

# Exploring Communicative Language Teaching to Investigate English Communication Willingness in EFL Learners' Classroom

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## ARTICLE INFO

### Keywords:

Communicative Language Teaching;  
EFL Learners;  
Willingness to Communicate.

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### Article history:

Received 2022-12-08

Revised 2023-01-12

Accepted 2023-08-11

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## ABSTRACT

Being Willing to Communicate (WTC) in English is significant since communicating in another language is considered to be a crucial part of learning a foreign language. Without it, the students only learn English in a passive way. This study, therefore, aims to explore the Communicative Language Teaching (CLT) to investigate the Willingness to Communicate (WTC) in English of EFL learners. This research uses mixed methods, especially Embedded Design, to explore CLT and investigate WTC in English of EFL learners. Qualitative analysis begins this research through observation and interviews. The results of both are then strengthened by the results of quantitative analysis through the questionnaire. It was found that there were various communicative activities implemented by the teacher. Those are effectively conducted by the teacher to promote communicative language teaching in the classroom. Another finding is that there are six WTC patterns, and the pattern of voluntary participation in class activities has the highest percentage of occurrences. The conclusion that can be drawn from this research is that the willingness to communicate (WTC) in English for EFL learners is regarded as high or very willing.

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## 1. INTRODUCTION

This study aims to explore Communicative Language Teaching (CLT) classrooms to investigate Willingness to Communicate (WTC) in English of EFL learners. CLT and WTC in English for EFL learners are similar, especially in terms of the focus, namely the communication aspect. Being Willing to Communicate (WTC) in English is significant since communicating in another language is considered to be a crucial part of learning a foreign language. Without it, the students only learn English in a passive way and cannot reach the highest level of English fluency and accuracy. The English communication willingness of EFL learners can be promoted using the real benefits of CLT. CLT is a method of teaching foreign languages that stresses interaction in both the learning process and the learning objectives. CLT arose as a reaction to the Audio-Lingual Method (ALM), which was deemed ineffective in language learning at the time (Larsen-Freeman & Anderson, 2011). This approach is based

on the idea that language is a tool for communication rather than a collection of rules (Noori, 2018). As a result, language instruction should adhere to the understanding that learning a language entails learning to use it rather than learning about it (Yasin et al, 2017).

Like CLT, Willingness to Communicate (WTC) in English pay more attention to the students' communication skills. There are six patterns of WTC in English proposed by Havwini (2019). Pattern 1 is volunteering answers to the teacher's questions. Pattern 2 is asking the teacher a question. Pattern 3 is presenting one's own opinion in the class. Pattern 4 is volunteering participation in class activities. Pattern 5 is giving comments or questions in response to peer's ideas. Lastly, pattern 6 is helping peers to recall difficult or forgotten words. These patterns eventually categorize the level of WTC in English of the learners into three, namely very unwilling, neither willing or unwilling and very willing (Peng, 2012), or what Muamaroh & Prihartanti (2013) mentioned as low, moderate and high level of WTC in English.

The justifications above show that there is an upward trend in both the value of teaching communicative language and English speakers' willingness to communicate. This alone should inspire researchers to continue their research in this field. There has long been research in this area (Lee, 2019). Numerous earlier studies in this field have successfully communicated their findings. A few of these works provide the motivation for this present research.

First, Zarrinabadi et al. (2021) investigated autonomy support as the implications for developing communicative competence and willingness to communicate in EFL classrooms. The analysis showed how language-mindset growth mediated the relationship between autonomy support for communicative competence and willingness to communicate. Students who believed their teachers supported their autonomy more were more likely to support growth language mindsets and feeling more competent as well as willing to use English in class as a result. Second, Öz et al. (2015) revealed an investigation into English as a foreign language (EFL) learners' perceptions of willingness to communicate (WTC) in Turkish context. The findings showed that motivational factors had an indirect impact on WTC while communication competence and communication apprehension were the two strongest predictors. Third, Alqahtani (2015) stated that a willingness to learn English as a second language was demonstrated by 50% of the participants. The students' willingness to learn and communicate in English with those in their groups who spoke it as a first language was also looked at. It was discovered that a number of variables, including students' levels of motivation and social and cultural factors, influence their willingness to study and use English as a second language. Forth, Alamri (2018) conducted a descriptive study focusing on Communicative language teaching. CLT has been discussed in his study, along with its benefits and drawbacks. Fifth, Ng (2020) similarly concerned on analyzing the challenges of the use of communicative language teaching. In more detail, it addresses the difficulties in preparing future English language teachers for the Communicative Language Teaching (CLT) method through the adoption of synchronous online instruction using Zoom and the creation of CLT tasks during the COVID-19 period.

