

The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom

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Abstract

Willingness to communicate in English foreign language has become an essential context that is investigated in the field of language research, especially in communication competence studies. Hence, the present study aimed to investigate the influence of students' attitude, motivation, and beliefs toward WTC. The purpose of this study was to determine whether there were or not any significant influences of students' attitude, motivation and beliefs toward willingness to communicate in EFL classroom at SMA Negeri 1 Pagerbarang. The study used inferential quantitative with survey research design. This research was conducted at 11th and 12th grade students of SMA Negeri 1 Pagerabarang with the total 85 students of SMA Negeri 1 Pagerbarang participated as respondents. The instrument consisted of 40 items. The analysis data of this research used multiple linear regression analysis. the data were calculated SPSS version 26.0. Based on the results, it was concluded that partially, there was a positive and significant influence of learners' attitude toward willingness to communicate. However, there was no significant influence of motivation and learners' beliefs toward willingness to communicate in EFL classroom. In reference to communicative competence, the teacher should consider the factors influenced students' willingness to communicate in EFL classroom to create meaningful interaction and students' active engagement.

Keywords: attitude; motivation; learner beliefs; willingness to communicate

INTRODUCTION

In the 21st century, education is required to have 4C, namely: critical thinking and problem solving, creative thinking, collaboration, and communication (Septikasari & Frasandy, 2018). One of important components to interact in global words is communication skill. Communication skills can be integrated with the language skills, particularly in English Foreign Language (EFL) classroom. EFL classroom have long been acknowledge as one of the most effective environments for improving students' communication skills (Pardede, 2020). English communicative competence is considered as performing the important role in

promoting international exchange and participating in international competence. Therefore, the students need readiness to communicate with specific person or persons.

In second language acquisition (SLA), willingness to communicate (WTC) plays an important role in constructing motivation to use the language (Baghaei, 2012). Hence, in educational context, the study of WTC in L2 is very crucial to promote students' communication. WTC is a model that integrates psychological linguistic and communicative variables in order to explore and predict L2 communication (Peng & Woodrow, 2010). Meanwhile, there were several factors that increase or reduce WTC, such as Individual factors (anxiety, motivation, attitudes, interpersonal attraction) and socio contextual factors (ethnolinguistic vitality, language contact) (MacIntyre, 2007).

Willingness to communicate is the students' willingness to use the language that they learn. Students' WTC is one of the main determinants in supporting their communicative skill in spoken English. Therefore, the students can active in the classroom such as speaking in English, discussing and presenting their task in English. In addition, the students who are always free to speak and answer the teacher's questions are the students have felling WTC. It means WTC refers to the probability of engaging in communication when the students given the opportunity and also the students can be capable to express themselves (Biria & Jouybar, 2016). It means the students can construct their communicative competence.

In the Indonesian context, some students have the difficulties to communicate in English. It is because the students have problem in psychological factors such as fear of mistakes, shyness, anxiety, and lack of confidence (Juhana, 2012). In addition, the learners only can gain access English in certain places that facilitate English language service (Kusumawanti & Bharati, 2018). However, based on curriculum 2013, the students should be encouraged to be more active in classroom activity which is the students become a center of the learning process. Thus, when the students have a strong in WTC so that the students will use their spoken English during the class activities.

In this regard, the previous studies focus on WTC in EFL learners that discussed about several variables such as communication competence like interpersonal variable and contextual variables toward WTC. These variables include communication skills and affective factors (Al Amrani, 2019; Bergil, 2016; Biria & Jouybar, 2016; Öz et al., 2015; Rizvic & Becirovic, 2017), classroom environment (Aomr et al., 2020; Peng & Woodrow, 2010), gender (Maftoon & Sarem, 2015; Shahbaz & Bashabsheh, 2015), attitude (Peng, 2015; Yashima et al., 2004). In addition, there were also the previous studies investigated the correlation between WTC and success in English (Baghaei, 2012), WTC and motivation (Altiner, 2018; Hashimoto, 2002; Ma et al., 2019), WTC and self-reported anxiety (Prihartanti, 2013), WTC and students' beliefs (Aini, 2020).

However, BAZOS & ERTEN (2019) concluded that there are several factors influencing EFL learners' regarding their willingness to communicate in English classroom such as classmates, instructional methods, teacher, classroom atmosphere, material, class size, L2 motivation, fear of being ridiculed, L2 anxiety, a lack of mistakes, topic interest and familiarity, shyness, introversion, vocabulary, pronunciation, practice, self-perceived, communication competence, and past communication experience. The previous studies did not correlate between WTC and some variables such as students' attitude, motivation, and beliefs. Therefore, the current studies try to fill the get investigating WTC by several variables (attitude, motivation, and learners' beliefs).

