



Students' Situational Readiness to Communicate in an English–Indonesian Bilingual Enrichment Class: A Case Study at MTs Al Fithrah Semarang

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Abstract

Bilingual programs in madrasahs demand students' oral participation; however, silence is often misinterpreted as passivity, and the dynamics of speaking readiness in this context remain insufficiently understood. This study explores how students' situated willingness to communicate is formed and negotiated in an English–Indonesian bilingual enrichment class at MTs Al Fithrah Semarang. Employing a qualitative single case study design, data were collected through participant observation of classroom communicative events, semi-structured interviews with the bilingual teacher, the vice principal of curriculum, and eight purposively selected female students, as well as document analysis; data were analyzed interactively and validated through triangulation and member checking. The results showed that 1) students respond to speaking opportunities through four patterns — voluntary participation, waiting to be nominated, small-group participation, and postponement — indicating that speaking opportunities do not automatically generate oral participation; 2) situated readiness is shaped by learning activities, interactional situations, and multilingual resources as affordances perceived differently by each student, with translanguaging functioning as a strategic bridge toward second-language production; and 3) readiness is negotiated through a six-stage cyclical process — preparing, observing, entering, sustaining, temporarily withdrawing, and re-entering communication — in which temporary withdrawal constitutes not the end of participation but a transitional phase preserving the possibility of re-engagement. The study concludes that situated willingness to communicate is the product of a reciprocal relationship between the individual and the classroom ecology rather than a fixed disposition, offering theoretical and policy implications for participation-oriented bilingual programs.

Keywords:

situated willingness to communicate; bilingual classroom; translanguaging; classroom communicative events; madrasah; case study

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1. Introduction

The development of bilingual programs in Indonesian madrasas and Islamic boarding schools (*pesantren*) over the past two decades reflects both the demands of globalization and the aspiration to strengthen students' oral communicative competence in international languages (Aman et al., 2025). In this context, oral participation in classroom interactions is positioned as a key indicator of program success, so students are expected to actively use the target language in various communication events (Lestari, 2020). However, social facts on the ground show a different picture: the opportunities to speak provided by the program do not necessarily result in equal participation. Some students appear active, but many choose to remain silent, delay participation, or only speak when directly supported. This silence is often interpreted by practitioners as passivity, lack of motivation, or low language proficiency (Wijaya et al., 2025). This interpretation is problematic because it ignores the psychological and social processes underlying students' decisions to speak and perpetuates bilingual policy practices that prioritize the prestige of the English-only principle over the quality of the participation process (Sugiharto, 2014). This situation indicates an empirical and conceptual gap: on the one hand, the program demands oral participation, but on the other, the dynamics of students' readiness to communicate in the madrasah context are not yet understood as a situational process. This gap makes an in-depth exploration of Situated Willingness to Communicate in bilingual classrooms urgent.

Academic attention to communication readiness has shown a clear shift over the past three decades. Early studies positioned WTC as a relatively stable personality trait (McCroskey & Baer, 1985; MacIntyre, Dörnyei, Clément, & Noels, 1998), but subsequent empirical developments have shown that this readiness is highly sensitive to context and fluctuates from moment to moment (MacIntyre & Legatto, 2011; Peng & Woodrow, 2012; Cao, 2014). Studies by Zarrinabadi (2014) and Khajavy, MacIntyre, and Barabadi (2018) broaden our understanding of the role of teachers and emotions in shaping WTC. In the Indonesian context, WTC studies have been largely quantitative in university and public school students, while studies of bilingual programs in madrasahs and Islamic boarding schools (*pesantren*) tend to be limited to descriptions of policies, language attitudes, and program management without addressing the micro-dynamics of student participation in classroom communication events. Consequently, the process by which students negotiate their readiness, including the stages of delay, withdrawal, and re-engagement, and the role of multilingual resources as readiness regulators, have not been adequately explained, particularly in the context of madrasahs, which have a distinctly bilingual culture. Addressing this gap, this study offers novelty by mapping the cyclical stages of readiness negotiation and positioning translanguaging as a strategic resource in shaping Situated Willingness to Communicate, an aspect untouched by previous research.

