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An Investigation of International Students' Willingness to Communicate in Indonesia at Private University of West Java

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Abstract

Researchers' interest in investigating willingness to communicate (WTC) in second language has grown. The increase is due to WTC role in determining learners' engagement in language learning. However, there is no study on international students' WTC in Indonesian. Therefore, this study investigated international students' WTC in Indonesian at Private University of West Java (a pseudonym) in Indonesia. The data collection instruments of the study included structured interviews, semi-structured interviews, questionnaires and classroom observations. The participants of this research were international students in Indonesian language for foreigners (BIPA) classes, BIPA teachers and language buddies. This study found that the students' WTC inside the classroom is higher than their WTC outside the classroom. The result of the study also showed that students' WTC increased due to teachers' strategies in the classroom and their enthusiasm. Nevertheless, the students' WTC outside the classroom seemed to be low and it decreased as the time went by. In short, the findings of the study imply that the BIPA teachers should encourage students maximize their learning by practicing Indonesian outside the classroom with Indonesian friends or acquaintances by providing tasks or well-prepared activities to do outside the classroom. The study is expected to give insights for BIPA students and teachers as well as BIPA organizers.

Keywords: willingness to communicate, Indonesian language learning

Background

As a number of foreigners who are interested in learning Indonesian increase, many universities in Indonesia have offered Indonesian language for foreigners (BIPA) classes. One of the universities is Private University of West Java (a pseudonym). Although the exchange students at PUWJ have many opportunities to practise their Indonesian outside the classroom, no study has been conducted to know their willingness to communicate (WTC) in using Indonesian language inside and outside the classroom. WTC is important to enhance international students' Indonesian performance. These scholars have proposed that facilitating WTC should be an integral part of language learning and teaching because it can direct L2 learning toward their ultimate goal of authentic communication between individuals from various linguistic and cultural backgrounds (Kang, 2005; Macintyre, Baker, Clement, & Donovan, 2003a, 2003b). Zarrinabadi and Tanbakooei (2016) suggest that it is essential to conduct WTC research if language learning is to assist learners to get involved in authentic communication among people of different cultural and linguistic backgrounds.

The purpose of this study is to know international students' self-reported WTC and factors influencing their WTC, and teachers and language buddies' perception about the international students' WTC and factors affecting the international students' WTC. The study will provide information for the BIPA (Indonesian language for foreigners) instructors for the better enhancement of BIPA teaching-learning process.

To the best of our knowledge, no study has investigated international students' WTC in Indonesian. Thus, this study will be a significant endeavour in understanding the learning and teaching process of teaching Indonesian to foreign students as well as the process of second language acquisition. Specifically, the study has the capacity to provide information about the construct of WTC. It is also beneficial to know the internal and external factors that influence

students' L2 WTC including the perceptions of teachers and language buddies on the international students' L2 WTC. Through this research, some information about Indonesian community acceptance toward foreigners, whether the community provide suitable atmosphere for foreigners to communicate in Indonesian or not will be obtained.

Theoretical review

WTC in L2 learning was originally studied in the LI context and related to personality traits of native English speakers. In SLL literature WTC has been viewed both as a personality trait and a situational construct. First, MacIntyre and Charos, (1996) introduced the notion of WTC as a trait in language learning literature. As a trait, WTC has been considered to be influenced by non-individual variables (such as anxiety and competence) (MacIntyre & Charos, 1996) and biological natures (such as sex, age, and gender) (Macintyre, Baker, Clement, & Donovan, 2002; Macintyre et al., 2003a). Second, WTC has been viewed as a situational construct. Macintyre, Dornyei, Clement, and Noels (1998) argue that some contextual variables affect L2 learners' and proposed a heuristic model that explained situational and enduring variables such as interpersonal motivation, intergroup motivation, self-confidence, intergroup attitudes, communicative competence, and personality, which influenced a person's level of L2 WTC resourcefully, contingently, and contextually.

