WILLINGNESS TO COMMUNICATE AND ITS INFLUENCING FACTORS AMONG INDONESIAN PRE-SERVICE TEACHERS

**1Indry Widyasti Anwar, 2Min Jung Jee, 3Sutisno Adam, 4Sartika Sailuddin**

1English Lecturer, Faculty of Teachers Training and Education, Khairun University, Indonesia

2Applied Lingistics Lecturer, Faculty of Humanities and Social Sciences, The University of Queensland, Australia

3English Lecturer, Faculty of Cultural Sciences, Khairun University, Indonesia

4English Lecturer, Faculty of Education, Muhammadiyah University of North Maluku, Indonesia

Co. Author Email: indrywidyasti@yahoo.com m.jee@uq.edu.au sutisnoadam@unkhair.ac.id sartikaptr@gmail.com

|  |  |
| --- | --- |
| ***Article Info*** | **Abstract** |
| ***Article History*** *Received:* *Revised:* *Published:*  | *Willingness to communicate (WTC) can be defined as the readiness of a language learner to enter communication situation. This study aims to identify factors affecting pre-service teachers’ WTC and to explore their perspective on the importance of WTC in relation to the study program. The study implemented both quantitative and qualitative method in order to gain deeper understanding from questionnaires and interview data. Questionnaires were used to explain interrelated relationship between variables affecting WTC among pre-service teachers. Interview data were used to report their perspective on the significance of WTC in relation to their study program. The result inferred that pre-service teachers have relatively high WTC. Motivation variable scale indicated direct positive relation to pre-service teachers’ WTC while anxiety showed a negative relationship. Language learning beliefs items were reported to be moderately agreed upon among pre-service teachers influencing their WTC. Interview result inferred that pre-service teachers mostly agreed upon the significance of enhancing WTC among learners. Implications for learning as a result from this study suggested that teachers and curriculum makers to improve teaching techniques and approaches in order to enhance learners’ WTC.* |
| ***Keywords****WTC; language anxiety; motivation; learners’ beliefs; pre-service teachers* |
| ***How to cite:***(Anwar, Min, Adam & Sailuddin, 2021).Anwar, I.W., Min, J.J., Adam, S. & Sailuddin, S. (2021). Willingness to Communicate and Its Influencing Factors among Indonesian Pre-Service Teachers. *JOLLT Journal of Languages and Language Teaching* *X(X)*, 00-00. |

**INTRODUCTION**

This study took place in Indonesian classroom context, involving students of English teachers study program. Participating in the study are students of pre-service teachers in their final year of study. Pre-service teachers in English study program are being prepared to perform English teaching at some selected schools as one of the requirement to graduate. It is required for teachers to be proficient in communication so that they can make sure students get the best classroom experience through comprehensive learning activity. Thus, pre-service teachers are trained to be proficient in communication skills in order to prepare themselves entering real teaching context in the future.

The aim of the study is to examine factors underlying pre-service teachers’ WTC in English study program by looking into relation of factors such as anxiety, motivation and language learners’ beliefs to their level of WTC. Through this research, we will also see how beliefs around language learning can affect students’ WTC. Finally, pre-service teachers in this study will describe their perspective on why WTC is significant among teachers, in relation to their study program. The result from this research is expected to provide insights for Indonesian EFL teachers regarding factors that influence learners’ WTC in classroom seminars.

This is a template for authors of Journal of Linguistics and Language Teaching (JOLLT). Based on this template, any author(s) is expected to present a manuscript containing clarification of current research, which includes research background, problems, and research objective(s). Author(s) is suggested to avoid the use of bullets, pointers, or numbering instead of subheading system, as well as using the first person (singular and plural) pronouns instead of the third ones.

First proposed in 1990s by McCroskey and colleagues (McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1990, 1991), the concept of WTC has unveiled significant factors which lies between an individual’s actual communication competence and the intention to communicate. In classroom, it can be observed that some students like to talk while other students prefer to avoid speaking or only when spoken to. The layers between one’s communication competence and the actual communication practice are affected by individual’s psychology, linguistics, and contextual variables (McCroskey & Richmond, 1987, 1990, 1991). The construct of WTC is presumed to be trait-like personality based, as people maintain to keep on the regularity of their WTC accross situations. However, WTC can also be specific situational variables. Although one’s may carry a specific trait-determined level of WTC, a various behaviour of WTC can be portrayed across situations (McCroskey & Richmond, 1990). On another examination of WTC in L1 context, MacIntyre discovered that communication apprehension and perceived communication competence are two factors affecting WTC (MacIntyre, 1994). In a further study, (MacIntyre, Babin and Clement, 1999) WTC in L1 context can encompass both individual traits and states.

