

Unveiling the Factors Influencing Willingness to Communicate in English;
Revisiting MacIntyre et al.'s Theory-Driven Exploration in the EFL Context



Dissertation by
Wildhan Burhanuddin
F013191004

Doctoral Program, Linguistics Study
Faculty of Cultural Sciences, Hasanuddin University

2024

Dissertation

Unveiling the Factors Influencing Willingness to Communicate in English; Revisiting MacIntyre et al.'s Theory - Driven Exploration in the EFL Context

Written and Submitted by

Wildhan Burhanuddin

Register Number: F013191004

has been defended in front of the doctoral examination committee which was formed in order to complete the study of the Doctoral Program in Linguistics Studies Faculty of Cultural Sciences Hasanuddin University on January, 24th 2024 and is declared to have met the graduation requirements.

Approved by:
**Head of
The Supervisory Committee**




Prof. Dr. Abdul Hakim Yassi, Dipl. TESL., M.A.
Promoter



Dr. Abidin Pammu, Dipl. TESOL., M.A.

Copromoter



Prof. Dra. Nasmilah, Dipl. TESL.,
M.Hum., Ph.D.

Copromoter

**The Head of Linguistics Studies
Program**



Prof. Dr. Lukman, M.S.
NIP. 196012311987021002

**The Dean of Faculty
of Cultural Science**



Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010

PERNYATAAN KEASLIAN DISERTASI DAN PELIMPAHAN HAK CIPTA

Dengan ini saya menyatakan bahwa, disertasi berjudul "*Unveiling the Factors Influencing Willingness to Communicate in English; Revisiting MacIntyre et al.'s Theory - Driven Exploration in the EFL Context*" adalah benar karya saya dengan arahan dari komisi pembimbing (Prof. Dr. Abdul Hakim Yassi, Dipl. TESL., M.A. sebagai promotor, Dr. Abidin Pammu, Dipl. TESOL., M.A. sebagai ko-promotor 1 dan Prof. Dra. Nasmillah, Dipl. TESL., M.Hum., Ph.D. sebagai ko-promotor 2). Karya ilmiah ini belum diajukan dan tidak sedang diajukan dalam bentuk apa pun kepada perguruan tinggi mana pun. Sumber informasi yang berasal atau dikutip dari karya yang diterbitkan maupun tidak diterbitkan dari penulis lain telah disebutkan dalam teks dan dicantumkan dalam Daftar Pustaka disertasi ini. Sebagian dari isi disertasi ini telah dipublikasikan di Jurnal (Migration Letters ISSN: 1741-8984 (Print) ISSN: 1741-8992 (Online)) sebagai artikel dengan judul "Exploring Factors Influencing the Willingness to Communicate Among EFL Learners in Indonesia"

Dengan ini saya melimpahkan hak cipta dari karya tulis saya berupa disertasi ini kepada Universitas Hasanuddin.

Makassar, 25 Januari 2024



Wildhan Burhanuddin
NIM F013201006

ABSTRACT

WILDHAN BURHANUDDIN. *Unveiling the Factors Influencing Willingness to Communicate in English; Revisiting MacIntyre et al.'s Theory - Driven Exploration in the EFL Context* (Supervised by Abd. Hakim Yassi, Abidin Pammu, and Nasmilah).

This research aims to explore the willingness to communicate (WTC) in English among university students in English as a Foreign Language (EFL) classrooms. Using a mixed-methods approach, the purpose of the study is to revisit MacIntyre et al.'s model of WTC and establish a new theoretical foundation tailored to this context. The study used both qualitative and quantitative data, gathered through interviews for qualitative insights and structured questionnaires with statistical measurements for quantitative analysis. Structural Equation Modelling (SEM) was used to thoroughly examine variable relationships in quantitative analysis. It uncovers a paradoxical negative correlation between language proficiency and WTC, challenging assumptions and emphasizing the need for a nuanced understanding of the interplay between language skills and willingness to communicate in English. Cultural identity shows a significant positive relationship with WTC, highlighting the importance of acknowledging diverse cultural backgrounds. The findings emphasize educators' role in recognizing diverse WTC approaches and fostering an environment conducive to language engagement. Students' perspectives reveal varied experiences, from preferring English in practical situations to occasionally using their native language. The mixed-methods approach offers a comprehensive view of factors influencing language choices, guiding the development of inclusive language learning environments. Recognizing different WTC approaches underscores the importance of tailored teaching methods. The integration of factors into a holistic model has practical implications for EFL instruction in the Indonesian context. Educators are encouraged to adopt a multifaceted approach that considers the interconnectedness of communicative competence, cultural identity, language proficiency, and personality characteristics. The proposed model serves as a guide for instructional design, emphasizing the importance of creating inclusive and culturally sensitive learning environments that foster motivation, self-confidence, and a positive sense of identity among learners.

Keywords: WTC, EFL, Cultural Identity, Language Proficiency



ACKNOWLEDGEMENT

I extend my heartfelt gratitude to the numerous individuals who have played a pivotal role in the completion of this dissertation, entitled "Unveiling the Factors Influencing Willingness to Communicate in English: Revisiting MacIntyre et al.'s Theory-Driven Exploration in the EFL Context." This academic endeavor has been both challenging and rewarding, and I am deeply appreciative of the support and encouragement I have received.

First and foremost, I express my sincere appreciation to my esteemed Head Supervisor, Prof. Dr. Abd. Hakim Yassi, Dipl. Tesol, M.A. Your expertise, guidance, and unwavering commitment to scholarly excellence have been instrumental in shaping the trajectory of my research.

I am equally thankful to my co-supervisors, Dr. Abidin Pammu, Dipl. TESOL., M.A., and Prof. Dra. Nasmilah, Dipl. TESL., M.Hum. Your valuable insights, constructive feedback, and encouragement have significantly enriched the depth and quality of this dissertation.

A debt of gratitude is extended to my esteemed examiners: Prof. Dr. Hamzah A. Machmoed, M.A.; Prof. Dr. Harlinah Sahib, M.Hum.; and Dr. Sukmawaty, M.Hum. Your meticulous examination, scholarly input, and critical insights have contributed immensely to the refinement and academic rigor of this work.

I am also honored to acknowledge Prof. Dr. Muhammad Basri Wello, M.A., for graciously agreeing to serve as the external examiner. Your external perspective has added valuable dimensions to the examination process.

My appreciation extends to the faculty and staff of the English Language Studies Department at Hasanuddin University for providing a conducive academic environment and resources necessary for this research.

To my colleagues, friends, and family, your unwavering support, understanding, and encouragement have been a source of strength throughout this doctoral journey.

Finally, I express my deepest gratitude to the Higher Education Leadership of Hasanuddin University for their continuous commitment to academic excellence and research advancement.

Thank you, each and every one of you, for being an integral part of this academic milestone.

Wildhan Burhanuddin
Hasanuddin University
January 17th, 2024

Table of Contents

Cover	i
Approval Sheet	ii
Abstract	iii
Acknowledgement	iv
Table of Contents	v
CHAPTER I	
INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	10
C. Objective of the Study	10
D. Significance of the Study	11
E. Scope of the Study	12
F. Limitations of the Study	13
CHAPTER II	
LITERATURE REVIEW	15
A. Previous Studies in EFL Context	16
B. Theoretical Review	19
1. Willingness to Communicate (WTC)	21
2. Factors Influencing WTC in EFL	29
3. Indonesian EFL Context	55
C. Research Framework	62
CHAPTER III	
RESEARCH METHODOLOGY	66
A. Research Design	66
B. Participants	66
C. Data Collection	68
D. Data Analysis	70

CHAPTER IV	
FINDINGS AND DISCUSSION	72
A. Findings	72
B. Discussion.....	125
CHAPTER V	
CONCLUSION.....	154
A. Conclusion	154
B. Suggestion	156
BIBLIOGRAPHY.....	159
APPENDICES	168

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a language requires understanding the language's complexities, immersing oneself in its culture, and developing an individual's intercultural skills. Moreover, acquiring a new language in a university context is different from general language learning. This distinction lies in the tailored approach that universities adopt, catering to students' specific academic, professional, or subject-specific needs. For instance, students pursuing disciplines like medicine, engineering, or business receive specialized language instruction that goes beyond the fundamentals of vocabulary and grammar. Such targeted instruction equips students with the ability to communicate effectively within their chosen fields, emphasizing not only linguistic proficiency but also the contextual characteristics that are specific to these fields.

Language instruction is tailored to students' academic, professional or subject-specific needs, within higher educational institutions, particularly universities, this process of language acquisition is often tailored and further refined through specialized language programs, such as English as a Foreign Language (EFL). EFL programs are designed to provide students with the necessary tools, guidance, and practice to develop their English language skills to a high level of proficiency. These programs not only focus on linguistic aspects but also foster a conducive environment for students to immerse themselves in the English language and culture.

The willingness to communicate in English among university students is a critical aspect of this language acquisition process. EFL programs aim to enhance this willingness by creating a supportive and engaging learning environment. Students who are willing to communicate in English are more likely to actively participate in language classes, engage in discussions, and practice their language skills both inside and outside the classroom. This willingness to communicate is a key driver of language proficiency and intercultural competence.

EFL programs in higher education institutions like universities play a significant role in facilitating this process, ultimately fostering the willingness of students to communicate effectively in English, which is crucial for their academic and personal growth in a globalized world. English proficiency is usually regarded as a valued talent that provides access to educational, professional, and social possibilities. As a result, knowing the elements that influence EFL learners' willingness to communicate (WTC) in English is critical.

Willingness to communicate refers to individuals' readiness and motivation to engage in communicative activities in the target language (MacIntyre et al., 1998). It is widely recognized as a significant predictor of successful language learning and communicative skill development. Active participation in oral exchanges not only improves language skills but also fosters cultural understanding, the development of interpersonal relationships, and confidence in one's communicative abilities.

Additionally, language acquisition also includes cultural immersion,

which is vital for grasping the context in which the language is used. This cultural immersion helps students gain a more profound understanding of the social and cultural aspects associated with the language, contributing to their overall linguistic competence. In summary, language acquisition encompasses a holistic approach that includes linguistic understanding, cultural immersion, and the development of intercultural skills.

Previous research on communication willingness has primarily concentrated on English as a Second Language (ESL) situations, in which English is acquired and utilized in an environment where it is spoken as a native or official language. The EFL context, on the other hand, poses unique issues and dynamics that merit exploration. Learners in EFL contexts frequently have little exposure to English outside of the classroom, relying mainly on classroom instruction and instructional materials to learn the language.

Several factors have been suggested as potential contributions to the willingness of EFL learners to communicate. Individual characteristics such as self-efficacy, motivation, and language anxiety are among these factors, as are socio-cultural influences and perceptions of English as a prestigious language; linguistic proficiency levels and confidence in language use; classroom dynamics such as teacher-student interactions and peer relationships; and access to resources and opportunities for authentic language practice.