Based on this background, this study aims to explore how students' situational readiness to communicate is formed and negotiated in various communication events in the English–Indonesian bilingual enrichment class at MTs Al Fithrah Semarang, with three specific focuses: (1) students' responses to speaking opportunities that arise in classroom communication events; (2) the role of learning activities, interaction situations, and the use of multilingual resources in shaping this readiness; and (3) the negotiation process students go through to initiate, maintain, delay, and re-engage in oral communication. The urgency of this research lies in two dimensions. Theoretically, this study enriches the WTC literature by offering an ecological-situational perspective from the still rarely researched madrasah context, thereby testing and expanding the applicability of the dynamic WTC model. Practically, these findings provide a foundation for the transformation of bilingual policies oriented towards participatory processes for the design of pedagogical activities that provide safe affordances, and for teacher training that is sensitive to the dynamics of student readiness. Through a qualitative approach with a single case study design, this study is expected to produce an in-depth and contextual understanding of the dynamics of Situated Willingness to Communicate at the madrasah level.

2. Literatur Review

Bilingual programs in madrasas play a strategic role in developing students' oral communicative competence while strengthening a scholarly tradition that has long valued oral literacy (Yusrina et al., 2023). Speaking skills, particularly in classroom interactions, require a learning approach that not only provides exposure to the target language but also facilitates the ongoing development of speaking readiness (Hikmah et al., 2026). However, various studies show that participation practices in bilingual classrooms are still dominated by the assumption that speaking opportunities automatically result in oral participation, reducing communication readiness to mere speaking frequency, and positioning silence as an indicator of passivity or

inability rather than part of the readiness process (Bantani et al., 2025). This condition causes students to experience communicative anxiety and teachers to lose the momentum to provide targeted interaction support. According to the Willingness to Communicate theory, proposed by MacIntyre, Dörnyei, Clément, and Noels (1998), and developed into a situational perspective by MacIntyre and Legatto (2011) and Cao (2014), readiness to speak becomes more meaningful when interpreted as a context-sensitive state that fluctuates from moment to moment, rather than as a stable individual trait. Teachers need to adopt a situated perspective that maps readiness as a negotiation process within each communication event.

Situated Willingness to Communicate (situated WTC) is a conceptualization that describes learners' readiness to speak as a psychological state constructed within a specific context, rather than as a fixed personality. This model is designed to create an ecological understanding of participation that is dynamic, processual, and oriented toward the interactions in which learners are situated (MacIntyre et al., 1998). Initially, McCroskey and Baer (1985) positioned WTC as a personality trait in the context of a first language. However, empirical developments have shown that in second language learning, this readiness is highly sensitive to situational factors such as conversation partners, activity types, and classroom climate. In bilingual classrooms, situated WTC is considered highly relevant because speaking skills have hierarchical and context-dependent social and linguistic demands. According to van Lier (2004), language ecology provides affordances that are perceived and appropriated differently by each learner, so that speaking readiness cannot be separated from the quality of the environment that provides it. Through this perspective, teachers can construct interaction designs that comprehensively map learners' readiness at each stage of participation, so that participation is no longer reduced to a single number of speaking frequency but rather becomes a complete and meaningful readiness profile.

The development of communication readiness is a fundamental indicator for understanding the success of the bilingual learning process. According to Cao (2014), communication readiness within the ecological paradigm encompasses not only the cognitive domain but also the affective and social domains, which are integrated. In bilingual classrooms, these three domains closely intersect; Students are not only required to master vocabulary and structures theoretically, but also to be able to demonstrate them communicatively under the social pressure of classroom situations (Kirana, 2025). The low quality of oral participation is often caused not by limited linguistic abilities, but by inappropriate activity design and interaction formats used, so that the environment fails to provide affordances that lead students to participate (Hasanah et al., 2025). Translanguaging presents a solution to this problem because it provides a regulatory framework based on the learner's full linguistic repertoire (García & Wei, 2014). Through qualitative analysis of communication events, teachers and researchers can identify precisely at which stages students experience difficulties, so that follow-up interactions can be designed in a differentiated and targeted manner.

