Willingness to Communicate in an ESP Class: A Qualitative Study

Achmad Sjaifullah[1,2], & Ekaning Dewanti Laksmi[3]

[1] Doctoral Program in ELT, Universitas Negeri Malang, Indonesia

[2] Department of Chemical Engineering, State Polytechnic of Malang, Indonesia

[3] Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia

Correspondence: Achmad Sjaifullah, Doctoral Program in ELT, Universitas Negeri Malang, Indonesia.

Abstract

This study aims to investigate how the students are willing to communicate in an ESP class. This in-depth study employed students' TOEIC scores as a reference to select the subjects of the study. An in-depth interview was used as the main research procedure together with the primary data. The in-depth interview allowed the us to develop deeply into social and personal matters that the students have experienced in communicating in English. For the sake of an effective interview, a set of questions related to the WTC was prepared prior to the implementation of the interview. This study found that students' willingness to communicate in L2 is not solely due to proficiency. Yet, other factors such as interlocutors, classroom activities, topics, tasks, classroom contracts, and teaching media are the factors that also influence students 'WTC in ESP classrooms. It is expected that this study can provide recommendations in order to improve communication. This study was conducted at a State Polytechnic based in Malang, Indonesia.

Keywords: willingness to communicate, ESP class, EFL student, psychological aspect in L2

1. Introduction

In the last decades, research on willingness to communicate (WTC) and learners' psychological aspects and communication engagement in English classrooms has been extensively carried out. At the outset, WTC was conceptualized as the probability of taking an interest in communication when permitted to do in that capacity (McCroskey & Baer, 1985). One of the goals of L2 education is to create WTC in the language learning process (MacIntyre, Clément, Dörnyei & Noels; 1998).

WTC has got a lot of considerations in SLA. For instance, MacIntyre et al. (1998) proposed a heuristic WTC model representing the complexity of communication in a second language. It showed that different elements, including linguistic, communicative, social and psychological factors, affected one's propensity to communicate in an L2. This model has enlivened research in various learning settings especially those relating to factors serving as a reason for L2 WTC. Many authors found factors recognized as directly or indirectly predictive of WTC such as motivation (MacIntyre et al., 2002), perceived communicative competence (Baker & MacIntyre, 2000), communication anxiety (Baker & MacIntyre, 2000; Clément, Baker, & MacIntyre, 2003), social support and learning context (Baker & MacIntyre, 2000; Clément, R., Baker, S.C., MacIntyre, P, D. 2003), and international posture (Yashima, 2002; Yashima, T., Zenuk-Nishide, L., & Shimizu, K. 2004). Moreover, gender and age have also been found to give impacts on WTC (MacIntyre, P.D., Baker, S. C., Clement, R., & Donovan, L. A. 2002, 2003).

WTC in L2 is subject to change based on certain situations, that is, a different view from the static nature of WTC in L1. For instance, Cao (2013) in his longitudinal study of 12 foreign students studying in New Zealand found that students' WTC tended to change from time to time. Such a WTC production relied upon a few factors such as topics and tasks, organizing groups and teacher's orientation, and teacher support.

The setting where the learning happens also plays a significant role. Zakahi and McCroskey (1989) studied 381 students in an introductory communication class. They investigated if the students were likely to have high WTC when doing out-of-class' activities. They found that high WTC students were more likely to take an interest in out-of-class communication study than the low WTC subjects. The atmosphere outside the classroom made high WTC students comfortable. The objects outside the classroom such as parks, trees, grass, etc. were successful at creating a relaxed

learning atmosphere. This informal learning atmosphere was effective to promote students' active participation in discussions by asking and answering questions in groups.

The learning orientation and cultural background are other factors worth considering. Bukhari and Cheng (2017), in their study of Pakistani students studying in Canada, stated that the Pakistanis had no difficulties interacting with Canadian during their study in Canada. These students had a strong learning orientation. This strong motivation was evidenced through their willingness to communicate in English in meeting their needs as students in both on-campus activities and off-campus activities.

One of the factors making these students willing to communicate is due to Pakistan society is familiar with English as their language of communication in day-to-day life. Pakistan used to be a British colony until 1947 historically. This historical experience put Pakistan such a way a bilingual society where English is the second language. English has been used as the language of instruction or command for people in various settings. This has happened from generation to generation. Therefore, it is not surprising that the majority of these students have a native-like command over the English language.

Lo (2017) emphasizes that the issue of WTC is not always related to students studying English as a second language. She has found that ESL teachers teaching English in Malaysia in general also have a tendency to have different degrees of WTC in certain situational contexts. For example, they were more willing to communicate in meeting settings than in public settings or groups. In addition, spatial settings (urban/rural) and gender issues have also influenced the degrees of teachers' WTC.

Previous studies (Cao, 2013; Bukhari & Cheng, 2017; Lo, 2017) show that whether people are willing to communicate with others, in general, are not always related to their proficiency. On the contrary, willingness to communicate is very closely related to the needs and situations. For example, they have a strong urge to use L2 language as a medium to express intentions to others to meet their needs. Moreover, people behave selectively to communicate in L2 language if the situation they face is in accordance with their expectations.

Research on WTC in the Indonesian context rarely gains interest from researchers. Prihartini & Muamaroh (2013: 30) investigated factors contributing to Indonesian students' willingness to communicate in L2. While involving 426 students, their studies focused on students' anxiety and they were using quantitative and qualitative approaches. The majority (68%) had very low WTC, the cause of which was triggered by the feeling of anxiety to speak English in the classroom. Lack of English proficiency contributed as one of the reasons to their anxiety.

