

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This part presents some theoretical frameworks and previous studies. The theoretical framework consists of the theories that exist in this study. Meanwhile, the previous study discusses the implications of related theories in previous studies.

#### **2.1 Theoretical Framework**

##### **2.1.1 Willingness to Communicate in EFL Context**

Generally, the term Willingness to communicate (WTC) is considered a decision on whether or not a learner will participate or engage in learning activities with specific communication events or other learners (MacIntyre et al., 1998). WTC is the intention to speak or to remain silent, given free choice (MacIntyre 2007, 2020 in Henry et al., 2021). The WTC notion was first developed in connection with First Language (L1) Communication, conceived as an intention to start communication when given an opportunity (McCroskey & Baer, 1985; McCroskey & Richmond, 1990, 1991). Furthermore, the WTC construct, as reported by MacIntyre, Baker, Clement, and Donovan (2003), offer an opportunity to integrate psychological, linguistic, communicative, and educational approaches to explain why some individuals seek L2 communication, whereas others avoid it.

Specifically, WTC encourages students' linguistic and non-linguistic development (Macintyre, 2007). In other words, students' achievement,

involvement, or participation in class is influenced by their desire to communicate. The higher the desire to communicate they have, the better results will be obtained (Mystkowska-Wiertelak & Pawlak, 2017; Zhang, Beckmann & Beckmann, 2018). This can happen because WTC can provide opportunities for students to prepare themselves by learning and motivate them to take the initiative and interact in the target language (Bernales, 2016; Bursali, 2017; Macintyre, 2007; MacIntyre et al., 1998).

In the EFL context, WTC has recently become a consideration in line with the growth in the use of English by EFL students (Sheybani, 2019). Ningsih, Narahara & Mulyono (2018) WTC in the EFL context recognized as follows: Psychological state that reflects the learner's intent or readiness to communicate in English without being affected by external force or pressure. There are two conditions for such a definition. First, it indicates that the learner is ready to start communication and feels comfortable in the target language (Bernales, 2016; Bursali, 2017; Macintyre, 2007; MacIntyre et al., 1998), and secondly, it reflects the learner's decision to maintain communication or stay far away (Macintyre & Legatto, 2011; MacIntyre, Baker, Clement, and Donovan. 2003). The latter condition can also represent the learner's predisposition to keeping silence is their choice at a particular communication event and is called as unwillingness to communicate (Burgoon, 1976; Macintyre & Legatto, 2011).

Meanwhile, the scope or focus of WTC empirical investigations has been very different, reaching some variables and conditions related to the emergence of students' willingness to interact (Mulyono & Saskia, 2021). Variables that depend on the context of the EFL classroom seem to play an important role, so an

investigation of WTC in that context relates to student engagement in the classroom. Several researchers have attempted to identify factors or variables that influence WTC, such as individual (e.g., learning styles) and situational (e.g., teachers). This factor can increase or decrease students' willingness to contribute in class (Mulyono & Saskia, 2021).

### **2.1.2 Factors Influencing Willingness to Communicate**

The famous pyramid model has built the variable concept of influencing WTC by MacIntyre et al. (1998). This model has become the most influential framework and has inspired research into L2 WTC over the last two decades (Syed, 2019). The concept forms a variety of variables, from enduring to situational variables. Enduring variables include motivational proclivities, affective-cognitive context, and social-individual context. Meanwhile, the communication behavior, behavior intention, and situated antecedents were among the situational variables. As a result, the model is shaped on a casual, linear link between psychological and contextual elements (MacIntyre 2000; Hashimoto 2002; Yashmina 2002 in Syukri, 2021).

As previously said, this model is in the form of a pyramidal structure. The pyramid was chosen as a heuristic because it allows initiating a discussion at the time of communication (MacIntyre, 1998). Also, this pyramid has six layers to describe different variables or categories of WTC. The bottom layer is social and individual context, followed by affective-cognitive context, motivational propensities, situated antecedents, behavioral intention, and communication behavior at the top of the pyramid. The shape of the pyramid shows the closeness

of some factors and the influence relatively far from other factors (MacIntyre, 1998). In this way, one variable can influence another in promoting WTC.