Based on preliminary observations that have been made on September, 28-30th 2022. The researcher found that some of students seem to be actively engaged in EFL classroom communication on the others and some students prefer to remain silent. It can be seen from their expressions and gestures such as raising their hand and being confident to speak up in front of the class. In contrast, there were some students seem shy, and afraid to speak up in front of the class. Then, based on interview an 11th English teacher, the researcher got information that a few learners' do not perceive the importance of their beliefs in language learning especially in using English toward communication.

Based on the explanation and phenomenon above, it was very interested to highlight the influence of students' attitude, motivation, and beliefs toward WTC in EFL classroom. The research was interested to investigated research entitled "The Effect of Learners' Attitudes, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom".

LITERATURE REVIEW

Willingness to Communicate (WTC)

The concept of "Willingness to Communicate" (WTC) has been first developed in the context of first language acquisition by McCroskey & Baer (Peng & Woodrow, 2010). Willingness to communicate (WTC) is defined as power to communicate with continuously establishes itself as a conclusive construct in realizing success or failure in learning a second language program (Peng & Woodrow, 2010). In other words, WTC refers to strategic competence that speakers implemented in communication (Shahbaz & Bashabsheh, 2015). In this study, WTC can be used as one of instruments to improve learners' in speaking skills and the ability to communicate in the classroom. This present research, there were two aspects that can contribute students' WTC in EFL classroom, such as WTC in English in meaning-focused activities and WTC in English in form-focused activities (Peng & Woodrow, 2010).

Students' Attitude

Attitude is also defined as propensity to respond positively or negatively towards idea, object, people, or atmosphere (Hosseini & Pourmandnia, 2013). It can be concluded that attitude can appear (positive or negative) when there is a readiness toward something. The components of attitude can be distinguished into three components, such as: cognitive component, affective component and behavioral component (Garnder, 1985; Maio et al., 2018).

Students' Motivation

The term motivation is come from the Latin word *movere* which intends "to move" (Dörnyei & Ushioda, 2011). It mean "what moves human to make certain choices, to engage in action, to expend effort and persist in action" (Dörnyei & Ushioda, 2011). Motivation is also defined the association between energy and desire to achieve the goal. It is related how long persons are willing to sustain and how hard persons are going to chase the activity (Dorney, 2001). Motivation has been described as the option through persons decide their goals and aims (Ahmed et al., 2015). Briefly, motivation is the readiness and effort which drive people to do anything play in reach the goal. The aspects of motivation can be constructed Ideal L2 self, Ought-to L2 Self, and L2 Learning Experience (Dörnyei, 2006).

Learners' beliefs

Beliefs mean a deep insight into individuals' inner world. Beliefs also have role as guiding individuals' intentions for play. Beliefs are sections of language learning and about the nature of language learning and teaching. In foreign language learning, learners' beliefs have been emphasized as central to students' advancement (Aini, 2020). In addition, it is also defined that belief as system and socio-cultural value has an important role in produce attitude toward language learning process (As Sabiq et al., 2022). In the current research, learners' beliefs demonstrated toward WTC which constructs several aspects such as learners' belief about classroom communication and learners' belief about English learning (Peng & Woodrow, 2010).

METHOD [CAMBRIA 12 CAPITAL BOLD]

Participants/ Subject/ Population and Sample

This study categorized the quantitative in nature approach, specifically inferential statistical and the design used survey design to investigate some information from actual condition. The population of this research was the students of SMAN 1 Pagerbarang with total number 566. The sample was taken by slovin formula was obtained 85 students as respondents which was used purposive sampling.

Instruments

This research used questionnaire to take collect the data. The questionnaire consisted of 40 items which employed four aspects, namely attitude (adapted from Attitude/Motivation Test Battery), motivation (adapted from second language motivational Self-system), learners' beliefs and willingness to communicate. The questionnaire was contained positive statements (34 items) and negative statements (6 items). It used close-ended questions which used a Liker scale with the scale of statement positive was Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (Sd) = 1. Then, the scale of Strongly Disagree (SD) = 4, Disagree (D) = 3, Agree (A) = 2, Strongly Agree (SA) = 1, it was used statements of negative. Before questionnaire distributed. The items were validity through expert judgment which was lecturer psychologist.

