

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter addresses the explanation related to WTC in the English language as a foreign language. It consists of the theoretical framework that includes the part of the theoretical framework about the speaking activity in the EFL Classroom and also the group discussion in terms of students' willingness to communicate. Then, this chapter also explained the previous studies related to the willingness to communicate that have been conducted.

#### 2.1 Theoretical Framework

In this section, it is drawn the parts of the theoretical framework such as speaking activity in EFL Classroom, benefits of the small group discussion, drawbacks of the small group discussion, small group discussion in EFL Classroom also the relatedness to the concept of speaking in terms of willingness to communicate. The following explanation about the items is drawn below.

##### 2.1.1 The Concept of Willingness to Communicate in Second Language

The concept of willingness to communicate was first introduced into the literature by McCroskey and colleagues (McCroskey & Baer, 1985). They also define the construct of willingness to communicate in L1 for the first time. In the adaptation of willingness to communicate to the context of second language communication MacIntyre, Clément, Dörnyei, & Noels (1998) conceptualized a heuristic model to explain variables that might have an impact on individual WTC in the second language. The willingness to communicate in a second language heuristic model was developed, as in (figure 2.1) as follows:

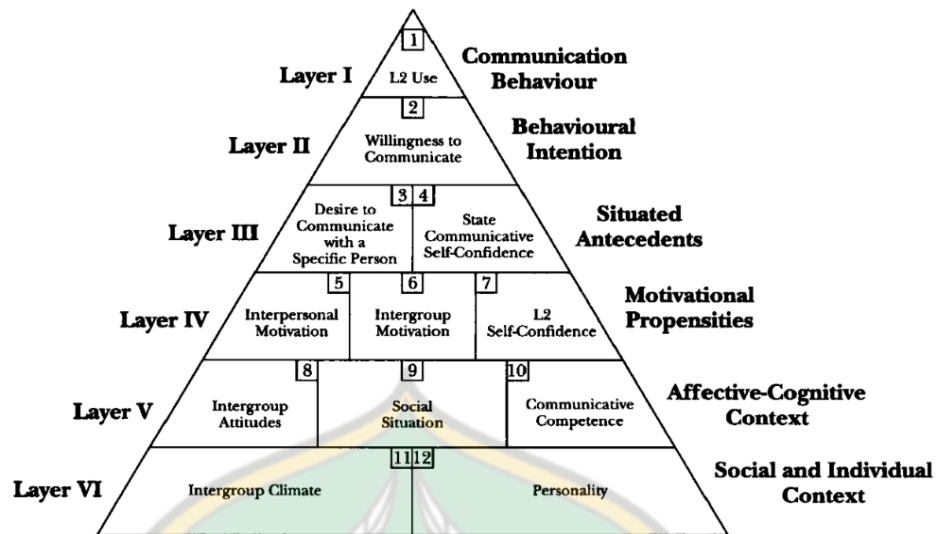


Figure 2.1 Heuristic models of variables influencing WTC (MacIntyre et al., 1998)

In the research of MacIntyre (2001), it is explained that the heuristic model of the variables that affect the WTC. From "Conceptualizing willingness to communicate in L2: Situational model of trust and affiliation L2. The model refers to a situation in which there is a particular person with whom to communicate, and the desire and confidence to talk to him. This desire arises from affiliation or control motives, or both. The affiliation motive is directed at people who are attractive in some way or are frequently encountered, such as one's friends. The control motive refers broadly to any situation in which people attempt to influence one another's behavior. Another major direct influence, self-confidence, consists of competence, perceived anxiety, and lack of anxiety (Clément, 1980, 1986). Furthermore, in another study MacIntyre et al., (1998) explained that they defined WTC as a state of readiness of students to engage in the second language communication process (MacIntyre, 2011). They also capture ideas and illustrate factors and processes that impact students' WTC In Figure 2.1 above, there are six layers that are displayed according to MacIntyre et al., (1998) as a

conceptualization of WTC in a second language. Thus, the stages and sections contained in the heuristic model of variables influencing WTC become the basis for researchers in reviewing and analyzing student reflections regarding their WTC in small groups.