According to the explanation of the five earlier studies mentioned above, there is a growing interest in CLT and WTC research (Lee, 2019). In fact, many, apart from these five studies, have studied CLT and WTC. However, research that explore Communicative Language Teaching (CLT) to investigate EFL learners' Willingness to Communicate (WTC) in English has received less attention. For this reason, the present study is dedicated to fill the gap by formulating three aims as follows:

1. How is communicative language teaching implemented in EFL learners' classroom?
2. What are patterns of willingness to communicate in English in EFL learners' classroom?
3. How high is the level of willingness to communicate in English of EFL learners?

The responses to these questions are anticipated to contribute to the body of knowledge in the field of CLT and WTC in English studies. Hopefully, the findings and discussions provided in this research will inspire every EFL teacher to continually strengthen their students' desire to speak in English. In addition, it is believed that the development of this research will encourage EFL learners to remain

constantly engaged in English learning, as this is the best approach for them to increase their English communication fluency.

## 2. METHODS

This study involved 39 EFL learners which can be categorized as upper intermediate level. To deal with them, embedded design proposed by Creswell & Creswell (2018) is employed by this present study. The goal of the embedded design is to simultaneously or sequentially collect quantitative and qualitative data, but to have one kind of data serve as a support for the other (Creswell & Creswell, 2018). For the purposes of this study, the quantitative data complement the qualitative ones.

The qualitative methodology was firstly conducted to explore CLT and WTC in English of 39 EFL learners. With it, the behavior in the class related to CLT and WTC could be revealed (Fraenkel et al, 2012). The qualitative analysis was divided into three stages. First, following Williyani & Darma (2022), the observation was conducted three times to provide the phenomenon. Second, several EFL learners were selected to have a semi structured interview adapted from Cao & Philp (2006), Peng (2012), and Basoz & Erten (2018). Third, the data were transcribed and analyzed based on Richards & Rodgers (2016) and Larsen-Freeman & Anderson (2011) for CLT analysis and Havwini (2019) for WTC analysis. Afterwards, the data were analyzed quantitatively through the questionnaires which are grouped into four categories, namely self-confidence, anxiety, motivation, and situational variables. In addition to strengthen the findings, questionnaires adapted from Idzni & Setiawan (2021) also can be distributed to a large number of respondents in a relatively short time and the objectivity of respondents is maintained from outside influences on a problem under study (Creswell & Creswell, 2018). The questionnaires were designed using the questions adapted from Idzni & Setiawan (2021) to figure out the WTC levels which consist of very unwilling, neither willing or unwilling and very willing (Peng, 2012) or low, moderate and high (Muamaroh & Prihartanti, 2013). The data finally were presented in a rich verbal description which is divided into the explanation of Communicative Language Teaching in EFL Learners' Classroom, Willingness to Communicate (WTC) in English of EFL learner, and discussions to answer the three research aims mentioned in the introduction of this research. .

## 3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. This study involved 39 EFL learners, which can be categorized as upper intermediate level. Even so, there are some students who are still struggling and are below that level. Observations were made to find out what steps were taken by the teacher to promote the spoken language of the EFL learners. The process of collecting data through observation has also gone through the transcription process before being analyzed more deeply with the theories of Richards & Rodgers (2016) and Larsen-Freeman & Anderson (2011). In more detail, the results of the analysis are elaborated separately below.

### 3.1 *Communicative Language Teaching in EFL Learners' Classroom*

On the first meeting, the class observed by the researcher lasted approximately 120 minutes. The class consists of six main activities. The sixth are communicative activities that aim to give students the opportunity to produce their spoken language. Teachers are free to choose activities in communicative language teaching class as long as they are still communicative activities (Larsen-Freeman & Anderson, 2011). However, the teachers in this class not only put a lot of emphasis on student fluency, but also make a point of teaching proper grammar to increase students' accuracy. The design of accuracy activities also ensures that they are executed in a communicative manner. It was advised that teachers balance fluency and accuracy exercises and use accuracy exercises to support fluency exercises (Richards, 2006).

Table 1. Teaching and Learning Activities on the First Day

Learning Objectives		Describe work and school Ask for and give opinions
Stage	Timing	Activities
1.	30 min	Individual Presentations
2.	30 min	Group Discussions
3.	20 min	Language Game
4.	10 min	Listen and Answer
5.	20 min	Explanation
6.	10 min	Pair Work

The class on the first meeting had two learning objectives. Communicative activities carried out by teachers and students are designed to achieve both goals. With this list of activities, it is expected that after the learning process students will be able to describe work and school and ask for and give opinions. To begin with, the teacher assigned the students to have individual presentations. The teacher displayed a picture that contains some information related to work and school days, such as average number of working hours per week, number of school days per year in four different countries, and so on. The students were then assigned to present based on the picture to the class. The teacher and other students afterwards gave some follow up questions about the individual presentations, for example which country they would like to work in, why they would you like to work there, and many more. This activity lasted for about 30 minutes.

