



al-jadida

Journal of Arabic Linguistics and Education
Vol. 9 No. 1, December 2023, 51-66
P-ISSN: 2477-5371; E-ISSN: 2503-2690



WILLINGNESS TO COMMUNICATE (WTC) IN ARABIC AMONG STUDENTS AT A STATE ISLAMIC UNIVERSITY

Muhammad Nur Kholis

UIN Raden Mas Said Surakarta
muhammad.kholis@staff.uinsaid.ac.id

Burhan Yusuf Habibi

Arabic Language & Literature (for Non-Native Speakers)
Institute of Afro-Asian Studies for Graduate Studies
Suez Canal University
burhan.yusf_afro@suez.edu.eg

Muhammad Zaenuri

UIN Raden Mas Said Surakarta
muhammad.zaenuri@staff.uinsaid.co.id

Luthfi Qoriatul Hasanah

UIN Raden Mas Said Surakarta
luthfi.qh@staff.uinsaid.ac.id

Abstract

Willingness to Communicate (WTC) plays a crucial role in second language acquisition, significantly influencing both the frequency and fluency of language use across different contexts. This study examines the levels of WTC among students in the Arabic Language Education (PBA) and Arabic Language and Literature (BSA) programs at UIN Raden Mas Said Surakarta, Central Java, Indonesia, within three communicative settings: in-class (IC), out-of-class (OC), and digital contexts (DC). The research further investigates the underlying psychological and contextual factors that shape students' WTC in Arabic. Utilizing a mixed-methods approach, quantitative data were collected from 213 participants and analyzed using descriptive statistics, while qualitative insights were derived from focus group discussions. Results reveal that BSA students consistently demonstrate higher WTC across all contexts, particularly in classroom interactions. Contributing factors include the learning environment, perceived language competence, and psychological variables such as anxiety and self-confidence. The study underscores the importance of supportive pedagogical environments and participatory teaching strategies in enhancing students' communicative motivation. By identifying both enabling and inhibiting factors, this research contributes to Arabic language education discourse by advocating for context-sensitive interventions that foster communicative competence and sustain language use in diverse academic and social settings.

Keywords: Arabic Language, Communication, Willingness to Communicate, Language Proficiency, Educational Contexts.

Abstrak

Willingness to Communicate (WTC) atau kesiapan untuk berkomunikasi merupakan faktor krusial dalam pemerolehan bahasa kedua, karena memengaruhi frekuensi dan kelancaran penggunaan bahasa dalam berbagai konteks. Penelitian ini bertujuan mengkaji tingkat WTC pada mahasiswa Program Studi Pendidikan Bahasa Arab (PBA) dan Sastra Arab (BSA) di UIN Raden Mas Said Surakarta, Jawa Tengah, Indonesia, dalam tiga konteks komunikasi: di dalam kelas (IC), di luar kelas (OC), dan dalam konteks digital (DC). Penelitian ini juga bertujuan mengidentifikasi faktor-faktor psikologis dan kontekstual yang memengaruhi kesiapan mahasiswa untuk berkomunikasi dalam bahasa Arab. Dengan pendekatan campuran (mixed-method), data kuantitatif diperoleh dari 213 responden melalui kuesioner dan dianalisis secara statistik deskriptif, sementara data kualitatif dikumpulkan melalui diskusi kelompok terarah. Hasil menunjukkan bahwa mahasiswa BSA memiliki tingkat WTC yang lebih tinggi dibandingkan mahasiswa PBA dalam seluruh konteks, dengan puncak tertinggi pada komunikasi di dalam kelas. Faktor-faktor yang berkontribusi meliputi suasana pembelajaran, persepsi terhadap kompetensi berbahasa, serta kondisi psikologis seperti kecemasan dan kepercayaan diri. Studi ini menegaskan pentingnya lingkungan pedagogis yang mendukung serta strategi pembelajaran yang partisipatif untuk meningkatkan motivasi komunikasi mahasiswa. Dengan mengungkap faktor-faktor penghambat dan pendorong, penelitian ini memperkaya wacana pendidikan bahasa Arab dan menawarkan rekomendasi untuk intervensi yang kontekstual dalam membangun kompetensi komunikatif.

Kata Kunci: Bahasa Arab, Komunikasi, Willingness to Communicate, Kemahiran Berbahasa, Konteks Pendidikan.

