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WILLINGNESS TO COMMUNICATE (WTC) IN ARABIC FOR STUDENTS OF STATE ISLAMIC UNIVERSITY

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Abstract

Willingness to Communicate (WTC) stands as a crucial factor influencing language usage intensity, particularly in the pursuit of language learning objectives. This study investigates the WTC levels of students enrolled in Arabic Language Education (PBA) and Arabic Language and Literature (BSA) programs across three distinct contexts: inside the classroom (IC), outside the classroom (OC), and in the digital context (DC). Furthermore, the research seeks to identify the contributing factors affecting WTC in Arabic. Employing both quantitative and qualitative methodologies, the study assesses the WTC of PBA and BSA students. A sample size of $n = 213$ (PBA = 110, BSA = 103) is utilized for the quantitative analysis, employing questionnaires to collect data, subsequently analyzed through descriptive statistics. The qualitative approach delves deeper into understanding the factors influencing WTC in Arabic among PBA and BSA students. The findings reveal that BSA students exhibit a higher WTC rate compared to PBA students across all three contexts: IC, OC, and DC. Notably, the most elevated WTC levels are observed inside the classroom (IC). Multiple factors, including environmental conditions, Arabic language proficiency, and psychological states, contribute to this variance. Consequently, the study recommends that educators implement engaging learning methodologies within the classroom to foster increased Arabic language acquisition and a heightened willingness to utilize Arabic among students.

Keywords: Arabic, Language Use, Willingness to Communicate.

Abstrak

Kemauan berkomunikasi (Willingness to Communicate=WTC) merupakan salah satu faktor yang mempengaruhi intensitas penggunaan suatu bahasa. Sedangkan penggunaan bahasa merupakan tujuan utama dalam proses pembelajaran bahasa. Penelitian ini bertujuan untuk mengetahui tingkat WTC mahasiswa Pendidikan Bahasa Arab (PBA) dan mahasiswa Bahasa dan Sastra Arab (BSA) di dalam kelas (IC) di luar kelas (OC) dan dalam konteks digital (DC), serta mengetahui faktor-faktor yang mempengaruhi WTC. Penelitian ini menggunakan pendekatan kuantitatif dan kualitatif. Pendekatan kuantitatif digunakan untuk mengukur WTC mahasiswa prodi PBA dan BSA dengan sample $n = 213$ (PBA = 110, BSA=103). Data kuantitatif dikumpulkan dengan menggunakan angket kemudian dianalisis dengan menggunakan statistic deskriptif. Pendekatan kualitatif digunakan untuk menggali lebih dalam faktor-faktor yang mempengaruhi WTC dalam bahasa Arab mahasiswa PBA dan BSA. Penelitian ini menghasilkan bahwa tingkat WTC mahasiswa BSA lebih tinggi dari mahasiswa PBA dalam tiga konteks tersebut IC, OC dan DC. Tingkat WTC tertinggi berada pada konteks di dalam kelas (IC). Hal ini dipengaruhi oleh beberapa faktor diantaranya lingkungan, penguasaan bahasa Arab mahasiswa dan kondisi psikologis mahasiswa. Hasil penelitian ini merekomendasikan agar pendidik menggunakan metodologi pembelajaran yang menarik dalam kelas agar para pelajar terdorong untuk belajar bahasa Arab dan mempunyai kemauan yang tinggi untuk menggunakan bahasa Arab.

Kata Kunci : *Bahasa Arab, Penggunaan Bahasa, Willingness to Communicate.*

INTRODUCTION

The intensity of language use is one indicator of success in foreign language learning. The use of foreign languages is influenced by several factors including the willingness to communicate using the language (WTC). McCroskey and Richmond (1990) define WTC as the tendency of individuals to initiate communication in free situations. In this context, language learners who are willing to communicate in a foreign language actively seek opportunities to communicate, and ultimately they communicate using that language¹. This is reinforced by waluyo and bakoko which says that WTC is a variable that has a significant influence that can encourage learners to communicate orally across contexts².