The primary objective of acquiring proficiency in a foreign language (FL) or a second language (L2) is to enhance intercultural communication

and understanding. MacIntyre, Clément, Dörnyei, and Noels (1998) employed the conceptual framework of willingness to communicate (WTC) to underscore the significance of communication objectives. According to this perspective, mastery of a second language is not a final objective, but rather a tool to achieve intercultural and interpersonal objectives. Several trait and state qualities have been demonstrated to impact WTC in the second language (L2), including self-confidence, intergroup motivation, intergroup attitudes, and personality. The temporal and spatial context, as well as the interlocutors, can exert a substantial influence on an individual's inclination to engage in verbal communication and sustain the discourse.

Researchers have discovered that factors such as an individual's sense of cultural identification have been shown to impact Willingness to Communicate (WTC). The concept of cultural identity is closely associated with the idea of belonging to a community that shares a common history, beliefs, and customs. It is plausible that the cultural identities of students may have an impact on their language acquisition, specifically in relation to their self-evaluation of their ability to communicate effectively in the target language. The inclination of individuals to participate in such scenarios may be impacted by cultural norms that prioritize collective discussions over individual interactions.

Recently, Kalsoom (2022) published a comprehensive study exploring the impact of collectivist cultures on the evolution of WTC, which was previously only available in a non-native language. English language learners may encounter challenges in effective communication due to the author's emphasis on the cultural importance of social harmony, face-saving,

and politeness. Jianguang and colleagues (2023) conducted a study in this area, expanding upon the groundwork established by previous research conducted by Piaget and Vygotsky. The primary objective of the study was to examine the impact of scaffolding on the level of interaction among English language learners who are non-native speakers. The study conducted by Alrabai et al. (2019) investigated the impact of instructors and their strategies on the WTC of EFL/ESL students. The research shed light on the significance of establishing an educational environment that is characterized by kindness and inclusivity.

Furthermore, several scholarly studies have examined the strategies that instructors of English as a Foreign Language (EFL) use to enhance their students' willingness to communicate (WTC) in the context of learning English as a foreign language. Bukhari et al. (2019) conducted a study with the aim of examining the effects of different instructional approaches on the willingness to communicate (WTC) of learners who are studying English as a second language. The results of this study suggest that the inclusion of interactive and task-oriented pedagogical strategies in the classroom setting leads to an increase in students' willingness to communicate (WTC) and the outcomes of their language learning. The study conducted by Aguskin and Maryani (2018) explored various techniques that could potentially facilitate the expression of international students' perspectives within the classroom setting. According to the author, a viable approach to enhance students' motivation to engage in communication is to foster a warm and welcoming environment (WTC) that encourages them to participate in class discussions.

Several scholarly investigations likewise have examined the influence of brief study abroad initiatives on the willingness to communicate (WTC) of English as a foreign language (EFL) learner. Chilton (2022) conducted a study examining the sustainability of World English (WE) and World English Pedagogy (WEP) in multilingual classrooms, specifically focusing on the WTC of short-term exchange students. The research revealed a decline in the students' willingness to communicate (WTC) as time progressed, highlighting the necessity for continuous assistance and motivation.

Moreover, numerous scholarly inquiries have delved into the intercultural dimensions of willingness to communicate (WTC) in second language acquisition, examining the distinctions and parallels in WTC among pupils hailing from diverse cultural heritages. Lee et al. (2021) conducted a comparative analysis of the WTC exhibited by secondary school students from Korea and Sweden in the context of English language communication. The study emphasized the impact of cultural values, such as individualism- collectivism and power distance, on the communication behavior of the students.

Recent study focused on the use of technology resources and instructional approaches to improve WTC in the setting of language learning. As potential ways of obtaining this objective, digital storytelling (Shen et al., 2022) and socio-affective and pedagogic tactics (Zarei et al., 2019) have been examined. According to the findings, the idea of WTC is multifaceted and diversified, involving personal, communal, and social aspects that interact dynamically to impact language usage and educational

attainment.

The concept of WTC encompasses a range of interconnected factors that contribute to an individual's readiness and eagerness to engage in language communication. These factors can be broadly categorized into personal, communal, and social dimensions. On a personal level, the learner's motivation, self-efficacy beliefs, and anxiety levels significantly impact their willingness to communicate in English. Motivation acts as a driving force, influencing the learner's desire to communicate and engage with the language. Self-efficacy, or the learner's confidence in their ability to communicate effectively, plays a crucial role in overcoming communication apprehension. Conversely, anxiety, whether related to language proficiency or fear of judgment, can act as a hindrance to active participation.

Communal factors refer to the influence of immediate social circles, such as peers, classmates, and teachers. Peer interactions and group dynamics within the language learning environment can either facilitate or impede communication. Positive peer support and a supportive classroom atmosphere can encourage learners to take risks in expressing themselves, fostering a more conducive environment for language development. The social dimension encompasses broader societal and cultural factors. Cultural norms and expectations regarding language use, the societal value placed on English proficiency, and the role of English in various social domains all contribute to shaping the learner's willingness to communicate. For example, if English is perceived as essential for academic success, career advancement, or social integration, learners may be more motivated to engage in communication in that language.

Despite a wealth of research investigating these elements individually, the intricate interplay and relative importance of these factors within the specific context of English as a Foreign Language (EFL) learning remain unclear. While existing studies have provided valuable insights into personal, communal, and social dimensions separately, a comprehensive understanding of how these factors interact and influence each other in the unique EFL environment is lacking.

This study aims to bridge this gap by adopting a theory-driven approach. By synthesizing existing theories related to language acquisition, communication psychology, and educational psychology, the research seeks to develop a comprehensive framework that can illuminate the nuanced relationships between personal, communal, and social factors influencing EFL learners' propensity to communicate in English.

In essence, this study strives to contribute not only to the theoretical understanding of WTC but also to provide practical insights that can inform effective language teaching strategies, curriculum development, and the creation of supportive learning environments tailored to the specific needs and challenges faced by EFL learners.

This study aims to understand how various personal, social, and environmental factors affect EFL learners' willingness to communicate in English. It uses well-known theories like Social Cognitive Theory, Second Language Acquisition theories, and the idea of communicative competence to provide a comprehensive view of what influences EFL learners' participation in English communication. This study uses a theory-based

approach to uncover what influences EFL learners' willingness to talk in English. It explores the complex relationships between personal, situational, and contextual factors that affect EFL learners' WTC. Additionally, it incorporates mixed methods data and analysis to provide a more comprehensive understanding of the topic.

This study aimed to contribute to the existing body of research on World English pedagogy and acquisition within the EFL/ESL context. It focuses on factors influencing students' willingness to communicate (WTC) in English, including motivation, anxiety, self-confidence, personality traits, language proficiency, and pedagogical practices.

Additionally, the study explored into the impact of cultural factors on WTC, recognizing that self-perception, social networks, and perspectives significantly shape language practices. To achieve these goals, the research examines the extensive literature on elements affecting WTC. This includes individual factors like motivation, self-efficacy, and anxiety, as well as sociocultural aspects such as linguistic attitudes, cultural norms, and learner identity. By addressing this research gap, the study offers insights into the diverse dynamics of WTC in the EFL environment. These findings are expected to provide more comprehensive information and references toward EFL educators, curriculum developers, and policymakers in establishing effective teaching methods, creating supportive classroom environments, and employing learner-centered strategies to enhance EFL learners' willingness to communicate in English.

B. Research Questions

The dissertation aimed to construct a theory pertaining to the willingness to communicate (WTC) in English within the context of English as a Foreign Language (EFL). It was envisioned as an inquiry into the various factors that influence individuals' motivation and willingness to communicate in English, with the goal of offering insights and establishing a theoretical framework.

The research questions guiding in this study are:

- i. What are the factors that influence EFL learners' willingness to communicate in English?
- ii. To what extent do factors influence students' willingness to communicate in EFL?
- iii. What are students' perspectives on how various factors affect their willingness to communicate in an English as a foreign language (EFL) context?

C. Objective of the Study

1. The research aimed to investigate factors influencing EFL learners' willingness to communicate English.
2. To Identify the practical implications of these factors on students' willingness to communicate in an EFL setting.
3. To explore and understand students' perspectives on how various factors influence their willingness to communicate in an English as a foreign language (EFL) context.

D. Significance of the Study

The research carried significant implications for practice, making its findings pertinent for EFL educators, curriculum developers, and policymakers. A comprehensive understanding of the factors influencing EFL learners' willingness to communicate in English could inform instructional methods, materials development, and classroom strategies to foster effective language learning and communication. It had the potential to aid educators in crafting an inclusive and stimulating environment that encourages learners to actively engage in English dialogue, thereby enhancing language proficiency and the overall language learning experience.

In terms of theoretical contributions, the study added to the existing literature on communication willingness by focusing specifically on the EFL environment. By identifying the factors that influence EFL learners' willingness to communicate, the research expanded the theoretical understanding of WTC and extended its relevance to the EFL context. The findings were envisaged to contribute to theories and models of second language acquisition, sociolinguistics, and second language communication strategies.

Moreover, the study gained a deeper understanding of EFL communication dynamics. The research offers valuable insights into the experiences of EFL students, helping educators and institutions tailor teaching approaches to better address the specific needs and challenges of students, and enhancing the effectiveness of EFL education. It offered

insights into the specific linguistic, social, and psychological factors influencing EFL communication. This understanding could guide the development of more effective language learning programs and interventions tailored to the unique requirements and challenges of EFL learners.

E. Scope of the Study

The research focused on English as a Foreign Language (EFL) learners, particularly those in a specific educational context, namely, students enrolled at Muhammadiyah University. The study has investigated and identified a range of factors influencing EFL learners' willingness to speak in English, including individual traits, linguistic competence, motivation, anxiety, cultural influences, and the classroom environment. It acknowledged the potential inclusion of educational or institutional factors that might not be applicable to other EFL situations.

The study was set within an EFL context, where English served predominantly as a non-native language. It aimed to understand how factors impacting willingness to speak operated in this particular situation and how they might differ from other language learning contexts.

The study adopted a theory-driven approach, utilizing a theoretical framework to guide the investigation of factors affecting willingness to communicate. It aimed to test and validate existing theories, models, or concepts related to communication willingness within the EFL environment. Data collection methods encompassed a combination of quantitative and qualitative research approaches, including surveys, interviews,

observations, and document analysis, depending on the study's questions and the nature of the issues being investigated.

F. Limitations of the Study

It was crucial to recognize certain inherent limitations within the study to ensure a thorough grasp of the research findings:

1. **Generalizability:** The study's outcomes may have limited applicability beyond the specific context of English as a Foreign Language (EFL) and the demographics under consideration. Caution should be exercised when extending these findings to other educational settings or diverse learner populations.

2. **Sample Size and Selection:** Practical constraints or distinctive characteristics of the target population may have restricted the study's sample size. Consequently, prudence is advised when drawing broader conclusions based on the characteristics of the selected sample.

3. **Self-Reported Data:** The research might have relied on self-reported data collected through surveys or interviews, introducing the potential for response biases or errors. Acknowledging this inherent limitation is essential when interpreting and generalizing the study's results.

4. **Contextual Variables:** Given the study's specific focus on an EFL context, its findings may have been influenced by cultural, educational, or institutional variables that may not necessarily be applicable to other EFL situations. Generalizing beyond the specific context requires careful consideration of these contextual factors.

5. Causality: Due to the study's methodology, establishing a direct causal relationship between the identified factors and willingness to speak could have been challenging. The research aimed to identify associations and correlations rather than establishing definitive cause-and-effect relationships.