Figure 2.1 illustrates important factors in the construct of WTC. First, the first to the third layers address factors which focus more on the specific situation of communication of the learner. Second, the fourth to sixth layers present individual differences that affect a broad range of communication situations. Together the layers construct L2 WTC as "a readiness to enter into discourse at a particular time with a specific person or persons using an L2" (Macintyre et al., 1998, p, 547).
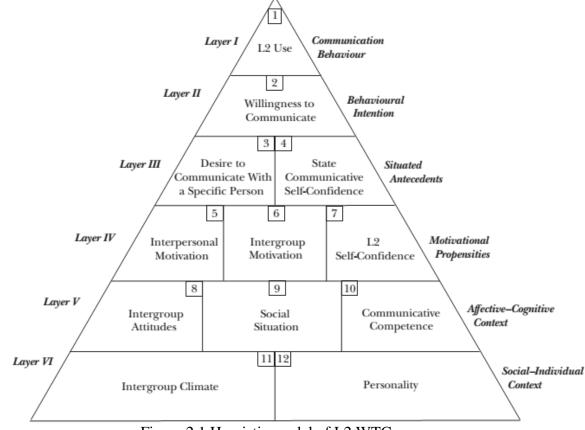

Figure 2.1 Heuristic model of L2 WTC

Figure 2.1 adapted from Macintyre et al.'s (1998) heuristic model of L2 WTC.

A few years after the model proposed Kang (2005) defined WTC as "an individual's volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables" (p. 291). Not long after that, Macintyre (2007) redefined WTC as "the probability of speaking when free to do so" (p. 564). What is clear from the two definitions is that while Kang's (2005) definition include some variables which might influence WTC, Macintyre's (2007) definition did not do so.

WTC is believed to be important for one to be successful in his or her SLL and language use. For this reason, Macintyre et al. (1998) model places the communicative behaviour at the top of the pyramid or the first layer. Their communicative behaviour includes L2 authentic communication containing of learning activities such as speaking up in class, reading L2 novels, watching L2 movies, or using L2 at work (Macintyre et al., 1998). Macintyre et al. (1998) argues that "a program that fails to produce students who are willing to use the language is simply a failed course" (p. 547). Moreover, Kang (2005) argues that if we can generate WTC in L2 learners, we can produce more active learners. In other words, learners with higher WTC are more likely to be active in utilizing L2 in authentic communication as well as more autonomous in extending their learning opportunities, such as by getting involved in language learning not only inside but also outside the classroom (Kang, 2005).

Teachers have an important role in helping learners to develop WTC (Dörnyei, 2007). Despite this, little research has known about how teachers carry on this process (Vongsila & Reinders, 2016). Among few studies which investigate teachers' strategies for encouraging students to communicate, the study of Zarrinabadi (2014) stresses that teachers play an important role in influencing their students' WTC inside the classroom. They can focus more on students' knowledge, choose error correction method, create a learning environment where the learners' feel supported, and give students opportunities to choose topics to discuss, more time for consideration and reflection before answering questions (Zarrinabadi, 2014). Therefore, we agree with the argument of Vongsila and Reinders (2016) that it is vital to research what strategies that teachers use and what learning opportunities they create for encouraging learners to communicate. In other words, the absence of teachers' learning opportunities might hinder learners to develop their WTC as well as putting their WTC into action.

The previous research on WTC has mainly focused on the use of structural models and trait, self-reported measurements of WTC; however, recent research has moved to view WTC as heavily dependent on the situation (Robson, 2015). However, only little research has studied situational WTC by directly observing classroom experiences (Cao, 2011; Mady & Arnott, 2010). For example, Cao (2011) studied students' perceptions and what factors in the classroom affect students' WTC. Cao (2011) developed classroom observation scheme to easily to identify students' WTC which included a category of students volunteering to answer questions raised by the instructor. He argued that teachers need to be aware of the many factors that affect students WTC. Another example is the study by Mady and Arnott (2010). They collected data by using observations, interviews, and journals. It was found that participants' WTC may have been influenced by situational factors inherent to the volunteer experience of getting involved in authentic communication in the TL with native speakers.

