

**EFL LEARNERS' TENDENCY TO SPEAK IN NATIVE AND NON-
NATIVE TEACHERS' CLASSROOM: THE CASE OF WILLINGNESS TO
COMMUNICATE**



RESEARCH PAPER

submitted in partial fulfillment of the requirements for the degree of Sarjana
Pendidikan at English Education Department

by

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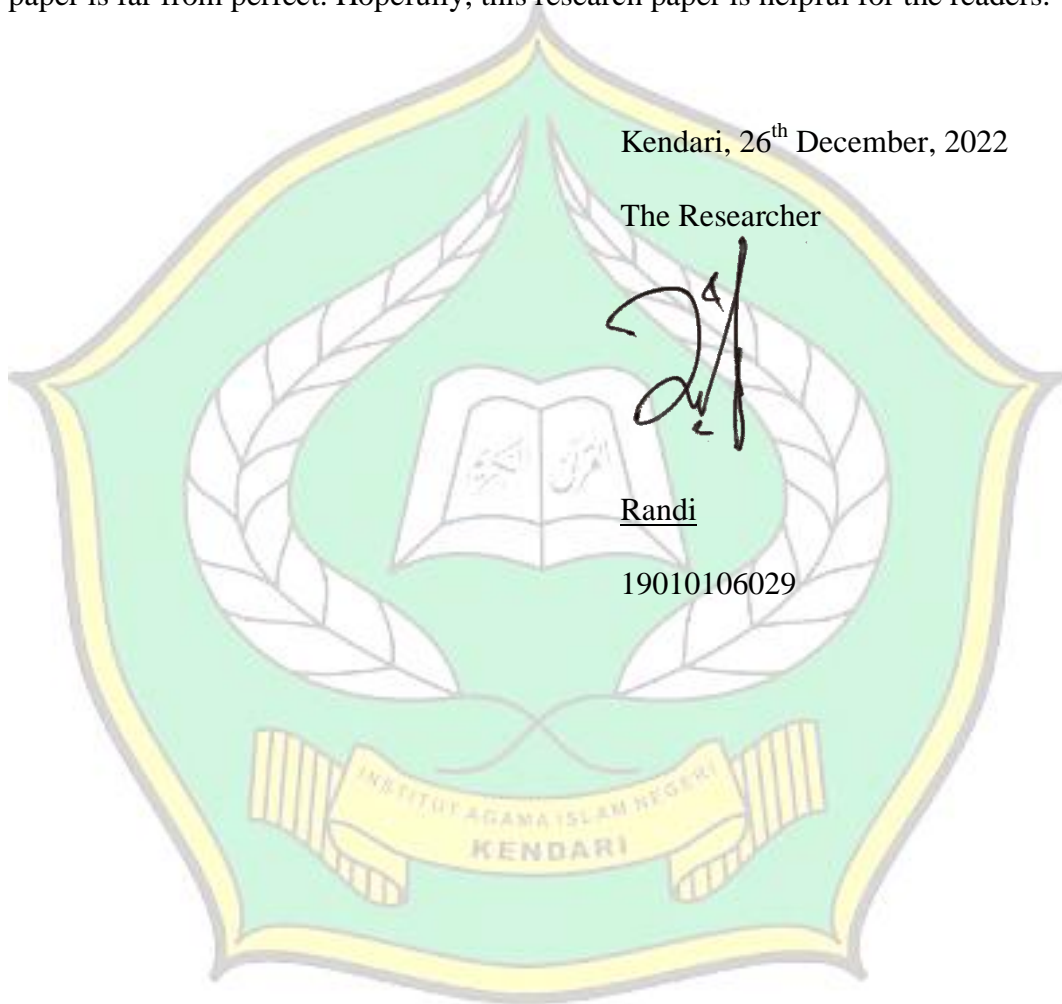
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ABSTRACT

Randi SID 19010106029. “EFL Learners’ Tendency to Speak in Native and Non-Native Teacher’s Classroom: The Case of Willingness to Communicate”
Supervised by: Dr. Sitti Nurfaidah, S.Pd., M.Ed., and Suhartini Syukri, S.Pd.I., S.Pd., M.Pd.