6. Time Restrictions: Time constraints may have limited the study's capacity to conduct comprehensive longitudinal examinations or gather extensive data. This limitation could potentially impact the thorough exploration of temporal components related to communication willingness and development.

By acknowledging these limitations, the study endeavors to maintain transparency and circumspection in its interpretation, recognizing the scope and boundaries of the research's applicability and generalizability.

CHAPTER II

LITERATURE REVIEW

In this chapter, it presents an overview of the literature on WTC in second language acquisition and the EFL context.

The chapter overview the conceptualization of WTC in the EFL context, address the conceptualization of WTC, identify the components that have been explored in previous research, and discuss the conceptualization of WTC in the EFL environment. The framework for the coming chapters will present existing knowledge and theoretical views, in which we will conduct a theory-driven study of the factors impacting EFL learners' willingness to communicate in English.

The current study attempts to uncover the factors impacting learners' willingness to communicate (WTC) in English in the context of English as a Foreign Language (EFL). The evaluation of the existing literature in this chapter will be provided to have an overview of the elements identified and investigated in relation to WTC in second language acquisition and EFL situations. It also will provide the groundwork for the theory-driven examination of factors impacting EFL learners' WTC in English in the next chapters by synthesizing and assessing past studies.

Understanding Communication Willingness begins with providing a conceptual framework for comprehending willingness to communicate (WTC). In addition, it will look at several definitions and conceptualizations of WTC in the literature, emphasizing its importance as a key construct in language learning and communication. It elucidates the multidimensional

character of WTC and its underlying features by evaluating many theoretical viewpoints and models, including MacIntyre et al.'s (1998) situational model and the role of social cognitive elements.

The fundamental theories and concepts surrounding language learning, such as communicative competence, language anxiety, and willingness to communicate, will be briefly discussed in the first overview of this chapter. These ideas will serve as a foundation for comprehending the psychological and sociocultural elements influencing language learners' communication habits in the classroom and the impact on willingness to communicate.

In the context of EFL students at Muhammadiyah University of Makassar, it will be important to investigate how cultural identity relates to learners' willingness to communicate in English and identify any potential factors that may impact this relationship.

A. Previous Studies in EFL Context

Peng (2010) stated that Examining the Chinese EFL context, this study developed a model of willingness to communicate that considered factors such as motivation, self-efficacy, communication anxiety, and language proficiency in shaping learners' willingness to communicate in English. Focusing on Korean EFL university students, this study investigated the relationship between self-efficacy, motivation, and willingness to communicate in English. The findings emphasized the mediating role of motivation in the relationship between self-efficacy and willingness to communicate (Kang, 2012).

Yamada (2013) examined the impact of language anxiety on

Japanese EFL learners' willingness to communicate. The findings highlighted the negative influence of anxiety levels on learners' willingness to engage in communication, particularly in face-to-face interactions. Clement, Baker, and MacIntyre (2003) investigating the effects of context, norms, and vitality on willingness to communicate, this study explored how situational factors and social norms influenced learners' willingness to communicate in a second language.

The findings emphasized the importance of creating a supportive and positive communication environment. In their study, Azimzadeh and Bemani (2020) revealed that cultural affiliation is closely related to willingness to speak. More intriguingly, the findings suggest that those with higher levels of Iranian connection had higher English speaking scores and were more inclined to speak English. Although this link was statistically insignificant, it can be explained by the fact that learning about a new culture stimulates language learners to reflect on and respect their own culture, resulting in a greater proclivity to introduce their own culture to the rest of the world in English. The findings show a strong negative association between one of the components of cultural identification (religious attachment) and WTS, indicating that the more one's devotion to one's religion, the lower one's speaking skill and readiness to talk in a second language.

The fact that culture can function as an improving and/or hindering factor in the process of language learning. It all depends on the degree of one's attachment to their own culture. As once stated by Ibrahim and Heuer (2016), there are some aspects of cultural identity that individuals are more emotionally linked to, such as religious and spiritual dimension. Once the

language learner finds a deep gap between his/her own religious ideology and that of the L2 culture, they tend to develop some biased attitudes towards all other aspects of that culture, including the language.

According to the study conducted by Kim (2018) stated that the cultural identity of Korean EFL students substantially predicted their willingness to communicate in English. Furthermore, learners with a strong sense of cultural identification were less likely to communicate in English than those with a weaker sense of identity.

Cultural identification may significantly influence language learning processes and results, particularly in terms of willingness to communicate in the target language. According to previous studies, students who have a strong sense of cultural identity may be less motivated to speak in English because of fear of losing their identity or because of unfavorable stereotypes about their culture. However, another study has indicated that learners who have a strong sense of their cultural identity may be more driven to use English as a language of communication in order to broaden their cultural horizons and interact with people from other backgrounds.

The study conducted by Al-Thubaiti (2020) investigated the correlation between the cultural identities of EFL students in Saudi Arabia, their proficiency in the English language, and their preparedness to engage in English communication. The research findings indicate that students exhibiting higher levels of English proficiency and stronger cultural identities are more inclined to utilize the English language for communication purposes. The findings of the study suggest that readiness to communicate in English is significantly influenced by cultural identity and proficiency in the

English language.

The study by Maftoon and Besharat (2021) aimed to examine the correlation between cultural identification, personality traits, and English communication readiness among Iranian students who are learning English as a foreign language. The research findings indicate that students who possessed robust cultural identities, higher levels of extraversion, and greater openness demonstrated a greater inclination to engage in communication in the English language. The research findings suggest that the inclination to communicate in English is significantly influenced by cultural identity and personality traits, specifically extraversion and openness.

The findings suggest that the cultural identities of students may influence their inclination to engage in English communication. It is possible that students who possess a more robust sense of cultural identity may exhibit a decreased inclination to engage in English communication compared to those with a less pronounced cultural identity. Conversely, the correlation between an individual's cultural affiliation and their aptitude for communication is subject to the influence of various additional factors, including their degree of proficiency in the English language and the constituent traits of their personalities.

B. Theoretical Review

The relationship between cultural identity as English as a Foreign Language (EFL) students and their preparedness to engage in English communication with others is complex and multidimensional in the context of higher education. Numerous factors in an individual's life may influence

their cultural identity, encompassing but not restricted to their ethnicity, belief, genders, and economic status. The aforementioned traits possess the capacity to impact a learner's method of expression, their disposition towards acquiring language, and their perception of their personal identity and societal function.

Research suggests that students who possess a robust cultural identity may exhibit greater confidence and motivation in their pursuit of English language proficiency, as they view such competence as a means of enhancing their opportunities and interacting with individuals from diverse cultural backgrounds. In contrast, students who perceive that their cultural identity is being compromised or endangered may encounter feelings of apprehension or opposition towards language acquisition, as they perceive it as a form of assimilation or a threat to their cultural legacy. This phenomenon has the potential to induce anxiety or aversion among the students towards the process of acquiring a new language.

Furthermore, it is plausible that the cultural context of English language learners may influence their communication patterns and inclinations. For instance, individuals hailing from collectivistic cultures may prioritize the preservation of group harmony and resort to indirect communication, whereas individuals from individualistic cultures may prioritize assertiveness and engage in direct communication. Due to the aforementioned dissimilarities, students who are learning English as a Foreign Language (EFL) may exhibit less enthusiasm towards verbalizing in English, owing to the possibility of experiencing apprehension or trepidation of being misconstrued while employing a mode of

communication that is unfamiliar to them.

The correlation between cultural identities of EFL students and their preparedness to communicate in English is a significant area of study that could improve language instruction methodologies and promote intercultural communication and comprehension in academic environments. The manner or framework of cultural identification is an additional factor that possesses the capability to modify the factors that either promote or hinder the disposition to communicate among students learning English as a foreign language. Enumerated hereunder are certain factors that may hold particular significance in this context.

1. Willingness to Communicate (WTC)

The concept of Willingness to Communicate (WTC) pertains to the extent to which individuals possess the inclination to engage in social interaction through the sharing of information with others. Scholars from diverse fields including linguistics, psychology, education, and communication studies have demonstrated a keen interest in this matter over the years. Research has demonstrated that the use of technology in language learning, particularly in English as a foreign language (EFL) context, has a significant impact on learners' acquisition and communication skills. Learners in these contexts may encounter challenges such as anxiety and low self-esteem.

The theoretical foundation of the willingness to communicate (WTC) is rooted in the communication apprehension theory. The present theory posits that individuals may experience feelings of apprehension and unease during interpersonal interactions, potentially resulting in the avoidance or

disengagement from communicative contexts. The aforementioned hypothesis was subsequently implemented in the context of language acquisition, revealing that communication anxiety poses a significant impediment to the process of acquiring and utilizing a language.

McCroskey & Baer, (1985) introduced the concept of Willingness to Communicate (WTC) to the field of second language acquisition, building upon the communication apprehension theory. This action was undertaken with the purpose of conducting a more in-depth exploration of the subject matter. According to the researchers, the WTC phenomenon can be defined as the willingness to engage in communication with a particular individual or group, utilizing a second language in a specific context. The authors posited that the willingness to communicate was influenced not only by individual attributes but also by contextual variables, including anxiety, self-efficacy, motivation, and social norms.

The concept of WTC, initially introduced by MacIntyre et al. (1998) has undergone further refinement by several scholars. The contribution of MacIntyre, Clément, Dornyei, and Noels in 1998, which presented the WTC model, is a notable one. The present model prioritizes the significance of motivation in the context of willingness to communicate (WTC), and posits that WTC is influenced by three discrete classes of motivational factors, namely integrative, instrumental, and personal. Integrative motivation is the term used to describe the inclination to acquire knowledge and engage in social communication with individuals belonging to the target language community. Instrumental motivation is the term used to describe the aspiration to attain a particular objective, such as succeeding in an

examination or securing employment. The concept of personal motivation pertains to the pleasure and contentment derived from utilizing the language.

a. Situational WTC

MacIntyre & Legatto, (1998) introduced the concept of "situational willingness to communicate" (SWTC), positing that an individual's willingness to communicate (WTC) may be subject to variation depending on the specific communicative context, including factors such as the topic of conversation or the social status of the conversational partner. This proposition posits that the level of willingness to communicate (WTC) may exhibit variability contingent upon the particular communicative context. The authors posited that several distinct attributes, including anxiety, self-efficacy, social norms, and perceived salience of the communication matter, exerted an impact on SWTC.

The significance of culture and identity in the context of WTC has been established as pivotal, alongside the factors expounded upon earlier in this passage. Clément et al. (2003) introduced the model of "willingness to communicate in a second language" (WTC-SL). The mentioned model posits that the willingness to communicate (WTC) is subject to the influence of cultural values and concepts that are linked to the realm of communication. Individuals hailing from cultures that prioritize collective harmony over personal expression may exhibit distinct cognitive and behavioral patterns in the context of communication challenges. Individuals with a strong ethnic identification tend to exhibit a greater degree of hesitancy in employing a secondary language when interacting with fellow members of their ethnic community due to their heightened sense of ethnic

identity.

