EFL STUDENTS' EXPERIENCES OF WILLINGNESS TO COMMUNICATE IN EXTRAMURAL DIGITAL CONTEXT

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ABSTRACT

This study investigate the positive relationship between extramural digital activities and EFL students' willingness to communicate. Extramural digital context is learning English outside the classroom without teachers' involvement. It encourages EFL students to feel more comfortable in L2 willingness to communicate. Furthermore, this research investigated students' experiences and factors that may influence EFL students' willingness to communicate towards extramural digital context using qualitative research, specifically case study as the research design. The researcher collected the data from six EFL students from several universities in Indonesia with four female and two male using semi-structured interview and questionnaires. The interviews data were analyzed by using thematic analysis and using descriptive statistics analysis for the questionnaires. The findings showed that the convenience of extramural digital context and students' self-confidence indicate as the factors that influence students' willingness to communicate using English. Additionally, based on students' experiences of using extramural digital context, listening to music is considered as the most frequently used by students. This research contribute to gain deep understanding about L2 willingness to communicate and extramural digital context. In pedagogical insight, this research help English teacher to facilitate EFL students in extramural digital context to increase students' willingness to communicate.

Keywords: *Extramural Digital Context, willingness to communicate, EFL students*

INTRODUCTION

In the English classroom, students have low intention to communicate using English because students feel uncomfortable to use English in the classroom climate, unfamiliar topic under discussion, group size and even that interlocutors did not support each other to communicate in English (Zarrinabadi et al., 2014). The feeling of pressure to communicate in the classroom becomes the main reason why students choose unwilling to communicate using English. Moreover, in the context of the Indonesian classroom, teachers seemed difficult to encourage student's willingness to communicate because students feel anxious when teachers ask them to communicate in English (Muamaroh; Prihartanti, 2013). Consequently, Indonesian students tend to communicate using English when they feel in an enjoyable situation without any burdens. Given the situation above, therefore, a new environment to practice English is a need to offer students a motivating, interesting, and relatively low anxiety, so they feel comfortable and willing to learn the target language (Kruk, 2019).

Additionally, many EFL students use digital devices (e.g. smartphone, TV, computer, MP3, and laptops) and resources (e.g. internet, social media, online games, zoom, and apps) to enhance their English autonomously in out-of-class, digital, unstructured environments, and independent of a formal program (Lee, 2019). As the user of smartphones increasing, it means the chance of communicating in digital context greatly improving. Besides, this particular extramural digital context will offer students a chance to communicate in a real surrounding as well as encourage students to use, explore and learn the language (Tan et al., 2020). Thus, all devices and resources in digital context provide EFL students to communicate in the out-of-classroom environment.

Furthermore, quantitative research by Lee and Dressman (2018) explores the relationship between EFL student's WTC and L2 learning in the extramural digital context where the students are learning English outside the classroom, digital and unstructured environment independent of a formal program. Moreover, that quantitative research shows a significant correlation between L2 WTC and the diversity of L2 activities in the extramural digital context. Even so, that research missed to draw students' experience about the reason why some students are eager or reluctant to communicate their L2 in the extramural digital environment (Lee, 2019). As seen in the example study above, many researchers have always attempted to find the significant correlation between L2 WTC and extramural digital context, however, little is known about students' experiences and the factors that may influence EFL students' WTC in the extramural digital environment.

In addition, in the newest research by Lee (2019), the investigation only on the factors that influence students' willingness to communicate in extramural digital context showed in qualitative research but it is limited because it used grounded theory. Therefore, the present research aims to find out students' experiences and the factors that may influence EFL students' willingness to communicate in extramural digital context. Thus, this research contributes more boarder about students' willingness to communicate using English in the extramural digital context.

MATERIAL & METHODS

A. Materials

EFL Students' Learning in Extramural Digital Context

Sundqvist and Sylèn (2016, p. 6) explain that extramural English is 'English outside the wall', by that students learn English without teachers' contact and involvement. To gain pleasure and interest, EFL students use some digital devices (e.g. smartphones, desktop computers) and digital resources (e.g. digital games, popular culture, fan fiction, video tutorials, Web apps, social media). Considering those activities, the context of extramural digital activities seems unlimited for those who have Internet connections. Unconsciously, EFL students achieve the English ability without teachers' initiation. Furthermore, to understand more about extramural digital context, Benson (2011) introduces four elements of the framework for out-of-class L2 learning: formality, location, pedagogy, and locus of control.

