"I didn't need to be shy; I participated in the class": A case study of WTC learning support among university students in a remote area

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Educators compete in language classrooms all over the world to get students to address one and all in the aimed language (Yashima, 2018). Educators at the university level are constantly experimenting with state-of-the-art methodologies to help students with WTC speak more effectively during the teaching-learning process. This qualitative narrative inquiry study was designed to investigate the link between students' Willingness to Communicate (WTC) English via Mobile Assisted Language Learning (MALL) by the media supporting devices used in online learning. To gain the data, some interviews have attained from ten lecturers and seven students' contributors have been conducted. The findings revealed that media supporting devices in online learning relate to students' WTC English via MALL such as (a) teaching-learning media flexibility, (b) teaching-learning media clarity, (c) teaching-learning classroom sequence formality, (d) teaching-learning media consistency, then (e) techno pedagogical discernment over lecturers and students. This study necessitates that deepening the WTC teaching-learning capacity via MALL through mobile devices extends substantial learning assistance, predominantly in the concept of efficiency for online classroom activities in real-time concurrences.

Keywords: reading, reading skill, strategy, task-based activities

INTRODUCTION

This study scrutinized how several Indonesian English as Foreign Language (EFL) educators managed the intricacies they experienced and contrasted with students in terms of WTC in far-off regions by way of MALL and how well they conducted stratagem for tackling the intricacies. We delineated concerning a case study to exhibit the occurrence since this methodology takes into account a wide exhibit of depictions of the contributors' testimony, institutions, and authorization in their online classroom via MALL. According to Hasanah, S. and Pradipta, P. (2021), Mobile learning is waged over the social order into the swift-advanced turn of events, hence endless induction to an especially modest and trailblazing device has rather transformed the perspective of e-learning from different viewpoints. In fact, mobile learning can be adjudged as the cutting-edge development of mobile e-learning (Sharples, 2006). At that point, present-day students re-dynamically thrust by their own adjusting requirements, including Willingness to Communicate via MALL. As of late situation, students have been of an extraordinary curiosity among language researchers (see Halupka-Rešetar et al., 2018; Lee et al., 2019; Peng & Woodrow, 2010).

The inkling of scrutinizing WTC via MALL is affixed by the fact that students have experienced intricacies as far as their linguistic proficiency and disposition traits in EFL speaking. Numerous delineations have stipulated that linguistic proficiency is indispensable for orientation with students' presentation throughout their language learning directions (see Jiang, 2007). Forbye, character peculiarities are likewise contributively in ascertaining students' willingness to communicate in English (Pawlak, M., & Mystkowska-Wiertelak, 2015). Nevertheless, the inclination of particularly intricate reciprocity between linguistic proficiency and character peculiarities via MALL by Android-based cell phone as multi-purposed media device has not been slavishly inquired into.

All the while, it is much of the time battled that Android-based cell phones are predominantly seemly to endorsing communal confrère and co-current learning asseverates that have transpicuous renown necessities for linguistic enhancement, that mobile technologies were an acclimated segment of the existences the very pinnacle of educator and student (Facer, 2004). In conjunction with forthcoming period of Information and Communication Technologies (ICT) has acquiesced in pivotal deviations in the construction of teaching devices, by along with some new contrivances and shifting the situation, improved than conventional methodology besides techniques. The present circumstance is progressively required into utmost while SARS-CoV-2 pandemic circumstance is in effect. The WTC teaching-learning process ought to be changed from orthodox classroom convert into the online classroom by using mobile devices. Indeed, those mobile devices are not pinched hitters for remaining erudition devices, yet they function as augmentation for learning in a new milieu possessing latest capacities, in any case, not all learning quintessence and activities are legitimate for the mobile device. Consistently more, nevertheless, communication concatenating student to student and interfacing students to educators for WTC teaching-learning process in these days can be delineated thru VoIP (Voice over Internet Protocol) apps for instance (e.g., Facebook, Yahoo Messenger, Zoom, Google Meet, Skype, WhatsApp).