### **2.1.2 Speaking Activity in EFL Classroom**

Speaking skill is considered as the most significant skill to require in foreign or second language learning (Al Jawad & Abosnan, 2020). Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking just as memorization of dialogues or repetition of drills. To improve students' speaking skills, activities that are more than just as memorization of dialogues or repetition of drills are needed. Therefore, several studies suggest other activities that can be done in the classroom to improve students' speaking skills in a more active and creative and renewable way. The first activity that is usually done in class is a brainstorming activity which encourages students to produce more sentences and also tries to think of themselves for getting new ideas about the topic given to them (Rao, 2019).

Another activity that is also carried out in speaking class is task-based learning. Task-Based Learning is an approach that emphasizes meaningful and authentic communication. TBL promotes speaking activities where students work collaboratively to complete a task, such as role-plays, problem-solving scenarios, and debates. According to Ellis (2003), TBL enhances students' speaking

proficiency by providing opportunities for negotiation of meaning and language use in real-life contexts.

Besides, another activity commonly used in classrooms, especially speaking classes, is pair-work (Abu-gharara, 2014). Pair-work is an activity carried out by students in pairs by doing a written dialogue and reading it aloud. In pair-work activities, students also conduct face-to-face conversations with the theme of daily activity, dreams in the future, etc. This activity provides a great opportunity for students to express their ideas when communicating so that they can be proficient in English. On the other hand, there is also a workgroup as a speaking activity which includes activities such as viewing films or videotapes (Fredericka, 1998). Not only that, but they also revealed that the activity includes several sub-activities such as drama games, dialogues, and role play and can be incorporated into the classroom. Incorporating authentic materials, such as newspaper articles, videos, or podcasts, into speaking activities can provide students with exposure to real-world language use. Pairing these materials with discussions allows students to express their opinions, develop critical thinking skills, and enhance their speaking fluency. Harmer (2007) suggests that authentic materials and discussions contribute to students' language acquisition by engaging them in meaningful communication.

Furthermore, role-play is also carried out in speaking activities in the EFL classroom. Role-plays provide opportunities for students to simulate real-life situations and practice speaking in different social contexts. They enhance students' speaking skills by fostering fluency, negotiation of meaning, and the use

of appropriate language registers. Kao (2006) found that role-plays in the EFL classroom promote students' confidence, motivation, and willingness to communicate. Another activity that can also be done in the speaking class is digital storytelling (Yang, Chen, and Hung, 2020). According to them, this activity can be done in small groups which can improve students' abilities and creative thinking. In small groups, students will improve digital stories according to their target language, in this case, English language.

### **2.1.3 Willingness to Communicate Towards Small Group Discussion**

Willingness to communicate (WTC) is someone's willingness or a person's tendency to take part in a communication situation. According to McCroskey and Baer (1985), WTC is "a psychological condition that drives a person to communicate, when communication is perceived as something that can fulfill certain needs or goals". The tendency to communicate can be influenced by factors such as social anxiety, social status, and gender. Small group discussions are a form of communication that can help increase students' WTC. In this context, WTC refers to the tendency of students to actively participate in small group discussions. Small group discussions can increase students' WTC, especially in the context of foreign language learning (Jung, 2011).

Some factors can affect the Willingness to Communicate (WTC) in the Context of Small Group Discussions. One of them is group size. Group size can affect students' WTC. Students tend to be more interested in communicating in small groups (McCroskey, Richmond, Daly, & Falcione (1975). Then, the types of activities carried out in small group discussions can affect students' WTC.

Students tend to be more interested in communicating in small group discussions that involve activities that are challenging and require critical thinking (Kim, Kwon, & Kim, 2018). In addition, self-confidence can also affect students' WTC in the context of small group discussions. Furuoka and Matsumoto (2018) stated that students who have high self-confidence tend to be more active in communicating in small group discussions. Good students' social skills can improve their WTC in group discussions (Wibowo & Handayani, 2019).