In addition, Lee (2019) has compiled the outcomes of EFL students on learning English in extramural digital context from related studies. The first outcome is language tests (vocabulary, reading, formal testing, and standardized English tests), the second is learner characteristics (motivation and confidence) and the third outcome is skilled (autonomy and cross-cultural communication). Moreover, EFL students' learning in the ED context presents an enhancement on students' affective attributes, such as motivation and confidence, and also appears to have a great impact to influence the potential of EFL students' WTC (Lee & Dressman, 2018).

Willingness to Communicate

The term of willingness to communicate has considered as the familiar issue in L2 teaching and learning research in the last two decades (Lee, 2019). Researchers have found some factors that influence students' willingness to communicate (Lee, 2019; Lee & Chen Hsieh, 2019). Those factors are trait-like (affective variable, such as self-confidence, motivation, grit), dynamic and situated perspectives (e.g. shared influences of both personal and contextual factors), and situation specific (e.g. contextual factors such as familiarity with interlocutors) (Lee, 2019). Considering

those factors, teachers understand how students' interaction are built. In addition, students who have the strong willingness to communicate using English will search many opportunities to communicate (Saberirad, et al., 2016; cited in Ningsih et al., 2018). The opportunities means the environment where the students can express their second language (L2) freely.

B. Methods

This study is qualitative research, specifically researcher conducted case study. A case study is a research approach that provides a new insight in the a narrative description (Gay et al., 2012). The participants were 4 females and 2 males from different semesters and universities in Indonesia. The participants were voluntarily giving the information to the researcher and persons who have experiences of communicating using English in the extramural digital context. Furthermore, all participants are social media active users and communicate on digital platforms using English. All the participants are undergraduate students who have been learned English for at least eight years. The researcher used interview and questionnaire as the instruments to collect the data. The instruments of interview, researcher adapted from Lee (2019) and the questionnaires data, researcher adapted from Lee & Drajati (2019) and Lee & Chen Hsieh (2019) with 49 statements. To analyze the data of questionnaires, the researcher used descriptive statistics analysis. Furthermore, in analyzing interview data, the researcher used thematic analysis by Braun and Clarke (2013) to structure, orgaines and interpret the data.

RESULT

Students' experiences of willingness to communicate in extramural digital context

In the first section of the questionnaire, the students were asked about their extramural English activities. From thirteen options on Table 1, students engage extramural English activity by listening to English songs take the highest percentage 86.67% with very often activities as the conclusion. Watching English movies showed 73.33%, which means students are fairly often to do the activities. Moreover, the lowest activities that students are rarely doing are sending e-mail to

others using English and using technology to connect with non-native speakers from all over the world with the same percentage 43.33%.

Table 1. Extramural English Activities

No.	Extramural English Activities	1	2	3	4	5	Percentage (%)	Mean	Conclusion
1	I play games in English.	0	2	1	1	2	70,00	3,50	Fairly Often
2	I listen to English-language news programs online or on TV.	1	0	2	3	0	63,33	3,17	Sometimes
3	I listen to songs in English.	0	0	1	2	3	86,67	4,33	Very Often
4	I listen to English podcasts.	1	1	2	2	0	56,67	2,83	Sometimes
5	I watch English comics online or TV.	2	0	3	1	0	50,00	2,50	Rarely
6	I watch sports events in English online or TV.	1	2	2	1	0	50,00	2,50	Rarely
7	I watch English language movies or dramas with subtitles in English.	0	1	1	3	1	73,33	3,67	Fairly Often
8	I chat with others in English via social media (e.g. Facebook, Instagram, Line, WeChat, WhatsApp).	1	1	3	1	0	53,33	2,67	Sometimes
9	I Skype/Zoom/Google Meet with others in English	2	1	2	1	0	46,67	2,33	Rarely
10	I send an email to others in English.	3	1	0	2	0	43,33	2,17	Rarely
11	I share English contents online.	2	1	2	0	1	50,00	2,50	Rarely
12	I use technology to connect with native speakers of language (e.g., American, British)	2	1	1	2	0	50,00	2,50	Rarely
13	I use technology to connect with non-native speakers of English all over the world (e.g., Japanese, Chinese).	2	2	1	1	0	43,33	2,17	Rarely
Conclusion								2,83	Sometimes

Furthermore, here are what students said about their extramural English activities.

