

PRE-SERVICE ENGLISH TEACHERS' ATTITUDE TOWARDS STUDENTS' WILLINGNESS TO COMMUNICATE

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Abstract

The present instrumental case study focused on probing into pre-service English teachers' attitude towards students' willingness to communicate (WTC). 10 pre-service English teachers were purposively chosen regarding their familiarity and comprehension with the study issue. The data were solicited from interview and questionnaire. Their attitude was manifested in their positive evaluative judgments towards the hypothesized model of WTC whereby those judgments also represented three domains of attitude subsuming affective, cognitive, and behavioral domain. The results indicated that in spite of some situational restrictions, all of the participants had a positive attitude towards students' WTC which guides them to carry out communicative learning activities in the classroom. Further studies are highly recommended to more deeply deal with the realm of WTC implementation in Indonesian contexts. Such studies can be meaningful references for Indonesian English teachers to encourage students to have a high WTC.

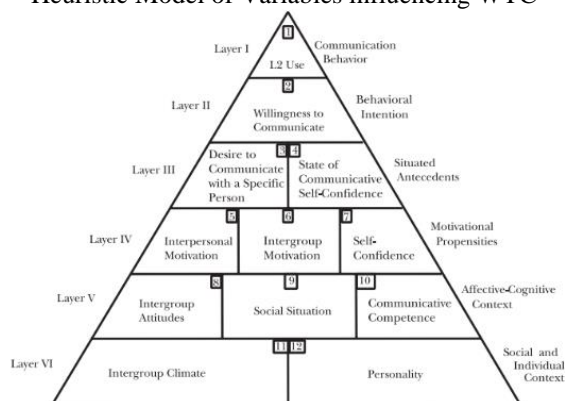
Keywords: Attitude, Willingness to Communicate, Pre-service English teachers

Introduction

Fostering students' communicative competence by creating their willingness to communicate is considered as one of the most principal goals of L2 education. A failure in producing students' willingness to use the target language is believed as the failed program of L2 learning. Therefore, as the language learning instructor, the EFL teachers should consider the factors that can promote learners' WTC. WTC was initially developed in first or native language (L1) which is defined as the probability of engaging in

communication when free to choose to do so [1]. Over time, model of WTC developed to L2 WTC concerning about the factors influencing WTC. L2 WTC has been defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" [2]. Furthermore, MacIntyre proposed a conceptual pyramid-shaped structure incorporating a range of potential linguistic and psychological variables that appeared to influence WTC in L2.

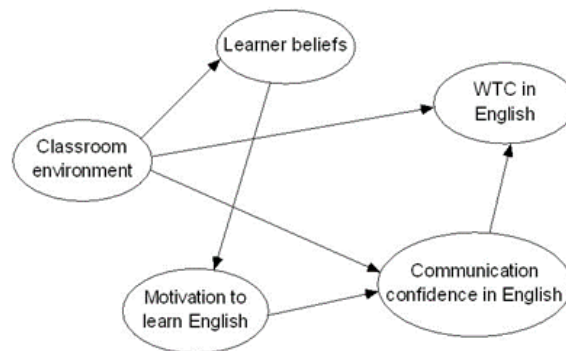
Figure 1.
 Heuristic Model of Variables influencing WTC



The pyramid model of WTC implies that the first three layers (I, II, III) are seen to have situation-specific influences, whereas the latter three (IV, V, VI) are believed to have stable influences on WTC. This model actually presents the possible factors of WTC in general context which is not restricted in the EFL classroom context. Currently, L2

WTC research has focused on probing WTC in classroom context. It investigates factors that influence students' engagement in the classroom [3], [4], [5], [6]. Regarding to this, Peng and Woodrow proposed a WTC model that examined the EFL learners in the classroom.

Figure 2.
 Peng and Woodrow (2010) L2 WTC model in Chinese EFL classroom



The model integrates five variables that may affect learners' WTC in the classroom subsuming WTC in English; communication confidence in English that is built from the combination of perceived competence and a lack of anxiety; motivation to learn English that consists of intrinsic and extrinsic motivation; classroom environment that involves teacher support, student cohesiveness, and task orientation [7], [8]; Learners beliefs that involve beliefs about a contemporary (communicative) orientation to learning English, about a traditional orientation to learning English, about the quality and sufficiency of classroom instruction, and about foreign language aptitude and difficulty. In this present study, WTC model by Peng and Woodrow is used as the framework since it is suitable to the research focus.

