

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This chapter presented the results of pre-service English teachers' attitudes toward students' willingness to communicate in three aspect of attitude, cognitive, affective, and behaviour. To investigate the attitude of cognitive and affective aspects, the researcher used the questionnaire to gather data while behaviour aspect of attitude would be collected through observation by watching teaching videos of pre-service English teachers.

1. The cognitive attitude of pre-service English teachers' toward students' WTC

The research obtained the data of pre-service English teachers' attitude in cognitive aspect by spreading questionnaire in an online way using *google form* and interviewing participants. The results of data are presented in the following tables:

Table 9			
I believe teachers' attitude could affect students' WTC			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	-	-
3	N	1	3%
4	A	12	38%
5	SA	19	59%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 19 (59%), agree is 12 (38%), neutral 1 (3%) and none of them chose disagree and strongly disagree. It could be implied that many of them strongly believed that teachers' attitude could affect students' willingness to communicate.

Based on the interview data, the participants have shared positive belief that the teachers' attitude could affect students' WTC due their role as the teachers must have positive belief to encourage students during teaching and learning process particularly to increase students' willingness to communicate.

Table 10			
I believe teachers need to facilitate students increasing their WTC through useful learning and tasks.			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	-	-
3	N	3	9%
4	A	15	47%
5	SA	14	44%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 14 (44%), agree is 15 (47%), neutral 3 (9%) and none of them chose disagree and strongly disagree. It could be implied that many of them believed that teachers need to facilitate students increasing their WTC through useful learning and tasks.

Based on interview data, the participants shared positive belief that teachers need to facilitate students increasing their WTC through useful learning and tasks. Most of them shared similar positive cognitive attitude because the tasks and useful learning could be as a reference how the learning objective succeeded and by giving the tasks they knew students who have willingness to communicate.

Table 11			
I believe teachers need to take part affecting learners' beliefs to communicate using English			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	-	-
3	N	5	16%
4	A	15	47%
5	SA	12	37%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 12 (37%), agree is 15 (47%), neutral 5 (16%) and none of them chose disagree and strongly disagree. It could be implied that many of them believed teachers need to take part affecting learners' beliefs to communicate using English.

Based on interview data, most of participants have shared positive belief that teachers need to take part affecting learners' belief to communicate using English. They believe teachers should take part affecting learners' belief because the teachers' role itself have significance role for achieving learning objectives towards students, to communicate using English.

Table 12			
I believe that facilitating students to get a clear classroom instruction and knowledge of learning language difficulty will affect students' WTC			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	2	6%
3	N	4	13%
4	A	17	53%
5	SA	9	28%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 9 (28%), agree is 17 (53%), neutral 4 (13%), disagree 2 (6%) and none of them chose strongly disagree. It could be implied that many of them believed that facilitating students to get a clear classroom instruction and knowledge of learning language difficulty would affect students' WTC.

Based on interview data, most of participants shared positive belief that facilitating students to get a clear classroom instruction and knowledge of learning difficulty will affect students' WTC. They shared same positive meaning that classroom instruction as well as knowledge of learning language difficulty is important due it is a part of providing the materials that increase students WTC, the more clear instruction, the more understand the students about the thing that they would learn.

Table 13			
I believe that facilitating students with English explanation could increase their WTC			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	2	6%
3	N	13	41%
4	A	11	34%
5	SA	6	19%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 6 (19%), agree is 11 (34%), neutral 13 (41%), disagree 2 (6%) and none of them chose strongly disagree. It could be implied that many of them chose to remain neutral of the statements that pre-service English teachers should facilitate students with English explanation so that it could increase their WTC.

Based on interview data, most of participants have shared positive belief that facilitating students with English explanation could increase their WTC due that by providing English explanation, the students may indirectly try to be willing to communicate using English. Only two of participants that shared negative belief, they believe that facilitating students with English explanation could not make students about the materials that provide by the teachers.

Table 14			
I believe motivation is essential part that should be increased by teacher			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	-	-
3	N	5	16%
4	A	12	37%
5	SA	15	47%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 15 (47%), agree is 12 (37%), neutral 5 (16%), and none of them chose disagree and strongly disagree. It could be implied that many of them believed motivation is essential part that should be increased by teacher.