 Many research of WTC have also tried to seek the interrelationship between learners’ beliefs and WTC (Peng & Woodrow, 2010; Peng, 2012). Beliefs on language learning affects motivation and communication anxiety, which in turn affecting students’ WTC (Peng & Woodrow, 2010). Students who believe that interrupting teachers with a question in classroom is an unpolite behaviour, might avoid to participate actively, which reduce their WTC. Horwitz (1988) invented Beliefs About Language Learning Inventory (BALLI) in major areas of language learning, such as difficulty of language learning, foreign language aptitude, the nature of language learning, learning and communication strategies and motivations and expectations. BALLI instrument, has been widely used in many research exploring beliefs on language learning in many countries such as Lebanon (Diab, 2006), Taiwan (Yang, 1999), the United States (Oh, 1996) and Turkey (Ariogul & Onursal, 2009). The results have discovered several common beliefs patterns of language learners within the concept of language aptitude, the hierarchy of language difficulty, and the importance of learning vocabularies. Wong (2010) in an investigation of WTC in Malaysian EFL context found that Malaysian pre-service teachers mostly believe children are better language learners than adult and that some people are gifted with the skills to learn language better than others.

Within Indonesian context, a recent study exploring learners’perspectives of their WTC indicated that social and classroom context, linguistic competence, individual differences, and cultural context influence learners’ WTC in L2 (Fadilah, 2018). Another research investigating Indonesian EFL learners’ Instructional WTC adressed that gender, group size, classroom environment, students’ cohesiveness, topic familiarity, degree of topic preparation, classroom seating, self-awareness, and familiarity with interlocutors influence learners’ WTC (Amalia, Asib & Marmanto, 2019). In classroom situation, it is the duty of teachers to monitor learners’ participation and to provide reinforcement in order to stimulate their classroom engagement. Prasetyanto, et.al (2019) reported that teacher reinforcement in EFL classroom can help influence learners’ WTC through affective factors of self-confidence, interpersonal motivation, and intergroup motivation.

A study among pre-service teachers in Malaysia (Yousef, Jamil and Razak, 2013) indicated a significant correlation between Language learning communication strategies and WTC through motivation and self-perceived communication competence. Another study of WTC among trainee teachers in Malaysia (Fahim and Dhamotharan, 2016) inferred that male students are more willing to communicate in English compared to female students. No significant differences were found on the influence of nationality to WTC but a significant difference was seen among ethnic groups where Indian students performed the highest WTC with friends compared to Chinese and Malay students. Course choice also affected WTC in a significant result and no significant difference in terms of year of the study spent in the program to their WTC.

Among the few pieces of research of WTC involving students of pre-service teachers, there was no research which attempted to investigate students’ perspective on the importance of WTC in relation to their study program as English teachers. Therefore, this study is trying to fill in the gap to look into factors affecting pre-service teachers’ WTC in classroom activity and perspective on the significance for pre-service teachers to have high WTC to support their future teaching career. From the research, it is expected to gain understanding on factors influencing WTC among pre-service teachers, in order to prepare them constructing the effective teaching approaches for the need to enhance learners’ WTC. Therefore, two research questions are adressed;

* 1. How are language anxiety, motivational intensity and beliefs on language learning related to pre-service teachers’ WTC in Indonesian context?
	2. What are the pre-service teachers’ perceptions regarding the significance of WTC in relation to their study program?

**RESEARCH METHOD**

**Research Design**

Collected data were analysed in quantitative and qualitative method. The implementation of mixed method is done to achieve fuller comprehension of a particular phenomenon and to verify a set of findings (Sandelowski, 2003 in Dornyei, 2007).

Questionnaire was used to explore factors influencing pre-service teachers’ WTC. Several measures identifying factors loading WTC in the questionnaire were adopted from a previous study in Peng & Woodrow (2010). The questionnaire will look into four aspects; WTC in English, communication anxiety in English, motivation to learn English and language learning beliefs. The result from the questionnaire will be used to seek correlations between WTC in English to language anxiety and motivation. While the result from language learning beliefs scale will be described in a separate section. The questionnaires have forty-five items in total and are scored from scale 1 (strongly disagree) to 5 (strongly agree).

Researcher conducted a semi-structured interview in order to describe students’ perception on the significance of WTC in relation to their study program as pre-service teachers. Ten students voluntarily signed up for the interview. For participants convinience, they can choose to do the interview in Indonesian language or English. Participants were asked to describe the importance of WTC in terms of taking active role in classroom oral participation. Participants were asked to reflect on the significance of WTC in relation to the study program they currently enrolled in.

**Participants**

The study was conducted in a state university in North Maluku, Indonesia. Participants are students enrolled in Faculty of Teachers Training and Education Program, majoring in the English Department. Participants are students in their fourth or fifth year of undergraduate study. Participating in the survey questionnaires are 34 students, consisting of 22 females and 12 males ranging from 20-25 years. Reason of choosing students in their final year because they are more prepared for field teaching practice at some selected schools which is a compulsory requirement to graduate. By involving students in their fourth year, it is expected to obtain clearer understanding on willingness to communicate from the pre-service teacher students because at this level of study, they are able to explain better the significance of their program choice into their willingness to communicate.