An assortment of stratagems for the turn of events and utilization of innovation in language learning has been appertained, in view of the ubiquity of PCs and mobile devices. In the previous forty years, Computer Assisted Language Learning (CALL) in paraphernalia have advanced from an accentuation on essential literary fissure-filling undertakings and basic contriving activities to intelligent media overviews fusing pictures, film, computer, cell phone, or the Internet. Fledgling constructions of mobile learning advancements incline regarding to propose authoritatively contrived exercises in simultaneously there is the change upon CALL to MALL moreover with Personal Computer into Mobile Computer or laptop toward computer-like-capability-mobile- phone embodiment, wisely embellished within educators and technologists,

and utilizing state of the art technicalities that were not yet generally accessible-use or very much grasped by ordinary-like individuals (Hasanah & Pradipta, 2021). At the moment, with the quick evolution of mobile technologies, mobile learning is turning out to be progressively paramount (Chu, Hwang, Tsai, & Tseng, 2010).

Later-day, throughout spread responsibility of wireless and mobile device, suggests that students are logically in a circumstance to assume the focal part and participate in practices animated by their own provisions and states of use, together with those arising out of more significant movability and adaptability (Kukulska-Hulme et.al, 2007). Delineated the growths in mobile and wireless technology, smartphones, and laptop with suitable apps can subjugate the insufficiencies in online learning over the past decades. A smartphone and laptop as mobile-wireless devices are constructed with an operating system. The latest smartphone and laptop models add the interconnectedness of mobile media players, high- resolution touchscreens, and web browsers that show ordinary web pages just like on the desktop computer. Sharples (2006), while in former times, mobile learning has routinely been portrayed the extent that its usage of portable-enhancement- system, next development has foregrounded the portability of the student. Fallahkhair et al. (2007) designate the easy-going pieces of m-learning are furthermore emphasized. By implementing smartphones (e.g., Android-Based cell phones) and laptops as learning-media devices, students can grasp an immediate scrutinize at a motion picture, tune in to music or work nearby by cutting-edge media using first-class educating resources using the web.

Furthermore, the Android-Based cell phone confers remittance for online activities. For instance, these student's exhibits a grid that prominence on the student conferring the delight and scholastic limits like kid's animation educative shows, then real activities are bringing forward to vivify the genuine characters as the truth and this viably causes the circumstances for learning a comparable technique to oral depiction and describing activities (Hasanah & Pradipta, 2021). The conjecture of paucity in obtainable educational plan complacency is acceptable for smartphones and laptops that constrains them from being completely subjugated and is pretty much as valuable as PCs in language learning. In the event that appropriate teaching-learning substances are planned, this issue could be amended. The plan for this WTC study is a submission with expansive viable use to exploit MALL with smartphones and laptops in day-by-day life, with some modification and intervention as synchronous and asynchronous teaching-learning method. Trifanova et al. (2004:3) delineate mobile devices identical to several devices that is compact-factor, self-proper and diffident suffice to proceed by us at any place without noticing any each second.

The aforementioned studies have likewise uncovered the way that interior and exterior spaces were convincing toward students' WTC. For occurrence, Cao and Philip (2006) revealed four variables obstructing students to impart in English,

these are, (1) cluster proportions, to be specific the number of students associated with the classroom exercises, (2) self-assurance, in particular, student self- assurance when conveying in English, (3) being acquainted with conversers, or students' awareness of their conversers, and (4) converser contribution, which is the engrossment of conversers when communiqué is decreed. Considering Swedish and Korean students from various values and didactic foundations, Lee et al. (2020) revealed that Swedish students have a tendency to establish conveying in English because of their high impulse in learning the language, while Korean students are not susceptible to begin a tête-à-tête during classes.