Based on data interview, most of participants have positive belief about motivation as essential part, they shared same positive meaning that motivation is important because motivation is a proof that the closeness between teacher and students and by motivating students, the students get involved during learning and teaching process so that the students would be more motivated to willing to communicate.

Table 15			
I believe teacher should facilitate students not only English structure material but also the advantages of English			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	2	6%
3	N	4	13%
4	A	7	22%
5	SA	19	59%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 19 (59%), agree is 7 (22%), neutral 4 (13%), disagree 2 (6%) and none of them chose strongly disagree. It could be implied that many of them strongly believed teacher should facilitate students not only English structure material but also the advantages of English.

Based on interview data, most of participants shared positive meaning that they believe teacher should facilitate students with English structures and the advantages because by providing the advantages of materials, it could be more useful for students daily life. 2 participants shared negative meaning because they think the important thing is only English structure, by knowing the structures the students could communicate in non-verbal situations.

Table 16			
I believe that decreasing the students' communication anxiety could be through appropriate language learning approach			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	1	3%
3	N	4	13%
4	A	18	56%
5	SA	9	28%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 9 (28%), agree is 18 (56%), neutral 4 (13%), disagree 1 (3%) and none of them chose strongly disagree. It could be implied that many of them believed that decreasing the students' communication anxiety could be through appropriate language learning approach.

Based on interview data, most of participants shared same positive belief that decreasing students' communication anxiety could be through appropriate language learning approach due the role of teacher-self that could be significance role for decreasing students' communication anxiety with appropriate approach that teachers applied during teaching-learning process. Only 1 participant that shared negative belief, because he viewed that factor of decreasing students' communication anxiety is part of the students-self that should handle by themselves.

Table 17			
I believe English teacher should promote students' communication competence using appropriate language learning approach and activities			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	1	3%
3	N	2	6%
4	A	16	50%
5	SA	13	41%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 13 (41%), agree is 16 (50%), neutral 2 (6%), disagree 1 (3%) and none of them chose strongly disagree. It could be implied that many of them believed English teacher should promote students' communication competence using appropriate language learning approach and activities.

Based on interview data, most of participants shared positive belief that the teacher should promote students' communication competence using appropriate language learning approach and activities because the shared positive meaning of by using appropriate approach and activities could make students feel comfortable to do learning process so that the students could easily grasps communication competence of the materials.

Table 18			
I believe fostering English WTC classroom variables will help students to increase their WTC in English			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	-	-
3	N	5	16%
4	A	12	37%
5	SA	15	47%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 12 (37%), agree is 15 (47%), neutral 5 (16%), and none of them chose disagree and strongly disagree. It could be implied that many of them believed fostering English WTC classroom variables would help students to increase their WTC in English.

Based on interview data, most of participants believe that fostering English WTC will help students to increase students' WTC with aspects like motivations, teachers' characteristics, classroom environment.

2. The affective attitude of pre-service English teachers' toward students' WTC

The research obtained the data of pre-service English teachers' attitude in affective aspect by spreading questionnaire in online way using *google form*. The results of data are presented in the following tables:

Table 19			
I enjoy giving students' tasks that could increase their WTC			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	1	3%
2	DA	-	-
3	N	4	13%
4	A	12	37%
5	SA	15	47%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 15 (47%), agree is 12 (37%), neutral 4 (13%), strongly disagree 1 (3%) and none of them chose disagree. It could be implied that many of them enjoyed giving students' tasks that could increase their WTC.

Based on the table of interpretation, most of them could be inferred as highly positive attitude of pre-service English teachers in enjoying giving students tasks that could increase students' willingness to communicate.

Table 20			
I feel relax when giving explanation to the students even though we are not face to face			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	5	16%
3	N	13	28%
4	A	9	40%
5	SA	5	16%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 5 (16%), agree is 9 (40%), neutral 13 (40%),

disagree 5 (16%) and none of them chose strongly disagree. It could be implied that many of them chose to remain neutral of the statements that pre-service English teachers felt relax when giving explanation to the students even though we are not face to face.

Based on the table of interpretation, most of them could be inferred as neutral attitude of pre-service English teachers. They neither have positive or negative attitude to feel relax to give students explanation even though they are not face to face.