In regard to methodology, researchers have used quantitative, qualitative, or mixed methods to investigate WTC in L2. First, the quantitative method toward WTC commonly uses questionnaires as its instrument and aims to investigate WTC and other variables which affect it. This method commonly examines WTC as a trait and associates WTC with other personality-related variables. An example of studies which used a quantitative method is the study of Denies, Yashima, and Janssen (2015). They quantitatively studied the relationship

between students' classroom WTC and out of classroom WTC and students' listening. Their participants were 1402 students of 12th grade from 74 schools in Flanders, Belgium who studied Dutch. They found that WTC outside the classroom could be predicted by classroom WTC and that students' anxiety is a major influence in WTC in naturalistic settings. Second, unlike the quantitative approach, the qualitative method is usually used to investigate WTC as a situational construct. Thus, the method is employed as a way to question WTC as a trait and criticise that view for having decontextualized and ignored the effect of the time, the participants, and the context of communication (Macintyre et al., 1998). For example, Zarrinabadi (2014) qualitatively examined teacher's role in influencing learners' L2 WTC in class. His participants were 50 undergraduate students (18-24 years old) of English Language and Literature in Iran. To collect his data, he used a focused essay technique in which the students were required to describe their conversation with their teachers, the place where the conversation took place (classroom, university, etc.), and how they felt about the experience. He found that the students' WTC is influenced by teachers' wait time, error correction, decision on the topic, and support exert. Another instance is the longitudinal qualitative study of Kang (2005) with four male Korean learners studying in an American university proposes that situational WTC as a multilayered construct. Kang (2005) argues that the construct is unstable since it can change moment-to-moment in the conversational context affected by the psychological conditions of excitement, responsibility and security. In this study, L2 WTC was described as a dynamic situational concept rather than a trait-like predisposition. Third, some researchers use a mixed method to understand the construct of WTC. The study of Cao and Philip (2006) is an example of studies which used a mixed method. (Cao & Philip, 2006) investigated how context influenced learner's WTC and what factors affecting learner's WTC in the whole class, group, and dyadic interaction. Their participants were eight language learners at a university-based private language school in New Zealand. They used WTC questionnaire, classroom observation, audio recording of group and pair work, and interview to collect data. They found that no clear correlation was found between learner's self-report WTC and behavioural WTC. The result of their study also showed that the group size, familiarity with interlocutors, interlocutor's participation, familiarity with topic under discussion, self-confidence, medium of communication, and cultural background affect students' WTC.

Taken together the studies above show the need of investigating L2 learners' WTC across situational contexts including inside and outside classroom. As Macintyre et al. (2002) argues, it is necessary to know students' WTC self-report data with their situational WTC.

Research methodology

This study was conducted in a BIPA course at Private University of West Java. The participants of this study were 15 BIPA students (11 regular BIPA students and 4 non-regular BIPA students) who were international exchange students at the university, four regular BIPA teachers and two non-regular BIPA teachers (the latter were also the two of the regular BIPA teacher) and 20 language buddies of the BIPA students who were native speakers of Indonesian. Table 3.1, Table 3.2, and Table 3.3 respectively show detailed information about the participants of this study.

Table 3.1 BIPA students

BIPA students	Regular	Non-regular
Number of students	11	4
Female student	9	4
Male students	2	0
Age range	19-23	20-22

| Nationality | Chinese (9), Taiwanese (2) | Taiwanese |
| Major | Business, English, or Interior design | English, Business, or Interior design |

Table 3.2 BIPA teachers

BIPA teachers	Regular	Non-regular
Number of teachers	4	2
Female teacher(s)	3	2
Male teacher(s)	1	0
Age range	29-39	29-34
Language taught	English, Chinese, or Japanese	English or Chinese

Table 3.3 Language buddies

Language buddies	Regular	Non-regular
Number of language buddies	20	8
Female buddies	13	5
Male buddies	7	3
Age range	19-21	19-21
Language learned	English or Chinese	English