Another study of WTC in L2 in Indonesian context was conducted by Wijaya and Rizkina (2015). Investigating 136 undergraduate students, this study found that the students had low willingness to communicate (72.1%). Among four main factors affecting the students' willingness and unwillingness to communicate in L2 were task-type, class-size, language anxiety, and teacher-students' rapport.

As shown in the previous sections, the studies on WTC were oriented to the western learning environment where L1 language exposure was very abundant. Different learning settings certainly determine the colors of the studies where WTC is a phenomenon of the L2 learning process that is very situational. This study is inside or in the classroom context.

The ESP class is a representation of a unique setting: the teacher teaches English to the students by making use of content as a medium to achieve L2 proficiency. Low opportunities to interact directly with native speakers, different levels of students' English proficiency, and big classes are common characteristics of ESP classes of Asian context. On the other hand, teachers are challenged to prepare the students at a certain level of proficiency so that they compete with students from other countries in today's increasingly complex technological community.

English for Specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, which reference to the particular vocabulary and skills students' need. The goals of studying ESP are to have better prepared undergraduates, to have future professional or occupational activities and to have a good preparation with international job world (Tom Hutchinson and Alan Waters, 1987).

The studies related to the teaching of English in ESP classes are conducted especially in the Asian context that have not been comprehensively carried out. Some questions related to what factors determine students' willingness to genuinely communicate in ESP classroom settings have not yet been fully answered. The results gaps on WTC provides a justification that this research conducted in ESP settings in higher education is new research and is subsequently expected to contribute to the body of knowledge. Furthermore, it is expected that the findings of this study can provide recommendations in order to improve the quality of English language teaching at college levels.

2. Method

The design of this study is a case study which involves the students in an ESP class at the college level. The case study design was chosen with the consideration that this study had the purpose of describing and explaining the phenomenon of WTC among students in ESP classes in Polytechnic. Student WTC has been a contemporary phenomenon at Polytechnic. Both students' low TOEIC scores and low verbal communication skills signal that the WTC is worth investigating. Reliable research subjects who fulfill the requirements as the key informants are those who know a lot about the problem under study.

The researcher examined the WTC event as a social phenomenon in an ESP class in Polytechnic as a natural setting. The term "a natural setting" referred to the natural condition of the object under the study. Natural condition means the lecture carries on as usual when conducting research. The lecture runs for one semester and is held every week. Class conditions are what they are and are not designed in such a way as in experimental research.

In other words, the researcher did not control the student WTC as a social phenomenon. The researcher examined and accessed student WTC through participatory in-depth interviews. This data collection technique was conducted to collect data so that the objectives of the study can be achieved: to explain and interpret WTC in ESP class both as an educational case and as a contemporary phenomenon in a real-life context.

3. Findings

This study found that the interlocutor is an influential factor in students' WTC. In fact, the students' WTC tends to vary, depending upon how comfortable and familiar they feel with the interlocutors, including the teacher and peers. The students learning in ESP class are likely to become reluctant to communicate when it comes to talking to the teacher. To some extent, it is because they regard the teacher as an authoritative figure. This students' view has some implications.

Moreover, the students also prefer working in pairs to working in a group. Pair work allows Mid-Proficiency students (MPS) and Low Proficiency Students (LPS) to have a lot of opportunities to communicate. In addition, they view group work is not effective because they are likely to get negative criticism from friends. They cannot stand on criticism in front of many people. Previous studies have shown that reducing group size appears to be an important factor, as it has been shown to reduce anxiety (De Léger and Storch, 2009); in particular groups of three or four participants can result in increased WTC, according to Cao and Philp (2006). Zhong (2013: 740), who investigated five Chinese immigrant learners' WTC in both teacher-led and collaborative learning situations in L2 classrooms, found pair-work effective in developing communicative competence and increasing involvement. The extensive work of Philp et al., (2013) further illustrates the many benefits of peer interaction in second language learning.

Topics also become one of the factors that influence students' WTC. Mathematical symbols, chemical bonding, and unit and measurement are topics that most students studying in ESP class find it difficult to master. The students are not familiar with some technical terms from these topics. These make the students reluctant to communicate in English during the discussions or question and answer sessions with teachers in the classroom. On the contrary, students tend to communicate in English on topics that they are familiar with such as laboratory equipment, safety rules, etc.

The task types have influential impacts on students' WTC. This study found the majority of the students have a higher tendency to communicate when assigned to complete a highly structured task than non-structured tasks. Highly structured tasks are relatively easier to do than unstructured tasks. Some clues from the highly structured tasks such as images or sentence patterns make them able to do what to expect from the tasks. The clues raise their confidence to communicate far more than non-structured tasks that do not have any clues at all.

The majority of the students, especially MPS and LPS, favor highly structured tasks to communicate because they are relatively easy to do. Nevertheless, HPSs feel that highly structured tasks are sometimes boring. The patterns of highly structured and sometimes give no room for improvisation. Hence, the combination of highly structured tasks and non-structured tasks needs to be done. This combination makes the activities in the classroom more varied and prevents boredom.