Table 21			
I interest paying attention that influencing learner beliefs' as communication learning strategies			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	-	-
3	N	10	31%
4	A	15	47%
5	SA	7	22%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 7 (22%), agree is 15 (47%), neutral 10 (31%) and none of them chose disagree and strongly disagree. It could be implied that many of them interested paying attention that influencing learner beliefs' as communication learning strategies.

Based on the table of interpretation, pre-service English teachers dominantly could be inferred as positive attitude of pre-service English teachers. They felt interest paying attention that influencing learner beliefs' as communication learning strategies which means could be interpreted as positive attitude in learner belief aspects.

Table 22			
I interest to facilitate students clear classroom instruction and knowledge of learning language difficulty			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	-	-
3	N	9	28%
4	A	15	47%
5	SA	8	25%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 8 (25%), agree is 15 (47%), neutral 9 (28%) and none of them chose disagree and strongly disagree. It could be implied that many of them interested to facilitate students clear classroom instruction and knowledge of learning language difficulty.

Based on the table of interpretation, most of them dominantly could be inferred as positive attitude of pre-service English teachers. They interest to facilitate students clear classroom instruction and knowledge of learning language difficulty which it is positive attitude in willingness to communicate in aspect of learner belief.

Table 23			
I prefer explaining the material using English to Indonesian			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	1	3%
3	N	9	28%
4	A	17	53%
5	SA	5	16%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 5 (16%), agree is 17 (53%), neutral 9 (28%), disagree 1 (3%) and none of them chose strongly disagree. It could be implied that many of them prefer explaining the material using English to Indonesian.

Based on the table of interpretation, most of them dominantly could be inferred as positive attitude of pre-service English teachers. They prefer explaining the material using English to Indonesian which it is positive attitude towards students' willingness to communicate in aspect of learner belief.

Table 24			
I like facilitate students not only English structure material but also the advantages of English			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	1	3%
3	N	5	16%
4	A	11	34%
5	SA	15	47%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 15 (47%), agree is 11 (34%), neutral 5 (16%), disagree 1 (3%) and none of them chose strongly disagree. It could be implied that many of them really liked facilitate students not only English structure material but also the advantages of English.

Based on the table of interpretation, most of them dominantly could be inferred as highly positive attitude of pre-service English teachers. They like facilitate students not only English structure material but also the advantages of English which means highly positive attitude in aspect of motivation to learn English.

Table 25			
I like motivating students to learn English			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	1	3%
3	N	6	19%
4	A	8	25%
5	SA	17	53%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 17 (53%), agree is 8 (25%), neutral 6 (19%), disagree 1 (3%) and none of them chose strongly disagree. It could be implied that many of them really liked motivating students to learn English.

Based on the table of interpretation, most of them dominantly could be inferred as highly positive attitude of pre-service English teachers. They like motivating students to learn English which means they have highly positive attitude towards students' willingness to communicate in aspect of motivation to learn English.

Table 26			
I enjoy when motivating students to speak English to make them able to speak one more language			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	1	3%
3	N	7	22%
4	A	6	19%
5	SA	18	56%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 18 (56%), agree is 6 (19%), neutral 7 (22%), disagree 1 (3%) and none of them chose strongly disagree. It could be implied that many of them really liked enjoy when motivating students to speak English to make them able to speak one more language.

Based on the table of interpretation, most of them dominantly could be inferred as highly positive attitude of pre-service English teachers. They enjoyed when motivating students to speak to make students able to speak one more language which means they have highly positive attitude towards students willingness to communicate in aspect of motivation to learn English.

Table 27			
I interest to decrease students' communication anxiety in English			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	2	6%
3	N	5	16%
4	A	12	37%
5	SA	13	41%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 13 (41%), agree is 12 (37%), neutral 5 (16%), disagree 2 (6%) and none of them chose strongly disagree. It could be implied that many of them really interested to decrease students' communication anxiety in English.

Based on the table of interpretation, most of them dominantly could be inferred as highly positive attitude of pre-service English teachers. They were interested to decrease students' communication anxiety in English which means they have highly positive attitude towards students' willingness to communicate in aspect of communication confidence.