Data collection

This section explains the ethical consideration of data collection and instruments that were used in this study. First, before conducting the data collection, we sought official approval from Private University of West Java for the research to take place there. Before collecting data, we distributed information sheets and consent forms to all participants, and gave the students a chance to ask questions about anything that is unclear to them. Moreover, all participants were referred to using pseudonyms in order to preserve their anonymity in any publication and presentation of this study. All recorded data was only for the use of this study and not be made available to anyone else without the express permission of the participants. Second, the data was collected through the means of a questionnaire for BIPA students, structured interviews with BIPA students and language buddies, semi-structured interviews for teachers and classroom observations. The questionnaire was adapted from the work of Cao and Philip (2006). The interview with students was conducted to know international students' self-reported WTC. The interview questions were adapted from the study of Cao and Philip (2006) Some examples of the questions are as follows:

1. How important is it for you to learn Indonesian?
2. How motivated were you during this language course?
3. How much did you like learning together with your classmates in this course?
4. How would you describe your personality (quiet or talkative, relaxed or tense)?
5. Did you feel confident when you were speaking Indonesian in class?
6. In what situation did you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher in a whole class? Why?

The interviews with teachers and language buddies, and classroom recordings were respectively to know teachers' and language buddies' perception of students' WTC and to collect students' actions in speaking situations to be used as evidence for determining conditions influencing students' WTC and the strategies that the teachers use to increase students' WTC.

A classroom observation scheme adapted from the studies of Cao and Philip (2006) and Xie (2011) was used to code the data from the recorded lessons. The regular BIPA students were observed twice and the non-regular BIPA students were observed once. The scheme includes WTC behaviour categories as follows:

In the presence of the teacher, does the student show the following actions:
Teacher-student
1. Greetings
2. Volunteer an answer
3. Volunteer a comment to the teacher's open question
4. Give answer to teacher's individual question
5. Ask the teacher a question
6. Ask the teacher for clarification
7. Guess the meaning of unknown word
8. Try out a difficult lexical form
9. Try out a difficult morphological form
10 Try out a difficult syntactical form
Student-student
1. Talk to their classmates
2. Present own opinion to their classmates
3. Respond to an opinion of their classmates

Table 3.4 summarises the research questions and data collection of this study. It also includes the collected data from each instrument.

Research questions	Instrument
1. To what extent are BIPA students willing to communicate in Indonesian inside the classroom?	Structured-interview for BIPA students Classroom observation Semi-structured interviews with teachers Structured interview with BIPA students and language buddies
2. To what extent are BIPA students willing to communicate in Indonesian outside the classroom?	Questionnaire for and structured-interview with BIPA students, language buddies' interview,
3. What are the factors that may influence BIPA students' willingness to communicate (WTC) in Indonesian inside and outside the classroom?	Structured-interviews with BIPA students and language buddies, teachers' semi-structure interview and classroom recording.

Data analysis

The data from the questionnaire was analysed descriptively to know the students' WTC outside the classroom. Interview data was transcribed verbatim and translated into English by the researchers. The content analysis was used to analyse the interview data. Data from classroom observations were numerically coded. Descriptive statistics were also used to measure frequency of a particular behaviour or phenomenon occurs (Mackey & Gass, 2012).

BIPA students' WTC in Indonesian inside the classroom

This question examined the extent to which regular and non-regular students are willing to communicate in Indonesian inside the classroom. The data was taken from students' self-report, classroom recordings, and interview data of language buddies.

The findings show that regular and non-regular BIPA students have WTC in Indonesian. Table 4.1 presents data from classroom recording about BIPA students' WTC inside the classroom. Both the regular and non-regular BIPA students' WTC usually give answers to their teachers' questions and try out a difficult lexical form but they seldom voluntarily answer their teachers' questions. It can also be seen clearly that both type of students were never noticed to try out a difficult morphological form and respond to an opinion. It might be due to the fact that they are very novice learners.