**Instruments**

Questionnaires were used to measure factors that are affecting students’ WTC usingthree measurements adopted from the previous study in Peng & Woodrow (2010). The questionnaire consists of four scales, measuring WTC in English, communication anxiety in English, motivation to learn English and language learning beliefs. Each scale was rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), implying the higher the score, the higher to level of each scale. Each of the scales are described as follows;

1. WTC in English scale measuring WTC in speaking consist of ten items, and the Cornbach’s alpha was .81 in a pilot study.
2. Communication anxiety in English scale is presented on a 5-point scale consists of twelve items (α = .90).
3. Motivational intensity in learning English scale consist of eleven items to measure extrinsic and intrinsic motivation in a 5-point Likert scale (α = .83).
4. Learners beliefs scale is designed as a 5-point Likert scale consists of twelve items (α = .66)

An interview is designed to explore students’ perspective regarding the significance of WTC in relation to their study program of teacher training. During the interview, students will be asked to describe the significance of WTC especially as pre-service teachers

**Data Analysis**

Questionnaire data were analysed using the Statistical Package for the Social Sciences (SPSS). The use of SPSS aims to see the interrelated relationship between variables (WTC in English, communication anxiety, motivational intensity) affecting students’ WTC in English as well as descriptive data of each variable. After transcribing and translating interview data using standard orthography, content analysis was used to explain the data obtained during interviews in order to analyse theme through coding and interpreting textual material. The purpose of content analysis is to identify important aspects of the data content clearly and effectively in order to support some argument that will contribute to the field.

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

1. **Questionnaires**

Table 1 shows the descriptive statistics from the result of measuring pre-service teachers’ WTC in English, communication anxiety and motivation.

Table 1. Descriptive Statistics of the Variables

|  |  |  |
| --- | --- | --- |
| Variables | M | SD |
| WTC | 4.03 | .537 |
| Communication anxiety | 2.70 | .723 |
| Motivational intensity | 4.36 | .412 |

The result inferred that participants showed high WTC in English (*M* = 4.03, SD = 0.53). Participants showed moderately low anxiety in terms of English communication in classroom (*M* = 2.7, SD = 0.72) while motivational intensity in language classroom are fairly high (*M* = 4.36, SD = 0.41). Data were tested using Pearson correlation to find relationship between the three scales affecting WTC on students of teachers study program. The result is shown as follow;

Table. 2 Correlations of WTC and the Variables

|  |  |  |  |
| --- | --- | --- | --- |
| WTC |  | Communication Anxiety | Motivational Intensity |
| Pearson Correlation | -.286 | .792\*\* |
| Sig. (2-tailed) | .101 | .000 |
| N | 34 | 34 |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Result indicated a negative and statistically no relationship between communication anxiety and WTC in English (*r* = -.286). Considering that the participants are students in their last year of study might explain why they have low anxiety level. Typically, students in their final year are more experienced in classroom learning which explain the low anxiety level. Meanwhile, significant correlation between students’ WTC in English and motivational intensity was found (*r* = .792). Variety of internal and external motivation of each learners can contribute big effect to their WTC. High motivational intensity might also explain why participants show moderately low anxiety in English communication.

Questionnaires on students’ beliefs about language learning showed moderately neutral aggrement on several language learning beliefs (M = 3.34, SD = 0.30). Pre-service teachers mostly believe that mistakes during English communication is fine as long as each speakers understand each other. Pre-service teachers mostly agreed on the importance of learning grammar rules in language learning. They also perceive that learning English is about translating it into Indonesian langauge. Pre-service teachers showed low agreement on the accuracy of pronunciation while speaking. They also perceive that the students who always speak up in class do not mean to be showing off. Table 3 shows mean scores of each item on beliefs on language learning.

Table 3. Descriptive Statistics of Learners’ Beliefs

|  |  |  |
| --- | --- | --- |
| Beliefs Item | M | SD |
| 1. The student who always speaks up in class will be loathed by other classmates.
 | 2.76 | 1.20 |
| 1. The student who always speaks up in class is showing off his/her English proﬁciency.
 | 2.70 | 1.16 |
| 1. Students can speak up in class even without being invited by the teacher.
 | 3.41 | .95 |
| 1. I learn more by participating in communication activities in class.
 | 2.88 | 1.00 |
| 1. Learning English is mostly a matter of translating from Indonesian.
 | 3.26 | 1.10 |
| 1. To understand English, it must be translated into Indonesian.
 | 3.50 | 1.08 |
| 1. Making error in oral English speaking fine as long as people can understand what I say.
 | 4.08 | .71 |
| 1. The most important part of learning English is learning grammar rules.
 | 3.58 | .95 |
| 1. In English classes, I prefer to have my teacher provide explanations in Indonesian.
 | 2.97 | .99 |
| 1. You can raise an opinion even if you are not sure it is correct.
 | 3.44 | 1.07 |
| 1. You can say something in English even though you can not speak it correctly.
 | 3.79 | 1.14 |
| 1. Speaking English should be done with excellent pronunciation
 | 2.35 | 1.06 |

1. **Interview Analysis**

Based on the students’ responses, four major themes were identified such as; Affecting factors of WTC in classroom, Teachers’ influence on WTC, Teaching and learning strategy, and The significance of WTC in relation to study program.

**Affective factors**

*Perceived communication competence*

Perceived communication competence has been viewed as one factor influencing WTC as research in the field of reticence (Phillips, 1968,1977, 1984) showed that the lack of communication skills can reduce one’s willingness to communicate. The choice to communicate is a cognitive option, it is likely to be influenced by the perceptions of competence rather than the actual competence (McCroskey & Richmond, 1991). During the interview when asked to rate their own WTC in English classroom, six participants perceived themselves to be confidence in speaking and are willing to speak in classroom when there are chances to interact.