Various previous studies have examined WTC in the context of a second language, but most have focused on quantitative and descriptive-normative approaches. For example, the studies of Peng and Woodrow (2012) and Khajavy, MacIntyre, and Barabadi (2018) primarily measured the influence of individual variables such as self-confidence, anxiety, and emotions on WTC through statistical tests, without exploring the dynamics of readiness construction from moment to moment at the classroom level. On the other hand, the study of MacIntyre and Legatto (2011) demonstrated the dynamic nature of WTC through experience sampling without analyzing how the stages of withdrawal and re-engagement occur within a single communication event. Meanwhile, the studies of Cao (2014) and Zarrinabadi (2014) discussed classroom ecology and the role of teachers as separate entities from the cycle of participation negotiations. This gap in the literature indicates that there has been no in-depth study exploring how situated WTC is qualitatively negotiated in the context of bilingual madrasahs—from perceptions of affordances, the use of multilingual resources as readiness regulators, to the cyclical stages of participation. Based on this review, this research aims to fill this gap by offering a new perspective on the holistic and contextual dynamics of situated WTC.

In addition to an appropriate theoretical approach, the successful implementation of a participation-oriented approach is also significantly influenced by contextual factors, teacher pedagogical competence, and institutional policies. Vygotsky & Cole's (2018) social constructivism theory emphasizes that effective learning must consider students' zones of proximal development, where teachers act as facilitators, providing scaffolding based on the dynamics of student readiness. In practice in madrasahs, teachers often face challenges in the form of rigid English-only principles that do not always align with the characteristics and readiness of students in the field (Falah et al., 2025). This condition can lead to participation standards being overly rigid and unresponsive to diverse learning needs. Therefore, pedagogical flexibility and madrasah

policy support are needed to enable teachers to adapt the target language policy to the local context without compromising academic rigor. Situated WTC implemented with a participatory and reflective approach will be able to create a humanistic communication atmosphere, reduce students' communicative anxiety, and ultimately improve the quality of oral participation in bilingual classes as a whole.

3. Methods

This study aims to explore how students' situational readiness to communicate (Situating Willingness to Communicate) is formed and negotiated across various communication events in an English–Indonesian bilingual enrichment class at MTs Al Fithrah Semarang. This study seeks to understand how students respond to various speaking opportunities that arise during the learning process, as well as how classroom activities, interaction situations, and the use of multilingual resources shape students' decisions to initiate, maintain, delay, or re-engage in oral communication. To achieve this goal, the study used a qualitative approach with a single case study design, as it allows researchers to gain an in-depth understanding of phenomena occurring in real contexts and considers the close relationship between students' communication behavior and the learning environment in which the phenomena occur (Men, 2026; Hunziker & Blankenagel, 2024). This design was chosen because the study aims to produce a contextual understanding of the dynamics of Situating Willingness to Communicate in bilingual classes at the madrasah level. Data were collected through participant observation of classroom communicative events, semi-structured interviews with selected teachers and students, and analysis of supporting learning documents to gain a comprehensive understanding of the context of the observed interactions (Creswell & Creswell, 2017; Duff, 2008).

Informants were selected using purposive sampling, selecting participants deemed capable of providing the richest information regarding the phenomenon under study (Patton et al., 2015). The research informants consisted of an English-Indonesian bilingual classroom teacher (GB), a Deputy Principal for Curriculum (WK), and eight eighth-grade students in the bilingual enrichment program, selected based on their varied responses to speaking opportunities during classroom observations. These variations included students actively volunteering, students tending to wait for teacher guidance, students more comfortable communicating in small groups, and students who tended to delay participation before engaging in communication. Data analysis was conducted interactively through data reduction, data presentation, and conclusion drawing, using classroom communicative events as the primary unit of analysis to identify student response patterns, forms of participation negotiation, and the influence of learning activities, interaction situations, and the use of multilingual resources on communication readiness (Miles & Huberman, 1994; Hymes, 1972). To enhance the credibility of the findings, the study employed method triangulation, source triangulation, and member checking, ensuring that the resulting interpretations accurately represented the participants' experiences and the learning context under study (Lincoln & Guba, 1985).