INTRODUCTION

The ability to actively use a foreign language is among the most critical indicators of successful language acquisition. Within this framework, learners' Willingness to Communicate (WTC) functions as a pivotal factor in determining whether language learning leads to genuine communicative practice. McCroskey and Richmond define WTC as an individual's readiness to voluntarily initiate communication, explaining why some learners proactively seek speaking opportunities while others remain reticent, even when possessing adequate proficiency.¹ This tendency reflects not only linguistic ability but also internal motivation and situational factors. Waluyo and Bakoko further highlight WTC's substantial influence on oral performance across settings, underlining its pedagogical significance.² Thus, WTC emerges not merely as a predictor of participation, but as a driver of language development, fluency, and learner confidence. In this context, understanding students' WTC in Arabic becomes particularly critical, especially within

¹ Zahra Alimorad and Mina Farahmand, "A Case Study on Willingness to Communicate in English in the Iranian Tertiary Educational Context," *TEFLIN Journal - A Publication on the Teaching and Learning of English* 32, no. 1 (2021): 1-28, <https://doi.org/10.15639/teflinjournal.v32i1/1-28>.

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, <https://doi.org/10.24815/siele.v9i1.21090>.

Islamic educational institutions where Arabic is not only a subject of study but also a conduit for religious, cultural, and intellectual identity. The extent to which Arabic is used in various domains inside the classroom, beyond the classroom, and in digital spheres cannot be fully explained by curricular structures or pedagogical techniques alone. It must also take into account students' psychological readiness to engage in communication.

Existing studies on Arabic language instruction in Indonesia have generally focused on pedagogical methods, instructional media, and classroom-based assessment strategies. These investigations have enriched understanding of course delivery but have largely overlooked learner-centered psychological variables such as WTC. Language competence is often evaluated in terms of receptive and productive skills, but such assessments rarely address the internal motivational factors that sustain language use beyond formal instruction. While competence metrics may reflect learners' proficiency, they do not adequately explain why students choose to engage or refrain from engaging in Arabic communication in real-life situations. This oversight risks narrowing Arabic education to formal, performative instruction, disconnected from learners' communicative experiences. By foregrounding WTC, this study provides a lens through which internalized language use can be better understood, especially in settings where Arabic carries deep academic and symbolic weight.

Though WTC has gained traction in English as a Foreign Language (EFL) research, its application to Arabic learning, particularly in Indonesia, remains underexplored. Previous studies have investigated WTC in EFL settings, identifying key influences such as anxiety, perceived competence, and communicative self-confidence.^{3,4,5} For instance, Muamaroh and Prihartanti reported low WTC in English among Indonesian university students due to anxiety, while Fadilah emphasized the influence of self-perception on digital communication behavior. However, these insights have yet to be fully extended to Arabic language research. Limited studies in Arabic-speaking countries have established correlations between WTC and academic achievement, yet few address its multifaceted nature within multilingual, religious academic institutions.^{6,7} Furthermore, existing research on Arabic WTC tends to concentrate on institutional policies or learner attitudes in

³ 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.

⁴ 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. <https://doi.org/10.24093/awej/vol9no2.14>.

⁵ Eka Fadilah, "Perception, Motivation, and Communicative Self-Confidence of Indonesian Students On Willingness to Communicate in L2 By Using Facebook," *JEELS (Journal of English Education and Linguistics Studies)* 5, no. 1 (2022): 23–48, <https://doi.org/10.30762/jeels.v5i1.562>.

⁶ A B Halim Mohamad, "Tahap Komunikasi dalam Bahasa Arab dalam Kalangan Pelajar Sarjana Muda Bahasa Arab di IPTA Malaysia" 1, no. 1 (2009): 1–14.

⁷ 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, <https://doi.org/10.1016/j.sbspro.2014.03.518>.

specific contexts, such as Malaysian universities, often overlooking the variation in WTC across classroom, extracurricular, and digital settings. This absence of comprehensive inquiry into Arabic WTC among Indonesian students constitutes a critical void. Addressing this gap is imperative for developing a more contextually grounded Arabic pedagogy in Islamic universities—one that aligns instructional practices with the psychological and sociocultural dimensions shaping learners' communicative engagement.

This study adopts the WTC framework from second language acquisition research, which posits that communicative readiness results from the interaction of both situational and enduring psychological variables.⁸ These include language anxiety, self-perceived communicative competence, motivation, confidence, and the learning environment. The present research operationalizes this model not only to measure students' communication tendencies but also to examine the underlying factors that encourage or hinder WTC in Arabic. Drawing on Yashima's extended WTC model which incorporates international posture and interpersonal motivation—this study adapts the framework to the context of Arabic as both a foreign and heritage language within Islamic universities. In doing so, it integrates affective, cognitive, and environmental factors to present a comprehensive understanding of Arabic learners' communicative behavior.