*“when the lecturer or the teacher use English, I will respond them in English too. And so on if my friends use English, I will use English too. I think I have pretty good English. But I rarely used English outside of the class.”*(respondent 2)

Self-perceived communication competence combined with anxiety create one’s self-confidence. When learners show lower level of anxiety and a high level of perceived communication competence, they tend to take possible chances in communication with certain person or group (Yashima, 2002).

*Anxiety*

Learners often times encountered the anxiousness in classroom which is closely related to self-confidence. Language anxiety may come from the feeling of inability to do a certain task in language classroom which affects learners' self-perceived communication competence thus, influences their WTC (Maclntyre, Noels, and Clement,1997).

*“some of my friends are having low confidence so they don’t really try to speak with friends or with me, maybe they are just doing their communication or speaking is just like only if there is a assignment or task from the teacher, presentation or any discussion.”* (respondent 4)

Some pre-service teachers explained that the existence of anxiety in classroom interaction is caused by the lack of confidence. They tend to speak only when a speaking related task is required. Horwitz, Horwitz, and Cope (1986) categorized this type of anxiety as a communication apprehension which is characterized by the feeling of shyness or fear to talk to someone. Another source of anxiety is the fear of making mistake in classroom to avoid getting negative evaluations.

*Motivation*

Most pre-service teachers talked about extrinsic motivation. For instance, the motivation to speak and interact in English classroom comes from the awareness of their responsibilities as language learners and future teachers. Learners are also motivated by their internal goal of studying abroad as a result from being proficient in English. Yashima (2002) argued that learners who are motivated to learn English in order to try to achieve their goals, tend to have higher trust on their own ability in English communication.

*“I am motivated because I as teacher to be so what I know I must to be brave to speak up in the class because umm I am teacher to be, so in classroom the teacher as a control or educator they have to be, they have to speak up in the class because they will teach their students so this is the turning for us how we can train ourselves to be the best teacher in the classroom.”* (respondent 3)

*English proficiency*

Many students reported to feel less proficient in English spesifically on grammar. Lack of language proficiency will lead to the feeling of inferiority toward other peers. In EFL context, it is very common to find leaners cramming on grammar matter. Yashima (2002) revealed significant relation between variables of WTC and students’ proficiency in terms of grammar. Similar to Imran and Ghani (2014) found that their participants who have higher result in grammar proficiency test were more willing to communicate compared to others who were reluctant to participate in classroom interaction where they tend to have lower prociency in grammar.

*“maybe they are scared to the mistake so the mental block is the main thing in their mind that they will do the mistake so they afraid to other students who are having the good ability than them.”* (respondent 7)

*Classroom environment*

During the interview, three students reported on classroom situation which can influence WTC. Several aspects involving classroom atmosphere such as mood, emotions, or climate that are felt and shared by the class members. Pre-service teachers are affected by their peers. When there is no one showing active participation in classroom, others will also remain silent. Meanwhile, when the classroom flow becomes more interesting, others will be thrilled to speak up. From an ecological perspective, learners are part of classroom members that are embedded in the environment. If there are any changes in one’s behaviour during classroom learning, it would influence the atmosphere in classroom environment (Peng, 2012).

*“....so most students especially in my class maybe they don’t have something like braveness and encouragement in English. Uumm maybe they are not interested. So the class become boring and nobody want to speak at all. But if the class become interesting, some students start to speak and others will join.”* (respondent 5).

**Teachers influence on WTC**

*Teachers’ English proficiency*

Teachers were also identified as one of motivational factor in WTC during interview. Teachers who posses an excellent English speaking ability can boost learners interest. When teachers perform sufficient English speaking ability, the students will be motivated to copy their teacher and try communicating in English.

*“it is important because when teacher can show it to the students then they will have a role model there. The teacher themselves already show us how to speak in that language and it sound fine when she or he speaks, we will be motivated to speak also.”* (respondent 1)

Students enjoy learning with teachers who are open, good at speaking English and perform various communicative classroom activities. On the other hand, teachers can also be the source of discouragement. Some students reported being bored and demotivated when teachers ignore using English in a language classroom. Creating a rich English environment in classroom interaction is important so that students can copy the use of the language and familiarize themselves with the language features.

*“most teachers especially for my class, maybe on the first introduction before they are going to teach us they will use English but at the middle of the lecture maybe they just use bilingual sometimes English sometimes Indonesian”* (respondent 5)

*Teachers’ teaching style and approach*

Approaches and strategies of teaching in language classroom were also reported as factors affecting learners’ WTC. Pre-service teachers expressed their interest toward teachers who actively seek for opportunities to create an insightful learning situation such as asking questions, doing games or small quizzes and giving feedback. Interesting and creative approaches in teaching result in complete involvement between learners and teacher interaction in classroom communication. Teachers’ factors were found to be significantly affecting learners’ WTC in Peng’s (2012) WTC investigation. Therefore, teachers are suggested to provide effective support for learners during learning by showing empathy and encouragement.