If grounded to the aforementioned concept of WTC, investigating the attitude of the EFL pre-service teachers toward students' WTC will be crucial since they are supposed to hold the main role of learning instruction in their future career. In other words, it is

definitely essential to analyze the attitude as it is an important factor which promotes actions and affects teachers' decision-making. [9] as cited in [10] defined attitude as the way how people react to their surrounding. Such reactions, then, correspond to their tendency in delivering actions to the object attitude. Further, attitude is a psychological predisposition that is expressed by appraising a particular entity with some degree of favor or disfavor [11]. Attitude is a predisposition learned to respond in a consistent manner to a social object. It comprises some valuable elements for the behavior prediction [12]. It generally specifies a lasting organization of beliefs and cognitions, endowed with an emotional charge in favor or against a defined object, which predisposes to a consistent action with cognitions and emotions relating to that object [13]. The attitude plays the role as the initiation of decision-making because someone who has an attitude towards something will eventually decide what he is going to do as the reaction toward such thing. To conclude, routed in those definitions of attitudes, it can be understood that attitude

refers to the tendency which someone has to behave with. Such inclination derives from his evaluation towards the object in which such evaluation is done within the three dimensions; cognitive, affective, and conative.

Generally, there have been many studies presenting several techniques of how someone's attitude can be investigated. A multiattribute measurement model was introduced by [14]. It reveals that attitude represents the belief and evaluation towards an object. Regarding to WTC in classroom context, Khajavy and association probed Iranian EFL WTC in classroom context. In this research, he proposed the model which examined the interrelationships among WTC in English, communication confidence, motivation, classroom environment, attitudes toward learning English, and English language achievement. In Indonesian context, [15] investigating factors as dynamic complex systems and subsystems underlying students' willingness to communicate (WTC) in the classroom context that is seen from a Dynamic Complex System Theory (DCST). The finding reveals that classroom systems such as social and classroom context, linguistic competence, individual differences, and cultural context affect participants' WTC in L2. However, this present study tends to be different with the previous study since this study tried to investigate L2 WTC from the teachers' view rather than observing the factors influencing WTC or interrelationship among the variables like most research did. In this study, the notion of attitude is observed only on the teachers' side by using the ABC model suggested by Eagly and Chaiken. Analyzing teachers' attitude towards students' WTC refers to exploring or investigating their predispositions to promote students' WTC in the classroom. therefore, the effort of conducting this investigation is considered crucial on the ground that it can provide valuable information which will become an invention in dealing with the improvement of their future language learning.

Methodology

The present study is an instrumental case study that was employed to investigate the oriented focuses of this research that is pre-service English teachers' attitude towards students' willingness to communicate. As a case, WTC was restricted into 4 components of the L2 WTC model for classroom context proposed by Peng and Woodrow. Ten pre-service English teachers taking English education major in Sebelas Maret University were purposively engaged to be the participants of this research. They were chosen as participants in accordance with the technical terms related to WTC since they suppose to deal with these terms in their future career. The data were solicited by using both interview and questionnaire. Their awareness to these terms was essential for them to capably provide plausible data of this study. The questionnaire was designed on the basis of attitude model offered by Eagly and Chaiken namely ABC model. The ABC model has three domain; affective, behavior, and cognitive. Especially for the questionnaire, it was distributed to all 27 pre-service English teachers. The data was firstly collected by conducting a semi-structured interview. This format was favored as it allows some freedom for the researcher and the participants to go beyond the predetermined questions, while maintaining a focus and degree if of consistency which assists with the comparison and analysis of the interview [16]. Afterwards, the researchers disseminated a questionnaire to the participants. The data gained from the questionnaire were used as the secondary data and utilized to confirm the primary data from the interview. In other words, after analyzing the data from interview, the researcher examined the data from the questionnaire whose results will be use to support the results of the primary data. This way, so-called method triangulation, was meaningful to be undertaken to reach a proper degree of credibility of this research. The whole data of this research were analyzed by using the

interactive model of data analysis as recommended by [17].

Findings and Discussion

This section presents several encountered findings which extended on the orientation which is relevant to the focus of the study regarding pre-service teachers attitudes towards students' willingness to communicate.