Table 4.1 BIPA students' WTC inside the classroom

Interlocutors	WTC	Regular BIPA students/ 4 lessons					Non-regular BIPA students/ 2 lessons		
		F	F	F	F	Total	F	F	Total
Teacher-student	Greetings	10	16	0	0	26	4	0	4
	Volunteer an answer	0	0	0	2	2	0	0	0
	Volunteer a comment to the teacher's open question	0	0	0	0	13	0	0	0
	Give answer to teacher's individual question	20	16	8	10	31	0	4	4
	Ask the teacher a question	0	0	2	1	3	0	1	1
	Ask the teacher for clarification	0	0	1	0	1	0	2	2
	Guess the meaning of unknown word	0	0	3	1	4	0	2	2
	Try out a difficult lexical form	5	8	5	0	13	208	2	6
	Try out a difficult morphological form	0	0	0	0	0	0	0	0
	Try out a difficult syntactical form	5	8	2	3	18	4	0	0
Student-student	Talk to their classmates	5	8	0	0	12	4		4
	Present own opinion to their classmates	0	0	0	1	1	4		4
	Respond to an opinion of their classmates	0	0	0	0	0	0	0	0
	TOTAL	45	56	20	18	124	224	11	27

Moreover, interestingly while the classroom recording data presents that students only volunteered to answer teachers' questions, in their interview most of the students stated that they did not feel embarrassed to voluntarily answer the teachers' questions as seen in the excerpts below:

> No, because answering questions would enrich the class atmosphere, and the facilitators are friendly and extroverted so we [will not] feel awkward (S4)

> No, I wanted to practice so that my pronunciation errors would be corrected (S13)

The findings from language buddies' structured-interview and teachers' interviews show that the regular and non-regular BIPA students have WTC in Indonesian but still have to use English to compensate their limited Indonesian vocabulary. For example, according to the language buddies, most of the BIPA students talked in Indonesian in presenting their family trees; however, several of them used English when they did not remember the Indonesian words they would like to say:

> Yes, all of them [spoke Indonesian]. However, they speak in English when they [do not] remember some words. (LB8)

> Yes, they asked questions that related with topic, but they asked another topic in English (L1)

Another example is that the BIPA students mostly used Indonesian when they introduced themselves to the language buddies and only used Indonesian sometimes. It can be seen in the language buddies' words as follows:

> [they talk] in Indonesian, but sometimes they use English (LB3)

> They mixed Indonesian and English, but dominantly Indonesian (LB6)

Moreover, according to the language buddies, the BIPA students asked the following questions in Indonesian:

> How old are you? (LB2)

> What is your name? Do you have an older sister? Do you have an older bother? What is the name of your older sister? (LB5)

The language buddies also explained that the BIPA students mostly used Indonesian to ask questions related to the topic which was discussed as can be seen in the following excerpt:

> Yes, they asked questions that related with [the] topic, but they asked another topic in English (L1)

> Yes, according to the topic (name, places to live, where they study, where they are from). They used English out of the topic discussed (L3)

The teachers shared a similar answer about the BIPA students' WTC:

> When I greeted the international students with Indonesian, the students also replied in Indonesian. The students also thanked the teacher by using Indonesian (T3).

Despite that, a teacher said that

> Most students did not voluntarily answer any questions asked to them. They just waited to be chosen by the teacher in one of her two lessons. Only one student asked how to know the way of address written in Indonesian. This question shows the student's curiosity of knowing more Indonesian words which might indirectly show her WTC. (T4)

In other words, the BIPA students' WTC in Indonesian is limited to some activities only, such as answering teachers' question which is assigned to each student, asking questions to their language buddies, replying teachers' greetings, and thanking teachers.

