Teachers' Beliefs and Practice of Interaction Strategies on Students' Willingness to Communicate

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Abstrak

Kesediaan Untuk Berbicara (WTC) telah menjadi konsep penting dalam konteks pembelajaran bahasa kedua (L2). WTC terbukti sebagai predictor dalam partisipasi kelas karena siswa yang cenderung memiliki WTC tinggi lebih banyak berpartisipasi dalam interaksi kelas dan mereka cenderung siap untuk terlibat dalam interaksi apapun menggunakan bahasa kedua mereka baik di dalam maupun di luar kelas. Mengingat peran sentral yang dimainkan guru dalam pedagogi, yang membentuk kurikulum dalam konteks dan konten, dan membentuk keputusan metode dan strategi pengajaran, memainkan peran dinamis dalam mempertahankan kemauan siswa untuk berkomunikasi. Penelitian ini bertujuan: (1) untuk menggambarkan keyakinan guru tentang peran dan praktik strategi interaksi mereka dalam mengembangkan kemauan untuk berbicara siswa; (2) untuk mengetahui strategi interaksi yang dilakukan guru dalam mengembagkan WTC siswa. Dengan menggunakan naratif inkuiri, kedua guru Bahasa Inggris dikumpulkan melalui narasi pribadi dan wawancara. Temuan mengungkapkan bahwa guru memainkan peran yang sangat penting dalam WTC siswa. Studi ini juga menyoroti bahwa penggunaan tiga strategi interaksi seperti teacher-fronted strategy, fasilitator-oriented, dan learner-oriented dapat berkontribusi dalam mempertahankan WTC siswa, dengan menerapkan teknik yang tepat. Studi ini menyarankan bahwa guru harus melakukan berbagai peran untuk menjadi pemandu yang ideal dalam membentuk WTC siswa. Penggunaan berbagai strategi efektif dengan melibatkan istilah topik yang akrab, dan penggunaan dorongan dapat diterapkan dalam mendorong interaksi bahasa Inggris. Studi ini diharapkan dapat menciptakan kesadaran akan pentingnya guru Bahasa Inggris untuk berbagi keterampilan interaksi mereka dan berbagai strategi interaksi yang efektif meningkatkan kualitas pengajaran dan pembelajaran bahasa Inggris.

Kata Kunci: *Strategi Interaksi, Keyakinan Guru, Naratif Inkuiri, Kesediaan untuk Berbicara..*

Abstract

Willingness to Communicate (WTC) has become an important concept in second language (L2) classroom context. WTC is proven as a predictor of classroom participation since students who tend to have high WTC participated more in classroom interaction and they are likely to be ready to get involved in any interactions using their L2 both inside and outside classroom. Given the central role teachers play in pedagogy, who shape the curriculum within the context and content, and shape the decisions of teaching methods and strategy play dynamic role in maintaining students' willingness to communicate. This study aims: (1) to portray teachers' beliefs about their role and practice of interaction strategies in maintaining students' WTC; (2) to find out interaction strategies employed by the teacher in maintaining students' WTC. Employing narrative inquiry, the two experience English teacher was gathered by means of personal narrative and interview. The findings revealed that teacher plays a very crucial role in students' WTC. This study also highlight that the use of three interaction strategies such as teacher-front, facilitator-oriented, and learner-oriented strategy can contribute in maintaining students' WTC, by applying appropriate techniques. This study suggest that teacher should perform various roles to become an ideal guide in shaping students' WTC. The use of various effective strategies with involving familiar term of topic, and the use of encouragement can be applied in encouraging English interaction. This present study is expected to create awareness on the significance of EFL teachers to share their interaction skills and vary effective interaction strategies improve the quality of English teaching and learning.

