

CHAPTER II

REVIEW OF THE LITERATURE

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

2.1 WTC as a Situational Construct

There are differences between second language and foreign language settings that will emerge more and provide opportunities for interaction and communication in a second language context (Robson, 2015). Robson also added that even moving outside the classroom and using English actively in the L2 community is difficult for students studying abroad. Therefore, as an important place to conduct research, the classroom reasserts itself in second and foreign language environments because it offers opportunities for interaction in the target language.

In the classroom, one of the main learning goals should be to foster a willingness to communicate with students, or WTC (Robson, 2015). Students will carry the habit of communicating outside the classroom and apply it in the classroom if the student's willingness to communicate develops in the classroom. However, increasing or decreasing students' willingness to communicate in class is influenced by various things.

The concept of willingness to communicate (WTC) was originally conceived as a measure of how genuine English speakers voluntarily engage in classroom

communication (McCroskey & Baer, 1985). Second-language researchers have also explored this idea in different contexts with different age groups through advanced statistical analysis processes, such as Structural Equation Modeling.

Assessing WTC is difficult because of the many factors that contribute to determining an individual's WTC in a particular communicative context. In examining the WTC in English for Academic Purposes classes in New Zealand, Cao (2014) identified nearly a dozen factors that he categorized into three dimensions: environmental, individual, and linguistic. The variables influencing these factors, as well as the interactions between them, created the classroom environment in his study that "revealed changes in situational WTC from task to task in a lesson, and over time within a task" (Cao, 2014, p. 808). A six-week study by Macintyre et al. (2011) on situational WTC in and out of the classroom of adolescent English-speaking students enrolled in a French immersion course in Canada found that "situations in which learners are most willing to communicate are not significantly different from situations in which they are least willing" (2011, p. 93). It identifies the subtle differences in situational traits and characteristics that could significantly affect an individual's WTC at any given moment.

The results of studies that measure the factors influencing WTC holistically point to the need for a more targeted approach that examines specific factors within isolation. In one of the studies on WTC Korean EFL students, Lee (2020) examined the role of grit (separated into effort persistence and interest) and class enjoyment in WTC participants. The results of this study show that persistence of effort and pleasure in class are predictive of WTC second language learners (L2), whereas persistence of interest is not. These findings lead him to speculate that learning

English and undertaking the extreme challenges associated with initiating English conversations and performing oral communicative tasks in the EFL classroom require a long-term commitment to consistent effort rather than a consistent interest in the development of WTC over time.

Batenburg, et al. (2019) found a decrease in WTC for each learning strategy, leading him to speculate that more time required for instruction significantly influences WTC. This suggests that efforts to identify comprehensive teaching methods that can significantly increase WTC have met with limited success. This conclusion obtained through a four-month study that examined the effects of form-focused instruction. This study relies on the explicit presentation and reinforcement of certain language forms through repetitive tasks such as gap-filling or dialogue practices, language-directed interactions, which take a less written approach to reinforce forms language, and strategy-directed interaction programmes, which focus on using English in different situational contexts with less focus on language form, on WTC, confidence and fun.

Mutahar (2019) acknowledged that Communicative Language Teaching (which emphasizes the role of students in the classroom to produce the language being learned) has not been found to increase WTC in EFL classes in several studies leaving the question of how to increase WTC unanswered. He chose to test the efficacy of more innovative strategies for increasing WTC, examining the impact of an intervention that included visualization and goal setting on the WTC of rural high school students in Yemen. The findings demonstrated moderate but significant progress over a six-week period, and demonstrated the importance of the ideal L2

self, community imagination, goal setting, and self-directed learning to increase individual WTC.

2.2 Situational Factor Affecting WTC

Cetinkaya (2005) stated that willingness to communicate has proved a difficult aspect for EFL learners and classes to assess and influence effectively. Individual WTC at any given moment consists of various situational factors, influenced by a variety of variables in the context of every speaking opportunity as the interlocutor in conversation as well as the topic and environment in which the conversation takes place, and individual traits, such as perceived English sociability, competence and motivation. Peng (2013) found that attempts to measure Chinese undergraduate students' WTC resulted in significantly higher WTC rates in EFL classes than in the real world and proposed examining WTC in each set separately. Dealing with this limitation, in a study of intervention measures designed to promote WTC, Mutahar (2019) acknowledged that self-reported data are capable of measuring trait characteristics but are far less likely to capture situational WTC influences. However, he added that a few lines of praise or correction can instantly cause a student to change from a reluctant, withdrawn speaker to an enthusiastic speaker or vice versa.