BIPA students' WTC in Indonesian outside the classroom

This question examined the extent to which regular and non-regular students are willing to communicate in Indonesian outside the classroom. Specifically, Table 1 presents self-reported data of the BIPA students' WTC in Indonesian with four different groups of interlocutors: friends, acquaintances, strangers, and service workers. The table shows that both groups of the BIPA students (the regular and non-regular BIPA students) used more Indonesian with service workers than other interlocutors. However, the finding also shows that the two groups of BIPA students are different in their WTC in Indonesian with friends and acquaintances. The regular BIPA students spoke Indonesian more often with friends than with their acquaintance; on the contrary, the non-regular BIPA spoke Indonesian more often with acquaintance than with their friends. This might be due to the fact that the non-regular BIPA students just stayed in Indonesia for four weeks. They are likely to have more Indonesian acquaintance than friends.

Table 4.2 BIPA students' WTC outside the classroom

People	BIPA-regular (N: 11)	BIPA-non-regular (N: 4)	Average of the two groups
	Average		
Friends	2.97	2	2.48
Acquaintances	2.90	2.42	2.66
Stranger	2.49	1.92	2.21
Service workers	3.55	2.58	3.06
Average of WTC outside	2.98	2.23	2.60

The table also shows that despite many opportunities to speak with native speakers of Indonesian in Private University of West Java, the students rarely used the opportunities. In other words, their WTC in Indonesian outside the classroom is far from satisfactory. The findings of the present study did not support MacIntye and Charos's (1996) acknowledgement that increased opportunities for interaction indirectly affect one's WTC in the L2.

Factors that may influence BIPA students' WTC in Indonesian inside and outside the classroom

The findings show that teachers' strategies, the language buddies' motivation of learning Chinese, students' daily-language surviving need perception, and students' confidence in their pronunciation are the factors that influence the BIPA students' WTC inside and outside the classroom. Each of these influences will be discussed respectively.

First, the international students' WTC is influenced by their perception about and experience of what language needed for daily communication. At the beginning they

perceived that English is not widely used in Indonesia; therefore, they were motivated to learn Indonesian to survive. It can be seen in the following excerpts:

> I need to use Indonesia in my daily life, i.e. ordering food, and hang out, because English is not very common in Indonesia, therefore Indonesian language is important (S1)

> It is very important. We need it when we read the menu, communicate, explain some misunderstanding, and even when we are joking (S5)

Although the students expressed that they were willing to use and practice their Indonesian so that they can survive outside the classroom, the data showed that their WTC decreased as they realised that they could survive outside the classroom without using Indonesian. The following excerpt shows a common expression from the participants:

> Passionate at the beginning, but later on I found out that even though I don't speak *Bahasa* (Indonesian) or only speak *Bahasa* (Indonesian) a little, it would not affect my daily conversation, so I prefer to speak English and to practice my English (S2)

Second, the findings from the teachers' interviews show that teachers in this study used a wide range of strategies to encourage students' WTC inside and outside the classroom. Inside the classroom the teachers used the following strategies:

1. All teachers purposely adjusted group size to affect WTC. Teachers mostly asked students to work in pair or a small group so that the students will not feel shy and their WTC will also increase. It can be seen in the following excerpts:

> …[I]n pairs, because while working in pairs, students feel more relaxed, they are not afraid of being laughed at if they made any mistakes. (T4)

> …[U]sually in small groups when I assigned them to practice the dialogues (both with their own classmates and with the language buddies)... (T3)

Some BIPA students' statements support the teachers' answer that learning with pair stimulates their willingness to communicate in Indonesian. In one of the students' words:

> in pairs, because when we did not understand, we could ask questions, and we [would not] feel awkward to each other (S13)

2. All teachers in this study tried to create a relaxing and supportive learning environment by always being friendly. For instance, T1 said "*saya coba melihat ke diri saya sendiri…saya coba menciptakan suasana yang relax…* (I tried to reflect on my own experience…[so] I tried to create a relaxing atmosphere). The BIPA students' WTC also state that their teacher are enthusiastic and friendly as seen in the following excerpts:

> …relaxed, because we are learning daily conversation and also have a chance to communicate with Indonesian friends (S5)

> relaxed because the teachers were friendly, enthusiastic in teaching…(S8)

