CHAPTER 1
INTRODUCTION

This chapter presents: (1) Background, (2) Research Problems, (3) Research

Objective, and (4) Significant of the study.

1.1.   Background

Willingness to Communicate (WTC) is students' inclination or fancy to speak

in English that trigger them to utilize it whether they are in the classroom or out of it.

It is also regarded as a situation when someone is set to use target language. Brown

(2006) affirms that willingness to communicate is the desire or inclination to initiate

communication, given a choice. It is related to research study conducted by Riasati

and Rahimi (2018) confirm that the idea of willingness to communicate, which is

truly the urge to initiate communication, plays a main of role in obtaining a

second/foreign language. Apart from this, Galadja (2017) claimed willingness to

communicate is the people who enjoy the communication and share their ideas to

others. In brief, the core of applying target language is students' willingness or

readiness in implementing the languages.

Building willingness is a significant aspect for students to create the

confidence in communicating in English. Mukattash (1983) indicated that learners

should own big intention, confidence, and effort to speak English as well as they

speak Bahasa (as citied in Pathan, Aldersi, & Alsout, (2014), p. 97-98). Furthermore,

Goh, C. and Burns, A. (2012) revealed that in adjusting English, learners attain

various problems affecting speaking skills, such as, Lack of motivation which is

students need to know and appreciate the value and crucial of speaking foreign language and to be highly motivated to speak, Students' anxiety and Lack of confidence means students have nervousness in speaking which gives negative effect on learning process. It makes them feel that speaking is stressful experience. Because of it, it hinders students and makes them avoid or withdraw from active oral interactions, Limited Knowledge of English of course to master English, students need to learn knowledge of English. Such as, pronunciation (the way to say the words correctly), grammar (to know the order words in appropriate way), etc. It is related to research study conducted by Al-Sobhi and Preece, (2018) mentioned that learners need to put a great deal of effort to enhance their phonological, lexical, and grammatical knowledge of English. Briefly, raising up the communicative students in English is a challenge because some causes affected inside or outside of students itself.

Related to the discussion above, in learning process not only students as the objects of target language but also the teachers as the role models in boosting and guiding them to bring it off. In teaching English as a foreign language, teacher poses various pivotal roles (Krashen, 1982, p. 33). It is relevant to research study conducted by Irmayani and Rachmajanti (2017) emphasized that teachers are highly required to construct students' efforts to master English. Moreover, Richard (2011) maintains that English teachers are required as main facilitator for students in the classroom as English is insufficiently exposed to students outside of the classroom. Speaking and implementing English skill sometimes make students being nervous, anxious, and

afraid of. Thus, this is the role of teachers to be able to construct pupils' willingness to communicate (WTC) in English which means learners are learning and implementing to communicate without any burden. All in all, something that triggers students to speak up is the desire which comes from within themselves.

Particularly, teachers are supposed to figure out students' willingness to communicate in order to achieve target language effectively. McCroskey and Richmond (2013) asserted willingness to communicate (WTC) one effective factor affecting success in second and foreign language learning (as cited in Tan, et al, (2016), p. 283-284). Willingness to communicate supports them in motivating themselves to elicit English. Automatically, teacher affords to confine the problems while applying target language in the classroom. Teachers just uphold their preference ways in speaking activity and then herd them to speak up intensively. Indeed, MacIntyre (2007) confirms that teachers are able to measure students' readiness to enter into discourse at a particular time with specific person or persons, using foreign language (as cited in Tan, et al, 2016, p. 284). Briefly, the role of teacher's support is a need to enhance students' ability in communication.

Undoubtedly, foreign students have possession of their readability in applying target language. They willing to communicate in English based on the motivation and factors that trigger them. According to MacIntyre (1998), there were two types of factors that affect one's WTC in a second or foreign language, which is quite different from one's WTC in his/her native language. *Individual* (enduring) factors include the personality aspects of the language learner, the social language groups,

general self-confidence of the learner, and his/her motivation to learn English. While *situational* (environmental) variables, on the other hand, are identified as one's desire to speak with a specific person and self-confidence that one feels in specific situation. It is relevant to research study conducted by Riasati and Rahimi (2018) explained that WTC tried to put the role in creating willingness within individuals which was definitely crucial to be an important goal of language pedagogy. Hence, individual is for internal triggers while social is external triggers which influence students to raise their communication in English.

In EFL learners at MTs N 1 Palembang, all the classes start from the seventh grade to ninth grade are studying English as a foreign language. The seventh grade students had improvement in speaking aspect when they were taught the lesson which was how to say greeting in English. They were asked to rehearse speaking by the teacher, and they wished to administer it outside the classroom. Thus, teachers have to assume the role of facilitator and monitor in the classroom (Richards, 2001, p. 5). As such, it is necessary for teachers to understand what factors, both situational and individual, contribute to a low or high degree of willingness to speak among their students, with the goal to determine why some language learners with limited language proficiency had better communicative competence than those who are master a linguistic competence. It is related to research study conducted by Riasati and Rahimi, 2018) which teacher can be a main role to contribute creating an environment where it builds learners' desire to speak up. Pointedly, beside teaching and learning English, teacher also needs to identify and explore students' characters,

behavior, environment, and others that can provide the detail information related to their willingness in speaking English.