Table 1. Characteristics of Research Informants

No.	Initials	Number	Criteria and Relevance of Information
1	GB	1 participant	The teacher responsible for the English–Indonesian bilingual enrichment class, who designs, implements, and evaluates bilingual learning activities and has a comprehensive understanding of students' communication participation dynamics in the classroom.
2	WK	1 participant	The Vice Principal for Curriculum Affairs, who possesses in-depth knowledge of the policies, objectives, implementation, and development of the bilingual enrichment program at the madrasah.
3	S1–S8	8 participants	Grade VIII female students enrolled in the bilingual enrichment program, purposively selected based on observational findings reflecting variations in their responses across different <i>classroom communicative events</i> . These included students who actively participated in oral communication, waited for the teacher's nomination before speaking, preferred interacting in small-group discussions, and delayed participation before eventually engaging in classroom communication.

4. Results and Discussion

Student Responses to Speaking Opportunities in Classroom Communication Events

Research findings from observations of the learning process in the English-Indonesian bilingual enrichment class at MTs Al Fithrah Semarang revealed that various classroom communication events

consistently provided opportunities for students to speak. These events included teacher questions, spontaneous Q&A sessions, group discussions, presentations, clarification of answers, peer discussions, and feedback sessions. GB emphasized, "In each meeting, I design at least three to four types of speaking activities so that students are exposed to diverse communication opportunities." WK added, "The bilingual program requires students not only to understand the material but also to be able to convey it verbally in both languages." From a student perspective, S2 stated, "Sometimes the teacher asks questions directly, sometimes we have to present in front of the class, so the atmosphere is always different." S5 added, "During peer discussions, it feels more relaxed than having to answer in front of the whole class." This diversity of communication events resulted in student responses that were not uniform but varied according to the context of the interaction.

Analysis of all observed communication events identified four major patterns of student responses to speaking opportunities: voluntary participation, participation after being appointed by the teacher, participation through small groups, and delaying speaking or choosing silence. S4 described, "I usually raise my hand if I'm sure the answer is correct, but if I'm unsure, I wait for another classmate." S7 said, "In small group discussions, I'm brave enough to speak up, but if I'm asked to speak in front of everyone, I prefer to remain silent." Observations during the feedback session showed that students who were previously passive in the classroom Q&A session began to contribute when the teacher changed the format to pair discussions. These four patterns are summarized in Table 2.

Table 2. Student Response Patterns to Opportunities to Speak in Classroom Communication Events

Response Pattern	Response Characteristics	Indication of Situated Willingness to Communicate (Situated WTC)
Voluntary Participation	Students spontaneously answer questions, express opinions, or initiate communication without waiting to be called on by the teacher.	Indicates a high level of willingness to communicate, as students feel confident, understand the task, and perceive the communicative situation as a safe opportunity for participation.
Waiting to Be Called On	Students speak only after being nominated or directly encouraged by the teacher.	Willingness to communicate emerges when teacher nomination or encouragement provides legitimacy and support, thereby reducing hesitation to speak.
Active in Small Groups	Students actively participate in discussions within small groups or with peers but remain relatively passive during whole-class discussions.	Willingness to communicate is shaped by a more supportive interactional context and a lower level of perceived social risk than in whole-class settings.
Delayed Participation	Students initially observe, organize their ideas, or seek linguistic support before eventually participating in communication.	Willingness to communicate is dynamic; students require time to formulate ideas, access linguistic resources, and build confidence before engaging in classroom interaction.

Delaying Speaking: Students choose to observe, formulate ideas, or seek linguistic support before finally participating in communication. Communication readiness is dynamic; students need time to prepare ideas, access linguistic resources, and build confidence before engaging in interaction.