Secondly, the teacher conducted group discussions with the students. The teacher provided some list of job vocabularies as well as four occupation categories, namely professionals, service occupations, management positions and office work. The students then were grouped into small teams that consist of four to five students. They discussed to categorize which jobs belong to which category and presented it to the class. The follow up questions were given later on by the teacher and other students to provide more rooms to speak. They can talk about which jobs attract them, which job they do not like, and so on. Combined with questions and answer session, this activity lasted approximately 30 minutes.

The language game was the next activity conducted by the teacher. Games can be divided into two categories, namely competitive games, in which players or teams race to be the first to the goal, and cooperative games, in which players or teams cooperate to achieve a common objective (Hadfield, 2007). In the case of this class, cooperative games were used. Other categories of games include linguistic games and communicative games. Accuracy is prioritized in linguistic games. In contrast, fluency and effective communication are prioritized in communicative games rather than linguistic accuracy (Hadfield, 2007). The game in this class is a communicative one. The group from the previous activity still remained. The students were still in the same group. They listed some jobs, the workplaces, and the job desks. They must keep all information secret because they will mention it to the other groups to guess what the job is. The other groups that can guess correctly won a point, and they must explain whether or not the job is interesting as well as the reasons. For instance, one group described a job in which the person works for a construction company to build houses, and other groups raced to mention that it was a carpenter. This activity lasted approximately 20 minutes.

The next activity was Listen and Answer. The teacher displayed four questions and played the audio. The questions were all Wh-Questions. The students were then assigned to answer based on the audio. This activity was actually done as a bridge to the next activity, namely the grammar explanation, which is about Wh-Questions and statements. The teacher did not implement a teacher-centred activity where the students only listened to him, but he gave opportunities to any student who had understood the concept of simple present Wh-Questions and statements to explain them to the class. Some students

voluntarily raised their hands to explain, and some of them were pointed out by the teacher to give additional explanations. The teacher made sure that the explanation was completely delivered by the students. They explained how to construct the questions as well as how to answer them. The class was finally closed by an evaluation in the form of an exercise. In this exercise, the students were faced with some incomplete conversations. They have to fill in the blanks correctly. The students were divided into pairs and completed the exercises. Then, they presented the results of the discussion to the class.

Additionally, the goals of learning from the second meeting were the same as those from the first. The expectation is that students will be able to describe their jobs and academic pursuits, as well as solicit and offer opinions, by the end of the meeting. The teacher uses five activities that are all based on communicative activities to accomplish these two objectives. Similar to the previous meeting, this one featured opening or warming activities, core activities, and a closing activity in the form of an evaluation. A language game and note-taking exercises were the first class activities. The notes' findings will serve as the presentation's material in the following step. The teacher or the other students will then ask each student's presenter some follow-up questions. The teacher also incorporated listening exercises into this meeting. The meeting was concluded with a discussion of grammar and exercises that students completed in pairs as a way to gauge their level of understanding. Table 2 below provides an accurate depiction of the proceedings at this meeting.

Table 2. Teaching and Learning Activities on the Second Day

Learning Objectives		Describe work and school Ask for and give opinions
Stage	Timing	Activities
1.	30 min	Language Game
2.	45 min	Note taking and Presenting
3.	15 min	Listen and Answer
4.	20 min	Explanation
5.	10 min	Pair Work

The class was opened by a language game. The teacher provided vocabulary cards that contained the names of jobs in each as well as points. The students were still in the previous pair group and were assigned to take the cards. They then described the job as much detail as possible and closed the description by presenting their opinion about whether or not they liked the job. The activity went that way until all the pairs got their cards. For instance, one pair came forward to take the card and got "waiter" and the symbols of three stars written on it. This means this pair has to describe this job as precisely as possible, such as a person who works in a restaurant, serves food to customers, and so on. They earn points based on how many stars are written on the card if the description fulfills all the requirements of the job. This activity lasted approximately 30 minutes.

The next activities were note-taking and presenting. The teacher assigned the students to think and take notes about a job they wanted to have in the next ten years. They were instructed to present it as detail as possible to the class. Some students, for example, described her as an English teacher who teaches in one popular international school in Indonesia; as a businessman who has many big companies around the world; as a doctor who is capable of saving people's lives; and many more. Most students are active in presenting their dream job at this stage of the teaching and learning process. Each presenter also received some follow-up questions. The teacher and other students gave some follow-up questions about the presentations. This activity, as well as the questions and answer session, lasted approximately 45 minutes.

