

The Effects of Ethnocentrism of the 6th Semester Students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University toward Willingness in Communication

A thesis by

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Student Number: 06011281722020

English Education Study Program

Department of Language and Art Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSTY

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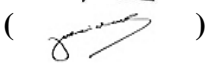

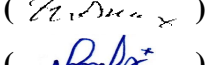

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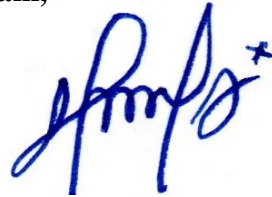
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THESIS DEDICATIONS

This thesis is dedicated to:

- My beloved parents, Ismail and Ely Sofia. To Umi Ayu Dewi Lestari and her family, and to all of my family and friends who supported and encouraged me in the worst and the best of my journey.

MOTTO :

*“INNALLAAHA LAA YUGAYYIRU MAA BIQAUMIN HATTAA YUGAYYIRU MAA BI
‘ANFUSIHIM”*

Indeed, Allah will not change the condition of a people until they change what it is themselves

(Q.s. Ar-Rad 13:11)

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By the Bless of *Allah Subhanahu Wata'ala*, this thesis entitled “*The Effects of Ethnocentrism of the 6th Semester Students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University toward Willingness in Communication*” was written to fulfill one of the requirements for the bachelor degree at English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Sriwijaya University.

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Last, hopefully that this thesis will be useful to all of the people who need it.

Indralaya, June 2021

The Researcher,

A handwritten signature in black ink, consisting of a large, stylized initial 'A' followed by a horizontal line extending to the right.

Aidil Mujahiddin Ismail

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**The Effects of Ethnocentrism of the 6th Semester Students of English Education Study
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ABSTRACT

This study focused on the students' intercultural willingness to communicate level in relation to their ethnocentrism level. The Generalized Ethnocentrism Scale (GENE), a ready-made Questionnaire by Neuliep and McCroskey (1997) was used to assess the students' ethnocentrism level. To assess the students' intercultural willingness to communicate level, intercultural willingness to communicate (IWTC) scale, a ready-made Questionnaire by Kassing (1997) was used by the researcher. The participants of this study were all of the 74 6th Semester students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University. The results revealed that, most of the students were in the very low category of GENE scale level with the average score of 32.89. On the other hand, most of the students were in the high and very high categories of the IWTC scale with the average score of 48.78. Although theoretically the result was corresponding to the expectation that high level of ethnocentrism always followed by low level of IWTC and the other way around, The students' ethnocentrism level and students' intercultural willingness to communicate level were in very weak category of correlation ($p\text{-value} = 0.990$). Since the result showed that there was a correlation between the two variables but not significant ($r\text{-obtained} = 0.001$), the researcher concluded that the ethnocentrism level of students only affected the students' intercultural communication slightly and it could be said that the high level of students' intercultural willingness to communicate was proven not to be solely influenced by students' level of ethnocentrism.

**Keywords: Correlation, Ethnocentrism Level, Willingness to Communicate Level,
Intercultural Willingness to Communicate Level**

CHAPTER I

INTRODUCTION

This chapter describes: (1) background, (2) problems of the study, (3) objectives of the study, (4) the significance of the study.

1.1 Background

Ethnocentrism is a social phenomenon that still exists in many societies nowadays. This phenomenon is described as the way a group of people sees the universe through their own perspective, values, and standard as the only valuable understanding (McAndrew, 1986). Ethnocentrism is been part of society for a long time and taking a role as a builder aspect of society through history as Rushton described the ethnocentrism as a natural phenomenon that occurred in all cultures and civilization (Rushton, 1989).

Ethnocentrism attitude gives a big impact that influences someone in communicating, as some negative attitudes and behaviors from the adherent of the ethnocentrism belief towards outsider group would likely to obstruct the communication between the two group (Neuliep & McCroskey, 1997).

Ellis (1994) speculated that learners' perception of their own group's ethno-linguistic vitality might influence their second language (L2) proficiency, ethno-linguistic vitality refers to the mindset of a certain people that believe that power and respect are measured by perception of its status, demographic and institutional supports. People who have a high Ethnolinguistic status but at the same time having insecure feelings toward outsider groups about their relationship in general, would likely think that learning an L2 with outsider group is not a good idea and would likely avoid those certain circumstances. This phenomenon may cause by fear of second language (L2) learning activity would lead to decreasing of the in-group member's number who preserve their cultural belief (Giles & Johnson, 1981).