The primary aim of this study is to assess and compare the levels of WTC in Arabic among students in the Arabic Language Education (*Pendidikan Bahasa Arab*, PBA) and Arabic Language and Literature (*Bahasa dan Sastra Arab*, BSA) programs across three communicative contexts: inside the classroom (IC), outside the classroom (OC), and in digital communication (DC). Specifically, the study aims to compare WTC tendencies between PBA and BSA students and to identify the psychological and contextual factors that influence these patterns. This inquiry responds to a notable gap in the existing literature, which has largely overlooked psychological readiness as a key determinant of Arabic language use in educational settings. By employing both quantitative and qualitative methodologies, the research seeks to generate empirical insights that can inform curriculum development, instructional design, and institutional language policy. Ultimately, the study aims to provide stakeholders including educators, curriculum developers, and policy makers with a nuanced understanding of the need to cultivate not only linguistic competence but also communicative disposition. Such findings are expected to contribute to the formulation of pedagogical strategies that promote the active and sustained use of Arabic, thereby reinforcing its role as a living language within and beyond academic contexts.

⁸ Tomoko Yashima, "Willingness to Communicate in a Second Language: The Japanese EFL Context," *The Modern Language Journal*, 86, no. 1 (2002): 54-66, <https://doi.org/10.1111/1540-4781.00136>.

This study is grounded in the hypothesis that students' willingness to communicate in Arabic varies significantly across different communicative contexts and is influenced by a combination of internal psychological factors and external environmental conditions. It posits that students in the BSA program may exhibit a higher WTC than their counterparts in the PBA program, due to curricular emphases that prioritize linguistic depth, literary analysis, and cultural engagement over the pedagogical orientation dominant in PBA. Preliminary quantitative data support this hypothesis, revealing that BSA students report higher levels of WTC across classroom, extracurricular, and digital settings. Complementary qualitative findings highlight several contributing factors, including students' self-confidence, prior exposure to Arabic, institutional environments such as *pesantren* or dormitory systems, and perceived communicative competence. These results reinforce the theoretical assertion that WTC is not a fixed personal attribute but a dynamic, context-dependent behavior shaped by both individual disposition and sociocultural environment. Understanding this interplay is essential for designing Arabic language education that aligns pedagogical strategies with learners' communicative needs, thereby fostering more authentic and sustained engagement with Arabic across a range of interactional settings.

The significance of this study lies in its contribution to addressing a critical gap in the literature on Arabic language education by systematically investigating WTC among Indonesian learners. As one of the first empirical inquiries within the context of Islamic higher education in Indonesia, it illuminates the multifaceted factors influencing Arabic language use—factors that extend beyond grammatical mastery or textbook-based competence. More importantly, the study emphasizes that effective Arabic instruction must transcend traditional knowledge transmission and instead foster learners' communicative readiness. The findings provide valuable insights for enhancing Arabic curriculum design and cultivating learning environments that support WTC, particularly in Islamic universities where Arabic holds both academic and symbolic significance. By foregrounding learner-centered variables such as psychological disposition and contextual dynamics, this study advocates for a pedagogical shift toward more interactive, motivational, and socially embedded approaches to instruction. The broader implications span classroom practice, digital language use, and institutional language policies, contributing to long-term language development efforts that prioritize authentic communicative engagement over rote memorization.

METHOD

This study focuses on students enrolled in the Arabic Language Education (*Pendidikan Bahasa Arab*, PBA) and Arabic Language and Literature (*Bahasa dan Sastra Arab*, BSA) programs at UIN Raden Mas Said Surakarta, Central Java, Indonesia, as its primary unit of analysis. These

cohorts were selected due to their central role in Arabic language education at the tertiary level in Indonesia, where Arabic is taught as a foreign language. Investigating their willingness to communicate (WTC) provides insights into the broader issue of limited Arabic usage, a persistent challenge despite formal instruction. As prospective educators and scholars, these students represent a key demographic for understanding communicative competence and patterns of language use. Given the limited scholarly attention to WTC in Arabic learning contexts, particularly in Indonesia, this study aims to address that gap by examining students' communicative behaviors across academic, social, and digital domains contexts where WTC remains underexplored yet critical.

A mixed-methods approach was employed, integrating descriptive quantitative analysis with qualitative inquiry. This methodology was chosen to quantify levels of WTC while also exploring the underlying psychological and contextual factors in greater depth. The quantitative component facilitated the identification of trends, frequencies, and group differences in WTC across the PBA and BSA programs. Meanwhile, the qualitative strand offered interpretive insights into students' perceptions, motivations, and barriers to communication, thus providing a more comprehensive understanding of their communicative disposition. The research design unfolded in two phases: the first phase involved quantitative data collection through structured surveys, while the second phase consisted of qualitative inquiry via open-ended responses and focus group discussions (FGDs). This methodological integration enabled data triangulation and enriched the analysis with both breadth and depth.