The following task involved listening and responding, and it lasted for 15 minutes. In addition to playing the audio, the teacher displayed four questions. The students will listen to a conversation between two people on the audio about their daily routines. Based on the audio, the teachers gave the

students those questions to respond to. This activity served as a transition to the next one, which was the grammar explanation about time expressions. Instead of conducting a teacher-centered activity in which the students only listened to him, the teacher gave any student who had mastered the idea of time expressions the chance to explain it to the class. Some pupils voluntarily raised their hands to explain, and the teacher called on a few of them to provide further clarification. The instructor checked to see that all of the students had delivered the explanation. They clarified the proper usage of various time expressions, such as the use of the time expressions *on*, *in*, and *at* to express time. An exercise that served as an evaluation marked the end of the class. The students were presented with a few incomplete sentences during this exercise. Correct answers must be entered into the blanks. Once the exercises were finished by the pairs of students, the discussion's outcome was then presented to the class. This last stage lasted for approximately 10 minutes.

Moving on to the third meeting, the duration of the learning process is shorter, which is around 90 minutes. In terms of the types of classroom activities, the teacher in this meeting only carried out three communicative activities with the students. This happens probably because the learning objective also consists of only one big goal. Students after the learning process are expected to be able to talk about daily schedules. This objective was set because the discussion at the second meeting touched on the material of presenting the daily routine. So, this is the continuation of the previous meeting.

Table 3. Teaching and Learning Activities on the Third Day

Learning Objectives		Talk about daily schedules
Stage	Time	Activities
1.	40 min	Interview
2.	10 min	Listen and Answer
3.	40 min	Read and Retell.

The teacher gives the students five questions as a starting point for the interview activity. The same or different questions may be used by the students. They were given a great deal of latitude to create their own questions as long as they remained pertinent to the primary subject, which was outlining daily routines. They could inquire about what other students do on Saturday mornings, what days they wake up early, how late they stay up on Saturday nights, and other topics. The students were given the task of conducting peer interviews with previously prepared questions. The duration of this activity was about 30 minutes. The final ten minutes were used to inform the class of the interview's findings. Some students had opportunities to present the results in front of the class.

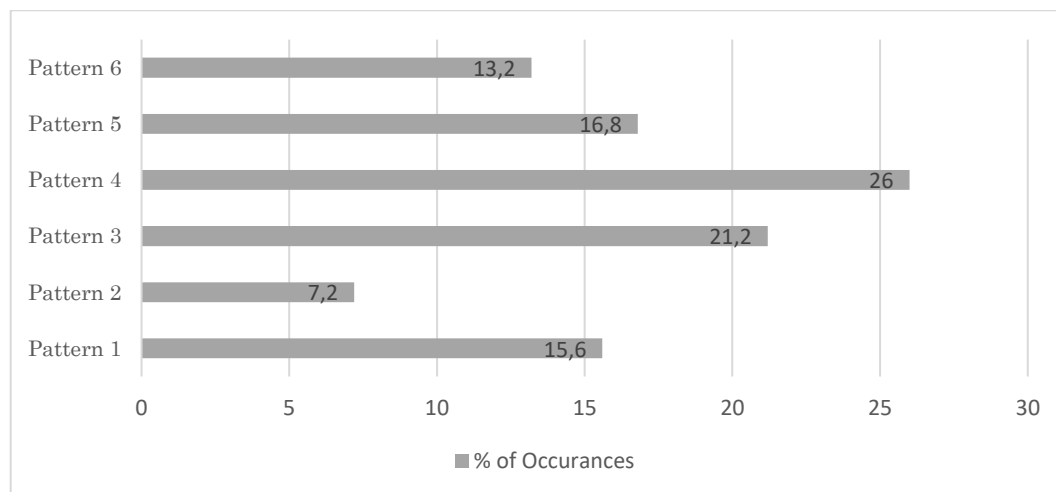
Afterwards, the students were provided with another receptive skill experience through the listening exercise. In this exercise, they dealt with a table completion task. The teacher will play the audio which was about daily activities of three different people. The students were assigned to listen to it as carefully as possible so that they can fill the table correctly. They must ascertain the speakers' jobs, as well as their daily schedules, including their wake-up, arrival, and bedtime times. Since the teacher tried to promote students speaking skill, he tried as maximum as possible to provide the students with many rooms to speak. Therefore, this listening activity was closed by presentations. The students were instructed to present who person had the best daily schedule as well as the reasons.

Entering the closing activity at the third meeting, the teacher displayed three passages on the screen and assigned the students to read and understand all of the texts. Then, they are randomly selected to retell the text using their own narration to the class. These three meetings showed how communicative language teaching were implemented in the class of EFL learners.

