors influenced the WTC in English from the beginning to the end of Ayu's teaching session based on the Heuristic Model (MacIntyre et al., 1998). At the beginning of the session, Ayu's WTC in English tended to be stable. Although her students frequently asked her using Bahasa Indonesia, Ayu kept trying to answer each question in English. During the discussion, Ayu's WTC in English was changed dynamically depending on how she and her students interacted during the learning session. After the discussion was done, Ayu used Bahasa Indonesia more often than English. In other words, Ayu's WTC in English was stable at the beginning of the session, fluctuated dynamically in the central part of the session, and decreased rapidly at the end of the session.

Utterances & Analysis Result	
#28	: Okay, so umm anyone who wants to represent the United States? [stable]
#29	: Two students from the United States? [stable]
#30	: Siapa yang mau mewakili? [fluctuates decrease]
#31	: It's just giving a summary. [fluctuates increase]
#32	: Come on? [stable]
#Student A	: *Student A name*, Mrs?
#33	: Okay, good job *Student A*. *Student A full name* very good. [stable]
#34	: And, once more? One more? [stable]
#35	: Selain *Student A* siapa lagi yang mau mewakili United States? [fluctuates decrease]
#36	: No one? Are you sure? [fluctuates increase]
#37	: Siapa ini? [fluctuates decrease] Who is this?[fluctuates increase]
#Student B	: Saya Mrs.
#38	: *Student B*, okay. [stable]
#39	: *Student B* and *Student A*, pasangan yang serasi. [fluctuates decrease]
#40	: Okay thank you *Student A* and *Student B* you are going to represent the United States. [fluctuates increase]

Figure 3 Findings

In order to find out the factors which influenced the WTC in English in the Indonesian context, this study was conducted. As a result, based on the analysis data, There were found some factors which influenced WTC English language as the medium language in the classroom. The data were analysed using thematic analysis, and after looking at the data coding and interpreting each utterances based on the Heuristic Model (MacIntyre et al., 1998), it can be concluded that some factors that influenced Ayu's WTC in English as follows: (1) Responsibility, (2) Giving Instruction, (3) Giving Clarification, (4) Excitement/Talking About Something Familiar, and (5) Giving Appreciation, (6) Opportunity, (7) Disappointment and Lack of Responses, (8) Explain Instruction, and (9) Society Way of Life.

The first factor influenced WTC of Ayu in English occurred when she did her duties as related to factor (1) Responsibility, talked about Ayu's WTC in English increase as she did her responsibility and duties as the teacher, The second factor influenced WTC in English of Ayu occurred when she did (2) Giving Instruction, related to Ayu as the teacher who always use English as she gives any instructions related to the learning activities, The third factor influenced WTC in English of Ayu occurred when she did her (3) Giving Clarification, related to Ayu's behavior who always use English to asked questions to clarify something that related to the topic of the meeting that day. She kept repeating asking questions to the students using English. The fourth factor influenced WTC in English of Ayu occurred when she did her (4) Excitement/Talking About Something Familiar, related to Ayu's behavior changed when she talked about something she knows, and it increased her WTC in English. The fifth factor influenced WTC in English of Ayu occurred when she did her (5) Giving Appreciation, related to how Ayu likes to appreciate the students after the students did something that could make her happy. The sixth factor influenced WTC in English of Ayu occurred when she did her (6) Opportunity, which talked about when it comes to something unrelated to the learning activities, Ayu's WTC in English decreased because she chose to used Bahasa Indonesia as the medium to communicate with her students. The seventh factor influenced WTC in English of Ayu occurred when she did her (7) Disappointment and Lack of Responses, related to Ayu's WTC in English decrease when the students ignored her word and she gave negative emotions as the response which decrease her WTC in English. The eighth factor influenced WTC in English

of Ayu occurred when she did her (8) Explain Instruction, related Ayu's behavior which changed when the students asked something that Ayu had already explained in English. As a result, Ayu needs to re-explain the instructions. Most of the time, Ayu uses Bahasa Indonesia to hope the students might have a better and deeper understanding of the learning activities. The ninth factor influenced WTC in English of Ayu occurred when she did her (9) Society Way of Life, related to how Ayu showed her sense of humour and talked about some things she and the students know as Indonesian natives. The following results previously were interpreted based on the theory from the Heuristic Model by MacIntyre et al., (1998), which talked about factors that influence someone's WTC in the target language.

