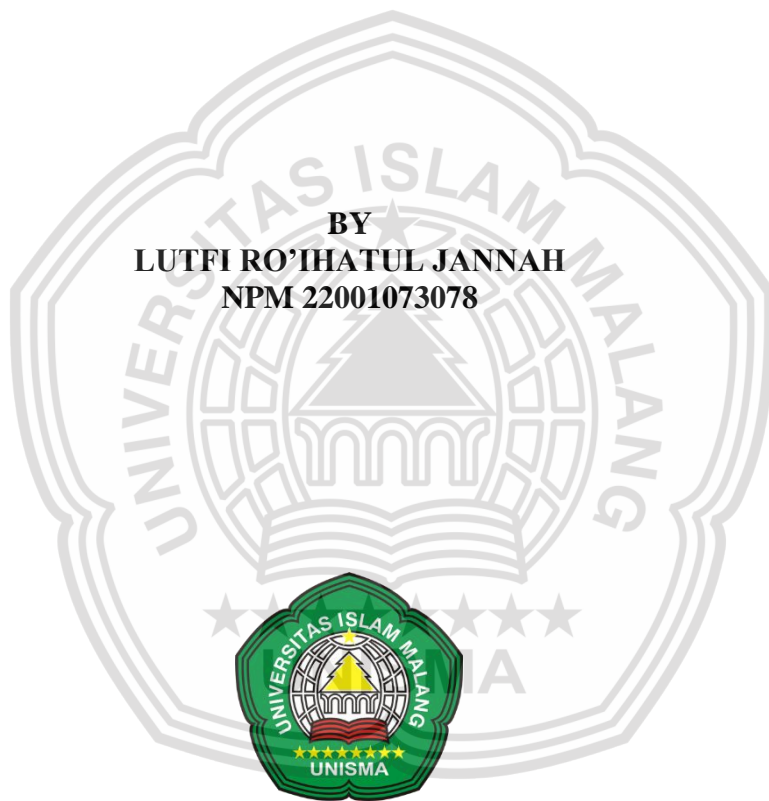




**STUDENT'S WILLINGNESS TO COMMUNICATE IN
ENGLISH IN EFL DIGITAL CONTEXT: A
NARRATIVE INQUIRY**

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ABSTRACT

Key words: Willingness to Communicate(WTC), Digital Context, Narrative Inquiry

This study explores the influence of social media on students' Willingness to Communicate (WTC) in English as a Foreign Language (EFL) within digital environments. WTC is defined as the individual's inclination to either engage in verbal communication or choose to remain silent when given the option. The research employs a Narrative Inquiry approach to delve into the experiences of an Indonesian EFL learner studying at the University of Islam Malang. Data was gathered through comprehensive narrative interviews, emphasizing the participant's use of social media platforms such as Facebook, YouTube, Instagram, Twitter, TikTok, and Telegram for English language interaction.

The findings demonstrate that digital interactions substantially boost the participant's motivation, self-confidence, and proficiency in English. Social media platforms offer real-time communication, exposure to diverse linguistic contexts, and opportunities for immersive language practice, which collectively enhance the learner's WTC. This study highlights the critical role of integrating digital tools with conventional language education methodologies to foster autonomous learning and elevate students' willingness to communicate in English. These insights add to the expanding field of research on Informal Digital Learning of English (IDLE), emphasizing its significance in language acquisition and readiness for communication.

Future research should delve deeper into the specific aspects and impacts of social media use on EFL learners' Willingness to Communicate. Studies could focus on comparing


different social media platforms to identify which features most effectively enhance language skills and confidence. Additionally, researchers should explore the long-term effects of digital interactions on language acquisition and the sustainability of increased WTC. Investigating the role of digital literacy, the influence of teacher and peer support in online settings, and the effectiveness of various digital language learning activities can provide a more comprehensive understanding of how to integrate these tools into traditional education. This approach can offer valuable insights into optimizing digital environments for language learning.

