

**THE CORRELATION BETWEEN EFL STUDENTS' WILLINGNESS TO
COMMUNICATE AND THEIR TEACHER IMMEDIACY ATTRIBUTES
IN ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA
UNIVERSITY**

A Thesis By:

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Student Number: 06011281722021

English Education Study Program

Language and Art Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2021

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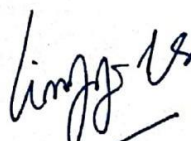
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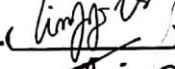

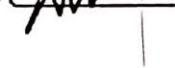
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Certify that the thesis entitled "The Correlation between EFL Students' Willingness to Communicate and Their Teacher Immediacy Attributes in English Education Study Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 10 June 2021

The Undersigned



Azzahra Nanda Islami

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DEDICATIONS

I dedicated this thesis to the most kindhearted woman I've ever met, to the woman who raised me fiercely to be strong, this is for you, mom.

I dedicated this thesis to my one and only first love, to the man who taught me to be more patient, this is also for you, dad.

I dedicated this thesis to the very best friend of mine, to them who stayed by my side despite all the circumstances, to them who take good care of me, to my beloved little sister and brother.

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Palembang, 23 June 2021

The Writer,



Azzahra Nanda Islami

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ABSTRACT

The purpose of this study was to look at the association between English Foreign Language (EFL) learners' Willingness to Communicate (WTC) and the immediacy traits of their lecturers. It is also carried out to determine which teachers' immediacy behavior has the greatest impact on learners' WTC. The participants included 122 EFL students from Sriwijaya University's Teachers Training and Education Faculty of English Education Study Program. They were chosen at random, and their participation was completely voluntary. The following instruments were utilized in this study: 1) Willingness to Speak Questionnaire and 2) Verbal and Non-Verbal Immediacy Questionnaire. Pearson's correlation coefficient was used to examine the correlations between the WTC of learners and their teachers' immediacy traits. WTC was positively and strongly associated by verbal and nonverbal immediacy. When comparing verbal and nonverbal immediacy, verbal immediacy has the strongest positive association with WTC.

Keywords: *Willingness to Communicate (WTC), teacher immediacy, verbal immediacy, nonverbal immediacy, EFL learner, EFL teacher*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study, (2) problem of the study, (3) objective of the study and (4) significance of the study.

1.1 Background of the study

People communicate daily with one another every day. It is the very essence of life, and it's a matter of necessity. Human beings need to communicate to express themselves. Communication is simply a means used to interact with and influence people. According to Lunenburg (2010), communication is the process of transferring information and establishing common ground from one person to another. To do that, people should have the desire to initiate communication. Hence, an eagerness to communicate is essential.

In language teaching and learning, learners' willingness to communicate is a vital aspect. Willingness to communicate means learners' eagerness to want to speak in the class. When learners want to speak, then the goals of language learning are accomplished. According to McCroskey and Beatty (1986), willingness to communicate (WTC) is defined as an individual's readiness to enter into discourse at a particular time with the specific person using a second language (L2). It was conceptualized initially regarding verbal communication in one's first or native language (L1).

McCroskey and Richmon (1987) first brought WTC to the communication literature, and it was initially stated to as an individual's basic personality orientation toward talking. They defined WTC as a personality trait that is largely consistent across settings and interlocutors in the first language (L1). This personality orientation explains why one person initiates communication while others do not initiate under comparable circumstances. In language learning, WTC is seen as both a personality attribute and a situational component in a second language (L2). (Zarrinabadi & Tanbakooei, 2016)

In the EFL classrooms, communicating the target language has been a tool to measure learners' ability. If learners can develop a willingness to communicate

in class, they will hopefully take those behaviors outside the classroom and put them into practice in the real world. According to Dörnyei (2005), language learning aims to improve "the learners' communicative ability in the target language." Similarly, According to MacIntyre, Clement, Dörnyei, and Noels (1998), the ultimate goal of second or foreign language acquisition should be to urge students to seek out and be eager to communicate communication possibilities. It means that EFL students are expected to speak the English language. As a result, According to MacIntyre et al. (1998), a proper goal of second language instruction should be to develop a willingness to communicate.

Concerning WTC, many language teachers worldwide have experienced the challenges of encouraging learners to communicate in the target language (Reinders, 2016). As an example, I've observed in language classrooms that when given the opportunity to speak, most language learners are hesitant to participate in classroom conversations. Some students communicate despite their weak linguistic abilities. In contrast, others have refused to do so, even though they have been competent in a target language. This has long been a source of concern among language teachers, as language learners must practice in order to grasp the language. Otherwise, students will be unable to apply what they have learned about communication in real-life settings.