4.2 Discussion

Based on the results of the data and interpret of MacIntyre's Heuristic Model of Factors Influencing WTC in the target language, based on the data was found, the layers include in this study showed layer I Communication Behavior (L2 Use), layer II Behavioral Intention (Willingness to Communicate), layer III Situated Antecedents (Desire to Communicate with a Specific Person & State Communicate Self-Confidence), layer IV Motivational Propensities (Interpersonal Motivation, Intergroup Motivation, & Self-Confidence), and layer V Affective-Cognitive Context (Intergroup Attitudes, Social Situation, & Communicative Competence). The layer that cannot be found include one layer: layer VI Social and Individual Context (Intergroup Climate and Personality). Based on this finding, it can be said that MacIntyre's (1994) study result related to someone's WTC in the target

language influence by complex factors, which every individual has their own different factors that influence their WTC in the target language.

4.3 Factors Influenced WTC in English

4.3.1 Responsibility

Responsibility is the first findings from the coding data which became factors influenced Ayu's WTC in English. The part of the conversation below shows that Ayu kept using English from the beginning of the classroom. As the opening, she greeted her students and mentioned something related to the previous assignment when she asked her students to watch some video references presented by the students in this meeting. During the reminding sessions, Ayu kept using English as part of her duties and responsibility as a lecturer.

#1	: Okay, so let's start our class today. [stable]
#2	: Bismillahirrahmannirrahim
#3	: Assalammu'alaikum warahmatullahi wabarakatuh
#Students	: Wa'alaikumsalam warahmatullahi wabarakatuh
#4	: Okay.. ummm.. [stable]
#5	: Nice to see you again. [stable]
#6	: This week umm.. in our agenda, we are going to have uhh, group discussion and group presentation, uhh [stable]
#7	: Before that I would like to ask you, have you watched the video? The reference video that I share? [stable]

The theme of Responsibility is relevant to Layer I Communication Behavior on using the L2 Heuristic Model by MacIntyre et al., (1998). In this theme, Ayu did her job by speaking English mostly while talking about her duties as a teacher. Ayu technically is a lecturer, which means she uses English almost every day to interact with both students and co-workers. It

also relates to the explanation that the use of English in daily life referred to L2 on Communication Behavior. Someone needs to have the chance to give chances as the first step to make them willing to use the target language.

This statement is also relevant to Sato's (2017) findings which focused on teacher's WTC in English fluctuations. His result showed that in order for the teacher is having WTC in English, the teacher needs to have the capabilities in using both the L1 and also L2 to be able to deliver the message through the students. Moreover, Khodarahmi & Nia (2014) also stated that the role of the teacher as the one who guides and leads the classroom learning activities also has significant influences on the students' WTC in English. What Ayu has been done, as can be seen in the previous conversation, showed that since she has the abilities in using English, as can be proven by her study's and experience's background in using English.

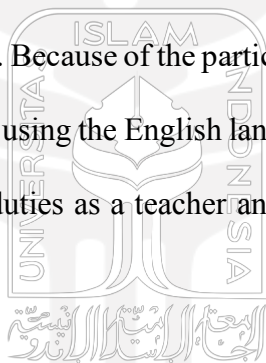
4.3.2 Giving Instruction

The Giving Instruction is the second findings from the coding data which became factors influenced Ayu's WTC in English. From the conversation below, while Ayu kept explaining the students' supposed at the beginning of the learning session, she always uses English as the bridge to communicate and deliver her messages related to the instructions. This might be influenced by the fact that Ayu's class is focused on the students' listening skills, which motivates her to use English as much as she can to give instructions to them.

#9	: So, there are four people, me as the discussion leader, and three others are as the presenters. [stable]
#10	: So, today, there might be not all students who are going to deliver the summary, but maybe some of you. [stable]
#11	: Okay, so I would like to ask you to voluntarily, instead of, I will appoint you. [stable]
#12	: Okay, right. [stable]
#13	: Umm.. but before that, this is the map of your source of listening. [stable]
#14	: Umm.. There are some students who have fill in the listening diary, and your sources of listening are from around the world. [stable]
#15	: Some of you listen to Michele Obama from the United States. [stable]
#16	: And some of you listen to Emma Watson and BBC which is from the United Kingdom. [stable]
#17	: And then some of you listen to the story from important figures from Pakistan and India. [stable]
#18	: Uhh... I think most of you have this sources are from Ted Talk. [stable]
#19	: Ya, as for uhh.. Michele Obama and then BBC, umm.. most of you got the resources from Youtube. [stable]
#20	: Okay, and there is one interesting source, one student who got this source from China. [stable]
#21	: Umm.. so that you have been around the world, everyone. [stable]
#22	: Okay, now um.. we are going to have a discussion, umm.. I would like five students representing these countries. [stable]
#23	: So if you manage to listen to Michele Obama, then, 'okay that's me, that's me who listen to umm Michele Obama speech.' [stable]
#24	: Or, 'it's me who listens to BBC umm education.' [stable]
#25	: Or, 'it's me who listens about uhh the story from Chinese girl.' [stable]
#26	: 'it's me who listens ummm someone from India, it's me who listens to a talk show from Pakistan.' [stable]
#27	: So, if you think that you uhh represent these, one of these countries you may voluntarily, umm.. express your summary, in our class today. [stable]
#28	: Okay, so umm anyone who wants to represent the United States? [stable]