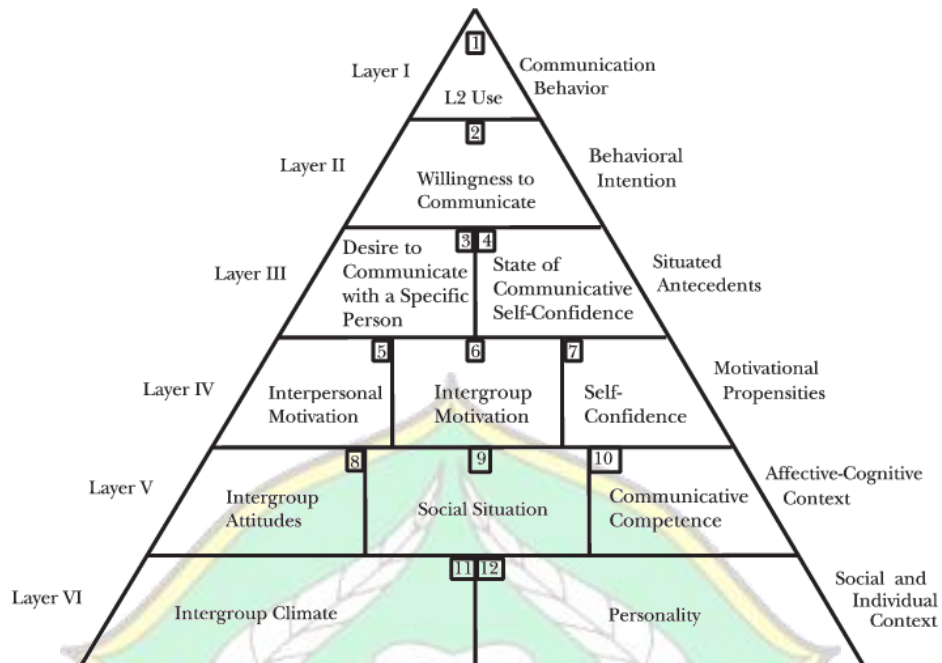


Figure 2.1 Heuristic Models of Variables Influencing WTC.

However, this pyramid cannot describe how many variables are interrelated (Dornyei, 2005 in Syukri & Haseng, 2021). Also, this model does not consider all contextual factors that affect students' WTC in the classroom. For example, how the teacher encourages students to communicate in class or how he teaches is not included in the pyramid. Meanwhile, Ballester (2013) argues that teachers' communication with students can increase teaching effectiveness. Also, several studies have recognized the teacher as a critical factor in creating effective learning and communication, especially in English classrooms where learning depends on how the teacher teaches (Wen & Clément, 2003 in Gol, Zand-Moghadam & Karrabi, 2014). In this regard, the teacher is essential in encouraging student activity in communicating.

Furthermore, Riasati and Rahimi (2018) stated that there are two factors in students' willingness to speak, namely situational and individual factors. Moreover, WTC is believed to be the result of the combined effect of individual psychological conditions and situational variables (Kang, 2005; Pawlak, Wiertelak & Bielak, 2016). In this case, the teacher is a facilitator in a situational context (Amalia, Asib & Marmanto, 2019). Teachers can support students by strengthening their WTC by considering group work activities, topics, interlocutors, and cultural backgrounds (Chao & Philp, 2006; Kang, 2005).

Moreover, other factors affect students' WTC, including discussion topics, interlocutor effects, shyness, self-confidence, teachers, and classroom atmosphere (Riasati & Rahimi, 2018). Furthermore, ain's research (2011) revealed the factors perceived by students that impacted their WTC. These factors include their reasons for studying L2, personality, self-assessed L2 ability, feelings towards the learning environment, learning motivation, class anxiety, type of assignment, and interest in foreign affairs. Meanwhile, Aidin (2017) also investigated the factors influencing WTC, including teachers, students, other students, class atmosphere, topics, activities, activity materials, and administration.