In learning English Willingness to communicate (WTC) is an important factor because it can affect students' ability to communicate. Several studies have shown that the WTC is influenced by the communication situation, social context, and the English learning program that the students participate in. For instance, research by Kang (2005) shows that WTC students can change dynamically depending on the current communication situation. Moreover, intensive English learning programs can improve WTC students (MacIntyre, Baker, Clément, & Donovan, 2003). In addition, several studies also show that learning techniques that encourage collaboration in groups such as small discussions can increase students' desire to communicate in English (Grant & Ginther, 2000; Storch & Wigglesworth, 2007).

In the context of learning English in Japan, Munezawa and Kawamura (2011) found that WTC students depended on the social context involved in the communication situation, such as the relationship between classmates or the relationship between students and teachers. Yashima (2002) also researched Japanese WTC students and found that factors such as fear of negative judgment

and confidence in speaking English can influence WTC students. In Korea, Suh (2007) found that learning techniques that emphasize group work can improve WTC students' speaking English.

Furthermore, small group discussions can increase students' WTC in learning English (Kim, 2014). In his research, Kim divided students into small groups and gave them topics to discuss intensively. The results of the research indicated that students experienced a significant increase in their WTC after group discussions. Besides, study in Arabic English students' shows that small group discussions can improve Arabic English student's WTC in learning English (Al-Ajmi, 2016). In his research, Al-Ajmi gives students topics related to culture and values in Saudi Arabia, which are then discussed in small groups. The results showed that the students experienced a significant increase in their WTC after the group discussions.

In addition, another study showed that small group discussions can increase students' WTC in learning English in Indonesia (Bahri et al. 2019). In their research, students was given some topics related to everyday life and then divided they became small groups to discuss the topic. The results showed that students experienced a significant increase in their WTC after group discussion. Nevertheless, some research indicated that factors such as anxiety and lack of self-confidence can affect students' WTC in group discussions. For instance, students who are more anxious or less confident in communicating may experience a decrease in their WTC when participating in group discussions (Kang, 2005).

In planning effective English lessons to increase students' WTC, teachers can consider factors such as communication situations, social contexts, and learning techniques that encourage teamwork. The principles of planned English learning for students, as described by Brown (2007) and Ellis (2003), can assist teachers in designing learning techniques that suit students' needs. By providing opportunities for students to speak in comfortable and supportive situations, such as small discussions, students can increase their confidence and ability to communicate in English. Techniques such as giving students certain roles in group discussions, introducing topics in detail, and providing constructive feedback can increase students' participation and WTC in group discussions (McMillan & Rivers (2011). In their research, McMillan and Rivers demonstrated that these techniques can improve the quality of student discussion and WTC. In addition, teachers also need to pay attention to students' social skills, such as listening skills and expressing opinions politely.

In conclusion, small group discussions can increase students' WTC in learning English. Factors such as relevant topics, appropriate group settings, and learning techniques that encourage students' active participation and provide constructive feedback can increase students' WTC. However, things to be highlighted that factors such as anxiety and lack of self-confidence can also affect students' WTC in group discussions. Therefore, teachers need to pay attention to these factors and pay attention to students' social skills in planning effective English learning through small group discussions.



#### **2.1.4 Small Group Discussion in EFL Classroom**

Small group discussion is one of the common strategies in Western classrooms (Hird, 1996). Small group discussion involved a learning process using discussion in a small group with the aim of learners having the skill to solve the problems related to the subject matter and the problem faced in their daily lives (Faizeh & Sholah, 2019). Also, they argued that small group discussion is a method of learning that provides opportunities for students to learn more actively to work together in groups to achieve a set goal. Besides, Al Jawad and Abosnan (2020) also argued that small group discussion is the method by which two or more persons in a small group exchange thought orally to achieve a result in teamwork and they can take more responsibility for their learning, developing social and leadership skills and participating in an alternative educational approach.

Small group work in the EFL classroom has been largely accepted as an effective strategy in the development of students' communicative proficiency in English (Chen & Hird, 2006). In their study, small group work in the EFL classroom includes group discussion with two topics covered in the student's English lesson. This means that small group discussion is defined as one of the active learning methods where in the learning process students are divided into small groups to solve and discuss several problem topics in working together. In the small group discussion, the topics discussed were in the form of material following competency standards and basic competencies. According to the explanations above, a small group discussion stimulated students to explore ideas,

improve their understanding of new things, a technique to solve a problem, encourage the development of thinking, and communicate effectively improve teamwork, and enhance the students' involvement in making a decision. Besides that, small group discussion prioritizes small group cooperation patterns.