The study utilized both primary and secondary sources of data. Primary data were collected from student responses to structured questionnaires and qualitative contributions obtained through FGDs. The sample consisted of 213 students 110 from the PBA program and 103 from the BSA program selected through stratified random sampling to ensure proportional representation. The use of questionnaires, adapted from validated instruments in prior research by Lee and Drajadi,⁹ was appropriate for capturing broad patterns of WTC. These instruments measured students' WTC across three communicative contexts: in-class (IC), out-of-class (OC), and digital communication (DC), using Likert-type scales. The qualitative data obtained from FGDs complemented the survey findings by revealing context-specific factors affecting students' communicative behavior. This dual-source data collection strategy enhanced the reliability and contextual relevance of the analysis. Data collection was conducted over a six-week period during the academic semester. Ethical standards were rigorously upheld, including informed consent, participant anonymity, and voluntary participation. Quantitative data were analyzed using descriptive statistics means, standard

⁹ Ju Seong Lee and Nur Arifah Drajadi, "Affective Variables and Informal Digital Learning of English: Keys to Willingness to Communicate in a Second Language," *Australasian Journal of Educational Technology* 35, no. 5 (2019): 168–82, <https://doi.org/10.14742/ajet.5177>.

deviations, and minimum-maximum ranges to compare WTC levels across the three defined contexts and between the two student groups. Analysis was conducted using statistical software to ensure accuracy and facilitate data visualization.

Quantitative data were analyzed using descriptive statistical measures, including means, standard deviations, and minimum and maximum values. These metrics facilitated comparisons of WTC levels between the two student cohorts across the three defined communicative contexts: in-class, out-of-class, and digital communication. The analysis was conducted using standard statistical software, which supported the visualization of data and enabled effective cross-group comparisons. Qualitative data analysis adhered to the Miles and Huberman¹⁰ framework, which involves three key stages: data reduction, data display, and conclusion drawing/verification. Open-ended survey responses and transcripts from focus group discussions were thematically coded to identify recurring patterns related to psychological readiness, environmental support, and perceived linguistic competence. These emergent themes were interpreted in relation to established theoretical frameworks on communicative behavior. The interpretive process was iterative, involving multiple cycles of coding, cross-checking, and validation. This ensured that the analysis remained both data-driven and theoretically robust, thereby producing findings that were contextually grounded and academically rigorous.

RESULTS AND DISCUSSION

Respondent Profile

This study involved 213 undergraduate students enrolled in the Arabic Language Education (PBA) and Arabic Language and Literature (BSA) programs at UIN Raden Mas Said Surakarta, distributed across four academic cohorts: 2019, 2020, 2021, and 2022. The respondent profiles are summarized in the tables below:

Table 1. Respondent Profile

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

¹⁰ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook, Nursing Standard (Royal College of Nursing (Great Britain) : 1987)*, 2014.

Male	74	35%
Female	139	65%
Total	213	100%

Table 1 presents the demographic distribution of the respondents. Female students comprised the majority at 65% (139), while male students accounted for 35% (74). The distribution between PBA and BSA students was relatively balanced, with PBA representing 52% (110) and BSA 48% (103) of the total sample. The largest proportion of participants belonged to the 2021 cohort (47%), followed by the 2020 cohort (28%), the 2022 cohort (22%), and the 2019 cohort (3%). The sample size is considered sufficient to represent the broader population of PBA and BSA students at UIN Raden Mas Said Surakarta.

Willingness to Communicate (WTC) in Arabic among PBA and BSA Students

Students' willingness to communicate in Arabic was measured using a modified version of the questionnaire developed by Lee and Draijati,¹¹ assessing WTC across three key communicative contexts: inside the classroom (WTC_IC), outside the classroom (WTC_OC), and in digital communication settings (WTC_DC). The mean scores and standard deviations for both student groups are presented in Table 2.

Table 2. WTC Levels of PBA and BSA Students

Construct	PBA		BSA	
	Mean	SD	Mean	SD
WTC_IC	3.27	0.593	3.75	0.587
WTC_OC	3.08	0.624	3.50	0.629
WTC_DC	3.02	0.615	3.45	0.711

The data indicate that BSA students consistently exhibit higher levels of WTC than their PBA counterparts across all three contexts. In the classroom context, BSA students reported an average WTC score of 3.75, compared to 3.27 among PBA students. Outside the classroom, BSA students also demonstrated greater communicative willingness, with a mean score of 3.50, while PBA students scored 3.08. The same trend appears in digital contexts, where BSA students scored 3.45 versus 3.02 for PBA students. These findings suggest that BSA students generally display a higher willingness to engage in Arabic communication, regardless of the setting.