The theme of giving instruction is relevant to the layer III Situational Antecedents on state communicative self-confidence from the Heuristic

Model by MacIntyre et al., (1998). In this theme, Ayu, most of the time, talking about how the class should go. From the beginning of the class to the end, Ayu at first always keep their WTC in English to give instructions to students. Related to what has been explained, the Situated Antecedents are moments that impact someone to use the target language because some factors are the reasons for someone to have WTC in English. Whereas the state communicative self-confidence on Layer III of Situational Antecedents (MacIntyre et al., 1998) describes a condition where someone feels has the ability and confidence to have WTC in English. This factor was related to the factor of Responsibility. Because of the participant's status as an educator and her daily life, she keeps using the English language, which directly influences her to keep doing her duties as a teacher and speak English for most of the learning sessions.



This also relates to Fallah's (2014) finding that confidence and motivation in using English could influence teacher's WTC in English. As Ayu's background of the study and her experience teaching English either as a teacher or lecturer could influence her WTC in English and factors that encourage her and give her chances to using English when explaining something related to the learning activities, as the conversation shown above.

4.3.3 Giving Clarification

The Giving Clarification is the third findings from the coding data which became factors influenced Ayu's WTC in English. The part of the

conversation below showed that Ayu kept trying to use English as the medium to communicate with the students, even though she unconsciously use some words in Bahasa Indonesia at the end of her utterances. As Kang's (2005) finding results, the context of the conversation could influence the speaker and its interlocutors' excitement of WTC in English, specifically if both parties knew about the topic they were talking about.

#109	: Umm.. So, it is about seeing obstacles as opportunities and also umm respect [stable] ya [fluctuates decrease]
#110	: So this is a little bit different from uuhh *Student A*, Michele Obama is as policy maker while Kanya King, is it the name? CEO? [fluctuates increase]
#Student E	: Yes Mrs, founder and CEO.
#111	: Okay, founder and CEO, okay. [stable]
#112	: This is about leadership. Women leadership. [stable]
#113	: Okay, thank you, good job *Student E* Granger [stable]

The theme of Giving Clarification is relevant to the Behavioral Intention Layer II in the Willingness to Communicate of the Heuristic Model by MacIntyre et al., (1998). In this theme, the context of Giving Clarification means that the participant asks more questions to students related to something relevant to their assignment. The purpose of asking more questions is to make a situation more straightforward and accessible for other students to understand. Moreover, this model showed that whenever someone has its WTC in the target language, there should be chances and also motivation to use its language. What Ayu has done revealed that her actions indicate there was the motivation of WTC in English as she was asking some questions in English, even though the students answered her questions in Bahasa Indonesia.

#162	: Okay.. so you want say that she is brave to break the culture. [stable]
#Student B	: Yes tribal tradition (34:49) which is not allowed any girls to get proper education, or highest education, like university
#163	: Okay. Did it.. Uhhh was it something happen to her? When she broke the, the, tradition? [stable]
#Student B	: When.. when it's the process Mrs. Ketika masih anu sih, berusaha mematahkan hal itu, atau di kuliahnya itu dia banyak dicemooh karena tidak sesuai sama tradisi. (MISSING RECORD) (35:24) Al Mansori di Yaman.
#164	: Ya..[fluctuates increase] Okay. So it's more on social punishment? [fluctuates decrease] Ya?[fluctuates increase]
#Student B	: Yes, social punishment.

The conversation above showed that even though the students kept answering her answer in Bahasa Indonesia, Ayu kept trying to use English because it also caused of her duties as a lecturer, and keep using English, could also influence the students' behavior and language option as the medium to communicate each other. According to Bergil's (2016) study result, even though students have more capabilities and abilities in using English, it does not mean they might be willing to communicate with each other. Even though students with higher WTC in English by their motivation could meet the success in the English (MacIntyre et al., 2001), however, it might be a different case if the teacher has the willingness and motivation to use English more often in the classroom, which could influence the students' behavior and interest (Sato, 2017).

This also related to McNeil (2012) findings result, which stated that it is essential for teachers to keep asking continuous questions related to the references or topic which students also talking about it in English in order to encourage the students to have WTC in English and the responded might

become longer because the students have prior knowledge referred of the topic. It can also be seen from the conversation above when the student started to follow Ayu using English even though he mixed the languages in some parts.