The four patterns presented in Table 2 are not mutually exclusive categories, but rather represent an ongoing process of negotiating readiness throughout classroom interactions. S3 explained that she usually already knows the intended answer, but chooses to wait until another student has finished speaking because she feels the need to ensure it is correct before communicating it verbally. This pattern suggests that student silence does not always indicate ignorance, but rather a form of managing communication readiness. GB confirmed this finding by stating, "Most students actually understand the material, but they often need time before they dare to use English. So, what is happening is not inability, but rather a process of negotiating readiness." The term "negotiating readiness" refers to students' internal mechanisms for weighing linguistic, social, and emotional readiness before deciding to participate. Therefore, the response that appears on the surface is the result of a complex evaluative process, not simply a spontaneous reaction to teacher stimuli.

These findings suggest that speaking opportunities do not automatically result in oral participation, as each student responds to these opportunities differently depending on the interaction conditions, the type of communication event, and their perception of the social risks associated with speaking. S6 asserted, "It's not that I don't want to talk, but I need to be confident that what I say won't be laughed at." GB reinforced, "Student readiness fluctuates throughout a session; a student who is quiet at the beginning can become very

active once they become comfortable with the classroom situation." Situated Willingness to Communicate in bilingual classrooms appears to be a contextual phenomenon that varies across situations, rather than a fixed individual characteristic. This understanding provides a foundation for further analysis of how learning activities, interaction situations, and multilingual resources shape this readiness.

Learning Activities, Interaction Situations, and Multilingual Resources as Shapers of Communication Readiness

The response patterns identified in the previous subsection do not emerge in a vacuum but are shaped by the types of learning activities teachers design as communication contexts. Observations showed that different activities yielded different speaking opportunities: drilling tended to produce brief, simultaneous responses, pair work opened up space for negotiation of meaning among students, role play required more elaborate language production, while group discussions and presentations required students to sustain arguments. GB explained, "When I use pair work, almost all students speak because there is no pressure from a large audience like in presentations." S1 added, "During role play, I was more confident because there was a script, so I knew what to say." WK emphasized, "The design of bilingual activities is indeed aimed at students experiencing varying levels of communication demands gradually." S6 revealed, "When it comes to drilling, I just go along with it, but when it comes to group discussions, I really have to think about my words." These findings suggest that the more collaborative and structured the activity, the more likely students are to participate verbally. In addition to the type of activity, the interaction situation established in the classroom also determines whether students feel safe enough to speak. A comparison between teacher-student and student-student interactions revealed that peer interaction consistently resulted in higher participation because it reduced the perception of evaluative risk. S2 stated, "When I talk to my deskmate, I'm not afraid of making mistakes, but if the teacher asks me questions directly, I get nervous." S4 reinforced, "In small groups, I can try out sentences first. If I make a mistake, my friends help me, not judge me." GB acknowledged that he consciously builds scaffolding through gradual questioning and providing time to think before asking for an answer, stating, "I don't point straight away; I give them three to five seconds to put the sentence together in their heads." S8 added, "When the teacher says 'take your time,' it feels really liberating, so I don't feel rushed." Thus, readiness to speak is not solely determined by students' linguistic competence but is heavily influenced by the social relationships and interaction climate surrounding the communication event.

A unique aspect of the bilingual classroom context at MTs Al Fithrah is the use of multilingual resources as a bridge to English communication. Observations of group discussion sessions showed that students naturally used Indonesian to formulate ideas, negotiate meaning with their peers, and plan the structure of their responses before delivering them in English. S3 explained, "I usually think in Indonesian first, and then when I find the words, I translate them into English." S5 added, "Sometimes I mix things up, for example, I say 'the apa ya', and then my friend says 'the river,' and then I continue the sentence." GB emphasized, "I don't forbid them from using Indonesian during discussions because it's part of the process; the important thing is that the final output is in English." Observations of role-play sessions showed that students who initially used Indonesian to construct dialogues gradually switched entirely to English after becoming confident in the content they wanted to convey. This phenomenon of translanguaging and code-switching demonstrates that Indonesian does not function as a barrier, but rather as a strategic resource that facilitates English production.