Research in Arabic learning on average examines the learning process in the classroom both regarding the use of learning strategies, learning methods of learning media and about evaluation. Some studies also try to link these variables with the success of the study, namely language skills (listening, speaking, reading and writing). Meanwhile, research on mastering Arabic language competence is still not widely conducted. Even though this kind of focus can be used as a

¹ Zahra Alimorad and Mina Farahmand, "A Case Study on Willingness to Communicate in English in the Iranian Tertiary Educational Context," *Teflin Journal* 32, no. 1 (2021): 1–28.

² Budi Waluyo and Rahmah Bakoko, "Effects of Affective Variables and Willingness to Communicate on Students' English-Speaking Performance in Thailand," *Studies in English Language and Education* 9, no. 1 (2022): 45–61.

benchmark and evaluation of the results of the learning process that has been followed by Arabic language learners so far.

The intensity of the use of Arabic in daily communication by learners can also be a benchmark for the success of a learning process. The use of Arabic will be more effective if it is supported by language environments such as dormitories and *pesantren*³⁴. Both places provide the needs of Arabic language learners to carry out the process of acquiring Arabic and its use both through interaction between fellow learners and through language boards posted on the walls around the place. Dormitories and boarding schools also have strict Arabic language policies and support the use of Arabic⁵. From an internal point of view, the intensity of language use is also influenced by the willingness to communicate (WTC) using language by a learner⁶. In fact, according to some literature, the WTC became a strong factor influencing the use of language.

Research on WTC in Arabic as a foreign language in the Indonesian context is still absent either in the classroom, outside the classroom or in the digital context. Several WTC studies in foreign languages in Indonesia have been conducted by researchers, especially in the context of English language learning. Muamaroh and prihartanti found low WTC of students in English-language communication and attributed it to anxiety as an influencing factor⁷. Findings manipuspika strengthening the results that anxiety is a very influential factor on the intensity of WTC in English speaking by students⁸. Other factors influencing WTC in English in the Indonesian context according to subekti is perceived communication competence. This factor became a strong factor that influenced the WTC. In the context of social media fadilah found that confidence in communicating using English was a very strong factor influencing intensity in the World Trade Center⁹.

In the Indonesian context, there is still no study about WTC as one of the factors that affect the intensity of Arabic use. While research on the use of Arabic has been carried out by researchers

³ Muhammad Awwaludin, Stevan Malik, and Nopri Dwi Siswanto, "Pembentukan Lingkungan Bahasa Arab dalam Meningkatkan Penguasaan Bahasa Arab pada Pesantren Bahasa Arab (MIM LAM) Nopri Dwi Siswanto," *Definisi: Jurnal Agama dan Sosial Humaniora* 1, no. 1 (2022): 55–64.

⁴ Aulia Rahman, "Peran Lingkungan Bahasa Arab dalam Meningkatkan Penguasaan Bahasa Arab pada Pesantren Izzur Risalah Panyabungan," in *Prosiding Konferensi Nasional I Hasil Pengabdian Masyarakat* 1, no. 1 (2021), 83-92.

⁵ Yayah Robiatul Adawiyah, "Al-Biah Al-Lughowiyah Fi Tarqiyati Maharoti Al-Kalam Bi Ma'had Al-Masduqiyah Karkasan Probolinggo," *IJATL* 03, no. 01 (2019): 56–74.

⁶ Tomoko Yashima, "Willingness to Communicate in a Second Language: The Japanese EFL Context," *The Modern Language Journal* 86, no. 1 (2002): 54-66.

⁷ Muamaroh and Nanik Prihartanti, "Willingness to Communicate in English: A Case Study of Indonesian University Students," *Kajian Linguistik dan Sastra* 25, no. 1 (2013): 71–81.

⁸ Yana Shanti Manipuspika, "Correlation between Anxiety and Willingness to Communicate in the Indonesian EFL Context," *Arab World English Journal* 9, no. 2 (2018): 200–217.