In addition, Zeng (2010) additional reasons that give impact his Chinese students' resilience to convey in English. These are: (1) sustenance from their lecturers (educator support) which implies that students will have sufficient fortitude to convey in English on the off chance that they get provision from their lecturers; (2) dread of committing errors when imparting in English which implies that students think that it's hard to pass on their thoughts in English on the grounds that they fear committing errors because of their apparent shortcoming in proficiency on sentence structure or their constraints in English loquaciousness; (3) dread of having a depraved effect subsequent to conveying in English; and next (4) being humiliated on the off chance that they commit errors in communicating their thoughts in English. While (Salam, N., Ubaidillah, M. F., & Putri, A. N., 2021) found that 1) lexicon actualization, 2) sentence prearrangement, 3) self-assurance, 4) idea edifice, and 5) impulse establishment, are the evidential reasons obstructing students to have a conversation in English. Moreover, (Yashima, T., MacIntyre, P. D., & Ikeda, M., 2018). in his study revealed that individual differences in the frequency of self-initiated appear through 1) the interchange of stable peculiarities, such as personage and proficiency, and 2) contextual exposure such as other students' backlash also group-level talk-silence paradigms. However, the concept of teaching-learning in today's era is more flexible and more variable, where it can be conducted everywhere and anytime, in the conventional classroom or in online classroom setting.

Many aspects need to be considered when educators decided to conduct online learning, this was revealed by Hasanah, S., & Pradipta, P. (2021) constituted about obstructions in teaching and handling the web-based classroom via Low-Tech MALL: (1) Learning amenities in the designation of speed bandwidth, Internet signal service set ensuing over flawed audio-visual quality, and power grid meet, (2) students' awareness and proficiency in English, and (3) CALL-MALL-CMC pedagogical discernment on educators. To sum up, albeit past examinations have investigated alternate points of view from students' WTC, there is as yet a deficiency of research in the concept of online or mobile learning level, where students acquire English under specific circumstances.

Researchers, in statistics, have not engrossed their investigation in this range, whereas online or mobile learning for remote areas under a circumstance in which the SARS- CoV-2 pandemic situation is in effect. In supplement, Miangah and Nezerat (2012) considered MALL nevertheless the research has already explicitly essence on foreign language education in secluded areas. Researchers,

indeed, have not engaged their exploration around this uncharted territory, whereas MALL for WTC over remote student is critically concern by EFL practitioners during SARS-CoV-2 health protocol lockdown is in effect, for uncertain time condition, it is forbidden to conduct face to face learning, the implementation of social distancing over educational institution. Inevitably, it is required to concoct artificial- natural circumstances that proffering English revelation to the students along with strengthening social interlinkage and communiqué in English (Pradipta: 2020), in this case throughout MALL. Given this apprehension breach, the current examination was making inquiries there are five aspects obstruct Indonesian students' WTC over remote areas at the concept of mobile learning in teaching-learning level.

METHOD

Preceding to encouragement the research by utilizing a qualitative narrative inquiry study plan, we gained authorization from one of Foreign Language Development Centre (FLDC) Private University in Probolinggo Indonesia. We acquired 17 contributors from our own institution involving of 10 lectures (see Table 1) and additional 7 students' contributors (see Table 2) mix combination between unwilling, less willing and willing students to communicate English during the process of interviewing. The learning groundwork chose relied upon purposeful looking at with auspicious methodology. This inspecting procedure was utilized to approach the overall realities easily (Cresswell, 2012). By the side of this research was completed, they were making an appearance over English for Specific Purpose by giving some paperwork consent regarding research ethic.

Erstwhile to joining the course, these contributors had various level proficiency in communicating in English as from beginner to expert (see Table 2). The contributors were investigated to enable voluminously about course which evince opinions and visualization about WTC via MALL as a means of teaching as well as for a forthcoming living-income in the communal place. As mark an assent method that assigned, they energetically chipped in their phase for this investigation, and they likewise subdued the option to show out their commitment in at all phases of this research. The contributors entangle in this research based on a similar academy and well-versed concurrence also concealment of the contributors' personalities was created into pseudonyms by explained prior to data collection. Then, we coded contributor's information correspondingly.