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ABSTRAK

Kata Kunci: Kemauan Berkomunikasi (WTC), Konteks Digital, Penelitian Naratif

Penelitian ini mengeksplorasi pengaruh media sosial terhadap Kemauan Berkomunikasi (WTC) siswa dalam Bahasa Inggris sebagai Bahasa Asing (EFL) dalam lingkungan digital. WTC didefinisikan sebagai kecenderungan individu untuk terlibat dalam komunikasi verbal atau memilih untuk tetap diam ketika diberi pilihan. Penelitian ini menggunakan pendekatan Inquiri Naratif untuk menyelidiki pengalaman seorang pembelajar EFL Indonesia yang belajar di Universitas Islam Malang. Data dikumpulkan melalui wawancara naratif yang komprehensif, yang menekankan penggunaan platform media sosial seperti Facebook, YouTube, Instagram, Twitter, TikTok, dan Telegram oleh peserta untuk interaksi bahasa Inggris.

Temuan menunjukkan bahwa interaksi digital secara substansial meningkatkan motivasi, kepercayaan diri, dan kemahiran peserta dalam berbahasa Inggris. Platform media sosial menawarkan komunikasi waktu nyata, paparan terhadap konteks linguistik yang beragam, dan kesempatan untuk praktik bahasa yang mendalam, yang secara kolektif meningkatkan WTC pelajar. Studi ini menyoroti peran penting dalam mengintegrasikan perangkat digital dengan metodologi pendidikan bahasa konvensional untuk mendorong pembelajaran mandiri dan meningkatkan kemauan siswa untuk berkomunikasi dalam bahasa Inggris. Wawasan ini menambah bidang penelitian yang berkembang tentang Pembelajaran Digital Informal Bahasa Inggris (IDLE), yang menekankan signifikansinya dalam pemerolehan bahasa dan kesiapan untuk berkomunikasi. Penelitian di masa mendatang harus menyelidiki lebih dalam aspek dan dampak spesifik penggunaan media sosial terhadap Kemauan Berkomunikasi pembelajar EFL. Studi dapat difokuskan pada perbandingan berbagai platform media sosial untuk mengidentifikasi fitur mana yang paling efektif



meningkatkan keterampilan bahasa dan kepercayaan diri. Selain itu, peneliti harus mengeksplorasi efek jangka panjang interaksi digital terhadap pemerolehan bahasa dan keberlanjutan peningkatan WTC. Menyelidiki peran literasi digital, pengaruh dukungan guru dan teman sebaya dalam lingkungan daring, dan efektivitas berbagai kegiatan pembelajaran bahasa digital dapat memberikan pemahaman yang lebih komprehensif tentang cara mengintegrasikan perangkat ini ke dalam pendidikan tradisional. Pendekatan ini dapat menawarkan wawasan berharga dalam mengoptimalkan lingkungan digital untuk pembelajaran bahasa.





CHAPTER 1

INTRODUCTION

This chapter provides an in-depth exploration of the study's background, outlining the research findings and emphasizing the implications and benefits that emerge from this investigation. The discussion delves into the specific contributions this research offers to students, teachers, and potential future researchers. By elucidating the contextual foundation, research objectives, and the significance of the study, this chapter aims to establish a comprehensive understanding of the research landscape and its potential impact on the field of (subject).

1.1 Background of the Study

Willingness to Communicate (WTC) is defined as the inclination to either engage in verbal communication or choose to remain silent when provided with the freedom to decide (MacIntyre, 2007; MacIntyre, 2020). This dynamic state of communicative readiness fluctuates within and between communication activities. In multilingual settings, second language (L2) learners face the decision not only of whether to speak but also of selecting the language for initiating conversations. Assessments of the "usability" of different languages, considering whether using Lx, Ly, or Lz would be more effective, play a crucial role in the decisions of multilingual language learners, especially in situations where a contact language serves as a practical means of communication (Canagarajah, 2007; Seidlhofer, 2005).

Since the initial connection between first language willingness to communicate Since the initial connection between first language willingness to communicate and applied linguistics in the 1990s, the topic of WTC in a second language (L2 WTC) has garnered considerable attention. Various viewpoints, including trait-like (Yashima, 2002) and dynamic and situational (Kang, 2005) perspectives, have been employed to analyze L2 WTC research since the introduction of the first model of WTC in an L2 setting by MacIntyre, Dörnyei, Clément, & Noels (1998). Given the significant role of psychological factors in L2 communication, researchers have explored the relationship between L2 WTC and affective variables such as motivation (Yu, 2011), speaking anxiety (Cha & Kim, 2013), L2 self-confidence (Léger & Storch, 2009), and grit (Author and Co-author, 2019).

