WILLINGNESS TO COMMUNICATE IN TASK-BASED INSTRUCTION: ANALYSIS OF FLUCTUATION IN DYNAMIC SYSTEM

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Abstract. The present study aims at investigating the fluctuation of learners' willingness to communicate in three communicative tasks: *Dictogloss, Jigsaw-Game, and problem solving*. We focus on learners' L2 WTC in the classroom context seen from dynamic system theory. Six Indonesian undergraduate learners of English Department comprising linguistic features proficiency and motivational levels were elected as participants by encountering them in a three-subsequent-task performances. Concurrent assesment and Stimulated recall, and in-depth interview were used to investigate learners' WTC during the task performances in the classroom interaction. The former used WTC-metric by asking the participants to provide scores on five-minute-interval of total 60 minutes task performances, while the two latters used video-taped as stimulus to confirm learners' interaction in the classroom. The results reveal that learners' WTC fluctuate during three task performances in conjunction with variables that interplay and interconnect one to another. Additionally, some factors provoking either learners' willingness or unwillingness to communicate are discussed further.

Keywords: Dynamic system, L2 WTC, EFL Classroom Interaction

INTRODUCTION

The radical shift of English teaching methodology from Audio-Lingual method to communicative language teaching (CLT) provides a huge impacts on English teaching and learning in Indonesian context. Having undergone eight curriculum changes adapted and adopted in Indonesian, it is conceived that the former method got many critics for emphasizing language on learning grammatical rules, exercises, and *mimicracy* by devaluing the use and function of the language itself as media for communication (Fadilah, 2018; Larsen-Freeman, 2016). As English treated to be Foreign language (FFL) rather than Second Language (ESL) in Indonesian context, it is necessarily to provide learners with language exposures in the classroom to provide them with *comprehensible input* (Krashen, 1981) through classroom interaction (Long, 1996) to push learners' language output (Swan, 2005). Accordingly, language learners are conceived to be less proficient unless using language communicatively (Khajavy, Ghoonsoly, Fatemi, & Choi, 2016). One of the most cited and discussed construct that is directly related to L2 use (communication behaviour) is behavioural intention that is willingness to communicate (see Mc.Intyre, Clement, Dornyei & Noels, 1998 as the main review).

The ample body of research on willingness to communicate, henceforth WTC, has been discussed and reported for decades. The past report overwhelmingly posited psychological variables as the antecedents of WTC as stable or trait like e.g., comprehensive apprehension, communicative self-confidence, motivation, and perceived competence (Yashima, MacIntyre, & Ikeda, 2016). Additionally, previous research has been dominated by measuring variables affecting directly or indirectly on L2 WTC using Structural Equation Modeling (SEM) (e.g. Peng & Woodrow, 2010; Weaver, 2005). However, more recent research explicates that WTC is influenced by situational classroom context (e.g., Cao, 2014; Kang, 2005; MacIntyre & Legatto, 2011). Those researchers have provided a thick description of WTC depicted in the classroom interaction by combining some instruments as data collection e.g., Interview, participant and nonparticipant observation, focused essay, and stimulated recall technique (Zarrinabadi, 2014). It is conceived that such approaches provide a detailed analysis of individual tendency to speak in specific situation (Zarinnabadi & Tanbakooei, 2016).

WTC is conceptualized as "a readiness to enter discourse at a particular time with a specific person or persons, using L2" (MacIntyre *et al.*, 1998, p. 547). More recently issue invokes WTC to be dynamic and fluctuative over time. Drawing from Larsen-Freeman's (1997) Dynamic System Theory (DST), McIntyre & Legatto (2011) reveal that L2 WTC changes when opportunities to communicate in second or foreign language arise. By using *Idiodynamic Method*, McIntyre and Legatto point out that WTC fluctuates from moment-to-moment during classroom task performances. The plausible tenet of DST signifies the change over time in each state transformed of previous one, variable interconnectedness, and the change whether small or large in a variable give effects on the other (Larsen-Freeman & Cameron, 2008). Furthermore, Cao (2014) pinpoints that WTC is a dynamic in situation and influenced by individual classroom environment and linguistic factors. In a similar vein, Mystkowska-Wiertelak & Pawlak (2015) report that WTC fluctuates from minute-to-minute in communicative task performances in which some factors are conceived to affect such fluctuations: topic, planning time, the opportunity to express idea, the presence of the researcher, the mastery of requisite lexis, the familiarity with interlocutor, and a host of individual variables.

Indeed, teachers have struggled to get their students to talk albeit some of them remain silent in the classroom interaction. Some factors are reported to affect learners' WTC in the classroom context such as interaction of excitement, security, and responsibility constructed by topic, interlocutor and conversational context are factors influencing learners' L2 WTC (Kang, 2005). In the similar vein, McIntyre and Legatto (2011) reports that teachers and peers, error correction, perceived competence, family and friends and media usage as factors influencing 100 Canadian junior high school students. Zarrinabadi (2014) reveals that some factors affecting students' WTC in the classroom namely error correction, teachers' wait time, teachers' choice of, and teachers' support (see also Fadilah, 2016).