### 3.2 Willingness to Communicate (WTC) in English of EFL learner

The process of analyzing data from teaching observations in EFL learners' classroom was again carried out. This time, the data was analyzed using the theory initiated by Havwini (2019). Through this theory, WTC in English is categorized into five patterns. Pattern 1 is volunteering answers to the

teacher's questions. Pattern 2 is asking the teacher a question. Pattern 3 is presenting one's own opinion in the class. Pattern 4 is volunteering participation in class activities. Pattern 5 is giving comments or questions in response to peer's ideas. Lastly, pattern 6 is helping peers to recall difficult or forgotten words. The summary of the sixth percentage of the WTC pattern is in figure 1 below.



**Figure 1.** The Frequency of WTC Patterns in the Observed Class

Through figure 1, it can be seen that pattern 2 has the lowest percentage rate of occurrence, which is 7.2%. This shows that the activeness of students in asking questions actually can be improved. This is important considering that courage, confidence and the ability to ask questions are very important in English communication. However, the atmosphere of the class is still considered positive as there were some learning moments where some students asked the teacher questions. The questions vary greatly both in terms of structure, namely Wh-question or Yes/no question, as well as in terms of content. Below is excerpt 1 taken from the observation that shows how this pattern 2 takes place in the learning process.

**Excerpt 1**

**Ss:** Sir, why does US have the lowest number school days per year compared to the other three?

**T:** Well, I am not sure I can answer it, but maybe it is because US have many national holidays. It just maybe

**Ss:** Maybe we need to ask Google sir.

The real example illustrated in excerpt 1 is also taken from the opening activity of the first meeting, namely the individual presentation. In this activity, students were shown with a picture that contained work and school from four countries. Apparently, the information in the picture made some students curious. This curiosity eventually prompted them to ask questions to the teacher. The next pattern is pattern 6 which is helping peers to recall difficult or forgotten words has an occurrence percentage of 13.2%. As previously explained, the EFL learners in this study were at the upper intermediate level, but some of them still had difficulty communicating in English. No wonder, there were several moments where students faced difficulties in this research. Other colleagues fortunately took part in helping. These moments are the main highlights of pattern 6. Excerpt 2 below will illustrate it.

**Excerpt 2**

**T:** Alright guys, who do you think has the best daily schedule? Rodney, Tina or Ellen?

**Ss:** Sir, May I try?

**T:** Sure, go on

- S1:** *I think I don't like all of them. But maybe the schedule of Tina is better because she work on the normal hours. So at night she can ... what is it? ==Membereskan*
- S2:** *==Clean up*
- S2:** *Yes, to clean up the housework*

Excerpt 2 was taken from the third meeting, especially in the second activity. The purpose of this activity was to get specific information from an audio. The specific information consists of the work of the three people and their daily schedules, including their wake-up, arrival, and bedtime times. After that, the students were instructed to present which person had the best daily schedule as well as the reasons. On this stage, some students had their chances to perform with their own difficulties and challenges, one of the examples is illustrated by the excerpt above. One student presented her opinion, but she was lack of vocabularies, in this case it was the Indonesian word *membereskan*. The other student voluntarily assists her by mentioning the correct English vocabulary, namely *clean up*. The next WTC in English pattern that appears in this research is pattern 1, namely volunteering answers to the teacher's questions. This pattern appears with a percentage of 15.6%. Excerpt 3 below is one of the examples of it.

#### **Excerpt 3**

- S1:** *In the next ten years, I am the president of Indonesia. I work for my people. I will give my people a good life. No poverty, every price is cheap. And then, I will improve the quality of education. That's it. Thank you so much.*
- T:** *Wow, a president, give applause everyone. Do you know who has higher position than a president in Indonesia, guys?*
- S2:** *Well, maybe the president of united nation Sir.*
- T:** *No absolutely not. Anybody knows?*
- S3:** *Maybe the minister sir, because they help the president to the care the nation.*
- T:** *No, it is the people, us. Because the president are selected by us.*

Excerpt 4 above is taken from meeting 2, especially activity 2. It was when the teacher assigned the students to think and take notes about a job they wanted to have in the next ten years. In this teaching stage, a student got the opportunity to present his concept of thinking about the work he would be doing in the next 10 years. He explained that he was the president of Indonesia. He also explained his duties and responsibilities as president very clearly and in detail. Afterwards, the teacher asked an intermezzo question, namely the question of who has a position above the president. Another student responded to the question by mentioning a job as president of the United Nations. However, it turned out to be not the answer the teacher expected. Another student responded by mentioning a job as a minister who may be higher than the president. Apparently, the answer to that question is the people themselves. From this sample, it can be seen that students voluntarily answer to the teacher's questions. The next pattern is pattern 5, namely giving comments or questions in response to peer's ideas with 16.8% of occurrence. Excerpt 4 below shows one of the examples of it.