Data collection was composed through observation using semi-structured thematic interview administered using contributors' national language (Bahasa Indonesia). Observation was administered to comprehend the proficiency of the student in class through WhatsApp, Zoom or Google Meet appertain to interlinkage and correspondence among lecturers and student's while online learning which each class lasted between 45 minutes to 1 hour 30 minutes considered by different level in communicating from student's contributor This data evocation methodology was engaged to clinch that contributor were necessitated in unrestricted answer with reference to their willingness to speak English as the information how communique is established which

TABLE 1 | Contributor's associated data

No.	Names	Age	Graduate's degree	Doctorate's degree	Current Status	Experience
1.	Kira	31	Certified	None	Manage 1 class	<2 years
2.	Lacus	30	Certified	None	Manage 1 class	<3 years
3.	Athrun	37	Certified	On-Going	Manage 2 classes	<4 years
4.	Cagalli	31	Certified	None	Manage 1 class	<4 years
5.	Meyrin	32	Certified	None	Manage 1 class	<3 years
6.	Fllaga	34	Certified	On-Going	Manage 1 class	<5 years
7.	Murrue	34	Certified	None	Manage 2 classes	<6 years
8.	Andrew	37	Certified	None	Manage 1 class	<8 years
9.	Dearka	32	Certified	None	Manage 1 class	<3 years
10.	Yzak	33	Certified	Certified	Manage 1 class	<7 years

TABLE 2 | Contributor's associated data

No.	Names	Age	Bachelor's Major	Status	Communication proficiency
1.	Shin	18	TBID	2nd Semester	advance
2.	Lunamaria	19	PGMI	2nd Semester	advance
3.	Rey Za	18	PAI	2nd Semester	advance
4.	Rau Le	21	PAI	2nd Semester	intermediate
5.	Gilbert	22	PBA	2nd Semester	intermediate
6.	Talia	19	TBI	2nd Semester	beginner
7.	Heine	23	TDIPS	2nd Semester	beginner

apprehend sturdiness and precariousness also to cover over unforeseen contingencies during teaching-learning process. Subsequently, investigate enquiries were requested throughout the interview conclaves. Contributors' reactions were sound-recorded and reproduced by words rigorously. Our conclaves questions began with an overall general inquiry with what hinders the contributors to impart in English. Also, the last, documentation, for example, course layout, teaching and students' assessment report were utilized to think about their intricacies in willingness to communicate, including their hesitance to utilize the expertise for communique as the research project was taking advantage of qualitative narrative inquiry study during investigation, subsequently the researcher congregated the information by direct perception, inside and out talking also through recorded document (Creswell, 2012; Elliott, 2005; Johnson & Christensen, 2014; Miles, Huberman, & Saldaña, 2013; O'Donoghue & Punch, 2003).

In general, our data were employed using coding pattern planned by Miles et al. (2013). We listened every recorded interview and did a cautious assessment of comparative reactions and remembered them for one developing subject. The result of perception, interview and documentation were coded which developed on research topic that were related to subjects and enquiries to amass the averment searched for, then put into a thematic methodology as prescribed by Creswell (2013). Coding abetted in developing also

advantageous for labelling and repossessing information measures Miles et al. (2013). Out of 17 meetings session, we dissected all of reactions from the contributors. Out of 17 meetings session, we dissected all of reactions from the contributors. This scrutiny technique is ordinarily ventured to sort out arising gist from interview research.

To grasp the recorded-information impregnation, we did contributors read-through by alluring the contributors to intently analyse the records and put remarks during the investigations. Not with standing, the consequence of the meetings ought to be scrutinized and collated to perceive the comparable qualities and differentiations, re-read line by line to unveil the textures along with emerging subjects similarly as sub-themes amidst the recorded data (Jati, Fauziati, & Wijayanto, 2019; Muyassaroh, Asib, & Marmanto, 2019).

RESULTS AND DISCUSSION

Our study tries to divulge lecturers' entanglement in online-teaching process intricacies and how well they manage such occurrences. As it has been stated previously in the background of study that the current examination was making inquiries about what aspects obstruct Indonesian students' WTC over remote areas at the concept of mobile learning in teaching-learning level. Thus, the finding of this study documented some aspects that affected students' WTC in intensive class via MALL.

