

CHAPTER I

INTRODUCTION

This chapter discusses the EFL learners' tendency to speak in native and non-native teacher's classrooms. This section displays the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and key terms definition.

1.1 Background of the Study

English as an international language has established itself as the lingua franca. As opportunities for oral communication have increased, ELT educators are finding it increasingly difficult to find the most effective ways to help EFL/ESL learners' master verbal skills as an essential aspect of learning a foreign language. Students of a different language will not learn to speak fluently simply by listening to the flow of the language in a class. Although listening to the forms of a language is essential factor in learning a new language, it is not enough. Teachers should give their students plenty of opportunities to practice speaking (Yousefi & Kasaian, 2014).

Nowadays, the success of the teaching and learning English process, students' language skills and performance are determined by the interaction that takes place in the classroom (Astuti, 2011). Chaudron (1998) cites points on the importance of L2 linguistic interaction in the teaching and learning process: (1) the target language structure, as well as its meaning, can be explored only by communicating with each other; (2) communicating with each other allows

students to use the structure of target language in their speech; (3) the importance for students depends on the extent to which communication between teacher and students has been established. Based on this explanation, interaction using the L2 language during the teaching and learning is very important as it makes it easier for students to promote and discover their communication skills.

In this globalization era, developing students' communicative competence is the primary goal of teaching and learning a foreign language or a second language (Peng, 2012; Riasati, 2012). Modern language pedagogy places great importance on communication and trains language learners who can communicate effectively in the target language (Riasati, 2012). Riasati (2012) then said that in language classrooms that follows a communicative approach, language teachers like to have students willing to use the language in the classroom. In communicative language classes, student participation is highly valued, but the extent to which successful interaction in the classroom may depend on students' willingness to speak the target language (Peng, 2012). The current communicative approach to second language (L2) teaching emphasizes the importance of students' use of L2 in oral and written texts (de Leger & Storch, 2009).

The study of willingness to communicate (WTC) in a second or foreign language has been the most explored topic in the second and foreign language for several years (e.g., Cao, 2011; Lo, 2018; MacIntyre 2007; Pawlak, Mystkowska-Wiertelak, & Bielak 2016; Peng & Woodrow, 2010; Yu, 2009; Zarrinabadi, 2014) in various disciplines, including studies focused on the ESL teachers' WTC in English (Lo, Yueh Yea, 2018), the effect of the teacher on learners' willingness to communicate (Zarrinabadi, 2014) and using ecological perspective (Cao, 2011).

Clement, Baker, and MacIntyre (2003) found in their research that WTC is a model that includes communicative achievement in a second language. The willingness to communicate with EFL students in English in the context of EFL Saudi Arabia found that personality traits affected their WTC (Mahdi, 2014).

In Indonesia itself, studies on willingness to communicate have been carried out on various focuses (Mulyono & Saskia, 2021; Riasati, 2018). Additionally, other studies address the willingness to communicate in English in Indonesian university context (Prihartanti, 2017), the relationship between English as a foreign language (EFL) students' language anxiety and their willingness to communicate (Manipuspika, 2018), willingness to communicate from Indonesian learners' perspective (Fadilah, 2018), factor affecting students' willingness to communicate in English (Latifah, Sudana, & Yusuf, 2020; Weda, Atmowardoyo, Rahman, Said & Sakti, 2021). Besides, research conducted by Riasati (2012) focuses his research on the relationship between learning anxiety, motivation, and self-perceived and students' willingness to communicate. Riasati (2012) focuses on investigating willingness to communicate in developing students' speaking skills, and further follows his research about situational and individual factors endangering willingness to communicate in the foreign language classrooms (Riasati & Rahimin, 2018).

The phenomena of the students' willingness to communicate are also interesting to discuss. It is because Indonesia is supposed to be a country with specific characteristics that can influence or lead the students to be passive and ashamed or reluctant to communicate during the EFL learning activities. This of course has some adverse effects on the students' development and achievements

in learning English (Prihartanti, 2017). Moreover, this research is important to study because the teacher must know how students tend to talk in class. In the past few years, the purpose of language learning is to achieve learners' communicative competence in the classroom.

Based on previous research, the context of WTC is more focused on problems in students or student anxiety (Manipuspika, 2018) and how the influence of class discussion in making students willing to speak in class (Weda, Atmowardoyo, Rahman, Said & Sakti, 2021). In addition, this research on WTC still focuses on non-native teachers, peers, topic discussions, and types of activities (Latifah, Sudana, & Yusuf, 2020). Teaching English in Indonesia cannot be separated from the role of native and non-native teachers, even though the number of non-natives is more than native teachers (Canagarajah, 1999). Although the number of native-speaking teachers has increased in recent years with the emergence of English as an international language, only a few studies have extensively discussed the tendency of learners to speak in native and non-native teachers' classrooms (Chun, 2014).

This research takes place in the context of a university that provides native and non-native teachers. Moreover, what needs to be explored further is how the EFL students' tendency to speak in native and non-native classrooms. Therefore, the researcher focuses on digging deeper into the problem.

1.2 Scope of the Study

This research focused on the tendency of EFL students when speaking in native and non-native teachers' classrooms. This study involved ten students who

had experience being taught by a native and non-native teacher at one of the colleges in Kendari. This study is limited to the tendency of EFL learners during the teaching they get during the study, and it is approximately two semesters long and involves interaction and communication in the classroom.

1.3 Research Question

Repose on the research focus, this study focused on finding the answer to the “What are the EFL learners’ tendency to speak in native and non-native teachers’ classroom?”.

1.4 Purpose of the Study

Based on the research problem, this research aims to explore what is the EFL learners’ tendency to speak in native and non-native teachers’ classroom.

1.5 Significance of the Study

This study provides a critical explanation because the results of this study can serve as an illustration and a reference for future researchers interested in researching how the teaching of native and non-native teachers affects their willingness to speak. Thus, this research contributes to providing an overview of native and non-native teachers.

In addition, the findings of this study can provide awareness to the teacher, both native and non-native. They will understand how important it is to understand students' willingness to learn, whether it is looking back in terms of students' abilities, classroom atmosphere, and the techniques or teaching methods

they use. That way, the teacher will always try to make students always interested and excited when learning the native and non-native teachers in a more varied way in choosing teaching methods so that it can attract responses from EFL students.

Therefore, this research is expected to contribute to the world of education, especially in universities that provide native and non-native teachers to increase students' interest or willingness to communicate or interact in class with their teachers.

1.6 Definition of Key Terms

In this study, there are several key terms that will be described below:

EFL Learners: In this research, EFL learners some are not native speakers or people who are studying English for various reasons. In the context of this research, these EFL learners are students majoring in English education at a University in Southeast Sulawesi and their ages start from 20-24 years old.

Tendency to Speak: In this study, the tendency to speak is intended as how many responses students give to their teachers. The tendency to speak is based on a student's will and not coercion. Usually, students will be more likely to talk when they feel comfortable with the class atmosphere, or are interested in the topic of discussion taught by the teacher.

Native Teacher: In this study, the native teacher is categorized as are native speakers of a foreign language who are positioned as a teacher at a university. In the context of this research, native teachers have an essential role in

the classroom because he can be a reference regarding how to accent when speaking in English and students can feel how it feels like.

Non-native Teacher: In this study, the non-native teacher is categorized as foreign language teacher who is natives and is placed as teachers at a university. And, of course, they already have good qualifications as a foreign language teacher.

Willingness to Communicate: In this study, the willingness to communicate is intended as the tendency of students to be involved or not in communication using the foreign language being studied. Native and non-native teachers influence learners' willingness to communicate.