⁹ Eka Fadilah, "Perception, Motivation, and Communicative Self-Confidence of Indonesian Students on Willingness to Communicate in L2 by Using Facebook," *JEELS* 5, no. 1 (2018): 23–48.

such as Mohamad found that Arabic learners at some universities in Malaysia tend to be low in using Arabic as a language of communication both in the classroom and outside the classroom¹⁰. While he has not researched the factors that influence it. In fact, according to many studies, WTC is a strong factor in the use of language. Moreover, Mahmoodi and Moazam also researched the WTC as being linked to Arabic learning achievement in the context of Iranian students and found that the two concepts were interconnected¹¹. From some of these studies, we can know that no one has examined WTC in Arabic in the context of Indonesian Arabic learners.

So this study tried to uncover WTC in Arabic by Indonesian students and found the factors that influenced it. The findings of this study are expected to be the basis and input for the Arabic Language Education (PBA) and Arabic Language and Literature (BSA) study programs in making policies related to appropriate methods and strategies to increase the use of Arabic both in the classroom, outside the classroom and in the digital context.

METHOD

The purpose of this study is to explore and analyze the level of willingness to communicate in Arabic students of the Arabic Language Education study program and Arabic Language and Literature. To achieve this goal, researchers will use sampling techniques. The sample will be randomly selected from the student population in the Arabic Language and Literature Study Program and the Arabic Language Education Study Program. By using appropriate sampling techniques, this study will ensure that the sample taken is representative of a larger population, so that the results of the study can be well generalized.

This study used a descriptive quantitative design and was reinforced with qualitative data. This approach will provide a more comprehensive understanding of the level of willingness to communicate with Arabic among students of the Arabic Language and Literature Study Program of the Arabic Language Education Study Program at UIN Raden Mas Said Surakarta. In addition, the qualitative approach is used as a quantitative complement to explain the factors that influence the level of willingness to communicate in Arabic by PBA and BSA students in three contexts: in the classroom, outside the classroom, and in the digital context. This mixed design will consist of two stages: quantitative data collection and qualitative data collection.

¹⁰ Abdul Halim Mohamad, "Tahap Komunikasi dalam Bahasa Arab dalam Kalangan Pelajar Sarjana Muda Bahasa Arab di IPTA Malaysia" (2009), accessed October 31, 2022, <https://core.ac.uk/outputs/11489940>.

¹¹ Mohammad-Hadi Mahmoodi and Ismail Moazam, "Willingness to Communicate (WTC) and L2 Achievement: The Case of Arabic Language Learners," *Procedia - Social and Behavioral Sciences* 98 (2014): 1069–1076.

Data were collected using questionnaires with questions adapted from the study lee and drajati¹². This technique is used to determine the WTC level of PBA and BSA students in the classroom, outside the classroom, and on a digital context. In addition, quantitative data is strengthened by qualitative data from open survey questions and FGDs with students to determine the factors that affect student WTC.

The collected data is then analyzed using descriptive statistics, namely by calculating the mean, minimum, maximum, and standard deviation values. From this data, descriptive analysis is then carried out. Qualitative data is analyzed using the Miles and Huberman approach, namely by involving the initial stage of qualitative data collection, then the data is reduced through coding, grouping, and simplifying data, followed by presenting data in the form of visualization that facilitates understanding. The results of the data analysis are translated and linked to relevant research questions and theoretical frameworks and then verified for validity. This approach assists researchers in delving into a deeper understanding of the phenomenon under study and produces stronger findings based on the qualitative data analyzed.

RESULT AND DISCUSSION

Profile Respondents

This research was attended by 213 students of Arabic Language Education and Arabic Language and Literature spread across four batches, namely 2019, 2020, 2021 and 2022. The following respondent profiles are explained in the following table:

Table 1. Profile respondents

Courses	Students	Percentage
PBA	110	52%
BSA	103	48%
Total	213	100%
Year	Students	Percentage
2019	6	3%
2020	60	28%
2021	100	47%
2022	47	22%
Total	213	100%
Gender	Students	Percentage
Man	74	35%
Woman	139	65%

¹² Ju Seong Lee and Nur Arifah Drajati, "Affective Variables and Informal Digital Learning of English: Keys to Willingness to Communicate in a Second Language, Australasian Journal of Educational Technology," *Australasian Journal of Educational Technology* 35, no. 5 (2019): 168-182.