The quantitative data gathered used a survey design to investigate students' attitude, motivation, beliefs toward willingness to communicate. The result of the validity test was valid. The result of validity test is valid with the number 40 items. And the result reliability test revealed attitude 0.879, motivation 0.799, beliefs 0.715, and WTC 0.758 so that the test was reliable for analysis.

Data Analysis

The analysis data of this research used multiple linear regression analysis. The hypothesis testing was used T-test, F-test, and coefficient determination. Then, the data were calculated SPSS version 26.0.

FINDINGS

Multiple Linear Regression Analysis

Multiple linear regression purposed to analyze the relationship and how big influence between independent variable the dependent variable. In this research, multiple linear regression aimed to gather the data how big influence attitude, motivation, learners' beliefs toward willingness to communicate (Hamzah & Susanti, 2020).

$$Y' = \alpha + b_1X_1 + b_2X_2 + b_3X_3$$

Description:

α = Constant

b_1 - b_2 - b_3 = Multiple Regression Coefficient

X_1 = Students' attitude

X_2 = Motivation

X_3 = Learners' Beliefs

Table 1 The result of Multiple Linear Regression

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.968	3.015		1.979	.051
	ATTITUDE	.375	.087	.570	4.333	.000
	MOTIVATION	.006	.094	.009	.065	.948
	LEARNERS' BELIEF	.186	.104	.162	1.780	.079

a. Dependent Variable: WTC

From the table above presented as follows:

$$Y' = \alpha + b_1X_1 + b_2X_2 + b_3X_3$$

$$= 5.968 + 0.375X_1 + 0.006X_2 + 0.186X_3$$

a. Constanta (α) = 5.968

It was indicated that if the attitude (X_1), motivation (X_2), and beliefs (X_3) have the value 0, so that the value of WTC (Y) has value of positive was obtained 5.968.

b. Coefficient (b_1) = 0.375

It was indicated that if the coefficient value of attitude (X_1) variable is positive toward WTC. Thus, each attitude has increased by 1 score, it means that WTC has increased by 0.375.

c. Coefficient (b_2) = 0.006

It was indicated that if the coefficient value of motivation (X_2) variable is positive toward WTC. Thus, each motivation has increased by 1 score, it means that WTC has increased by 0.006.

d. Coefficient (b_3) = 0.186

It was indicated that if the coefficient value of learner beliefs (X_3) variable is positive toward WTC. Thus, each learner beliefs have increased by 1 score, it means that WTC has increased by 0.186.

T test

T test aimed to determine the effect of independent variables specifically in explaining the dependent variable.

$$\begin{aligned}
T\text{-table} &= (\alpha/2 ; n-k-1) \\
&= (0.05/2 ; 85-3-1) \\
&= 0.025 ; 81 \\
&= 1.990
\end{aligned}$$

Descriptions:

α = the value of probability (0.05)

n= the total of sample

k= the total of independent variables

Based on the table 1, it can be inferred that:

1. The value of attitude variable (X1) toward WTC (Y) was obtained 0.000. It means $0.000 < 0.05$. Meanwhile, the value of t-count attitude variable toward WTC (Y) was $4.333 > 1.990$ (t-table). Therefore, partially, there were positive and any significant influence on students' attitude toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang.
2. The value of motivation variable (X2) toward WTC (Y) was obtained 0.948. It means $0.948 > 0.05$. Then, the value of t-count was obtained $0.065 < 1.990$ (t-table). Therefore, it can be argued that there were positive and no any significant influence on students' motivation toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang.
3. The value of learner beliefs (X3) toward WTC (Y) was obtained 0.079 which was $0.079 > 0.05$. Then, the value of t-count was obtained $1.780 < 1.990$ (t-table). Thus, it can be said that there were positive and no any significant influence on learners' beliefs toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang.