More recently, efforts have been made to establish a connection between Computer Assisted Language Learning (CALL) and L2 WTC in formal settings. This is in response to the increasing engagement of modern young English as a Foreign Language (EFL) students in practicing English in various digital environments, both in formal and informal contexts (Richards, 2015; Reinders & Wattana, 2014; Author, 2019). Globalization, marked by speed and continuous innovation, is evident in the development of technology and the internet, including social media platforms such as Facebook, Twitter, Instagram, and WhatsApp. Students' activities on social media can be harnessed to aid their English learning, especially considering the current trend where students tend to talk more and write less in formal contexts.

Digital technology, with its myriad options for making teaching interesting and productive, serves as a catalyst for societal and linguistic transformations.

With the growing prevalence of English usage, students are expected to demonstrate a willingness to communicate in English within the digital context of English as a Foreign Language (EFL). The Willingness to Communicate (WTC) framework developed by McCroskey and Baer in 1985 explains how individual traits influence communication in one's native language. Research on second language (L2) WTC has seen rapid growth since the 1990s, marked by the correlation between first language (L1) WTC and second language education. The model introduced by MacIntyre et al. (1998), categorizing variables into dynamic, situation-specific, stable, and trait-like categories, has become the established theoretical framework for L2 WTC research.

The concept of WTC originated in first language (L1) communication, representing a personality trait (McCroskey & Richmond, 1987). Considering the uncertainty and complexity involved in learning a second language, MacIntyre et al. (1998) propose that L2 WTC has two distinct features at both the trait and state levels. Trait L2 WTC reflects a stable predisposition toward communication, while state L2 WTC is situated in specific contexts. L2 WTC is defined as "a readiness to enter into discourse at a particular time with specific persons, using an L2" (MacIntyre et al., 1998, p. 547). MacIntyre et al. (1998) put forth an L2 WTC model that integrates various linguistic, psychological, and social variables as constitutive influences underlying L2 WTC and L2 use.

The theoretical model suggests that L2 WTC is a composite variable influenced by the joint effect of variables internal and external to individual learners (E-Peng & Woodrow, 2010, p. 835). The correlation between second language (L2) Willingness to Communicate (WTC) and technology-enhanced learning has become clearer with the rapid advancements in digital media and communication technologies (Reinders & Wattana, 2015). Students now have the opportunity to engage in English conversations with individuals from different nations, facilitated by modern technology. Beyond the traditional classroom setting, technological advancements assist students in language learning, enabling them to practice their English communication skills with friends or even native speakers.

Scholars in applied linguistics and Teaching English to Speakers of Other Languages (TESOL) are shifting their focus away from traditional classroom instruction and directing more attention toward out-of-class learning. This shift is prompted by the rapid advancements in digital media and communication technology, offering valuable opportunities for cross-cultural communication within the Computer-Assisted Language Learning (CALL) field, there is a growing emphasis on the potential for learning foreign languages beyond the classroom setting through technology. Over the past decade, researchers have increasingly prioritized language learning and instruction outside the traditional classroom environment. Notably, there has been recent exploration of the relationship between second language (L2) Willingness to Communicate (WTC) and L2 learning in the extramural digital (ED) context. This context involves a

growing number of self-directed English as a Foreign Language (EFL) students using English in digital, out-of-class settings, as investigated by Lee and Dressman (2018), Lee & Drajadi (2019), and Lee (2019).

Researchers in South Korea have turned their focus to IDLE due to the challenges faced by Korean students in verbal communication, despite substantial national efforts to enhance English proficiency (Lee, 2019a; Lee & Kim, 2014). IDLE, as defined in Lee's study (2019a), involves self-directed English learning occurring in digital, realistic environments outside the traditional classroom setting. In this context, the learning process occurs independently, without the structure or incentives provided by conventional language training. For instance, regardless of formal language instruction, self-directed English as a Foreign Language (EFL) learners take the initiative to engage in verbal or written communication with other English users on social media platforms such as Facebook and YouTube.