These are (a) teaching-learning development media exibility, (b) teaching-learning process media clarity, (c) teaching-learning classroom sequence formality, (d) teaching-learning process over WTC online classroom consistency, then (e) techno pedagogical discernment over lecturers and students. They will be discussed as followed.

Teaching-learning development media flexibility

As mentioned previously, the online teaching process can be conducted synchronously and asynchronously. Most of the contributors, students involved in this study, can be categorized into three categories of English proficiency in the communique: absent-minded-spectator, mid-to-low and mid-to-high English proficiency. The absent-minded-spectator students not-fully participate in the synchronous and asynchronous online classroom. neither trying to communicate with any other elements in the classroom nor giving contribution to the teaching and learning process. On the other hands, the students with mid-to-low proficiency prefer to use asynchronous approaches for using media like YouTube, WhatsApp, and telegram. For affirmation, this kind of method increases students' confidence level and decreases anxiety level while running on WTC through MALL because they have more time to prepare the substantial material and psychological aspect. However, the students with mid-to-high proficiency have a tendency to use synchronous methods, for example, media like Zoom, Google meet, and Skype. This kind of media showing their fluency and confidence in front of the lecturer and forum. In fact, the forum is under the online-teaching-learning concept. Even though the forum is held in an actual classroom, the mid-to-high proficiency student may be able to do so in front of their friends and lecturers. Kira and Andrew share this condition in their statement below:

While I was running an online classroom, I prefer to conduct it synchronously via zoom to assess my students directly through the interactions and their responses toward my instructions. The majority of the students were highly motivated to participate in online classes enthusiastically. Hence, not all my students were pleased to learn English via zoom, and they have a ton of motives to reject learning via zoom. Some of them were favoring to learn asynchronously via YouTube and WhatsApp groups (Kira).

In my class, my students were more convenient to submit their tasks via YouTube and submit the link in the WhatsApp group considering the majority of the students were coming from secluded mountainous areas (Andrew).

Based on Kira's clarification, her students who have self-assurance in their English proficiency could appreciate on any learning media since they can communicate in English. Nevertheless, the students with low proficiency in English need additional time to concoct for the task specified by the lecturer. As Andrew's statement on his student's predilection in submitting their speaking task

asynchronously. In this case, when it is an asynchronous technique, the lecturer gives instruction via WhatsApp group, delivers several times to students to comprehend the substantial material, then gives a time limit to submit the task via YouTube. It designates that the students have confidence that the longer time they have to concoct their task, the better their performance is. Apart from the lecturers' standpoint, some students' contributors, Shin and Lunamaria, also gave some statements relate to media flexibility used in online learning as they confessed:

I desire to partake in online learning via WhatsApp group and YouTube in which the lecturer's explanation about the substantial material can be viewed several times, then frequently my lecturer offered a task and it must be submitted on YouTube and submit the link on WhatsApp group (Shin).

My lecturer in my class performs online learning both synchronously and asynchronously. We frequently performed online learning via YouTube and WhatsApp groups and occasionally via the Zoom application. On the WhatsApp group, we communicate via voice notes or video recording. Then we submitted the task via YouTube. Finally, we submitted the link on the WhatsApp group to be assessed by the lecturer. So far, my friends and I feel comfortable with the way we communicate with our lecturer. Sometimes, we ask the lecturer by text typing or via voice note (Lunamaria).

It is implied that the flexibility of the media used in the online learning process deals with the students' performances and readiness to communicate in English. In other words, the student's willingness to communicate is influenced by the media used in their online learning.

