

CHAPTER II

LITERATURE REVIEW

This chapter points out the theoretical framework and previous studies related to teachers' affective that affect student willing to speak in the class. It is divided into two main parts that present a discussion about theoretical framework and previous related study. The theoretical framework consists of related theorists in this study while a previous related study explains the implementation of related theorists in the previous studies.

2.1 Theoretical Framework

2.1.1 Willingness to Communicate in EFL Student Context

McCroskey and Baer (1985) defined WTC as "a personality-based, trait-like propensity that is relatively constant across a variety of communication circumstances and types of receivers" in the field of first language (L1) communication. However, MacIntyre (2007) repurposed it for L2 research as a situated construct that is influenced by both immediate and long-term situational circumstances. MacIntyre et al. (1998) designing a pyramid shape structure, called a heuristic model, consists of several layers, to show the range of potential influence on WTC at L2. Leger and Storch (2009) reported that distinguishing between stable lasting influences (such as personality traits) and situational influences informing communication behavior (eg, the desire to communicate with a particular person), the model is considered important.

Because of the interactive opportunities it can offer in the classroom and then in authentic situations, the construct has taken on a significant role in second

language acquisition. Joe, et al. (2017) declaimed in the sense that higher levels of WTC contribute to more frequent L2 use, this increased engagement is expected to promote successful L2 growth. Willingness to communicate serves as a gateway to language learning. Cao and Philip (2006) reported that empirical studies have discovered that L2 WTC is related to some inherently stable individual factors like personality, age, and gender [18–20], as well as situational and contextual factors like topic, interlocutors, group size, cultural background, teacher, and classroom social environment.

One of the primary objectives of learning in the classroom should be to build students' willingness to communicate, or WTC (Robson, 2015). Students are expected to adopt these habits outside of the classroom and use them in the classroom if they can build a willingness to communicate in the classroom. There are, however, a variety of influences at work on the learner that can raise or diminish their readiness to communicate in the classroom.

The willingness to communicate (WTC) idea was developed as a measure of how authentic English speakers interact in speaking activities voluntarily (McCroskey & Baer, 1985). Second language scholars have used advanced statistical analytic procedures like Structural Equation Modeling to investigate this hypothesis in a variety of scenarios with a variety of age groups.

The advantage of structural equation modeling is it can lower the estimated measurement error while leaving the model with the same variance. Tabachnick and Fidell (2007) report that the researchers can also use structural equation modeling to verify the relationship between several components defined

in a model at the same time. The model can be tested at least to strengthen the accuracy and strength of association when the concept is presented in an application for testing.

In the subject of WTC, functional equation modeling research prefers to interpret the concept as an attribute, hypothesizing that WTC is constant in a variety of contexts and with a variety of interlocutors, and that it is heavily reliant on the L1 trait instrument. WTC, on the other hand, has been reinvented as a dynamic construct (Kang, 2005). Currently, there are just a few studies that use contextual variables in the WTC model. Weaver (2010) claimed about the validity of any conclusions may be questioned if trait measurements are continued to be used for situational models. More models that incorporate situational variables are needed to properly explain the forces that influence classroom learning in specific contexts, which can mold a learner's WTC.

EFL students must be able to communicate in English both within and outside of the classroom (Le, Tran, and Anh, 2019). It is because those who are fluent in English have a better chance of receiving a better education, landing a good job, and moving up the corporate ladder. However, based on Kang (2005), one of the most challenging components of language learning is the development of spoken language. The unwillingness of learners to communicate L2 when they have the chance in class, according to Latifah, Sudana, and Yusuf (2020), is linked to the term WTC, which plays a vital role in L2 learning. Encourage kids to participate in WTC because having a high level of WTC will lead to more opportunities to practice.