This case study investigates EFL learners’ tendency to speak in native and non-native teacher’s classroom contexts. Ten participants from the English education department in a higher education in Southeast Sulawesi involved in this research through questionnaires and data from depth interviews. To examine the research question, willingness to communicate (WTC) theories adopted from MacIntyre et al. (1998) was used in analyzing the data related to EFL learners’ tendency to speak in the classroom. The findings indicate that students’ willingness to communicate in native teacher class related to communication behavior, behavioral intention, situated antecedents, motivational propensities, and affective cognitive context situations. Whereas in non-native teacher, participants showed their tendency to speak only in communication behavior, behavioral intention, and situated antecedents situations. These two comparisons show that EFL learners’ are more tend to speak in native teacher classes. The significance of this study for learners is that they are always prepared before entering the classroom of native or non-native teachers.

Keywords: native teacher; non-native teacher; tendency to speak; willingness to communicate

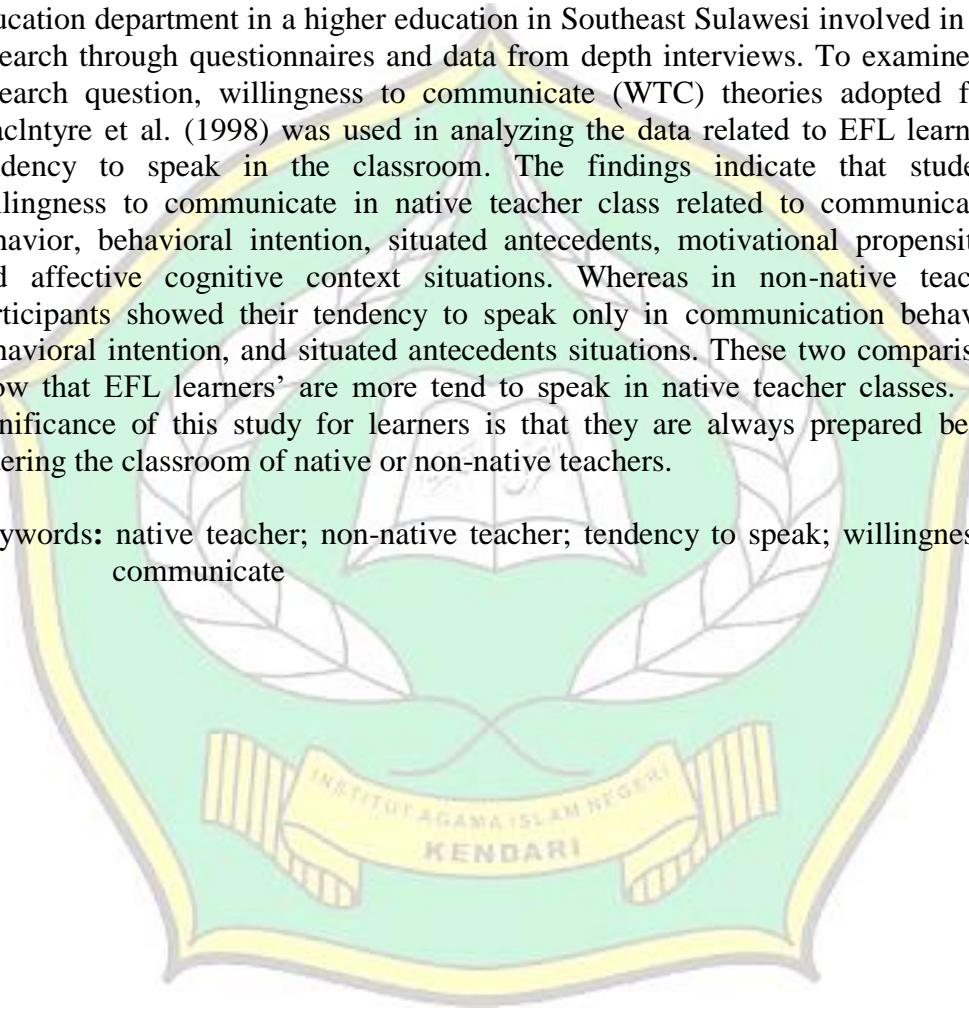
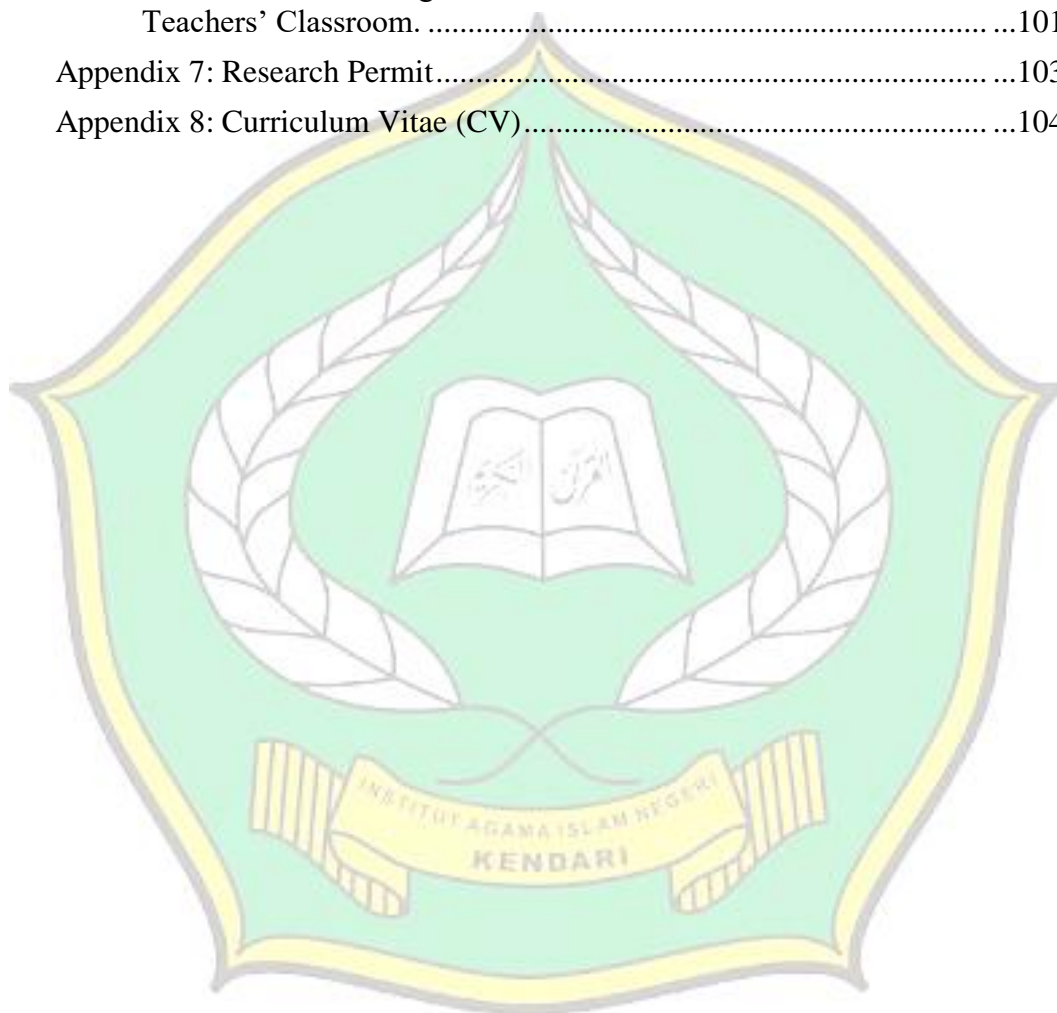