3. Two teachers in this study brought language buddies as a way to create learning opportunities which are meaningful for students; therefore, students' WTC will increase. In her words, one of the teachers said:

> I brought language buddies hoping that after they have known the theory, they can now learn to practice what they have learned. I think it is more

natural. If they meet the language buddies and the language buddies can understand them, the learning will be more meaningful for them (T4)

4. All teachers created tasks that can improve students' WTC. For example, one teacher asked her students to explain their family tree in Indonesian to language buddies.
5. The fifth strategy deals with the topic of the lesson. The teachers only chose basic topics such as alphabet, number, time, and family. The reason for this selection is the students' zero Indonesian competence background.

The findings also indicate that the teachers did not use some strategies such as grouping students based on their competence and cultural backgrounds. All teachers stated that they did not group the students based on their competence level groups because "…because all of them were at the same level" (T4). Teachers also reported that they did not group the students based on their cultural backgrounds to increase students' WTC in Indonesian. However, two of the teachers mentioned that they would group students based on their cultural background when the class consists of students from different countries.

Moreover, although the international students showed WTC in Indonesian with language buddies inside the classroom, they did not actively use Indonesian with their language buddies outside the classroom. First, it might be influenced by the language buddies' motivation. The language buddies were motivated to practice their Chinese with the BIPA students as seen in the following excerpts:

> …because I want to practice Chinese language, I think if a person learns a language, it is useless if it is not practiced, the most correct studying practice is communicating with the native speaker. (LB9)

> I want to learn Chinese in daily conversation and to have friends with Chinese people. (LB14)

Thus, instead of helping the BIPA students to practice their Indonesian, the language buddies might encourage the students to use Chinese and make them feel unimportant to speak Indonesian anymore.

Third, the international students' WTC was influenced by their perception of their pronunciation. Some students felt confident which can affect their WTC positively as seen in the excerpt below:

> confident, though my pronunciation is not good enough, but I need to practice more (S4)

> confident, I could speak Indonesian my partner could understand me and I could understand what she was talking about (S13)

However, some others students did not feel confident since it was a brand new language for them as they students said:

> A bit unconfident, because there are several syllables that I could not pronounce accurately (S2)

> No [confidence], still need time to digest (S15)

In summary, there are many factors which influence the students' WTC inside and outside the classroom. They include teachers' strategies, the BIPA students', the language buddies' motivation of learning Chinese, students' daily-language surviving need perception, and students' confidence in their pronunciation.

Discussion

The results of the study above showed that the BIPA students had WTC inside and outside the classroom. Also, their WTC was influenced by many factors.

The teachers in this study indicate that they use a wide range of strategies to encourage WTC which are similar to as well as different from the findings of previous studies. First, the finding that shows the teachers' strategy of using grouping and pairing echoes the findings of these studies (de Saint Leger & Storch, 2009; Ewald, 2004; Vongsila & Reinders, 2016). Second, the findings about teachers' question as a way to encourage the BIPA students' WTC supports the argument of Groenke and Paulus (2007) that teachers' questions can encourage students' WTC. The study of Nazar and Allahyar (2012) found that teachers' open-ended questions which ask for reason, explanation, description and opinion, lead students to reply with their own questions. Thus, the teachers of this study can use this questioning strategy to encourage students' WTC. Third, the finding about the teachers' strategy of creating a relaxing classroom an being friendly to encourage the BIPA students' WTC is in line with what Zhong (2013) and Riasati (2014) state that when L2 students learn in a relaxing, student-friendly and supportive environment, they will be more willing to speak and participate in their lesson.

The teachers in this study employed a strategy which has not been found in the previous studies which involved language buddies inside and outside the classrooms. The presence of Indonesian language buddies inside classroom supports the international students to practice their Indonesian. However, the motivation of the language buddies outside the classroom to learn Chinese negatively affects the BIPA students' WTC. The finding supports Zarrinabadi and Tanbakooei 's (2016) argument that learners' surrounding affects their L2 WTC. It is crucial for the teachers of this studies to prepare well the involvement of the language buddies inside and outside the classroom so that both the BIPA students and the language buddies can get benefits from this strategies.