Total	213	100%
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Table 1 describes the profile of research respondents consisting of PBA and BSA students. On average, respondents were female with a process of 65% (139) while male respondents were 35% (74). Student respondents from PBA and BSA study programs are quite balanced, namely 52% (110) and 48% (103). While the highest number of respondents entered 2021 with a percentage of 47% (100), then followed by the class of 2020 with a percentage of 28% (60), the class of 2022 22% (47) and the class of 2019 3% (6). The number of respondents is expected to be able to represent the population of all PBA and BSA students at UIN Raden Mas Said Surakarta.

Level of Willingness to Communicate Using Arabic Students of PBA and BSA UIN Raden Mas Said Surakarta

The level of willingness to communicate using Arabic PBA and BSA students was measured using questionnaires developed by lee and drajati¹³ and modified by the researcher. WTC in this questionnaire will be measured based on three contexts, namely in the classroom, outside the classroom and in the digital context. Here are the results of the research in general:

Table 2. WTC Level PBA and BSA Students

Construct	PBA		BSA	
	Mean	SD	Mean	SD
WTC_IC	3.27	0.59325	3.75	0.58704
WTC_OC	3.08	0.62376	3.50	0.62884
WTC_DC	3.02	0.61467	3.45	0.71142

From table 2, it can generally be seen that the WTC level of BSA students is higher than PBA students in all contexts both in the classroom, outside the classroom and in digital contexts. This can be seen from the average comparison in each context. In the context of the classroom, the average WTC score of BSA students reached 3.75 while the average WTC of PBA students reached 3.27. in the context outside the classroom, the WTC rate of BSA students reached 3.50 while PBA students reached 3.08. Likewise, in the digital context, the WTC rate of BSA students is higher than that of PBA students at 3.45 and 3.02. from the description of the data, it can be concluded that BSA students have a higher WTC level compared to students PBA.

¹³ Lee and Drajati, "Affective Variables and Informal Digital Learning of English," 152.

Willingness to Communicate in the Classroom

The willingness to communicate using Arabic in the classroom was measured using 6 indicators of the statement with the initial statement "I will speak Arabic in class...". The results of the questionnaire are described in the following table:

Table 3. Willingness to Communicate Using Arabic PBA and BSA Students in the Classroom

No	Statement	PBA		BSA	
		Mean	SD	Mean	SD
1	When I was given the opportunity to speak freely in Arabic class	3.51	0.77497	3.93	0.73113
2	When I have the opportunity to speak in front of the class in the Arabic course class	3.25	0.73180	3.64	0.80262
3	When I had a group discussion in class in Arabic	3.21	0.86836	3.80	0.78415
4	When I have the opportunity to do a presentation in front of the class	3.10	0.76566	3.50	0.87306
5	When I was asked by the lecturer to discuss with my group mates using Arabic	3.39	0.86836	3.85	0.73774
6	When I was asked by the lecturer to express my opinion using Arabic	3.14	0.84024	3.81	0.72839
Average		3.27	0.59325	3.75	0.58704

Based on table 3 above, it can be concluded that BSA students have a willingness to speak Arabic higher than PBA students from all the indicators mentioned. The highest indicator value of the two study programs lies in the first statement, namely that students want to speak using Arabic when given the opportunity to speak freely in Arabic language course classes (PBA = 3.51, BSA = 3.93). This means that students will be more free to communicate using Arabic if given free opportunities in class. In addition, students are more comfortable when they talk to their classmates (PBA = 3.39, BSA = 3.85). While the lowest average variable in the classroom was when students were asked to present in Arabic in front of the class (PBA = 3.10, 3.50) and when asked by lecturers to express opinions in Arabic (PBA = 3.14, and BSA = 3.75).