4.3.4 Excitement/Talk About Something Familiar

The Excitement/Talk About Something Familiar is the fourth finding from the coding data which became factors influenced Ayu's WTC in English. The part of the conversation below it showed that Ayu's WTC in English was indicated increased when she talked about something she knew which attracts her interest. In the conversation below, Ayu talked about a character of serial movies from the United Kingdom, which she knew. From her tone of voice, it can be assumed that she knew the movies well and was likely to talk about them more.

#104	: Alright, so we will continue to our next house of representative, *Student E full name* from United Kingdom. [fluctuates increase]
#105	: You may speak like Hermoine Granger (14:20) if you want to. [stable]
#106	: Hahaha, okay, go ahead *Student E*. [stable]

The theme of discussing something familiar is relevant to Layer V The Affective and Cognitive Context on Social Situation of the Heuristic Model by MacIntyre et al., (1998). In this theme, Ayu's WTC in English increased when she talks about the things she knew. In some data analysis cases, when Ayu talked about her personal information or something that attracted her

interest, the tone of her voice sounded happy, and it affected her WTC in English.

#218	: Okay hold on [fluctuates increase] ini bisa keliatan gak? Gambar larva? Keliatan ya? [fluctuates decrease]
#219	: My son doing, drawing.[fluctuates increase]
#220	: Okay, Student I? Student O? Student J? [stable] Sudah semua? [fluctuates decrease]
#Student G	: Bingung Mrs.

From the conversation above, when Ayu has opportunities to talk about her family, which is her son, Ayu's WTC in English was increased. It can also be assumed that she felt happy from her tone of voice when talking about her son. This is related to Kang's (2005) findings of context excitement. The topic, which was talking about the participant about something they knew or were interested in, tended to increase the WTC in English. Kang also stated that some contexts could influence someone's WTC in English based on the family, interest, culture, and others.

4.3.5 Giving Appreciation

Giving Appreciation is the fifth finding from the coding data which became factors influenced Ayu's WTC in English. From the part of the conversation below, it can be seen that Ayu's WTC in English was decreased when no students answer her question. However, when a student responded to her, unfortunately, her WTC in English was increased. She also appreciates the student with affirmation words as her thankfulness and relief if there was still a student who responded. She appreciated the student braveness, as well as her WTC in English also increased.

#29	: Two students from the United States? [stable]
#30	: Siapa yang mau mewakili? [fluctuates decrease]
#31	: It's just giving a summary. [fluctuates increase]
#32	: Come on? [stable]
#Student A	: *Student A name*, Mrs?
#33	: Okay, good job *Student A*. *Student A full name* very good. [stable]

The theme of Giving Appreciation is relevant to Layer IV Motivational Propensities in the Interpersonal Motivation of the Heuristic Model by MacIntyre et al., (1998). In this theme, every time Ayu appreciated one of her students by giving them the words of affirmation, her WTC in English increased. One of the factors affecting WTC participants in English is that when she is tried to give instructions during the learning session, her students will not respond to what she is said. At some point, she seemed annoyed and disappointed with the situation. However, when students responded to her, she would be pleased and keep repeating the word of affirmation she has given to her students. The Interpersonal Motivation (MacIntyre et al., 1998) indicates the relationships between the speaker of English to the interlocutors, which was Ayu as the lecturer and her students as her interlocutors.

Interpersonal Motivation is also related to the relation between the speaker and the L2 use. In this model, two factors that influenced Ayu's WTC in English according to the Heuristic Model (MacIntyre et al., 1998) were Control and Affiliation. Control was related to the chances of the L2 to use English in a context he/she has the power to use it more. From this context, as the lecturer, Ayu has the power to keep using English or Bahasa Indonesia. Affiliation was related to the L2 speaker's attractiveness to build conversations with the

interlocutors. In this context, Ayu as the lecturer, built the connection between her and the students by using English as the communication medium. Her Motivation to always kept trying to appreciate the students who are willing to show themselves could influence the students' Motivation and behavior of WTC in English.

#56	: From China maybe? Or United Kingdom? [stable]
#Student C	: *Student C* Mrs.. yang China
#57	: Okay thank you *Student C*. Good job. [stable]
#58	: *Student C full name*. Thank you *Student C*. [stable]
#59	: From United Kingdom no one? [stable]
#60	: *Student D*! Very good job *Student D*, from Probolinggo, ah Purbalingga. [stable]

The conversation above showed that Ayu kept appreciating students whenever they did something remarkable. More or less, it also influences the students' motivation in using English. This was related to Zarei, Saedi, & Ahangari's (2019) findings which mentioned that it could encourage the students and make them believe with themselves if they can do and say anything in the classroom because of the affirmation words delivered by the participants. Ayu's supportive behavior has a massive impact on how students behavior and WTC in English.