F Test (Simultaneous Test)

This test aimed to know the effect of independent variables toward the dependent variable simultaneously. This test was carried out by comparing the value of F-count with the value of F-table. The criteria F test can be explained on below: (Ma'sumah, 2019). If the value of F-count $>$ F-table or Sig. $<$ 0.05. It indicated there was influence simultaneously between independent variable (X) toward dependent variable (Y). Thus, Ha is accepted and Ho is rejected. If the value of F-count $>$ F-table or Sig. $>$ 0.05. It indicated there was not influence simultaneously between independent variable (X) toward dependent variable (Y). Therefore, Ha is rejected and Ho is accepted.

$$\begin{aligned}
F\text{-table} &= \alpha ; (k ; n-k-1) \\
&= 0.05 ; (3 ; 85 - 3 - 1) \\
&= 0.05 ; (3 ; 81) \\
&= 2.72
\end{aligned}$$

Table 2 F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	460.931	3	153.644	14.098	.000 ^b
	Residual	882.764	81	10.898		
	Total	1343.694	84			

a. Dependent Variable: WTC

b. Predictors: (Constant), Learners' Beliefs, Attitude, Motivation

Based on the table above, it showed that the value of F-count $14.098 > 2.72$ (F-table) and the value of Sig. $0.000 < 0.05$. thus, it can be inferred that simultaneously, there was any significant influence of attitude (X1) variable, motivation (X2), and beliefs (X3) toward willingness to communicate (Y).

Coefficient of Determination Test (R²)

In this research, the coefficient of determination aimed to determine how big the independent variable contributed to the dependent variable.

Table 3 Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586 ^a	.343	.319	3.301

a. Predictors: (Constant), Learners' Belief, Attitude, Motivation

b. Dependent Variable: WTC

The data on the table presented that the value of R was obtained 0.586 and the value of R² (R Square) was obtained 0.343. Thus, it showed there was strong correlation between the variables of learners' attitude (X1), motivation (X2), beliefs (X3), WTC (Y) because of the value R (0.586) was close to 1. Then, there was an influence of learners' attitude (X1), motivation (X2), and beliefs (X3) with the total of 34,3% toward willingness to communicate (Y) in EFL Classroom at SMAN 1 Pagerbarang. Meanwhile, the remaining (100% - 34.3%= 65.7%) is influenced by other factors that is not written in this study

DISCUSSION

The Effect of Students' Motivation toward Willingness to Communicate in Efl Classroom at Sman 1 Pagerbarang.

Based on the findings, this section does not any significant influence of students' motivation toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang, Tegal Regency. It was the value of Sig 0.948 higher than > 0.05 , and also the value of t-count was obtained $0.065 < 1.990$ (t-table). As the value for both scores, so it clearly presented no significant effect on motivation toward willingness to communicate of the participants. It was also supported by Öz et al., (2015) reported that there was no significant direct path from motivation to WTC.

The result contradicts the previous studies which found that students' in- class WTC in English is influenced by a several factors especially in motivation variable (BAZOS & ERTEN, 2019; Kalyar et al., 2018; Peng & Woodrow, 2010). The possible reason for it could be that this research was only used small scale. In addition, with regard the result can be seen in the Appendix that some items mean score close to 3.00, which pointed low motivation in relation to the corresponding items. In Ideal L2 Self, which item number 17, "I can imagine myself participating in a debate in English", for example, the score mean was obtained 2.55, which was the only one with the score below 3.00 in the category. Then, in

ought-to L2 Self category, which almost items were obtained 2.00, and the only one the value above 2.00 which was 3.38. Moreover, in learning experience categorized all the score statements was obtained average with the score of 2.00. Therefore, it can be implied that the students had difficulty imagine to able communication the way native speaker do as a possible future self in picturing. Then, in a context, the students had limited use of English as communication in daily life. This statement was supported by However, the respondents for this present research have weak influence motivation toward their willingness to communicate in using English. It was because this present study investigated in the school that context English as foreign language (FL) which was the students have not many chances of communicating with native speaker. This statement was also supported by Baghaei (2012) explained that the school that used English as foreign language as communication, so the students have limited to communication with native speaker so that the students have weak motivate to improve their English language.

Meanwhile, motivation is related how hard people to achieve the goal (Dornyei, 2001). In English language learning, motivation is needed to achieve their learning achievement. It is also supported by Dwinalida & Setiaji (2022) that motivation and learning achievement have a significant correlation in English learning. Motivation also has a crucial role to dedicate some efforts in order to achieve communication competence. With the proper motivation, the learners do their efforts to willingness to communicate. It was strongly explained that motivation is crucial influence on learners' WTC (Altiner, 2018). Thus, this school students need to improve their motivation in order to increase their lower level of willingness to communicate in EFL classroom.

The Effect of Learners' Beliefs toward Willingness to Communicate EFL Classroom at SMAN 1 Pagerbarang.