1. Pre-service English teachers' attitudes towards students' WTC

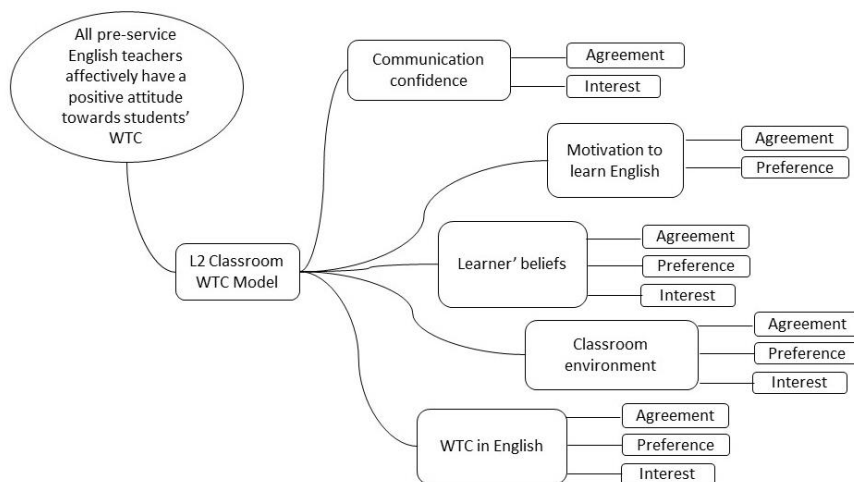
All of the pre-service teachers engaged as participants of this study shared positive attitudes towards students' WTC. Such attitude were evaluatively elicited from the

judgment they certainly gave to the variables integrating in WTC model; *WTC in English, communication confidence in English, motivation to learn English, classroom environment and learner beliefs*. Those evaluative appraisal were also attached at the three attitudinal domains that circumscribed affective, behavioral and cognitive domain.

2. The attitude towards students' WTC in affective domain

The following chart displays the coded data with respect to the pre-service English teachers' evaluative judgments towards students' WTC in the affective domain.

Figure 3.
 The chart associated with the pre-service English teachers' attitude towards students' WTC in the affective domain



Grounded in the above chart, there were three kinds of affective judgments given by the pre-service English teachers to indicate their attitude. They referred to agreement, preference, and interest. The obtained interview data were in line with those gained from the questionnaire whereby, of 27 respondents, all participants shared positive affection in regard to students' willingness to communicate as portrayed by their feeling and emotion which are effused to their interest. Mostly pre-service English teachers showed their positive attitude towards students' WTC through giving the positive

evaluative judgments for students' across the affective, cognitive, and behavioral domain of attitude.

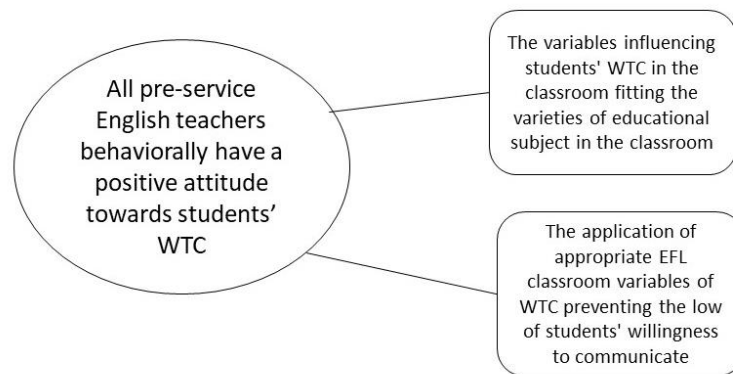
3. The attitude towards students' WTC in behavioral domain

The following chart depicts data regarding to the pre-service English teachers' evaluative judgments towards students' WTC in the behavioral domain. This particular domain was focused on revealing the possibility or willingness of the pre-service English teachers to adopt the L2 WTC model in their future professional teaching

experience. The attitudinal negotiation was undertaken by offering WTC with its furthest realm without splitting it into a number of components in order to easily gain the

expected data owing to the behavioral domain.

Figure 4.
 The chart associated with the pre-service English teachers' attitude towards students' WTC in the behavioral domain



Reviewing the above chart, it is reckoned that all the pre-service teachers also had positive attitude towards students' WTC. From the data, their attitude was classified into two coded themes. The first highlighted that the variables influencing students' WTC in the classroom fitting the varieties of educational subject in the classroom. In EFL learning, the English subject are not restricted to speaking subject. It can be implemented in the variety of English subject both verbal and nonverbal regarding to L2 WTC that was defined as an individual's volitional inclination towards actively engaging in the act of communication in a specific situation which can vary according to the interlocutor(s), topic and conversational context among other potential situational variables [18]. In details description, all participants desired to consider the variables influencing classroom WTC and implement it in the classroom activities in order to trigger students' engagement and increasing their L2 WTC.

