CHAPTER I

INTRODUCTION

This study is going to discuss what situational factor influencing students' willingness to communicate in speaking classroom. This chapter will explain some fundamental aspects such as; background of the study, the scope of the study, the research questions, the purposes of the study, the significant of the study, and the definition of the key terms.

1.1 Background of the Study

Willingness to communicate (WTC) has been voiced from a number of studies in teaching speaking for more 20 yearsYapi (2016). Incase, it was first introduced into the literature by McCroskey and Baer (1985) regarding native language use. The WTC model was adapted and developed by MacIntyre, Clement, Dornyei and Noels (1998) to the second language (L2) situation that is intended to explain individual and contextual influences in choice to initiate L2 communication. At the appearing of WTC, some researchers focus on the social support of willingness to communicate MacIntyre, Baker, Clement and Conrod (2001). Passing through some years, WTC has become focus research and it hasproven that WTC becomesimportant in Speaking Classroom Zarrinabadi and Tanbakooei (2016). Some studies revealed that WTC model increase student willingness to communicate according to Aubrey(2011);Shen and Byfield (2018); Yashima, MacIntyre and Ikeda (2018). It hasbeen explored in the EFL classroom Resetar, Knezevic, and Topalov (2018) and also in the public speaking contextHodis, Bardhan and Hodis (2010).

Clement, Baker, and MacIntyre (2003) state the main purpose of L2 education has to be a desire to communicate in language learning. In case, WTC is expected to facilitate the language learning process and increase student'sopportunity to practice in L2 and also the use of authentic language. According to Riasati and Rahimi (2018) when students were allowed to use a foreign language, it may cause some students would prefer to speak up and express themselves and the other students would choose to be more silent. Therefore, these issuesbecome important to be investigated into the WTCmodel in the field of language pedagogy.

The conceptualization of WTC is as a personality traitand it is different from the context of communication because it is relatively stable with various recipients such as friends, strangers, and acquaintance Zarrinabadi and Tanbakooei (2016). The developers of the WTC model have goals to build students' willingness to speak for language pedagogy Macintyre,Clement, Dornyei, and Noels (1998). Also, Kang (2005) argued that the importance of the WTC arisesfrom the role of interaction in language developmentand various perspective such as linguistic perspective, community culture, and student.

WTC was done analyzed by some researchers in the field of education. There are varied focusesof discussion on the mattersuch as; effective teaching strategy for increasing students' WTC Nazari and Allahyar(2012), positive impact from WTC Hashimoto(2002), and as an effective construct Yapi(2016).In the Indonesian setting, the first is from Havwini's (2019) study investigated the Indonesian students' WTC in high schools especially in English Class. in this case, the initiation of the teacher in classroom communication still plays on a major role that influences the students' WTC. Next, a study conducted by Kahar, Hanafi, and Alberth(2016)investigated the effect of using Edmodo toward students' WTC.They found that

Edmodo is not effective in improving students' willingness to communicate in English and increasing students' intrinsic motivation and self-confidence.

Despite the fact, previous researches have discussed the benefit of WTC. Much ofthe research focuses more on implemented students' WTC in the classroom context. Therefore,a pieceof more knowledge about what factor can influence students' WTC is needed. So,the researcher is interested to investigatethe situational factor influencing students' willingness to communicate in Speaking Classroom. This study expectedly can contribute to describing what situational factor able to affect students' WTC.

1.2 Scope of the Study

In this present study focuses on students'speaking desire in the classroom namely willingness to communicate and investigating the situation factors that can make student initiate to speak from themselves. This research is conductedforthe second semester in English Education major of IAIN Kendari, especially in Speaking Class A.

1.3 Research Questions

Based on the background of the study above, the researcher will focus on the following questions: "What kind of situational factors can influence students' willingness to communicate in speaking classroom?"

1.4 Purpose of the Study

Based on the research question, this present study has aim formulated as in the following: "to find out what kind of situational factors can influence students' willingness to communicate in Speaking Classroom"

1.5 Significance of the Study

This study offers some important insight into many aspects of theoretical and practical benefits. First, the finding of this study can be used as references for those who want to conduct research in analyzing student willingness to communicate in speaking classroom. Moreover, it can give positive impacts for all level of academic society.

Second, this study is expected to be beneficial for the teacher to improve the student willingness to communicate. Also,this study is expected to give an knowledge that the increase of willingness to communicate should be taken into account by the teachers in their teaching preparation.

1.6 Definition of key terms

This part is aimed to define some important terms in this study as in the following.

Willingness to communicate (WTC), the notion of WTC is the intention and desire to initiate communication. This is line with Barraclough, Christophel and McCroskey, (1988) said that the term WTCwhich refers to the orientation of a person's general personality in talks.

Situational factor, is a factor that describing a social encounter in a particular setting.