Keywords: *Interaction Strategies, Teachers' Beliefs, Narrative Inquiry, Willingness to Communicate (WTC).*

INTRODUCTION

Most of the researchers in the field of second/foreign language (L2) teaching believe that speaking skills or oral communication skills are considered as a crucial part of the curriculum in (L2) language teaching (Tsou, 2005; Efrizal, 2012; Nasiri & Gilakjani; 2016, Mart 2019). The ability to speak in a foreign language is at the core of what it means to be able to use a foreign language (Van den Branden, Bygate, & Norris, 2009). Moreover, speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. This is apparent in Richards and Renandya's (2002) publication, which stated that a significant percentage of the world's language learners study English in order to develop English speaking proficiency (p. 201). This statement is strengthened by the fact that many learners regard the speaking skill as the measure of knowing a language (Shteiwi & Hamuda, 2016). MacIntyre et al. (1998) cited in Zarrinabadi (2014) also believed that the ultimate objective of the language teaching and learning was located at the highest layer of the model labelled as communicative behavior.

However, plenty language learning classes are filled with the students who do not show, less active, or do not have willingness to interact in their target language. The case is especially true among many Indonesian students who tend to feel anxious in a speaking class (Padmadewi, 1998), and some are likely to keep silent (Tutyandari, 2005). This issue has been extensively discussed in the literature concerns the level of Indonesian learners EFL speaking proficiency, where number of reports show that Indonesian learners commonly have not acquired a good level of oral English proficiency (Widayati & Cahyono, 2006).

There are myriad factors that contribute the lack of speaking skill. One of them is that learners have lack of Willingness to Communicate (WTC). McCroskey & Richmond (1982) stated that communicatively competent behavior can be interdicted by affective orientations such as Willingness to Communicate (WTC). Willingness to Communicate (WTC) has been widely discussed since it plays a vital role in learning foreign language, especially in speaking skills learning process. McCroskey (1987) cited in Liu & Jackson (2008) stated that WTC is proven as a predictor of classroom participation since students who tend to have high WTC participated more in classroom interaction, and they tend to be ready to get involved in any interactions using their L2 outside classrooms (Kang, 2005). It increases enthusiasm to seek out or even create opportunities to talk in the target language.

Zarrinabadi et al. (2014) found several factors that promote students' WTC in classroom learning, such as teacher's support, topic discussion, way in which errors were corrected, and the teacher's wait time. Moreover, Cao (2011) cited in Zhang, Beckmann, & Beckmann (2019) has shown that L2 WTC is situational and in continual flux, being subject to classroom environment, topics, task, the teacher, and peer interlocutors. As shown above, EFL teacher has clearly seen as one of significant role and dynamic influence on learner's engagement and WTC in the EFL and ESL classroom context (Wen & Clément, 2003; Peng, 2007; Cao, 2011; MacIntyre et al., 2011 cited in Sari, 2016). In light of the evidence from Cao & Philp (2006) which indicated that teachers are intimately involved in the elements of the language learning process that facilitate learners' WTC in the classroom. Precisely, teachers, as those who shape the curriculum within the context and content, and shape the ongoing decisions about the teaching methods and classroom practice which decide who talks, how they talk, who they talk to and how long they talk, play crucial role in maintaining learners opportunities to speak and increasing their speaking skill in classrooms (Kumaravadivelu, 2003; Xie, 2010 cited in Nazari & Allahyar, 2012).

Therefore, based on teachers' frontline role and influence in generating and maintaining students' WTC in L2/FL, it seems crucial to value teachers' beliefs about their role in maintaining and developing students' willingness to communicate since their beliefs and perceptions will define their actual practices while teaching target language and using instructional techniques (Staub & Stern, 2002). In line with this, teachers' belief can also determine their actual behavior toward students, which might influence their decision in maintaining students' willingness to communicate (WTC). It is true that numerous studies have investigated factors influencing WTC in students speaking improvements, and several studies have examined the direct and indirect correlation between teachers and WTC; however, to the best knowledge of how teachers' beliefs shape their decision to play particular roles as well as certain interaction strategies applied in maintaining students' WTC still needs to be investigated. The present study, therefore, was prompted by the need to obtain teachers beliefs about their role and practice of interaction strategies applied in maintaining students' willingness to communicate within Indonesian EFL learning classroom context.