In a digital context, "IDLE" often refers to Integrated Development and Learning Environment. It's a term commonly used in the realm of programming and software development. According to Lee and Dressman (2018), students can significantly enhance their English speaking proficiency by participating in various IDLE activities that integrate both form- and meaning-focused language learning. The study also demonstrated that participants' diverse engagement in IDLE activities correlated with higher scores in productive vocabulary and increased willingness to communicate (WTC) online. In their 2019 research on WTC in digital and non-digital settings, Lee and Drajadi found strong reliability

and validity evidence for an 11-item scale comprising three factors: L2 WTC inside the classroom, L2 WTC outside the classroom, and L2 WTC in the context of informal digital learning of English (IDLE). Meanwhile, IDLE, a significant and intriguing aspect of computer-assisted language learning, is defined as "self-directed English activities in informal.

This study, centering on the willingness of students to communicate in English within an EFL digital context, establishes a foundation for exploring the psychological and social dimensions of WTC among students. Employing a Narrative Inquiry approach, this research provides an in-depth perspective on students' personal experiences in communicating in English through digital environments. While the initial findings offer valuable insights, there is still room for a more comprehensive analysis of the interaction between WTC variables and the digital context in the realm of English language education as a foreign language. Therefore, this study indicates the need for further research that can delve into more specific factors influencing students' WTC in digital settings within the context of learning English as a foreign language.

According to Ismiatun, Febti, Ni'mah, Dzurriyyatun, and Widowati (2019), a narrative approach: English learning strategies amongst EFL students. This study aims to shed light on students' attitudes toward learning strategies, both recommended and not recommended, as well as other factors influencing English language learning. Through a narrative approach and open-ended interviews, the findings reveal that students have a positive attitude toward English learning strategies, with some effective strategies including the use of YouTube videos and building self-confidence. However, rote memorization is considered ineffective.

Students also recognize that technology, learning environment, society, and personal conditions impact English learning achievement.

Building on this focus, this research focus is to analyze the effects of social media on students' WTC. In the context of this study, communication using English in social media can be done by commenting on other people's pages, providing captions when voluntarily posting something on personal social media, or willingly chatting using English with friends or acquaintances. To make differences with the existing research related to WTC and IDLE, in this research, the researcher tries to analyze the willingness to communicate of the students in the use of WTC especially their daily interaction with social media. Up till now, there are no researchers who use narrative inquiry as a research method in analyzing WTC and IDLE. The aim of this research is to explore the effects of social media such as YouTube, Facebook, Instagram, Twitter, TikTok, and Telegram on students' willingness to communicate.

1.2 Research Question

Based on the background above, the researcher formulates the question "How does the student express her willingness to communicate in English within the EFL digital context?"

1.3 Objectives of the Research

The objective of the study is to describe how a student expresses her willingness or interest in communicating in English within the EFL digital context.

1.4 Significances of the Study

Theoretical Significance: The findings of this research are expected to contribute to educational development, particularly in the field of English education, focusing on students' willingness/interest to communicate in English within the EFL digital context at the University of Islam Malang. Additionally, it aims to serve as a reference or input for future researchers with different expertise.

Practical Significance: The practical implications suggest that the results can be a valuable resource for teachers in guiding their students. The study concludes that engaging in activities related to EFL digital context positively correlates with students' readiness to communicate in English. Utilizing digital media is recommended to enhance vocabulary skills and cultural understanding. The study further recommends that educators encourage students to actively participate in digital media activities to create a friendly and communicative environment, ultimately enhancing students' readiness to communicate effectively in various settings.

1.5 Scope and Limitation of the Study

In considering the scope and limitations of this study, it becomes evident that these factors delineate the boundaries within which the findings can be interpreted. Awareness of these constraints is pivotal for a nuanced understanding of the study's implications and its applicability to broader contexts.

1.5.1 Scope of the Study

This study aims to explore students' willingness to communicate (WTC) in English within the digital context of English as a Foreign Language (EFL)

learning through a narrative inquiry approach. It focuses on gathering rich narrative data from participants to understand their experiences, perception, and challenges related to engaging in English communication digitally. The research will delve into various aspects of WTC, including motivations, confidence levels, and preferences for digital communication platforms.