In regard to pronunciation which tends to differently influence the BIPA students' WTC shows that pronunciation does not always affect directly on one's WTC. The finding of this study is divergent from the finding of the study of de Saint Leger and Storch (2009) showed that their learners' perceived oral ability including pronunciation affected their WTC; thus, when the students' oral ability including their pronunciation improves, their willingness to use the L2 will also increase. Despite being unconfident with their pronunciation, some students with high motivation might still show WTC.

All in all, the findings of this study supports Zarrinabadi' (2014) argument that teachers play an important role in influencing learners' L2 WTC in class. However, as Macintyre et al. (1998) argues, the teachers important role needs to be in a form of learning opportunity which when combined with students' intention can produce students' WTC. In other words, the absence of such opportunity will lead to reticence which prevents students' WTC to be stimulated (Lee & Ng, 2010) and vice versa. On top of that, the findings show the complexity of variables that affect students' WTC. Specifically, they support the argument of Vongsila and Reinders (2016) that "some of [the variables] are more directly under teachers' control than others" (p. 4). Teachers' strategies also play an important role not only on students' WTC inside the classroom as they affect interaction patterns which characterize their classes as Vongsila and Reinders (2016) claim but the strategies might also influence students' WTC outside the classroom.

Conclusion and implications

In conclusion, it should be born in mind that teaching and learning is more than what goes on in one class; therefore, when analysing WTC should also include what happen outside the classroom. The findings of the study show that the students' WTC inside the classroom is higher than their WTC outside the classroom. Teachers' strategies in the classroom and their enthusiasm made students willing to communicate. However, the students' WTC outside the classroom seemed to be low and it decreased as time went by. This indicates a failure of the course to encourage students maximising their learning by

practicing Indonesian outside the classroom with Indonesian friends or acquaintances. As Macintyre et al. (1998) argue that when students are reluctant to use the language that they learn, the language program has created a failed course. With this in mind, the BIPA program at this university has to review their program so that it can improve its strategies and encourage students have high WTC in Indonesian both in inside and outside the classroom.

The findings of this study have two pedagogical implications. First, it is important for teachers to encourage students to use their Indonesian outside the classroom not only by assigning language buddies but also giving well-planned learning opportunities with clear language goals such as a structured interview with Indonesian friends or acquaintance and writing and reflecting on their Indonesian language use outside the classroom. These planned learning opportunities might motivate students to purposely communicate with Indonesian friends or acquaintance and avoid students to only mingle with their friends from their country. Second, the teachers also have to provide a long term goal and learning channel for students regarding the use of Indonesian after their short study in Indonesia. This can be done by connecting the international students with Indonesian students through the use of email and social media. Therefore, the students are likely to have motivation to keep learning Indonesian because they can still use and learn Indonesian after they go back to their countries.

Limitations of the research

Similar to other research projects, this study has its limitations. First, many variables could have impacted the findings of the study. For example, the study employed semi-structured interviews to gather data from BIPA students and language buddies. This method did not allow us to ask probing questions to both the students and language buddies. Another limitation is that the data was collected in only one language institution in West Java, Indonesia consisting of limited participants (four teachers participating in the interview, 15 international students, and 20 language buddies) and six observations. Thus, the findings might not be generalised. Despite that, similar findings may be present in any research conducted in alike contexts.

Future studies could investigate on the findings that the teachers in our study which encouraged students to promote the use of Indonesian outside the classroom by providing some language buddies and prepared some well-planned activities for the BIPA students and their buddies. Also, future research needs to explore how well-planned learning opportunities which supported by language buddies affect students' WTC. Finally, it would be particularly useful for future research to investigate a longitudinal study on the activities that the teachers prepare inside and outside the classroom and their impact on students' WTC. Although this study yielded some interesting results related to the language buddies and BIPA students" WTC, more decisive conclusions may be drawn about the ways in which teachers play an important role in students' WTC.

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