The data gathered through the multiple linear regression analysis of the questionnaire items related to two aspects of learners' belief, namely learner beliefs about classroom communication and learners' belief about English learning. From the data analysis presented that the result showed that Sig. was obtained 0.079 higher than alpha value was 0.05. then, the value of t-count was obtained $1.780 < 1.990$ (t-table). Thus, it could be inferred that there was no any significant influence of learners' belief toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang, Tegal Regency, and this result was consistent with previous findings by Aini (2020) showed that there was not significant correlation between students' belief and willingness to communicate. Meanwhile, in the Chinese context, previous EFL WTC studies, which was carried out by Peng & Woodrow (2010) found that in the Chinese EFL students classroom presented that having significant influence of learner beliefs toward willingness to communicate in class. The participants of previous their research was large scale was involved 330 university students, but in this research had limited scale as respondents which was 85 students.

This present study, belief about classroom communication and English learning was obtained minimum score of mean. Hence, the mean value of two components of learners' beliefs which were belief about classroom communication and English learning difficulty present significant influence on WTC. These consider that the students do not perceive high belief of language learning which effect in their communication confidence.

The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang.

The final result of multiple linear regression through SPSS 26.00 version was confirmed by ANOVA, it showed that H_0 is rejected. Therefore, simultaneously, it can be seen that there was any significant influence of attitude, motivation, learner beliefs toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang, Tegal Regency which was the value of the value of F-count $14.098 > 2.72$ (F-table) and the value of Sig. $0.000 < 0.05$. This study addressed that all the variables (attitude, motivation, beliefs) have significant effect toward willingness to communicate. So far, WTC has taken the opportunity to integrate psychological, linguistic, educational, and communicative. Specifically, individual factors (anxiety, motivation, attitude, interpersonal attraction) can be emphasizes communication in the language learning process (MacIntyre, 2007). Thus, it pointed out that psychological aspects specifically in this variable research (attitude, motivation, and beliefs) have a crucial role to influence the communicative competence during learning process in EFL Classroom.

Pedagogical Instruction

This research has variety instructions and develop in classroom activity for teacher language. Hence, most importantly how should educators covered during the teach speaking class pay more attention their attitude, motivation, and beliefs, especially in EFL classroom due to English is a global language to communication with people in in the world. Having positive attitude, fostering motivation and their beliefs, the students will be have desire in communication to learn both inside and outside in the classroom activity. This suggest supported by Peng (2006) explained that The final goal of teaching and learning language should covered interpersonal and international communication at all levels. Yashima et al. (2004) established that to reach EFL learning is provide better communication and understanding among students who come from different cultural. Therefore, to increase students' WTC using English, EFL educators can guide students to have positive and realistic expectations of their performance and achievement. In addition, the teachers can encourage the students to understand that WTC is important factor to determine their successful in English as Foreign language.

The latter, the other implications is that English teacher should be regard develop classroom activity system, such as making group discussion, establishment of variety learning method to manage classroom communication so that students were able to achieve mastering their speaking skill. As it explained by Gudu (2015) that teachers should be creative making mix varied classroom activities for instance provide discussion, dialogues, role play, practice speaking through drama, singing, and also teacher should invite native speakers. Most importantly, it was also that the teacher should emphasize learners' to speaking practice in the classroom. Moreover, Cao & Philp (2006) claim that having small groups discussion or pair work or interaction among students, it could be shaping EFL learners' have been potential in encourage willingness to communication among learners. Therefore, it contribute to create meaningful interaction and students' active engagement.

CONCLUSION

There was a positive and a significant influence of learners' attitude toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang. It showed the value of Sig. Attitude toward WTC was obtained $0.000 < 0.05$, and the value of t-count $4.333 > 1.990$ (t-table). there was no significant influence of students' motivation toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang. It presented that the value of Sig. obtained $0.948 > 0.05$, and also the value of t-count $0.065 < 1.990$ (t-table). Thus, it inferred. The result of this study showed that there was no significant influence of learner beliefs toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang. It indicated that the value of Sig. obtained $0.079 > 0.05$. Then, the value of t-count obtained $1.780 < 1.990$ (t-table). The final result of calculated data from multiple linear regression showed that simultaneously, there were any significant influence of attitude, motivation, and learner beliefs toward willingness to communicate at SMAN 1 Pagerbarang. It presented that the value of $14.098 > 2.72$ (F-table) and the value of Sig. $0.000 < 0.05$. Therefore, those variable contribute to create meaningful interaction and students' active engagement.

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