#### **Excerpt 4**

- S1:** *And the last, office works consist of receptionist, secretary, and company director.*
- S2:** *I think a sales manager also belong to office work.*
- T:** *Questions quys??*
- S3:** *Which job you don't like?*
- S1:** *I do not like to work as a security guard. Why? Because sometimes we have to work at night. My body need to sleep at night. So, yeah, I prefer to choose morning job.*



Excerpt 5 happened in the second activity of the first meeting, namely group discussions. A representative from one of the groups explained the results of the group discussion. Excerpt 5 began with the last part of the presentation. After it ended, one of the students gave a brief comment that there was another job that could be included in the category of office work. The teacher also in this class has a fairly good classroom management, especially in providing space for all students to think so that they produce the target language. The teacher offers another student to ask a question to the presenter and another student asks about a job that the presenter did not like. The presenter then replied that the security guard was the one he did not like and why. The next pattern of WTC is pattern 3 which is presenting one's own opinion in the class of occurrence. Excerpt 5 below shows one of the examples of it.

**Excerpt 5**

- T:** *Good job guys. Who do you think has the best daily routines? Is it Rodney, Tina, or Ellen? I will call your name randomly to present. Devi, please!*
- S1:** *I think three of them have busy day and I don't like all of them to be honest, sir. But if I have to choose, it must be Tina who has the best schedule among the three, because her work hour is normal, namely it is started from morning until evening.*

Excerpt 6 is a small part of the second activity at the third meeting. In this activity, students were assigned to listen to three conversations with several people regarding their daily activities. This second activity was closed with a presentation about who had the best daily schedule. Students were also assigned to explain the reasons why they chose that person in detail. There were actually many students who were active in this activity to explain their opinions. However, excerpt 6 is considered enough to represent that in this study, the pattern of presenting one's own opinion is sufficient to dominate the teaching and learning process. The last pattern and the most dominating pattern is volunteering participation in class activities. Excerpt 6 shows a sample of how this pattern occurs.

**Excerpt 6**

- T:** *We have three texts on the screen, I give you time to read all of them. Then, who has good reasons to work and who doesn't? and why do you think so?*
- S1:** *Sir, may I try?*
- T:** *Of course, please*
- S1:** *I think Brandon has good reasons because he works to save money. He will use the money for his university tuition. There are not many who want to do it. So I go for Brandon. Meanwhile, Lauren has bad reasons to work. She just wants to fill her lifestyle.*

Excerpt 6 above is taken from the last activity in the third meeting. In this activity, the teacher instructs students to read three texts and asks questions about who has good and bad reasons to work. There were many students who voluntarily raised their hands to express their opinions. One of them is a student in the excerpt above. This is a concrete example of the fourth pattern which is volunteering participation in class activities. This pattern has the highest percentage of occurrences in this study, which is 26%. With this dominance, it can be said that the Willingness to Communicate in English of the EFL learners in this study is categorized as high or very willing. Furthermore, this present study also formulates questionnaires to strengthen the findings. Below are the elaborations.

Table 4. Self-Confidence

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I am sure that I will be able to use the English vocabulary and expression that I have learned to communicate with my English teacher or friends.	3%	3%	5%	77%	13%
2.	I'm sure in my ability to use sentences to describe myself in English	3%	3%	26%	51%	18%
3.	You are willing to speak if you know your classmates are better at speaking English than you are.	13%	10%	15%	38%	23%
4.	You are willing to talk even though the teacher often corrects the grammatical error	5%	5%	31%	33%	26%
5.	You are willing to answer when the teacher asks you a question in English	3%	3%	3%	77%	15%

Through the questionnaire, it is revealed that the self-confidence of the EFL learners is high. They are confident enough to use English in their performance no matter what the obstacles are. It is supported by the results of the interview. Most of them state that confidence is the key to being able to communicate in a foreign language. Although there are also some students who negatively respond to the questions, they still believe that their skills to communicate will not develop without confidence.

Table 5. Anxiety

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	When you speak in English in front of the students, you feel anxious	18%	51%	13%	10%	8%
2.	If your teacher asks you a question, you become nervous	15%	54%	15%	8%	8%
3.	When speaking in English, you will become so nervous that you forget what you already know	21%	49%	15%	8%	8%
4.	You are willing to talk even though the teacher often corrects the grammatical error	18%	18%	18%	28%	18%
5.	You're worried that the other students would judge you when you speak English	28%	21%	21%	15%	15%

In line with the previous category of questionnaires, these questionnaires also reveal that the majority of the EFL learners in this present study have a low level of anxiety. In the interview, they point out that anxiety surely will interfere with their performance, but it can be challenged by confidence. However, there are a few participants who feel nervous when performing in English.