The questions arise if WTC gives an important impact, then the teachers should be able to provoke the students' WTC in the classroom context. The lack of opportunity to express ideas, for example, leads students to keep silent during classroom discussion, or perhaps the students having lack knowledge (e.g. linguistic competence) must speak up when the teacher calls on them resulting in anxiety in communicating the target language. It means that in the classroom interaction, teachers (e.g. expert) has significant role for the students' WTC (e.g. novice). Aubrey (2011) reveals that the criteria of successful teachers are those who lead group cohesiveness, lower students' anxiety, provide interesting and familiar topic, encourage positive attitude toward cultural aspect of language learning and facilitate student acceptance of the communicative approach. In addition, Zarinnabadi & Tanbakooei (2016) put forward that although many research have conducted in WTC, it is mandatory for further research to take a complete factors influencing WTC such as different linguistic, psychological, contextual, and social factors that interact and affect the fluctuation of WTC from time to time.

The present study invokes task-based instruction as a moderating variable to provoke learners' WTC in the classroom interaction (see e.g., Cao, 2014; McIntyre & Legatto, 2011). Mystkowska-Wiertelak and Pawlak (2015) recommend to take a broad range of variables affecting L2 WTC such as instructional contexts i.e., variety of task performances as well as participants across their levels i.e., age and proficiency which are "not only those related to a particular context, but also teachers, learners, rapport between them, or the nature of classroom interaction" (p.670).

However, those extant studies merely portray learners' WTC by overlooking the rationales of learners' unwillingness to communicate (UWTC). It is also necessary to search the latter to shed more light on WTC research comprehensively. Furthermore, to our best acknowledgement, no investigation on learners' WTC fluctuation across (e.g., their linguistic

proficiency, motivational levels). We conceive that distinguishing learners across their aforementioned levels provide more insightful information how to treat learners differently in the classroom interaction.   Accordingly, we opt to raise those novel issues in three-collaborative-output tasks: *dictogloss, Jigsaw-Game, and problem-solving tasks* (see Nassaji & Fotos, 2011 as the main review). We propose the research questions to elucidate:

 (1) Are there any differences among learners' L2 WTC in the three communicative output tasks?

(2) Do learners' L2 WTC in the three communicative output tasks fluctuate over time?

(3) What factors influence learners' L2 WTC and UWTC across the three communicative output tasks in EFL classroom?

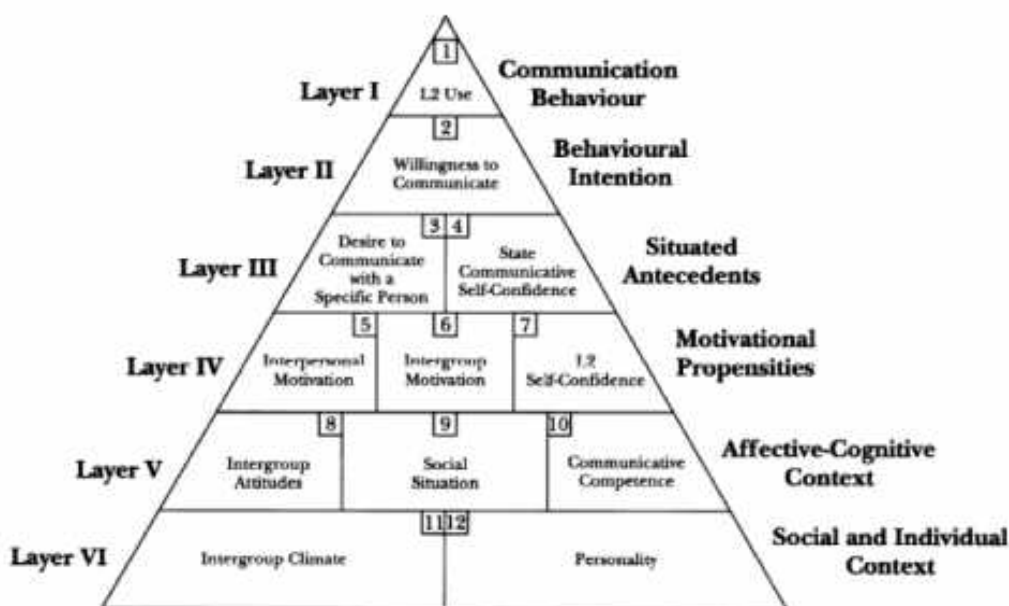**Conceptualizing willingness to Communicate in Second/Foreign Language**

Figure 1
Heuristic
model of
WTC in
L2

(MacIntyre, Clement, Dornyei, and Noels's, 1998)