> *"I often hear the music of Raef and Maher Zain, or maybe I watch movies like marvel films, something like that. Or I just read an e-book, an English one about UX material, I just try it."***(Didin)**

"I am learning outside of the classroom through English songs, so from that song, I find out the lyrics, I find out the meaning, then I can understand the lyrics and understand the song." **(Nurul)**

"I speak English, or I mean chatting in English with a native and non-native speaker, from Germany and UK. I met them in Jakarta, and we shared our social media on Facebook. After that, sometimes we are chatting." **(Nan)**

"The most interesting and relevant media right now is when I am on Twitter, let's say that on Twitter there are many issues that are currently happening, whether a couple of times ago from Palestine or the others example, that's why I also comment a lot on these issues and I also comment on things that are happening, and that news happens outside our country so I can use English to comment on that, so it is like study outside the classroom too." **(Irwan)**

"I also often make some posts using English and the contents about da'wah or whatever my heart' voices, hehe. I post on Instagram." **(Mira)**

Based on students' answers, there are a lot of choices to do in extramural digital context using English. Regarding the various activities in the extramural digital context, the researcher divides it into two categories of activities, it is receptive activities (RA) and productive activities (PA. Indeed, from the interviews data, it showed the equal activities, three students do receptive activities by listening to song, watching movies and reading e-book, while three students do productive activities by commenting on Twitter, chatting with a native and non-native speaker, and posting using English on Instagram.

Furthermore, students' duration on extramural English activities per day in Table 2 indicates the differences from one student to other students. The shortest time that students spend with Extramural English Activities is one hour thirty minutes and the longest time is 5 hours. Thus, students spend time on extramural English activities in unpredictable duration, so it is conditional based on students' spare time every day.

Table 2. Duration in Extramural English Activities

Participants	Duration in Extramural English Activities (hours/day)
Muna	3 hours
Didin	1,5 hours
Nurul	2 hours

Irwan	Conditional, it can be 5 hours
Mira	3 hours
Nan	2 hours

Students' Second Language and Factors of Willingness to Communicate

In table 3, students indicate to feel that they are perhaps willing to communicate in the classroom based on four situations. The percentage showed in almost the same percentage from one situation to the other situation. However, the lowest intention to communicate using English in the classroom is when students have a chance to talk in front of class 63, 33%. Furthermore, if it is outside the classroom or without formal learning, students tend to communicate when they discuss with a small group of friends, which showed 66.67%. For the lowest situation, 46.67%, that students are probably not willing to communicate using English is when they find an acquaintance standing before them in a line. Additionally, in the digital context, the percentage of students' L2 willingness to communicate is frequently high. The highest of students' L2 willingness to communicate is when students post comments to foreign friend's walls on social media with 76.67%.

Table 3. L2 Willingness to Communicate

No.	L2 Willingness to Communicate	1	2	3	4	5	Percentage (%)	Mean	Conclusion
<Inside the classroom>									
14	When you are given a chance to talk freely in an English class.	0	0	4	2	0	66,67	3,33	Perhaps willing
15	When you have a chance to talk in front of the class in an English class.	1	0	2	3	0	63,33	3,17	Perhaps willing
16	When you have a group discussion in an English class.	0	2	0	4	0	66,67	3,33	Perhaps willing
17	When you have a chance to make a presentation in front of a large group.	0	1	2	3	0	66,67	3,33	Perhaps willing
Conclusion								3,29	Perhaps willing
<Outside the classroom>									
18	When you find a friend standing before you in a line.	0	2	3	1	0	56,67	2,83	Perhaps willing