2.2.1 Topic in Speaking Classroom

Being fluent in English inside and outside the classroom is very important for EFL students (Le, Tran, & Anh, 2019). It is because those who speak English well can have a greater chance of getting a better education, finding a good job, and

getting promotions. However, according to Kang (2005), the production of spoken language is often regarded as one of the most difficult aspects of language learning. Latifah, Sudana, and Yusuf (2020) also stated that WTC plays an important role in students' reluctance to speak L2 when the opportunity arises in L2 learning classes. They tried to encourage students' WTC levels because a high WTC level will lead to increased opportunities for L2 practice and authentic language use.

According to Heng (2014), students need to have WTC before doing speaking classes, an important prerequisite to practice their communication in L2 contexts effectively. Heng (2014) revealed that to achieve the goal of stimulating students to use L2, it is very important to understand the causes that reduce students' motivation in English classes. Therefore, the growth of L2 WTC construction research has become a theme of concern. Heng (2014) added that English as a foreign language (EFL) has been widely taught as a compulsory subject from elementary schools to universities to meet the high need for required English language skills. However, he also thought that EFL students' oral communicative competence is still far from expectations when students complete their university education.

In connection with the statement above, in Richards' (2015), study reconsiders focus of language teaching at non-specialized universities and creating more interactive activities as one of the urgent targets in language education. He revealed that it is important to equip students with L2 competencies adequately so that they can better integrate with the world, so how to improve students' spoken language acquisition process and help the helpingster English communicative competencies is very important and a top priority for students.

Riasati (2012) stated that there are several factors that influence the efficiency of communication in English and these factors are the type of assignment, discussion topic, interlocutor, teacher, class atmosphere, personality, and self-perceived speaking ability. Apart from her previous research Riasati and Rahimi (2018) found that four factors influenced student's willingness to communicate. The factors are the topic in the classroom, the interlocutor in speaking, the teacher's role, the classroom atmosphere, and bad connection.

Azwar et al, (2021) stated that there are some factors found to influence the learners' willingness to speak, including topic familiarity, topic interest, topic preparation, topic comfort, challenging topic, group size, task familiarity, seating arrangement, gender and age of interlocutor, interlocutor familiarity, fear of making mistakes, and fear of evaluation. In connection with this statement, in research conducted by Banerjee (2019), researchers examined the impact of topic familiarity on the performance of second language (L2) learners in language-speaking assessments. This research also found that second language learners' language proficiency performance was influenced by their understanding of content and vocabulary, even though these factors were clearly visible in the process of obtaining and sharing information.

Meanwhile, in their research, Bui and Huang (2016) found that the level of familiarity with the subject of a language task had an impact on the results of language task planning for learners; Internal task readiness is proposed to help test takers smoothly. Qiu (2019) even provided evidence that a total of eight participants, covering 38.10% of the sample, reported experiencing benefits in the practice of repeating topics. Wang and Wang (2012) also found that topic interest

has mutual influence, and students with great interest in one area will often show a strong ability in speaking about the topic. Other than that, Azwar et al. (2021) also found that the challenge of the topic provided could increase the students' willingness to communicate because some students can increase their vocabulary by discussing it.

2.2.2 Interlocutor in Speaking Classroom

Speaking is one of the skills in language learning that must be complied with. Speaking is a skill that organizes oral communication that involves deriving meaning between two or more people as speakers and listeners (Kang, 2005). Both talk about content related to their needs, situations, and goals. The content or ideas that are spoken contain information that we hope to keep in memory and, at the same time, provide feedback to the interlocutor.

In his research, Pietro (2019) found that lower-level learners produced more language (measured by word count) when they were paired with higher-level pairs. Therefore, when a learner is paired with a much more proficient one, the interaction becomes unbalanced in the sense that one speaker is more active and directs the conversation, assuming a leading role in it. Becoming familiar with the interlocutor is another variable that can affect verbal interactions, as familiarity with one's partner tends to influence work-mate performance during language tasks. Several studies have described how learners vary their language depending on familiarity or unfamiliarity with the interlocutor.

Kang (2005) stated that students prefer to talk to interlocutors who are more competent than themselves, who talk a lot and are frank, and who also have lots of

ideas so they can stimulate more ideas. He also added that the more familiar students are with the person they are talking to, the more comfortable they will be in talking to the person they are talking to. He revealed that the key factor that determines a student's willingness to communicate or not is the person they are talking to. Another important aspect is the level of L2 proficiency of the interlocutor, whether the interlocutor is a native L2 speaker or not.