MacIntyre et all. (1998) proposed a pyramid-figure model of WTC in L2 (Figure 1) incorporating six layers that showed complexity and interconnectedness among antecedent variables in L2 WTC. The first layer constitutes communication Behavior that became ultimate goal in L2 use. Authentic communication became a concept in communication behavior such as speaking up in the classroom, reading texts, or listening to spoken discourse. The second layer illustrates behavioral Intention in which the learners choose to talk due to their self-confidence and motivation. This layer constitutes the most intermediate determinant in L2 use. The third layer accounts for antecedents of L2 WTC comprising two variables: 1) desire to communicate with a specific person, and 2) state communicative self-confidence. It postulates that learners tend to more willing to communicate with people they already know e.g. classmates. Additionally, learners' self-confidence raises their willingness to communicate as manifestation of their perceived competence and lack of anxiety (Peng & Woodrow, 2010). The fourth layer consists of motivational propensities: Interpersonal motivation, intergroup motivation, and self-confidence. Dornyei (2005) pointed out that motivation is very important in SLA and provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process. The fifth layer subsumes affective cognitive context into intergroup attitudes, social situation, and communicative competence. Intergroup attitudes indicate L2 students' desire to communicate

with L2 community, and the sense of satisfaction and fulfillment as one is learning a language. Social situation includes variables such as the participants, setting, purpose, topic, channel of communication, and the interlocutor's proficiency level. It is argued that such variables affect one's degree of self-confidence and WTC accordingly. Communicative competence refers to an individual's level of proficiency, which can significantly influence one's WTC (Zarrinabadi and Tanbakooei, 2016). The last layer, personality and personal context, consists two features: intergroup climate and personality. It is cited that people are more willing to communicate with a member of their L2 group. McIntyre et al., (1998) posit the two variables at the bottom of the layers as a basis for L2 communication.

Dynamic System Theory (DST)

System is conceptualized as groups of entities or parts that function together. Any system is inclusive of embedded sub-systems, all of which dynamically interrelate with one another (De Bot, Lowie & Vespoor, 2013; Larsen-Freeman, 1997). Dynamic systems are complex, adaptive systems in which variables affect each other over time in which those systems are sets of interacting components (Larsen-Freeman & Cameron, 2008). Waninge, Dornyei, & de Bot (2014) pinpoint that in explaining all the complex patterns observed in SLA data, straightforward cause-effect relationship is no longer sufficient. The fluctuation and emergentism of learners' situational context become the patterns in dynamic systems. DeBot et al. (2007) note that there are four features in dynamic systems: (1) they change over time in which recent state is a transformation of a previous state, (2) they completely interconnect to one another in which a single change of the variable (system) will affect all other parts of the systems, (3) they are self-organizing that refers to *attractor states* during their development. And (4) they yield non-linearity, small changes in one part of the system may have a large effects in the overall system, or large chaos may have only small effects in the overall system.

METHOD
Participants and context

The total participants involved were six EFL students in an Indonesian private university encompassing (e.g., low, moderate, high) motivational and the average of linguistic proficiency levels (e.g., speaking, reading, writing) (see Table 1). The participants' selection was based on their English Proficiency Test (EPT) developed by the institution as well as a set of motivational questionnaire. The six participants comprise 1 moderate-high, 1 low-high, 1 high-low, 1 moderate-moderate, and 2 moderate-low linguistic and motivational levels, respectively. Furthermore, the participants were asked to fill out the WTC-metric followed by in depth-interview. All participants have taken English skills namely reading, speaking, grammar, and pronunciation from previous semesters. In short, table 1 gives an overview of participants' profiles resulted from observation and consultation with the lecturers.

Table 1 Profile of the participants

Participants	Gender	Avarage Linguistic competence (speaking/ reading/writing)	Motivation	Initial
Charles	Male	M	H	M-H
Lusia	Female	M	L	M-L
Maria	Female	L	H	L-H
Munika	Female	H	L	H-L
Natalia	Female	M	M	M-M
Vincentius	M	M/M/H --→ M	L	M-L

Note: H=high, M=moderate, and L=low

Instruments

A set of questionnaire encompassing foreign language motivation were deployed to the participants. The questionnaire was used to elect the participants in conjunction with their level of motivational dimensions. Furthermore, we used participant classroom observation during the communicative task classroom interaction. Additionally, *Concurrent introspection* and *stimulated recall* were used in three communicative output task performances (see e.g., Mackey & Gass, 2000). The former denotes the participants' rating of WTC (WTC-Metric) every 5 minutes of the total 60 minutes task performances, while the latter was conducted after the classroom interaction that provokes the participants to clarify their WTC rating during classroom interaction. In the former approach, WTC-meter was asked to be rated with reference to the participants' WTC during the tasks. The present study used WTC-metric in which the participants were asked to fill out a paper (WTC-metric) with regard to their WTC during task based language teaching. A sheet of paper of WTC, like thermometer shaped figures with the score from "0" as *unwillingness to communicate* to "100" as *willingness to communicate* (see appendix A). The participants gave the score to the WTC-metric every five-minute-task performance within 60 minute-classroom-interaction interval. Stimulated recall interviews were then conducted directly after the session of the communicative task by interviewing the participants to confirm their scores provided in the WTC-metric. Furthermore, in depth interviews were then conducted three days after the three-task interventions. In addition to aforementioned instruments, we also put *video-recorder* to tape the activities during task performances and supervisions.