Willingness to Communicate in the Classroom

Students' willingness to communicate (WTC) in Arabic within classroom settings was assessed using six statement items beginning with "I will speak Arabic in class...". Table 3 presents the results for both PBA and BSA students.

¹¹ Lee and Draijati, "Affective Variables and Informal Digital Learning of English," 170.

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

No.	Statement	PBA		BSA	
		Mean	SD	Mean	SD
1	When I am given the opportunity to speak freely in Arabic class	3.51	0.775	3.93	0.731
2	When I have the opportunity to speak in front of the class	3.25	0.732	3.64	0.803
3	When I participate in group discussions in class using Arabic	3.21	0.868	3.80	0.784
4	When I am assigned to give a presentation in front of the class	3.10	0.766	3.50	0.873
5	When I am instructed by the lecturer to engage in group discussion in Arabic	3.39	0.868	3.85	0.738
6	When I am asked by the lecturer to express my opinion in Arabic	3.14	0.840	3.81	0.728
Average		3.27	0.593	3.75	0.587

The data in Table 3 indicate that BSA students demonstrated a higher level of WTC in the classroom across all indicators compared to their PBA peers. The highest level of WTC in both groups was reported when students were given the freedom to speak voluntarily in class (PBA = 3.51; BSA = 3.93), suggesting that autonomy plays a significant role in encouraging classroom communication. Similarly, students reported greater willingness to use Arabic during peer discussions, particularly when collaborating with classmates (PBA = 3.39; BSA = 3.85). Conversely, the lowest WTC scores were observed when students were required to deliver formal presentations (PBA = 3.10; BSA = 3.50) and when asked by lecturers to express their personal opinions in Arabic (PBA = 3.14; BSA = 3.81).

Willingness to Communicate Outside the Classroom

Students' WTC outside the classroom was measured using seven indicators beginning with the phrase "I will speak Arabic outside the classroom...". The results are presented in Table 4.

Table 4. Willingness to Communicate in Arabic Among PBA and BSA Students Outside the Classroom

No.	Statement	PBA		BSA	
		Mean	SD	Mean	SD
1	When I meet a classmate from the same study program	3.25	0.837	3.64	0.827
2	When I meet a peer from the same class	3.02	0.766	3.39	0.831
3	When I meet a peer from a different class in the same program	2.91	0.796	3.15	0.797
4	When I meet a student from a different academic cohort within the same program	2.72	0.768	3.08	0.848
5	When I encounter a friend or acquaintance who can speak Arabic	3.37	0.897	3.87	0.800
6	When I engage in discussion with a small group of friends	3.05	0.794	3.50	0.827
7	When I meet a native Arabic speaker	3.24	0.985	3.88	0.932
Average		3.08	0.624	3.50	0.629

Willingness to Communicate (WTC) in Arabic Among Students at a State Islamic University

The data reveal that BSA students again demonstrated higher WTC levels than PBA students across all categories. The highest levels of willingness were observed when interacting with individuals perceived as proficient in Arabic—whether friends capable of speaking Arabic (PBA = 3.37; BSA = 3.87) or native speakers (PBA = 3.24; BSA = 3.88). This suggests that communicative confidence may be enhanced by linguistic alignment or admiration for native-level fluency. Conversely, students exhibited lower WTC when the interlocutor was from a different class (PBA = 2.91; BSA = 3.15) or academic cohort (PBA = 2.72; BSA = 3.08), indicating that social familiarity and peer comfort play important roles in facilitating Arabic language use beyond formal settings.

Willingness to Communicate in a Digital Context

Students' willingness to communicate (WTC) in Arabic within digital environments was measured using nine statement items beginning with the phrase, "I will speak Arabic online / with digital media when...". The results are presented in Table 5.

Table 5. Willingness to Communicate in Arabic Among 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 Darussalam) on Facebook	2.76	0.812	3.23	0.952
2	When I chat with native Arabic speakers (e.g., Egypt, Sudan, Saudi Arabia) on Facebook	3.43	1.000	3.81	0.852
3	When I post a comment on a foreign friend's Facebook wall	2.94	0.827	3.25	0.860
4	When I chat with non-native Arabic speakers via WhatsApp	2.82	0.792	3.18	0.968
5	When I chat with native Arabic speakers via WhatsApp	3.32	0.908	3.90	0.846
6	When I chat with non-native Arabic speakers on Instagram	2.75	0.826	3.17	0.912
7	When I chat with native Arabic speakers on Instagram	3.32	0.918	3.84	0.849
8	When I post a comment on a foreign friend's Instagram wall	2.86	0.818	3.25	0.915
9	When I talk to other Arabic users while playing online games	2.95	0.876	3.38	1.067
Average		3.02	0.615	3.45	0.711