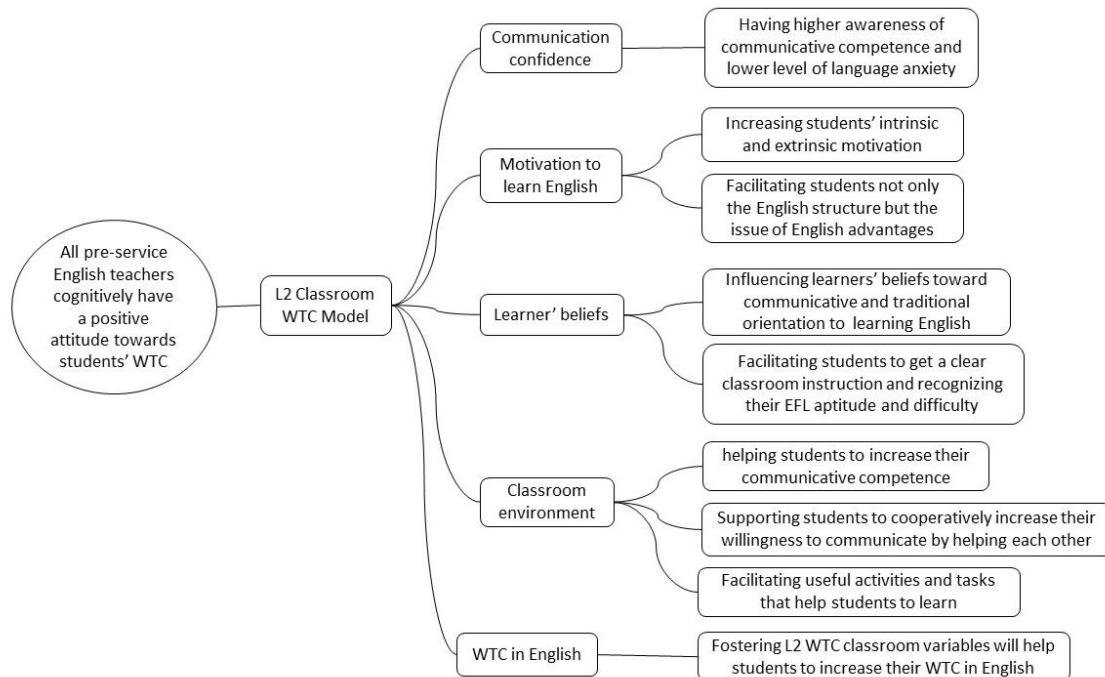
The second theme representing the pre-service English teachers' positive attitude towards students' WTC in behavioral domain was that the implementation of appropriate EFL classroom variables of WTC preventing

the low of students' willingness to communicate. Preparing students who are willing and able to speak in another language is one of the most prominent goals of foreign language teaching around the world. Therefore, teachers play the crucial part in leading the students to gain the higher level of L2 WTC that is strongly influenced by communicative competence and others influenced variables. Regarding to this, the participants perceived that the great combination of variables (communicative competence, motivation, learners' beliefs and classroom environment) will prevent the low level of students' WTC. Accordingly, they are willing to implement the factors influencing students' WTC in the L2 classroom WTC activities.

4. The attitude towards students' WTC in cognitive domain

The following chart displays the coded data with respect to the pre-service English teachers' evaluative judgments towards students' WTC in the cognitive domain.

Figure 5.
 The chart associated with the pre-service English teachers' attitude towards students' WTC in the cognitive domain



With regard to the above chart, concerning to the first component of L2 classroom WTC model referring to communicative confidence, their positive attitude was noticeable a main thought where they believe that the higher awareness of perceived communication competence supporting with a lower language anxiety ones have, the higher communication confidence he will be. This though is in accordance with Yashima stated that communication confidence was defined as a great combination of perceived communication competence in L2 and a lack of L2 communicative anxiety. Furthermore, the participants believe that the EFL teacher should promote students' communication competence and decreasing their communication anxiety through the appropriate language learning approach and activities.