Willingness to Communicate Outside the Classroom

The willingness to communicate using students' Arabic outside the classroom was measured using 7 indicators of statements that began with the statement "I will speak using Arabic outside the classroom...". The results of the questionnaire are described in the following table:

Table 4. Willingness to Communicate Using Arabic PBA and BSA Students outside the Classroom

No	Statement	PBA		BSA	
		Mean	SD	Mean	SD
1	When I met a friend class in the same study program	3.25	0.83706	3.64	0.82669
2	When I met a classmate in the same study program	3.02	0.76604	3.39	0.83117
3	When I met a friend with different class in the same study program	2.91	0.79615	3.15	0.79715
4	When I met a friend of different batches in the same study program	2.72	0.76784	3.08	0.84817
5	When I met a friend and acquaintance who could speak Arabic	3.37	0.89708	3.87	0.80049
6	When I discuss with a small group of friends	3.05	0.79432	3.50	0.82692
7	When I met the natif (native of Arabic)	3.24	0.98547	3.88	0.93201
Average		3.08	0.62376	3.50	0.62884

From table 4 above, it can be concluded that PBA and BSA students want to communicate in Arabic outside the classroom when meeting friends who can speak Arabic (PBA = 3.37, BSA = 3.87), when meeting Arabic natives (PBA = 3.24, BSA = 3.88) and when meeting friends in the same class (PBA = 3.25, BSA = 3.64). While the willingness to speak Arabic is lower if the interlocutor is not from the same class (PBA = 2.91, BSA = 3.15) and the interlocutor is from a different class of entry years (PBA = 2.72, BSA = 3.08).

Willingness to Communicate in a Digital Context

The willingness to communicate using students' Arabic in a digital context was measured using 9 indicators of statements beginning with the statement "I will speak Arabic online / with digital media....". The results of the questionnaire are described in the following table:

Table 5. Willingness to Communicate Using Arabic PBA and BSA Students in a Digital Context

No	Statement	PBA		BSA	
		Mean	SD	Mean	SD
1	When I chat with non-native Arabic speakers (e.g. Malaysia, Germany, Brunei Darussalaam) on Facebook	2.76	0.81192	3.23	0.95182
2	When I chat with a native Arabic speaker (e.g. Egypt, Already, Saudi Arabia) on Facebook	3.43	0.99962	3.81	0.85243
3	When I post a comment to a foreign friend's wall on Facebook	2.94	0.82703	3.25	0.85999
4	When I chat with non-native Arabic speakers (e.g. Malaysia, Germany, Brunei Darussalaam) via WhatsApp	2.82	0.79195	3.18	0.96759
5	When I chat with native Arabic speakers (e.g. Egypt, Already, Saudi Arabia) via WhatsApp	3.32	0.90799	3.90	0.84615
6	When I chat with non-native Arabic speakers (e.g. Malaysia, Germany, Brunei Darussalaam) on Instagram	2.75	0.82603	3.17	0.91209
7	When I chat with native Arabic speakers (e.g. Egyptian, Sudanese, Saudi Arabian) on Instagram	3.32	0.91803	3.84	0.84896
8	When I post a comment to a foreign friend's wall on Instagram	2.86	0.81811	3.25	0.91521
9	When I talk to other Arabic users while playing games	2.95	0.87615	3.38	1.06749
Average		3.02	0.61467	3.45	0.71142

From Table 5 above, it can be concluded that PBA and BSA students want to communicate in Arabic through social media (Facebook, WhatsApp and Instagram) if they get a native Arabic speaker (e.g. Egypt, Sudan, Saudi Arabia). As for non-Arab foreign interlocutors, students tend to be lower. PBA students want to chat with native Arabic speakers via Facebook (M=3.43. SD=0.99962), WhatsApp (M=3.32. SD=0.90799) and Instagram (M=3.32. SD=0.91803). Meanwhile, BSA students really want to chat with native Arabic speakers via WhatsApp (M=3.90, SD=0.84615), Instagram (M=3.84, SD=0.84896) and Facebook (M=3.81, SD=0.85243).

Factors Influencing the Willingness to Communicate Arabic

To obtain qualitative data, researchers used Focus Group Discussion (FGD) techniques with 30 PBA students and 25 BSA students. Then students are divided into 6 groups in each study program and given a theme about factors that affect the willingness to communicate using Arabic

either in the classroom, or outside the classroom or in a digital context. Small groups will discuss according to their respective themes and the findings will be discussed in large groups (one class).

