

# CHAPTER I

## INTRODUCTION

This chapter underlies the background of the study, the limitation of the study to keep it in line with the topic, the research question, the purpose of the study, the significance of this study, and the operational definition of key terms use in this research.

### **A. Background of the Study**

In this globalization era, Indonesia is one of the countries in which English is considered as a foreign language. It means that English is not the first or the second language of the people who live in this country and other countries, such as Saudi Arabia and Korea (Ahn & Kang, 2017). However, in Indonesia English is taught in each level of school not only in elementary school, junior high school, senior high school but also in university. English communication has become a core skill that should be developed in all academic contexts.

Socio-cultural realities that make English the contact language for worldly multicultural people (Fang, 2018), implicitly inform that speaking is a crucial skill that must be mastered by every English language student. Language learners' willingness to communicate in the target language is the key role in achieving their language learning goals since the concept of willingness to communicate (WTC) is a model that integrates psychological, linguistic, and communicative variables in order to describe, explain, and predict second or foreign language communication. The same applies to foreign language learning like English language as it is one of the most important language in the world (Salih, 2021). To produce and perform compelling, coherent, and critical English skills, communication during learning time and process play a huge role toward EFL students. Emphasize the substance of conversation as students' ability to express themselves in English inside and outside the classroom is a success indicator to English teaching and learning.

Hamouda (2012) Stated that communication is a big obstacle for the development of students in learning foreign languages, such unwillingness to communicate is a huge hindrance to learners' development in learning the foreign language. Moreover, the study of unwillingness participation has been investigated recently by some researchers who interest to research about students' reticence to participate in English class and another researcher has already conducted a study of problems and difficulties faced by students in participating in English classroom.

Despite all the advantages that engaging in communication may yield, it may seem surprising that some learners lack the will to communicate and interact with others either inside the classroom or outside (Pawlak et al., 2016). Such reticence or unwillingness to communicate, therefore is a huge obstacle for many foreign language learners. Alimorad & Farahmand (2021) argues that a very common problem faced by many language teachers in classroom is the students' unwillingness to speak in the target language. The same also happens to the EFL students at a foreign language academy in Pontianak, Indonesia. This study, therefore, contributes to exploring the possible reasons or factors affecting the EFL students' unwillingness to communicate in English at the academy during their learning time both inside and outside of the classroom in campus.

Hamouda (2012) stated that most second and foreign language learners specifically in Asia are often described as passive and reticent in the English language classroom, and students do not respond to nor volunteer answers or initiate questions because of a factor. This issue is also confirmed by (Al-wossabi, 2016) who claimed that communication in the target language is one of the major difficulties' Arab learners face. In the Saudi context, Saudi learners are often described as unwilling to participate because they rarely volunteer answers or ask questions, are unresponsive to the teacher's questions, and prefer to remain silent most of the time in the

EFL classroom due to lack of confidence and low participation in class activities.

Based on the researcher personally investigation in faculty English Language Education Department it was found some students of English Language Education Department did not use English when they did the conversation with their friends either in the classroom or in the corridor. One student said that she was shy to make mistake when talked in English. They tended to use Bahasa Indonesia or Javanese language as a medium of their communication. This problem is faced by most students in English Education Department in University of PGRI Adibuana. The researcher considers that this case is an important and a serious problem because it relates to the credibility of English Education Department. It means that the students should be able to use English in their interaction either oral or written. At least, they should be able to use English in their interaction in their small group of English community.

Therefore, they should have no reasons that they are unwilling to speak English because they do not have sufficient skills and knowledge in speaking English. If the study finds that the reason is the students do not have sufficient skills and knowledge, it will mean there is something needs to be corrected in learning English. This study gives some information about the real condition of English Education Department students especially in them for using English in their oral communication. Besides, this study finds the reasons and factors of unwillingness of students in using English in their daily conversation in English community.

Based on this condition, the researcher tries to find out factors of EFL students' unwillingness to communication English by doing study or research to the students of English Language Education Department of State University of PGRI Adibuana. The researcher hopes that this study gives clear information about students' problem in communicate English.

## **B. Scope and Limitation of the Study**

Based on the background of the research, The scope of this study is EFL students' communication in English. The limitation of this study is their unwillingness to communicate in English Language Education Department at Universitas PGRI Adi Buana Surabaya.

## **C. Statement of the Problem**

Based on the background above, the research formulates the problem statement as follow: What factors contribute to EFL students' unwillingness to communicate in English in English language education department?

## **D. Objectives Of The Study**

The purpose of this study is to find out the factors that contribute to EFL students' unwillingness to communicate in English in English language education department. By knowing the problem, it helps the students and teachers in Education Department in finding the way to solve the problems.

## **E. Significances of the Study**

The significances of this study give some information and feedback about some reasons and factors student unwillingness speak English in their conversation in English community.

### **1. For lecturers of English Education Department**

It helps them to evaluate the policy in determining and planning the ways or method in teaching and learning process and they know whether there is weakness in their teaching method for the students.

## 2. For the students

They know more clearly about their problems to use English in their conversation. Therefore, they use English in their conversation with their friends.

## **F. Definition of the Key Terms**

This section is about the definitions of key terms in this research. It functions to be a guide for the readers and to make the readers understand about some definition of the key terms in this research.

1. English Foreign Language (EFL): Official or socially dominant language necessary for education, employment, and other basic purposes. They are often acquired by members of minority groups or immigrants who speak another language as their mother tongue.
2. Unwillingness to communicate: Chronic tendency to avoid or disregard verbal communication and to view communication situations as relatively inadequate.
3. English language education department: An environment where students engage in English activities through the learning process.