It is crucial to understand that WTC proposed by McCroskey & Baer (1985) is built upon L1 context while the one constructed by MacIntyre & Legatto, (1998) is for L2 setting. MacIntyre & Legatto, (1998) suggested that, as opposed to McCroskey & Baer (1985) construct, WTC should not only be investigated within the personality trait and should consider situational factors that play a role within L2 setting. For this reason, McCroskey & Baer (1985) proposed the Heuristic Model of Variables Influencing WTC.

The model comprises six distinct variables or categories, which are collectively referred to as "layers". The six levels in question also serve as indicators for two underlying structures, namely: (a) the first three tiers (I, II, & III), which denote the situational impacts on WTC that are specific to a given moment in time; and (b) the subsequent three tiers (IV, V, & VI), which denote enduring and situational factors on the process. Each of the aforementioned six layers is denoted by a distinct hue.

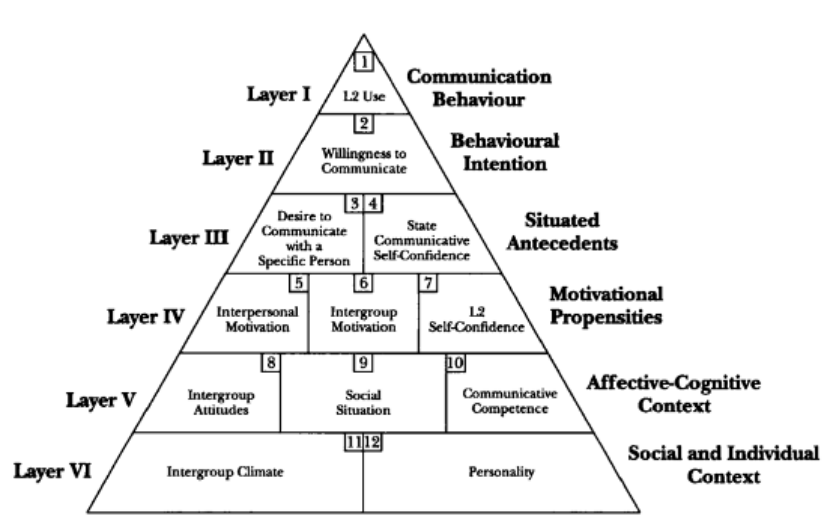


Figure 1. Heuristic Model of Variables Influencing WTC
Source: MacIntyre et al. (1998)

Figure 1 presents a heuristic model that illustrates the range of potential impacts on WTC that could be observed in L2. A pyramidal structure is employed by McCroskey & Baer (1985) to represent the anticipated correlations among the structures. The decision was made to employ the pyramid as a heuristic due to its ability to facilitate simultaneous conversation and communication among all parties involved.

The attainment of L2 communication, situated at the apex of the pyramid, is influenced by both immediate situational factors and enduring factors. The pyramid's structure serves as a visual representation of the varying degrees of impact that different factors exert, with some having an immediate effect and others exerting a more distant influence. From a cognitive perspective, it can be argued that the foundational elements of a given situation, such as an individual's personality traits, serve as the basis upon which subsequent effects are built and operate. In essence, these elements can be viewed as the platform or cornerstone upon which the pyramid is erected. As we distance ourselves from these fundamental effects, our ability to focus on L2 becomes more pronounced.

b. Development of WTC

In the past few years, notable progress has been achieved in the domain of Willingness to Communicate (WTC) research. The aforementioned developments are an extension of the initial theoretical structure and expand the utilization of the framework to diverse linguistic and situational contexts. The subsequent enumeration comprises recent progressions in the exploration of the willingness to communicate (WTC).

b.1 Multidimensional nature of WTC:

A recent study has revealed several dimensions of Willingness to Communicate, highlighting the complex nature of the phenomenon within the context of organizational behavior. The aforementioned dimensions encompass a range of cognitive, emotional, motivational, and social factors that exert an influence on individuals' preparedness to engage in communication within a given linguistic or situational context. This category encompasses additional dimensions, including those pertaining to social factors. The level of self-assurance an individual possesses regarding their language proficiency can be influenced by cognitive and affective factors. The cognitive factors, namely language proficiency and self-efficacy, are known to exert an influence on an individual's communication motivation. Conversely, the affective factors, such as anxiety and emotions, are also recognized to have a bearing on the same.

Furthermore, the development of an individual's willingness to communicate (WTC) may be influenced by various factors within their social milieu, including cultural customs and personal identity. Scholars can enhance their comprehension of the variability in individuals' inclination to communicate by acknowledging the multifaceted dimensions of willingness to communicate (WTC) and the contextual factors that influence it.

b.2 Dynamic nature of WTC:

The trait of Willingness to Communicate is not a fixed personality attribute, but rather a fluid state that can fluctuate over time and in reaction to changing situations. Studies have shown that an individual's working memory capacity may exhibit variability in response to diverse

environmental factors. The aforementioned facets encompass the topic under consideration, the position of the conversational partner, and the degree of formality inherent in the exchange. The Worldview Theory of Willingness to Communicate (WTC) can be subject to the influence of an individual's prior experiences and social interactions. Positive experiences of effective communication have been found to enhance an individual's willingness to communicate (WTC), while negative experiences of communication breakdowns have been shown to diminish an individual's WTC. In the pursuit of knowledge regarding the Willingness to Communicate (WTC), it is imperative to consider not only the proximate circumstances but also the broader context in which the event transpired.

b.3 Sociocultural and linguistic contexts:

The Willingness to Communicate (WTC) of an individual can be significantly impacted by the sociocultural and linguistic surroundings in which they were brought up. The cultural norms and values surrounding communication have the potential to shape individuals' perceptions of what qualifies as appropriate and effective communication. Furthermore, an individual's self-assessment of their communicative proficiency in a given language can be influenced by the linguistic features inherent to that language, including its grammar and pronunciation.

The manner in which the target language is utilized, be it in a formal or informal context, may exert an influence on the Willingness to Communicate (WTC). Individuals who possess a higher level of proficiency in the target language may exhibit a greater inclination to engage in discourse utilizing said language.

b.4 Interactional competence:

The construct of willingness to communicate (WTC) is regarded as an essential constituent of interactional competence. This phenomenon can be attributed to the propensity of individuals who exhibit a strong desire to communicate, as they are more likely to engage in fruitful discourse. Interactional competence encompasses not only linguistic proficiency but also pragmatic proficiency, which can be defined as the ability to appropriately utilize language in diverse social contexts. Individuals who possess a heightened degree of interactional competence possess the ability to proficiently manipulate language in a versatile and suitable manner to effectively achieve their communicative goals, potentially resulting in favorable social outcomes.

b.5 Technology and WTC:

The widespread adoption of digital communication technologies has significantly transformed the manner in which individuals engage with each other. As a result, there has been a growing interest in investigating the impact of these technologies on the domain of World Englishes and their communicative practices. Based on several research studies, it has been suggested that the advancement of technology and the subsequent increase in communication and social networking options may have a positive impact on individuals' willingness to communicate (WTC). Online language exchanges and social media platforms can serve as effective tools for facilitating language acquisition and enhancing the willingness to communicate (WTC). Nevertheless, certain studies have indicated potential drawbacks of digital communication, including reduced opportunities for in-

person interaction, heightened levels of anxiety, and the potential for misinterpretation.

b.6 Pedagogical implications:

The exploration of the concept of willingness to communicate (WTC) holds noteworthy implications for education, particularly in the realm of language education and instruction. To promote the development of willingness to communicate (WTC), instructors can create educational settings that are supportive and stimulating, and that afford learners the chance to engage in substantive dialogues with their peers. This may encompass endeavors that cultivate intercultural proficiency, alongside endeavors that cater to the psychological requirements and cultural origins of the learners. Furthermore, educators can cultivate willingness to communicate (WTC) among students by providing constructive feedback and support that bolsters their self-assurance and motivation to engage in collaborative discourse. Educators can facilitate students in obtaining the requisite knowledge, skills, and confidence to effectively communicate in a secondary language by initially recognizing the importance of Willingness to Communicate (WTC) in the language acquisition process.

2. Factors Influencing WTC in EFL

This study looks at the multiple factors that contribute to people's willingness to communicate in the context of English as a Foreign Language (EFL) while acquiring a second language. These fundamental determinants include several personality traits that shape the dynamics of language learning and interaction.

a. Personality Characteristics

a.1 Communication Anxiety

One of the most important personality traits examined in this study is communication anxiety. This refers to the apprehension or uneasiness that language learners feel when engaging in conversation or expressing themselves in the target language.

People with high communication anxiety may experience an increased sense of nervousness or fear of making mistakes in speaking, which could affect their willingness to communicate verbally. The study examines how different levels of communication anxiety affect students' enthusiasm for active participation in language-related interactions.

In the domain of second language acquisition research, the adaptation of anxiety from the Foreign Language Classroom Anxiety Scale (FLCAS) introduced by Horwitz, Horwitz, and Cope (1986) has emerged as a pivotal focus. This adaptation encapsulates a complex interplay of psychological dimensions, reflecting learners' unease, apprehension, and nervousness specific to foreign language learning. Rooted in concerns about linguistic competence, this anxiety encompasses the fear of errors, comprehension challenges, and scrutiny from peers and instructors. Such emotional and cognitive responses significantly impact learners' self-assurance, intrinsic motivation, and their readiness to engage in foreign language communication. The FLCAS adaptation contributes to a comprehensive understanding of the intricate psychological factors shaping learners' attitudes and behaviors, thus enriching the discourse in language education and pedagogy (Horwitz et al., 1986).

There are several specific fears related to school assignments such as science anxiety, math anxiety and exam anxiety. It seems like foreign language lessons are more fear provoking compared to the other classes. (Macintyre et al., 1989; Horwitz, Horwitz and Cope, 1986). The close connection between self-awareness and Self-expression in foreign language lessons is characterized by foreign language anxiety and other academic fears such as math anxiety. Language learners' self-perception can be compromised due to their limited ability to use language to articulate their actual needs.

Since the students have insufficient command of the foreign language, they cannot express themselves as they do in their mother tongue. Thus, the nature of the discrepancy between the true self that a student can express in their native language and the self that presents itself in their native language. Foreign language anxiety seems to be the unique feature of foreign language anxiety (Horwitz, Horwitz & Cope, 1986).

a.2 Self Confidence

Another important personality trait that is examined is self-confidence. This refers to people's belief in their own language skills and ability to communicate effectively in the second language. Greater confidence often goes hand in hand with a greater willingness to communicate, as people feel more confident expressing themselves without overly worrying about possible mistakes or misunderstandings.

Self-confidence can be defined as a person's belief in their own abilities, skills, and judgments. It is the confidence one has in one's ability to meet challenges, perform tasks competently, and make informed

decisions. Self-confidence is closely related to self-esteem and self-efficacy and reflects a positive self-evaluation in different areas. Confidence Measurement and Rating: Researchers used different scales and measures to assess self-confidence in different contexts. A commonly used instrument is the Rosenberg Self-Esteem Scale (RSES), which assesses a person's overall self-esteem, an integral part of self-confidence (Rosenberg, 1965). In addition, the confidence scale developed by Holden (1991) focuses specifically on assessing confidence in academic and learning environments and provides valuable information on its impact on educational outcomes.