In line with the statement above, Aziz, Fata, and Balqis (2014) also added that communication strategy is the effort made by the speaker and the interlocutor to achieve a common meaning. In other words, the communication strategy is an attempt to bridge the gap between the second language learner's linguistic knowledge and the interlocutor's linguistic knowledge in real communication situations. Approximation, pantomime, and circumlocution can be used to bridge this gap, while communicators can use message abandonment and avoidance when the gap seems unbridgeable.

2.2.3 Task Type in Speaking Classroom

In the communicative language teaching approach, students are not only required to remember grammar and sentence formation but also use it in written and oral communication. Thus, students cannot be said to be proficient in a foreign language if they do not use the language communicatively (Trihastuti & Fadilah, 2019). The Task-Based Language Teaching (TBLT) method, which emphasizes the meaning of language and the tasks that are planned later, dominates the world of teaching English in response to dissatisfaction with the Structural and Audio-Lingual Approach (Trihastuti & Fadilah, 2019).

When teachers struggle to get their students to communicate in English in the interaction class, some students are actively speaking, but others are silent. Willingness to communicate in English is a central issue in the classroom context that is of concern to teachers, curriculum developers, and lesson planners (Ulla, 2020). The importance of the willingness to communicate in English has encouraged many researchers to develop models related to the variables that underlie students to have the willingness to communicate in a foreign language, which was later called WTC in EFL (Lutviana, Weganofa, Liskinasih, & Jawas, 2018).

WTC in EFL is described as the readiness to speak a foreign language at certain times with certain people (Yashima, 2002). In its development, the personality categories that underlie WTC in EFL obtained a lot of criticism because they ignore the context of the actual classroom situation where several variables become determinants in encouraging students to speak, such as the preferred topic factors, teaching methods, enjoyable instructors, table arrangement for discussion, giving lag time to speak, and giving feedback to the students (Kang, 2005). Yashima (2002) states that WTC in EFL is very well described as a situational and dynamic personality category, especially in conversation in the classroom context.

2.2.4 Class Interactional Pattern

Various studies around the world have examined WTC L2. Among these studies, some deny that quantitative methods using questionnaires are not sufficient to investigate the situational characteristics of WTC in real contexts. Kang (2005) investigated L2 WTC through qualitative methods using recorded conversations,

interviews, and stimulated recall. The research results show that situational WTC is dynamic and can vary according to the influence of contextual variables, such as the interlocutor, topic, and conversational context when communicating. The psychological conditions of feeling safe, happy, and responsible for determining the degree of L2 WTC are influenced by these factors.

Alimorad and Farahmand (2018) explored the fluctuations in the WTC of a student named Peter, who outperformed the rest of the group over one semester. The results of the research show that contextual variables have a significant impact on WTC, and self-perceived communicative competence is the dominant predictor of WTC in the learning environment. Moreover, it is in activities such as games that the WTC is highest, indicating the importance of the nature of the task itself. This case study of a student implies that a better state of mind for the rest of the lesson can be enhanced and created through motivating warm-up activities. In addition, WTC can also be improved by providing opportunities for students to revise words or prepare speaking activities. This study also suggests that contributing to a better understanding of language learners' L2 WTC fluctuations in learning settings reaches a certain extent, but it is worth remembering that monitoring one high-achieving student influences learning outcomes and calls into question their generalizability.

2.2.5 Classroom Variables

According to Marzano and Marzano (2003), classroom variables are related to several aspects (task type, seating location, topic of discussion, effect of topic discussion) that seem to appear to affect students' WTC in the classroom speaking

activities, except the interlocutor aspect. First, students' WTC varies depending on the type of task (either individual, group, or pair) given. When they have to speak in groups, either small groups or large groups, as well as in pairs, the WTC of students is high. Meanwhile, students' WTC is low when students are given individual speaking assignments. This is in line with Cetinkaya (2005) in his research who found that compared to speaking individually in front of the class, students preferred to speak in pairs or groups. Additionally, it is clarified by Cao and Philip (2006) who stated that working in a group or pair would give someone more opportunity to speak up rather than working individually. In their research, it was found that the biggest factor in classroom variables that increased students' WTC was speaking in pairs. This is shown through the willingness of all students to speak in pairs when carrying out the assignments given.