This study also found that teaching media is a very influential factor for WTC students. The students have a strong desire that the teacher needs to integrate technology into the classroom. First, the digital data is easy to store on their smartphone. They mention that they belong to the millennial generation whose lives cannot be separated from the use of smartphone and the internet. Since they keep the learning materials on the android, they could read and review them regardless of time and space. Moreover, the digital technology-based material has a far more attractive appearance than the manual one. For some reason, it combines both audio and moving visual images. In fact,

learning through the digital content such as movies or infographics is a lot easier to do since they contain solid and coherent information. Difficult topics about chemistry can be explained concisely and clearly either through videos or some other technological media.

4. Discussion

This study found that the majority of the subjects of this study generally have a low level of English proficiency as indicated by the results of TOEIC scores. Despite their low proficiency, this study found that the students are still willing to communicate in English if certain situations in the classroom are met. The aforementioned situations include interlocutors, classroom activities, topics, tasks, classroom contracts and teaching media. That the variable situation influences students' WTC has been confirmed by some researchers, including MacIntyre and Charos (1996), Kang (2005), Chao (2013). Below is an explanation of the linkage of the findings of the present study with those of the previous studies.

This study found that the interlocutor is an influential factor in students' WTC. In fact, the students' WTC tend to vary, depending upon how comfortable and familiar they feel with the interlocutors, including the teacher and peers. The students learning in ESP class are likely to become reluctant to communicate when it comes to talking to the teacher. To some extent, it is because they regard the teacher as an authoritative figure. This students' view have some implications.

First, being an authoritative figure means that the teacher is someone who is not supposed to challenge. The students are obliged to obey and respect their teachers in return for the teacher's benevolence. The result of this attitude was that the students sometimes felt distant and preferred to becoming quiet. This finding is in line with what Wen & Clément (2003) have found in China. They said that Chinese EFL learners are portrayed as reticent and quiet in class. They are reluctant to participate in classroom activities; they hardly volunteer answers, let alone initiate questions; they seldom speak up about their opinions even if they have one; and they hold back from expressing their views (Cortazzi & Jin, 1996; Jackson, 2002; Liu, 2002).

Second, the teacher's authoritative style is obvious that he dictates all of the instructional processes in the class, including the selection of the topics, learning activities, tasks, materials and media. The teacher rarely offers general topics outside the textbook which the majority of the students are familiar with. Unfortunately, rigidity becomes obvious as the teacher very seldom talk casually to students outside the classroom. The formal aura that the teacher brings to each class meeting has an impact on students' unwillingness to communicate.

MPS and LPS, for example, tend to be cautious when communicating with the teacher. This caution often prevents them from being active or silent in the classroom. In the students' perspective, silence is sometimes understood as a form of politeness towards respected figures such as teachers. These students assume that talking to teachers demands perfection. They have to be sure that they speak to the teacher with good grammar. Otherwise, the errors are regarded as impoliteness. Meanwhile, they often see themselves to have low English proficiency. This feeling of insecurity makes them reluctant to talk to the teacher.

Some writers (Hicks, 2008; Tudor, 2001; Chambers, 1999; Dörnyei 1994) mention that students' levels of interest, enthusiasm, engagement, and motivation during EFL instruction are dictated by teacher factors, including teacher's personal characteristics, their teaching style and their approach, the classroom atmosphere and the classroom set-up, and the delivery of the instruction. The teacher with a strict style is likely to create a tense learning atmosphere in the classroom. As a result, this prevents the students from communicating in English.

Conversely, familiarity with interlocutors influences WTC positively (Kang, 2005). The affective variable that the teacher presents himself as a friendly person gives a big influence on students' WTC. Yashima (2002) who investigates the interrelations of affective variables that are believed to affect the Japanese EFL learners' WTC in English. Her studies also yield similar results to Hashimoto (2002) and MacIntyre and Charos (1996). She finds that lower levels of anxiety and higher levels of perceived L2 competence led to a higher level of WTC. In addition, Peng and Woodrow (2010) demonstrated that a general, pleasant classroom atmosphere can lead to fewer concerns with linguistic limitations. According to them, a positive classroom environment promotes involvement, diminishes anxiety, and enhances self-confidence. Peng (2012) describes classroom atmosphere as inclusive of the emotions, mood, or climate sensed and shared by the group in class. As Riasati (2014) puts it, L2 students are simply more willing to speak in a student-friendly and supportive environment. Zhong (2013) contends that a relaxing environment increases learners' participation through mutual trust, an aspect that teachers have a degree of control over. This means that the relaxed atmosphere in learning that the teacher develops in the classroom reduces feelings of anxiety and further encourages students to be more positive in viewing their English competence.

Vongsila and Rainders (2016) offer some strategies for teachers to create a favorable teaching atmosphere in the classroom so that students' WTC is improved. The teachers need to actively try to create positive class dynamics in general and in particular to use activities that encourage students to talk to as many of their classmates as possible. The reduction of anxiety can be done by letting students speak when they feel ready and not correcting mistakes. In addition, sharing humorous experiences is also a good way of lowering anxiety. Building up a friendly and humorous class atmosphere can be done through their choice of activities and through encouragement. Further, teachers ask numerous questions to create a productive classroom atmosphere and increase students' WTC.