According to table 2. The highest WTC level of PBA and BSA students is in the classroom. This is due to several factors such as motivation to learn Arabic, a supportive classroom environment, an interesting learning methodology and perspectives on mastering Arabic. Several groups agree that motivation to learn Arabic will increase when lecturers use interesting methods and media in the Arabic learning process. With high motivation to learn Arabic will affect their willingness to communicate using Arabic. The group also added that the existence of a supportive environment such as a class system that requires students to speak Arabic and is supported by lecturers who facilitate students with a variety of Arabic vocabulary and terms will be able to strengthen motivation. In addition, interesting learning methods and media from lecturers will further increase their desire to use Arabic in the classroom. Meanwhile, if these three factors are not present, their willingness to communicate in Arabic will tend to decrease. In addition, students' assumptions about language acquisition can also affect WTC levels. For example, one group said that they felt that they still did not have enough vocabulary and considered Arabic difficult to master so they felt nervous and anxious when going to communicate using Arabic. They also said that it is very rare for students to invite them to communicate in Arabic first. And they are very nervous when spoken to using Arabic by the lecturer. As the results in table 2 explain they are more free to communicate in Arabic if the other person is their own friend.

Cao find that the language learning environment can affect learners' willingness to communicate such as the presence of peers who speak foreign languages, the use of foreign languages in class, and support from teachers can increase students' willingness to communicate in foreign languages¹⁴. Riasati found that the overall atmosphere of language classrooms, including the relationship between students and teachers, can also affect WTC¹⁵. A positive and supportive classroom atmosphere can encourage students to be more willing to communicate in foreign languages and eliminate negative things such as anxiety and inferiority. And the classroom is the most representative place to speak Arabic because it provides for the needs of the students¹⁶. In

¹⁴ Yiqian Cao, "Investigating Situational Willingness to Communicate within Second Language Classrooms from an Ecological Perspective," *System* 39, no. 4 (2011): 468-479.

¹⁵ Mohammad Javad Riasati, "EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study," *World Applied Sciences Journal* 17, no. 10 (2012): 1287-1297.

¹⁶ Sulastrri, "Pengembangan Media Pembelajaran Arabic Thematic Video pada Keterampilan Berbicara bagi Siswa Kelas VIII MTs," *Journal of Arabic Learning and Teaching* 5, no. 1 (2016): 21-27.

addition, comfortable classroom conditions can increase students' motivation and interest in speaking using Arabic¹⁷.

The WTC level of students outside the classroom tends to be lower than in the classroom. This is influenced by several factors including the absence of interlocutors who can speak Arabic, an unsupportive environment and a low self-perception of Arabic mastery. Some groups agree that it is very difficult to find people who communicate in Arabic even in their own majors (PBA and BSA). Some even say that they will be scorned when trying to use Arabic outside of class. The environment outside the classroom also does not support students to use Arabic, because there are no stimuli and encouragements such as Arabic boards or Arabic rules outside the classroom for PBA and BSA study programs. And all the groups said that they lacked confidence when using Arabic because they assumed that they had not mastered Arabic fully because it was difficult.

Environmental factors that are not supportive outside the classroom are caused by Arabic not as a second language in Indonesia but a foreign language. So students often do not have enough opportunities to use the foreign language outside of the classroom, especially if they live in an environment where the main language is not the foreign language being studied. So that the interlocutor that might be done is with fellow Indonesians who can speak Arabic. Communicating with fellow non-natives will be more comfortable using the mother tongue in their area because it can help in conveying messages more clearly and precisely, because the person has a better understanding of their own language and culture¹⁸. So that students do not get a clear goal when using Arabic as a language of communication with their friends. When talking to friends using the language they learned, they feel their language skills are low¹⁹ and experience language anxiety²⁰.