Procedures

Three communicative tasks were conducted during classroom interaction: *Dictogloss, jigsaw-game and problem-solving tasks*. In speaking class, the participants were instructed to do some activities in problem-solving strategy. In dictogloss task, the participants were asked to listen to, dictate, reconstruct, analyze and correct, and present a discourse (text) provided. The first step, the lecturer read the text slowly, while the participants listened to without making any notes. The second step, the lecturer read again the text fast, while the participants were asked to make any notes they heard. The third step, the participants were asked to discuss their notes with peers and groups to analyze and correct their notes. Eventually, the participants were asked to present their text in the whole class. In jigsaw-Game task, the participants were asked to fill in the gap of information provided. The topic was developed with reference to what, who, where, when, and the current use of the invention. Some intervensions were made in conjunction with the cultural term of Indonesian such as *Singhasari Temple, Asta Tinggi, Lawang Sewu*, and others. The participants were asked to make a group of origin and expert groups to discuss the topic. Eventually, the participants were asked to make questions in the form of game for the instructor to answer by providing clues, for instance, to describe a telephone the clue might be: *it was invented in USA...it is used for communication, it was invented in 1876.* In problem-solving task, the participants were provided by a case *strandred in the desert* to resolve. The participants were asked to elect some equipment (maximum 5) to be used for surviving in the desert. Small group and large group discussions were used to evoke the participants' social interaction. Eventually, the participants were asked to present their findings, while the others might rise questions, rebuttal, or objection to the explanation made by the presenter.

Data collection and analysis

We apply multiple data analyses of the data which stem from concurrent introspection of WTC, stimulated recall interview derived from video-recording, questionnaire, English proficiency test, and classroom observation. Both questionnaire and English Proficiency test

were collected to put the participants based on their motivational and Linguistic proficiency levels. The data derived from concurrent introspection comprising the participants' rating on WTC during task performances were collected as the basis of further analysis. While, stimulated recall interviews were conducted by confirming the participants' score of WTC and the video-recording by asking for clarification with reference to their scores. Additionally, during classroom participatory observations, we also made some notes to be asked and confirmed after the task performances. In-depth interviews were then carried out to get more comprehensible information in conjunction with the factors or variables affecting their WTC.

Open and axial coding were applied to investigate the participants' information regarding both their willingness and unwillingness to communicate as well as to see categories and concepts underlying their decision to communicate or not to communicate. To find out emergence variables appear, the writer uses tentative data to be analyzed and related based on the categories. Additionally, we also applied member-checking to cross-check the data stemming from the observation, concurrent and introspective, and interview. Likewise, *negative-case analyses* were also applied in order to disconfirm the participants' statement which contradicted between what he said in writing and interview. Member-checking and negative case analyses were then applied in the interview to crosscheck the previous written data. The data from interview were then transcribed and coded to find categories.

We read every single words, short-phrases, complete sentences, and utterances from the transcribed data. Axial coding was then conducted to formulate all codes taken from participants' rating on WTC and interview transcription and was related to categories. Data reduction was conducted during this process, so the themes/concepts were formed based on those categories. That was the recursive analysis by reading the data repeatedly until saturation was reached, no new categories and themes were found, and salient categories and themes began to emerge (Zhong, 2013).

RESULTS
WTC in the three communicative tasks

Table 2 illustrates the comparison of mean and standard deviations in explicated in dictogloss, Jigsaw-game, and problem-solving tasks counting of 52.64 (22.8), 64.26 (16.85), and 55.07 (15.80), respectively. From the three communicative tasks, dictogloss task indicates more L2 WTC fluctuation compared to the others shown by its large value of standard deviation. While, jigsaw-game task signifies the learners' highest average of L2 WTC followed by problem solving and dictogloss task. Additionally, the confidence intervals postulate Jigsaw-game to be the least fluctuate counting of range 70 [20 , 90] followed by problem-solving with range of 80 [10 , 90], and dictogloss with range of 90 [5 , 95]. In a nutshel, learners' L2 WTC in jigsaw game constitutes higher and least fluctuative compared to the two other tasks.