While in EFL classrooms especially in speaking class small group discussion also has been conducted according to some researches (Al Jawad and Abosnan 2020: Meiarta, 2013; Hird, 1996). A large body of research concludes that discussion is beneficial for learning in the case of developing critical thinking (Pollock, Hamann, & Wilson, 2011). The research was conducted in the upper-level political theory class through video in small groups. Specifically, research by Tumanggor, Heriansyah, and Inayah (2018) on EFL speaking classes also uses small group discussions. In this teaching strategy, small groups of 5-10 students discuss task-based cases, exchanging points of view while working through the problem-solving process. In this teaching strategy, the group focuses on creative problem-solving, with some more prepared preparation beforehand. The results of this study indicate that small group discussions are more often used in teaching speaking classes. This is because with this strategy students become more proficient in speaking English (Tumanggor, Heriansyah, & Inayah 2018).

### **2.1.3.1 Benefit of Small Group Discussion**

Since the existence of the small group discussion method, some researchers reveal that the implementation of small group discussions in the classroom has several benefits for students. One of the benefits of small group

discussions is developing students' communicative skills (Nisa, 2014). Gillies (2011) stated that small group discussions provide opportunities for students to dialogue together. In small groups, students are allowed to engage in collaborative dialogue exchange with their peers. They learn to develop the reasoned argumentation skills needed to solve complex problems (Reznitskaya, Kuo, Clark, Miller, Jadallah, Anderson, Nguyen-Jahiel, 2009).

In addition, the implementation of small group discussion facilitates self-directed and deep learning and clinical reasoning skills and helps students in social and personal development (Vernon & Blake 1993; Albanese 2000; McParland et al. 2004; McLean et al. 2006; Tarnvik 2007). Further, in research Al-Jawad and Abosnan (2020) presented the results of their findings that in small groups students are allowed to interact with each other. In addition, students depend on themselves, so they play an active role in the learning process when practicing speaking skills. So in other words, small group discussions have very good benefits in improving student performance, both to improve self-efficacy and to improve their social performance in groups.

**Table 2.1. The Benefits of Small Group Discussion in EFL Classroom**

<b>Researchers</b>	<b>The Benefits of Small Group Discussion</b>
Nisa (2014)	Developing students' communicative skills
Gillies (2011)	Provide opportunities for students to dialogue together
Reznitskaya, Kuo, Clark, Miller, Jadallah, Anderson, and Nguyen-Jahiel (2009).	Develop the reasoned argumentation skills needed to solve complex problems
Vernon & Blake 1993;	- Facilitates self-directed and deep learning
Albanese 2000; McParland et al. 2004; McLean et al. 2006;	- Clinical reasoning skills
Tarnvik 2007.	- Help students in social and personal development

<b>Researchers</b>	<b>The Benefits of Small Group Discussion</b>
Al-Jawad and Abosnan (2020)	<ul style="list-style-type: none"> <li>- Allowing to students to interact with each other</li> <li>- Students can play an active role in the learning process when practicing speaking skills</li> </ul>

### **2.1.3.2 Drawbacks of Small Group Discussion**

It is undeniable that the implementation of small group discussions besides having several benefits as previously described, there are also drawbacks to small group discussions. Some drawbacks small group discussions shown in the study by Harmer (2001) stated that the drawbacks of small group discussions were that there was a tendency for students to make noise. Some teachers feel that any painstakingly established classroom control and atmosphere can be lost when the class is broken down into smaller entities.

Besides that students enjoy the discussion atmosphere because they like to be the focus of the teacher's attention rather than working with their group friends. Sometimes students will focus more on the teacher than on their group mates when the teacher explains the material or discussion material. Lastly, individuals can fall into a fossilized group role, so that individual students become passive while others dominate. Small groups can also take longer to negotiate. When students are given material to discuss in groups, sometimes it will take a long time to complete the discussion in small groups.