METHOD

This study employs a qualitative method, particularly the narrative inquiry with the use of semi-structure interview to collect the data. This technique was selected because it allows the researcher

considerable flexibility to scrutiny the views and opinions of the participants and gives the researcher the opportunity to gain deep information about the phenomena being investigated (Corbetta, 2003). The interviews were further tape-recorded and supported by field notes written by the researcher during each interview. The interviews lasted for about one and a half hours for each participant. On this occasion, the interview was developed mainly based on the three categories of teacher interaction strategies proposed by Lee and Ng (2010): teacher-fronted, facilitator-oriented and learner-oriented.

The participants of this research were two female senior high school teachers in Karawang. The selection of these two teachers is purposely based on the length teachers' period of teaching experience. Both of them have been teaching English for at least five years. One of them has been teaching for 16 years. The rationale of choosing these required participants is because the length of teaching experience may bring deep and complex perception as this teachers are expected to encourage their students' willingness to communicate and other English proficiency for many years.

Considering the ethical issue in doing research, the researcher asked permission from the head master of the school to conduct the research. After the permission was granted, the participants were given a consent form to sign in order to ensure that the study received permission from the participants. Concerning the qualitative research methods, researchers analyzed the data collected in words. The data comes from interview manuscripts, field notes, audio-recording, and other documents.

RESULTS AND DISCUSSION

The result of the study are presented in the two following sections. The first section scrutinizes the results of teachers' beliefs about their role in maintaining students' WTC; next it presents the results of the interaction strategies they applied in encouraging students' WTC.

Teachers' Beliefs about their Role in Maintaining Students' WTC

Emerging from the data, the teacher aspect was believed to be very influential to the students' WTC. The two participants asserted that being an effective teacher is not about having great teaching method and techniques, but also the approaches to understand students' feeling. In line with this, they must encourage their students to do something what best for their learning process. In addition, teachers as the ones who provide a secure environment for

language learning influence the way students act and think. The teacher described her beliefs about their role:

> *"...it certainly is. Teacher definitely plays important role in encouraging students' WTC. Because first, we are the ones who are very responsible for their English learning growth. Everything that teacher holds in class should be impactful for the students. Our duty is not only creating such material and methods but also maintaining our students' willingness to communicate, to study, as well as help them to prepare further action plan" (P1).*

> *"Our role as a teacher has always been very important for the life of our students. Because for me, a good teacher does not just have to master the lesson but it's also about the relation with students. At this phase, we can draw all the students' attention to attract them willing to learn or communicate. (P2).*

The two teachers confirmed that they have enormous role in encouraging students' WTC. The findings support much of the previous research which indicated that such factors created by teachers as classroom procedures, teaching styles, verbal and non-verbal behavior can create strong impact on students' perceived competence, anxiety, motivation and WTC in the L2 classroom (Pattapong, 2010; Peng, 2014).

Furthermore, the researcher discovered some roles that teachers apply in encouraging students' willingness to communicate. Based on the data analysis process, the roles of the teachers will be presented in the table as bellow:

Table 1
Teachers' Roles in Maintaining Students' WTC

Informant	Code	Result of Coding (T-roles)
T1	TBR	Facilitator
T2		Controller
		Motivator
		Role Model
		Cultivator
		Friend and Parents

Based on the table above, the two teacher utilize various roles in encouraging students' WTC. In

particular, the first teacher (P1) only applied Facilitator and Controller roles. Meanwhile, the ultimate pedagogical roles that the second teacher (P2) include facilitator, controller, manager, counselor, motivator, role model, cultivator, friend and parents.

1. Role as Facilitator

The participant believe that their role as facilitator is ultimate. The reason is due to the fact that being a teacher is inseparable from providing learners' learning system and support them with the best method or strategies they believe to be great. It is in line with Archana & Rani (2016) that teacher, as facilitator, should lay a strong foundation for their personal growth. Furthermore, this role is occurs when a teacher shares some of authority expertise with students, instead of take the control of everything that goes within the classroom.