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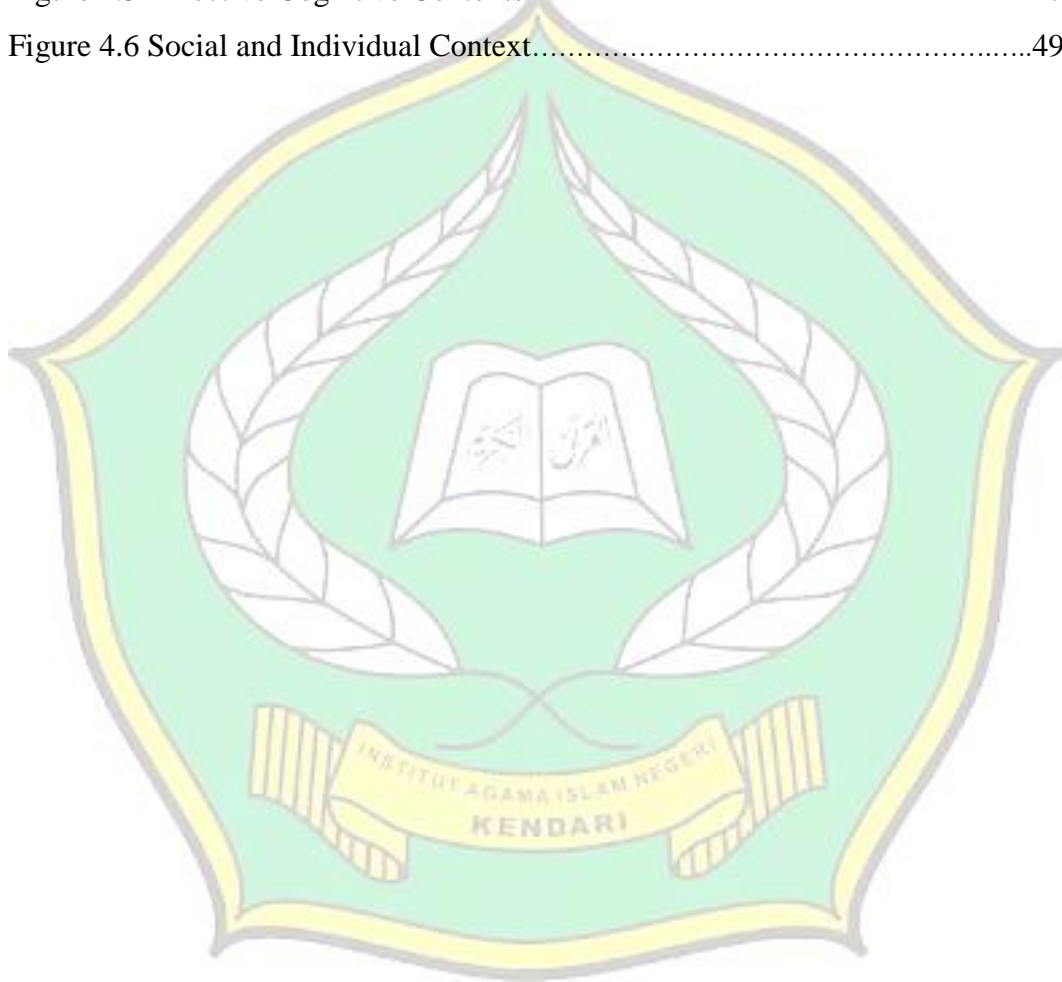
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LIST OF ABBREVIATIONS

EFL	English Foreign Language
ELT	English Language Teaching
L2	Second Language
NEST	Native English Teacher
NNEST	Non-Native English Teacher
P	Participant
Q	Question
WTC	Willingness to Communicate