Numerous factors contribute to the development and maintenance of self-confidence. Bandura's Social Cognitive Theory (1986) posits that self-confidence is closely related to self-efficacy, which is fostered through mastery experiences, vicarious learning, social persuasion, and emotional responses. In addition, cultural norms, social support networks, and early life experiences shape an individual's self-perception and self-confidence (Markus & Kitayama, 1991).

Confidence manifests itself differently in different domains, affecting behavior and outcomes in different ways. In the field of sports, self-confidence has been shown to increase athletes' performance, and Bandura (1977) emphasizes the role of self-efficacy beliefs in predicting athletic performance. In the professional environment, self-confidence is a critical factor in leadership effectiveness and professional success (Judge & Bono, 2001). Gender and Culture Aspects: Cultural and gender factors play an important role in building self-confidence. Research has shown that

gender stereotypes and social expectations can influence how people express and perceive self-confidence (Spencer & Castano, 2007).

In addition, cultural differences in collectivism and individualism affect the development of self-confidence, and some cultures value collective achievement over personal success (Markus & Kitayama, 1991). The literature on self-confidence emphasizes its fundamental role in shaping individual behavior, decision-making, and performance in different contexts. As researchers continue to explore the complexity of self-confidence and its multifaceted nature, a deeper understanding of its antecedents, dynamics, and implications is emerging, paving the way for more effective interventions and strategies aimed at improving self-confidence and its positive outcomes.

a.3 Motivation

In the EFL context, the space to use English actively is somewhat limited, so the classroom becomes an important place to “validate learners as interlocutors in the new speech community” (Boxer & Cortes-Conde, 2000, p. 203). According to Goharimehr (2017), there are more opportunities for language learners to study their target language and engage with their target culture the more they invest in a foreign language. Students will be more motivated to learn a second language if it is a part of their learner identity. A higher motivation level will encourage learners to put more effort into learning the language, and more effort is likely to result in greater success.

Motivation includes the inner drive and desire to learn and use the second language. Motivated learners are more likely to initiate and maintain

communicative interactions as they view language acquisition as a means of achieving personal goals, cultural integration, or career advancement. The study examines how different levels of motivation affect learners' willingness to communicate, particularly in the specific context of EFL education. By examining the intricate interplay between these personality traits (communicative anxiety, confidence, and motivation) within the unique landscape of second language acquisition in an EFL setting, this research seeks to advance our understanding of the intricate factors that shape disposition in individuals. Participate in effective communication and contribute to the broader field of language education.

Motivation holds a significant role in shaping an individual's inclination to engage in communication. According to MacIntyre et al. (2002, p. 541), motivational processes play a pivotal role in second language (L2) communication. Motivation serves as a driving force that can emerge within an individual across diverse circumstances. It operates as an internal attribute that can be influenced by external factors. In the Indonesian context, Setiyadi et al. (2016) elaborate on motivation's multifaceted nature, encompassing extrinsic motivation, intrinsic motivation, and international orientation. Elevated motivation levels are believed to positively impact communication proficiency in the target language. Notably, scholars such as MacIntyre et al. (2002) and Şener (2014) emphasize motivation as an affective factor that significantly influences learners' willingness to communicate in the target language.

Previous research focuses on motivation's implications within the realm of English as a Second Language (ESL) contexts, leaving a

noticeable gap in understanding its role within English as a Foreign Language (EFL) settings. MacIntyre et al. (2002) underscore motivation's direct influence on learners' aptitude for effective communication in L2. The convergence of intrinsic and extrinsic motivational factors can propel learners to engage confidently and proficiently in communication. Şener (2014) aligns with this perspective, highlighting motivation's capacity to foster a learner's communicative competence and language fluency.

In the specific context of Indonesia, Setiyadi et al. (2016) outline a comprehensive framework of motivation, encompassing intrinsic motivation rooted in personal interest, extrinsic motivation driven by external rewards, and an international orientation geared toward global interaction. This three-fold classification demonstrates motivation's intricate interplay, influencing learners' language acquisition and communication endeavors. High motivation levels are expected to yield enhanced language communication skills, enabling learners to bridge linguistic barriers more effectively.

While extensive research explores motivation's impact in ESL settings, the English as a Foreign Language (EFL) context remains comparatively underexplored. The majority of existing studies emphasize the ESL context's influence on learners' motivation and communication. As a result, there exists a substantial research gap in comprehending how motivation functions within EFL environments. Exploring this dimension would offer valuable insights into the distinct dynamics and nuances of motivation in diverse language learning contexts.

The literature underscores the pivotal role of motivation in influencing individuals' willingness and ability to communicate in a second

language. Scholars highlight its multifaceted nature and its potential to drive learners' communicative competence. While the majority of research concentrates on the ESL context, there is a growing need to investigate motivation's significance in English as a Foreign Language (EFL) setting. Understanding the nuances of motivation within the EFL landscape will contribute to a more comprehensive comprehension of its impact on language communication.

a.4 Perceived Competence

Perceived competency, a crucial aspect of self-awareness, is critical to understanding how people navigate and engage in interpersonal interactions. By examining conceptual foundations, measurement tools, research findings and cultural considerations, this report aims to provide a comprehensive overview of the role of perceived competence in effective communication.

Perceived communication skills include an individual's self-assessment of their ability to convey messages effectively, listen attentively, and manage the complexities of interaction. It encompasses the confidence in one's own abilities that influences how individuals approach social exchange and express themselves. As McCroskey (1992) noted, higher perceived competency is associated with higher likelihood of engaging in communication, engaging in verbal exchange, and showing nonverbal cues with confidence.

These results underscore the role of perceived competence as a motivating factor for communicative engagement. Cultural Dynamics and Perceived Competence: Cultural dimensions increase the complexity of the

perception of competition. Gudykunst and Kim (2003) emphasized the influence of cultural communication norms on perceived competence and suggested that individuals from collectivist cultures may prioritize group harmony over individual expression.

These insights lead to a more differentiated examination of perceived competence within different cultural settings. Widespread acceptance of the scale and consistent research confirm its importance in communication studies. As we navigate an ever-evolving landscape of communication styles and cultural diversity, ongoing research on perceived competency enriches our understanding of its complex role in shaping effective interpersonal exchanges. To enhance literature research, consider including actual citations from relevant sources to support the points raised. This provides a stronger basis for your review and gives readers the opportunity to delve deeper into the research being referenced.

b. Contextual Elements

b.1 Classroom Environment

In teaching English as a foreign language (EFL), communicative readiness (WTC) is a crucial factor influencing language acquisition and social interaction. This review of the literature addresses the dynamic interplay between the WTC, classroom environment and peer influence, incorporating insights from the Classroom Environment Scale (CES) (Moos & Trickett, 1). Communicative readiness, the willingness to initiate and sustain communication efforts, is of particular importance in EFL contexts where students often face language and cultural barriers.

Recent studies by Li (2020) and Han (2021) underscore the crucial role of the WTC in predicting the development of language skills and improving language confidence among learners of ESL. Findings by MacIntyre et al.(2020) suggest that a positive classroom environment is positively correlated with higher WTC in ESL learners. Recent studies highlight the complex relationship between the WTC, the classroom environment and the influence of peers in EFL education.

The research by Wu et al. (2021) highlights the association between positive class dynamics, supportive peer interactions, and increased WTC in EFL learners. In addition, a study by Chen et al.(2020) emphasizes the role of peer-to-peer collaborative activities in fostering a positive climate at the WTC. By incorporating EFL-specific adaptations of CES questions, researchers have examined how classroom environments and peer interactions intersect with WTC. For example: “Are peer activities conducted in English found to be enjoyable?” and “Does interacting with classmates make one more comfortable using English?”, in line with the ongoing search for strategies that WTC in the Promote EFL context (Clement & Baker, 2021).

The willingness to communicate is the cornerstone for successful language acquisition and interaction in EFL lessons. The integration of CES- derived questions tailored to EFL settings sheds light on the evolving dynamics of the classroom environment and the influence of peers on learners' WTC. Recent research underscores the critical role of these contextual elements in fostering a positive climate at the WTC, further motivating EFL learners to communicate confidently and authentically in

English. Going forward, consider supplementing this literature review with actual references to and citations from research articles published between 2020 and 2021 that specifically focus on the WTC, the classroom setting, and peer influence in the context of EFL. The inclusion of these references will provide concrete evidence and credibility for the points discussed in the review.

The influence of peers extends beyond mere interactions, profoundly impacting language learning outcomes. Recent research by Lee and Wu (2020) affirms that positive peer interactions correlate with increased language self-efficacy and greater engagement in communicative activities. Recent studies continue to shed light on the multifaceted impact of peer influence on language learning. Research by Park et al. (2021) emphasizes the reciprocal nature of peer interactions, where learners co-construct knowledge through collaborative language use. Additionally, a study by Liu et al. (2020) underscores the role of peer modeling in fostering accurate pronunciation and language fluency.

b.2 Peer Influence in Language Learning: EFL context

Interactions with peers play a special role in the cultivation of WTC among learners of English as a second language. Shared learning experiences can boost learners' confidence and create opportunities for authentic language practice. Recent research by Zhang and Xu (2020) underscores the positive effects of peer-to-peer interactions in improving EFL learners' willingness to engage in communicative activities.

Peer influence in cultural identity refers to the impact of interactions with peers on an individual's cultural beliefs, behaviors, and sense of

belonging (Yang et al., 2019; García-Vázquez et al., 2021). It involves adopting cultural practices, norms, and values through direct interactions and social observation. This influence is particularly pronounced during adolescence and young adulthood, shaping language choices, traditions, and expressions of cultural pride. Understanding peer influence helps illuminate how individuals negotiate and express their cultural identity within their social networks. In the realm of language learning, peer influence emerges as a critical determinant shaping learners' attitudes, behaviors, and linguistic outcomes. Chen (2010), provides a comprehensive framework for assessing the impact of peer interactions on language learning experiences. Chen's research highlights the role of peer relationships in enhancing language motivation and fostering a collaborative learning environment.

The influence of peers extends beyond mere interactions, profoundly impacting language learning outcomes. Recent research by Lee and Wu (2020) affirms that positive peer interactions correlate with increased language self-efficacy and greater engagement in communicative activities. Park et al. (2021) emphasizes the reciprocal nature of peer interactions, where learners co-construct knowledge through collaborative language use. Additionally, a study by Liu et al. (2020) underscores the role of peer modeling in fostering accurate pronunciation and language fluency. Peer influence emerges as a potent force shaping language learning experiences/ Recent research reaffirms the enduring significance of peer interactions, motivating further exploration and pedagogical innovation within the evolving landscape of language education.

c. Cultural Identity

In the context of the identity and culture, based on Fishman, (1977) & Giles, coupled, (1991) culture is defined as a complex entity that contains a set of symbolic systems, including knowledge of norms, values, beliefs, language, arts, and customs, as well as habits and skills that people acquire as members of a particular society (Lee, 2002). Language is not only showing the culture of speakers but also reflects and symbolizes someone's identity in social communication. People are also categorized by other people according to the language they speak. (Byram, 2016). Moreover, as a concept of cultural identity, it raises many interpretations, as described by Hall (2003) he theorizes that two ways of reflecting on cultural identity are; firstly, identity is understood as a collective, shared history among individuals affiliated by race or ethnicity that is fixed or stable; and secondly, identity understood as unstable, metamorphic, and even contradictory- an identity marked by multiple points of similarities as well as differences. (P: 233).