However, students' unwillingness (MPS and LPS) to communicate is not solely due to the teacher factors. MPS and LPS themselves admit that they have low self-confidence to speak English because of their low English proficiency. This study found that HPSs have a positive view of the teacher. In HPS' perspective, the teacher is understood as a source of reference and the best partner with whom they can practice communicating in English. They are willing to communicate with the teacher regardless of his authoritative figure. For HPS, the teacher is far more trustworthy than the peers in terms of giving feedback. The teacher is a trusted figure because of his knowledge. Regarding practicing with peers, high proficient students' willingness to communicate in English appears to be markedly affected by their level of English competence. Speaking with competent peers encourages them to communicate so they could learn and improve their English skills through their smart peers. Learning from these findings, we can conclude that English language proficiency is related to self-confidence which in turn makes students willing to communicate.

HPS tends to orient themselves to the improvement of their English skills regardless of the variety of learning activities in the classroom. Both working in pairs and working in groups give them the opportunity to exchange ideas. Besides, they can also learn from other people's thoughts in exchanging ideas (Cao & Philp, 2006; de Saint Léger & Storch, 2009; Liu, 2005). However, HPS recognizes that practicing using English with colleagues in class is not always easy. This is because HPS's friends whose English proficiency is lower than theirs tend to speak Indonesian if not supervised by the teacher. Quite infrequently, their colleagues mock HPS when trying to use English in group discussions.

Cetinkaya (2005) mentions that students' WTC is found to be directly influenced by their self-confidence. The students with self-confident are motivated to have the desire to communicate. Baker & MacIntyre (2000, 2003) and MacIntyre & Charos (1996) also mention that the intention or willingness to engage in L2 communication is determined by the students' perception of their second language proficiency in addition to the opportunity to use language and a lack of apprehension about speaking. The students who are psychologically insecure when required to communicate in English are due to their lack of practice (MacIntyre & Charos, 1996). On the contrary, having more opportunity to participate in direct interaction will increase self-perceived competence. As a result, they are likely to have higher willingness to communicate in L2.

The psychological conditions of security and excitement (Cao, 2011; Kang, 2005) become the orientation for MPS and LPS whose English proficiency is relatively below average. They view speaking with peers as much enjoyable activity when learning English in the classroom. They feel confident to express their English skills without fear of getting criticism from the peers. The peers have much more tolerance for language errors than the teacher. This finding is in line with the previous study by Philp et al., (2014: 2). They found that interactions with peers tend to increase student talk rather than interaction with teachers.

Moreover, the students also prefer working in pairs to working in group. Pair work allows them MPS and LPS to have a lot of opportunities to communicate. In addition, they view group work is not effective because they are likely to get negative criticism from friends. They cannot stand criticism in front of many people. Previous studies have shown that reducing group size appears to be an important factor, as it has been shown to reduce anxiety (De Léger and Storch, 2009); in particular groups of three or four participants can result in increased WTC, according to Cao and Philp (2006). Zhong (2013: 740), who investigated five Chinese immigrant learners' WTC in both teacher-led and collaborative learning situations in L2 classrooms, found pair-work effective in developing communicative competence and increasing involvement. The extensive work of Philp et al., (2013) further illustrates the many benefits of peer interaction in second language learning.

Moreover, Vongsila and Rainders (2016) also confirm that group size affects WTC. To make the teaching and learning activities effective, teachers need to use groups of three or four students, sometimes mixing levels and checking whether students preferred working with other students. In the same way, Philp et al., (2013) show that there is a focus on form and functions during peer interaction. He mentions that peer's interaction patterns appear to be conducive to L2 interaction and may also be beneficial to the development of WTC but more research is needed.

Lo (2017) has found that the types of communication activity have influenced people's WTC regardless of their

professions as teachers. Lo mentions that the Malaysian ESL teachers are likely to be willing to communicate in meetings more than in a group or public settings. When asked, the teachers mention that they intend to seek affinity, information, and consensus that encourage them to converse or exchange ideas verbally in a meeting. Other factors contributing to WTC are due to their own perceived self-esteem, and enthusiasm for language development.

If the results of this study and other related studies are summarized, the form of activities in which students engage in communication with other parties is very influential on the degree of WTC. This form of activity affects their motivation or interest in communicating such as psychological comfort, and the opportunity to get information and exchange ideas.

Topics also become one of the factors that influence WTC students'. Mathematical symbols, chemical bonding, and unit and measurement are topics that most students studying in ESP class find it difficult to master. The students are not familiar with some technical terms from these topics. These make the students reluctant to communicate in English during the discussions or question and answer sessions with teachers in the classroom. On the contrary, students tend to communicate in English on topics that they are familiar with such as laboratory equipment, safety rules, etc. They feel confident speaking on those topics in which they have a lot of background knowledge in. The findings of this study confirm the findings from previous empirical research in which interest in a topic and background knowledge of a topic were identified to be essential for students to feel interested and secure enough to talk about it (Cao & Philp, 2006; Kang, 2005; Riasati, 2014). Vongsila and Rainders (2016) suggest that topic familiarity can be done in several ways such as encouraging the students to watch programs on TV such as the daily news or working online to search for information. By familiarizing themselves with the English inputs from the media (television and internet), the students will be increasingly familiar with the topics that the teacher delivers in the class.

The task types have influential impacts on students' WTC. This study found the majority of the students have a higher tendency to communicate when assigned to complete a highly structured task than non-structured tasks. Highly structured tasks are relatively easier to do than the unstructured tasks. Some clues from the highly structured tasks such as images or sentence patterns make them able to do what to expect from the tasks. The clues raise their confidence to communicate far more than non-structured tasks that do not have any clues at all.