In the Indonesian context, Prasetyanto, Wibawani, Wardani & Drajadi (2019) shows that teacher reinforcement affects students' WTC in terms of self-confidence, interpersonal relationships, and intergroup motivation. Meanwhile, Fadilah (2018) found that there are systems such as social and class contexts, linguistic abilities, individual differences, and cultural contexts that affect students' WTC. In addition, group size, class environment, student cohesiveness, familiarity with the topic, level of topic preparation, class seating arrangements,

gender, self-awareness, and familiarity with the interlocutor can also affect WTC (Amalia, Asib & Marmanto, 2019).

In addition, Basöz and Erten (2019) identified that learners in WTC classes in English were influenced by various factors, including classmates, teaching methods, teachers, class atmosphere, material, class size, L2 motivation, fear of being ridiculed, L2 anxiety, fear of making mistakes, topic interest, topic familiarity, shyness, introversion, vocabulary knowledge, pronunciation, practice, self-perceived communication competence, and past communication experiences.

### **2.1.3 Teacher Encouragement in Education**

Encouragement is a common means of social support in everyday life (Wong et al., 2020). More specifically, Wong (2015) defines encouragement as "an expression of affirmation through language or other symbolic representations to instill courage, perseverance, confidence, inspiration, or hope in someone in the context of responding to a challenging situation or realizing one's potential." For example, a student who excels in his speaking skills considers that significant encouragement from others (e.g., teachers) is the most crucial factor contributing to this excellence (Zeldin & Pajares, 2000). Alcott (2017) stated that teacher encouragement can help student education progress.

However, teacher encouragement can have different interpretations for students. For example, more confident students interpret teacher interactions as encouragement and are likelier to progress to university. Meanwhile, other students interpreted that teacher interactions were different. Thus, the encouragement of these teachers has different interpretations and may be

influenced by their background characteristics or based on the emphasis on the form of communication shown.

Specifically, encouragement can have different interpretations based on the emphasis. There are four core aspects to the emphasis on communication: (a) it involves communication from at least one person to another, usually through the use of language; (b) the communication contains a positive message (i.e., affirmation); (c) the purpose of communication is to increase the motivation of the recipient; and (d) messages communicated to help others cope with challenging situations or with realizing their potential (Wong, 2015). He adds that language-based communication requirements distinguish encouragement from other related constructs; instrumental social support and positive thoughts about others qualify as encouragement.

#### **2.1.4 Teacher Role in Encouraging Students' WTC**

In second language (L2) communication learning, the ultimate goal of learning is to encourage students to take the opportunity to communicate (MacIntyre, Clement, D'oranyi, & Noels, 1998). Therefore, for teachers and students who are invested in learning to communicate, it is essential to understand how one decides their WTC MacIntyre (2020). This is because an unsuccessful attempt to direct students to be willing to communicate is considered a failure of the L2 learning program (Amalia, Asib, & Marmanto, 2019). So, in this case, the teacher plays an important role. The teacher gives influences in terms of involvement in influencing students' willingness to communicate.

Wen and Clement (2003) reported that the involvement of students and their willingness to communicate was in line with the involvement and closeness of their teachers. In the study, teacher involvement focused on communication behaviors that could increase their closeness and non-verbal interactions with others. Meanwhile, previous research has also shown the factors that influence WTC in the classroom by looking at the teacher's attitudes, involvement, and teaching styles (Cao, 2011; Kang, 2005; & Wen & Clement, 2003). The results of their research show that it has a significant and decisive influence on student activity and WTC. In addition, MacIntyre (2011) reviewed the teacher's central role and concluded that students generally are willing to communicate with their teachers.

In a study conducted in the Iranian context, Riasati (2012) used interviews to investigate Iranian EFL learners' perceptions of factors that affect their willingness to speak English in language classrooms. The results showed some factors, including teachers of Iranian EFL learners WTC in English classrooms. The respondent described influencing their willingness to communicate is the teacher and their role in the classroom. Moreover, this indicates that teachers should provide students with such topics to encourage them to speak, so teachers need to know their students' areas of interest.

The following describes each encouragement element as a teacher's role in encouraging students' WTC. All the elements have a different way of affecting willingness to communicate. They include of teacher's wait time, error correction, teacher's support, and teacher's strategy.