Furthermore, to understand the concept of identity, we need to consider the connection between identity goals which relate the self to the social context and second or foreign language learning motivation (van Lier, 2007). The function of culture in a human activity does not end with its role as a descriptive concept because culture refers to group identity, where the culture is used to introduce the identity of the group community including language, habits, norms, beliefs, and many others. As Richards (2006, p.72) notes, engaging the learners' identities in the classroom will necessarily involve an investment of self, with all the emotional, relational and moral

considerations this entails. Through this experience of expressing themselves in the target language, they are thus enabled to engage directly with their future possible selves as proficient users of this language but within the scope and security of their current communicative abilities, interests and social contexts (Ushioda, 2010).

c.1 Tradition, Norm, and Value

Cultural identity, a cornerstone of human experience, is closely intertwined with the traditions, norms, and values that shape people's beliefs and behaviors. Safdar et al. (2013) provides a structured framework for understanding cultural identity by examining different dimensions including tradition, norm and value. Research underscores the profound impact of tradition, norms and values on cultural identity. Studies by Choi and Heo (2020) emphasize how cultural traditions foster a sense of continuity and belonging between individuals and anchor their cultural identity. Furthermore, the work of Kim and Markus (2019) underscores the role of cultural norms in shaping people's psychological well-being and self-concept. The incorporation of tradition, norms and values into cultural identity also extends to different social spheres. The research by Zhang et al. (2018) underscore the impact of cultural values on consumer behavior and decision-making, and illustrate the far-reaching implications of cultural identity in the economic and social spheres.

Research by Smith and Hernandez (2017) examines the impact of cultural norms on intergroup relationships and perceptions of cultural authenticity. In addition, a study by Wang et al. (2021) underscores the dynamics of cultural values and their influence on intercultural adaptation.

Tradition, norm and value form the basic elements of cultural identity and contribute to the rich web of an individual's sense of identity in different cultural contexts. Recent research underscores the ongoing relevance of tradition, norms and values in shaping cultural identity and their far-reaching implications across all domains.

c.2 Cultural Stereotypes

Cultural stereotypes are oversimplified and often overgeneralized beliefs, perceptions, or expectations about the characteristics, behaviors, and attributes of people who belong to certain cultural or ethnic groups. These stereotypes arise from cognitive processes aimed at categorizing and comprehending the world. However, when applied uncritically, they can result in biased judgments and discriminatory attitudes.

These stereotypes encompass assumptions regarding customs, traditions, values, communication styles, and other cultural aspects associated with a particular group. Stephan et al. (1999) propose that cultural stereotypes are an integral component of the broader framework of intergroup relations. Within this framework, individuals categorize and assess others based on perceived cultural differences. These stereotypes wield significant influence over attitudes, interactions, and decision-making, often perpetuating inequalities and reinforcing prejudice between groups.

Studies by Choi and Park (2018) and Jackson et al. (2020) delve into how cultural stereotypes shape intergroup perceptions, contributing to misunderstandings across cultures. These perceptions can hinder effective cross-cultural communication and collaboration. Moreover, the work of Wang and Lee (2017) illuminates strategies aimed at mitigating the adverse

effects of cultural stereotypes, fostering a climate of more inclusive attitudes. In essence, cultural stereotypes encompass oversimplified beliefs about specific cultural groups that can lead to biased judgments and discriminatory behaviors. The dynamics of cultural stereotypes are paramount to cultivating a milieu of cross-cultural interactions characterized by inclusivity, understanding, and mutual respect.

d. Communicative Competence

d.1 Linguistic and Sociolinguistic Competence

Linguistic competence refers to an individual's innate knowledge of the underlying grammatical rules, syntax, vocabulary, and phonology of a particular language. It encompasses the ability to generate and comprehend sentences that adhere to the linguistic norms and structures of the language. Linguistic competence forms the foundation for effective communication and language production. In an English as a Foreign Language (EFL) context, linguistic competence involves understanding and utilizing English language rules and structures. It pertains to the capacity to create grammatically correct sentences, express ideas coherently, and comprehend spoken and written English.

Sociolinguistic competence refers to an individual's ability to comprehend and apply the appropriate social and cultural norms of language use in various communicative situations. It involves understanding linguistic variations such as dialects, registers, politeness levels, and contextual appropriateness. Sociolinguistic competence enables effective communication and adaptation to different social contexts.

In an EFL setting, sociolinguistic competence extends beyond language rules and involves grasping the cultural nuances and appropriate language use in diverse situations. It includes understanding when to use formal versus informal language, recognizing cultural sensitivities, and adapting language choices to fit specific social settings.

Research within the EFL context has explored the relationship between linguistic and sociolinguistic competence and willingness to communicate (WTC). Studies often indicate that higher levels of linguistic and sociolinguistic competence positively correlate with increased WTC among EFL learners. When individuals possess the linguistic tools to express themselves accurately and adapt their language use to different situations, their confidence in communication tends to increase.

For instance, studies by McCroskey and Baer (2017) and Wang et al. (2020) have demonstrated that EFL learners with strong linguistic and sociolinguistic competence are more likely to engage in communicative activities and express a higher willingness to communicate. The research conducted by Kim and Lee (2018) contributes valuable insights into the nuanced dynamics of English as a Foreign Language (EFL) learners' communication. One key aspect they emphasize is the significance of sociolinguistic competence alongside linguistic competence in shaping learners' interactions and comfort level in English-speaking environments.

Linguistic competence involves a solid grasp of language rules, encompassing aspects such as grammar, vocabulary, and syntax. It essentially pertains to the technical proficiency required for effective communication. On the other hand, sociolinguistic competence goes

beyond these technical aspects and involves an understanding of cultural and social language norms. It delves into how language is used in different social contexts, considering factors like tone, formality, and cultural nuances that may not be explicitly covered by language rules.

In summary, while linguistic competence provides the foundation by ensuring learners adhere to grammatical and structural norms, sociolinguistic competence adds a layer of sophistication. This additional layer is crucial for navigating the intricacies of communication in real-world scenarios where cultural and social norms heavily influence language use.

The interplay between linguistic and sociolinguistic competencies becomes particularly significant in the context of EFL learners' willingness to communicate. Proficiency in both areas enhances learners' confidence and effectiveness when engaging in English language interactions. For instance, a learner with strong linguistic competence may construct grammatically correct sentences but might struggle in a conversation if they are unaware of the cultural nuances or appropriate language register for a given context.

By recognizing the importance of sociolinguistic competence, educators and language practitioners can tailor their instructional approaches to address not only language rules but also the social and cultural aspects of language use. This holistic approach contributes to creating well-rounded communicators who feel more at ease and confident in various English-speaking situations. Ultimately, the development of both linguistic and sociolinguistic competencies synergistically shapes EFL learners' willingness to communicate, fostering a more comprehensive and

effective language learning experience.

d.2 Pragmatic Competence

Pragmatic competence, an essential aspect of language proficiency, encompasses the ability to use language effectively in diverse social and cultural contexts. In the realm of English as a Foreign Language (EFL) education, understanding and applying pragmatic skills go beyond grammatical correctness, enabling learners to navigate complex communicative situations and engage in intercultural interactions. This literature review explores the concept of pragmatic competence within the EFL context, its influence on willingness to communicate (WTC), and its implications for fostering effective cross-cultural interactions.

Pragmatic competence entails grasping language features such as implicature, indirectness, politeness strategies, and context-dependent language functions. It enables EFL learners to use English appropriately and sensitively, not only in terms of grammar and vocabulary but also in navigating cultural nuances. A solid pragmatic foundation empowers learners to comprehend humor, recognize politeness markers, and adapt language choices to specific social contexts.

In this regard, Bardovi-Harlig and Mahan-Taylor (2003) emphasize the significance of teaching pragmatics to EFL learners, highlighting the practical benefits of enhancing pragmatic competence for effective communication.

Research indicates a strong correlation between pragmatic competence and WTC among EFL learners. Taguchi (2015) underscores

how proficient pragmatic skills enable learners to engage comfortably in communicative activities, thereby boosting their confidence and motivation to communicate in English. Similarly, Rose (2017) emphasizes that pragmatic competence plays a pivotal role in learners' ability to navigate diverse communicative scenarios, encouraging their active participation in language interactions.

Pragmatic competence is particularly relevant in intercultural communication within the EFL context. Kasper and Rose (2002) highlight the importance of pragmatic competence in helping EFL learners adapt their language use and avoid misinterpretations during cross-cultural interactions. Alcon-Soler (2005) further accentuates how strong pragmatic skills facilitate effective communication and foster intercultural understanding, enabling learners to bridge linguistic and cultural gaps. Pragmatic competence is a multifaceted skill that significantly impacts communication efficacy within the EFL context. Its role extends beyond linguistic accuracy, encompassing the ability to navigate cultural norms and adapt language use to diverse social situations. As highlighted by Taguchi (2015), Rose (2017), Kasper and Rose (2002), and Alcon-Soler (2005), pragmatic competence not only enhances learners' confidence and motivation but also fosters successful intercultural interactions.

e. Language Proficiency

Language proficiency stands as a cornerstone of effective communication in second language acquisition. Within this linguistic journey, accuracy in vocabulary plays a crucial role, enabling EFL learners to convey thoughts with precision and clarity. This literature review delves

into the intertwined realms of language proficiency, accuracy, and vocabulary development in the context of second language learning. By examining the interplay between these factors, this review sheds light on their implications for language acquisition, effective communication, and willingness to communicate (WTC) among EFL learners.

Language proficiency embodies comprehensive mastery of a second language, encompassing speaking, listening, reading, and writing skills. In the EFL context, proficiency extends beyond linguistic competence, encompassing socio-pragmatic understanding and the ability to navigate diverse communication contexts (Canale & Swain, 1980). Proficient EFL learners possess not only fluency and comprehension but also the ability to adapt communication styles to various situations, contributing to their willingness to communicate confidently.

e.1 Accuracy in Vocabulary Usage in EFL Learning and WTC

The concept of Accuracy in Willingness to Communicate (WTC)**, as introduced by McCroskey and Baer (1985), underscores the alignment between individuals' expressed motivation to communicate and their actual communicative behaviors. This construct emphasizes the crucial interplay between intentions and actions, highlighting the congruence between stated willingness and observable interaction patterns. In the context of EFL learning, accuracy in WTC gains significance by addressing potential disparities between learners' self-reported motivation and their practical engagement in communication. MacIntyre et al. (2002) shed light on the role of sex, age factors, anxiety, perceived competence, and second language (L2) motivation, particularly among junior high school students in French

immersion programs.