2. Controller

Moreover, the first teacher (P1) has shown herself to be a controller of students' learning, by maintaining students' participation in giving opinion session. It allows students to develop their point of view with aims to improve their. This same role has proposed by the second teacher (P2), that she was responsible to control students' learning in the right direction.

> *"If they have problem towards their learning, whatever it is, I will pull them back to the right path" (P2).*

3. Role as Motivator & Role Model

The following answer of interview described that the second teachers (P2) play role as motivator:

> *"In encouraging students' willingness to communicate we also need to approach their psychology, instead of teaching strategies itself. In this occasion, I always convince them that if they master in English, they will get plenty of benefits. Especially when they are looking for job after graduated. Because in this globalization era, the ability to master English is urgently required. Most companies in Indonesia would hire the employee who fluent English speaking and writing. I, thus, convince them to study English, having willingness to communicate, so they can achieve their dreams" (P2).*

Moreover, when this approach does not work, the second teacher (P2) will tell the real and valuable experiences, in order to further convince them.

> *"...when this approach does not work, I subsequently tell the real experience or story of mine. I tell them that I used to work in a company in lower position (being an office girl), but because I have a good English skills, a leader of the company started to notice me. Then, I was promoted to the higher position until become a secretary. The story has sometime triggered them until they shouted to me like 'how to master English speaking and writing miss?'" (P2).*

The second participants believe that in maintaining students' willingness to communicate, teachers need to emphasize the output of learning English. Teacher need to tell all good possibility they will get in the future if they master in English. Furthermore, getting students a true successful example and experience can motivate them to learn and be active communicating in English. Similarly, teachers have to be able to inspire their students in teaching learning because they learn with the person they admired. Accordingly, teacher can also be identified as a role model in maintaining students' WTC, who inspires and encourages them to strive for greatness in English. This finding collaborates the idea of Good & Brophy (1998) that, "Teachers are especially the modeling of attitude, expectations, and behavior. This is partly because theory and research on systematic modeling appear to have implication for classroom management."

4. Role as Manager

Highlighting the result of the study, the role of teacher in maintaining students' willingness to communicate include as a manager. This is especially occur when the teachers carries out learning teaching activities on the basis of student-centered.

> *"In strengthen students' involvement, I usually put them into pairs or group to discuss the picture, certain topic or have them debating" (P2).*

Practically in the classroom, the second teacher (P2) asked the students to be active in learning by dividing them into some groups. Then, each group should declared their opinion, result of discussion or research findings which are relevant to the topic being discussed. During the teaching and learning process, the P2 sometime approach each

group to monitor the students and help students whenever it was necessary. This finding of the study was correspondent with the finding of Shvidko et al. (2015) who lent support to the claim that teachers need to instruct students to outline a language learning plan to manage their learning, since students improve more by evaluating their actual practice and their goals.

5. Role as Cultivator

Aside from motivating students, the second teacher (P2) devoted herself to encourage students' learning autonomy in maintaining students' willingness to communicate. The teacher emphasized her students of its essentiality to have courage in communicating. She reminded them that being active and learn to communicate in English will lead to their academic success, which is the ultimate responsibility and goal as a students. In certain level, they will make their parents if they make it happened. This is believed as a role of teachers in encouraging students' WTC by admonishing their responsibilities for their own learning.

> *"I always tell my students they have to be responsible and take it serious. They have already grown up and must have understood the importance of learning for them. Do not let them waste their time in school, because this is the moment to upgrade themselves" (P2).*

6. Role as Counselor

The finding of data analysis also indicated that the second teacher (P2) plays as counselor in her classroom. This can be seen from the transcription:

> *"As we know that students have various characteristics, such as lazy students, the diligent students, the silence students, and then the naughty students obviously. However, the silence and naughty students aren't that stupid. They actually have so much potential within themselves, but because of the problem they have, it hinder them to active and participated properly in the classroom. Thus, my job here is to make them escape from that problem. At least, I know what they are dealing with. I always ask to themselves that they can speak to me if they have anything to say related to their learning or personal problems. "(P2)".*