4.3.6 Opportunity

Opportunity is the sixth findings from the coding data which became factors influenced Ayu's WTC in English. It showed that Ayu started to use Bahasa Indonesia when the students did not respond directly to her utterances. From the conversation below, Ayu's WTC in English were changed

continuously based on the student's response to Ayu's utterances. After she got the clarification from the student, Ayu spontaneously changed the language to English as it is part of her duty because, in this context, Ayu asked some students to become the representative for each video topic that she has been asked them to watch in the previous meeting.

#67	: *Student B* dari Yemen, okay. [fluctuates decrease]
#68	: But you will present from United States first? [fluctuates increase]
#69	: Yang US dulu aja? [fluctuates decrease]
#Student B	: Saya gak ada yang US Mrs
#70	: Oh I see.. Okay so *Student B* will present Yemen from Yemen. [fluctuates increase]

This Opportunity theme is relevant to layer V of the Affective and Cognitive Context in the Social Situation of the Heuristic Model by MacIntyre et al., (1998). In this theme, when students talk to her and ask or answer questions in Indonesian, the participants follow them. A person's behavior when using L2 also depends on the other person and some primary reasons that influenced the social situation, which also been described by MacIntyre et al., (1998) in the Heuristic Model. Several situations which triggered someone's WTC in English in the Social Situation are the interlocutors including the speaker relationship with the interlocutors and some personal background of the interlocutor such as age and gender, the situation, the goals of the communication, the matters of making conversation, the medium to communicate such as verbal communication and non-verbal communication.

4.3.7 Disappointment and Lack of Response

Disappointment and Lack of Response is the seventh findings from the coding data which became factors influenced Ayu's WTC in English. The conversation below showed that Ayu's WTC in English kept changing dynamically from time to time, and when it comes to keeping her duty, the WTC in English increased. Ayu started her utterances by kept using English. However, when there were no students responded to her, she showed her disappointment and changed the medium of the conversation in Bahasa Indonesia, which expects there might be students who responded to her. However, after some attempts, Ayu returned to use English, showed her emotion, and pointed out if she can keep the class continuing or dismiss the class. However, she kept asking the students questions and encourage them to be brave by using English.

#41	: And now, the United Kingdom, anyone? [fluctuates increase]
#41	: Who listen to BBC English? [stable]
#43	: Siapa yang mau mewakili? [Flucutates decrease]
#44	: Ya?? [fluctuates decrease] I will take the score, [fluctuates increase] lho. [fluctuates decrease]
#45	: Siapa umm.. yang mau mewakili? [fluctuates decrease]
#46	: From United Kingdom. Anyone? [fluctuates increase]
#47	: United Kingdom, let's save the time. [stable]
#48	: Now.. from China. [stable]
#49	: Siapa yang mau mewakili dari China?[fluctuates decrease]
#50	: From China? Yes? [fluctuates increase]
#51	: Should I dismiss the class or should I continue the class? [stable]
#52	: Come on, okay come on guys. [stable]
#53	: It's okay, just try. [stable]
#54	: Try to report, it's only summary. [stable]
#55	: It's very easy, come on? [stable]
#56	: From China maybe? Or United Kingdom? [stable]

This theme of Disappointment and Lack of Responses are relevant to the Situated Antecedent that lies in layer III on the sub-them of the Desire to Communicate with Specific People of the Heuristic Model by MacIntyre et al., (1998). This theme is related to the lack of student response when the participant gives instructions. The data analysis created feelings of disappointment due to the lack of student responses when participants continued to repeat the instructions. There were no students who responded at first. Then, she kept repeating the instructions, showing her emotions for the lack of response by her students, and even in some cases, she demonstrating her authority as a teacher in the classroom, which makes the students respond to her.

The disappointment she showed came from the students' lack of responses which triggered her to use Bahasa Indonesia as she hopes it could make the students willing to respond to her. However, it did not change anything, which turned her showed her emotion. This related to Sato's (2017) finding that lack of responses could be made the teacher showed her disappointment as negative emotion triggered the teacher to use L1 as a reaction. According to Kang (2005), the interlocutors' could influence the speaker to have WTC in English. If Interlocutors show equal excitement during the conversation, it could boost the speaker's WTC in English. Whereas, if the interlocutors act passively during the communication, it could influence the speaker's WTC in English.

4.3.8 Explain Instruction

Explain Instruction is the eighth findings from the coding data which became factors influenced Ayu's WTC in English. As it can be seen from the conversation below, Ayu's WTC in English kept changing continuously, especially when it came to the moment when Ayu needed to explain the instructions, which she has said previously in English. However, because there students still kept asking her about the instructions she actually has explained before in English, she tried to re-explain it in Bahasa Indonesia to make it became clearer. From the conversation above, before Ayu started to re-explain the instructions, she kept using English continuously as the medium to communicate with the students. However, when it comes to the situation where no students responded to her, she tried to use Bahasa Indonesia to assume that the students might not understand what she said.