		Dictogloss	Jigsaw_Game	Problem_Solving
N	Valid	72	68	72
	Missing	0	4	0
Mean		52,64	64,26	55,07
Std. Deviation		22,797	16,846	15,800
Minimum		5	20	10
Maximum		95	90	90

Table 2 Comparisons of learners' L2 WTC in the three communicative tasks

Dictogloss task

Figure 1 illustrates the learners' L2 WTC fluctuation in every five-minute intervals of 60 minutes of the total lesson-hour. As it indicates, the majority of learners' WTC tend to be

low when the lecturer open the lesson ranging from 5/100 to 60/100 and somewhat increase when the topic is introduced ranging from 25/100 to 50/100. There is a steady increase of two participants' L2 WTC e.g., Vincentius and Natalia ranging from 45/100 to 80/100 and 50/100 to 70/100, respectively when dictation activity and text reconstruction in pairs are instructed, while the four other participants' L2 WTC indicate fluctuations i.e., increase-decrease within fifteen-minute intervals. During text reconstruction in small group and presentation, the majority of participants' L2 WTC tend to fluctuate in which three participants' L2 WTC counted above 50/100, while the others are less than it. In other words, a half of participants tend to more willing to communicate, while the others prefer to unwilling to communicate.
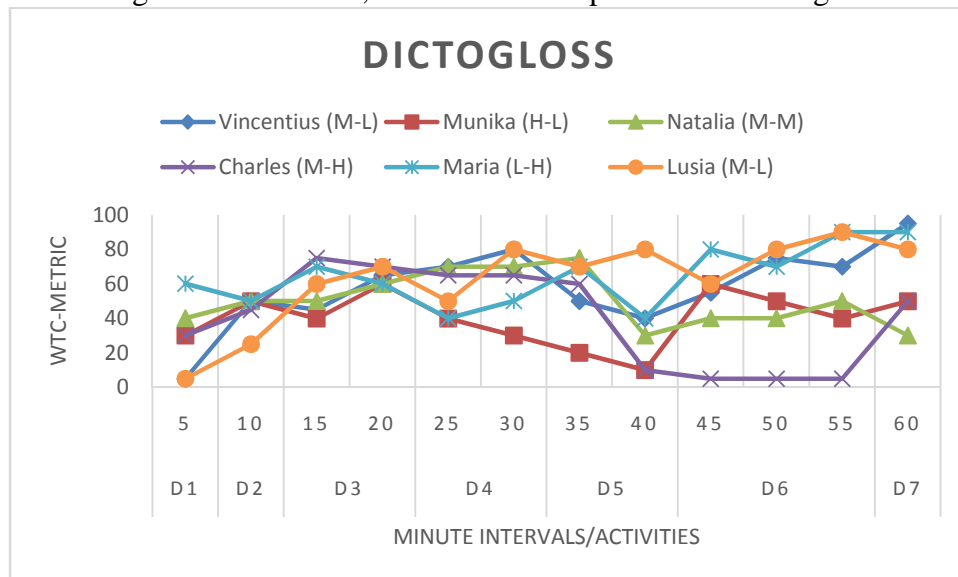
Figure 1 Learners' L2 WTC fluctuation in dictogloss task

Notes: D1=warming-up, D2=Introduction, D3=Dictation, D4=Reconstruction in pairs, D5=Analysis and Correction in small groups, D6=presentation, D7=reflection

Jigsaw-Game Task

In jigsaw-game task, the majority of participants' L2 WTC tends to increase during warming-up and topic introduction starting from 20/100 and 60/100 to 50/100 and 80/100, respectively. While, one participant's L2 WTC indicates a decrease from 40/100 to 30/100. Learner's L2 WTC tends to more fluctuate during group discussions (e.g., origin and expert groups) in which four participants indicate more willing to communicate in group discussions counting WTC magnitude >50/100, while the others postulate unwilling to communicate (<50/100). However, in game activity, the majority of their L2 WTC increases ranging from 60/100 to 90/100, only one participant tends to decrease from 80/100 to 30/100.
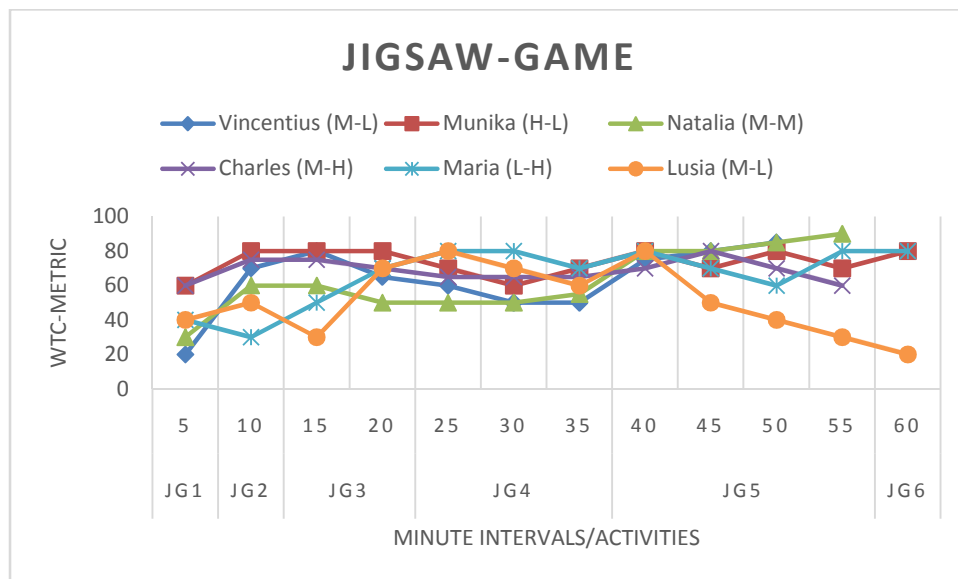
Figure 2 Learners' L2 WTC fluctuation in Jigsaw-Game task