*“Let’s say one teacher is just explaining the grammar or vocabulary and just simply ask students to make sentences in written form. But other teacher tries to push them actively like giving them chances to express what they are thinking toward this material or what are their opinions toward this kind of rules, or even tries to give the students chances of how they understand certain material for example. That will encourage them more in understanding the material in their own way and also how to explain this in their target language.”* (respondent 1)

However, teachers need to be aware to not make students feel like being the center of attention. One student described that being suddenly asked a question and being forced to answer in English makes them embarassed. Threatening students’ positive face seem to be a common practice in some parts of Indonesian classroom whenever the teachers want to see more interaction in classroom. As a result, students will feel threatened, lose motivation and concentration.

*“and also they sometimes make the students shy by..by pushing them to speak so they, “if I ask you in English you have to answer me in English....... they just force the students to speak but they can be scared.”* (respondent 5)

*Teachers’ authority*

The use of authority by teachers in classroom sometimes hapened in a way that might discourage the students. One student mentioned that there are some old-styled teachers who perceive themselves to be the only one the students should listen. This type of teacher rarely listen to the opinions from students because they perceive themselves to have the highest authority in classroom. Students are sometimes treated as they know nothing more than the teachers’ state of knowledge and so students should not question their teachers’ statement.

*“when the teachers give material and students have something to add, teachers should accept it. Because what teachers know and what students know maybe not the same. So if students want to ask something or comment something that is contrary from something given by the teacher it’s not something like they don’t respect their teacher because every people can get right to have any information. So school is not place to just teach and educate but also a place for sharing knowledge.” (respondent 4)*

**Teaching and learning strategy**

When asked about their preference teaching method or strategy which can promote high WTC, most students prefer communicative tasks where they have more chances to speak.

*“...not all students are going in the classroom just to learn sentence structure, they enter classroom to know how to speak in that language, so it is also the job for ther teachers to force the students or to give them chances to practice especially for non native speakers. We want to learn English to actively participate not only with our friends but also to the native speakers.”* (respondent 1)

*“…when the teacher is maybe teaching about writing or maybe about part of speak maybe they can make some games to make the students interest but don’t just,, you know,, focus on the textbook but sometimes you know the lecture has no art and it’s boring because the teachers only focus on the textbook.”* (respondent 5)

Discussion were mentioned by five students as an interesting classroom activity which will encourage the students to interact more. In discussion, students feel more relaxed talking to peers and there are more chances to practice English.

*“When they use strategy like discussion, means that teachers just as facilitators so the students improve the material. In my classroom we always use student centered.”* (respondent 7)

Besides having to promote good WTC, pre-service teachers show eagerness to motivate their future students in many ways that are engaging. The pre-service students believe that encouraging students, giving compliments and appreciation are important to foster continuous motivation to always improve better in learning. Personal approach is also considered as important in order to avoid frustration from the students, teachers need to assist them in problem solving.

*“For example I can approach like face to face, give reward or maybe appreciation to what the students have done so they can feel more motivated and want to study more…I will always keep in touch with them, delivering more questions, if they don’t understand something in English I need to provide explanation in Bahasa, and to facilitate them or make them easy to understand me, and maybe with fun learning is like songs or something like entertainment education or entertainment learning to make them interest.”* (respondent 6)

**The significance of WTC in relation to study program**

The second research question was addressed to describe pre-service teachers’ perspective about the importance of WTC in relation to their study program in English study. All ten students during interview agreed that teachers should have good WTC. In order for the students to acquire good WTC, teachers themselves need to perform in classroom as a good communicator. Especially related to the study program as future English teachers, the students believe that teachers are the perfect example to learn from before they actually enter the real teaching career. For instance, teachers who are good in using English, explaining and actively looking for chances to involve students in interaction, tend to gain more participation and interest from the students. Pre-service teachers argued that teachers should have good WTC first and influence students improving WTC through teachers’ communicating skill and teaching approach.

*“of course because he or she teach the students to encourage students how to speak, he or she have to have itself I mean WTC first before they try to encourage the students for speaking”* (respondent 6)

**Discussion**

Findings of this study showed that pre-service teachers had high WTC in English and relatively low level of communication anxiety. The correlation showed negative relationship between communication anxiety to their WTC in classroom, similar to the findings by Hasmimoto (2002) and Rastegar and Karami (2015). Many other research in EFL context have revealed significant relation between communication anxiety in English and its effect to WTC (McCroskey &McCroskey, 1986;McCroskey & Richmond,1987). This study was administered among pre-service teachers in their final year of study. Teaching preparation subjects were already taught and participants have done small teaching practices in classroom before. Thus, pre-service teachers are quite experienced in speaking and teaching practice. The finding also confirms MacIntyre and Gardner’s (1991) study which stated that when experience and proficiency increase, anxiety tend to decrease. The finding inferred that pre-service teachers can cope with their anxiety in classroom resulting in an increase of WTC level.