Tavakoli and Skehan (2005) have investigated how the structured tasks such as narrative tasks elicit the students' language performance. This oral narrative task pertains to the degree to which a task has 'a clear time line, a script, a story with a conventional beginning, middle and end, and an appeal to what is familiar and organized in the speaker's mind'. These characteristics impose fewer processing and attentional demands on task performers in enacting the task and getting the job done. In other words, tasks with logical structures or frameworks are easier to understand and need less cognitive processing to unfold than those tasks with loose and irregular structures (Skehan 2009). Later, Skehan and Foster (1999) found that, compared to tasks that were loosely structured, narrative tasks with a tightly structured storyline induced learners to produce more fluent language. They also found that tight narrative structure combined with pre-task planning led task performers to speak more accurately in L2. Overall, the results of these studies revealed that talking in an L2 about a topic with which the task performers were familiar was associated with more fluent and accurate oral production and that where task participants were required to talk about unfamiliar information, less fluent and accurate output but more complex language was produced.

The majority of the students, especially MPS and LPS, favor highly structured tasks to communicate because they are relatively easy to do. Nevertheless, HPSs feel that highly structured tasks are sometimes boring. The patterns of highly structured and sometimes give no room for improvisation. Hence, the combination of highly structured tasks and non-structured tasks needs to be done. This combination makes the activities in the classroom more varied and prevents boredom.

The study found that the majority of students tended to reject a written policy or class contract that requires them to speak English in the class. They agree that having to speak English should just be recommended without any written regulations. According to them, such a policy is not effective at all to make them willing to communicate. The consequences of sanctions only demotivate them from being willing to communicate and completing the tasks in time. In practice, they often use L1 (Indonesian) to discuss assignments in groups. They claim that they still have difficulties in expressing their ideas in English.

Policies that require students to speak English do have several reasons. For example, students will learn to speak English by speaking English. Allowing students to speak other languages distracts them from the task of learning English. Students who do not speak only English are also not thinking in English. Speaking only in English helps students begin speaking English internally. The only way to become fluent in a language is by being immersed in the

language. An *English only* policy in class requires them to negotiate the learning process in English. Students speaking another language distract other English learners.

However, there are some points that need to be considered when L1 is used in the class. Providing or allowing for explanations of grammar concepts in learners' L1 (first language) speeds up the learning process. If, after numerous attempts to explain a concept in English, students still do not understand a given concept, it helps to give a short explanation in students' L1.

Allowing learners speak in their own language really moves the class along. Sometimes it is more valuable for the class to take a few minute breaks from English only rather than spend fifteen minutes repeating concepts that students cannot understand. Some students' English language skills may not allow them to understand complicated structural, grammar, or vocabulary issues. The best policy is English only - but with a few caveats. No student speaking a word of another language is a daunting task. Creating an English only atmosphere in class should be an important goal, but not the end of a friendly English learning environment.

This study also found that teaching media is a very influential factor for WTC students. The students have a strong desire that the teacher needs to integrate technology into the classroom. First, the digital data is easy to store on their smartphone. They mention that they belong to the millennial generation whose lives cannot be separated from the use of smartphone and internet. Since they keep the learning materials on the android, they could read and review them regardless of time and space. Moreover, the digital technology-based material has a far more attractive appearance than the manual one. For some reason, it combines both audio and moving visual images. In fact, learning through the digital content such as movies or infographic is a lot easier to do since they contain solid and coherent information. Difficult topics about chemistry can be explained concisely and clearly either through videos or some other technological media.

A lot of writers have affirmed the impacts of technology on the quality of learning (Kapitzke, 2000; Kroeker, 2000; Loveless, DeVoogd & Bohlin, 2001; Watson, 2001). The integration of technology into the classroom makes the language learning process more entertaining and enjoyable. Moreover, the visual moving images of the film are invaluable language teaching tools, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention. The ease featured of storing the data on the android makes learning mobile. The students can study anytime and anywhere they want to study. Vavoula & Sharples (2002) suggest three indicators of mobile learning "learning is mobile in terms of space, it is mobile in different areas of life, and it is mobile with respect to time". In short, mobile learning system is available for delivering education to learners anytime and anywhere they need it.

Film, for example, can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. A whole film or sequence can be used to practice listening and reading and as a model for speaking and writing. Film can also act as a trigger for follow-up tasks such as discussions, debates on social issues, role plays, and reconstructing or summarizing a dialogue. Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students. With the advent of the internet there is now a wealth of online resources for both language teachers and their students.

This study found that supports from other people are also worth noticing. Their parents, for example, support them to take extra hours for English lessons outside the classroom. Moreover, some of their parents asked them to take English courses, tutoring and even private courses. Even some parents sent them to live in English villages for a while so they concentrated on learning English.

In addition, learning experiences with English teachers when they are still studying in high school also play a role in contributing to the progress of their English. These high-achieving students admitted that they were very impressed with the way their teachers taught. (See Survey of the result on student' WTC at Chemistry Class). Their teacher asks them to actively practice their English in both class assignments and exercises such as making presentations, playing roles in drama, and working on projects (making films). Students remember these habits as an effective way of learning to practice their oral English skills. The findings of this study are related to the significant role of others in the social environment in line with the findings of MacIntyre et al. (2001). He said that students with social support, tended to have higher levels of WTC outside the classroom than students without such supports. Although social support played less of a role inside the classroom, the findings of their study confirmed the important role of social support from families and friends in developing WTC. Clément, Baker & MacIntyre (2003) carried out a study

among two groups of tertiary students - 130 Anglophone and 248 Francophone students in a Canadian context. In their study, MacIntyre et al.'s (1998) WTC model was combined with the social context model (Clément, 1980) (a model that emphasizes the importance of contact, L2 confidence, and identity in acquiring an L2). They examined the differences in the contextual and individual difference variables between the two groups, including the differences in L2 contact, self-confidence, WTC, and frequency of L2 use, and tested the interaction between L2 self-confidence and L2 norms in predicting L2 identity. The results of the research show that contextual, individual, and social factors are all important determinants of L2 use (Salam, Ubaidillah, & Putri, 2021).