1.5.2 Limitations of the Study

The study acknowledges several limitations that may impact the interpretation and generalizability of its findings. Firstly, it focuses exclusively on a specific sample size of undergraduate students enrolled in EFL programs at a single institution. While this approach provides detailed insights into this particular group, the findings may not extend to broader student populations or other educational settings. Secondly, the reliance on narrative inquiry, which emphasizes subjective accounts and storytelling, introduces variability in the depth and richness of participants' narratives. This subjectivity could influence the interpretation and application of findings. Thirdly, the assumption of a certain level of English proficiency among participants for effective digital communication may overlook variations in language skills that could influence their willingness to communicate in English. Moreover, disparities in technology accessibility, including factors such as internet connectivity and device availability, may impact participants' ability to fully engage in digital English communication, potentially shaping their experiences. Additionally, due to time constraints inherent in the study, it may not capture the full spectrum of factors influencing students' willingness to communicate in the EFL digital context.

Certain aspects of WTC and dynamics of digital communication may require further investigation in future research efforts. Finally, the researcher's background and perspectives could introduce biases in data collection, analysis, and interpretation. To mitigate these biases, the study will employ reflexivity and rigorous methodological approaches to enhance the validity and reliability of its findings.

1.6 Definition of the Key Terms

To avoid understandings and ambiguity, crucial terminologies are defined. Several terms used in this study must be clarified:

1. *Willingness to Communicate (WTC)*: The readiness of a language learner to engage in communication situations. These situations can include classroom discussions, social interactions with peers, conversations with native speakers, interactions on digital platforms, such as social media or language learning apps, and professional contexts like meetings or presentations.
2. *Digital Context*: Refers to electronic tools, systems, devices, and resources that generate, store, or process data. Examples include social media platforms such as YouTube, Facebook, Instagram, Twitter, TikTok, and Telegram.
3. *Narrative Inquiry*: Records the experiences of an individual revealing lived experiences or particular perspectives, typically through face-to-face interviews, which are then recorded and organized into a chronological

narrative. This method allows for a deep capture of the subject's experiences and viewpoints, especially when interviews are conducted in person to explore their stories and deeper meanings.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The conclusion consists of research results and discussion, while suggestions emerge with some ideas addressed to upcoming researchers who are intrigued by the topic of the dimension self-efficacy used by students of their speaking ability across proficiency level.

5.1 Conclusions

Based on this study, the researcher concluded that engaging in activities within the EFL digital context positively correlates with students' readiness to communicate in English and aids in improving their English skills. The study found that digital media platforms assist in enhancing vocabulary skills and boosting confidence in communication with others. Furthermore, communicating with individuals from diverse backgrounds on social media helps participants gain insights into different cultures, fostering cultural awareness and acceptance of linguistic diversity.

Moreover, the study highlights the transformative potential of technological advancements and media platforms in reshaping teaching and learning practices. It underscores the importance of incorporating digital environments, such as social media, into educational settings to complement traditional face-to-face instruction. The findings of this research offer valuable insights for future studies on second language Willingness to Communicate (L2

WTC), providing a pathway for exploring the digital EFL context in depth. The researcher can build upon these findings to investigate how digital environments influence language learning and communication readiness further.

5.2 Suggestions

Following the conclusion of the research, the researcher found that it had gaps and limits. Future studies can go deeper into the gaps and limits mentioned in this study to get a better result. According to the conclusion, the researcher makes various recommendations to students, lecturers, and future researchers to enhance the understanding and effectiveness of language acquisition in digital contexts.

Her suggestion for students is to actively engage in online language exchange platforms, social media interactions, and digital gaming environments to supplement traditional language learning methods. Furthermore, reflecting on personal language competence and confidence levels regularly, seeking opportunities to challenge oneself and expanding language skills in diverse digital settings.

For lecturers, it is important to integrate digital language learning activities into the curriculum, leveraging online resources and platforms to provide students with authentic language practice opportunities, and encourage collaborative projects and group activities that utilize digital tools and platforms, promoting peer interaction and mutual language support among students.

Furthermore, for future researchers to explore specific aspects of social media use, such as the influence of different platforms or the effectiveness of various language learning activities, it would also be beneficial to investigate the

impact on other skills essential for language acquisition. These could include cognitive abilities like problem-solving and critical thinking, socio-emotional skills such as empathy and collaboration, and practical competencies like digital literacy and intercultural communication. By examining these facets alongside digital communication, researchers can provide a more comprehensive understanding of how technology shapes language learning and development across various domains.



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