

CHAPTER I

INTRODUCTION

A. Background of Study

Encouraging students to grasp communicative competence is one of the goals in English classes particularly in EFL contexts. To obtain communicative competence, the students may also create their willingness to communicate. Students' willingness to communicate may be influenced by many of those who teach in EFL contexts through their approach, method, and technique of teaching in EFL classes. Therefore, a number of factors should be considered by the EFL instructor to promote students' WTC. (Suci et.al, 2019, p. 277)

The concept of willingness to communicate set out as description of individual differences in L1 communication. The inception of WTC was based on Burgoon's notion (1976) "unwillingness to communicate" as a communication breakdown among the L1 speakers intending to avoid oral communication based on such factors as introversion, lack of communication competence, alienation, anomie, and communication apprehension. (p. 60). McCroskey and Baer (1985) stated the concepts of WTC as "the personality orientation which explains why one person will communicate and another will not under identical or virtually identical situational constraints" or the intention to initiate communication given the opportunity. (p. 3).

Furthermore, the concept of WTC was developed in L2 and EFL context. MacIntyre, Dornyei, Clement, and Noels (1998) construed WTC in L2 context as "a readiness to enter into discourse at a particular time with a specific person or time using an L2". The concept of WTC in L2 context is not only verbal communication. It included the act of learners in non-verbal communication. Raising a hand to answer the question for example is believed an expression WTC of learners in the class because they attempt to participate in the classroom (p.547). MacIntyre et al. (1998) have set out a conceptual "pyramid" named "heuristic model" that integrates psychological, linguistic

and communicative variables. This is designed to depict individual differences in the decision to initiate L2 communication (p. 546).

Moreover, one of the models that may be suitable for investigating WTC attitude in the classroom is by Peng and Wood. Peng and Wood (2010) set out the model of WTC that included five variables that may affect towards WTC of the learners in the classroom. These five variables integrate each other, classroom environment is believed as the first variables that influenced others such as, learner beliefs, WTC in English, communication confidence, and motivation to learn English. Classroom environment included teachers' attitude, involvement, and teaching approach, method, and technique of teaching. Therefore the researcher used this model of WTC to acknowledge pre-service teachers' attitude towards students' willingness to communicate.

In EFL or ESL context, Teachers may possess a significant role in the formation of WTC's students such many factors as teachers' attitude, involvement, and teaching style that could exert a significant and determining affect learners' involvement and WTC. Pre-service teachers may also influence towards learners' WTC. They may be able to promote learners' WTC since they have same role as the teachers in classroom context. Therefore, their attitude, learning involvement, and their teaching styles when doing teaching practice at school could influence learners' WTC.

Pre-service teachers or PsTs defined as those who doing teaching practice to maintain their skill in teaching since they may become future teachers. Their attitude may affect to students in promoting learners' WTC. Pre-service English teachers' attitude may be defined as an act whether positive or negative towards students. Their attitudes are divided to three aspects; cognitive, affective, and behaviour.

They, pre-service English teachers, may endeavor to act positively to students notably in students' WTC aspect. Furthermore, their positive attitude may influence students to increase their WTC. An ability to act positively may also provide them to be better future teachers. Allah says in part of Surah Al-Isra (17): 7.

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ ۖ

In this verse, Allah says that if people act rightly towards someone, it becomes also a kindness to them. Allah also says in part of Surah Al Zalzalah (99): 7-8.

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ﴿٧﴾ وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ ﴿٨﴾

In this verse Allah says that whoever does good an atom's weight will see it then, and whoever does ill an atom's weight will see it then. In the context of teachers' attitudes, whatever their attitude towards students' willingness to communicate, they would see it then to themselves.

Conducting a study that probing teachers' or pre-service teachers' attitudes in WTC is considered essential since it is a significant factor to promote the students' WTC in the classroom. Students' WTC may also be promoted through having online learning even since online learning could enhance some of English skills, including, speaking by using any different and innovative way. It may also require some adjustment of what willingness to communicate in online learning due to significant differences between the online and offline classrooms.

The previous study of this research had been conducted by Suci, Abdul, and Sri (2019) investigated the attitude of pre-service teacher towards the students' willingness to communicate (Suci et al. 2019). The research of the writer and the research of the previous study have similarity in problem. The differences are the approach of the research, the participants. The approach of previous study was a case study research with 10 pre-service teachers from English education major in Sebelas Maret University as participants while this study chose mix-method and 32 pre-service English teachers from UIN Antasari Banjarmasin as participants.

Therefore to fill in the gap of the literature, the researcher this study attempts to probe **“PRE-SERVICE ENGLISH TEACHERS' ATTITUDE TOWARD STUDENTS' WILLINGNESS TO COMMUNICATE”**

B. Research Question

Based on the title and the background above, the researcher formulated the research question as follow:

1. What is pre-service English teachers' cognitive attitude towards the students' willingness to communicate?
2. What is pre-service English teachers' affective attitude towards the students' willingness to communicate?
3. What is pre-service English teachers' behaviour attitude towards the students' willingness to communicate?

C. Objective of the Study

Based on research question above, the researcher create objective of the study as follow:

1. To find out pre-service English teachers' cognitive attitude towards students' willingness to communicate.
2. To find out pre-service English teachers' affective attitude towards students' willingness to communicate.
3. To find out pre-service English teachers' behaviour attitude towards students' willingness to communicate.

D. Significance of the Study

This study offers two significant insights into willingness to communicate in EFL context. Firstly, an exploration into pre-service English teachers' attitude towards the students' willingness to communicate would bring better attitude of the pre-service English teachers to promote the students' willingness to communicate in the classroom. Secondly, this study may contribute to the body of knowledge about willingness to communicate in EFL context since it has few researchers that probe WTC in Indonesia whether in qualitative or quantitative approach

E. Definition of Key Terms

1. Willingness to communicate

WTC (willingness to communicate) is a theory about self-will of the students where the students itself have a readiness to enter into

discourse at particular time with a specific person or persons, using an L2. Willingness to communicate in this study divided into 5 variables, classroom environment, learner beliefs, motivation to learn English, communication confidence in English, WTC in English.

2. PsTs' attitude

PsTs' attitude (pre-service teachers' attitude) is an act of PsTs' teachers whether negative or positive towards the students. PsTs' teachers' attitude also has three components; cognitive, affective, and behaviour.

3. Cognitive

Cognitive is an attitude when people view the events, facts, and situations in real life based on what they think or they hold. This attitude could be seen when people are given specific information about an object, and they give an opinion about the object through thoughts and beliefs. In this case, the researcher wants to find out the attitude of pre-service English teacher in cognitive aspect by providing questionnaire to pre-service English teachers.

4. Affective

Affective is an attitude when people response events, facts, and situations in real life based on their emotional experiences and emotional responses. This could be seen when people like or dislike about information of an object. In this case, the researcher wants to find out the attitude of pre-service English teachers in affective aspect by providing questionnaire to pre-service English teachers

5. Behaviour

Behaviour is an attitude when people response to do something about information of an object. This attitude could be seen when people take an action toward of an object whether their action tend to be positive and negative. In this case, the researcher wants to find out the attitude of pre-service English teachers in behaviour aspect by observing teaching videos of pre-service English teachers.