Table 28			
I like encouraging students to increase their communicative competence (discourse, strategic, grammatical, socio-linguistic competences)			
<u>No</u>	<u>Responses</u>	<u>Frequency</u>	<u>Percentage</u>
1	SDA	-	-
2	DA	2	6%
3	N	4	13%
4	A	15	47%
5	SA	11	34%
	Total	32	100%

The table above showed that total of pre-service English teacher chose strongly agree is 11 (34%), agree is 15 (47%), neutral 4 (13%), disagree 2 (6%) and none of them chose strongly disagree. It could be implied that many of them really liked encouraging students to increase their communicative competence (discourse, strategic, grammatical, socio-linguistic competences).

Based on the table of interpretation, most of them dominantly could be inferred as positive attitude of pre-service English teachers. They liked encouraging students to increase students' communicative competence which means they have highly positive attitude towards students' willingness to communicate in aspect of communication confidence.

3. The behaviour attitude of pre-service English teachers' toward students' WTC

The research obtained the data of pre-service English teachers' attitude in behaviour aspect by observing videos of participants' teaching. The results of data are presented in the following tables.

Table 29			
Pre-service English teacher give tasks that increase their WTC			
<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	21	66%
2	Required Improvement	1	3%
3	Good	4	12%
4	Outstanding	6	19%
	Total	32	100%

The table above showed that result from observation in giving tasks that increase students' willingness to communicate in aspect of classroom environment as a variable in increasing students' willingness to communicate. It could be concluded; 21 participants (66%) needed to give students' tasks that increase their willingness to communicate, 1 participants (3%) gave students tasks yet the tasks required improvement to increase students' willingness to communicate, 4 participants (12%) had given students good tasks that increased their willingness to communicate and 6 participants (19%) had given students good and useful tasks that increased their willingness to communicate.

According to table of interpretation, most of pre-service English teachers dominantly have negative attitude toward students' willingness to communicate in aspect of classroom environment. Their negative behaviour attitude could be indicated through observation that most of them did not give the tasks that increase students' willingness to communicate.

Table 30			
Pre-service English teachers explains the material with a good manner (smiling and relaxing)			
<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	2	6%
2	Required Improvement	9	28%
3	Good	18	56%
4	Outstanding	3	10%
	Total	32	100%

The table above showed that result from observation in explaining with a good manner of aspect of classroom environment as a variable in increasing students' willingness to communicate. It could be concluded; 2 participants (6%) needed to be relax and smiling when explaining the material, 9 participants (28%) required improvement explaining the material with good manner, 18 participants (56%) had a good manner in explaining the material and 3 participants (10%) had either relaxing or smiling aspects in explaining the material.

According to table of interpretation, most of pre-service English teachers dominantly have positive attitude toward students' willingness to communicate in aspect of classroom environment. Their positive behaviour attitude could be indicated through observation that most of them had a good manner in explaining the material.

Table 31			
Pre-service English teacher give a clear instruction of material			
<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	-	-
2	Required Improvement	5	16%
3	Good	21	65%
4	Outstanding	6	19%
	Total	32	100%

The table above showed that result from observation in giving clear instruction of material in aspect of learner belief as a variable in increasing students' willingness to communicate. It could be concluded; 5 participants (16%) needed to improve their instruction to the material they would explain, 21 participants (65%) had a good instruction of material that they would explain and 6 participants (19%) had given a clear instruction and sequence of materials.

According to table of interpretation, most of pre-service English teachers dominantly have positive attitude toward students' willingness to communicate in aspect of learner belief. Their positive behaviour attitude could be indicated through observation that most of them give a clear instruction of material.

Table 32			
Pre-service English teacher explain the material using English			
<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	5	16%
2	Required Improvement	15	47%
3	Good	9	28%
4	Outstanding	3	9%
	Total	32	100%

The table above showed that result from observation in explaining materials using English in aspect of learner belief as a variable in increasing students' willingness to communicate. It could be concluded that; 5 participants (16%) did not explain material using English, 15 participants (47%) gave students explanation using English language yet they dominantly explained the material using Indonesian, 9 participants (28%) explained the material using English dominantly and a little explanation of material using Indonesian and 3 participants (9%) explained the material using English entirely.

