

CHAPTER I

INTRODUCTION

1.1 Background of the Research

One of the main objectives of an English language class is to enable learners to communicate effectively, as speaking is a crucial component of communication (MacIntyre & Doucette, 2010). Speaking is also necessary during English learning activities as it promotes interaction among students and can increase their engagement in the learning process (Nunan, 1995). The goals of teaching English to Indonesian students represented by the Ministry of Education issued Regulation Number 5 Article 9 paragraph 3c 2022, which “Outlines the competency standards expected of graduates in Indonesia were they are able to show an active attitude in encouraging caring behavior and sharing, as well as the ability to collaborate across people in the immediate environment, the surrounding environment, and the wider community”. Increasing students’ engagement during the learning process can lead to improved achievement of learning objectives. To get students’ involvement in the learning process, teachers must know the students’ speaking skills well so that they can build good communication.

Speaking is widely recognized as one of the most important elements of communication therefore, the English teachers need to encourage students to speak confidently and actively participate in class discussions. Because willingness to communicate is the probability of initiating communication, given choice and opportunity (MacIntyre, 2007). MacIntyre et al. (2009) break down the willingness to communicate into several points; speaking, reading, and writing. Meanwhile, this study will focus on the willingness to communicate especially speaking in the classroom and understanding



the factors that influence students' willingness to communicate can assist teachers in creating a supportive learning environment that encourages communication skills. Previous research has shown that motivation plays an important role in influencing students' willingness to speak, especially in transactional speaking subjects (Wulandari et al., 2005). In addition, Pattapong (2010) states, social and individual contexts can also influence students' willingness to communicate in English.

Student motivation is also related to the question of why people choose to do or not do something, how much effort they will put into the activity, and how long they will participate in the activity (Dörnyei, 2001). Students also have the willingness to learn, the drive to learn or not, the effort to do homework or assignments during learning. Therefore, to determining the level of student motivation requires several factors; intended learning effort, environment, English anxiety, etc. (Islam et al., 2013).

Students' motivation in language learning is important because motivated and engaged students are better at utilizing their cognitive resources to learn more effectively and efficiently (Renandya, 2014). With the achievement of an effective and efficient learning system, students will likely improve their ability to speak English. Students' motivation can use to analyze how far students are interested in or want to learn the languages. By having motivation, the student hopefully has a willingness to communicate in language learning.

The importance of the willingness to communicate for students in learning English can be seen from the biggest factor students need to achieve higher communication motivation (Susanti, 2019). Pattapong (2015) stated that willingness to communicate was influenced by cultural, social and psychological, classroom, and social and individual contexts. By using qualitative multiple methods, he



found that there was an interdependence of this willingness to communicate variables with the interaction of culture and motivation in English (p.127).

The present study aims to investigate the potential correlation between students' willingness to communicate and their motivation levels, employing a predominantly quantitative approach. By analyzing measurable data and employing statistical analysis techniques, this research seeks to explore the extent to which students' motivation influences their willingness to communicate in academic settings. The study's focus on quantitative methods allows for a systematic examination of the relationship between these two variables, providing valuable insights into the factors that contribute to effective communication among students.

1.2 Research Questions

The research questions guiding this study are stated as follows:

1. What is the level of students' motivation in learning English?
2. Does the level of the students' motivation impact their willingness to communicate?

1.3 Objectives of the Research

The objectives of the research guiding this study are stated as follows:

1. To determine the students' learning motivations' level in learning English.
2. To find out the correlation between students' motivation and their willingness to communicate in learning English.



1.4 Significances of the Research

1.4.1 Theoretical significance

Theoretically, this research is able to provide a concept of the relationship between students' motivation and their WTC in learning English. This research looks further into the concept of willingness to communicate by exploring its relationship with students' motivation levels. It provides insights into how motivational factors such as L2 learning Experience, Milieu, and Cultural Interest influence students' willingness to engage in communication, adding depth to the existing literature on communication willingness.

1.4.2 Practical significance

The findings of this research are important for teachers who want to improve their students' communication skills and create a positive learning environment. The insights from this study can help teachers in practical ways. Firstly, knowing how motivation affects students' willingness to communicate can help teachers plan interesting and meaningful activities. By including things that motivate students, like setting goals, providing rewards, and giving them choices, teachers can encourage active participation and communication. Secondly, understanding the specific motivational factors that influence students' communication can help teachers personalize their teaching. For example, by giving targeted feedback and support, teachers can boost students' confidence in their communication abilities. Furthermore, teachers can use these research findings to create a supportive classroom where students feel comfortable



expressing themselves. This can be done by establishing clear communication rules, encouraging collaboration, and valuing students' ideas and opinions. By using the insights from this study in their teaching, educators can help students improve their communication skills, engage more in class discussions, and create a better learning environment. In simple terms, this research offers practical advice for teachers who want to promote effective communication and enhance students' learning.

1.5 Research Scope and Limitation

The Scope of this study focused on determining students' learning motivations level using such a variable; Intended Learning Effort, L2 Learning Experience, Milieu, and Cultural Interest and finding the correlation between students' motivation and their willingness to communicate in learning English in schools X, Y, and Z as perceived by students eleventh grade during the school year 2023-2024.

The limitation of this study is that it does not using Ideal L2 Self and Ought-to L2 self (Dörnyei, 2009) variable for measure students' motivation and willingness to communicate building factors other than the motivation of the students and the participants are not all grades from each school.

1.6 Operational Definition of Key Terms

a. Motivation

Dörnyei (2001) states that motivation is a preference of particular motion, an effort of doing something, and persistence of doing it- why people determine to do



something, how difficult they may be going to do and gain it, and how long they're held doing it. (p.7).

b. Speaking Skill

Leong and Ahmadi (2017) state that One of the most crucial abilities to cultivate and improve for effective communication is speaking. One of the most challenging facets of language learning is speaking. It might be challenging for many language learners to express themselves verbally. These claims are confirmed by Baker and Westrup (2003), who claimed that learners who speak English very well may have a higher probability of receiving better schooling, locating satisfying employment, and advancing in their careers.

c. Willingness to communicate

Willingness to communicate (WTC) is the intention to speak or to remain silent given free choice (MacIntyre, 2007). The willingness to communicate (WTC) can be conceptualized as readiness to speak in the L2 at a particular moment with a specific person, and as such, is the final psychological step to the initiation of L2 communication (MacIntyre, 2007).