Nevertheless, she kept using Bahasa Indonesia as students were slowly willing to respond to her as she mentioned each of the students. In the middle of the conversation, she was also mixing the language to re-explain the instructions to the students. At the end of the conversation, she ended up using English to communicate with the students.

#191	: Umm. I'm a little bit lost. *Student D*, who is the name of the woman? [stable]
#Student D	: It's the narration.
#192	: Pardon? [stable]
#193	: Oh it's a narration? [stable]
#194	: It's okay, alright. And then, umm.. okay. [stable]
#195	: One more from *Student C* [stable] ya, [fluctuates decrease] actually. [fluctuates increase]

#196	: So, umm.. listeners, I would like you to write down the name uhhh of the speakers. [stable]
#197	: For example, *Student A*, *Student A* [stable] Michele Obama ya tadi ya? [fluctuates decrease]
#198	: Iya, misalnya siapa tokoh yang paling kalian favoritkan? Gitu. [fluctuates decrease]
#199	: From the stories [fluctuates increase], ya. Iya [fluctuates decrease], thank you *Student B*. [fluctuates increase]
#200	: From the stories that have been presented by *Student A*, *Student D*, *Student C*, *Student E*, *Student B*, *Student F*, and also *Student D*. [stable]
#201	: Umm. You can write down in your paper, with the present. [stable]

This Theme of Explain Instructions for Layer IV Motivational Propensities on the Interpersonal Motivation of the Heuristic Model by MacIntyre et al., (1998). In this theme, after Ayu gave instructions to the students, her WTC in English increased most of the time. However, when the student ignores her words or did not pay attention to what she said, it forced her to keep repeating the instructions and explaining them in Bahasa Indonesian to understand the instructions and make her WTC in English decrease. In some conversations, Ayu could not believe what she had just heard regarding her students, who kept repeating the same questions from time to time. As a result, it became a factor that decreased her WTC in English, as the example of the conversation below.

#239	: Yuk, *Student I*, *Student O*, *Student J*, *Student K*, *Student L*.. *Student L*, *Student G* [fluctuates decrease]
#240	: *Student M*? *Student N*? [fluctuates increase] Ya. [fluctuates decrease]
#Student M:	disuruh apa yah mrs?
#241	: Waduh, [fluctuates decrease] *Student M* please. [fluctuates increase]
#242	: *Student J*? [stable]

#243	: Kamu tulis tokoh favorit yang dipresentasikan teman-teman. [fluctuates decrease]
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The use of two languages in a conversation made by Ayu and her students could give a result that the students might understand the topic of the conversation. It related to Lewis, Jones, & Baker's (2012) findings of translanguaging, as they defined translanguaging as the process of understanding a topic influenced by situation and social factors. However, Lewis et al., (2012) state that the definition of translanguaging is different based in what context is the translanguaging be used. Translanguaging influenced the learning process could be more comprehensive when it comes to using more than one language as the medium to communicate each other to make both the speaker and the interlocutors comprehend the topic.

4.3.9 Society Way of Life

Society Way of Life is the ninth findings from the coding data which became factors influenced Ayu's WTC in English. The conversation below showed that whenever talking about something familiar among Indonesian, Ayu started to use Bahasa Indonesia as the medium to communicate with the students. As both Ayu and the students are native Indonesian, it made Ayu feel comfortable talking about something ordinary, that the students also understand what she was talking about. From what Ayu said, she brings up a topic related to a spouse, and the students are understood what Ayu said.

#228	: Uhh although uhh she is underestimated by her working partners, but she keep trying until she being successful as CEO. [fluctuate increase]
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#229	: Nah.. gitu *Student G* tuh banyak pilihan. [fluctuates decrease]
#230	: Kalo milih jodoh semudah itu enak ya, cepet. [fluctuates decrease]

