

CHAPTER I

INTRODUCTION

This chapter explains some fundamental aspects in this present study such as; background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and also the definition of the key terms.

1.1 Background of the Study

Teachers who enjoy communicative language instruction enjoy motivating students who demonstrate a strong desire to speak in a second or foreign language. Students' lack of motivation leads to inefficient interactions and language creation (Freirmuth & Jarrell, 2006). As a result, it is true that the concept of Willingness to Communicate (WTC), which is the goal and desire to begin communicating, is important in learning a second/foreign language (Macintyre, Dornyei, Clement & Noels, 1998). Some researchers, such as MacIntyre and Baker (2003) and Macintyre, Dornyei, and Clement (1998), argue that one of the fundamental objectives of second language education should be a willingness to communicate in language learning because WTC is expected to facilitate the language learning process so that WTC is more Height among students.

Nowadays, the primary goal of EFL instruction is to enable EFL language learners to communicate effectively and meaningfully using the language (Clement et al., 1998). Because teaching speaking is such a difficult task for EFL teachers when they are expected to encourage their students to participate in

various speaking activities in the classroom, and because speaking is such a complex ability that language learners find difficult to acquire. Language learners must use the language in order to increase their communicative ability (Yashima, Zenuk-Nishide, & Shimizu, 2004), which means they must practice more. However, because English is exclusively taught as a foreign language, pupils have limited opportunities to practice their English. Outside of the classroom, students do not even have access to the language. This is a serious challenge that all EFL teachers encounter and one that deserves more attention.

Contextual (the status of the foreign language studied, availability of resources, and so on), situational (the amount of formality required in an encounter, and so on), and individual factors (motivation, self-esteem, language anxiety, and so on) all play a role in FL acquisition success (Dewaele, Comanaru, & Faraco, 2013). One of the specific elements to consider is the pupils' readiness to participate in a communication using the language they have learnt. When the pupils are ready, they will freely and fluently participate in a particular communication. Otherwise, their decision to remain silent (not engage in communication) indicates that they are not psychologically equipped for it.

This preparedness is defined as a desire to communicate utilizing the language that has been learnt (WTC). WTC is a crucial factor to consider while teaching speaking as a foreign language. WTC is a model comprising the integration of psychological, linguistic, and communicative elements that will impact L2 communication achievement, according to Clement et al., (2003). According to Clement, Dornyei, and Noels (2014), the function of WTC in L2

learning could be as an individual difference factor as well as a targeted aim of L2 instruction. In this scenario, WTC is viewed as a variable that entails a personality attribute of an individual that differs from one person to the next.

Student motivation for learning, involvement with learning assignments, and educational accomplishment are all influenced by their interests and objectives for communication (Goodboy & Bolkan, 2011; Goodboy & Myers, 2010; Mazer, 2013; Soric & Palekcic, 2009; Weber, 2005). As a result, it has the potential to alter language learners' participation in communicative tasks, and as a result, their level of L2 WTC and speaking. Despite this, few research have looked into their impact on L2 WTC and speech.

To provide a better understanding of the notion of WTC in the context of English as a foreign language (EFL) and to look into possible links with other aspects. When the goal of language instruction is to motivate students to communicate properly, it is critical to understand why certain students are hesitant to speak in class (MacIntyre, 2007). Students will lose intention of learning languages as a result of such reluctance. As a result, students will discover that they are not progressing in their studies. According to the researcher's experience, several pupils are not encouraged to use English outside of the classroom in an EFL environment. There are few opportunities for students to use their language outside of the classroom, and their practice is limited.

Refers to (MacIntyre, 2007), most language learners are not eager to participate in class discussions when given the chance to speak. Language educators have always been concerned about this since, and besides, language

students really have to train learning foreign languages in order to be successful. Otherwise, they will be unable to communicate in real-life settings using what they have learnt. Many language students' express dissatisfaction with their speaking abilities. In fact, It is possible that this is due to their unwillingness to talk and poor speaking habits in language classes.

According to preliminary research, not many students actively communicate with peers and lecturers in the same topic but at a different level (Speaking 1), according to the professor who teaches the same subject but at a different level (Speaking 1). The lecturer believes this occurs because pupils believe they are unable to talk or are worried that if they do, they will speak incorrectly. However, as Ya-ni (2007) points out, learning to talk is significantly more crucial than learning to read and write for many language learners. Many language learners, understandably, place a high importance on mastering speaking skills, and students frequently assess their progress by how well they can communicate. Current investigations are expected to yield results using the WTC model MacIntyre et al. (1998) as a framework.

As a result, this study is one of the first to look at teacher factors that influence EFL students' propensity to speak English at one of University or Institution in Kendari, with the goal of adding to the current literature and filling a gap. It is worth noting that this research adopts a very restrictive definition of WTC, which is essentially oral communication.

1.2 Scope of the Study

This study aims to discuss teacher affective as a factor that encourages students' willingness to communicate using English in the classroom during online learning. This research was conducted at one of institute in Kendari in the second semester of the English Education Department, especially in Speaking II. Students in this class are very active in every lesson. However, in this case, the researcher focuses on the behavior of the lecturer's affection for students, such as anything that can make them willing to talk in the learning process. The teacher factors in question are the motivation and inspiration given by the teacher during learning in the classroom and outside of learning.

1.3 Research Question

In connection with the of the research above, the problem in this study was identified with the question "To what extent is the teacher's affection factor causing students' willingness to speak English in speaking class?"

1.4 Purposes of the Study

Based on the background above, this present study aims to examine how teacher affective influence students able and willing to speak English.

1.5 Significances of the Study

The results of this study significantly influence teacher-learner instructional strategies. The impact that a teacher's personality has on students' motivation to communicate in a foreign language classroom will also be examined. This study provides vital insight into conceptual and applied issues, all

of which are directed by the study's objective. In terms of theoretical factors, it is believed that this study will provide theoretical understanding in order to encourage students to speak English in class. In terms of practical implications, it is expected that the results of this study will contribute to a better understanding of the elements that motivate pupils to speak without the teacher's pressure. It is also envisaged that if it is established that instructor factors have a significant impact on students' motivation to communicate in English, teachers will be able to train and enhance their skills.

1.6 Definition of Key Term

In terms of the study's purpose, the researcher defines the term utilized in this study as follows:

Teacher affective factor in this study means an effort that teachers do to simulate or influence the actions of students in speaking English. The teacher's factors in this situation include characteristics that can train learners to converse in English. This is done to give pupils confidence that they exist and are worthwhile regardless of their grades. This encouraging attitude anticipates that students willing to speak by themselves into the class convey if they are satisfied or confident. In this example, the teacher's attitude is an action to foster positive relationships with students so that they consider to participating communicate in classroom. In this situation, the teacher provides opportunity to all students, not only those who are able to communicate in "excellent" manner or who are interested.

EFL Students: defined in this study as second language learners who are involved in all activities in the second language class, where they have the will or those who are not willing to carry out the act of communication. These students are influenced by the positive reinforcement of the teacher. Thus, in this scenario, teacher support can influence whether students communicate or not.

Willingness to Communicate (WTC) in this research is a notion that has recently gotten a lot of interest in second language acquisition research and language teaching practice because it pulls together a lot of different aspects that explain reason why people communicate in their target language. Situational factors are impacts that come from outside of the individual, such as the environment and other people in the student's study area, such as when students communicate with others who speak more fluently.