Before holding a speaking lesson, students must have WTC, which is a key prerequisite for effectively developing their communication in an L2 situation. Understanding what demotivates learners in English lessons is critical to achieving the goal of motivating pupils to use L2. As a result, in recent decades, the expansion of study into L2 WTC structures has been a source of attention for language researchers all around the world. Through fulfill the strong demand for English competence required for national economic growth, EFL students has been widely taught as a compulsory subject from elementary school to university. In the higher education context, conversational proficiency in English is now often regarded as the gold standard for successful global integration and the ultimate goal of education. However, Heng (2014) reported that EFL students have completed their university degree, their oral communicative skill has fallen far short of expectations.

The idea that the majority of university graduates have poor English skills has been around for a long time. This was reasonable to conclude that present university English language training courses do not meet the needs of pupils. One of the urgent aims in language education, according to Richards (2015), is to reevaluate the subject of language learning at non-specialized colleges and to create more participatory activities. It is critical to provide pupils with adequate L2 skills so that they can better function in society. As a result, improving students' spoken language learning and assisting them in mastering English communicative competency is critical and a top goal for them. It has long been

considered that EFL students are hampered by a number of problems that impede them from succeeding.

Riasati (2012) has found the type of task, topic of discussion, interlocutor, teacher, classroom climate, personality, and self-perceived speaking competence are all influences. As a result, determining the key constraints restricting the WTC of EFL college students is critical. Aside from the extensive findings of prior studies conducted throughout the countries, several studies on WTC have been conducted at the tertiary level in Vietnam.

2.1.2 Factors Influencing Willingness to Communicate

The influential pyramid model, developed by MacIntyre et al. (1998), has significantly shaped the study of willingness to communicate (WTC) in second language (L2) contexts. Over the past twenty years, this model has inspired extensive research on Willingness to Communicate (Syed, 2019). It categorizes influencing factors into enduring and situational variables. Enduring variables include motivational tendencies, the affective-cognitive environment, and social-individual context. Situational variables, on the other hand, encompass communication behavior, behavioral intention, and immediate contextual factors. Consequently, the model emphasizes a causal, linear relationship between psychological and contextual factors (MacIntyre, 2000; Hashimoto, 2002; Yashmina, 2002, as cited in Syukri, 2021).

This model is structured as a pyramid to facilitate discussions about communication, as suggested by MacIntyre (1998). The pyramid has six layers, each representing different variables or categories related to Willingness to

Communicate. At the base is the social and individual context, followed by the affective-cognitive context, motivational propensities, situated antecedents, behavioral intention, and at the top, communication behavior. The pyramid's shape illustrates how some factors are more closely related and have a more direct influence on each other, while other factors are more distant. This arrangement allows one variable to impact another in fostering Willingness to Communicate.