#### **2.1.4.1 The Effect of Teacher's Wait Time on WTC**

The teacher's wait time for the response influenced the students' willingness or unwillingness to communicate, frequency of communication, and speaking quality (Zarrinabadi, 2014). The teacher's wait time is the period of silence between the time the question is asked and when one or more students respond to that question (Teacher Vision, 2015). Wait time is needed because students must process a question and formulate their responses (Stahl, 1994).

Price & Nelson (2007) mention why the proper wait time through questioning is essential. It is because 1) the students should hear the question clearly and comprehend the questions given by the teacher, then 2) students need to remember all the information related to the question. So, the teacher's wait time is one of the critical components of questioning strategies (Singh & Hasyim, 2014). Alsaadi & Atar (2019) also defined wait time as the elements of questioning strategy to enhance the students' thinking and valuable interaction in the classroom context modes.

However, some of the previous research reported (for example, Almeida, 2010; Lewis, 2015) that most teachers do not realize the role of their wait time as the questioning strategy may affect the students' ability. According to Nunan (1990), if teachers properly extend the wait time, it is crucial for students to learn. During the waiting time given by the teacher, students may not only understand the questions but also set the target language to answer the teacher's questions. As we can see, waiting time plays an essential role in classroom communication.

In the author's observations, some teachers look for this element the classroom questioning. However, few teachers can control the time interval

questioning. Sometimes, teachers ask one question and then pose another without enough time for students' to think about the answers. Also, some teachers are not patient enough to wait for their students' answers after questioning. Moreover, teachers often select sure students to answer before they give the questions, so the students must answer their questions without time to think about the answers. This missing teacher's wait time filled students with high tension. Students cannot think of the answer to teachers' questions effectively and provide relevant answers, and it will also make them nervous and reduces their interest in English communication.

#### **2.1.4.2 Error Correction for Students**

Teacher correction is vital in students' language acquisition (Lightbown & Spada, 2013), but it can discourage students in a class (Abebe & Deneke, 2015). Learners perceive error correction as a helpful companion (MacIntyre, Burns & Jessome, 2011). Some previous studies report that error correction also affects learners' WTC fluctuation (MacIntyre, Clément, Dörnyei, & Noels, 1998; Zarrinabadi, Ketabi, & Abdi, 2014). Besides, previous research has also indicated that error correction influences learner WTC ((MacIntyre et al. 1998; Kang 2005).

The role of the teacher as error corrector is identified following the roles of the controller, assessor, organizer, prompter, participant, resource, tutor, and investigator. Thus, the teacher must correct errors depending on the roles in the speaking class (Uysal & Aydin, 2017). Their research found that EFL teachers seem to make corrections to improve learners' accuracy during speaking. They also believed that error correction might contribute to habit formation in terms of

self-correction among students, pragmatic and appropriate use of the target language, and learners' accuracy and fluency.

Kubota (1991) examined EFL teachers' error correction strategies regarding error type and the effect of the error correction on students' learning. The results showed that: (1) the teachers ignored one-third of linguistic errors, repeated less than one-third of incorrect utterances of the students, and treated high-frequency errors often; (2) teachers used more explicit than implicit feedback; (3) other-correction predominated over self-correction; (4) phonological and morpho-syntactic errors were likely to trigger a side explanation sequence than lexical errors; (5) both global and local errors resulted in a side sequence more frequently than the main sequence; and (6) reduced repetitions with emphasis on a critical word, repetitions without change of error and explicit feedback were likely to result in success in modification of the student's previous utterance.

Meanwhile, in communication, some researchers give their opinion about error correction. The researchers compared the practices and beliefs about the role of form in communicative activities. They concluded that the perceptions that the teachers stated and the practices they did in communicative tasks were not consistent as they tended to use error correction related to the form (Basturkem, Loewen, & Ellis, 2004). In addition, Ancker (2000) and Duff and Li (2004) compared the perceptions of teachers and students about error correction. The results showed that teachers tended to encourage students to interact with peers and not to use redundant error correction, repetition, or modeling. But, students were less enthusiastic about socializing with their peers and preferred error

correction, modeling, and repetition. Furthermore, Stones (2013) states that students favored various error correction techniques, from single-word corrections to whole-sentence reformulations.

