

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study

1.1 Background

Speaking is the most important of four skills in English. Because its role as the most important element, this makes students feel speaking is a sensitive thing and is a frightening specter for students. Tulgar (2018) says a lot of research centered on the idea of anxiety in language education reaches a general conclusion that speaking is the skill that most triggers anxiety in the process. Because Khan, Radzuan, Shahbaz, Ibrahim (2018) has explained that speaking in a foreign language is considered a challenging aspect in language learning that requires competence and mastery in learning any foreign language.

But behind it all, the need for good communication skill in English become a demand that continues to increase. It is proven through a statement from Riasati (2012) that in modern language pedagogy that is very concerned with communication and trains language students who are able to communicate effectively in the target language. Because on the basic of it, as Rocio (2012) stated that speaking is generally the most important of the four skills. Indeed, one frustration is that they have spent years studying English, but they still cannot speak it. Therefore in this case, it is necessary to know what things influence willingness of the subject to speak English in the language classroom.

Willingness to communicate is defined as a readiness to enter into discourse, at a particular time with a specific person or persons, using L2 (MacIntyre, Clement, Richard, [Dornyei](#), Zoltán, & Noels, 1998, p. 547). Kang (2005) explained that willingness to communicate (WTC) is an individual's volitional inclination toward actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables. Based on some definitions above, willingness to communicate can be meaning as the tendency or availability of individuals to involve themselves in certain talks and situations.

In a language classroom following communicative approach, language teachers are eager to have learners who are willing to use the language in class. Moreover Freirnuth and Jarrel (2006) explain the reason is that research has shown that a lack of willingness to use the language results in ineffective interaction and language production. According to Wijaya and Rizkina (2015), there were some factors of willingness to communicate such as task-type, class size, language anxiety, and teachers' and students' rapport. So, it is true that the notion of Willingness to Communicate (WTC), which is actually the intention and desire to initiate communication, plays a key role in learning a second/foreign language.

In the English Education Study Pogram of UIN Raden Fatah, Speaking is taught in 3 courses as a tool to develop students' English speaking ability. They are Speaking 1, Speaking 2, Speaking 3. Ideally, the existence of this speaking

course gives students more opportunities to have good speaking skills. So, they should increase their fluency in speaking after taking the course. However, in my preliminary research of speaking class at English education study program of UIN Raden Fatah Palembang showed that the facts are contrary to the fact. Four students of sixth semester at PBI 3 class of UIN Raden Fatah Palembang, when given the opportunity to speak preferred to talk and express themselves, while others chose to be quiet. This certainly does not give any progress to the students. Whereas the purpose is to make the young generation competent in English eventhough passive or active English, whether to speak fluency or just to understand what people say or to write their opinion to express their idea.

There are some previous related studies concerning to the factor influencing willingness to speak English in language classroom. First, Wulandari (2015) revealed that students' familiarity with interlocutor, students' correctness of speech, teachers' role and students' motivation are influencing willingness to speak English in transactional speaking courses including. Second, Pattapong (2013) revealed that cultural, social and individual, classroom, and psychological context are identifying some underlying variables students' willingness to speak English. From the two previous related study, it can be concluded that social interaction and psychology context dominantly influences student willingness to speak english in language classroom.

Similarly, in this study, I also focus on the student teachers' perception on willingness to speak in language classroom. Therefore, finding out what factors influence the desires of students in class is the goal in this research. The

researcher is interested to investigate “Student teachers’ perception on the factor influencing willingness to speak English in language classroom at English Education Study Program of UIN Raden Fatah Palembang”

1.2 Problem of the Study

Based on the background, the research problem was formulated in this question “how was the student teachers’ perception on the factor influencing willingness to speak English in language classroom at English Education Study Program of UIN Raden Fatah Palembang ?”

1.3 Objective of the Study

In accordance with the problem above, the objective of this research was to found out student teachers’ perception on the factor influencing willingness to speak English in language classroom at English Education Study Program of UIN Raden Fatah Palembang.

1.4 Significances of the Study

It is expected that the results of this research will be benefit for the following:

- 1) The teacher of English

It is hoped that the result of this study would be useful for the teachers of English to influence willingness to speak English in language classroom.

2) The Students

It is hoped that the result of this study might increase the student teachers' willingness to speak English in language classroom.

3) The Researcher

It is hoped that the result of this study would enrich information for the researcher about factors influencing willingness to speak English in language classroom.

4) The future Researchers

It is hoped that the result of this research might give information and contribution to the other researchers and will be useful to the writer when she starts her profession as a teacher in the future time.