Note: JG1=warming up, JG2=Introduction the topic, JG3=origin group formation, JG4=expert group discussion, JG5=game with clues, JG6=reflection

Problem-solving task

As illustrated in Figure 3, there is a steady increase in learners' L2 WTC within the ten-minute intervals. However, it fluctuates during grammar and vocabulary discussions with the instructor. Only one participant's L2 WTC tends to increase ranging from 75/100 to 85/100 during small group discussion, while the two of them tend to decrease with range from 60/100 to 50/100 and 55/100 to 50/100, respectively. On the other hand, the three of them tend to fluctuate within the 10-minute intervals. Surprisingly, during group presentation, all learners' L2 WTC indicates more fluctuative across the participants with only two learners tend to more willing to communicate with average WTC score >50, while the others seem to unwilling to communicate.
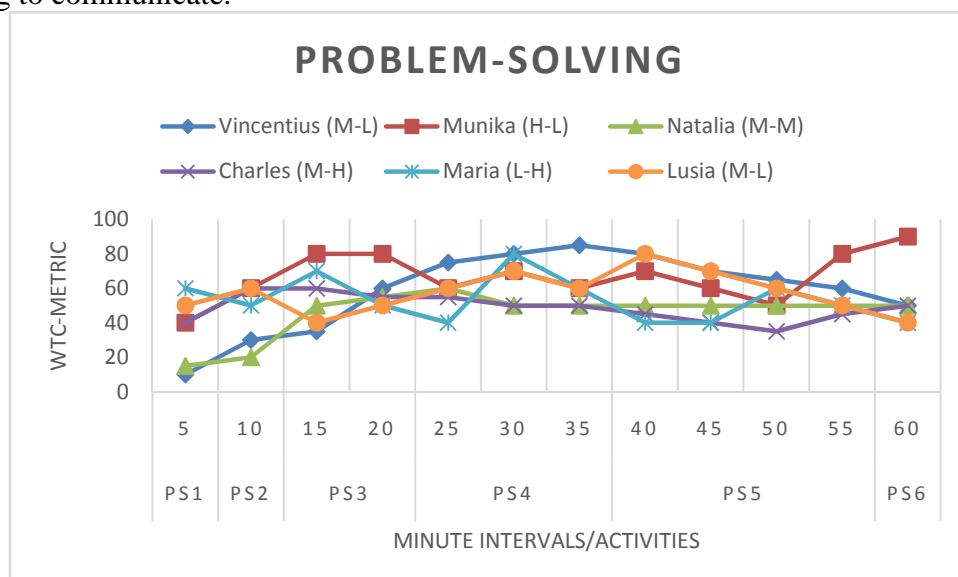
Figure 3 Learners' L2 WTC fluctuation in problem-solving task
Note: PS1=warming-up, PS2=introduction the topic, PS3=explaining grammar and vocabulary, PS4=small group discussion, PS5=Group Presentation, PS6=reflection

Factors provoking learners' L2 WTC and UWTC

Given the fluctuation of learners' L2 WTC explicated in foregoing results, we also investigate the factors that provoke learners' initiation to communicate. It can also be said that each participants has their own rationales to initiate to communicate using English during task performances. In the beginning of the task performance, for instance, the participants tend to have low WTC score because they still do not understand what to do in the task as one of the participants put forward *I am not willing to communicate because I don't understand what I should do (Vincentius M-L).* On the other hand, a participant tends to increase his WTC score in the beginning of the lesson for *I am curious what the task to perform is, therefore I put high score in the beginning of the lesson (Charles M-H).* Furthermore, he claims that his WTC is high if the topic given is interesting to discuss. Another participants shares a similar voice *when I understand the topic and task, my WTC increases (Vincentius M-L).* While, another participant comments *I need to make adaptation to the topic to increase my WTC (Lusia M-L).* While, Maria shares her reluctance to communicate contending *my vocabulary and grammar make me anxious to initiate to communicate (Maria L-H).*