According to table of interpretation, most of pre-service English teachers dominantly have negative attitude toward students' willingness to communicate in aspect of learner belief. Their negative behaviour attitude could be indicated through observation that most of them did not explain the materials using English dominantly.

Table 33			
Pre-service English teacher aware of difficulty learning of students			
No	Ofsted's category	Frequency	Percentage
1	Inadequate	10	31%
2	Required Improvement	5	16%
3	Good	15	47%
4	Outstanding	2	6%
	Total	32	100%

The table above showed that result from observation in awareness of difficulty learning of students in aspect of learner belief as a variable in increasing students' willingness to communicate. It could be concluded; 10 participants (31%) didn't aware of difficulty learning of students, 5 participants (16%) had a little awareness of difficulty learning of students, 15 participants (47%) had a good awareness of difficulty learning of students and 2 participants (6%) had outstanding scores category of awareness of difficulty learning of students.

According to table of interpretation, most of pre-service English teachers dominantly have positive attitude toward students' willingness to communicate in aspect of learner belief. Their positive behaviour attitude could be indicated through observation that most of them had a good awareness of difficulty learning of students.

<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	18	56%
2	Required Improvement	5	16%
3	Good	6	19%
4	Outstanding	3	9%
	Total	32	100%

The table above showed that result from observation in supporting the students to be able master the skills of the material in aspect of motivation to learn English as a variable in increasing students' willingness to communicate. It could be concluded; 18 participants (56%) didn't support students to be able master the skill of the material, 5 participants (16%) needed to improve their supporting the students to be able master the skill of the material, 6 participants (19%) supported students to be able master the skills of the material and 3 participants (9%) supported students to be able master of the skills of the material massively.

According to table of interpretation, most of pre-service English teachers dominantly have highly negative attitude toward students' willingness to communicate in aspect of motivation to learn English. Their highly negative behaviour attitude could be indicated through observation that most of them did not support students to be able master of the skills of the materials.

Table 35			
Pre-service English teacher motivates students to learn English			
<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	17	53%
2	Required Improvement	2	6%
3	Good	10	31%
4	Outstanding	3	9%
	Total	32	99%

The table above showed that result from observation in motivating students to learn English in aspect of motivation to learn English as a variable in increasing students' willingness to communicate. It could be concluded; 17 participants (53%) didn't motivate students to learn English, 2 participants (6%) needed to improve of how to motivate students to learn English, 10 participants (31%) motivated students to learn English well and 3 participants (9%) motivated students to learn English well and correctly.

According to table of interpretation, most of pre-service English teachers dominantly have highly negative attitude toward students' willingness to communicate in aspect of motivation to learn English. Their highly negative behaviour attitude could be indicated through observation that most of them did not motivate students to learn English.

Table 36			
Pre-service English teacher give not only English structures but also the advantages of the material for students' daily life			
<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	4	12%
2	Required Improvement	7	22%
3	Good	17	53%
4	Outstanding	4	12%
	Total	32	99%

The table above showed that result from observation in giving not only English structures but also the advantages of the material for students' daily life in aspect of motivation to learn English as a variable in increasing students' willingness to communicate. It could be concluded; 4 participants (12%) only gave student English structures material, 7 participants (22%) needed to improve due they only gave a few the advantages of sub materials, 17 participants (53%) gave not only English structure but also the advantages of the materials for students' daily life and 4 participants (12%) gave the advantages of every important aspects of the materials for students' daily life.

According to table of interpretation, most of pre-service English teachers dominantly have positive attitude toward students' willingness to communicate in aspect of motivation to learn English. Their positive behaviour attitude could be indicated through observation that most of them gave not only English structures but also the advantages of the materials.

Table 37			
Pre-service English teacher give students explanation that could decrease communication anxiety			
<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	6	19%
2	Required Improvement	9	28%
3	Good	15	47%
4	Outstanding	2	6%
	Total	32	100%

The table above showed that result from observation in giving students explanation that could decrease communication anxiety in aspect of communication confidence as a variable in increasing students' willingness to communicate. It could be concluded; 6 participants (19%) needed to explain the material that could decrease communication anxiety, 9 participants (28%) needed to improve their explanation in decreasing communication anxiety, 15 participants (47%) had a good explanation in decreasing communication anxiety and 2 participants (6%) gave explanation that could decrease communication anxiety covered with teacher strategies to decrease students' communication anxiety.