19	When you find an acquaintance standing before you in a line.	1	2	3	0	0	46,67	2,33	Probably not willing
20	When you have a discussion with a small group of friends.	0	2	1	2	1	66,67	3,33	Perhaps willing
21	When you have a chance to talk within a small group of strangers.	2	0	2	2	0	53,33	2,67	Perhaps willing
Conclusion								2,79	Perhaps willing
<In digital context>									
22	When you chat with non-native speakers of English (e.g., Korean, Japanese, Chinese) on Facebook/Instagram/WhatsApp/Email/etc	0	1	2	1	2	73,33	3,67	Probably willing
23	When you chat with native speakers of English (e.g., American, Australian, British) on Facebook/Instagram/WhatsApp/Email/etc.	0	1	2	1	2	73,33	3,67	Probably willing
24	When you post comments to a foreign friend's wall on Facebook/Instagram/WhatsApp/Email/etc.	0	0	1	5	0	76,67	3,83	Probably willing
25	When you talk to other users of English while playing games.	2	1	0	3	0	53,33	2,67	Perhaps willing
Conclusion								3,46	Probably willing

In addition, in the interview report, students answered some reasons why they tend to communicate in extramural digital.

> *"I definitely want to communicate using English outside the classroom, because it's not too formal, enjoy as I like…" (Muna)*

> *"I believe I want more to communicate outside the classroom because it is more enjoyable."(Didin)*

> *"Yaap, because there's only one person in the class who has the same interest in English as me. And if it is from the outside the classroom [extramural digital], it's easier to meet people who have the same interest*

and there are more people than my classmate. And in the class, I only get one, one person [who is in the same interest in English] hehe." (Nan)

"Yes, I believe, I want to be like that way, I mean, I prefer to talk outside the classroom [Extramural English], because I have more spare time outside the classroom." (Irwan)

"Yes, I really believe it, because I think it is my comfort zone to continue to express myself using English. And I can know the reality better from the outside of class, while inside the classroom it's like so formal and some sentences [expression in English] that I've learned from the class are rarely used in the real life."(Mira)

Based on students' answers, in the extramural digital, students feel enjoyable, informal situation, they can meet a lot of people who have the same interest in English, they have more spare time in the outside the classroom and one of them said that extramural digital as the comfort zone.

Students' Affective Variables

In the last questionnaire, the researcher put some statements toward students' effective variable to know how this can affect their willingness to communicate.

Table 4. Affective Variables

No.	Affective Variables	1	2	3	4	5	Percentage (%)	Mean	Conclusion
26	I am confident I can use English vocabulary and expressions that I learned to interact with my teacher or friends.	0	1	4	0	1	63,33	3,17	Somewhat like me
27	I am confident I can talk about myself in English using sentences.	2	0	3	0	1	53,33	2,67	Somewhat like me
28	I am confident I can talk about what I did last weekend using English sentences.	1	1	3	1	0	53,33	2,67	Somewhat like me
29	I am confident I can do well in oral presentation in English.	1	0	4	1	0	56,67	2,83	Somewhat like me
30	I am confident I can ask for and give directions for location in English.	0	0	4	2	0	66,67	3,33	Somewhat like me

31	I am confident I can order a meal in English at a restaurant.	0	0	5	1	0	63,33	3,17	Somewhat like me
32	I feel nervous when I speak in English in front of other students.	1	0	2	2	1	66,67	3,33	Somewhat like me
33	I feel anxious if I am asked a question by my teacher.	1	0	3	1	1	63,33	3,17	Somewhat like me
34	When speaking in English, I can get so nervous that I forget things that I know.	1	0	4	0	1	60,00	3,00	Somewhat like me
35	I feel nervous when I am called upon to perform a task in English.	0	1	3	2	0	63,33	3,17	Somewhat like me
36	Even if I am well prepared for English class, I feel anxious about it.	1	1	2	1	1	60,00	3,00	Somewhat like me
37	I am afraid that the other students will laugh at me when I speak English.	2	0	2	1	1	56,67	2,83	Somewhat like me
38	I actively think about what I have learned in my English class.	0	0	3	3	0	70,00	3,50	Mostly like me
39	I don't really have a great desire to learn English.	3	2	1	0	0	33,33	1,67	Not like me at all
40	I find learning English very enjoyable.	0	1	1	3	1	73,33	3,67	Mostly like me
41	English is an important subject to me in my college program.	0	0	1	1	4	90,00	4,50	Very much like me
42	I am a hard worker.	0	0	1	5	0	76,67	3,83	Mostly like me
43	I finish whatever I begin.	0	0	3	2	1	73,33	3,67	Mostly like me
44	I am diligent.	0	0	3	3	0	70,00	3,50	Mostly like me
45	Setbacks don't discourage me.	1	1	2	1	1	60,00	3,00	Somewhat like me
46	New ideas and projects sometimes distract me from previous ones.	0	1	3	1	1	66,67	3,33	Somewhat like me
47	I have been obsessed with a certain idea or project for a short time but later lost interest.	0	2	3	0	1	60,00	3,00	Somewhat like me
48	I often set a goal but later choose to pursue a different one.	0	1	3	2	0	63,33	3,17	Somewhat like me