Kang and Jang (2014) offer deeper insights into accuracy in WTC within the EFL landscape, specifically among Korean learners of English. Their study re-evaluates the role of WTC and its influence on language acquisition and communication outcomes. Additionally, Peng's investigation (2019) into accuracy in WTC among Chinese learners of English provides a nuanced perspective on the intricate dynamics influencing the alignment between intentions and behaviors, particularly within diverse linguistic and cultural contexts. This exploration of accuracy in WTC reverberates through EFL learning environments and pedagogical practices. By acknowledging and addressing potential discrepancies between stated willingness and actual communication actions, educators can tailor strategies to bridge this gap and foster more authentic language use. The examination of accuracy in WTC, as exemplified by MacIntyre et al. (2002), Kang and Jang (2014), and Peng (2019), offers valuable insights into nurturing effective communication and refining pedagogical approaches in EFL learning.

The significance of accuracy in vocabulary usage resonates profoundly within the EFL context, where learners strive to communicate effectively despite linguistic challenges. This aspect involves selecting words meticulously to convey intended meanings while adhering to grammatical norms. Accurate vocabulary usage empowers EFL learners to articulate ideas with clarity, reducing ambiguity and contributing to their willingness to engage in meaningful conversations.

Going beyond a mere lexical repository, accurate vocabulary usage in EFL learning signifies the ability to employ words contextually and

judiciously, aligning language choices with communicative intent (Laufer & Ravenhorst- Kalovski, 2010). Proficient EFL learners adeptly select words that capture subtle nuances and evoke vivid imagery, enhancing their ability to connect and communicate effectively.

e.2 Language Proficiency, Vocabulary Accuracy, and WTC in EFL

The intricate interplay between language proficiency, accuracy in vocabulary, and WTC is a hallmark of the EFL learning journey. Proficiency empowers EFL learners to wield an extensive lexicon adeptly, enabling them to express nuanced ideas with confidence. Conversely, precise vocabulary usage enhances overall linguistic accuracy, enriching communication and reinforcing EFL learners' readiness to engage in cross-cultural interactions. The symbiotic nature of this relationship is highlighted in EFL research. Laufer and Ravenhorst-Kalovski (2010) underscore the link between vocabulary accuracy and reading comprehension, emphasizing its broader role in language understanding. In the EFL realm, vocabulary accuracy emerges as a critical driver in achieving language proficiency milestones, echoing the insights of Nation (2001).

In summary, language proficiency, accuracy in vocabulary usage, and their intricate interplay are central to effective EFL learning and WTC. As EFL learners navigate the intricacies of a new linguistic landscape, their ability to wield vocabulary accurately enhances both their communicative prowess and willingness to engage in cross-cultural interactions. The dynamic relationship between these factors, as illuminated by research and exemplified in the works of MacIntyre et al. (2002), Kang and Jang (2014), Peng (2019), and Laufer & Ravenhorst-Kalovski (2010), offers valuable

guidance for promoting eloquent expression, meaningful interaction, and cross-cultural engagement within the context of EFL learning.

e.4 Pronunciation, Willingness to Communicate, and Language

Proficiency in English as a Foreign Language (EFL) Learning

Pronunciation, a dynamic and multifaceted facet of language learning, occupies a central role in the acquisition of English as a Foreign Language (EFL). It serves as a gateway to successful communication, reflecting not only one's ability to articulate sounds accurately but also to understand and be understood by others. Pronunciation bridges the gap between linguistic accuracy and effective interaction, encompassing prosody, stress patterns, and rhythm that contribute to the natural flow of speech (Derwing & Munro, 2015). This literature review delves into the interconnectedness of pronunciation, willingness to communicate (WTC), and overall language proficiency in the context of EFL learning.

Proficient pronunciation enables learners to express thoughts clearly, engage in meaningful conversations, and navigate diverse social and cultural contexts. Beyond mere articulation, pronunciation shapes the perception of a language learner's skills and cultural integration, ultimately influencing their confidence and active participation in linguistic exchanges. Learners with proficient pronunciation not only convey their ideas effectively but also connect with native speakers, fostering a sense of belonging within the English-speaking community.

The acquisition of accurate pronunciation poses unique challenges for EFL learners, often stemming from first language interference, individual articulatory differences, and limited exposure to authentic language use.

Overcoming these challenges requires dynamic approaches that address learners' specific needs and difficulties. Levis (2005) underscores the importance of contextually relevant instruction that covers both segmental and suprasegmental aspects of speech, enabling learners to adapt their pronunciation to natural language rhythms.

e.5 Pronunciation, WTC, and Language Proficiency:

The relationship between pronunciation and WTC is profound. Research by Morrison and Tang (2019) highlights how improved pronunciation positively influences learners' attitudes, boosting their confidence to communicate. Accurate pronunciation not only enhances learners' WTC but also contributes to broader language proficiency. Effective pronunciation instruction, informed by evidence-based approaches (Derwing & Munro, 2015), equips learners with perceptual and production strategies to understand and be understood by native speakers.

Pronunciation's significance extends far beyond its phonetic accuracy, encompassing rhythm, intonation, and the natural flow of speech. Challenges in pronunciation acquisition underscore the need for adaptable teaching methodologies, catering to the diverse needs of learners. Proficient pronunciation not only enhances communication skills but also fosters cultural integration, contributing to a heightened sense of linguistic competence. This review emphasizes the interconnectedness of pronunciation, WTC, and language proficiency, paving the way for holistic approaches to EFL instruction. By acknowledging and exploring the interdependence of these elements, it advocates for the adoption of holistic approaches in the teaching and learning of English.

e.6 Fluency

The concept of Fluency in Willingness to Communicate (WTC) stands at the nexus of learners' expressed motivation to engage in communication and their actual communicative behaviors. This literature review explores the intricate relationship between fluency in WTC and its implications within the context of English as a Foreign Language (EFL) learning. The notion of fluency in WTC, initially introduced by MacIntyre et al. (1998), delves into the dynamic interplay between individuals' willingness to communicate and their ability to smoothly and confidently engage in verbal interactions. It signifies the extent to which learners' expressed intentions align with their actual language use in real-world scenarios.

In the realm of EFL learning, fluency in WTC bears significant implications. MacIntyre et al. (2001) emphasize the multifaceted nature of fluency, encompassing both linguistic and psychological dimensions. The authors highlight the role of anxiety and perceived competence in shaping learners' fluency in WTC, underscoring the importance of creating a supportive and encouraging language environment. Fluency in WTC, as elucidated by Peng and Woodrow (2010), serves as a catalyst for effective communication. Their study explores the relationship between fluency, WTC, and communication outcomes among Chinese EFL learners. The findings underscore that a higher level of fluency contributes to greater engagement in communication, fostering more authentic and meaningful interactions.

Understanding the dynamics of fluency in WTC has profound implications for EFL pedagogy. By recognizing the interdependence of

learners' motivation and fluency, educators can design strategies that promote genuine engagement and empower learners to express themselves confidently. The works of Kang and Han (2015) shed light on how incorporating technology-assisted language learning enhances fluency in WTC among Korean EFL learners, offering innovative avenues for instruction. Fluency in WTC represents a dynamic and complex interplay between learners' intentions and their communicative abilities. As underscored by MacIntyre et al. (1998) and Peng and Woodrow (2010), fluency in WTC has far-reaching implications for effective communication in EFL learning contexts. By fostering a conducive language environment and leveraging innovative pedagogical approaches, educators can nurture fluency in WTC and empower learners to confidently navigate cross-cultural interactions.

3. Indonesian EFL Context

There are several contributing factors that make teaching English as a foreign language challenging in Indonesia. The aforementioned factors encompass the multitude of languages and cultures present within the country, as well as the varying degrees of English proficiency, availability of educational resources, and socioeconomic standing among students.

Indonesia boasts over 700 unique languages that are dispersed across its numerous islands. Consequently, students may be acquiring proficiency in English as a tertiary or even quaternary language, subsequent to their native language and Bahasa Indonesia. As demonstrated by Kurniawan's (2017) research, Indonesian students face linguistic challenges when learning English due to the diverse range of languages spoken within

the country.

Furthermore, Indonesian EFL learners encounter an extra challenge due to the diverse cultural landscape of the country. Cultural norms and conventions may contribute to variations in English language acquisition among individuals from diverse backgrounds. The inclination of students to speak in English was influenced by cultural factors, specifically those related to face-saving and politeness. This phenomenon has been evidenced by studies conducted by scholars such as Rahmawati and Mukminatien (2019).

Thirdly, the varying degrees of English proficiency in Indonesia pose a challenge in the instruction and acquisition of English as a second language. While certain students may exhibit proficiency in English communication, others may encounter greater difficulty in this regard. Herawati and Widiati's (2018) research findings indicate that a significant number of Indonesian students encounter challenges in English pronunciation and listening skills.

EFL students in Indonesia may encounter challenges stemming from a scarcity of available resources. According to Haryanto and Wuryanto's (2017) research, a significant number of Indonesian educators' face challenges in imparting English language skills to their students due to inadequate pedagogical resources and expertise.

Finally, it is worth noting that the level of English proficiency in Indonesia could potentially be influenced by socio-economic factors such as household income and educational opportunities. It is possible that students hailing from more affluent socioeconomic backgrounds may have

comparatively greater opportunities to enhance their English language proficiency and access to learning resources, as opposed to their counterparts from economically disadvantaged backgrounds. The study conducted by Mustikawati and Kurniawan (2019) emphasizes the significance of socioeconomic factors, such as parental education and income, in forecasting the English language proficiency of children in Indonesia.

To summarize, the English as a Foreign Language (EFL) context in Indonesia is complex and multifaceted, encompassing various factors such as language, culture, proficiency, resource availability, and socioeconomic background. Extensive research has been conducted on the challenges faced by English as a Foreign Language (EFL) students in Indonesia due to these aforementioned issues. The importance of employing culturally and linguistically appropriate approaches to English instruction has been emphasized.

a. EFL context in the University of Muhammadiyah Makassar

Universitas Muhammadiyah Makassar (Unismuh) is an educational institution that prioritizes Islamic values and equitable social practices. Consequently, pursuing English language studies at Unismuh entails not only attaining proficiency in the language, but also comprehending and applying Islamic principles in interpersonal communication.

At Muhammadiyah University of Makassar (Unismuh), the English as a Foreign Language (EFL) program is designed to cater to the diverse needs of students across various majors, including engineering, medical sciences, agriculture, education and teacher training, social and political

sciences, communication, pharmacy, and more. The curriculum is crafted to address the specific language requirements and communication skills relevant to each discipline.

For students in technical majors such as engineering and medical sciences, English language instruction may emphasize specialized vocabulary, technical communication, and the ability to understand and produce documents in English that are pertinent to their fields. This ensures that graduates possess not only a general proficiency in English but also the language skills necessary for success in their respective professional domains.

In the field of education and teacher training, the English language curriculum may incorporate pedagogical aspects, focusing on effective communication strategies for future educators. Social and political sciences students may engage with English in the context of international relations, diplomatic communication, or academic discourse, tailoring the language instruction to suit the demands of their disciplines.

The approach at Unismuh recognizes that English is a tool for effective communication across various sectors, and therefore, the curriculum aims to equip students with the linguistic skills they need to excel in their chosen fields. The institution's commitment to providing English language education that aligns with the practical needs of each major reflects an understanding of the diverse linguistic demands faced by students across different academic disciplines.

By offering English language instruction in a manner that is specific to each major, Unismuh ensures that graduates not only possess a strong

command of the English language but are also well-prepared to communicate effectively within the professional contexts of their respective fields. This tailored approach enhances the practical relevance of English language studies, making it an integral part of each student's academic and professional development at Unismuh.