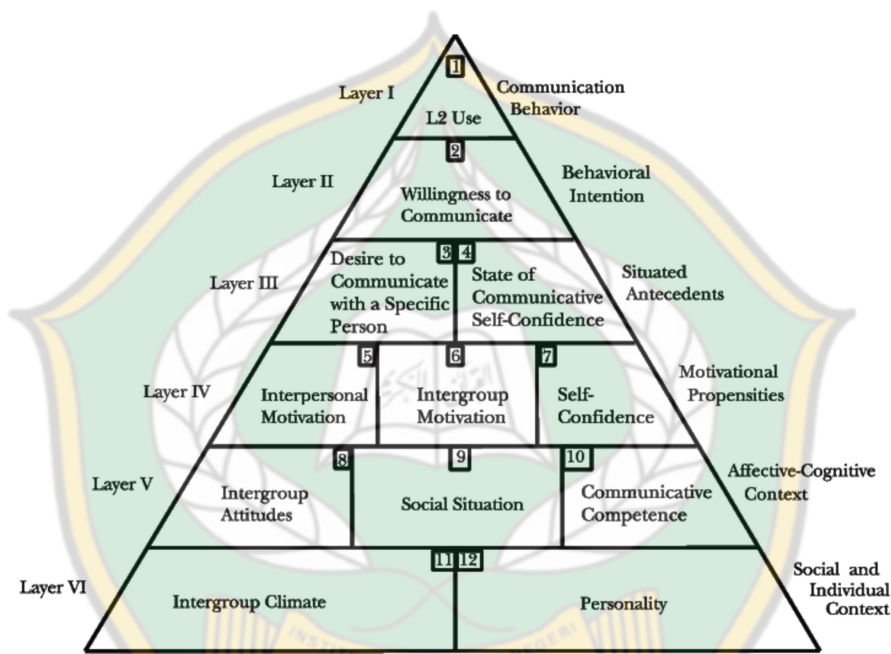


Figure 2.1 Heuristic Models of Variables Influencing WTC

The pyramid model, as noted by Dornyei (2005) in Syukri & Haseng (2021), fails to capture the complexity of how various factors are interconnected and does not account for all contextual elements that influence students' willingness to communicate in the classroom. For instance, it overlooks aspects such as the teacher's methods for encouraging student interaction and their teaching approach. Ballester (2013) highlights that effective communication between teachers and students can enhance teaching effectiveness. Additionally,

research has identified the teacher as a crucial element in fostering effective learning and communication, particularly in English language classrooms where the effectiveness of teaching is closely linked to the teacher's instructional strategies (Wen & Clément, 2003 in Gol, Zand-Moghadam & Karrabi, 2014). Therefore, the teacher plays a pivotal role in motivating students to engage in communication.

Riasati and Rahimi (2018) identified two main factors influencing students' willingness to speak: situational and individual factors. According to research, willingness to communicate (WTC) emerges from the interplay between personal psychological states and situational elements (Kang, 2005; Pawlak, Wiertelak & Bielak, 2016). In this context, teachers play a crucial role as facilitators within situational contexts (Amalia, Asib & Marmanto, 2019). They can enhance students' WTC by carefully considering group activities, discussion topics, conversational partners, and cultural backgrounds (Chao & Philp, 2006; Kang, 2005).

Various elements influence students' willingness to communicate (WTC), such as discussion topics, the impact of interlocutors, shyness, self-confidence, the role of teachers, and the overall classroom environment (Riasati & Rahimi, 2018). Additionally, Ain's research (2011) identified factors affecting students' WTC, which include their motivations for learning a second language (L2), personality traits, self-perceived L2 proficiency, attitudes towards the learning environment, motivation, anxiety levels, type of assignments, and interest in international issues. Similarly, Aidin (2017) explored factors affecting WTC, highlighting the

influence of teachers, students, peers, classroom atmosphere, topics, activities, materials used, and administrative aspects.

In the Indonesian context, research by Prasetyanto, Wibawani, Wardani, and Drajadi (2019) indicates that teacher reinforcement impacts students' willingness to communicate (WTC) by enhancing their self-confidence, improving interpersonal relationships, and increasing intergroup motivation. Meanwhile, Fadilah (2018) identified various factors affecting WTC, including social and class environments, linguistic skills, individual differences, and cultural contexts. Additionally, factors such as group size, classroom atmosphere, student cohesion, topic familiarity, level of topic preparation, seating arrangements, gender, self-awareness, and familiarity with conversation partners also influence WTC (Amalia, Asib, & Marmanto, 2019).

Basöz and Erten (2019) found that learners' willingness to communicate in English classes was affected by a range of factors. These included the influence of peers, teaching approaches, the teacher's role, the classroom environment, the materials used, class size, motivation to learn a second language (L2), concerns about being ridiculed, anxiety related to L2, fear of making errors, interest and familiarity with the topic, shyness, introversion, vocabulary skills, pronunciation, opportunities for practice, self-perceived communication skills, and previous communication experiences.

2.1.3 The Effect of Teachers on Learners' WTC

Teachers' attitude, involvement, and teaching style, according to previous research on the variables influencing willingness to communicate in the

classroom, have a large and determining influence on learners' cooperation and WTC (Cao, 2011; Kang, 2005; MacIntyre et al., 2011; Wen & Clement, 2003). According to Wen and Clement (2003), both teacher participation and immediacy play crucial roles in influencing learners' engagement and willingness to communicate (WTC). In their research, teacher engagement was defined as the quality of the relationship between the teacher and students, while immediacy was associated with communication practices that create a sense of closeness and involve nonverbal interactions (Mehrabian, 1969). Kang (2005) found that a tutor's social support can alleviate anxiety and positively affect learners' WTC. Additionally, Cao (2011) noted that students are more likely to engage and participate when they have opportunities to ask questions and be actively involved if prompted.

