

CHAPTER I

INTRODUCTION

This chapter explains some fundamental aspects in this present study such as; background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and also the definition of the key terms.

1.1 Background of the Study

Teachers who like communicative language teaching like to motivate students who show a high level of willingness to communicate in a second/foreign language. Lack of student desire to produce ineffective interactions and language production (Freirmuth & Jarrell, 2006). So, it is true that the idea of Willingness to Communicate (WTC), which is actually the intention and desire to start communication, plays a key role in learning a second/foreign language (Macintyre, Dornyei, Clement & Noels, 1998). Some researchers, for instance (MacIntyre, Baker, 2003) and other researchers like Macintyre, Dornyei, and Clement (1998) argue that the fundamental objectives of L2 education should be a willingness to communicate in language learning because WTC is expected to facilitate the process of language learning so that WTC is more Height among students leads to increased opportunities to practice in L2 and use of authentic language.

Nowadays, the focus of EFL teaching is on its communication purpose which means that the targeted goal is to enable the EFL language learners to communicate using the language in a meaningful and effective

communication (Clement et al., 2003). Due to the fact, the teaching of speaking provides such a very challenging point for EFL teachers whenever the EFL teachers are demanded to encourage their students to participate or involve in various speaking activities in the classroom with the fact that speaking itself is such a complex skill in which its acquisition is not easy for the language learners. In order to improve communicative skill, language learners need to use the language (Yashima, Zenuk-Nishide, & Shimizu, 2004) meaning that they have to do more practice to expose the language. However, since English is only as a foreign language so that students only have little exposure for their English. Students do not have supplementary time to use the language outside the classroom. This condition is such problematical issue faced by all EFL teachers which need to get more attention.

The successfull of FL acquisition is determined by various factors which three of all are contextual (the status of the foreign language learned, availability of resources, etc.), situational (the level of formality needed in an interaction, et.), and individual factors (motivation, self-esteem, language anxiety, etc.) (Dewaele, Comanaru, and Faraco, 2013). One of the individual factors which needs to take into consideration is about the students' readiness to get involve in a communication using the language learned. Whenever the students feel ready to take part, they will take part in a particular communication freely and fluently. Otherwise, when they decided to keep silent (do not engage in the communication), it means that they do not have any psychologically preparedness for that.

This such readiness is termed as a willingness feeling to communicate using the language learned (WTC). WTC is an important variable that should be taken into account in teaching speaking as a foreign language. Clement et al., (2003) in his research identified that WTC is such a model containing the integration of psychological, linguistic, and communicative variables which will determine the L2 communication achievement. Clement, Dornyei, and Noels in Zade and Hashemi (2014:290) state that the function of WTC could be as an individual difference variable in L2 learning as well as a targeted goal of L2 instruction. In this case, WTC is seen as a variable which entails in a personality trait of an individual in which it is different from one individual and others, and the main purpose of a L2 or EFL instruction is at the end to make the language learners willing to take part or get involve in a communication.

Furthermore, it is stated by Manipuspika (2018:201) that a high willingness to use the foreign language learned will reveal an authentic communication inside the classroom. It is clear that WTC is such individual variable which help the language learners acquire better skill in using the language learned to communicate. The lack of WTC affects students' activeness in communication (Gharibi & Seyyedrezaei, 2016:194). Chan and McCroskey in Zhade and Hasemi (2014:291) and Gharibi and Seyyedrezaei (2016: 195) claimed that the higher students' WTC is the more oral production resulted by the students, and vise versa which lead to the students' success in learning the language. It is assumed that high WTC

is associated with the increase of students' frequency in using the language which lead to their success in learning that language (Gharibi and Seyyedrezaei, 2016:195). Additionally, Yashima, Zenuk Nishide and Shimizu (2004) also state that "students who show willingness to communicate in various contact situations are more inclined to initiate communication in the classroom". Due to the facts, it is clear that WTC is an important variable which should get more attention from the EFL teachers in teaching speaking. English teachers should understand well how to make their students willing to engage in a communication using the language learned. It is also essential that English teachers understand what factors which might be able to affect students' WTC to be high or low.

With regard to the importance of WTC toward the teaching of speaking, this article will discuss and elaborate about the essential of WTC toward the teaching of speaking, more variables which determine students' WTC, and several previous related research results which describe how WTC might be a crucial aspect in a speaking class. It is hoped that having known the information, English teachers would be more reparable in teaching speaking by applying appropriate teaching strategy which could enhance the students' WTC during and after the language classroom activities.