The theme Society Way of Life is related to layer IV Motivational Propensities on Interpersonal Motivation of the Heuristic Model by MacIntyre et al., (1998). In this theme, her WTC in English kept changing whenever a participant is offered a conversation related to culture and tradition that the students are also familiar with. This is relevant to the factors that create Interpersonal Motivation, namely Control and Affiliation. In their research, MacIntyre et al. (1998) stated that control and affiliation could affect a person's WTC in English as interpersonal motivation. Control was described as the participant's ability to use the target language based on the context. Affiliation relates to the feeling of connection between the learner and the interlocutor when having a conversation together. What Ayu has been done might she did without realizing it because, after that, she started to use English even though she kept mixing Bahasa Indonesia and English. This finding is related to Zarei et al., (2019) study result, which shows that sense of humour might influence someone's WTC in English. It also makes the atmosphere in the classroom felt comfortable both for the teacher and also the students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This observational study has explored the factors influenced WTC in English of an English major lecturer's in a private university during an online learning session in Indonesia. During the learning activity session, the participant's WTC in English has influenced by various that changed her WTC in English dynamically. The study also resulted that someone's WTC in English or it can be assumed to any other second or foreign language, the use of the languages are not stable and keep changing. The changes can be caused some factors that happened during the use of the second or foreign language. Therefore, further study related to the WTC in second or foreign languages' dynamically change needs to be explored more during the real-life situations.

This study also found that there were nine factors five that would change the WTC in English. The factors include Responsibility, Giving Instruction, Giving Clarification, Excitement/Talking Something Familiar, Giving Appreciation, Opportunity, Disappointment and Lack of Responses, Explain Instruction, and Society Way of Life. However, the study only involved one participant and the observation only involved one meeting teaching-learning session. Therefore, this study results cannot be generalized to other teaching-learning contexts. Moreover, this observational study involved during the pandemic and the teaching-learning

session used Zoom Meeting as the medium to teach. In addition, this study cannot be compared to the teaching-learning session of offline teaching context. Nevertheless, this study still useful for future research to provides a background related to fluctuation of WTC in English in a particular teaching context in Indonesia.

For that reason, future research related to the factors influenced WTC in English need to be conducted and with more participants and with wider contexts of teaching-learning session, both offline and online teaching-learning session. Future research also might to show the differences of WTC in English in content-knowledge classes and skill classes, especially in EFL context.

5.2 Recommendation

This observational study aims to determine how often participants are willing to communicate in English and the factors that influence the increase and decrease in the desire to communicate in English. Further studies are needed and expand the number of participants to find the factors that influence the fluctuations in the desire of different people to communicate in English. While this study only made observations, further research needs to include in-depth interviews to find out more about fluctuations in the desire to communicate in English from the participant's point of view.

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APPENDICES

FLUCTUATIONS IN WILLINGNESS TO COMMUNICATE OF AN EFL LECTURER: AN OBSERVATION STUDY IN INDONESIA

Consent to take part in research

1. I **Intan Pradita** voluntarily agree to participate in this research study.
2. I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
3. I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
4. I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
5. I understand that participation involves **an interview and class observation related to the research and the researcher is able to ask any questions related to the English listening skills that I applied in the classroom.**
6. I understand that I will not benefit directly from participating in this research.
7. I agree with my interview being **video recorded (from Zoom meeting).**
8. I understand that all information I provide for this study will be treated confidentially.
9. I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
10. I understand that disguised extracts from my interview may be quoted in **published papers.**
11. I understand that if I inform the researcher that I or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
12. I understand that signed consent forms and original **video recorded** will be retained in **one of the researcher's laptop, and it only the researchers who have access to the data until the exam board confirms the results of their dissertation.**
13. I understand that a transcript of my interview in which all identifying information has been removed will be retained **for two years from the date of the exam board.**
14. I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above.

15. I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Names, degrees, affiliations, and contact details of researchers (and academic supervisors when relevant).