Fortunately, it is not permanent. They state that by the time they practice more, they can overcome the anxiety.

**Table 6.** Motivation

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	You should try to speak English even though you are aware that you might not do so correctly	10%	10%	13%	38%	28%
2.	Even if they do not have a large vocabulary, students should actively speak English	3%	8%	38%	38%	13%
3.	Students should speak English in speaking classes	3%	3%	5%	77%	13%
4.	You don't seem to be particularly motivated to learn English	18%	51%	13%	10%	8%
5.	You are working hard to learn English because it is important to you.	3%	8%	26%	38%	26%

Through the questionnaire, the researchers found that students' perceptions of the use of English were quite positive. The majority of students in this study also have high motivation to improve their English skills. This is supported by interviews conducted with several students. They mentioned that having communicative English skills is very important for the continuation of their careers in the future. With this mindset, they always push themselves to always improve their English skills.

**Table 7.** Situational Variables

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	Activities in speaking class are clear so students know what to do	8%	8%	15%	38%	26%
2.	The tasks created in the speaking class are attractive	5%	8%	10%	51%	26%
3.	The teacher responds to the students' concern in a timely manner	5%	8%	10%	51%	26%
4.	The teacher poses questions to elicit students' perspectives or opinions	5%	8%	15%	38%	28%
5.	The communicative practices planned by the teacher assist you in improving your communicate in English	3%	8%	10%	54%	26%

In terms of situational variables, the results of the questionnaire show that the teacher has good class control skills. The majority of students agree that the teacher explains communicative activities clearly and well. This certainly provides comfort for students to participate in these communicative activities without feeling afraid, awkward, embarrassed or other burdensome feelings. This is also in

line with the findings of the interview, where students state that they would lose interest in arguing if the class is presented in a way that is not cool. Teachers must be good at combining various communicative activities in the classroom. The data found in this study, either from the process of observation, interviews, or questionnaires, is interrelated. All findings point to a level of WTC in English of the EFL Learners. It can be said that the willingness to communicate in English of the EFL learners in this study is, following Peng (2012), categorized as very willing or what Muamaroh & Prihartanti (2013) as high.

## Discussion

The combination of functional and structural components of language is the most distinguishing feature of CLT. CLT stresses how the language is utilized functionally, whereas it highlights the language's structure or rules structurally (Ellis, 2015). Nonetheless, the functional element of the system is larger than the structural portion in practice since linguistic rules are not explicitly taught, but rather implicit in the learning process. According to the communicative method, numerous aspects must be addressed in order for the learning process to take place (Richards & Rodgers, 2016; Irie, 2022). The first is communication, which is described as an activity that promotes learning through real-time communication. Conversely, the task is an activity in which language is employed to carry out meaningful activities and aid learning. The last one is about meaning. The term "meaningful and genuine language" refers to meaningful and authentic language to boost students' motivation to learn (Dos Santos, 2020).

CLT has a number of objectives to meet. It aims to assist pupils in using language as a tool for communication (Radosavlevikj, 2020; Reza et al., 2016). It also strives to provide a variety of classroom activities so that students can express themselves via language (Toro et al. 2019). Students are also urged to use acceptable linguistic expressions when talking with CLT (Ng, 2020). To attain these objectives, CLT must be done appropriately and correctly in the classroom. CLT uses any activity that involves authentic interactions, both between teachers and students and between students and students, in the classroom (Eisenring & Margana, 2019). In the CLT class, there are two sorts of activities, which are functional communication activities and social interaction activities (Larsen-Freeman & Anderson, 2011).

Functional communication activities are designed to help students improve certain language skills and functions while still allowing them to communicate (Desai, 2015; Pawlak, 2018). Activities such as expressing thoughts, conveying criticism and suggestions, requesting time, asking and giving directions, are the examples. The use of language is emphasized in social interaction activities (Huang, 2016). Conversation and discussion exercises, dialogue, role acting, interviews, information gaps, games, language exchanges, surveys, and pair work, are just a few samples (Benson et al., 2013).