The data in Table 5 reveal that both PBA and BSA students are more inclined to communicate in Arabic through digital platforms when interacting with native speakers from Arabic-speaking countries such as Egypt, Sudan, and Saudi Arabia. Among PBA students, the highest WTC was reported when chatting with native speakers via Facebook (M = 3.43, SD = 1.000), WhatsApp (M = 3.32, SD = 0.908), and Instagram (M = 3.32, SD = 0.918). Similarly, BSA students demonstrated the highest levels of digital WTC when engaging with native Arabic speakers via WhatsApp (M = 3.90, SD = 0.846), Instagram (M = 3.84, SD = 0.849), and Facebook (M = 3.81, SD = 0.852). In

contrast, WTC was notably lower when communicating with non-native Arabic speakers, particularly through platforms such as Facebook (PBA = 2.76, BSA = 3.23) and Instagram (PBA = 2.75, BSA = 3.17).

Factors Influencing the Willingness to Communicate in Arabic

To collect qualitative data, the researchers employed Focus Group Discussion (FGD) techniques involving 30 students from the Arabic Language Education Program (PBA) and 25 students from the Arabic Language and Literature Program (BSA). Participants were divided into six groups per study program and each group was assigned a thematic focus related to factors influencing their willingness to communicate (WTC) in Arabic whether within classroom settings, in social environments, or through digital platforms. Group discussions were conducted in small groups, followed by larger plenary sessions for comprehensive dialogue and synthesis.

According to Table 2, the highest levels of WTC among both PBA and BSA students were reported in classroom settings. Several key factors emerged from the discussions, including motivation to learn Arabic, a supportive classroom environment, engaging instructional methods, and students' attitudes toward Arabic language acquisition. Many participants agreed that their motivation to use Arabic increases when lecturers employ dynamic teaching methods and utilize diverse media in instruction. This heightened motivation, in turn, positively influences their willingness to communicate in Arabic. Additionally, students emphasized the importance of an encouraging classroom culture such as structured systems requiring Arabic use, and lecturers who consistently introduce vocabulary and terminology in context. Such conditions were perceived to reinforce learners' motivation and foster a communicative environment. Without these supportive elements, however, students reported a decline in their WTC. Furthermore, learner beliefs and assumptions about second language acquisition also played a critical role. For example, one group noted their limited vocabulary and perceived difficulty of Arabic as sources of anxiety, which led to hesitation when engaging in spoken Arabic. They also remarked that students rarely initiate conversations in Arabic, and that interactions with lecturers in Arabic often induced nervousness. As the findings in Table 2 indicate, students feel more at ease speaking Arabic with peers rather than with authority figures such as lecturers.

Cao found that learning environments significantly affect learners' WTC.¹² Factors such as peer interaction in the target language, the frequency of its use in class, and teacher support can enhance students' willingness to speak. Similarly, Riasati highlighted that the overall classroom

¹² Yiqian Cao, "Investigating Situational Willingness to Communicate within Second Language Classrooms from an Ecological Perspective," *System*, 39, no. 4 (2011): 468-479, <https://doi.org/10.1016/j.system.2011.10.016>. Willingness to Communicate (WTC) in Arabic Among Students at a State Islamic University

atmosphere including the quality of student-teacher relationships can influence WTC.¹³ A positive and supportive classroom environment can reduce anxiety and feelings of inadequacy, fostering greater engagement in communicative tasks. The classroom thus remains the most conducive and representative context for Arabic language use, as it aligns with learners' communicative and academic needs.¹⁴ Comfortable classroom conditions also contribute to increased student motivation and engagement in Arabic.¹⁵

Outside the classroom, however, students' WTC tends to decline. Contributing factors include the scarcity of Arabic-speaking interlocutors, an unsupportive environment, and low self-perception of language competence. Several FGD groups reported difficulty in finding peers even within the PBA and BSA programs who are willing to converse in Arabic. Some students also noted a fear of being ridiculed for using Arabic in informal settings. The lack of external support mechanisms such as Arabic signage or institutional policies promoting Arabic usage beyond the classroom further diminishes opportunities for practice. Participants widely expressed feelings of linguistic insecurity and a belief that their command of Arabic was insufficient, particularly given the language's perceived complexity.

These challenges are partly attributable to the status of Arabic in Indonesia as a foreign language rather than a second language. Consequently, students often lack real-world opportunities to use Arabic outside academic settings, especially in environments where the dominant language is not Arabic. Thus, students are more likely to default to their native language when communicating with fellow non-native Arabic speakers, as it ensures clearer and more efficient message transmission.¹⁶ As a result, students may not perceive Arabic as a functional tool for everyday communication and may experience increased anxiety¹⁷ and lowered self-confidence¹⁸ when attempting to use it.