Cao and Philip (2006) also added that the location of students' seats had a significant effect on increasing students' willingness to communicate with only a few students. It was found that only some students sitting in the front or back row of the class had a good high WTC. Meanwhile, there are also some students sitting in the front or back rows of the classroom who are silent without any good language production. Furthermore, research by Cao and Philip (2006) showed that discussion topics have a significant effect on students' WTC. In speaking activities when researchers provide certain topics that make them interested in joining in the conversation, as well as familiar topics that they know most students tend to engage in. They also like to participate in speaking activities when the topic is comfortable for them. However, only a few students participated in speaking activities for controversial topics and these students were those with a high level of English

proficiency in the class. Students' WTC was found to be high when the topic discussed was familiar, interesting, comfortable, and controversial.

In her research, Riasati (2012) found that students' WTC was not affected due to differences in gender and age of the interlocutor. It was found that no students spoke only to those of the same gender, or spoke to people older or younger than them. This research shows that whatever the topic given, the majority of students talk to their friends regardless of gender, or age, and show a high interest in talking to whoever they are talking to. Students seem to show the same desire and enthusiasm to speak out even though they have to discuss gender-oriented topics such as sports with interlocutors of different genders. This finding is different from the findings obtained by Khosravizadeh and Pakzadian (2013). They found that when the genders of teachers and students differed, due to certain themes provided in the teacher-conducted portion of the interview, students showed different levels of WTC. They explained that several things underlie this finding, but according to them, other variables from the classroom atmosphere such as teacher strategies for capturing students' attention and interest could be the most plausible cause. This is in line with what was found by Kang (2005) and Zarrinabadi (2014) who said that there is an important role for teachers to create a supportive environment for students. Students will have high WTC when teachers pay attention to students' knowledge and give them more power to negotiate topics. Additionally, Zarrinabadi (2014) also emphasized that teachers can increase students' WTC in class by smiling and responding actively, minimizing the fear of making mistakes, and giving students more time for consideration and reflection before answering questions. The conclusion is clear that the teacher's strategy can control interlocutor

variables. For WTC to remain high, teachers must apply effective strategies every time they have to work on and discuss certain topics with interlocutors of different genders.

Finally, Cao (2011) stated that the influence of discussion topics and interlocutors seems to influence some students with good language skills. However, this factor is not visible in those with low language skills. Those who have good language skills are more likely to start communication by asking questions, clarifying, expressing opinions, and so on. They added that teachers can strive to increase low-ability students' WTC by minimizing fear of making mistakes, minimizing embarrassment, and maximizing self-confidence. Therefore, the same opportunity to increase their WTC can be obtained by both high and low-ability students.

From the findings above, it can be concluded that class variables can be contributory variables to students' WTC levels. Apart from that, teachers also have an important role in controlling the classroom atmosphere in an effort to increase students' WTC. Students will be more willing to carry out any speaking tasks, carry out other types of tasks, where their seats are, who they are speaking to, and whether their language skills are low or high if the teacher can create a conducive classroom atmosphere.

2.2.6 Individual Variables

Fallah (2014), in his observations, found that there are several individual WTC variables. These variables are introversion, self-esteem, and anxiety (fear of negative evaluation, fear of the truth of speech/communication concerns). In his

research, Fallah (2014) found that only a few students showed the characteristics of introverted students and were known to have low WTC. If the lecturer does not ask them to participate, then students tend to remain silent and not actively engage in speaking activities. This finding explains that students with introverted personalities tend to have low WTC. Furthermore, He also found that self-esteem and anxiety as individual variables influenced students' WTC significantly. Apart from that, students with introverted personalities also show anxious behavior, tend to be silent, and are reluctant to speak up. Of course, this is in contrast to students with high self-esteem, they show high WTC in speaking activities in the class provided.

2.2.7 Social Variable

Adwani and Shrivastava (2017) stated that the mother tongue (L1) is an integral factor in second language acquisition. Mother tongue transfer can result in positive transfer as well as negative transfer because most learners apply education from their mother tongue to a second language. However, as a social variable, the mother tongue does not influence on students' WTC (Susanti, 2021). In her research, Susanti (2021) found that students' cultural diversity did not appear as a variable that influenced students' WTC. The results of this research showed that those who were reluctant to carry out speaking activities were caused by other variables outside of social variables such as cultural diversity. It can be concluded that mother tongue plays an important role in English language acquisition, this is not considered as a variable effect on students' WTC.