Like any other method, CLT has benefits and drawbacks (Jin & Yoo, 2019). Every foreign language teacher must be astute in recognizing and using CLT's benefits while also anticipating its drawbacks. In an extremely crowded classroom, this method is tough to use. The teacher should also have a thorough understanding of foreign languages as well as the students' native speech. The use of insufficient and inappropriate teaching materials in CLT classrooms has the potential to harm the learning process (Reza et al., 2016). In terms of teaching practice, the teacher's theoretical knowledge must be excellent. The main things that stop teachers from using CLT are their beliefs, how little they know about it, and the lack of continuous support (Thompson & Yanagita, 2017). It is quite difficult to use this method to teach about the structural components of language. As a result, the CLT method emphasizes fluidity over accuracy (Williyan, 2019). To put it another way, the CLT technique is ideal for intermediate and advanced classes but not for beginners. CLT has a significant edge over its competitors, in addition to its flaws. CLT is a method that takes into account the whole picture. This method addresses not just the standard structure syllabus but also the communicative aspect of language. In the classroom, CLT instills passion and motivation in students (Reza et al., 2016). Then there is CLT, which is a teaching technique that focuses on students' interests and needs. CLT can play

a significant role as a teaching approach in today's environment, when information communication and information technology have grown greatly (Sarfraz, Mansoor, & Tariq, 2015).

With CLT's real advantages, EFL learners' English communication willingness can be promoted (Rezaei & Naghibian, 2018; Mesgarshahr & Abdollahzadeh, 2014; Zarrinabadi et al., 2021). Being Willing to Communicate (WTC) in English is crucial because English communication is thought to be an essential component of foreign language learning (Tan & Phairot, 2018; Al-Murtadha & Feryok, 2017). Without it, the pupils pick up English through passive means. The participation by students in the learning process is necessary for success in any topic (Dewaele & Pavelescu, 2021). Students in English classes should not merely wait for the teacher to provide the lesson content and assume that he or she will somehow magically impart their knowledge and abilities. Students will not succeed if they do not make consistent efforts to process information and improve their language abilities. One who fully accepts responsibility for learning and behaves honorably both inside and outside of the classroom is a successful foreign language learner (Tavakoli & Zarrinabadi, 2018). There is a propensity for pupils to quickly forget what has been taught when they are passive and just accept the teacher's content in its current form. Therefore, efforts are required to increase pupils' communication willingness (Cutrone & Beh, 2018).

The ultimate aim of foreign language education is to develop students who are receptive to using the language. In EFL learners' classroom, students hardly ever use English to communicate (Lin, 2019). High schools, colleges, and even English courses where the students do not communicate in English are all commonplace. They research English history, linguistics, vocabulary, pronunciation, and grammar. They also discuss literature and culture from the English-speaking world. Unfortunately, they converse in their mother tongue while they are talking or exchanging ideas. If they never put their English talents to use, they cannot learn it. Experience and practical study demonstrate that practicing English in any scenario is the most effective way to learn the language. Students must learn, think, and communicate in English in order to achieve (Reinders & Wattana, 2015). Therefore, English should be used by pupils when learning, interacting with others, and even when playing.

Having willingness to communicate lead the students to an active learning which encourages them to engage in active and creative learning (Lee & Chen Hsieh, 2019). When they participate actively in their learning, it means they control the activities. Students are encouraged to participate in all learning processes through active learning, both mentally and physically (Sato, 2019). They will typically experience a more pleasant environment in this fashion, which will enhance learning outcomes (Amiryousefi, 2018; Mystkowska-Wiertelak, 2016). The greater someone's willingness to communicate, the more frequently he will engage in communication using the foreign language being learned, ultimately leading to an improvement in his foreign language abilities owing to increased use or implementation (Yashima, MacIntyre, & Ikeda, 2018; Ghanbarpour, 2014; Macintyre, 2020).

#### 4. CONCLUSION

The objectives of this present study is to investigate the implementation of communicative language teaching in EFL learners' classroom, the patterns of willingness to communicate are in English in EFL learners' classroom, and the level of willingness to communicate in English of EFL learners. In this study, there were three meetings studied. Through observation and data analysis of the three meetings, this study found that teachers implemented various kinds of communicative activities well and interactively. Good use of communicative activities is in line with the willingness to communicate (WTC) in English of EFL learners. The WTC in English of the students in this present study consists of six patterns, in which the pattern of presenting one's own opinion in the class and the pattern of volunteering participation in class activities have more occurrences. Furthermore, this present study comes to the final conclusion that the level of willingness to communicate (WTC) in English of EFL learners is regarded as high or very willing.

Lastly, there are some suggestions for future studies to enrich the findings. First, future research can provide more knowledge for EFL teachers on teaching methods by researching different methods

to investigate EFL learners' willingness to communicate in English. Second, they can provide adequate knowledge of CLT to EFL teachers by investigating other aspects of it, such as its relationship to technological competence, teachers' talk, and so on. Third, future research can supplement the findings by involving participants with various levels of English proficiency, such as a beginner's willingness to communicate in English, so that EFL teachers have a clear picture of how to increase the activeness of EFL learners with various levels of proficiency. Lastly, non-EFL learners' willingness to communicate in English can also provide many other areas of future research.

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