

CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the theoretical studies and previous studies related to the present study. Theoretical studies discuss related theorist to this present study, while the previous study discusses the implementation of that related theorist to prior studies.

2.1 WTC as a Situational Construct

Frequently asked questions are mainly about the reasons why some people prefer to talk to others, while others may often avoid communication in the same conditions. This may be influenced by personality variables called willingness to McCroskey, and Richmond (1990) people differ in their communicative behaviour.

The concept of WTC was first to introduce into literature by McCroskey and his associates (McCroskey and Baer(1985) defines WTC construction in L1 for the first time. In some studies believe that several factors can affect WTC students. (Kang, 2005)suggested that in the context of the second language, situational variables also influence the tendency of students to start or engage in second language communication. This perspective claims that several situational factors have the potential to affect students' WTC. defines WTC in the second language as "readiness to enter the discourse at a specific time with a specific person or person, using L2". WTC in the second language is not only conceptualized naturally but also the level of the state that can change in all situations.

In the adaptation of WTC to the context of second language communication, MacIntyre, Clement, Dornyei and Noels(1998) conceptualized a heuristic model to explain variables that

might have an impact on individual WTC in the second language. The WTC second language heuristic model was developed in (figure 2.1) as follows:

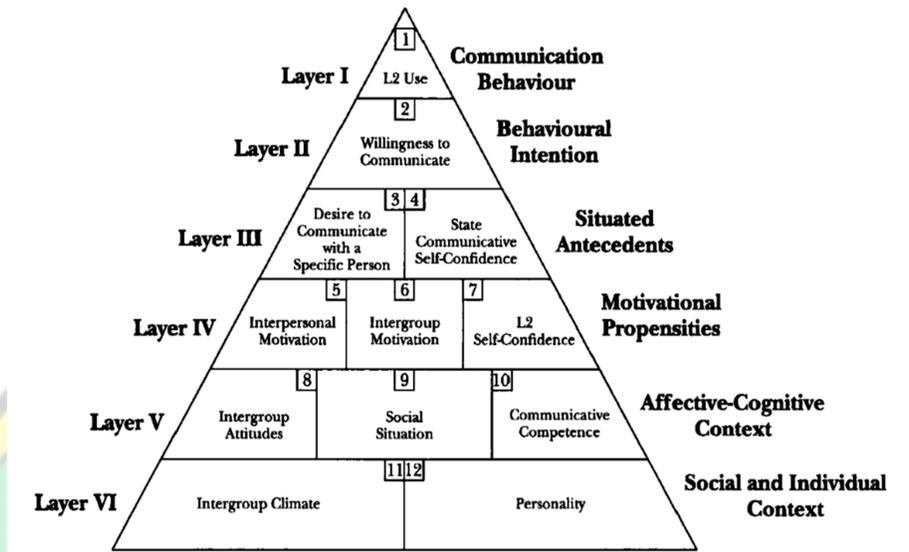


Figure 2.1 Heuristic models of variables influencing WTC (MacIntyre et al., 1998.)

Model MacIntyre, Clement, Dornyei, and Noels(1998)formed a six-layer pyramid, which was able to be explored proximal and distal influence on WTC. The first three layers, namely, communication behaviour, behavioural intentions, and antecedent situations appropriate to situational influences on WTC in a specific time. Situational influences are characterized as more evanescent and are dependent on the specific context which is an individual act at a particular time. The three lowest layers, with motivational, affective-cognitive, and social context tendencies and individual contexts are considered as the long-term nature of the environment or people, which causes relatively consistent and long-lasting effects on the process and can be applied for each situation. Each layer shows the range of potential influences on WTC in the L2. Therefore, all layers are related to each other, and the factors that are closer to L2 use that is

related to the specific features of the communication situation, while the factors far from the top of the pyramid set the stage for L2 used moment-to-moment L2. When these factors set in a positive direction, the individual feels the willingness to start communication in L2.

The willingness to communicate situation on the chart above is the fifth layer. This layer addresses the further variables of specific language learning and communication contexts MacIntyre et al., (1998). The variables mentioned on this layer are personally primarily based totally, representing gathered earlier records and broad-primarily based totally attitudes and reasons of an individual. These affects are much less state of affairs unique and cowl greater kinds of occasions than the preceding ones, communicative or otherwise.

This layer is divided into 3 parts, the first integrativeness, integrativeness is a construct related to adaptation to different cultural groups and, in particular, intergroup motivation. (Yashima, 2000) suggested that one important reason for learning a L2 is to identify and affiliate with members of the L2 community. In subsequent years, however, the term integrativeness has not been used consistently by researchers of L2 learning. The second fear assimilation Although variation to the alternative ethnic group can also additionally offer numerous benefits, the benefits will not be amassed without a few loss. A factor that has been show to expect much less touch with the L2 network is worry of assimilation, that's worry that one will lose his or her feeling of identity and involvement with the L1 network via way of means of obtaining a L2. The third motivation to learn the L2. Language learning motivations can take the form of the WTC, but they do not have to. Some srudents can express their motivation in a quiet study of language and it is literature. It can be seen, that attitudes between groups can affect the frequency and quality of L2 communication through assimilation anxiety and motivation for language learning.