This can be seen that the second participants

give counsel to the students or advise students regarding educational alternative and personal problem. The teacher usually gives special assistance to students to make wise choices and solve their both educational and personal problem whenever the students need it. This is referring to the previous findings about her role as facilitator that she always get the laptop on from the morning until the night to receive students' questions of guidance, complaint, suggestions and etc. This was in accordance with Myers (1995) who said that "Counseling means a relationship between two persons in which one person provides special assistance to the other". This is essential for the teachers to be aware of students' personal problem, as lack of confidence as well as anxiety lead them to have unwillingness to communicate. A teachers, on the other hand, must have the power to lead students and comprehend their feeling and emotions. A good teacher is one who can communicate with the students on their level and has compassion for them in their moments of need.

7. Role as Parents and Friends

On the result of role as counselor, the students would not hesitate to come forward to her whenever they were encountering certain problems. This is might not an easy thing to do, however, the second P2 has other certain roles which was believed to be a great aspect to convince her students to engage in some activities without frightening them. In this phase, the P2 assume herself as their parents and friends.

> *"I always told them in every situation to motivate them like, 'come here kid, let me hug you, you are smart, you are capable', and I always give freedom to text me via WA anytime they want and they need. Because for me the most essential to encourage their willingness to communicate is to make them feel comfortable being around. I can put myself to be teacher, to be friend, house-friend, and parents" (P2).*

The second teacher (P2) believe that interaction is a way to build up affection between teachers and students. In this case, she told that teacher should not always be their commander, but it she should also be as a friend and parent to build close and warm relationship among them to build a comfortable learning process. If students are comfortable in learning process, and teacher let students feel that they are safe and trustworthy, they will come to the teacher to ask questions and they will develop interest in learning the language, thus, their

willingness to communicate will remind positive. As cited from Wen & Clement (2003) that environment with comfort, boldness, certainty, and collaboration can break the students' passivity into willingness to speak. On the other hand, a supporting and understanding teacher, as Horwitz (2001) states, might be additionally a vital factor in decreasing students' anxiety, which frequently converts into good performance.

Teachers' Interaction Strategies in Maintaining Students' WTC

The next interview section have been applied by asking the interaction strategies that teachers applied in maintaining students' WTC, and explore how teachers implement various techniques with students and to what extent students produce their language in these interactions.

The Use of Teacher-Fronted Strategy

The result confirm that the teachers practically conduct teaching and learning on the basis of teacher-fronted strategy in the classroom. This can be seen from the result interview:

> *"I used the teacher-fronted strategy in the beginning of the class to make students prepared in doing the activities that we are going to start, and simply to explained the material of the topic being discussed" (P1).*

In this phase, the teacher said she must prepare the students, both psychologically and physically before starting the learning process. The teacher need to build a good atmosphere to make students feel comfort and enjoy to study. In certain level, the IRF basis is used for greeting and asking students' condition to build good relationship among all of them. A similar result was proposed by the second teacher (P2). However, the second teacher (P2) in certain level confirm that she always explained the material or giving instruction only 5 minutes right before the class discussion or other activities started.

> *"....however during the teaching learning process, I never explained the material more than 10 minutes because it may lead to students' boredom and ineffective in learning. I do this strategy in my teaching because I read an article from the US that teacher shouldn't not explain or deliver material too long, as learning will seem to be boring and students tend to become auditory characteristic (listener)*

> *and eventually become passive students (P2)"*

The second teacher (P2) confirmed that the teacher-fronted cannot be used too long as it lead to an inefficiency of learning. In addition, the teacher-fronted approach has been used in certain activities or techniques as follows:

1. Implementing Questions and Answer Technique Related to the Material

The result of interview showed that the two teachers commonly used asking and giving question related to the material in encouraging students' willingness to communicate. This technique is the basis on teacher-fronted strategy in which the teachers maintain the questions and students' participation based on their intention. This finding further supported Banbrook & Skehan (1989:142) which asserted that the teachers' questions can be utilized to allow the students to continue participating in the discourse and even adjust it so that language used turns out to be more comprehensible and personality relevant