Several studies have found that teachers play an important role in improving learning and communication. In the EFL classroom, learners depend so much on teachers. Therefore, teachers' behavior is something that should be looked out for. Wen and Clement (2010) stated that teachers are essential to ensuring the effectiveness of learning and communication in an English classroom where education is heavily centered on teachers' instruction. Some study have suggested that instructors should be involved in EFL learners' WTC as one of the multiple affects instructors might have on learners' educational lives. (Myers & Bryant, 2002; Yu, 2009) In other words, teachers influence students' willingness to participate in the interaction inside the classroom. Thus, In order to improve the quality of their instruction, teachers must develop unique strategies to assist

students to get more interested in communicating in their classes (Habash, 2010, cited in Gol et al., 2014).

Mehrabian (1971) pioneered the concept of immediacy in interpersonal communication research. He stated that immediacy embraces “behaviors which reduce the physical and psychological distance between interactants.” So, the main principle is that people appear to gravitate towards other individuals or things they like or find attractive. Then, According to Andersen (1979), Immediacy actions are vital in communication because they convey favorable thoughts from the speaker to the listener. Therefore, later on, Christophel & Gorham (1995) stated that immediacy was conceptualized in an educational context or teacher immediacy as “nonverbal and verbal behaviors, which reduce the psychological and physical distance between teachers and students.”

In Indonesia, English acts as a Foreign Language (EFL) rather than as a Second Language (ESL). On the contrary, the majority of WTC research has been conducted in the context of the target language being learned as a second language (L2) (Gol, Maryam, Zand-Moghadam, Amir, Karrabi, 2014). With that, Hsu (2005) stated that it was observed that instructors' immediacy had been undervalued in the language teaching profession as compared to the communication field. She also added that in L2 learning, communication focuses on the linguistic production of learners rather than the engagement of teachers. Thus, the relationship between these two elements was investigated since there is a research gap in Indonesia evaluating the association between teachers' immediacy qualities and EFL learners' WTC.

Several studies concerning WTC in foreign languages have been done in numerous countries, including Turkey, Iran, Korea, Japan, China, and Indonesia, where English acts as a foreign language. Specifically, in Indonesia, there is a study by Manipuspika (2018) with this notion correlated with anxiety. Other studies are mainly focusing more on factors affecting learners' WTC. However, the writer has not found the research done in Indonesia associating EFL learners' WTC and teachers' immediacy attributes.

Outside of Indonesia, some studies have been conducted emphasizing WTC and teachers' immediacy. For instance, a recent study by Sheybani (2019) showed a positive and significant correlation between those two variables in Iranian EFL learners. A previous study conducted by Gol, Maryam, Zand-Moghadam, Amir, & Karrabi (2014) also similarly showed the same result. Both of these studies were conducted in Iran. Other than Iran, studies conducted focusing on these variables were in South Korea, where the result showed that teacher immediacy positively correlated with students' WTC (Lee, 2020). On the other hand, some studies showed a different result. One of them is in China, where Yu (2011) stated: "teacher immediacy did not show direct predictive power on WTC in English." In the same way as Yu (2011), Fallah (2014) stated that teacher immediacy indirectly affected WTC. Following these findings, more in-depth research should be conducted to better understand the relationship between these variables, especially in the Indonesian context.

This research was carried out at Sriwijaya University, specifically in the English Education Study Program of the Teachers' Training and Education Faculty. Students in the English Education Study Program of Sriwijaya University studied several subjects or courses that required speaking in English inside the classroom. Specifically, for 6th and 8th-semester students, they have been taught three speaking classes: speaking for informal interaction, speaking for formal interaction, and speaking for academic purposes. Most of those speaking classes have been taught by the same lecturers. Therefore, I have decided to choose this sample for this research to measure the relationship between students' willingness to communicate and teacher immediacy attributes. In addition, the writer considers selecting the students of the English Education Study Program at Sriwijaya University because the study with the same specific variables has not been done before.

1.2 Problem of the study

The research problem is formulated in the following questions:

1. Is there any significant correlation between EFL learners' WTC and their teachers' immediacy attributes in students of English education study program at Sriwijaya University?
2. Which teacher immediacy behavior (Verbal and non-verbal) affects learners' WTC the most in students of English education study program at Sriwijaya University?

1.3 Objective of the study

Based on the problem stated, the objective of this study is as follows:

1. To find out whether there is a correlation between EFL learners' WTC and their teachers' immediacy attributes in students of the English department of Sriwijaya University.
2. To find out which teacher immediacy behavior (Verbal and non-verbal) will affect WTC of students of English education study program at Sriwijaya University.

1.4 Significance of the study

This present study is expected to help language educators, including lecturers, teachers, and mentors, discover the association between EFL learners' WTC and teacher immediacy characteristics. This study is also expected to provide information on which teachers' behavior will affect learners' willingness to communicate in English. Therefore, in the future, educators will be more aware of their own verbal and non-verbal behaviors. In the end, the writer hopes that this study can contribute to further research in a different context.

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