The majority of the participants favor Jigsaw-game task as an activity provoking their initiation to communicate. As one of the participant pointing out *jigsaw-game task forced me to speak, because it requires me to make questions in English (Charles, M-H).* In a similar vein, it is said that *for me, jigsaw-game is more challenging to use grammar (Lusia, M-L).* Other comments are addressed to the use of problem solving task. It is pointed out that such a task is interesting because *I can share and express my arguments to others (Maria, L-H)* as well as *it provides more chances to tell, share, and express idea or opinion (Natalia, M-M).* While, dictogloss task is conceived to less favorable for the lack of familiarity of such a task. It is contended that *I am curious to know about this task, because I do not hear it before (Munika, H-L).*

A participant who has low linguistic features proficiency despite high motivation contends *I feel discourage to speak because of lack vocabulary and grammar (Maria, L-H).* However, when the small group discussion is carried out, Maria's L2 WTC tends to increase, she further contends *I feel more confident to initiate to speak in small group discussion.* Another participant with moderate linguistic proficiency and motivation shares a similar vein by pointing out *my willingness to speak depends on my interest in topic, my close relationship with friend, and wait time to answer the question (Natalia, M-M).* It can be seen from her WTC's average score in the three tasks in which she is more willing to communicate in jigsaw-game task (62.72), but not in the dictogloss and problem solving with range consecutively between 50.41 and 45.83. Anxiety and shyness are also reported as factors provoking learners' WTC as one participant says *my WTC decreases when the instructor points me directly to answer question, I need more times to manage my grammar and vocabulary in answering the question (Charles, M-H).* In other words, providing wait-time to answer question tends to increase learners' initiation to speak up. Additionally, anxiety and shyness are also influenced by the interlocutors wither lecturer or friends, as the participant reveals *I am not shy and afraid when talking to teachers who is patient and smile at me, and when talking with my close friend, my shyness is not high (Natalia, M-M).* In addition for foregoing comments, three participants with moderate and high linguistic proficiency and high motivations say *in discussion with my friends, my silence doesn't mean I am not unwilling to communicate, but I prefer to listen and understand my friends' talking (Munika, H-L)* as well as *I prefer to unwilling to communicate to learn from other comments (Natalia, M-M),* another comments *I give opportunity to the other to make comments during classroom discussion (Charles, M-H).* Additionally, they add that getting corrective feedback in front of her classmates doesn't discourage her interest, but not in the class with many *strangers.*

DISCUSSION

The present study has sought to the learners' L2 WTC fluctuation in a three-communicative-task performance As *McIntyre et al*., (1998), in their heuristic model of L2 WTC, put forward that WTC constitutes the most immediate behavioral intention before entering L2 communication, some variables underlying learners' predisposition to initiate to communicate interact one to another (Cao, 2014, McIntyre & Legatto, 2011). In the present study, all participants claim that communicative task instructions provoke more their curiosity that lead to their WTC compared to traditional method i.e., teaching grammar with the rules. Indeed, some tasks invoked constitute pivotal activities to provoke learners' L2 WTC in which complex, difficult, and uninteresting tasks influence learners to their communication initiation.

This study also reveals that all participants share similar voices pertaining to variables provoking their L2 WTC that is phsychological variables (e.g., self-confidence, anxiety, shyness, moody), socio-cognitive variables (e.g., proficiency of linguistic features, group discussion, feedback), cultural variables (e.g., avoiding losing-face and negative judgment), situational variables (e.g., teacher-learner rapport, interlocutor characteristics, wait-time to answer), and non-linguistic variables (e.g., silence to think). Such variables interplay from moment to moment during 60 minute-task performances that also results in the changes of each variables in every minutes of the task provisions. Learner' L2 WTC fluctuation reveals the dynamicity and interconnectedness of one variable to another. It is conceived that WTC cannot be seen to be influenced by a single variable, but rather the interface among some variables (Peng, 2014). In other words, the readiness to initiate to communicate is not only dependent on the task being carried out, but also the interaction of time and context at every moments (Mystkoskwa & Pawlak, 2015), and the lack of one of the aforementioned variable leads to the learners' reluctance to communication initiation (Peng, 2007).