These three findings reveal that students' readiness to speak is shaped simultaneously by the interaction between the type of activity, social relations in the communication situation, and the availability of multilingual resources, not solely by individual language ability. S7 emphasized, "I only feel ready to speak if the activity is clear, my group members are supportive, and I can think first using Indonesian." GB reinforced, "If one of those elements is missing, for example, if the activity is too open or my group members are dominant, even students who are usually active may choose to remain silent." S1 concluded from her experience, "So it's not about whether I can speak English or not, but rather whether the situation makes me feel safe to try." These findings shift the understanding of communication readiness from an individual-cognitive perspective to an ecological perspective that considers the entire learning context as a unified, interconnected system.

Overall, these findings confirm that students' situational communication readiness is a product of the reciprocal relationship between the design of learning activities, the quality of social interactions, and the utilization of the multilingual repertoire available in a bilingual classroom environment. This readiness cannot be reduced to a single variable such as motivation or speaking anxiety, but must be understood as a

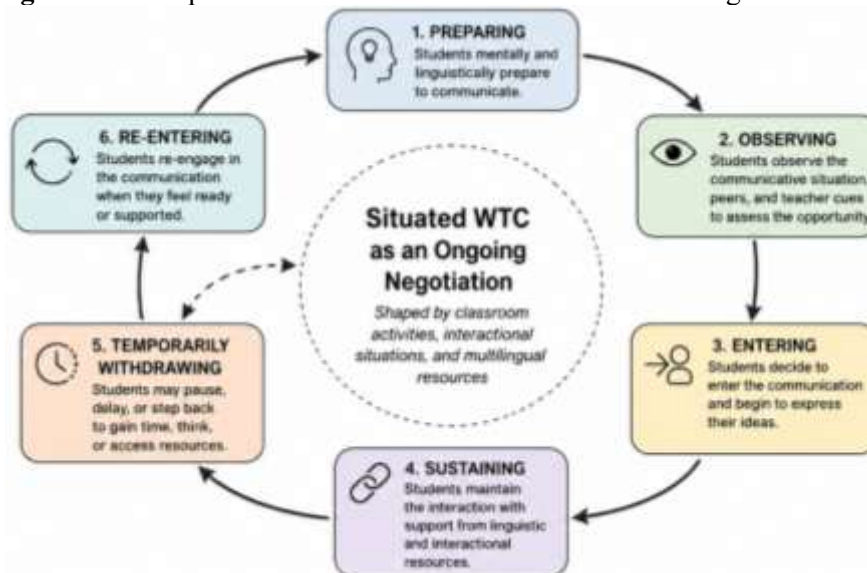
construct that is continuously shaped and negotiated in each communication event. This understanding has significant theoretical consequences, namely that pedagogical interventions to increase students' oral participation cannot simply focus on language skills training, but must include structuring activities, creating a safe interaction climate, and recognizing the strategic function of the first language in the second language production process.

Negotiating Communication Readiness as a Dynamic Process in Bilingual Classrooms

Research findings in the English–Indonesian bilingual enrichment class at MTs Al Fithrah Semarang indicate that students' readiness to speak is not a binary decision of yes or no, but rather a process of internal negotiation that fluctuates throughout a single communication session. S1 revealed, "In just one lesson, my feelings can change several times; this morning I wanted to answer, but when the person next to me said a different answer, I hesitated and chose to remain silent." S4 added, "Sometimes I raise my hand, but when I'm about to speak, I suddenly forget what to say, so I put it back down." GB confirmed this dynamic by stating, "I've seen students who were very active at the beginning of the lesson suddenly become quiet after one incorrect answer; conversely, students who were quiet at the beginning can become very vocal midway through the lesson." WK emphasized, "This kind of fluctuation is characteristic of bilingual learning because students must manage two languages simultaneously under the pressure of classroom situations." These findings shift the understanding of speaking readiness from a static category to a situational and ongoing negotiation process.