2.2 Situational Factor Affecting WTC

The level of learners' WTC has been shown to vary depending on the situation they are in (Cao and Philp(2006); Syed and Kuzborska (2018)). Cao, (2011) believes that WTC may differ according to the interlocutor(s), topic, and conversational context, among other potential situational variables'. Anxiety and perceived competence (Kang (2005)) communication confidence (Peng and Woodrow(2010)), classroom conditions, group cohesiveness and topic relevance (Aubrey, (2011)) have all been identified as such situational variables.

2.2.1 Topic in Speaking Classroom

The topic is one of the influencing factors that makes participants feel happy and enthusiastic. Regarding their WTC heuristics in the L2 model, MacIntyre et al. (1998) claim that the topic of communication significantly affects the ease of use of language. The participants tend to be temporarily excited to talk about topics they are interested in, with which they have experienced, and about which they have background knowledge, such as their family, majors, or idol.

Background knowledge on a topic also affects the security of the conversation. When talking about topics that are students do not have background knowledge, they tend to feel insecure to talk. This kind of insecurity seems to come from their fear of stopping the discussion because of a lack of ideas, or their fear of understanding problems, possibilities which can be improved by a lack of background knowledge. Seems like the lack of topic knowledge adds another burden to students who are not native, at besides the burden of speaking non-native languages they have not fluent.

2.2.2 Interlocutor in Speaking Classroom

According to Liu & Zhang, (2008), Kang(2005) students prefer to talk to interlocutors who are more competent than they are, who talk a lot and come out, and who have lots of ideas to share. The students also find it more interesting to talk for interlocutors from various cultural backgrounds, not only because they can learn about different cultures, but also because they feel more open and freer to talk to strangers who they think know less about them culture. It is considered less attractive to talk with interlocutors from the same country.

The gender effects of the examiner or the candidate were also investigated and the results were mixed. Achmad and Yusuf, (2014) reviewed a number of studies on the effects of gender on speech assessment, and the effects of gender are very complex, with existing studies direct to the gender category will have a direct and predictable impact on test processes and test outcomes.

Among strangers, the students tend to feel less secure to make mistakes and are more reluctant to speak English in front of local students than other international students. their insecurities in front of local students are most likely to know each other then and feel ashamed of their non-fluent English skills.

Also, students feel comfortable with the social support of interlocutors, especially the support of native English-speaking tutors, play an important role in creating security and situational WTC. The student feels secure from the fear of being an unpleasant conversation partner when you become a tutor listen to them carefully, smile or give some other active response (e.g., say “ uh-huh, ” ‘really,’ “ great is great, ’or‘ ‘oh my gosh’). The student felt insecure when tutors show signs of boredom such as not making verbal responses, yawn, or look

at his watch, and when the tutor reveals a problem in understanding them by frowning or saying “ what? ’

A number of studies have been conducted on the implementation of pair-work in ELT classrooms. Among them is by Storch (2007) who compared pair and individual work by ESL undergraduate students in an Australian university on an editing task, which was to make corrections in a text for better accuracy and academic expression. In this study, they further analyzed the interaction environment of couples in the classroom. The results showed that there was no significant difference in the accuracy of tasks performed in pairs and tasks performed individually. We found that the students in the pair were more active in the conversation. This situation provided them with a better opportunity to use the language they learned with a wider range of features. It is also suggested that students working with peers make more grammatically correct decisions about their assignments.

2.2.3 Task Type in Speaking Classroom

Similar to previous studies that identified the type of assignment as a factor influencing students' WTC in pair and group interactions Aubrey(2010) the majority of participants expressed a preference for the project work that involves teamwork rather than teacher-oriented activities. Riasati(2018) found that the students' are not highly willing to speak in front of the class where everybody is watching them closely. concerning what makes task type be able to motivate students has a desire to speak. According to Palmon, Illies, Cross, Bubolts, and Nimps(2009) found that participant creativity is influenced by the type of task the participant solved, and that this effect depends on the manipulation of creativity, or the particular creativity index used. Gan(2012) point out regarding the effect of task types on the complexity of the oral

language generated during task performance, the data tended to be more complex for presentation tasks than for group discussion tasks as four language generation units.

Peng and Woodrow (2010) supports the argument that the type of speaking task they are expected to do (speaking individually, in pairs, or groups) plays an important role in their level of willingness to speak. Most students feel that they have to be forced to talk in the classroom through the type of assignment given by the teacher. Foster and Skehan (1996) claim that the students need to find the answer to the task. That is, active intellectual involvement in a task, as understanding a material or finding a solution cannot simply be based on accessing existing knowledge and using it.