The results of the PBA and BSA UIN Raden Mas Said Surakarta student survey, the WTC level in the digital context is the lowest. This is because some students do not use social media to communicate using Arabic "We never use social media to communicate using Arabic". This is because they are not connected to people who can use Arabic either natively or non-natively. As for if they can connect with native Arabs, then some will try to communicate in Arabic. This low willingness to communicate is also caused by the factor of not believing in yourself. Some students think they have not mastered enough Arabic in terms of vocabulary, morphological and syntactic

¹⁷ Mega Prima Ningtyas, "Motivasi Belajar Siswa dalam Pembelajaran Bahasa Arab di Madrasah 'Aliyah Hamalatul-Qur'an Sanden," *Jurnal Ihtimam* 4, no. 2 (2021): 128-141.

¹⁸ Branka Drljača Margić, "Communication Courtesy or Condescension? Linguistic Accommodation of Native to Non-Native Speakers of English," *Journal of English as a Lingua Franca* 6, no. 1 (2017): 29-55.

¹⁹ Bora Bushati et al., "Friends as a Language Learning Resource in Multilingual Primary School Classrooms," *Social Psychology of Education* 26, no. 3 (2023): 1-23.

²⁰ Hendrikus Male, "Foreign Language Learners' Anxiety in Language Skills Learning: A Case Study at Universitas Kristen Indonesia," *JET (Journal of English Teaching)* 4, no. 3 (2018): 170-182.

changes so they are afraid of being wrong. In addition, they also think that Arabic dialects vary from country to country, so if they contact one of the native speakers then they are afraid of being wrong and afraid of not being able to communicate with the native speaker.

Chotipaktanasook says that the function of social media which is only limited to entertainment and social interaction²¹. In addition, without a strong motivation to learn and use a foreign language, a person may not feel interested or motivated to communicate in a foreign language on social media²². Social media also often offers superficial and meaningless interactions, which may not encourage users to communicate in a foreign language seriously²³. Besides students' confidence in using these foreign languages to communicate natively²⁴.

CONCLUSION

This study examines the level of WTC with Arabic of PBA and BSA UIN Raden Mas Said Surakarta students in the classroom, outside the classroom, and in the digital context, and explores the factors that influence it. In the quantitative approach, researchers found that both groups of PBA and BSA respondents got the highest scores in the classroom because they were related to the learning process, and interaction with lecturers and students of one study program. While the willingness to communicate in Arabic outside the classroom tends to be lower. And in the digital context, the WTC rate of PBA and BSA students is the lowest. Qualitative results show that these differences can be influenced by the environment affiliated with the surrounding people, students' mastery of Arabic, and students' psychological conditions. The WTC level of PBA and BSA students is highest in the classroom, this is because Arabic is a foreign language in Indonesia and the opportunity to use Arabic more in the classroom. Students feel comfortable using their native language outside of class and in a digital context because their interlocutors are from the same country.

The results of this study recommend that Arabic language educators in Indonesia use an interesting learning methodology so that students feel comfortable in the classroom and can increase their learning motivation. In addition, it needs the support of language rules that encourage students to use Arabic as a language of communication in the classroom, outside the classroom and

²¹ Nuttakritta Chotipaktanasook and Hayo Reinders, "Willingness to Communicate in Social Media: An Investigation of the Long-Term Effects," *Asian EFL Journal* 18, no. 4 (2016): 6-25.

²² Yupika Maryansyah, "A Study On English Students' Willingness to Communicate in English in Social Media," *Premise: Journal of English Education* 8, no. 1 (2019): 31-45.

²³ Chotipaktanasook and Reinders, "Willingness to Communicate in Social Media," 6-25.

²⁴ Latifah An Nisa, Valentina Dyah, and Arum Sari, "An Analysis of Non-English Department Students' Confidence in Speaking English," *Jurnal Pendidikan Tambusai* 7, no. 2 (2023): 12837-12846.

in a digital context. Because Arabic in Indonesia is a foreign language that is not officially used to communicate with each other.

This research is still limited to the WTC level in Arabic and the factors that influence it in the Indonesian context. The factors that have been found in the qualitative approach need to be confirmed and validated using the quantitative approach through a wider sample test. So that valid and methodologically recognized factors will be obtained.

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