The negotiation process experienced by students does not occur randomly, but rather follows stages that can be identified through an analysis of all observed communication events. S3 explained, "Before speaking, I usually listen to my friends' answers first, and then, once I feel confident, I raise my hand." S7 said, "During a group presentation, I suddenly go blank in the middle, so I pause for a moment, take a breath, and then continue after my friend helps me with an opening remark." GB observed that these stages do not always proceed in a straight line, stating, "Some students have entered the speaking stage, then back off because they feel their answer isn't quite right, and then try again after a few minutes." Based on these findings, this study identified six stages of communication readiness negotiation: Preparing, Observing, Entering, Sustaining, Temporarily Withdrawing, and Re-entering Communication. These stages are not linear but cyclical and can repeat themselves within a single communication event. These stages are visualized in Figure 1 below.

Figure 1. Conceptual Model of Communication Readiness Negotiation Stages



A key finding that reinforces the cyclical model in Figure 1 is that students in the temporary withdrawal stage are not completely passive; they continue to process ongoing communication while actively managing their readiness to reengage. This research identified several enabling factors that allow students to re-engage in communication, including the teacher's provision of thinking time, lexical support from peers, reformulation of questions into more accessible forms, and the success of peers with similar abilities, which serves as a psychological trigger. S6 explained, "When the teacher rephrased the question in simpler language and gave us a moment to think, I suddenly understood and dared to raise my hand." S8 added, "Seeing a friend whose English is similar to mine successfully speak in front of others, I thought to myself, if

she can do it, I should be able to too." GB confirmed, "Small successes in front of peers are often the key that unlocks students' lips after a long period of silence; so I always make space for those moments." These findings suggest that temporary withdrawal is not the end of participation, but rather a transitional phase that still holds opportunities for reengagement. The findings of this study confirm that student readiness to communicate is not a static individual disposition, but rather a social process that is continuously negotiated through the interaction between student characteristics, learning activities, communication situations, and the use of multilingual resources. S5 concluded, "I just realized that my courage to speak doesn't come from myself, but from a classroom atmosphere that makes me feel safe to try." GB emphasized, "When we understand readiness as a process, we no longer rush to label students as passive; we instead guide them through each stage." WK added, "This is the essence of a bilingual program: creating an ecology that encourages students to try and make mistakes." Thus, Situated Willingness to Communicate in bilingual enrichment classes is understood as the result of a reciprocal relationship between the individual and the classroom ecology, thus enriching the contextual understanding of communicative participation in second language learning in madrasah environments.

Discussion

The findings of this study confirm that student readiness to communicate in bilingual enrichment classes is not a binary decision between willingness and refusal, but rather a continuous and cyclical process of negotiation. The six-stage negotiation model, identified as preparing, observing, entering, sustaining, temporarily withdrawing, and re-entering communication, demonstrates that willingness to communicate can fluctuate several times within the same communication event. Students who appear silent are not passive; they are actively processing the ongoing communication while managing their linguistic and social readiness to re-engage. More importantly, temporary withdrawal is not the end of participation, but rather a transitional phase that holds opportunities for re-engagement, triggered by thinking time, peer lexical support, question reformulation, and peer success. By integrating response patterns, contextual factors, and negotiation dynamics into a single framework, these findings shift the understanding of Situated Willingness to Communicate from a static category to a dynamic, situationally constructed process.

These findings can be interpreted through the development of willingness to communicate (WTC) theory, which moves from a trait approach to a state approach. MacIntyre, Dörnyei, Clément, and Noels (1998) initially positioned WTC as a probabilistic predisposition to speak, but subsequent studies have shown that this predisposition is highly context-sensitive and can change from one moment to the next (MacIntyre & Legatto, 2011; Cao, 2014). The cyclical negotiation model identified in this study provides empirical confirmation for the dynamic turn in WTC studies, while also expanding it by identifying stages of withdrawal and re-engagement that have received little attention in previous literature. From an ecological perspective (van Lier, 2004), learning activities, interaction situations, and multilingual resources function as affordances that are perceived and appropriated differently by each student. Meanwhile, translanguaging theory (García & Wei, 2014) explains why the first language does not inhibit, but rather functions as a strategic resource for regulating communication readiness. The integration of these three theoretical perspectives positions the findings within the contemporary SLA research agenda, which views language learning as a situated, embodied, and socially mediated process.