5. Conclusion

Non-linguistic factors such as interlocutors, classroom activities, tasks, topics, classroom contracting, and media teaching have an important role in determining the attitude of students' willingness to communicate in an ESP class. The students, regardless of their English proficiency, tend to communicate in English in the classroom when these factors occur according to their expectations. For example, they prefer to talk to their classmates because they feel free to express themselves. Conversely, they have psychological pressure if they talk to the teacher, especially if the teacher has an authoritative character.

Topics that require technical knowledge with a relatively large range of vocabularies such as mathematical symbols and chemical processes make students prefer to remain silent during the instructional process in class. On the other hand, topics close to students' life experiences have far more potential to motivate them to speak in the classroom. With regard to the tasks, they prefer highly structured tasks to less structured tasks. The former is generally regarded easy to do due to the prompts such as pictures, language functions, and phrases. For the students, the rules requiring them to speak English all the time during the instructional process are regarded to be ineffective. Most of them have already been afraid of expressing themselves in English even before such regulation is made. With regard to the teaching media, the students hope that the teacher should integrate technology into the classroom such as films, infographics, and podcasts. The technology-based media is needed to create a more favorable learning in the classroom.

Some different views were also noted among the students when asked about their experience of practicing English with their classmates in an ESP class. For HPS, ideal partners are the students who are active and contributive in exchanging ideas during the discussion. For MPS and LPS, they prefer to have peers who are both friendly and tolerant of their mistakes. HPS tended to have a positive attitude towards the teacher since the teacher was the right person with whom they practiced their English. The teacher's authoritative figure is to some extent serving positive feedback to motivate them to study harder. However, for LPS and MPS, talking to the teacher requires extra efforts. They expect to be able to speak perfect English. Making errors is an indication of impoliteness. They are never able to speak perfectly. Therefore, they are often quiet when it comes to talking to the teacher. HPSs preferred a group discussion rather than working in pairs to some extent. They enjoy speaking and exchanging ideas with different people in a group. Both MPS and LPS prefer to work with their peers who never correct their errors. With regard to the topics, HPSs are quite persistent to learn new difficult topics than MPSs and LPSs. On the contrary, the difficult topics make MPSs and LPSs less willing to communicate. For some reasons, it is because they do not understand them. In terms of the tasks, LPSs prefer to do highly structured tasks. To them, these tasks are easier because they can rely on the language patterns provided to create new sentences. Although MPSs and HPSs view highly structured tasks are easy, they regard these tasks are less interesting. HPSs mention a positive aspect of not forcing the students to speak English in a written rule. It is because the majority of the students at ESP class do not speak English much. Yet, they suggest the teacher needs to clarify which situations are permitted for the students to speak Indonesian in the class contract.

The results of this study have confirmed that WTC needs to be seen as an important component of SLA. Considering the key role in L2 WTC, teachers need to promote self-confidence in communication among students. While doing so, teachers are challenged to foster students' self-perceived competence in English and reduce their language anxiety. To build up their students' self-confidence, teachers should try various means (e.g., by showing empathy to anxious students in class and encouraging students to share their feelings) in order to make them feel secure enough to speak in a group.

In addition, in a whole class context, any sense of responsibility to communicate is reduced. Teachers need to arrange more group activities so that learners may have more opportunities and feel more willing to communicate. Students are able to help one another in groups in order to stretch the range of language they produce, thus leading to increase language development. Moreover, teachers need to increase their students' amount of mandatory L2 communication inside the classroom. Teachers need to create as many opportunities as possible for learners to use the language in the

classroom. This makes students comfortable using the second language and possibly improves their perceptions of self-confidence in the L2.

References

Baker, S. C., & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning, 50*(2), 311-341. https://doi.org/10.1111/0023-8333.00119

Baker, S. C., & MacIntyre, P. D. (2003). The role of gender and immersion in communication and second language orientations. *Language Learning, 53*(1), 65-96. https://doi.org/10.1111/0023-8333.00224

Bukhari, S. F., & Cheng, X. (2017). To do or not to do: willingness to communicate in the ESL context. *English Today 129, 33*(1), 36-42. https://doi.org/10.1017/S0266078416000481

Cao, Y. (2009). An ecological view of situational willingness to communicate in a second language classroom. In H. Chen&K. Cruickshank (Eds.), *Making a difference: Challenges for applied linguistics* (pp. 199-218). Newcastle-upon-Tyne, England: Cambridge Scholars Press.

Cao, Y. (2011). Investigating situational willingness to communicate within second language classroomsfrom an ecological perspective. *System, 39,* 468-479. https://doi.org/10.1016/j.system.2011.10.016

Cao, Y. (2013). Exploring dynamism in willingness to communicate: A longitudinal case study. *Australian Review of Applied Linguistics, 36*, 160-176. https://doi.org/10.1075/aral.36.2.03cao

Cao, Y., &Philp, J. (2006). Interactional context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System, 34*, 480-493. https://doi.org/10.1016/j.system.2006.05.002

Cetinkaya, Y. B. (2005). *Turkish College Students' Willingness to Communicate in English as a Foreign Language*. Dissertation, the University of Ohio.