2. Implementing Picture Media

> *"I usually use picture media to give students a stimulus to speak. Especially when I teach about the descriptive text. The pictures contain object, characters, places, and etc. Then I asked them to describe the picture directly using their English speaking ability" (P1).*

The teacher gave the students chance to participate in the class activity by using the teaching media in order to enhance their level of communication as well as comprehend the material being taught. By providing these pictures, they will have an idea of what they are going to say. To make this even more effective, She usually provide the pictures that are as quite interesting, familiar and appropriate with the students' level.

Taken together, this approach can be conducted in every class discussion regardless to the topic, method, or techniques being conducted due to the fact that teacher used this strategy to give classroom instruction. These findings were consistent with previous study by Sari (2014) that the strategy can be effectively useful to draw students' attention, introduce new topic, and it can be more effective if teacher create interesting exchange and students enthusiastically participate in the exchanges in which regarded as a sign of willingness to communicate.

However, the second teacher (P2) confirmed that the teacher-fronted cannot be used too long as it lead to an inefficiency of learning. This is in line with Wright (2005) which stated that although this pattern is believed to be a powerful pedagogical feature, it also has been criticized for restricting students' ability, initiative and creativity with excessive teacher control.

The Use of Facilitator-Oriented Strategy

Aligning with teachers' role as facilitator, the two teachers are indicated to utilize their communicative strategy to the students which exemplifies the IRF's character. These two participants believe that this strategy was commonly used to make sure the class keeps active and students can constantly participate into the discussion in order to improve their communication skill. More specifically, this approach is commonly used by the teachers to set group discussion, having personal approach towards students, and expressing opinion using familiar term or topic to promote students participation.

1. Setting Group Work Discussion

This can be seen from the result of interview:

"My role as facilitator can be used to manage group or classroom discussion. In my teaching, I always make sure that students are able to communicate towards each other in English in order to improve their speaking skill. I generally build them into group and I also set the rules of the group discussion" (P1).

Teacher believed that they can facilitate their communicative ability and cognitive development by shaping them to work together in group. The teacher gave explanation and asked them to do the task for the group. She gave 15 minutes to discuss their topic and 30 minutes to speak up in front of the class. From this activity, students will input and exchange their viewpoints towards the other. This aspect is believed to have the impact on students' communication and cognitive aspects. This is accordance with the statement of Cao (2011) and Zhang et al. (2019) that students generally tend to display higher WTC in pair or group work than in whole class interaction, as the previous circumstance brings out less anxiety arousal and licenses more communication opportunities.

2. Having Personal Approach towards Students

Following the result of this study, the two teachers are frequently approaching the students whenever it is needed. They believed that this approach is one of the most occurrence that should be applied during learning process to help students' difficulties and maintain their progress.

3. Expressing Opinion using Familiar Term or Topic

Students' opinions were taken into consideration whenever she was planning group or class activities. The IRF-move section in developing students' willingness to communicate commonly happen when the question about expressing the opinion about something. The teachers encouraged her students to express their opinions for more contribution in the class. Sometimes she inquired about their preference for different activities or their expectation. This also happens in switching the information among students. Teachers let them to give opinion or feedback to the other person who has delivered the material or point of view. In this occasion, teacher stated that topic they discussed should be familiar and interesting for the students as it may highly impact their participation. This leads to the same conclusion as that from study conducted by Cao and Philp (2006) which concluded that students' greater familiarity with the topic will promote students.

In sum, facilitator-oriented strategy was imperative approach used in classroom discussion in keeping the class activeness and can constantly participate students into the discussion in order to improve their communication skill. This is appropriate with Lee and Ng (2010) who concluded that a facilitator-oriented strategy is a form of scaffolding to promote students' participation.

Learner-Oriented Strategy

The findings show that another important interaction strategy that appeared to sustain students' WTC is learner-oriented strategy or whole class interactions. To enhance the application of this approach, they used peer work and interaction to share, and implementing YouTube video blogging project.