49	I have difficulty maintaining my focus on projects that take more than a few months to complete.	0	1	2	3	0	66,67	3,33	Somewhat like me
Conclusion								3,19	Somewhat like me

In table 4, students have low confidence when they were asked to speak using English in front of the classroom with the percentage of 66.67%, while in the other's situation, outside the classroom, students feel confident to give direction for a location using English with the same percentage 66.67%. These data were shown in the same percentage, but it showed the different situations that determine students' willingness to communicate. Students who participate in this research fully understand that English is an important subject in their college program, it showed 90 %, while each participant takes a different major in college. In addition, students find learning English very enjoyable with the percentage 73. 33%. With 23 statements about students' affective variables, it can be concluded that students have an average in personality.

Similarly, students were asked in the interview about what they feel when they communicate using English in extramural digital. Three students answered that they felt less confident, nervous, and embarrassed.

> *"At first, I felt a little hesitant, then I felt less confident, so it is from doubting to lack of confidence, then for example, if the response was good, I continued to say a few utterances [using English], but if the response was not good or even they answered me in Indonesian, so the conversation continued in Indonesian." (Muna)*

> *"If I use English, I feel nervous about it, I don't know whether something is right or not…I don't have any idea whether it's appropriate or not, but sometimes I am confident. Sometimes, when I am, I believe that what I say or I write is correct, but most of the time I am afraid of being wrong." (Nurul)*

> *"At first, I felt embarrassed, I was afraid of making grammatical errors, but when it happened, again and again, I was used to doing it…Then, If I use English, I won't be overthinking." (Nan)*

Even though in the extramural digital context, students still have the feeling of less confident about what they write or say. The correctness of what they deliver holds a significant effect on building their feeling to communicate. However, three students answered that their willingness to communicate in extramural digital is confident with their close friends, increasing their confidence and confidence.

> *"At the first, I am not really brave, but I try to be brave, but I don't pull yet all of my courage. The most obvious thing was that a couple of times ago when I joined the program in Cambodia. So, when I am with my friends, I have close friends on campus, so I try to speak English for a week for practice, after that, it feels normal and enjoyable…" (Didin)*

> *"the feeling before I say it, when I say it, and after I say it. When before speaking, it was clear that I was nervous, I checked whether the grammar was correct or not, the spelling was correct or not, that's the beginning. When I say it… well… it's comfortable. Oke, let's say I'm confident in using English. So, after that, I take it for learning, for example, I can take the new vocabulary if the interlocutor speaks using new vocabulary, I will learn it, so, the feeling that comes out is more about increasing my self-confidence."(Irwan)*

> *"My feelings when talking outside class are more confident, because I've prepared, and I've checked here and there about whether it's correct or not. Then sometimes I also go live on IG using English, it's really nervous, but it is not because I speak English but because I don't know who will suddenly see me on that live." (Mira)*

The advantages of willingness to communicate in extramural digital context

Based on the interview session, students shared their advantage by using their English in the extramural digital context. Two students said that using English in the extramural digital helps them to be corrected by the other or even by the native speaker.

> *"If there are some friends who feel comfortable and they don't feel awkward to chat with me [using English], it is better and we can correct each other." (Didin)*

> *"So, for example, I am with some people who want to learn the same thing [English] are usually better, more comfortable when I use English. Then, when I communicate with native, it is okeey if I say something wrong, he or she will correct it. Actually, it's better to talk with native because they are really corrected us, they are really taught us…"(Nan)*

Furthermore, the other student said that extramural digital context offer a wide chance to express using English. In addition, extramural digital context shows the authentic situation and the materials offered are easier to remember.