However, quite enough consideration has been paid to the impact of teachers on students when it comes to WTC, and when it has been, it has been seen as just one of several elements. While previous research suggests that teachers "have the potential at any moment to upgrade or decrease WTC among the students" (MacIntyre et al., 2011, p. 88), a study examining teachers' behaviors, activities, and start build habit moment-to-moment that may influence learners' willingness to talk appears necessary. The current study, which employs a qualitative approach, aims to introduce those instructor traits that have the ability to influence learners' WTC, as well as provide greater explanation for their purposes.

2.1.4 Teachers' Socio-affective and Pedagogic Strategy

Socio-affective strategies are about how student-teacher building rapport. According to Brown (2000) this strategy relates to social meditation activities and emotional interactions with other people. It Shows socio-affective strategies as a set of emotional and instructional strategies used to facilitate and accelerate the process of teaching and learning through tackling students' emotions. Gatbonton (2000) defined Pedagogic strategies are knowledge of the techniques and procedures that facilitate learning, as well as knowledge of how to manage specifics language items so that students can learn them.

Zarrinabadi (2014) reported that several these strategies may affect teacher-student interactional patterns and relationships such as teacher's wait time, give support, and delayed error correction. O'Malley and Chamot (1990) also claimed some as strategy related to social activities and transactions with other people. Examples of these characteristics include being kind, supportive, caring, approachable, entertaining, and friendly. Fallah (2014) reported them as fairness and politeness. The other strategies collecting as teachers' verbal and nonverbal immediacy by Nicholas and Williams (2010).

To prevent ambiguity and overlap, this study used the terms socio-affective strategies to refer to instructional methods that increase teacher-student connection.

Table 2.1 Teachers' affective in raising WTC

Main categories	Subcategories
Facilitating factors	Developing positive relationship Immediacy Teachers' support Fairness Teachers' enthusiasm Choice of topic Challenging activities Error correction
Hindering factors	Teachers' congruence Teachers' role Teaching style Institutional expectation

2.1.5 Teacher Role in Encouraging Students' WTC

In second language (L2) learning, the primary aim is to motivate students to engage in communication (MacIntyre, Clement, Dörnyei, & Noels, 1998). For both teachers and students who are dedicated to improving communication skills, it's crucial to understand the factors that determine a student's willingness to communicate (MacIntyre, 2020). If efforts to encourage students to communicate are unsuccessful, it is viewed as a failure of the L2 learning program (Amalia, Asib, & Marmanto, 2019). Therefore, the teacher plays a significant role, as their involvement and influence are key in shaping students' willingness to engage in communication.

Wen and Clement (2003) found that students' engagement and willingness to communicate were closely related to their teachers' involvement and interactions. Their study highlighted how teacher behaviors, including

communication and non-verbal interactions, could foster greater closeness and engagement with students. Additional research has also explored how factors like teachers' attitudes, involvement, and teaching methods affect students' willingness to communicate in the classroom (Cao, 2011; Kang, 2005; Wen & Clement, 2003). These studies indicate that these factors significantly impact student activity and willingness to communicate. Furthermore, MacIntyre (2011) reviewed the pivotal role of teachers and found that students are generally inclined to communicate with them.

In the study conducted in Iranian context, Riasati (2012) utilized interviews to explore Iranian EFL learners' perceptions of what influences their willingness to speak English in the classroom. The findings revealed several factors, including the role of teachers, that impact learners' willingness to communicate in English. Respondents noted that the teacher's role in the classroom significantly affects their willingness to engage in speaking activities. Consequently, it suggests that teachers should introduce topics that interest students to foster their participation, highlighting the importance for teachers to be aware of their students' interests.

The following outlines how various factors contribute to a teacher's role in fostering students' willingness to communicate. These factors include the amount of methods of correcting errors, time a teacher wait for students to respond, the level of support provided by the teacher, and the strategy of the teachers.