#### **2.1.4.3 Teacher's Support on WTC**

The teacher is one of the most sources of social support and plays a protective role in students' development (e.g., Cornelius-White, 2007; Ma et al., 2018; Quin et al., 2018; Roorda et al., 2011; Roorda et al., 2017; Wang, 2009; Wang and Dishion, 2012; Yildirim, 2018 in Ma, L., Luo, H., & Xiao, L in 2020). The support from the teachers who are "important others" for students is positively related to students' academic emotions (Lie et al., 2018 in Ma, L., Luo, H., & Xiao, L in 2020). Moreover, Wen and Clement (2003) found that support from a teacher is a determining and significant factor influencing learners' WTC.

Furthermore, Peng (2007) found that teacher support was considered necessary by the students, especially in activating their L2 WTC. Teacher support refers to teachers' dedication to and skills in providing linguistic and non-linguistic aids and fostering a safe classroom environment to boost L2 communication. In a follow-up study, Peng (2012) revealed that teacher factors, including teaching styles, methods, and classroom procedure, were reported by Chinese students to contribute substantially to their WTC in class. In line with Lee and Ng (2010), how teachers conduct the lessons and how they interact with students can influence their communicative behavior in classrooms.

Moreover, according to Skinner and Belmont (1993), Teacher support refers to students' perceptions that teachers establish interpersonal relationships

with students, giving students the freedom to determine their behavior and providing information that helps students achieve the desired results. In teacher support, there are three dimensions (Skinner & Belmont, 1993), namely (1) involvement refers to the quality of interpersonal relationships with teachers and peers; (2) autonomy support refers to the amount of freedom given by the teacher to students in determining their behavior; and (3) structure refers to the amount of information provided by the teacher so that students can achieve desired results desired.

#### **2.1.4.4 Teacher's Strategy to Encourage WTC**

Strategy is generally used to achieve success in achieving a goal. According to Hamruni (2009), strategy is a plan, method, or series of activities designed to achieve specific educational goals. He also added that teaching strategy is a teaching activity that must be done by a teacher so that the purpose of teaching is reached effectively. Meanwhile, a teacher is a teaching agent of teaching strategy. Teachers can manipulate other components of teacher strategy to be variations. But, the other component of teaching strategy cannot manipulate the teacher.

In the classroom, the teacher has the role of leader. The teacher has an essential role in encouraging students' willingness to communicate. A teacher has a strategy influencing the students' willingness to communicate. According to Kuutila (2014), about 78 percent of the respondents said that the teaching strategy method used by the EFL teacher could positively impact students' WTC in

English. A teacher should have a good teaching method to encourage student communication.

According to Nazari (2012), a teacher can boost their students' level of participation by (1) Raising students' opportunity to talk; (2) engaging all students equally in classroom activities; (3) letting students produce language without limitations; (4) reflecting on their interactional behavior by videotaping themselves in the classroom; and (5) involving students in classroom activities.

Besides, there are ten teacher strategies to encourage students' willingness to communicate Vongsila (2016), such as (1) Group Size is one of the strategies that influence the WTC. This group consists of 3 to 4 students, so it involves students actively in communicating. In their research, researchers sometimes mix levels and check whether students prefer to study with other students of their own nationality; (2) cultural background is a strategy by grouping students with considering the students' cultural background and giving them a choice of topics; (3) Self-perceived speaking ability is giving positive feedback by strengthening student success; (4) the class atmosphere is a strategy in which the teacher builds a friendly and humorous class atmosphere and then asks lots of questions to students; (5) Selection of task type is a strategy through selection task given to students, for example discussions, conversations, and so on; (6) reducing shyness is done by creating a friendly atmosphere in the class such as pairing students to get to know each other, giving small group assignments to engage in free conversation; (7) self-confidence is done by giving positive feedback by highlighting student success and providing encouragement; (8) familiarity with the interlocutor is to encourage students to talk with as many of their classmates

as possible; (9) reducing anxiety is a popular strategy used by letting students speak when they feel ready and not correcting the mistakes they make; and (10) topic familiarity is done by increasing students' familiarities with the topics used in class, this can be done by reading before entering class, watching news or searching for topic online.