The low score of learners' WTC in the beginning of the task illustrates some affective factors disturbing learners to initiate to communicate (e.g., anxiety, lack of linguistic competence) but it eventually changes to increase during the task performance affected by social factors (e.g., in-pair-discussion, small-group discussion) accompanied by interlocutor supports (e.g., teacher's smile, student-teacher rapport) indicating the dynamism of learners' WTC pertaining to situational context (Larsen-Freeman, 2016; McIntyre & Legatto, 2011). Drawing from Dynamic System Theory (DST), Larsen-Freeman (2016) asserts that the change of WTC depends on the circumstances of the situation in which interconnectedness and independences of one variable to another should not be overlooked. This is by no means that "there is no stability in learner traits, nor that one cannot generalize, but the level of generalization is abstract and stereotypic, e that often does not hold at the level of the individual" (Larsen-Freeman, 2016, p.xii). DST sees individual as joint-interdependence of environment and context in which it turns learners' behavior as time progress (deBot, Lowie & Verspoor, 2007; Larsen-Freeman & Cameron, 2008).

It is not too overwhelmingly to say that learners with high linguistic features proficiency are by no means withhold from communication. Some factors are conceived to hinder their willingness to communicate that pertains to their internal factors e.g., anxiety, self-confidence (see e.g., Cao, 2014; Peng & Woodrow, 2010) and external factors e.g., classroom environment, interlocutors, corrective feedback (see e.g., Fadilah, 2016; Peng, 2016; Zarrinabadi, 2014). By contrast, the learners who possess high motivation but low linguistic feature proficiency doesn't mean lead to success in communication. As Peng (2016) put forward "cognitive block" as learners' self-confidence is mitigated by her lack of knowledge or critical thinking ability which lead to learners' anxiety (p.92). In other words,

learners' lack knowledge of linguistic features tend to posit them to be anxious that eventually hinders them to involve in communication activities.

A part from aforementioned variables affecting learners' L2 WTC, Interestingly, learners' unwillingness to communicate illustrate as no means of disengaging them from communication activities (e.g., as yielded by three participants with moderate and high linguistic and motivational levels), but rather as their thinking while listening to the others, providing opportunity to the others to speak, and learning to the others' comments. Such comments are in line with Tatar's (2005 citing Philip, 1985) findings on Turkish learners in which communication is by no means of 'interaction through talk' only, but 'interaction through silence' also (p.292). In other words, Tatar rightly points out that learners' WTC is mostly skewed in western studies in which 'talk' is conceived to be more important than 'silence' as 'an alternative mode of participation in which a student internalizes knowledge in a low anxiety environment" (p.292). Additionally, this present study also favors Bernales' (2016) finding contending learners' silence during classroom interaction as a "thought process" by listening rather than speaking as "a valid form of classroom participation" despite invisibility of their participation to those around them (p. 368).

CONCLUSION

The present study has sought to variables provoking learners' L2 WTC as explicated by foregoing researchers. Three pivotal findings elucidate some consideration to be taken into account, notably for Indonesian English Language Teaching (ELT) program at tertirary level. First, the finding postulate some variables provoking learners' initiation to communicate comprising learners' psychological, linguistic, socio-cognitive, cultural, and situational variables. Such variables apparently exist as individual differences across learners' level of linguistic proficiency and motivation. Second, those variables are found to jointly interplay and interconnect one to another that fluctuates during time-line trajectory in the three communicative task performances. The fluctuations accurs as a result from situational classroom contexts e.g. interlocutors (e.g., tutor and peers), feedback provision, topic interest and familarity, and group discussion. Third, learners' unwillingness to communicate (e.g., marked by low score of WTC) constitutes two rationales. First, their unwillingness to communicate is due to the interplay of the lacking linguistic features proficiency and anxiety or shyness that results in their lack of confidence to communicate. Second, they conceive that their unwillingness as a form of classroom participation by processing their thought during discussion, internalizing knowledge from the others, and allowing even discussion in the classroom interaction. In sum, the present study has provided supportive evidences to the previous findings of learners' L2 WTC with regard to the variables underpinning as well as learners' fluctuation of WTC provoked by the situational classroom context. Learners' reasons for unwillingness to communicate constitutes an interesting and challenging issue to discuss, accordingly, further research on WTC might need to investigate such an issue that is not only skewed by the rationales, but also the process and implication for ELT research and classroom contexts.

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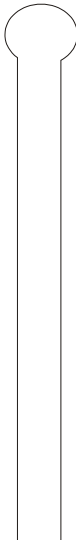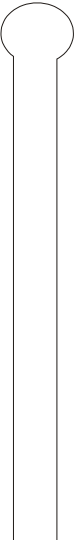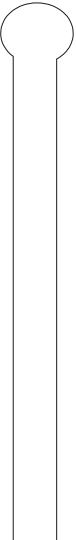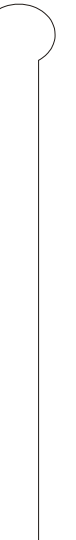
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Appendix A
WTC-METRIC
Rate your willingness to communicate (WTC) from "0 " to "100" at a particular time. WTC is defined as how much you are willing to participate/engage in the classroom discussion right now.

100	100	100	100	100	100	100	100	100	100	100	100
5	10	15	20	25	30	35	40	45	50	55	60

Interval in minutes