According to table of interpretation, most of pre-service English teachers dominantly have positive attitude toward students' willingness to communicate in aspect of classroom environment. Their negative behaviour attitude could be indicated through observation that most of them had a good explanation in decreasing students' communication anxiety.

Table 38			
Pre-service English teacher give students explanation that increase the students' communicative competence (discourse, strategic, grammatical, socio-linguistic competences)			
<u>No</u>	<u>Ofsted's category</u>	<u>Frequency</u>	<u>Percentage</u>
1	Inadequate	2	6%
2	Required Improvement	12	37%
3	Good	17	53%
4	Outstanding	1	3%
	Total	32	99%

The table above showed that result from observation in giving students explanation that increases the students' communicative confidence in aspect of communication confidence as a variable in increasing students' willingness to communicate. It could be concluded; 2 participants (6%) only explained the material with one aspect of communicative competence, 12 participants (37%) explained 2 aspects of communicative competence, 17 participants (53%) explained 3 aspects of communicative competence and 1 participants (3%) explained the material with covered all of four aspects of communicative competence.

According to table of interpretation, most of pre-service English teachers dominantly have positive attitude toward students' willingness to communicate in aspect of classroom environment. Their positive behaviour attitude could be indicated through observation that most of them explained 3 aspects of communicative competence.

B. Discussion

The discussion section is aimed to answer questions proposed in this discussion aims to discuss the results of the data in order to conclude the answers from the research questions about pre-service English teachers' attitude toward students' willingness to communicate in three aspects

cognitive, affective and, behaviour. These research questions would be discussed in the following section.

To answer the first research question about pre-service English teachers' cognitive attitude towards students' willingness to communicate, the data were collected by spreading a questionnaire and interview about cognitive positive aspect statements. The statements consist 10 positive statements including beliefs towards variables of willingness to communicate; classroom environment, learner belief, motivation to learn English, and communication confidence. Therefore, the lower scale participants chose the more negative their attitude

The result showed that 2 pre-service English teachers (6%) who have neutral attitude toward students' willingness to communicate in cognitive aspect with mean scores of them were 3,3, 20 pre-service English teachers (62%) who have positive attitude toward students' willingness to communicate in cognitive aspect with mean scores of them were 4,0, and 10 pre-service English teachers (31%) who have highly positive attitude in cognitive aspect with mean scores of them were 4,7, and none of them have negative and highly negative attitude toward students' willingness to communicate.

It concluded that the dominant cognitive attitude toward students' willingness to communicate is positive attitude with 20 participants, so more than 50% of pre-service English teachers have positive beliefs toward students' willingness to communicate. While the second dominant cognitive attitude toward students' willingness to communicate is highly positive attitude with 10 participants with percentage 31 % it could be concluded that some of them also have highly positive belief toward students' willingness to communicate and neutral belief, only 2 with percentage 6% respondents who have neutral belief toward students' willingness to communicate.

Based on data analysis that purposed to determine mean of all scores from the questionnaire in cognitive aspects, it showed the mean of all scores were 4.2 which means pre-service English teachers had positive cognitive attitude toward students' willingness to communicate.

Based on analysis of interview data, Pre-service English teachers also shared positive attitude with excuse as; the teachers-self as the part of teaching and learning process have a significance role, their positive beliefs may adapt to their approach and method or process of learning that purposed to grasps of objective of the study especially students' willingness to communicate. Their positive attitude also could be indicated that most of them agree with positive statements given, they gave their view that it should be the teachers do towards students' willingness to communicate such as have positive attitude towards students in general meaning, giving the tasks that encourage students to speak English or to write in English, motivating the students to be able to speak English or to understand materials given, and also encouraging students to be able grasp communicative competence which means these all things is positive attitude towards students willingness to communicate in cognitive aspect.

In the second research question, the data were collected by spreading questionnaire about affective positive aspect statements as well as cognitive aspect statements. The statements consists 10 positive statements including variables of willingness to communicate; classroom environment, learner belief, motivation to learn English, and communication confidence. Therefore, the lower scale participants chose the more negative their attitude.