The novelty of this study is evident when compared with five previous studies. First, unlike Peng and Woodrow (2012), who modeled WTC as a relatively stable set of individual variables, this study demonstrates that WTC is negotiated moment by moment within a communication event. Second, although MacIntyre and Legatto (2011) demonstrated the dynamic nature of WTC, they did not map the cyclical stages of withdrawal and re-engagement as identified in this study. Third, Cao (2014), who developed an ecological-sociocultural approach to WTC, did not position the first language as a negotiating resource; this study fills this gap through the concept of translanguaging as a regulator of readiness. Fourth, Zarrinabadi's (2014) emphasis on the teacher's role in enhancing WTC is expanded by the finding that peer peers and their success serve as equally powerful triggers for re-entry. Fifth, Khajavy, MacIntyre, and Barabadi's (2018) linking WTC to emotions is complemented by the finding that emotional regulation is achieved through interaction formats and strategic language use. The six-stage cyclical model in the context of bilingual madrasahs is thus an original contribution of this research.

These findings have significant theoretical and practical implications. Theoretically, this research invites a reconceptualization of WTC as a socio-ecological process, rather than an individual disposition. Pedagogically, teachers need to design tiered activities, provide time for reflection, create safe peer interaction formats, and legitimize the strategic use of the first language as a bridge to second language

production. Policy-wise, schools and madrasahs need to develop bilingual program guidelines that do not strictly apply English-only principles but instead recognize translanguaging as a legitimate pedagogical strategy. They assess spoken participation not solely by frequency of speaking but also by the quality of the engagement process, including re-engagement after withdrawal. The government, specifically the Ministry of Religious Affairs and the Ministry of Education, needs to develop teacher training and a national framework for bilingual classes that integrate the principles of dynamic WTC. This will transform the prestige-driven bilingual policy into a participatory one. Bilingual programs not only produce students who are able to speak, but also create classroom environments that encourage students to speak confidently.

5. Conclusion

This study concludes that students' readiness to communicate in an English–Indonesian bilingual enrichment classroom is not a binary decision between willingness and refusal, but rather a continuous, situational negotiation process that occurs in every communication event. Speaking opportunities that arise in various communication events do not automatically result in oral participation; students respond through four patterns: voluntary participation, waiting for appointment, small group participation, and delay, which are shaped by the learning activity, the interaction situation, and multilingual resources as affordances that are perceived and appropriated differently by each student. The most important finding is the identification of a six-stage cyclical negotiation model: preparing, observing, entering, sustaining, temporarily withdrawing, and re-entering communication. This suggests that temporary withdrawal is not the end of participation but rather a transitional phase that holds opportunities for re-engagement, with translanguaging serving as a strategic bridge to second language production. Situated Willingness to Communicate is understood as the result of a reciprocal relationship between the individual and the classroom ecology, rather than a fixed individual disposition, thus enriching the contextual understanding of communication participation in second language learning in madrasah environments.

Theoretically, this study contributes through a six-stage cyclical negotiation model that reconceptualizes Situated Willingness to Communicate as a socio-ecological process in the madrasah context, while practically it offers a basis for the formulation of bilingual policies oriented towards participation processes, rather than linguistic prestige. However, the single-case design with female informants in a single madrasah limits the transferability of the findings to broader contexts. Further research is recommended to test and refine this model in different educational contexts through longitudinal and mixed methods designs, as well as to develop pedagogical interventions based on dynamic WTC principles, so that bilingual programs truly create classroom ecologies that encourage students to speak up.

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