Results revealed a fairly high level of motivational intensity in English learning, similar with the finding by Yashima (2002) and Peng and Woodrow (2010). Findings inferred that learners’ motivation are manifested in both intrinsic and extrinsic interest such as acquiring new language, learning about new culture, willing to communicate with native speakers and getting more prestigious job chances in the future. This was in line with the concept of ideal L2 as explained by Munezane (2016). When learners have strong motivation and expectations on language learning, they can visualize themselves to be proficient in English and bridging their classroom experience as a manifestation for their future career. This concept of ideal L2 build students’ path to be more willing in striving English communication in classroom. During interview, students’ motivation seemed to come from their effort to be a good teacher (respondent 3). Therefore, they put more effort in classroom interaction as a practice before facing a real teaching situation. As explained by McIntyre and Clement (1998), students who enjoy and seek satisfaction in learning and using the L2 may encourage their motivation and put more effort to learning. As explained by Hashimoto (2012), when motivation increases, anxiety level tend to decrease in a particular way, which might explain why pre-service teachers have fairly low level of anxiety. Motivation helps learners improving self-confidence to participate in classroom tasks and improves learners’ WTC (Fallah, 2013).

Throughout the interview, pre-service teachers mentioned several factors affecting their WTC such as, self-preceived communication competence, anxiety and motivation. These three variables have been found to be interrelated with each other in many research on WTC. Learners who have great anxiety are more likely to perceive themselves to be incapable in communication, while perceived competence tend to increase when anxiety level decreased(McCroskey and Richmond,1990; Maclntyre, Noels, and Clement,1997). Meanwhile, motivation plays important role in building learners’ trust on their own competence and help them improve perceived competence which support WTC (Yashima, 2002). Increased motivational intensity can also reduce anxiety level (Hashimoto, 2012)

Pre-service teachers also perceived that teachers’ English proficiency and teaching style can affect students’ motivation to participate in classroom. Teachers who are good at speaking English and has interesting way of teaching are more likely to get more engagement with the students. Respondent 1 during the interview pointed out that teachers who can model good English proficiency can encourage students to improve theirs as well. The same respondent also commented on being interested to teachers who are creative and engaging during learning. On the other hand, pre-service teachers can be demotivated when teaching and learning activity are boring. A study by Eddy-U (2015) and Cao (2011) also revealed similar finding where the dislike in task type were mentioned as one of demotivating factor in classroom. Teachers as source of motivation and demotivation of WTC is also mentioned in Wen & Cle´ment (2003) which included teachers’ influence such as teachers’ attitude, involvement,immediacy and teaching styles. Students show higher willingness of interaction during learning when they like the teachers’ attitude, involvement and teaching styles. Several studies suggested that teachers’ involvement. attitude, and teaching style could significantly influence learners’ classroom participation, engagement and WTC (Wen & Clément, 2003; Peng, 2007; MacIntyre et al., 2011; Zarrinabadi, 2014). In classroom learning, pre-service teachers expect teachers to encourage them in participation by actively initiating communication by utilizig various techniques such as offering questions, giving feedback, showing acceptance or rejection toward students’ answers and discussing materials with students (Cullen, 2002; Lee and Ng, 2010).

In terms of language learning beliefs, Indonesian pre-service teachers showed moderate level of agreement on language learning beliefs items. The highest agreement on belief are shown on items related to fluency and pronunciation. Pre-service teachers mostly agreed that making mistake in oral communication is fine and that students should be afraid to speak even if it is not correct. They also agreed that students should not hesitate to raise an opinion in classroom even if they are not sure it is correct. On the other hand, pre-service teachers strongly disagree if speaking should be done with excellent pronunciation. They also perceive that the students who always speak up in class do not mean to be showing off and that they will not be loathed by other classmates. These beliefs are important for pre-service teachers to be internalized in their teaching behaviour in order to give positive effects to their students. When students are not afraid of making mistakes in English or worrying about fluency, they would tend to put more effort in classroom communication, which leads to an improvement in WTC. This finding was in line with Horwitz (1988) where most of the participants showed agreements on items related to fluency and pronunciation. As explained in Peng (2012) that at a mycrosystemic level, beliefs and learning expectations could affect learners’ WTC.

Most of pre-service teachers still have high agreement on grammar rules as the most important aspect in language learning. Many of the previous research on language learning beliefs in EFL context referred to the same finding on grammar aspects (Peacock, 1999; Peacock, 2001; Wong, 2010). Since learners come from EFL context, it is normal that they worry about grammar rule. Peacock (1999) inferred in his study that students who have this particular belief might focus more on learning grammar rules and disregard other type of tasks. Teachers’ beliefs could be more influential than their actual knowledge because they may affect pedagogical decision-making, the acceptance and use of certain techniques, approaches, activities, and choice of classroom activities (Li, 2013). Theferore, pre-service teachers are suggested to not focussing only on grammar learning but also on enhancing their learning and teaching with more varieties of tasks which can improve learners’ WTC. Highlighting pre-service teachers’ beliefs is necessasry as it will reveal how these beliefs could affect their future classroom interaction strategies to facilitate learners’ WTC.