Associated with the second component referring to the motivation to learn English, positive cognition was depicted from a couple of accounts. First, they believe that motivation is an essential part in language learning. Therefore, increasing students'

motivation through intrinsic and extrinsic is a must for the teacher. Second, they also believe about teachers rule in facilitating students not only the English structure but also the advantages of English. A demotivated student will not have high desire to learn and using the L2. Here the teacher will play the role as the motivator that not only teach the students how to use the language but also give them the useful insight about English. In detail explanation, Intrinsic motivation refers to pleasure and a satisfactory feeling related to an activity that consists of three components subsuming knowledge, accomplishment, and stimulation. Those components respectively refer to motivations for gaining new knowledge, for achieving goals, and for "the sensations stimulated by performing the task" [19]. Whereas, extrinsic motivation refers to regulations that are outside the individual's control. It covers four types of regulations: external, introjected, identified, and integrated regulation, which are situated along a continuum of self-determination. In case of this study, the participants tend to feel easier to encourage students' extrinsic

motivation since it comes from individual environments.

Appertaining to the third component of L2 WTC model addressing about learners' beliefs, their positive attitude was indicated by two conceptions. First, they believe that the teachers need to take part in influencing learners' beliefs toward communicative and traditional orientation to learning English. Practically, it is understandable that in EFL context daily contact using the L2 is not frequently occur. Hence, learner beliefs may be taken by native culture of learning that could strongly affect learning and communication behaviors. What is believed by the students will strongly influence they communication behavior. Thus, the teachers should pay attention to the factors affecting learners' belief in which focused on learners' value judgment on the way to learn English and what communication behavior are appropriate in the English classroom. Second, they believe that facilitating students to get a clear classroom instruction and recognizing EFL aptitude and difficulty will increase students' L2 WTC. A good quality of classroom instruction will ease the students to understand and engage in classroom activities. Moreover, giving the sufficient understanding to the students regarding to foreign language aptitude and difficulty is believed to help them to recognize their strength and weakness in L2 communication. For this reason, all of the participants share the same positive attitude believing that creating a good classroom atmosphere including the classroom instruction and the knowledge of language aptitude and difficulty will strongly affect students' willingness to communicate.

In connection with the fourth component referring to classroom environment, the participants' positive cognition was depicted by several underlying reasons. The first reason stressed on the teacher's support in L2 learning. The participants believe that teachers attitude such as help, friendship, trust, interest shown to students will trigger the students to increase their WTC. The second reason drew on students' cohesiveness

referring to students help and support each other. The participants believe that teachers needs to support and facilitate the students to cooperatively increase their willingness to communicate by helping each other through the use of appropriate classroom learning activities as the third reason of positive attitude by the participants which is extended to the useful activities and tasks that help students to learn.

Concerning with the fifth component referring to students' WTC in English, all of participants believe that fostering L2 WTC classroom variables will help students to increase their WTC in English. In other words, the great proportion of teachers' role in implementing appropriate thing in every single factors and component in relation to L2 classroom WTC model (communicative confidence, motivation, learners' beliefs and classroom environment) will bring to the higher WTC of the learners.

Their positive evaluative judgments towards the variables of L2 classroom WTC justified their positive attitude towards students' WTC. In addition, the data of the questionnaire distributed to all 27 pre-service English teachers also indicated that they mostly had a positive attitude towards students' WTC This condition supported the data solicited from the interview.

Conclusion

This research has found that all the pre-service teachers have a positive attitude towards students' WTC as exemplified in their positive judgments of L2 classroom WTC model and the affective, behavioral and cognitive domain of the attitude. From the affective domain, the participants shared their positive attitudes using the three judgement subsuming agreement, preference and interest. From the behavioral aspect, the pre-service teachers shared positive attitude towards considering the factors influencing students' L2 WTC especially in classroom context by creating the proper activities and building a good atmosphere of language learning in the in their future career. With respect to the

cognitive aspect, all participants also shared their positive cognition towards adopting every single aspects of WTC model in their language classroom. They shared the same believed that the combination of students' communicative confidence, high motivation to learn English, good beliefs towards English and the supported classroom environment will effectively increase students' WTC in English. Hence, the teacher takes the prominent rule in this process. This study is considered essential to be one of the sources for teachers in improving their persistence of English teaching since it could contribute as one of the references for English teachers to promote students' WTC in English.

Acknowledgments

I would like to express my deep gratitude to Mr. Abdul Asib and Mr. Marmanto for their contribution and valuable technical support on this research project; I would also like to extend my thanks to the participants of this research for providing me the useful sources of data to complete my research. Last, I am particularly grateful for the assistance given by LPDP RI which has funded my research.

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