Teaching-learning process media clarity

Another characteristic affecting students' WTC in online learning is media clarity. In this case, WTC products can be assessed synchronously and asynchronously. Whenever it is synchronous, the teaching-learning process was conducted via Zoom, Google meets, and Skype. Through these media, the lecturers can directly evaluate student's WTC while in the teaching-learning process. However, these high-tech media still have precariousness such as voice distortion due to limited provider-signal service, inadequate and less sophisticated mobile devices such as laptops or smartphones, and other disturbance when it was the blackout. Meyrin and Yzak shared these phenomena:

Not all of my students were self-assured to perform online learning via Zoom since most of them came from a remote area in whose signals have been becoming the main intricacy in long-distance communication. So, when we conducted class via Zoom, the voice was often distorted, so neither my students nor I could hear our voices (Meyrin).

Online learning via Zoom was enjoyable as if no difference between online remote learning and face-to-face learning. My students could communicate with me without boundaries if the provider-signal service were good. On the other hand, if the signal was terrible, I employed WhatsApp group, presented the substantial material descriptions via YouTube shared the link on WhatsApp group, then well- ordered my student to submit the task via YouTube (Yzak).

Two students also issued the confirmation statement that they like both the synchronous and asynchronous media is convinced conditions. This confirmed by Talia and Gilbert:

My lecturer in my class infrequently used Zoom nor Google meet since most of the students rejected it for various motives, one of them because they are from a mountainous area. If the lecturer insisted, only a third quarter of the total students participated. Even so, if the provider-signal service was so depraved, then the lecturer's explanation was not clear enough. Her voice was occasionally like echo and mumbling. However, the WhatsApp group was required to share information (Talia).

Learning through the WhatsApp group was more enjoyable and more relaxed. The lecturer's instruction was strong enough. The lecturer described the substantial material via voice note or YouTube. So, if the students did not comprehend, they can replay the video downloaded or video streaming again. It is a more practical approach (Gilbert).

Teaching-learning classroom sequence formality

Teaching and learning in the classroom show a formal situation where the lecturers and the students come into the class as the schedule, conduct face-to-face learning with specific classroom management such as the seat arrangement, whiteboard, etc. However, online teaching and learning, as aforementioned previously, can be conducted synchronously and asynchronously. It is conducted synchronously by utilizing high-tech MALL media such as Zoom, Google meets, or Skype. Both lecturers and the students can perceive each other and communicate as if they interact in the classroom. What devises it dissimilar is that both lecturer and students are in authentic face-to-face learning physically by the direct emotional context in the classroom context.

On the other hand, on Zoom meetings, Google meets, or Skype, both lecturer and students, are in virtual face-to-face learning by indirect emotional context. Furthermore, when using low-tech MALL media such as YouTube, WhatsApp group, or google classroom according to Hasanah, S. and Pradipta, P. (2021), both the lecturer and the students communicate by typing text, voice notes, and video recording. When the students respond directly to the lecturer's instruction, it is called synchronous learning,

while the deferred response from students to the lecturer's instruction is called asynchronous learning. In comparison, there is no real- time classroom interaction in asynchronous learning. The lecturer gives instructions via YouTube and WhatsApp group then the students respond either directly or indirectly.

In this study, teaching-learning via high-tech MALL indicates a more formal situation than low-tech MALL media since it enables both lecturer and the students to perceive each other as the real offline classroom. Some students, involved in the study as contributors, claimed that they are more enjoy participating in the online classroom via WhatsApp group than zoom meeting class, as Heine, Rau Le, and Rey Za confessed:

When I participated in the class via Zoom, I have to concoct myself as if I have to go to campus, shower, put some makeup on my face, etc. I would not be self-assured if my depraved appearance was perceived by my friend (Heine).

I prefer online learning via WhatsApp group, I felt more active and self-assured in communication with my friends and my lecturer using voice notes or text. However, I didn't need to be shy when I misspoken in English since my friend could not see my expression (Rau Le).

At the Zoom meeting, only my ingenious friends were willing to communicate in English with the lecturer, While the others turn out to be good listeners (Rey Za).

Another side, according to Lacus and Athrun, lectures involved as contributors in this study, performing online learning via high-tech MALL were more formal than low-tech MALL media as their testimonial:

For the first meeting, I performed online learning via Zoom, it was paramount to recognize my students even though I could not perceive them directly. At least my students identify whom I was by knowing my appearance and voice (Lacus).