As the cross-cultural and ethnicity interaction and communication in society have increased across the globe, the understanding of the core problem of factors that could hinder the process of intercultural communication is considerably important, and according to Arasaratnam and

Banerjee (2007), Ethnocentrism is One of these hindering factors. From the explanation, it can be concluded that regardless the both of the parties share the same base language knowledge, or within the same language community, the communication still wouldn't happen because the unwillingness has occurred in the first place (Gudykunst & Kim, 2003).

In the second language (L2) learning process in general, communication is one of the main goals and is considered as the standard factor that makes someone considered successful in mastering a language. Unlike in the past when English language teaching was more focusing on the language structure mastery, nowadays in English language teaching, the communicative mastery of the language learners and the use of language in communication context are the one that has been emphasized more (Cetinkaya, 2005). According to McCroskey and Baer (1985) willingness to communicate is holding a vital part in the process of communication.

Willingness to communicate (WTC) is defined as a person's tendency to make a contact with someone else in order to initiate a communication (McCroskey & Richmond, 1990). It is a term in the first language (L1) and second language (L2) acquisition learning. Researchers are not only using this term in L1 and L2 proficiency restrictively, but also in term of intercultural interaction and in order to specificity the term, Kassing (1997) conceptualized the term "Intercultural willingness to communicate" (IWTC), that described as "persons' willingness to communicate as initiated towards other group or other culture. These two terms are relatable as Mirzaei and Forouzandeh (2013) stated that the L2 acquisition was significantly correlated with intercultural communication competence.

The educational environment, especially in university which is heterogenic, the population is likely to be various and diverse. Many people that come from various backgrounds, ethnicity, religion, and culture gathered in one place learning and studying together. By that logic, the diverse condition of the population is likely triggered the Ethnocentrism Attitude among the students. From the explanation, it can be concluded, based on the diversity of population and cross-cultural interaction, the chance of ethnocentrism might be occurred to obstruct the process of someone's communicational development furthermore is likely to happen.

The researcher experienced some ethnocentrism attitudes and actions that occurred around his environment, whether it was just a negligible thing such as how people compared their food

from their culture to another culture food and think that their version is the better one or a significant thing that evolved around social belief even about cultural marriage. The fact that the researcher is a language student, make the researcher realized that all those ethnocentrism attitudes could directly or indirectly affected the language aspect of a person.

From those experiences, the researcher was interested in researching the influence of Ethnocentrism toward the 6th Semester Students of English Education Study Program Faculty of Teacher Training and Education of Sriwijaya University willingness in communication.

1.2 Problems of the Study

The problems of this study were formulated in the following questions:

1. Was there any significant correlation between ethnocentrism and willingness to communicate of the 6th Semester students of English Education Study Program of Sriwijaya University?
2. What values of the ethnocentrism belief mostly affected the willingness of the 6th Semester students of English Education Study Program of Sriwijaya University to communicate?

1.3 The Objective of the Study

Based on the problem above, the objectives of this study are to find out:

1. Whether there was any significant correlation between ethnocentrism and willingness to communicate in the 6th Semester students of English Education Study Program of Sriwijaya University
2. The values from the ethnocentrism belief that significantly affected the 6th Semester Students of English Education Study Program of Sriwijaya University willingness to communicate the most.

1.4 Significance of the Study

The result of this study was expected to give a general idea about how the ethnocentrism affects students' willingness to communicate in hope of helping the teachers, students, and other researchers who are interested at the same kind of subject as this study.

For teachers, this study was expected to provide information about ethnocentrism in relation to the language learning activity and learning activity in general so the teachers could create a good learning environment without any prejudice and discrimination based on ethnicity and so they could be a good example for their students in achieving a better and equal society.

For students, this study was expected to provide information about ethnocentrism concerning language learning activity so the students could achieve their full potential in terms of language mastery that required the willingness to communicate.

This study might be useful for society to recognize the core problem of the ethnocentrism phenomenon that exist around them, especially in a multicultural and multiethnic society, and by that knowledge, the problem might be solved and therefore, it would create a strong united society that stand in the name of equality. This study was expected to provide good information for other researchers who were like to conduct a research with the same topic as this study.

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