**Table 2.2. The Drawbacks of Small Group Discussion**

<b>Source</b>	<b>The Drawbacks of Small Group Discussion</b>
<b>Harmer (2001)</b>	<ul style="list-style-type: none"><li>- There was a tendency for students to make noise</li><li>- Students focus to the teacher's attention rather than working with their group friends</li><li>- Individuals can fall into a fossilized group role</li><li>- Take longer to negotiate</li></ul>

## **2.2 Previous Study**

Research that discusses willingness to communicate has been widely carried out even in universities. One of them is a study by Mystkowska-wiertelak (2021) that discussed WTC fluctuations in the course of six lessons spanning one semester of a single student who outperformed all other group members on several measures, but most importantly, on an oral test. The result of the study indicated that fluctuations in the students' willingness to contribute to class discussions were detected during individual classes and over the semester. Students feel ups and downs sometimes when making presentations or interacting due to several factors so, in this study, students showed fluctuations during the semester.

Another study has been conducted by Bukhari, Cheng, & Khan (2015) that investigated Pakistani undergraduate students' perceptions of their willingness to initiate communication in English across four types of context and three types of receivers. The results revealed that Pakistani college students' WTC is relatively high. They preferred to initiate talk in English with friends and acquaintances

rather than with strangers. In addition, they seemed to prefer to initiate communication in private, rather than communicating in front of a large group and public speaking. Pakistani participants were found most willing to communicate in English to a small group of friends, while least willing to give a presentation in English in front of a large group of strangers.

Furthermore, a study that discussed EFL learners' perception of factors in willingness to speak English in the language classroom has been conducted by Iranian Riasati and Rahimi (2018). This study is regarded as a relevant study with the result that showed that some factors contribute to willingness to speak. These factors include task type, the topic of discussion, interlocutor, teacher, class atmosphere, personality, and self-perceived speaking ability. The finding contributes to a better understanding of the nature and role of WTC in language pedagogy and suggests implications for effective language teaching and learning.

Additionally, study willingness to communicate is also carried out in universities with a focus on the extent to which the teacher factor causes the willingness of students to speak in a foreign language class (Anggraini, 2020). The study found that each student had the same opinion in expressing their way of wanting to talk in class, that is by looking at or depending on what method the teacher used in the classroom. Whereas, Qamaria (2021) conducted a study in the same field that focuses on the kind of situational factors that can influence students' willingness to communicate in the speaking classroom. She found that most students prefer to speak according to the situational factors and there were 3

themes namely, students' WTC and questions, Students' WTC and opinion, and students' WTC, and speaking.

The studies have similarities in this case to the WTC or EFL classroom. But, on the other hand, there are also differences in some studies that have been done. The focus of the study is on students' fluctuation that has been on WTC, undergraduate students' perceptions of their willingness to initiate communication in English, teacher's factor engendering students' willingness to speak English in EFL classrooms, and situational factors influencing students' WTC. Regarding those studies, there is still an area that needs to investigate such as small group implementation in EFL classrooms on students' WTC.

### **2.3 Differences and Similarities on Students' Willingness to Communicate in EFL Classroom**

This part aimed to present the differences and similarities between the previous studies with the study conducted by the researcher. The differences and similarities are displayed in the table below.

**Table 2.3. Differences and Similarities on The Previous and Presents Studies**

Previous studies	Present study	Similarities and Differences
<p>Riasati and Rahimi (2018) Situational and individual factors engendering willingness to speak English in foreign language classrooms.</p>	<p>Focus on students' willingness to communicate on small group discussion implementation in EFL classroom. Discussed students' willingness to communicate. Used the theory of MacIntyre, Clément, Dörnyei, and Noels (1998) in analyzing the willingness to communicate. The study was conducted in the same field in one of the higher Islamic universities in Kendari, Indonesia.</p>	<p>Similarities: Discussed students' willingness to communicate.</p> <p>Differences: Focuses on factors that influence students to speak such as task type, the topic of discussion, interlocutor, teacher, class atmosphere, personality, and self-perceived speaking ability. The finding contributes to a better understanding of the nature and role of WTC in language pedagogy and suggests implications for effective language teaching and learning.</p>