2.2.8 Communication Competence

About the communication competency variable, Shahbaz et al. (2016) found that students with high communication competence were also students who had high WTC. Their good competence makes them ready to engage in communication. As a result, their WTC is high under any conditions given by the lecturer. This is inversely proportional to students who have low communication competence. Shahbaz et al. (2016) revealed that the lower a student's communication competence, the lower their WTC. It can be concluded that the level of student communication competence influences the level of student WTC.

2.3 Factors Influencing L2 or FL Acquisition

When English as a second language (L2) is used as a means of communication either in an institutional or social context in society or when a foreign language (FL) is not used as a means of communication in society but is studied in school subjects only, then several factors will determine the success of students' acquisition of L2 or FL. As Dörnyei (2009) stated the success of L2 or FL acquisition is determined by at least three factors: (1) Contextual factors; (2) Situational factors; and (3) Individual factors. According to Dörnyei (2009), contextual factors are related to several contextual reasons such as whether the language being studied has status as a second language (L2) or as a foreign language (FL). He said that in the context of English as an L2, students will certainly have a greater opportunity to be exposed to it in real life compared to the status of English as a foreign language (FL). This provision will certainly make students more experienced and skilled in using English in communication. According to him,

another contextual factor is the availability of learning resources that influence L2 or FL acquisition. There should be additional learning resources for students such as several native speakers, relevant books, or even various real-world interaction contexts that can allow students to learn the language as naturally as possible. Of course, this also allows them to gain more contextual knowledge which will help them more easily understand the language and its use in communication. Dörnyei (2009) explained that the second are situational factors that determine the type of language used in communication. It shows from the form of the level of formality required, the level of familiarity with the person you are talking to, and so on. The last are individual factors which are related to individual variables. These can be grouped as personality, motivation to learn FL, age of initial acquisition, knowledge of other FLs, anxiety, and willingness to communicate in FL, and so on (Dörnyei, 2009).

Adwani and Shrivastava (2017) suggested several factors that influence the success of students' L2 or FL learning. The factors are vocabulary, grammar, and native language (L1) interference, self-efficacy, and motivation. These factors are grouped into language component factors and individual factors. Language components can be vocabulary and grammar, while individual factors are mother tongue, self-efficacy, and motivation. Adwani and Shrivastava (2017) stated that the language components that build a unified language should be useful for supporting language acquisition. However, students' mother tongue sometimes causes interference in the use of that language in communication, because it has different structures, pronunciations, collocations, and other related aspects.

Furthermore, they added that self-efficacy and psychological motivation help students to be ready and willing to use language in communication.

Through the theories mentioned above, Adwani and Shrivastava (2017) explained that the role of individual factors in student success in learning L2 or FL is taken into account in teaching interactions. So teachers can organize effective classroom interactions for successful L2 or FL learning. Apart from this, Ismail (2011) and Shafie and Nayan (2010) explained that there are three important factors contributing to the student's failure in mastering English which are educational background, exposure to the real world, and learning abilities. Specifically with the exposure to the real world factor, it would be predicted by students' WTC which becomes the focus of interest in this research. It is then clarified the importance of investigating students' WTC and the linking factors determining the level of students' WTC.

2.4 Factors Affecting Students' Willingness to Communicate (WTC)

WTC as an individual variable affecting students' L2 use in communication is defined as an intention and desire to initiate communication (Riasati, 2018). Meanwhile, MacIntyre (1994) stated that WTC is a readiness to get involved in a particular setting of communication. Here then, WTC will determine whether or not the students take part in a communication when the situation comes. In a classroom activity, it is found that the lack of WTC causes ineffective interactions and language production (Freiermuth & Jarrell, 2006; Gharibi & Seyyedrezaei, 2016). Additionally, it is claimed that students with high levels of WTC will more often tend to initiate communication in the classroom it increases their amount of oral

production (Ahour & Hasanzadeh, 2015). This shows how important students' WTC is in determining their language production, especially oral communication. Students' speaking skills will automatically improve as students' language production increases because students practice using the language more often. Further, besides as an individual variable, WTC is claimed as the primary goal of L2 instruction (Ahour & Hasanzadeh, 2015). This is due to the fact that the focus of L2 instruction is encouraging the language learners to use the language in effective communication.