We (my students and I) discussed the learning contract, classroom rules, tasks and assignments, and lesson plan for the whole semester for the first meeting. Considering this first meeting was crucial and needed a more formal atmosphere, I insisted my students participate in zoom meeting to recognize each other (Athrun).

Teaching-learning process over WTC online classroom consistency

Over ten groups of classes in an intensive program, most lecturers perform online teaching-learning via YouTube and WhatsApp groups. Even though online teaching-learning via Zoom or Google meet is utilized in some meetings, they still use WhatsApp group and YouTube as media to share information. Murrue and Dearka narrated that:

WhatsApp group was more practical to use than Zoom or Google meet. I could explain the substantial material using video in the WhatsApp group, or I uploaded my video description on YouTube then shared the link to the group. So, the students can either directly or indirectly by giving responses to my explanation. In other words, media communication via WhatsApp was simple and saved more internet data quota. (Murrue).

I performed online classes via Zoom only in the first meeting to get to know my students, in midterm and final tests only for the evaluation. (Dearka).

Some students who were the chief of the classes also confirmed that WhatsApp group and YouTube were the most frequently used application, Zoom Application was occasionally used, and Skype was never used during the class. This reflected on Talia's and Rey Za's statement:

My online class has never conducted through Skype Application, we prefer to use WhatsApp group and YouTube Channel for online learning (Talia).

My lecturer conducted online learning via zoom three times this semester while the rest used WhatsApp group and YouTube (Rey Za).

Techno pedagogical discernment over lecturers and students

With the implementation of online learning as an effect of the pandemic SARS-CoV-2, all teachers and lecturers are required to be adaptable to technology. Space and time will not be a drawback in the education 4.0 era, where learning could happen everywhere and anytime. We inevitably have to take advantage of technology products to execute it. However, the intricacy frequently faced by the educators and the students are the readiness of technology. This situation is portrayed by Fllaga, Athrun, and Dearka in their testimonial:

The shifting from offline learning to online learning requires adaptation. We have to learn more to take advantage of the technology products. However, as lecturers, we must not be obsolete in thought and must be one step ahead of the students, including Information Communication Technology (ITC) (Fllaga).

The majority of my students were coming from mid-to-low economic income, so the availability of computers and Laptops in their possession consistently became the main intricacies. It also impacted the use of Zoom as media in online learning since not all students can afford it (Athrun).

In my class, most of the students ran online learning via Android, and somehow, their older version of the Android-based operating system did not function properly for running the current version of the zoom application (Dearka).

The lecturers attempted to explain that students' economic background also influences the student's techno pedagogical discernment, in this case the use of zoom application in online learning. If the students are equipped with sufficient media and infrastructure for online learning, it will improve students' learning proficiency during the teaching-learning process compared to students who did not have sufficient media and infrastructure for online learning. This confirmed by Talia and Gilbert that they mainly participate in online learning via Android-based as their confirmation:

I was accustomed to using my Android to participate in online learning because I did not have a laptop. Besides, it was more practical to use (Gilbert).

In online learning, I was learning English and learning to operate and control applications for the teaching- learning process. (Talia).

DISCUSSION

This study has attempted to explore aspects affecting students' WTC in intensive class via MALL. Our result study revealed that there are five aspects encountered by the students while conducting online learning, reflecting that current situation to communicate by the students has been distracted by COV-19 pandemic. Thus, we need to build created-artificial-environment that enable the students to communicate English in online classroom. These are (a) teaching-learning development media flexibility, (b) teaching-learning process media clarity, (c) teaching-learning classroom sequence formality (d) teaching-learning process over WTC online classroom consistency, then (e) techno pedagogical discernment over lecturers and students. Based on the interview data, the students' WTC in online learning is affected by how the online learning was conducted, whether it is synchronous or asynchronous and whether it is using high-tech MALL or low-tech MALL.