Previous studies	Present study	Similarities and Differences
<p>Bukhari, Cheng, &amp; Khan (2015). Willingness to communicate in English as a second language: A case study of Pakistani undergraduates.</p>	<p>Focus on students' willingness to communicate on small group discussion implementation in EFL classroom. Discussed students' willingness to communicate. Used the theory of MacIntyre, Clément, Dörnyei, and Noels (1998) in analyzing the willingness to communicate. The study was conducted in the same field in one of the higher Islamic universities in Kendari, Indonesia.</p>	<p>Similarities: Discussed students' willingness to communicate. Used the theory of MacIntyre, Clément, Dörnyei, and Noels (1998) in analyzing the willingness to communicate.</p> <p>Differences: The study took place in a school of foreign language, northeast normal university, China. This study used a quantitative research method. This study focuses on Pakistani undergraduate students' perceptions of their willingness to initiate communication in English across four types of context and three types of receiver. The results revealed that Pakistani college students' WTC is relatively high. They seemed to prefer to initiate communication in private, rather than communicating in front of a large group and public speaking. The research results show Pakistani participants were found most willing to communicate in English to a small group.</p>

<b>Previous studies</b>	<b>Present study</b>	<b>Similarities and Differences</b>
<p>Anggraini (2020). Teacher's factor engendering students' willingness to speak English in foreign language classroom.</p>	<p>Focus on students' willingness to communicate on small group discussion implementation in EFL classroom. Discussed students' willingness to communicate. Used the theory of MacIntyre, Clément, Dörnyei, and Noels (1998) in analyzing the willingness to communicate. The study was conducted in the same field in one of the higher Islamic universities in Kendari, Indonesia.</p>	<p>Similarities: Discussed students' willingness to communicate. This used qualitative research method. The study was conducted in the same field in one of the higher Islamic universities in Kendari, Indonesia.</p> <p>Differences: Focus on the extent to which the teacher factor causes the willingness of students to speak in a foreign language class. The study found that each student had the same opinion in expressing their way of wanting to talk in class, that is by looking at or depending on what method the teacher used in the classroom.</p>
<p>Mystkowska-wiertelak (2021). Fluctuations in willingness to communicate during a semester: A case study.</p>	<p>Focus on students' willingness to communicate on small group discussion implementation in EFL classroom. Discussed students' willingness to communicate. Used the theory of MacIntyre, Clément, Dörnyei, and Noels (1998) in analyzing the willingness to communicate. The study was conducted in the same field in one of the higher Islamic universities in Kendari, Indonesia.</p>	<p>Similarities: Discussed students' willingness to communicate.</p> <p>Differences: This study used both qualitative and quantitative research methods in analyzing the data. This study focuses on students' willingness to communicate fluctuations. The result of the study indicated that fluctuations in the students' willingness to contribute to class discussions were detected during individual classes and over the semester. Students feel ups and downs sometimes when making presentations or interacting due to several factors so in this study students showed fluctuations during the semester.</p>

<b>Previous studies</b>	<b>Present study</b>	<b>Similarities and Differences</b>
Qamaria (2021). Situational factor influencing students' willingness to communicate in speaking class.	Focus on students' willingness to communicate on small group discussion implementation in EFL classroom. Discussed students' willingness to communicate. Used the theory of MacIntyre, Clément, Dörnyei, and Noels (1998) in analyzing the willingness to communicate. The study was conducted in the same field in one of the higher Islamic universities in Kendari, Indonesia.	<p>Similarities: Discussed about students' willingness to communicate. Used the theory of MacIntyre, Clément, Dörnyei, and Noels (1998) in analyzing the willingness to communicate qualitatively. The study conducted in the same field in one of the higher Islamic universities in Kendari, Indonesia.</p> <p>Differences: Focuses on the kind of situational factors that can influence students' willingness to communicate in the speaking classroom. The study found that most students prefer to speak according to the situational factors and there were 3 themes namely, students' willingness to communicate and questions, Students' willingness to communicate and opinion, students' willingness to communicate, and speaking.</p>