2.2.4 Class Interactional Pattern

Class interactional Pattern is interactions between teachers and students, and between students and their peers. It is an important part of the language learning experience. Creating and adapting group work activities to develop students' speaking skill are part of classroom management strategies. To use them, a teacher needs to adopt appropriate ways and to train students to work effectively in groups. In the context of the conversation, Kang (2005); Syed & Kuzborska, (2018) said that the number of interlocutors in communication, especially, the size of the group when in the class, such as big groups and small groups seems to influence WTC. In a classroom context, the concept of group size can be expressed in terms of three types of class interactional pattern: whole-class, small group and pair. The context of the whole class, with a larger group of students, does not have a sense of cohesiveness that might not provide support to students by making them feel safe enough to talk.

As shown in previous research, learners' preferences for these interactional contexts are different. However, students prefer small group or pair work to whole-class activity in both ESL and EFL settings. This is similar to the findings in another study Cao(2006) stated that the group size, familiarity with the interlocutor and interlocutor participation were most often identified as factors that contributed to or reduced WTC. The classroom environment also has a direct effect on communication student confidence. Khajavy, Ghonsooly, Hosseini and Fatemi(2016) study shows that the classroom environment is supportive to enhance students' self-perception of their communicative competence and reduce their anxiety in the classroom.

2.3 Previous Studies

Equipping students with the ability to communicate effectively in real-life settings is a top priority in any English class. It is very important for lecturers in the classroom to actively encourage an environment and create situations in which students feel comfortable interacting in English so that they can gain the competence and confidence needed to apply these communication skills in real-world settings. This is especially true in contexts where the dominant language outside the classroom is not English and interaction in English is more a matter of choice than necessity and should often be actively sought by English learners Matuzas, (2021).

Study about willingness to communicate had been conducted by some researchers. The first is from Mystkowska-Wiertelak (2018) study examined willingness to communicate (WTC) in classroom context the Iranian EFL learners in English. The result shows that the classroom environment is most influenced by L2 WTC in the Iranian EFL context. The classroom environment was composed of teacher support, student cohesiveness, and task orientation.

Teachers play a significant role in promoting WTC in the classroom because they can provide a friendly and relaxed environment to facilitate proper contact with the students.

Willingness to communicate has proven a difficult aspect of EFL students and classrooms to assess and influence effectively. An individual's WTC at any given moment consists of various situational factors, influenced by variables that vary in the context of the given speaking opportunity

Unity such as the interlocutor in the conversation as well as the topic and environment in which the conversation takes place, and individual traits, such as friendliness, English competence and motivation that is felt. Peng and Woodrow (2010) found that attempts to measure the WTC of Chinese undergraduate students resulted in significantly higher WTC rates in EFL classrooms than in the real world and proposed examining WTC in each setting separately. In addressing the limitations of his study of intervention measures designed to promote WTC, Mutahar (2019) acknowledges that self-reported data are capable of measuring trait characteristics, but are much less likely to capture the effect of situational WTC.

Another study was done by Nazari and Allahyar (2012) study investigated the effective teaching strategies toward increasing willingness to communicate among English as a foreign language (EFL) students. The result shows that To address the challenge of increasing students' WTC and consequently students' participation in classroom activities, teachers are invited to consider to do effective teaching strategies. This implies that teachers need to adjust these techniques by considering all the dimensions of the classroom context.

Cao and Philp (2006) had researched on a study that investigated the dual characteristics of willingness to communicate (WTC) in a second language (L2) is trait-like WTC and situational WTC. They observed learners' perceptions of the factors contributing to their WTC behaviour in

class. This study points to the usefulness of using a combination of self-report, observation and reflective interviews in identifying WTC in specific contexts. Another focus of this study concerns the relationship between WTC behaviour interactional context. It is likely that the finding of a weak correlation trend between group work and pair work related to the number of participants, intimacy with the interlocutor and the participation of the most interlocutors generally identified as contributing to or reducing WTC.

The difficulty in assessing WTC is, perhaps, not surprising given the large number of factors that contribute to determining an individual's WTC in a given communicative context. In testing WTC in English for Academic Purposes class, Cao (2014) identified nearly a dozen factors which he categorized into three dimensions: environmental, individual, and linguistic. The variables influencing these factors as well as the interactions between them created a classroom environment in his study that “revealed the situational changes of WTC from task to task in one lesson, and over time in one task” Cao (2014). A six-week study by Macintyre, Burns, and Jessome (2011) on situational WTC inside and outside the classroom of adolescent English-speaking students enrolled in a French immersion course in Canada, found that “the situations in which learners are most willing to communicate are not radically different from those in which they are least willing” and again identify subtle differences in situational traits and characteristics that can significantly affect an individual's WTC at any given moment. The results of studies measuring the factors influencing WTC holistically seem to indicate the need for a more targeted approach that examines specific factors separately.

The similarity of this study with other studies in this study shows that WTC is an important concept in the process of mastering a second language and improving students' WTC can make them more active and willing to communicate in the classroom. While the differences

between this study and other studies are that some researchers only focus on how the effective teaching strategies are to increase WTC, whereas in this study the researchers focused on what factors were able to make students' willingness to communicate.