Referring to the fact that the primary goal of L2 instruction is to enable the students to use the language in effective communication, it is then essential that the L2 teachers know what factors causing the students reluctant to practice using the language learned (MacIntyre, 2007). Riasati (2012) found that several factors such as task type, seating location, topic of discussion and interlocutor, fear of negative evaluation, fear of correctness of speech, effect of topic discussion, and interlocutor effect as the factors affecting students' level of WTC. Meanwhile, McCroskey and Richmond (1990) point out several variables contributing to the different levels of students' WTC, they are introversion, self-esteem, communication competence, cultural diversity, and communication apprehension. Apart from this, Manipuspika (2018), Rastegar and Karami (2015), and Muamaroh and Prihartanti (2012) in their studies found that anxiety is also a variable that correlates negatively with students' WTC. They found that students' WTC increased when students' anxiety was low. The researchers categorized all factors as follows. First, class variables can be the type of assignment, seating location, discussion topic and interlocutor, influence of discussion topic, and interlocutor effect. Then, individual variables

such as introversion, self-esteem, anxiety (fear of negative evaluation, fear of the truth of speech/communication concerns. Third, social variables seen from cultural diversity, and finally the variable of communication competence.

2.5 Previous Studies

Research on willingness to communicate has been carried out by several researchers. Cao (2011) investigated how various individual and environmental factors affect students' WTC in class from an ecological perspective. Few case studies investigate the dynamic nature and location of WTC in second-language classrooms. These case studies were conducted to collect data through classroom observations, stimulated memory interviews, and reflective journals. One of the conclusions suggests that language teachers must pay attention to the interdependence of everyone because it involves the factors that create WTC students in the classroom. These factors include classroom environmental conditions such as topic, assignment, interlocutor, teacher, and group size, as well as linguistic factors. Additionally, these studies suggest that situational WTC in L2 classrooms arises from the combined effects of individual characteristics, including self-confidence, personality, emotions, and perceived opportunities to communicate.

Kang (2005) investigated what is the situation of willingness to communicate (WTC) in the second language (L2) can dynamically appear and fluctuate during a conversation situation. From inductive data analysis conducted through interviews, recorded conversations, and recall stimulation, it was found that situational WTC in L2 originates from the combined effects of three interacting

psychological states. The three psychological states are joy, responsibility, and security. Each of these psychological states is constructed by interacting situational variables such as topic, interlocutor, and conversational context. Based on these findings, the researcher proposed a multi-layered construct of Situational WTC and a new definition of WTC in L2, where WTC is suggested as a dynamic situational concept that can change over time, rather than a pre-trait-like character. The researcher also presents pedagogical implications, suggesting ways in which situational variables can be controlled to make L2 learners situationally WTC.

Syed and Kuzborska (2020) explored situational variables and their interactions to determine the willingness to communicate (WTC) in English (L2) of six business graduate students in a university classroom in Pakistan. Although many studies have been conducted to examine psychological antecedents such as traits. However, only a few studies have examined the nature of interactions between situational variables that influence L2 WTC in classroom contexts. Adopting the Dynamic Systems Theory (DST) framework, this study used classroom observations, student diaries, stimulated recall interviews, and biographical questionnaires to collect data over 10 weeks. Learning outcomes indicate that participants' L2 WTC emerges as a result of complex, dynamic, and nonlinear interactions between contextual, psychological, linguistic, and physiological factors. This study reinforces the theoretical shift from positivist and process-oriented approaches to DST. This research strongly proposes pre-service and in-service teacher training for Pakistani English teachers to understand the complex and fluctuating nature of L2 WTC and not misinterpret students' silence as unwillingness to communicate.

Latifah, Sudana, and Yusuf (2020) determined the factors that influence students' willingness to communicate in English in the classroom. This research used qualitative methods, especially case studies using observations, questionnaires, and interviews to collect data. The finding of the study revealed that there are mainly five factors that influence students' willingness to communicate, namely the teacher, the topic of discussion, the classroom environment, peers, and the type of activity.

Susanti (2021) said that students' WTC is categorized as high during the teaching and learning process, which is seen from several students' behaviors like asking questions frequently, answering the lecturer's questions without being pointed, actively commenting on their friends' presentation, and actively joining the class discussion. Concerning some contributing factors on students' WTC, it is found that classroom variables (task type, seating location, topic of discussion, effect of topic discussion), individual variables (introversion, self-esteem, and anxiety), social variable (students' cultural diversity), and the communication competence variables are all affecting variables on students' WTC. Hence, English teachers and lecturers must be more aware of these variables and attempt to facilitate their students to increase their WTC through those variables.

At the same time, the previous study has neglected to provide practical techniques and strategies for students' willingness to communicate to promote such desire, and this study, therefore, attempts to fill this gap of what situational factors influence students' willingness to communicate in an online speaking classroom.