The lowest levels of WTC were observed in digital contexts. According to survey findings, many students do not use social media to communicate in Arabic. Several participants stated, "We never use social media to communicate in Arabic," primarily due to a lack of contact with either

¹³ 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): 1287-97.

¹⁴ Sulastri, "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.

¹⁵ Mega Prima Ningtyas, "Motivasi Belajar Siswa dalam Pembelajaran Bahasa Arab di Madrasah 'Aliyah Hamalatul-Qur'an Sanden," *Jurnal Ihtimam* 4, no. 2 (2021): 128-41, <https://doi.org/10.36668/jih.v4i2.295>.

¹⁶ 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. <https://doi.org/10.1515/jelf-2017-0006>.

¹⁷ 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. <https://doi.org/10.33541/jet.v4i3.854>.

¹⁸ Bora Bushati et al., "Friends as a Language Learning Resource in Multilingual Primary School Classrooms," *Social Psychology of Education* 26, no. 3 (2023): 833-55, <https://doi.org/10.1007/s11218-023-09770-6>.

native or non-native Arabic speakers online. However, students indicated a greater willingness to engage in digital communication when connected with native Arabic speakers. Nonetheless, psychological factors such as low self-confidence continued to inhibit digital WTC. Some students expressed concerns over insufficient mastery of Arabic vocabulary and grammatical structures, particularly morphology and syntax, which made them hesitant to engage. Others cited the wide variation in Arabic dialects as a deterrent, fearing misunderstanding or failure to communicate effectively with native speakers.

Chotipaktanasook and Reinders note that the primary function of social media often revolves around entertainment and social interaction, rather than educational engagement.¹⁹ Without strong intrinsic motivation to learn and use Arabic, students are unlikely to utilize social media as a platform for meaningful language practice.²⁰ Moreover, the superficial nature of many digital interactions may not provide sufficient communicative depth to support language development.²¹ This is compounded by students' lack of confidence in their linguistic competence, particularly in navigating native-level discourse.²²

CONCLUSION

This study has examined the varying levels of Willingness to Communicate (WTC) in Arabic among students enrolled in the Arabic Language Education (*Pendidikan Bahasa Arab*, PBA) and Arabic Language and Literature (*Bahasa dan Sastra Arab*, BSA) programs at UIN Raden Mas Said Surakarta, Central Java, Indonesia, across three communicative contexts: classroom settings, out-of-class environments, and digital platforms. Quantitative data reveal that BSA students consistently demonstrate higher levels of WTC across all domains, with the highest engagement occurring within classroom interactions, followed by moderate levels in informal social contexts, and the lowest in digital communication. These variations are shaped by a combination of environmental factors, linguistic proficiency, and psychological readiness. The qualitative findings further illuminate these patterns, underscoring that both contextual affordances and individual perceptions play a pivotal role in shaping students' willingness to communicate in Arabic. The classroom emerges as the most conducive setting for Arabic language use, offering structured opportunities,

¹⁹ 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.

²⁰ 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, <https://doi.org/10.24127/pj.v8i1.1930>.

²¹ Chotipaktanasook and Reinders, "Willingness to Communicate in Social Media: An Investigation of the Long-Term Effects."

²² 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.

Willingness to Communicate (WTC) in Arabic Among Students at a State Islamic University

motivational support, and a socially secure environment in which students feel more confident expressing themselves in the target language.

Theoretically, this study contributes to the broader field of Arabic linguistics and foreign language education by addressing a significant research gap namely, the underrepresentation of Arabic in WTC scholarship, which has historically focused predominantly on English. Methodologically, the integration of quantitative measures with qualitative insights provides a comprehensive understanding of the depth and breadth of WTC, offering a robust model for future investigations. From a practical standpoint, the findings suggest that fostering a linguistically immersive classroom environment, employing engaging and student-centered pedagogical strategies, and ensuring emotional safety are essential to enhancing students' communicative competence in Arabic. These insights can inform instructors, curriculum developers, and policy makers in designing more responsive and contextually appropriate approaches for teaching Arabic as a foreign language in Indonesia and similar contexts.

Despite its contributions, this study is not without limitations. Its scope is geographically confined to a single institution, which may limit the generalizability of the findings. While the qualitative data offer valuable depth, broader validation is needed through research involving more diverse and representative samples. Future studies are encouraged to replicate and extend this research across multiple universities in Indonesia and other non-Arabic-speaking countries. Further exploration is also warranted into how digital fluency, sociolinguistic identity, and intercultural competence intersect with WTC. Experimental research testing targeted pedagogical interventions to foster WTC would offer practical insights that could directly enhance Arabic language teaching and inform institutional language policies at the tertiary level.