Chambers, G. N. (1999). *Motivating language learners*. Clevedon, England: Multilingual Matters.

Chan, B., & McCroskey, J. C. (1987). The WTC Scale as a predictor of classroom participation. *Communication Research Reports, 4*(2), 47-51.

Clément, R. (1980). Ethnicity, contact, and communicative competence in a second language. In H. Giles, W. P. Robinson & P. M. Smith (Eds.), *Language: Social psychological.*

Clément, R., Baker, S. C., & MacIntyre, P. D. (2003). Willingness to communicate in asecond language: The effects of context, norms, and vitality. *Journal of Language and Social Psychology, 22*(2), 190-209. https://doi.org/10.1177/0261927X03022002003

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (5th ed.). London and New York: Routledge Falmer. https://doi.org/10.4324/9780203029053

Cortazzi, M., & Jin, L. (1996). Cultures of learning: language classroom in China. In H. Coleman (Ed.), *Society and the language classroom* (pp. 169-206). Cambridge,England: Cambridge University Press.

Cushla, K. (2000). *Information technologyas culturel capital: shifting the baoundaries of power*. Researchgate.net/publication/227128147.

De Saint Leger, D., & Storch, N. (2009). Learners' perceptions and attitudes: Implications for willingness to communicate in an L2 classroom. *System, 37*(2), 269-285. https://doi.org/10.1016/j.system.2009.01.001

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal, 78*(3), 273-284. https://doi.org/10.1111/j.1540-4781.1994.tb02042.x

Elizabeth, W. M. (1993). Longitudinal Study on the Effects of Information Seeking on Newcomer Socialization. *Journal of Applied Psychology, 78*(2), 173-183. https://doi.org/10.1037/0021-9010.78.2.173

Heru, P. (2008). *English for Chemistry, Students' Book*. Polinema Press.

Hicks, C. M. (2008). *Student motivation during foreign language instruction: What Factors affect student motivation and how?* Unpublished Ph.D., The University of Wisconsin -Milwaukee, USA -- Wisconsin.

Jackson, J. (2002). Reticence in second language case discussions: Anxiety and aspirations. *System, 31*(1), 65-84. https://doi.org/10.1016/S0346-251X(01)00051-3

Jacobs, G. M. (1998). Cooperative learning or just grouping students: The difference makes a difference. In W. A. Renandya & G. M. Jacobs (Eds.), *Learners and Language Learning* (pp. 172-193). Singapore.

Jenefer, P., Rebeca, J. A., & Noriko, I. (2013). *Peer interaction and second language learning.* Researcgate.net/Publication/286556119

Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System, 33*, 277-292. https://doi.org/10.1016/j.system.2004.10.004

Kroeker. (2000). *How does information technology impact the methods, potential and purpose of education.* Educationmonitor.com/

Kumar, R. (1996). *Research Methodology*. London: Sage Publication.

Liu, J. (2002). Negotiating silence in American classrooms: Three Chinese cases. *Language and Intercultural Communication, 2*(1), 37-54. https://doi.org/10.1080/14708470208668074

Liu, M. H. (2005). Reticence in oral English language classrooms: A case study in China. *TESL Reporter, 38*(1), 1-16.

Lo Yea, Y. (2017). The ESL Teachers' Willingness to Communicate in English, University of Malaya, Malaysia, *Journal of Humanities and Social Science*, *4*(6), 269-275.

Loveless, A., DeVoogd, G. L., & Bohlin, R. M. (2001). Something old, something new: Shifts of knowledge and pedagogy in a post- typographic world. In A. Loveless and V. Ellis, *Changing the subject: Information technology, pedagogy, and the curriculum.* London: Routledge.

MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology, 15*(1), 3-26. https://doi.org/10.1177/0261927X960151001

MacIntyre, P. D., & Legatto, J. J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing affect. *Applied Linguistics, 32*, 149-171. https://doi.org/10.1093/applin/amq037

MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2002). Sex and age Effects on willingness to communicate, anxiety, perceived competence, and L2 Motivation among junior high school French immersion students. *Language Learning, 52*(3), 537-564. https://doi.org/10.1111/1467-9922.00194

MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2003). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *LanguageLearning, 53*(1), 137-165. https://doi.org/10.1111/1467-9922.00226

MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal, 82*, 545-562. https://doi.org/10.1111/j.1540-4781.1998.tb05543.x

MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in self-ratings of secondlanguage proficiency: The role of language anxiety. *Language Learning, 47*, 265-286. https://doi.org/10.1111/0023-8333.81997008

MacIntyre, P., Baker, S., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support, and language learning orientations of immersion students. *Studies inSecond Language Acquisition, 23*(3), 369-388. https://doi.org/10.1017/S0272263101003035

McCroskey, J. C., & Baer, J. E. (1985). *November.* Willingness to communicate: The construct and its measurement. Paper presented at the annual meeting of the Speech Communication Association, Denver, CO. (ERIC Document Reproduction Service No. ED265604).

McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: A cognitive view. In M. Booth-Butterfield (Ed.), *Communication, Cognition, and Anxiety*. USA: Sage.