2.1.5.1 Error Correction

Teacher feedback is crucial for language acquisition (Lightbown & Spada, 2013), but it can sometimes discourage students (Abebe & Deneke, 2015). While learners often view error correction as a useful tool (MacIntyre, Burns & Jessome, 2011), research has shown that it can also lead to fluctuations in their willingness to communicate (MacIntyre, Clément, Dörnyei, & Noels, 1998; Zarrinabadi, Ketabi, & Abdi, 2014). Additionally, past studies have suggested that error correction impacts learners' WTC (MacIntyre et al. 1998; Kang, 2005).

According to Uysal and Aydin (2017), the teacher's role as an error corrector is crucial and varies depending on their other roles, such as controller, assessor, organizer, prompter, participant, resource, tutor, and investigator. Their study indicates that English as a Foreign Language (EFL) teachers use error correction to enhance learners' accuracy in speaking. They also suggest that error correction can help students develop self-correction habits, use the target language more appropriately and pragmatically, and improve both accuracy and fluency.

In a study conducted by Kubota (1991), the focus was on EFL teachers' approaches to correcting errors and how these corrections impacted student learning. The findings revealed that: (1) teachers overlooked about one-third of linguistic errors, repeated less than a third of students' incorrect utterances, and frequently addressed high-frequency errors; (2) explicit feedback was used more often than implicit feedback; (3) corrections by others were more common than self-corrections; (4) phonological and morpho-syntactic errors were more likely to lead to detailed explanations compared to lexical errors; (5) both global and local

errors were more frequently addressed through side sequences rather than the main sequence; and (6) successful modification of student errors was more likely with reduced repetitions emphasizing key words, repetitions without altering the error, and explicit feedback.

In the field of communication, some researchers have examined differing views on error correction. They found that there was a mismatch between teachers' beliefs about the role of form in communicative activities and their actual practices, as teachers often used error correction focused on form (Basturkem, Loewen, & Ellis, 2004). Additionally, Ancker (2000) and Duff and Li (2004) explored the differences between teachers' and students' attitudes toward error correction. Their findings revealed that while teachers generally preferred encouraging peer interaction and avoided excessive error correction methods like repetition and modeling, students were less inclined to engage socially with peers and preferred more direct error correction methods, including repetition and modeling. Furthermore, Stones (2013) found that students preferred a range of error correction techniques, from correcting individual words to reformulating entire sentences.

2.1.5.2 Teacher's Wait Time

The amount of time a teacher waits after asking a question can impact how willing students are to participate, how often they contribute, and the quality of their responses (Zarrinabadi, 2014). This "wait time" refers to the interval of silence between when a question is posed and when students begin to answer

(Teacher Vision, 2015). Such wait time is essential as it allows students to think through the question and prepare their answers (Stahl, 1994).

Price and Nelson (2007) discuss the importance of allowing adequate wait time when questioning students. This wait time is crucial because it ensures that students have heard and understood the teacher's questions clearly and gives them time to recall relevant information. According to Singh and Hasyim (2014), wait time is a key aspect of effective questioning strategies. Additionally, Alsaadi and Atar (2019) describe wait time as a vital element of questioning techniques that promotes deeper thinking and meaningful interactions in the classroom.

Previous research, such as the studies by Almeida (2010) and Lewis (2015), indicates that many teachers are unaware of how their use of wait time as a questioning strategy can impact students' learning abilities. Nunan (1990) emphasizes that extending wait time effectively is vital for student learning. During this waiting period, students not only have the opportunity to comprehend the questions but also to formulate their responses in the target language. Thus, wait time is a critical component of effective classroom communication.