Prior studies have showed the complex and dynamic characteristics of the English as a Foreign Language (EFL) environment in Indonesia, as evidenced by the works of Matsuda and Friedrich (2011) and Setyowati (2013). The educational setting in question is distinguished by the convergence of linguistic and cultural diversity, historical factors, and social conditions. Within the context of UMM, the inclusion of a religiously oriented curriculum and philosophy introduces an additional layer of intricacy to an already multifaceted environment.

The impact of religious philosophy on the language learning process at UMM may be reflected in the approach adopted by both students and professors towards the English language. According to Kachru and Nelson (2006), certain students may view the acquisition of English as a means of acquiring knowledge and abilities that can facilitate success in a globalized world, while others may perceive it as a mechanism for disseminating Islamic principles and beliefs to a wider population. Both of these viewpoints hold merit. The distinct perspective presented could potentially impact the approach that learners adopt towards the acquisition of English language skills. Consequently, it is imperative for educators to exhibit awareness and sensitivity towards the cultural diversity exhibited by their students.

Furthermore, for students enrolled at UMM to fully assimilate the

Islamic principles and ideas imparted in the curriculum, it may be necessary for instructors to adapt their pedagogical approaches to accommodate the impact of cultural and religious factors. As an illustration, specific Islamic principles such as modesty, politeness, and deference to authority may exert an influence on the attitudes and behaviors of Muslim students in the classroom, potentially differing from those of their non-Muslim counterparts. Islamic values encompass modesty, politeness, and respect for authority. It is plausible that educators should acknowledge these discrepancies and adapt their pedagogical approaches to cultivate cultural consciousness and appreciation for the diverse range of human encounters.

The linguistic and cultural diversity of the English as a Foreign Language context at UMM is further augmented by its geographical location in Makassar, an eastern Indonesian city. Additionally, the religious-based environment of the institution also plays a role in this regard. As per the findings of Matsuda and Friedrich's (2011) study, Makassar accommodates a significant populace of diverse ethnic groups, each possessing their distinct language and cultural practices. English frequently serves as a lingua franca to enable communication among diverse communities.

Furthermore, the esteemed reputation of Unismuh as a higher education institution specializing in Islamic studies attracts a significant cohort of international students hailing from diverse nations, thereby augmenting the linguistic and cultural heterogeneity that characterizes the English as a Foreign Language (EFL) context. This particular type of diversity has the potential to facilitate cross-cultural exchange and knowledge acquisition. However, it may also pose challenges for educators

and learners who must navigate linguistic and cultural differences within the educational setting. It is plausible that Unismuh instructors may need to embrace a culturally responsive pedagogy to surmount these challenges, which entails acknowledging the diverse cultural and linguistic backgrounds of their students. Possible academic rewrite: Incorporating culturally relevant content into the curriculum, providing support for students who experience challenges in adjusting to a new cultural and linguistic environment, and creating opportunities for intercultural learning and exchange within the classroom are among the strategies that can enhance the educational experiences of diverse student populations.

The EFL environment at Unismuh is intricate, and it is imperative for educators to acknowledge and address the cultural and linguistic factors that influence students' perspectives and convictions regarding the attainment of English language proficiency. Educators can facilitate the establishment of a nurturing and all-encompassing educational milieu that fosters the academic success of every student, irrespective of their linguistic or cultural heritage, through the implementation of a culturally sensitive pedagogical approach. This entails delivering instruction in a culturally responsive manner.

The integration of these theoretical views generates an overall structure for comprehending the elements impacting EFL learners' WTC in English. This theoretical framework enables an analysis of the complex interplay of factors that affect EFL learners' WTC by taking into account the reciprocal connections between personal factors, environmental effects, cognitive processes, language acquisition theories, and communication

apprehension. The framework aids in elucidating the intricate dynamics and linkages that exist between individual characteristics, socio-cultural influences, linguistic proficiency, classroom situation, and psychological aspects that influence EFL learners' readiness to communicate in English. The study provides a holistic knowledge of the elements impacting EFL learners' WTC by utilizing this theory-driven framework, eventually informing instructional methods, curriculum development, and strategies for improving successful English communication skills in the EFL environment.

This chapter has presented an overview of the literature on WTC in second language acquisition and the EFL setting, analyzed WTC conceptualization, identified components explored in previous research, and examined the specificities of WTC in the EFL environment. The research lays the framework for the coming chapters, which conduct a theory-driven exploration of the factors impacting EFL learners' willingness to communicate in English by integrating existing knowledge and theoretical views.

C. Research Framework

The primary objective of this research framework is to delve into the various factors that exert an influence on the willingness of English as a Foreign Language (EFL) learners to engage in communication. Specifically, this investigation were conducted within the distinctive context of the esteemed University of Muhammadiyah Makassar. The framework encompasses a comprehensive set of five pivotal categories of variables, namely Personality Characteristics, Contextual Elements, Cultural Identity, Communicative Competence, and Language Proficiency.

The realm of Personality Characteristics encompasses a diverse array of individual traits that possess the remarkable ability to exert a profound influence on the willingness of learners to engage in communication. The presence of anxiety assumes a significant position in the realm of language learning, as individuals who encounter feelings of apprehension or nervousness may exhibit a reduced inclination to actively participate in English communication. In contrast, self-assurance emerges as a favorable attribute that amplifies learners' conviction in their aptitude to effectively engage in English communication, thereby potentially augmenting their inclination to actively partake in language-related endeavors. The desire to communicate in English is driven by motivation, which can come from within or external factors. Additionally, students' self-assessment of their language skills, known as perceived competence, strongly affects their confidence in using English for communication.

The presence of contextual elements within the English as a Foreign Language (EFL) classroom has the potential to significantly influence the willingness of learners to engage in communication. The establishment of a nurturing educational setting, distinguished by captivating instructional endeavors, interactive language acquisition techniques, and supportive guidance from educators, has the potential to significantly influence learners' inclination to engage in English conversation. In addition, it is worth noting that Peer Influence holds significant sway over learners' communication behaviors, as it is influenced by the attitudes, interactions, and support provided by fellow learners.

The impact of cultural identity on English as a Foreign Language

(EFL)written task performance cannot be underestimated. The extent to which learners adhere to the customs, norms, and values of their cultural heritage can significantly influence their communication preferences and behaviors in English-speaking contexts. Furthermore, the impact of Cultural Stereotypes on learners' self-assurance and inclination to engage in communication can be substantial, as learners may experience unease regarding the possibility of misinterpretations or misunderstandings stemming from cultural prejudices.

The concept of Communicative Competence encompasses various dimensions, namely Pragmatic, Linguistic, and Sociolinguistic Competence, which collectively gauge an individual's comprehensive aptitude in utilizing language proficiently. Pragmatic Competence is an essential skill that empowers language learners to adeptly navigate the intricacies of language use within a wide range of social and cultural settings. By developing this competence, learners gain the ability to effectively communicate and interact with others in a manner that is contextually appropriate and culturally sensitive. Linguistic Competence encompasses the mastery of learners in the realms of grammar, syntax, and vocabulary, enabling them to navigate the intricacies of language with finesse. On the other hand, Sociolinguistics Competence delves into the comprehension of language variation and the adeptness in employing language appropriately within diverse social contexts.

The acquisition of Language Proficiency, encompassing Accuracy, Vocabulary, Pronunciation, and Fluency, stands as a paramount factor in facilitating effective and fruitful communication endeavors. The proficiency

of learners in terms of grammatical accuracy, lexical proficiency, pronunciation intelligibility, and oral fluency plays a pivotal role in shaping their inclination to engage in English communication.

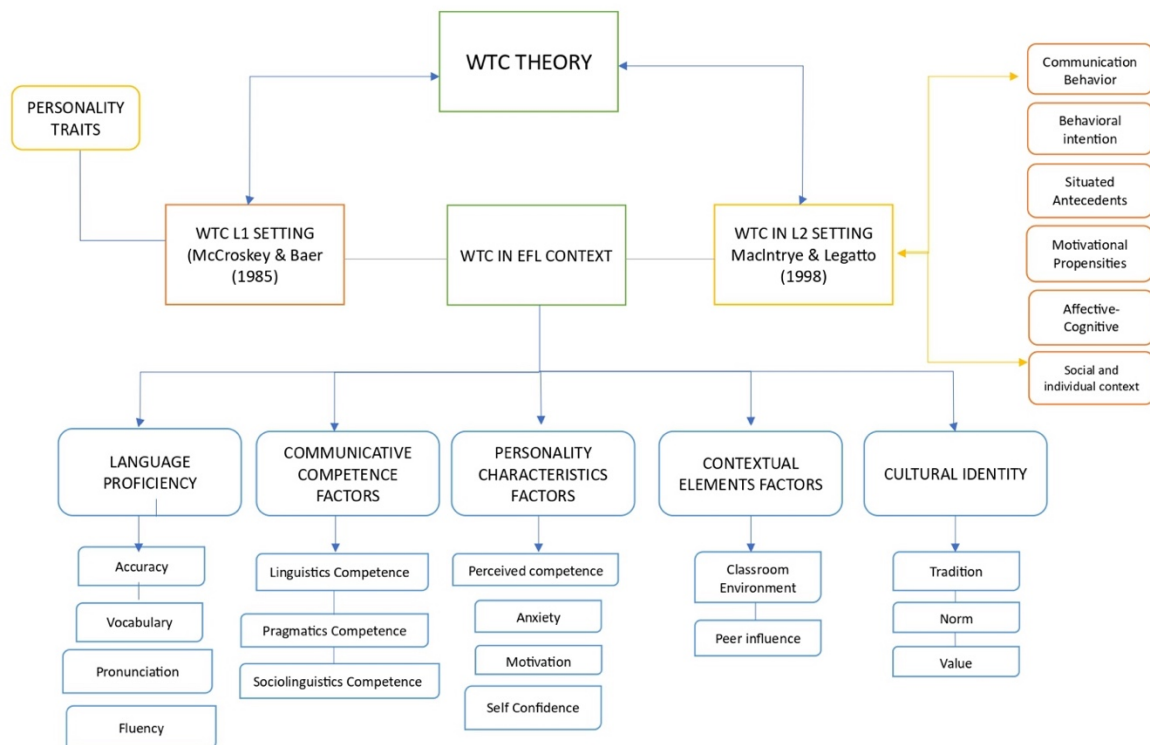


Figure 4.a. Research Framework

Through a meticulous examination of the intricate dynamics between these variables, the research framework endeavors to furnish a holistic comprehension of the myriad factors that exert influence on the inclination of English as a Foreign Language (EFL) learners to engage in communicative acts. By employing a blended methodology, incorporating the powerful tool of Structural Equation Modeling (SEM) alongside qualitative interviews, a more profound examination of the intricate interplay and multifaceted nature of communication behaviors can be achieved. The discoveries from this study provide significant contributions to the realm of language education, offering valuable insights that can aid in the advancement of effective language learning strategies and classroom interventions. These insights specifically focus on enhancing the willingness to communicate among English as a Foreign Language (EFL) learners at the esteemed University of Muhammadiyah Makassar