McCroskey. (1997). Willingness to Communicate, Communication Apprehension, and Self- perceived Communication Competence: Conceptualizations and perspectives. In J. A. Daly & J. C. McCroskey (Eds.), *Avoiding Communication: Shyness, Reticence, and Communication Apprehension*. Cresskill, NJ: Hampton Press.

Parveneh, T., & Peter, S. (2005). *Strategic planning, task structure, and performance testing.* Researchgate.net/publication/284833632.

Patton. M. Q. (2002). *Qualitative Research & Evaluation Methods.* Sage Publicatios.

Peng, J. (2012). Towards an ecological understanding of willingness to communicate in EFL classrooms in China. *System, 40,* 203-213. https://doi.org/10.1016/j.system.2012.02.002

Peng, J. E. (2007). Willingness to communicate in the Chinese EFL classroom: a Cultural perspective. In J. Liu (Ed.), *English language teaching in China: New approaches, perspectives and standards*. New York, NY: Continuum.

Peng, J. E., & Woodrow, L. (2010). Willingness to Communicate in English: A Model in the Chinese EFL Classroom Context. *Language Learning*, *60,* 834-876. https://doi.org/10.1111/j.1467-9922.2010.00576.x

Peter, S. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied linguistics, 30*(4), 510-532. https://doi.org/10.1093/applin/amp047

Peter, S. F. (1999). The influence of task structure and processing conditions on narrative retellings. Language learning. *A journal of research in language studies, 49*(1), 93-120. https://doi.org/10.1111/1467-9922.00071

Politeknik Negeri Malang. (2018). *Pedoman Akademik Tahun 2018.* Kementerian Riset, Teknologi dan Pendidikan Tinggi. Malang.

Prihartini, N., & Muamaroh. (2013). Willingness to communicate in English: A case study of Indonesian University students. *Kajian Linguistik dan Sastra, 25*(1), 71-81.

Riasati, M. 2014). Causes of reticence. Engedering willingness to speak in the language classroom. *International Journal of Research Studies in Language Learning*, *3*(1), 115-122. https://doi.org/10.5861/ijrsll.2013.410

Richards, L., & Morse, J. M. (2007). *Read me First for User's Guide to Qualitative Methods.* Sage Publications, Thousand Oaks.

Salam, N., Ubaidillah, M. F., & Putri, A. N. (2021). Indonesian ESP Students' Willingness to Communicate in English: Focusing on Situated Factors. *Journal of Asia TEFL*, *18*(1), 336-344. https://doi.org/10.18823/asiatefl.2021.18.1.25.336

Slavin, R. E. (1990). *Cooperative learning: Theory, research, and practice*. Englewood Cliffs, NJ: Prentice Hall.

Tom, H., & Alan, W. (1987). *English for Specific Purposes A learning-centered approach*. Cambridge University Press.

Tudor, I. (2001). *The Dynamics of the Language Classroom*. Cambridge UP.

Vavoula, G., & Sharples, M. A. (2002). Theory of Learning for the Mobile Age. *The Sage Handbook of Elearning Research*. London: Sage, pp. 221-47. https://doi.org/10.4135/9781848607859.n10

Vongsila and Reinders. (2016). Making Asian Learners Talk. Encouraging Willingness to Communicate. *RELC Journal, 47*(3). https://doi.org/10.1177/0033688216645641

Walter, R. Z., & James, C. M. (1989). Willingness to Communicate: A Potential Confounding Variable in Communication Research. Jamescmccroskey.com/publication/149.pdf. *Communication Reports, 2,* 2. https://doi.org/10.1080/08934218909367489

Watson. (2001). Pedagogy before Technoloy: Re-thinking the Relationship between ICT and Teaching. *Education and Technologies, 6*(4), 251-266. https://doi.org/10.1023/A:1012976702296

Wen, W. P., & Cl ément, R. (2003). A Chinese conceptualization of willingness to communicate in ESL. *Language, Culture and Curriculum, 16*, 18-38. https://doi.org/10.1080/07908310308666654

Wijaya, H., & Rizkina, P. A. (2015). Factors Affecting Students' Willingness to Communicate (A Case Study in Higher Education). *Proceedings of the 7th International Conference on Teaching English as a Foreign Language* (COTEFL 7th) Faculty of Letters, University of Muhammadiyah Purwokerto, Central Java, Indonesia, 2015 May 16-17.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal, 86*(1), 54-66. https://doi.org/10.1111/1540-4781.00136

Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL context. In D. Zolt án & U. Ema (Eds.), *Motivation, language identity, and the L2 self*. Bristol: Multilingual Matters. https://doi.org/10.21832/9781847691293-008

Yashima, T., Zenuk-Nishide, L., &Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning, 54,* 119-152. https://doi.org/10.1111/j.1467-9922.2004.00250.x

Yuki, H. (2002). *Motivation and Willingness to Communicate as Predictors of Reported L2 Use*. Researchgate.net/publication/242398154.

Zarrinabadi, Z. (2014). Communicating in a Second Language: Investigating the Effect of Teacher on Learners' Willingness to Communicate. *System*, *42*(1), 288-295. https://doi.org/10.1016/j.system.2013.12.014

Zhong, Q. (2013). Understanding Chinese learner's willingness to communicate in New Zealand ESL classroom: A multiple case study drawing on the theory of planned behavior. *System*, *41*(3), 740-751. https://doi.org/10.1016/j.system.2013.08.001