## **2.2 Previous Study**

Some empirical studies on willingness to communicate have been conducted; one of those (Tam, 2022) who have required 308 EFL students. The data was collected through 45 items of a questionnaire to find out their perceptions of their WTC level and the factors that influence WTC in speaking class. The finding of this study reveals that, from the learner's perspective, WTC remains at an average level. It was also found that among the various categories influencing students' WTC, interactions with teachers and peers, and their anxiety self-perception was considered the most critical factor.

Meanwhile, teacher interactions had a significant influence on WTC. This finding is in line with previous research by Wen and Clément (2003), Kang (2005), Cao (2012), and Nazari (2012). According to these researchers, teacher-related factors such as teachers' attitudes, involvement, immediacy, teaching styles, and teachers' selections of topics of discussion, lesson content, activities, teaching methods, teaching materials, timing, and even testing and assessment have long been considered to affect whether students are highly willing to communicate in class or not.

However, this study aims to focus on determining the student levels of WTC and what factors affect students' WTC. Besides, this study has a limitation and suggests that future studies. So, the current research can also be expanded in many ways. Some other prestigious factors can be included in the questionnaire to contribute more to research on the WTC and influence factor. For the teacher factor, it is not explained how it influences students' desire to communicate in speaking class. So, this can be a topic of deeper discussion in future research. This also happened because of the use of questionnaires as the research instrument, so the data obtained was not too much or not enough in the description, and we did not get precise information about how the influence of teacher's factors on students' WTC.

Another study (Ilyas, 2022) investigated the contributing factor influencing students' WTC and un-WTC in EFL in higher education in Indonesia. This case study was conducted on first-year university students from several non-English departments. The students were observed for six weeks, and then 10 of them, representing the WTC and un-WTC groups, were selected to participate in the semi-structured interviews.

The result revealed that two main underlying factors contributed to their WTC and un-WTC, namely individual and external factors. The individual factors were ideal L2 self, confidence, anxiety, and perceived communicative, while the external factors were the teacher's personality, types of activities and topics, and classroom atmosphere. Both individual and external factors were interconnected and affected students' WTC and Un-WTC in the EFL class.



There are some suggestions made based on the findings of this study. First, due to the complexity of the underlying causes of WTC and Un-WTC, Indonesian universities should consider the psychological issues in creating their EFL classes since these issues undeniably influence the success and failure of learning. Second, teachers should be equipped with pedagogical knowledge and psychological issues in language learning and how to incorporate this knowledge into their teaching. For instance, encouragement from teachers is needed to build students' confidence, especially those with low self-confidence and who constantly consider themselves incompetent language learners.

Some studies have also shown that the teacher's role influences students' willingness to communicate. Those have implications for teachers. Teachers in the EFL context need to be more sensitive or realize that they have an essential role in providing a more communicative atmosphere in the classroom to make EFL students more interested in communicating actively (Tavakoli & Davoudi, 2017). Similarly, Riasati & Rahimi (2018) have discovered the role of the teacher in students' willingness to communicate. Responses from one participant explained that an effective teacher needs to give equal attention and motivate all students. Teacher encouragement is the most important thing a teacher can do. The teacher's role was also found in Ramli, Hidayah, Edi, and Esmianti (2021). The findings revealed that the factors of students' WTC covered classroom, teacher support, personality, and self-confidence.

The previous research discussed above explored the factors that drive students' desire to communicate in EFL classrooms. Several studies were also carried out in the same context, namely in the Speaking class. However, above

there is no case study research that uses student reflections followed by interviews to get a real and clear explanation of how the teacher's push factor can encourage the willingness to communicate. In addition, the studies above have not focused too much on teacher encouragement factors, and other factors are still explained. Thus, each of the studies above has implications for teachers and for future research to discuss the teacher encouragement factor more clearly.