REFERENCES

- Alimorad, Zahra, and Mina Farahmand. "A Case Study on Willingness to Communicate in English in the Iranian Tertiary Educational Context." *TEFLIN Journal - A Publication on the Teaching and Learning of English* 32, no. 1 (May 2021): 1. <https://doi.org/10.15639/teflinjournal.v32i1/1-28>.
- B. Miles, Matthew, A. Michael Huberman, and Johnny Saldana. *Qualitative Data Analysis: A Methods Sourcebook*. Nursing Standard (Royal College of Nursing (Great Britain) : 1987), 2014.
- Bushati, Bora, Gayannée Kedia, Daniela Rotter, Alexander P. Christensen, Georg Krammer, Katja Corcoran, and Sabine Schmölder-Eibinger. "Friends as a Language Learning Resource in Multilingual Primary School Classrooms." *Social Psychology of Education* 26, no. 3 (June 10, 2023): 833–55. <https://doi.org/10.1007/s11218-023-09770-6>.
- Cao, Yiqian. "Investigating Situational Willingness to Communicate within Second Language

Classrooms from an Ecological Perspective.” *System* 39, no. 4 (December 2011): 468–79. <https://doi.org/10.1016/j.system.2011.10.016>.

Chotipaktanasook, Nuttakritta, 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.

Drljača Margić, Branka. “Communication Courtesy or Condescension? Linguistic Accommodation of Native to Non-Native Speakers of English.” *Journal of English as a Lingua Franca* 6, no. 1 (March 1, 2017): 29–55. <https://doi.org/10.1515/jelf-2017-0006>.

Fadilah, Eka. “Perception, Motivation, and Communicative Self-Confidence of Indonesian Students on Willingness to Communicate in L2 By Using Facebook.” *JEELS (Journal of English Education and Linguistics Studies)* 5, no. 1 (May 18, 2022): 23–48. <https://doi.org/10.30762/jeels.v5i1.562>.

Lee, Ju Seong, and Nur Arifah Drajadi. “Affective Variables and Informal Digital Learning of English: Keys to Willingness to Communicate in a Second Language.” *Australasian Journal of Educational Technology* 35, no. 5 (2019): 168–82. <https://doi.org/10.14742/ajet.5177>.

Mahmoodi, Mohammad-Hadi, and Ismail Moazam. “Willingness to Communicate (WTC) and L2 Achievement: The Case of Arabic Language Learners.” *Procedia - Social and Behavioral Sciences* 98 (May 2014): 1069–76. <https://doi.org/10.1016/j.sbspro.2014.03.518>.

Male, Hendrikus. “Foreign Language Learners’ Anxiety in Language Skills Learning: A Case Study at Universitas Kristen Indonesia.” *JET (Journal of English Teaching)* 4, no. 3 (November 22, 2018): 170. <https://doi.org/10.33541/jet.v4i3.854>.

Maryansyah, Yupika. “A Study on English Students’ Willingness to Communicate in English in Social Media.” *Premise: Journal of English Education* 8, no. 1 (April 2, 2019): 31-45. <https://doi.org/10.24127/pj.v8i1.1930>.

Mohamad, A B Halim. “Tahap Komunikasi dalam Bahasa Arab dalam Kalangan Pelajar Sarjana Muda Bahasa Arab di IPTA Malaysia” 1, no. 1 (2009): 1–14.

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.

Ningtyas, Mega Prima. “Motivasi Belajar Siswa dalam Pembelajaran Bahasa Arab di Madrasah ‘Aliyah Hamalatul-Qur’an Sanden.” *Jurnal Ihtimam* 4, no. 2 (December 23, 2021): 128–41. <https://doi.org/10.36668/jih.v4i2.295>.

Nisa, Latifah An, Valentina Dyah, and Arum Sari. “An Analysis of Non-English Department Students’ Confidence in Speaking English.” *Jurnal Pendidikan Tambusai* 7, no. 2 (2023): 12837–46.

Riasati, Mohammad Javad. “EFL Learners’ Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study.” *World Applied Sciences Journal* 17, no. 10 (2012): 1287–97.

Shanti Manipuspika, Yana. “Correlation between Anxiety and Willingness to Communicate in the Indonesian EFL Context.” *Arab World English Journal*, 2018. <https://doi.org/10.24093/awej/vol9no2.14>.

- Sulastri. "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.
- Waluyo, Budi, 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 (January 2022): 45–61. <https://doi.org/10.24815/siele.v9i1.21090>.
- Yashima, Tomoko. "Willingness to Communicate in a Second Language: The Japanese EFL Context." *The Modern Language Journal*, 2002. <https://doi.org/10.1111/1540-4781.00136>.