2.1.5.3 Teacher's Support

Teachers are a crucial source of social support and play a protective role in students' development (Cornelius-White, 2007; Ma et al., 2018; Quin et al., 2018; Roorda et al., 2011; Roorda et al., 2017; Wang, 2009; Wang & Dishion, 2012; Yildirim, 2018, as cited in Ma, L., Luo, H., & Xiao, L., 2020). The support provided by teachers, who are seen as significant figures by students, is positively associated with students' academic emotions (Lie et al., 2018, as cited in Ma, L.,

Luo, H., & Xiao, L., 2020). Additionally, Wen and Clement (2003) discovered that teacher support is a crucial and influential factor in determining learners' willingness to communicate.

Peng (2007) discovered that students deemed teacher support essential, particularly for enhancing their willingness to communicate (WTC) in a second language (L2). Teacher support encompasses teachers' commitment and proficiency in offering both linguistic and non-linguistic assistance while creating a secure classroom environment that encourages L2 interaction. In a subsequent study, Peng (2012) found that various teacher-related factors, such as teaching styles, methods, and classroom procedures, were significantly reported by Chinese students as impacting their WTC during class. Consistent with Lee and Ng (2010), the way teachers manage lessons and engage with students can affect their communicative behavior in the classroom.

Skinner and Belmont (1993), stated that teacher support encompasses how students perceive their teachers in terms of interpersonal relationships. This support involves giving students the freedom to make their own choices and providing guidance to help them achieve their goals. Skinner and Belmont identify three key aspects of teacher support: (1) involvement, which relates to the quality of relationships between teachers and students, as well as between students themselves; (2) autonomy support, which reflects the degree of freedom teachers allow students in managing their own behavior; and (3) structure, which pertains to the extent of guidance and information teachers provide to help students reach their desired outcomes.

2.1.5.4 Teacher's Strategy

Strategy is typically employed to attain success in reaching a goal. Hamruni (2009) defines strategy as a plan, method, or set of actions aimed at achieving particular educational objectives. He further explains that a teaching strategy is an activity that educators must implement to effectively meet teaching goals. In this context, teachers act as facilitators of the teaching strategy. While teachers have the ability to adjust various aspects of the teaching strategy, they cannot control the other elements that constitute the strategy itself.

In the classroom, the teacher plays a key leadership role and significantly influences students' willingness to communicate. According to Kuutila (2014), approximately 78 percent of respondents indicated that the teaching strategies employed by EFL teachers could enhance students' willingness to communicate in English. Therefore, it is crucial for teachers to use effective teaching methods to promote student interaction.

Related to Nazari (2012), teachers can enhance student participation by (1) increasing the chances for students to speak; (2) ensuring that all students are equally involved in class activities; (3) allowing students to use language freely; (4) reviewing their own interactional methods through classroom videotapes; and (5) engaging students in various classroom tasks.

Vongsila (2016) identifies ten strategies to enhance students' willingness to communicate. These strategies include: (1) Group Size, which involves forming small groups of 3 to 4 students to encourage active communication. Researchers often experiment with mixing different proficiency levels and considering students' preferences for working with peers from their own nationality; (2)

Cultural Background, which involves grouping students based on their cultural backgrounds and allowing them to choose discussion topics; (3) Self-Perceived Speaking Ability, where providing positive feedback and reinforcing student achievements boosts their confidence; (4) Class Atmosphere, where teachers create a friendly and humorous environment and frequently ask questions to engage students; (5) Selection of Task Type, which involves choosing different types of tasks, such as discussions or conversations, to motivate students; (6) Reducing Shyness, achieved by fostering a welcoming atmosphere, pairing students to interact, and assigning small group tasks for informal conversation; (7) Self-Confidence, which involves giving positive reinforcement and encouragement to build student confidence; (8) Familiarity with the Interlocutor, encouraging students to interact with as many classmates as possible; (9) Reducing Anxiety, by allowing students to speak when they feel prepared and avoiding correction of their mistakes; and (10) Topic Familiarity, increasing students' knowledge of class topics through preparatory reading, watching news, or online research.