> *"Yes, it's really useful, because, in my opinion, learning in the classroom is only in a short time and only for a few hours, while what's outside the class really shapes my English. Starting from the pronunciation, I got vocabularies that I can use often and the application is wide open." (Mira)*

> *"Yes it is beneficial, on the other hand, I can apply my own knowledge during class. And then, I can also understand the real culture, when talking in the digital world or it is more authentically." (Irwan)*

> *"Yes, it gives benefited to me because I can connect to it [English] so fast, and it's easier to remember…" (Muna)*

DISCUSSION

Students' experience of willingness to communicate in the extramural digital context using English shows the diversity. Starting from receptive activities to productive activities that show a positive impact on students' English proficiency. The length of time students spend outside of the classroom, students can do many things related to English outside of the classroom. Moreover, students' spare time in the extramural digital context is conditional, although if it is accumulated, approximately students spend full time with English in the extramural digital context, which is about 3 hours a day. In addition, listening to English music became the most interesting activity to the participants in this study, because listening to music is very possible to do in many situations and conditions, such as when studying or just for entertainment. Furthermore, the specific activities that students like, it is watching movies, watching YouTube, seeing English posts on Instagram, making posts on Instagram, reading e-books, chatting with native and non-native speakers, and commenting on Twitter. These findings are related to the Extramural English (EE) (Sundqvist & Sylvén, 2016) as the concept that gives unlimited opportunities in English activities.

Furthermore, factors that influence students' willingness to communicate in the extramural digital context, it is shown from several aspects. The first aspect is the convenience offered by extramural digital context and the second aspect is

students' self-confidence. The convenience aspects offered by extramural digital context include informal situations and conditions, enjoyable, being able to meet many people who have the same interest in English, and the length of spare time in extramural digital. Based on those reasons, it can be seen based on the fact that the conditions in using English in the classroom are different when students are outside of the classroom. Moreover, the conditions that are offered are more comfortable in the extramural digital context because students do not feel like being watching or being judge by the teachers, and students can prepare what they are going to deliver in the extramural digital context. Indeed, in the questionnaire data, the percentage shows higher when students are offered to communicate in the extramural digital context because it is more comfortable and in conditional conditions. Furthermore, meeting more people who have the same interest in English, because the users of the digital world are very numerous and unlimited from all over of the world and indirectly students can connect with anyone. The second aspect is related to students' self-confidence or student affective variables. In the personality, students have a general personality, but when students have to face the conditions between the extramural digital contexts or in the classroom, the percentage in the extramural digital context is higher or students are more confident to speak when in the extramural digital context. Moreover, related to what the students' feeling when communicating outside the classroom, three students answered that they felt less confident, nervous, and embarrassed, while the others students claimed that they felt confident to communicate with their close friends, increasingly confident and even confident.

Additionally, communicating in extramural digital context gives several advantages for students. The first advantage is friends or native speakers comfortably in the extramural digital context can correct students. Although, in the classroom, the teachers correct students, the feeling that comes out after the teacher's correction feedback is different if it is by their friends. The second advantage is the chance that offered by extramural digital context are unlimited. In the extramural digital context, students said that their pronunciation and vocabulary are increased, and students can spend more time outside of the classroom. The third advantage is the authentic situation, it means what students get from extramural digital context that related to English are connected the same with what students

find in the real life. The fourth advantage is the information and knowledge offered by extramural digital context are easier to remember because the information is delivered more interesting.

CONCLUSION

This study identified that the factors that influences students' willingness to communicate are the convenience that offered by extramural digital context and students' self-confident. In addition, extramural digital context give students friendly learning process, so students who active in social media help them to increase their English proficiency. Moreover, related to students' experiences of willingness to communicate using English in extramural digital context, students can be connected with people from all over the world, so the learning process is more authentic. In addition, students commonly use to listening the music in the extramural digital context. It means that receptive activities are high frequently using by students in extramural digital context than the productive activities.

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