Many experts have noticed aspects that hinder students from communicating in Second Language Learning (Hennebry-Leung & Xiao, 2020; Peng, 2015). the result of this study differs from that of Salam, Ubaidillah, & Putri, (2021) investigation in which their study focused on linguistic and psychological factors affecting students WTC in EFL classrooms such as vocabulary attainment, sentence arrangement, idea construction, self- confidence and motivation provision. Furthermore, this study is also different from a study conducted by Pawlak, Mystkowska-Wiertelak, and Bielak's (2016) investigating contributively variables affecting communication, such as English proficiency and learning preparation, and classroom dynamics. However, this present study focusing on media- supporting factors affecting students' WTC in online learning via MALL.

Interestingly, most of the contributors of this study argued that supporting media devices such as media flexibility and media clarity affecting their WTC in online learning.

Shofiyatul Hasanah, Parahita Pradipta, Erfan Efendi

" I DIDN'T NEED TO BE SHY; I PARTICIPATED IN THE CLASS": A CASE...

Most of the contributors agreed that synchronous-asynchronous learning via WhatsApp and YouTube with video task-based were the most practical application used in online learning that enables the students to communicate in the group without any doubtful via voice note, text type, video recording, etc.

They are not worried about making mistakes even though they neglect linguistic aspects in communication such as grammar and good pronunciations. Before students submitted their tasks on YouTube, they have enough time to prepare their confidence, performance, and English proficiency. They also can practice more and more before recording their video then upload it on YouTube. Despite the intricacy in synchronous learning via zoom and google meet, the lecturer's contributors of this study preferred to use these applications since they can directly assess the student's communication skills. However, these high-tech media still have precariousness such as voice distortion due to limited signal, inadequate and less sophisticated devices, computers, laptops, or smartphones, and other disturbances when it was a blackout. Instead, using a YouTube application was more appropriate to this condition.

In addition, in this study, we also documented the connection between Teaching-learning sequence formality and the students' WTC in online learning. Our contributors confessed that the formality of the class affected their self-confidence, which later becomes a critical point in student's willingness to communicate. It is in line with Pawlak, Mistkowska-Wiertelak, and Bielak (2016) that self-confidence is a crucial factor for student's WTC in L2 learning. Moreover, the implementation of English online learning in EFL students in this study showed that students who are equipped with supported media were well prepared for using Zoom and Google meet applications, on the other hand, students with limited media equipment were struggling with those applications, and they were more convenient with WhatsApp group and YouTube. However, based on the lecturer's contributors, most of the students in this study came from a mid-to-low economical background in which only a few of them can afford laptops or notebooks. As a consequence of consistency in the implementation of online learning, WhatsApp group, and YouTube were the most used application, Zoom Application was occasionally used, and Skype has never been used in this present study.

Thus, the most encouraging finding of this study is that media-supporting factors were crucial in online learning. Whenever the students were well-equipped with adequate media-supporting devices, they would be apprehending WTC through online learning in a better way. On the other ways, if the students have intricacy with the availability of the media-supporting device, online learning will be hampered as the requirement for situated condition on techno-pedagogical discernment. However, it is inevitable that linguistic and psychological factors also give great impact to students WTC.

CONCLUSION

This study has conveyed media-supporting factors affecting students' WTC in online learning via MALL. This condition reflects the factual condition in which media flexibility, media clarity, classroom sequence formality, classroom consistency, and techno-pedagogical discernment over lecturers and students. These aspects can hamper students from making powerful correspondence in the second language online classroom whenever treated insufficiently. The conclusion of this research makes a discovery to empower efficacious techno pedagogical in L2 online speaking classes. For this situation, instructors are welcome to institute successful techno-pedagogical assignments to reduce students' media-supporting barriers and enhance their technological proficiency. Over and above, since EFL students do not use English solely in the online classroom, unrestrained language teaching with adaptive technological overtures is emboldened, explicitly by dispensing with students' willingness to communicate in media-supporting devices deficiencies. Overall, future inquires ought to accompany this uncertain deliberation with online classroom perception as the SARS-CoV-2 pandemic is in effect made educators and student in Indonesian higher education context was determined what was appropriate teaching devices for them.

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