Second research question attempted to investigate pre-service teachers’ perception on the significance WTC in relation to their study program. Interview data suggested that pre-service teachers were highly aware of teachers’s responsibility to promote the appropriate construct of WTC among students by presenting themselves as a good communicator in classroom teaching. They perceive teachers as role model in the classroom (respondent 1 and 2). Pre-service teachers agreed that having good WTC is necessary for teachers because through their teaching approach and behaviour, the construct of WTC is transferred to the students. If teachers desire their students to demonstrate good WTC in classroom, then teachers first have to show good example of having high WTC as mentioned by respondent 6 on the significance of having good WTC for teachers. Teachers’ who are competent in demonstrating oral skill, are considered as one of the biggest motivation for students to achieve (Zarrinabadi, 2012). This describes the role that teachers’ strategies of teaching can benefit in encouraging learners to take more active roles in classroom communication.

This study proposes several implications for teachers of language. It is suggested for teachers to put more emphasis on increasing students’ perceived competence, reducing language anxiety and improve classroom motivation in order to lead into higher WTC. Teachers can create a less threatening classroom environment to reduce anxiety and encourage students’ motivation by presenting variety of language learning task. As pre-service teachers proposed numbers of teachers’ influence on WTC, teachers are suggested to build more interpersonal relationship with their students, improve their approach strategy and reduce the use of teachers’ authority. It is important to note that beliefs can not be changed easily. Therefore, teachers are responsible to reduce students’ beliefs that are detrimental to language learning especially among pre-service teachers’ as they may carry these beliefs into their future classroom teachings. Therefore, language learning should be made equal by not emphasizing only on certain aspect of language skill.

**CONCLUSION**

To conclude this study, teachers and curriculum maker in Indonesian higher education context need to enhance training in teachers study which emphasizing on the improvement of classroom interaction activities so that pre-service teachers gain higher WTC. The study is limited in the number of participants because the data collection was done during holiday period and students were very difficult to contact. Bigger number of participants may have resulted in a broader data regarding pre-service teachers’ WTC and its significance related to their study program. The instruments regarding factors affecting pre-service teachers’ WTC were limited to only four scales; WTC in English, communication anxiety and motivational intensity. Therefore, future studies should include more factors which possibly influence WTC based on interview findings such as self-perceived communication competence, communication confidence and classroom environment in order to achieve broader results.

**ACKNOWLEDGEMENT**

This section is an optional for any author(s) required to mention any other party’s (person and/or institution) supports within the whole process of the research. Please make sure that you mention name(s) and their noteworthy contributions, such as person(s) giving technical advice and assistance, subjects, anyone who organizes recruitment and personnel and preparation of the manuscript. It is also recommended to mention any funding body who give financial support (grant) to the study.

**REFERENCES**

Amalia, S., Asib, A. & Marmanto, S. (2019). Indonesian EFL Learners’ Willingness to Communicate in the Instructional Context. *Indonesian Journal of EFL and Linguistics*, *4*(2), 215-228

Ariogul, S., Unal, D. C. U. & Onursal, I. (2009). Foreign language learners’ beliefs about language learning: A study on Turkish university students. *Procedia Social and Behavioral Sciences*, *1*, 1500–1506.

Blunch, N., & Ebooks Corporation. (2008). *Introduction to structural equation modelling using SPSS and AMOS Niels J. Blunch.* Los Angeles ; London: SAGE.

Brown, H. (2000). *Principles of language learning and teaching.* (4th ed.). White Plains, NY: Longman.

Cao, Yiqian. (2011). Investigating Situational Willingness to Communicate within Second Language Classroom from an Ecological Perspective. *System: An International Journal of Educational Technology and Applied Linguistics,39*(4), 468-479.

Cullen, Richard. (2002). Supportive Teacher Talk: The Importance of the F-Move. *ELT Journal,* *56*(2), 117-27.

Diab, Rula L. (2006). University Students' Beliefs about Learning English and French in Lebanon. *System: An International Journal of Educational Technology and Applied Linguistics,34*(1), 80-96.

Dornyei, Zoltan. (2003). Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications. *Language Learning,53*(1), 3-32.

Dornyei, Z. (2005). *The psychology of the language learner : Individual differences in second language acquisition.* Mahwah, N.J.: L. Erlbaum Associates.

Dornyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Eddy-U, Mary. (2015). Motivation for Participation or Non-Participation in Group Tasks: A Dynamic Systems Model of Task-Situated Willingness to Communicate. *System: An International Journal of Educational Technology and Applied Linguistics,* *50*, 43-55.

Fadilah, Eka. (2018). Willingness to Communicate from Indonesian Learners’ Perspective. *Journal of ELT Research.* 3. 168. 10.22236/JER\_Vol3Issue2pp168-185.

Fahim, A., & Dhamotharan, M. (2016). Willingness to Communicate in English among Trainee Teachers in a Malaysian Private University. *Journal of Social Sciences,12*(2),105-112.

Fallah, N. (2013). Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach. *Learning and Individual Differences*, 2013.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Arnold.

Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use. *Second Language Studies*, *20*(2), 29-70.

Horwitz, Elaine K., Horwitz, Michael B., & Cope, Joann. (1986). Foreign Language Classroom Anxiety. *Modern Language Journal,* *70*(2), 125-132.

Horwitz, E. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. *Modern Language Journal,* *72*(3), 283-294.