Based on preliminary study, at MTs N 1 Palembang, I did preliminary study by using observation checklist. It was discovered that per class there were 15-20 students who had the chance to elicit English. They would implement English as their supporting communication in the class based on their partner to speak to. When teacher saw them spoke up with their partner, they wanted to show it without shyness and nervousness. Even teacher asked them to communicate in English with the light discussion, such us their address, their favorite subject, etc. There were around 15 other students who had less initiate to take part in the discussion, whereas they were one of the students who had better English skill in the classroom, such as top 10 students in class. It indicated that although other students who had less willingness to communicate, it did not affect those who had it. Moreover, it could be a motivation for others to be involved into. From seven classes of the seventh grade of MTs 1 Palembang, there were 3 classes who activated basic of English as their daily conversation. Which were class 7A, 7c, and 7d.

Related to the discussion above, I did further observation to students and teachers' perception toward willingness to speak English. Definitely, it was discovered that students got inspired to implement English in their daily activities not only from the teachers and lesson but also from the social media now on. A great deal of students preferred to apply English for sharing in social media as creating the videos, snapgram, and others which supported them in constructing the confidence.

Several students preferred to interact in English with their closest peers, teachers, or sometimes they like to speak up silently. When I asked them about why they applied English in various ways, they revealed that the inspirations were absolutely different. Instead the main point was it supported them in learning English, overall, I considered that students could construct the willingness by using their preference, hobbies, or figures. For the teachers, I obtained that they preferred to implicate students in practicing speaking skill in certain time, for instance, in the debate time, presentation time, or discussion time. In other time, teacher encountered a bit problem to involve students to communicate in English. Some teachers commented that building willingness was a must for all teachers to boost a goal in language lesson.

Based on the seventh grade syllabus (2018), it is noted that students will study how to say greeting in English, how to say thank you, how to say congratulation in English which it focuses on speaking and communicating skill. Teachers are asked to build students' awareness to the importance of speaking skill. So, from that study, I got some raw views about the factors that influenced students' willingness to speak. One of it was the supported partner and topics of discussion. In actual research, I will make sure about this.

In addition, there had been several previous studies related to current study. Riasati & Rahimi (2018), the factors that impact on students' willingness to speak were divided into two larger categories, which were environmental (situational) factors, which was included the factors that existed in the classroom, such as task type, topic interlocutor, etc, and individual factors such as personality, self-

confidence, fear of correctness. Then, Riasati (2014) found there were some situational and individual factors which triggered students' willingness to speak English. For instance, individual factors which were personality-related factors, perceived speaking ability, fear, etc. situational factors which are task type, seating location, etc. In short, many studies indicated that these factors affected students' willingness to speak English.

In short, At school, teacher tried to involve learners to interact to each other by using English, in fact, some students did the activity with a half of confidence although they had good English, and others did the same with totally confidence although they had lower skill in English. It indicated that students had their own strong willingness and unwillingness to implement target language with all effected factors. As the result, this phenomenon encourages me to conduct a similar research about investigating to what extent students' willingness to communicate in English. I choose this school because this is one of institutes that convey students to enhance foreign languages, such as English and Arabic. I have well-known the condition, the teachers and also the students itself because I had ever experienced teaching and observing in that school. It will be conducted by using questionnaires in line with the discussion of this issue.

1.2. Research Problems

Based on the problems above, the following research question is to what extend students' willingness to speak English in the seventh grade of MTs N 1 Palembang?

1.3. Research Objectives

From the problem above the objectives of the study is to investigate the degree of students' willingness to communicate in English in the seventh grade of MTs N 1 Palembang.

1.4. Significance of the Study

This current study is supposed to give beneficial contributions for some ideas. I will gain and achieve more understanding about the factors that engendering students' willingness to speak English. I wish that it aids teachers to evolve the teaching and learning process. Learners are going to apprehend what points and matters that build them up to speak English both its challenges. They will be able to improve their willingness to communicate after cognizing it as well. They will sweep up more motivation and big enthusiastic in speaking after participating in this study. The researcher will also guide them to deepen the importance of it to get better in mastering English.

For me, it is a tremendous thing to create new experience and knowledge that provides me lot of benefits about this issue of students' willingness to speak English. The researcher definitely knows about each factor in detail. The problems that they encounter in the classroom, how to guide myself to understand and enhance students' willingness to communicate, and knows the facts of foreign students in learning English as well. It gives the expanding knowledge as guidance in developing and applying the best method to prompting students' willingness to speak English.

For public readers, by reading this study, they would like to gain new other sides of the theory provided in this study. I prepare the theory that supports my study about each of aspects. The whole process and discussion let the readers to have different views how to acquire target language as foreign people. It gives them the chance to comprehend their potential factors within themselves that can trigger everyone to have willingness to communicate in English as well.