Interests and motives for communicating are recognized as influencing student motivation for learning, involvement with learning assignments, and educational achievement (Goodboy & Bolkan, 2011; Goodboy & Myers, 2010; Mazer, 2013; Soric & Palekcic, 2009; and Weber,

2005). As such, it has the potential interest to influence the involvement of language learners with communicative tasks, and as a result, the level of L2 WTC and speaking. Nonetheless, few studies have examined their influence on L2 WTC and speech.

To explain more about the concept of WTC in English as a foreign language context (EFL) and to investigate possible relationships with other factors. When the purpose of language teaching is to encourage students to communicate effectively, it is very important to know why some students are reluctant to speak in language classrooms (MacIntyre, 2007). Such reluctance will make students lose interest in learning languages. Thus they will notice that they are not making progress in their learning. Based on the experienced of the researcher, the fact is that in an EFL environment like IAIN Kendari, students are not influenced to use English outside the classroom. There are not many opportunities for students to practice their language, and their practice is limited to the classroom environment. If they do not take the opportunity to speak in class, there is no chance for them to practice their language. This will prevent students from developing their speaking skills.

As said by (MacIntyre, 2007) and what the researcher observed at the pre-observation class, in language classrooms is that when given the opportunity to speak, most language learners are not so eager to take part in class discussions. This has always been a concern among language educators because after all, language learners need to practice learning foreign languages successfully. Otherwise, they will not be able to use what

they have learned to communicate in real situations. Many language students complain that they are not good at speaking. In fact, this could be a result of their unwillingness to speak and inadequate speaking practices in language classrooms.

Based on the preliminary study, the lecturer who teaches in the same course but at a different level (Speaking 1) said that there are not many students actively interact with peers and lecturer. The lecturer assumes this happens because students feel that they cannot speak or that most students are afraid that if they speak they will speak wrongly. However, as said by Ya-ni (2007) for many language learners, learning to speak is far more important than learning to read and write. Obviously, mastery of speaking skills is a priority for many language learners, and students often measure their level of success based on improving their speaking abilities. Using the WTC model MacIntyre et al. (1998) as a framework, current studies are expected to give little attention to this problem.

Therefore, this research is one of the first attempts to look at teacher factors that make the willingness to speak English among EFL students at IAIN Kendari with the aim of adding to the existing literature in this field and filling the gap. It is worth mentioning that this study uses a narrow definition of WTC, which is actually oral communication.

1.2 Scope of Study

In this study, the researcher wanted to see the factors of teachers who had encouraged students' willingness to communicate. This research was

conducted at IAIN Kendari in the second semester in the English Education major, especially in the speaking class. Students in this class are very active in every lesson. But, in this case, the researcher focuses on what teacher factors can make students willing to communicate in the learning process. The intended teacher factor is the method used by the teacher when the learning process is ongoing. The researcher chose this class because this class is one of the youngest classes in the English department. So the level of willingness of students to communicate in class will be very visible later. This study only involved one lecturer from the English Education Department and several students selected by a researcher.

1.3 Research Questions

Based on the background of the study above, the researcher focused on the following question: "To what extent teacher's factors cause students' willingness to speak English in a foreign language class?"

1.4 Purpose of the Study

Based on the background above, the aim of this study is to find out what teacher factors make students able and willing to speak English.

1.5 Significance of the Study

Based on the purpose of the study, the significances are as follows:

1.5.1 Theoretical Significance

The results of this study are expected to give a contribution to teaching strategies for teachers-learners. It is also outlined to investigate what kind of teacher's factors that affect students' willingness to speak English in a foreign English classroom.

1.5.2 Practical Significance

Directed from the purpose of the study, this study offers important insight into theoretical and practical aspects. For the theoretical aspects, it is hoped that this research can provide theoretical understanding in encouraging students to be willing to speak English in class. As for the practical aspects, it is hoped that the findings of this study can provide a substantial understanding of the factors that can make students want to communicate without coercion from the teacher. It is also hoped that if it is proven that teacher factors largely influence students' willingness to speak English, educators can train and expand their abilities.

1.6 Definition of Key Terms

On the purpose of the study, the researcher defines the definition of the term used in this study as follow:

Teacher's factor: is considered as predictor variables, or independent, and include search terms for factors such as what method is used by the teacher. In this case, teacher factors mean factors that can encourage students' willingness to communicate using English.

Willingness to speak communicate (WTC): is the idea that language students who are willing to communicate in the second language actively look for chances to communicate; and furthermore, these learners actually do communicate in the second language. Therefore, "The ultimate goal of the learning process should be to engender in language education students" *the willingness to communicate* (MacIntyre, Clément, Dörnyei & Noels:1998).