Imran, M., & Ghani, M. (2014). A Correlational Study of Willingness to communicate and English Language Proficiency. *Journal of Educational Research,* *17*(2), 85-99.

Kang, Su-Ja. (2005). Dynamic Emergence of Situational Willingness to Communicate in a Second Language. *System: An International Journal of Educational Technology and Applied Linguistics,33*(2), 277-93.

Kern, R. (1995). Students' and Teachers' Beliefs About Language Learning. *Foreign Language Annals,28*(1), 71-92.

Lee, Winnie, & Ng, Sarah. (2010). Reducing Student Reticence through Teacher Interaction Strategy. *ELT Journal,* *64*(3), 302-313.

Liu, M., & Jackson, J. (2008). An Exploration of Chinese EFL Learners' Unwillingness to Communicate and Foreign Language Anxiety. *Modern Language Journal,92*(1), 71-86.

Liu, H. J. (2012). Understanding EFL undergraduate anxiety in relation to motivation, autonomy, and language proficiency. *Electronic Journal of Foreign Language Teaching,* *9*(1), 123-139.

MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal

analysis. *Communication Research Reports*, *11*(2), 135–142.

MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of

second language communication. *Journal of Language and Social Psychology*, *15*(1), 3–26.

Macintyre, P., Dörnyei, Z., Clément, R., & Noels, K. (1998). Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation. *Modern Language Journal,* *82*(4), 545-562.

Mantle‐Bromley, C. (1995). Positive Attitudes and Realistic Beliefs: Links to Proficiency. *Modern Language Journal,79*(3), 372-386.

Mccroskey, J., & Richmond, V. (1990). Willingness to communicate: Differing cultural perspectives. *Southern Communication Journal,56*(1), 72-77.

Munezane, Y. (2016). Motivation, ideal self and willingness to communicate as the predictors of observed L2 use in the classroom. *EUROSLA Yearbook,16*, 85.

Nakane, I. (2006). Silence and politeness in intercultural communication in university seminars. *Journal of Pragmatics,38*(11), 1811-1835.

Oh, M., & Horwitz, Elaine K. (1996). *Beliefs about Language Learning and Foreign Language Anxiety: A Study of American University Students Learning Japanese,* ProQuest Dissertations and Theses.

Öz, Demirezen, & Pourfeiz. (2015). Willingness to communicate of EFL learners in Turkish context. *Learning and Individual Differences,37*, 269-275.

Peacock, Matthew. (1999). Beliefs about language learning and their relationship to proficiency. *International Journal of Applied Linguistics,9*(2), 247-65.

Peacock, Matthew. (2001). Pre-service ESL teachers' beliefs about second language learning: A aongitudinal study. *System: An International Journal of Educational Technology and Applied Linguistics,29*(2), 177-95.

Peng, J.-E, & Woodrow, L. (2010). Willingness to Communicate in English: A Model in the Chinese EFL Classroom Context. *Language Learning,60*(4), 834-876.

Prasetyanto, Bimo & Wibawani, Diyah & Wardani, Erika Novia & Drajati, Nur. (2019). Teacher’s Reinforcements Affecting Students’ Willingness to Communicate (WTC): A Photovoice in EFL Classroom. *Indonesian Journal of EFL and Linguistics. 4*. 57. 10.21462/ijefl.v4i1.98.

Rastegar, Mina, & Karami, Maliheh. (2015). On the relationship between foreign language classroom anxiety, willingness to communicate and scholastic success among Iranian EFL learners. *Theory and Practice in Language Studies,5*(11), 2387-2394.

Wong, M. (2010). Beliefs about Language Learning: A Study of Malaysian Pre-Service Teachers. *RELC Journal,41*(2), 123-136.

Yang, Nae-Dong. (1999). The Relationship between EFL Learners' Beliefs and Learning Strategy Use. *System: An International Journal of Educational Technology and Applied Linguistics,27*(4), 515-35.

Yashima, Tomoko. (2002). Willingness to Communicate in a Second Language: The Japanese EFL Context. *Modern Language Journal,86*(1), 54-66.

Yousef, Reem, Jamil, Hazri, & Razak, Nordin. (2013). Willingness to Communicate in English: A Study of Malaysian Pre-Service English Teachers. *English Language Teaching,6*(9), 205-216.

**COPYRIGHT AGREEMENT**

Pascasarjana: Universitas Pendidikan Mandalika (Eks. IKIP Mataram) will be pleased to publish your article entitled:

Willingness to Communicate and Its Influencing Factors among Indonesian Pre-Service Teachers

In the ***JOLLT Journal of Languages and Language Teaching*** if the work is accepted for publication. As the Proprietor of copyright ownership in all form, the authors are allowed to post this work online. The undersigned authors warrant that this article is original, is not under consideration by another journal, and has not been previously published.

(*This agreement must be signed by all authors. A photocopy of this form may be used if there are more than 5 authors*)

|  |  |
| --- | --- |
|  |  |
| Author’s name and signature | Date: |
|  |  |
| Author’s name and signature | Date: |
|  |  |
| Author’s name and signature | Date: |
|  |  |
| Sartika Sailuddin | Date: |