# INTRODUCTION

## Background of the Study

Willingness to communicate (WTC) is widely known among researchers. The concept of WTC suggests that learners are willing to communicate in a second or foreign language (Rizvic, 2017). WTC is a person's desire or readiness to communicate using a second or foreign language. WTC was first investigated by McCroskey and associates in first language investigations (Asmalı, 2016). MacIntyre suggested that “WTC is a readiness to enter into discourse at a particular time with a specific person or persons using an L2” (Ayedoun et al., 2015).

The target of learning a language that affects reality is being able to use the target language in communicating which refers to the WTC (Bergil 2016). People who learn a language must be able and willing to communicate using the language because the goal in learning a language is to be able to communicate in that language. According to Clement et al research study, (2003), The prime objective of learning a foreign language is to be capable of communicating appropriately and productively. Celce-Murcia et al stated that the goal is to achieve a level of proficiency in the target language that allows them to communicate freely with native speakers and non-native speakers (Baran-Lucarz 2014). A person is said to be proficient in a language that can communicate with anyone, both native and non-native speakers. Given the importance of WTC which has been discussed by experts, there needs to be an investigation to see the extent of the students' willingness.

According to previous research, the quality of students' WTC is different. According to research conducted in Turkey, the willingness to communicate using the target language, namely English, tends to be lower (Asmalı et al., 2015). There is also research conducted in Saudi Arabia, students tend to be less willing to do public speaking (Ahmed Mahdi, 2014). Therefore, an investigation into what factors impact students' low willingness to communicate in that situation is required.

According to the literature, several factors affect low willingness to Communicate. The first factor that affects WTC is the classroom environment (Başöz et al, 2019). On average, students think they do not want to speak English for fear of being laughed at by their friends. Second, the lack of English proficiency is a factor that impacts students in the Vietnamese environment (Tuyen et al, 2019). Nearly three-quarters of students said that a lack of English proficiency and confidence in communicating had the biggest effect on their WTC.

In Indonesian investigation study is revealed that WTC Weda et al. (2021) researched the factors that influence the willingness to communicate in the EFL class in the Indonesian context. The participants of the study were students from the English program from one of the universities in Makassar. A study by Pratama (2019) examines the level of willingness to communicate using English in the context of Islamic boarding schools in Aceh. Given the importance of WTC and the gaps that have yet to be filled in Indonesia, research specifically on the factors that influence WTC and WTC quality at the university level. As a result, the quality of student WTC and the factors that influence it was the focus of my research. My research was supposed to contribute to the WTC literature and give lecturers tips on how to improve WTC.

## Research Questions

Based on the research background above, the problem that will be discussed in this research can be stated as follows:

1. To what extent do the students have the willingness to communicate in English?
2. What are the factors to support the students to have the willingness to communicate in English?

## Research Objectives

To investigate the extent to which students are willing to communicate in English.

To explore the factors that influence students' willingness to communicate in English.

## Research Significance

This research is expected to provide benefits to:

Lecturers: to find out how to motivate students to communicate using English in the EFL class.

Students: to suggest some recommendations for overcoming EFL students’ unwillingness to communicate in English.

## Research Scope

In collecting data for this study, the researcher was limited research to only focusing on exploring the factors that influence students' willingness to communicate and the extent of willingness to communicate in the classroom. These factors are related to enduring influences and situational influences. The extent to which students communicate using English is related to using English in class.

## Definition of Terminologies

WTC: Willingness to communicate is the concept language students who need to communicate in an excessively second language are actively seeking occasions to speak, and the learners have very communicated in an exceedingly second language.