Signature of the research participant



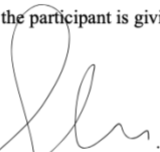
Intan Pradita S.S., M.Hum

Signature of participant

_____ Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study



Marhamah Ika Putri

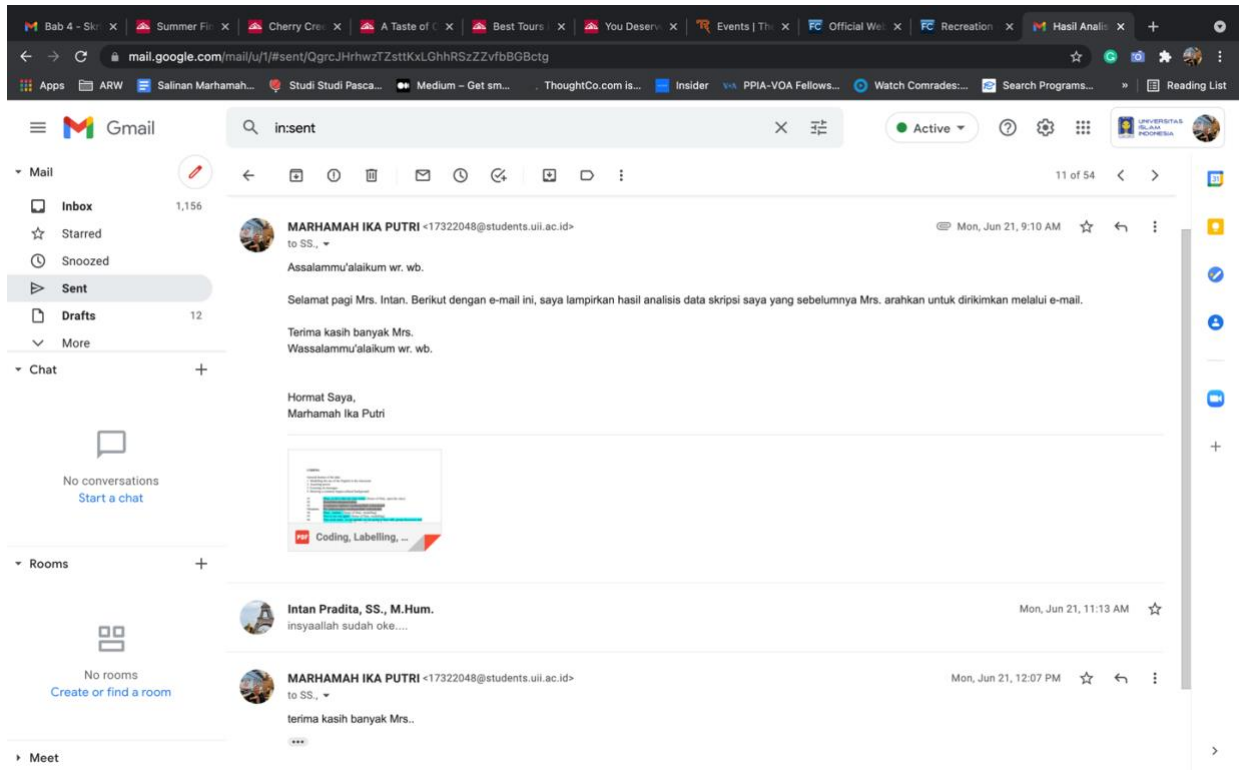
Signature of researcher

Appendix 1 Consent Form



#29 : Two students from the United States? [stable]
 #30 : Siapa yang mau mewakili? [fluctuates decrease]
 #31 : It's just giving a summary. [fluctuates increase]
 #32 : Come on? [stable]
 #Student A : *Student A name*, Mrs?
 #33 : Okay, good job *Student A*. *Student A full name* very good. [stable]
 #34 : And, once more? One more? [stable]
 #35 : Selain *Student A* siapa lagi yang mau mewakili United States? [fluctuates decrease]
 #36 : No one? Are you sure? [fluctuates increase]
 #37 : Siapa ini? [fluctuates decrease] Who is this?[fluctuates increase]
 #Student B : Saya Mrs.
 #38 : *Student B*, okay. [stable]
 #39 : *Student B* and *Student A*, pasangan yang serasi. [fluctuates decrease]
 #40 : Okay thank you *Student A* and *Student B* you are going to represent the United States. [fluctuates increase]
 #41 : And now, the United Kingdom, anyone? [stable]
 #42 : Who listen to BBC English? [stable]
 #43 : Siapa yang mau mewakili? [fluctuates decrease]
 #44 : Ya?? [fluctuates decrease] I will take the score [fluctuates increase], lho. [fluctuates decrease]
 #45 : Siapa umm.. yang mau mewakili? [fluctuates decrease]
 #46 : From United Kingdom. Anyone? [fluctuates increase]
 #47 : United Kingdom, let's save the time. [stable]
 #48 : Now.. from China. [stable]
 #49 : Siapa yang mau mewakili dari China?[fluctuates decrease]
 #50 : From China? Yes? [fluctuates increase]
 #51 : Should I dismiss the class or should I continue the class? [stable]
 #52 : Come on, okay come on guys. [stable]
 #53 : It's okay, just try. [stable]
 #54 : Try to report, it's only summary. [stable]
 #55 : It's very easy, come on? [stable]
 #56 : From China maybe? Or United Kingdom? [stable]
 #57 : Okay thank you *Student C*. Good job. [stable]
 #58 : *Student C full name*. Thank you *Student C*. [stable]
 #59 : From United Kingdom no one? [stable]
 #60 : *Student D*! Very good job *Student D*, from Probolinggo, ah Purbalingga. [stable]
 #61 : Haha, okay. Beda Probolinggo sama Purbalingga. [fluctuates decrease]
 #62 : Okay, from India? [fluctuates increase]
 #63 : *Student E*! Good job. [stable]
 #Student F : Saya Mrs, boleh. Tapi ini Mrs, umm saya dari Sri Lanka
 #64 : Oh wow! Thank you, *Student F*. [stable]

Appendix 2 Data Codes



Appendix 3 Participant's data validity confirmation