1. Peer Work and Interaction to Share

From the findings, the teachers believe that students should be aware of their role, that is, as an active participants and active recipients of information. In order to pursue this, teacher conducts teaching and learning on the basis of student-centered by utilizing peer work and interaction to share.

"it is important to give the students peer work and interaction to share during the classroom activities, students are going to have a lot of experience to communicate with their friends, and direct practice to improve their speaking skill towards this collaboration" (P1).

In this phase, they divided the students into different group to explore wide range of topics ranging from content knowledge to personal experience. In this process of learning, students became the major players, while the teacher became a supporting actor. Therefore, this approach in highly suggested in encouraging students to speak. As Garrett & Shortall (2002) sustained that working in a group, particularly with their own friends might diminish students' mindfulness in speaking and can advantage passive learners since their motivation to participate might be developed due to peer group support.

2. Implementing Video Blogging Project

Beside of making group work, it was found that first teacher (P1) gives more emphasize on implementing video blogging to encourage students' WTC.

"I asked them to make a video like YouTuber in English. For the content, I never limited it. They can reviewed something, make procedure text, or go to the café to review the food and its place. For the result, they turned out to be pretty cool" (P1).

The students can make the content of the video blogging based on their own interest. It can be doing procedure text or explaining something, which the common term among the YouTuber is called tutorial. They can also review something, like the place, restaurant, and other object. In doing this, they must allocate time more than 5 minutes. In this phase, the teacher found that most of them were very cooperative and innovative. They were even more brave compare to their regular performance in the class. However, she realizes that this happened because YouTube video has been one of the most common thing to watch and engage among students this time. As they frequently watch YouTube videos for entertainment or daily needs, they have familiar with all the content, style, and creativity that appear on YouTube, and consequently, they can imitate them in implementing the assignment.

In sum, the learner-oriented strategy is necessary applicable in encouraging students' willingness to communicate. The teachers' purpose in applying this strategy was to set better understanding in autonomous learning and the effect was stimulating students to speak more. This findings further supported the idea of Goldoust (2017) that WTC can be created in an L2 classroom if students were offered opportunities to do so. Furthermore, there is a suggestion in Doff (1988: 141) that the following behavioral and affective advantages are likely to gather from such activities: more language practice, more learner association and concentration, more learner security (less anxiety), and more shared offer assistance among learners.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The findings revealed that teacher plays a very crucial role in students' WTC. Teacher should perform various roles to become an ideal guide in shaping students' WTC. The use of three interaction strategies such as teacher-front, facilitator-oriented, and learner-oriented strategy can contribute in maintaining students' WTC, by applying appropriate techniques, involving familiar term of topic, and the use of encouragement can encourage English interaction. This study suggests that teachers as a pivotal aspect of the English learning process are have the right to accomplish their ultimate task, that is to improve students' communicative competence. Thus, they should understand the WTC construct, recognize the factors that help or hinder it (Zarrinabadi, 2014), and implement appropriate strategies to improve it.

Suggestion

There are several limitations to this present study that should be noted. First, researcher examined students at one school with small participants. Second, researcher needed a wide variety of instruments to gain more comprehensive data and information from participants. The researcher, thus, suggests other future researchers who would conduct the same studies to enrich the data sources by collecting information from the students' point of view. It is employed to verify and confirm whether the beliefs that the teachers hold regarding to their role and interaction strategies are well implemented or not implemented during the teaching and learning process within the class. By doing so, it is hoped that the validity and reliability of the result become more increased. Moreover, the complexity of teachers' beliefs and their actual teaching practice needs to be investigated using both interviews and observations since a combination of the methods would elicit more reliable data (Li & Walsh, 2014).

Last but not least, as previously mentioned, some teachers found difficulties in administering their interaction strategies due to students' lack of motivation, vocabulary and confidence. The researcher hopes that there will be a study on another evaluation alternative to decrease or cope those problems on students' willingness to communicate.

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