From table 4.11 and 4.12 which described affective positive statements in classroom environment, it could be described that in table 4.11 and 4.12 most of participants enjoyed giving tasks that could increase students' willingness to communicate yet most of them also had neutral emotions in statements that they felt relax when giving explanation to the students even though they are not face to face which mean have positive and neutral attitudes in context of classroom environment as first variable in increasing students' willingness to communicate. Regarding table 4.13, 4.14 and 4.15 which described affective positive statements in learner belief, it could be concluded that most of participants shared positive emotion toward learner belief as second variable in increasing students' willingness to communicate. Regarding table 4.16, 4.17 and 4.18 which described affective positive statements in

motivation to learn English, it can be concluded that most of participants had shared positive emotion toward motivation to learn English as third variable in increasing students' willingness to communicate. From table 4.19 and 4.20 which described affective positive statements in communication confidence, most of participants shared positive emotion toward communication confidence as fourth variable in increasing students' willingness to communicate.

The result showed that 8 pre-service English teachers (25%) who have neutral attitude toward students' willingness to communicate in affective aspect with mean scores of them were 3,3, 15 pre-service English teachers (47%) who had positive attitude toward students' willingness to communicate in affective aspect with mean scores of them were 4,0, and 9 pre-service English teachers (28%) who had highly positive attitude in affective aspect with mean scores of them were 4,6 and none of them had negative and highly negative attitude toward students' willingness to communicate.

It concluded that the dominant affective attitude toward students' willingness to communicate was positive attitude with 15 participants, so 47% of pre-service English teachers had positive emotion toward students' willingness to communicate. While the second dominant affective attitude toward students' willingness to communicate was highly positive attitude with 9 participants with percentage 28% it could be concluded that some of them also had highly positive emotion toward students' willingness to communicate and neutral emotion, only 8 with percentage 25% respondents who had neutral emotion toward students' willingness to communicate.

Based on data analysis that purposed to determine mean of all scores from questionnaire in affective aspects, it showed the mean of all scores were 4.0 which means pre-service English teachers have positive affective attitude toward students' willingness to communicate.

Their positive attitude could be seen that they have positive emotion towards students' willingness to communicate. They feel agree that emotion is important for the teachers, the more positive of pre-service English teachers in

affective aspects, the more increasing students' willingness to communicate would be.

In the third research question, the data were collected through observing videos of participants' teaching with several indicators of variables in willingness to communicate; classroom environment, learner belief, motivation to learn English, and communication confidence.

From table 4.21 and 4.22 described indicators of the classroom environment in behaviour attitude toward students' willingness to communicate, it could be described from these tables; most of the participants didn't give tasks to the students that increase their willingness to communicate and most of them explained the material with a good manner those can be inferred one as negative and another is positive behaviour toward students' willingness to communicate. Regarding table 4.23, 4.24, and 4.25 as indicators of learner belief, it could be described; most of participants gave a clear instruction of material and aware of difficulty learning of students and most of them also explained using English non-dominantly those be inferred ones as positive behaviour and another is negative behaviour toward students' willingness to communicate. Regarding table 4.26, 4.27, and 4.28 as indicator of motivation to learn English, it could be described; most of the participants didn't support the students to be able master of the skills of the material and motivate students to learn English to increase their willingness to communicate and most of them gave the advantages of materials to students' life these could be inferred ones as highly negative behaviour and another is positive behaviour toward students' willingness to communicate. Regarding table 4.29 and 4.30 as indicator of communication confidence, it could be described; most of participants explained the material that could decrease communication anxiety and increase students' communicative competence.

However, several pre-service English teachers show their positive attitude by explaining with a good manner, giving explanation that could decrease students' communication anxiety, and also gave materials that consist of communicative competence aspects. While most of them also have negative

attitude which could be indicated through observation that they did not motivates students, or giving students advantages of the materials of pre-service English teachers explained, and giving the tasks as the reference of willingness to communicate of students

Based on data analysis that purposed to determine the mean of all scores from observation sheets in behaviour aspects, it showed the mean of all scores were 2.35 refers to table interpretation as negative attitude..