2.1.6 Teacher Immediacy Attribute

Teachers have been acknowledged as a significant aspect in order to make learning and interaction efficient in recent studies, especially in an English classroom where students' learning is heavily reliant on teachers' instruction (When & Clement, 2003). Furthermore, due to the numerous consequences of teachers on students' educational lives, some investigations have mentioned the role of teachers in EFL students' willingness to communicate (Cetinkaya, 2005;

Myers & Bryant, 2002; Yu; 2009). Research conducted by Rugen (2018), teacher closeness influences pupils' openness in communication. Furthermore, in order to enhance the quality of learning, teachers must devise techniques to assist students in becoming more excited about communicating in class. In this light, he sees the concept of teacher immediacy as a useful instructional tool for bringing students' WTC to the surface.

Since then, the term "teacher immediacy" has been defined in a variety of ways, the most of which revolve on the concept of "closeness" among people (Andersen, 1979; Mehrabian; 1971). According to Christophel and Gorham (1995), teacher immediacy is defined as verbal and nonverbal activity that reduces the psychological and physical gap between the teacher and the students. Richmond (2002) defines immediacy as the degree to which a person is considered to be physically present, which encompasses both verbal and nonverbal conduct. Based on Gorham (1988) and Frymier (1989), linguistic behavior contains some points. According to Andersen (1979), nonverbal conduct also contains other points, which are included in the table below.

Table 2.2 Verbal and Non-Verbal Behavior (Andersen, 1979)

No	Verbal Behavior	Non-Verbal Behavior
1	Praise	Gestures
2	Self-disclosure	Smiling
3	Humor	Proximity
4	Continuing students-initiated topics	Eye contact
5	Speaking with learners outside of class	Directing a body position toward students
6	Raising questions that encourage them to talk and ask for different viewpoints	Relaxed body position

No	Verbal Behavior	Non-Verbal Behavior
7	Encouraging communication through phone calls	Movement and vocal expressiveness
8	Using “we” and “our” in class	

In addition, Saechou (2005) and Harran (2006) found that nonverbal immediacy actions boosted like in classroom teacher-student relationships. As a result, in situations where liking is important for communication, nonverbal immediacy may be beneficial to the parties (Hsu, 2005). Students' enthusiasm to engage is likely to grow when teachers demonstrate communicative characteristics akin to immediacy, according to Ellis (2004). In addition, Kalat, Yazdi, and Ghanizadeh (2018) looked at the verbal and nonverbal immediacy of EFL teachers. Body gesture and rapport-building elements were present to be the most common among the drivers of teacher immediacy, whereas affective and cognitive components were found to become the most prevalent among the outcomes.

2.2 Previous Study

Several researchers have looked into people's willingness to communicate. From an ecological standpoint, Latifah et al. (2019) enlisted the help of twelve students who were observed over the course of three meetings and given questionnaires to learn about the elements that influence their readiness to communicate in the classroom. The focus of this research is on the speaking course. Teachers, peers, topic discussion, types of activities, and classroom environment were all identified as five characteristics of factor willingness to communicate in the study's findings. While the instructor aspect was thought to have a strong influence on pupils willingness to communicate, as evidenced by the

findings of the questionnaire, which showed the learners were comfortable asking their teacher in English to clarify something they were still unsure about. In addition, while responding to the teacher's queries, children were more eager to speak up. Aside from that, the study revealed the professors' personalities.

However, the goal of this research is to discover the elements that influence students' willingness or unwillingness to converse in English in the classroom. Furthermore, this study has limitations and encourages future research, particularly for teachers. Teachers need to be more aware of the elements that influence pupils' desire to speak up. Other elements may exist in the classroom in addition to these five. Teachers, for example, should emphasize that making errors is not a problem because students are learning, thus shyness should not be an issue. Furthermore, teachers must be able to manage the class as effectively as possible and create class agreements that support each student's decision to study while without violating the existing rules.

Based on several researchs, the teacher's role in influencing students' willingness to communicate is equally important. This has ramifications for educators. Teachers in the English foreign language context must be more sensitive to or recognize that they play a critical role in creating a more communicative environment in the classroom in order to encourage EFL students to engage in active communication (Tavakoli & Davoudi, 2017).

Riasati and Rahimi (2018) discovered that the teacher has a role in students' desire to speak. According to one participant's responses, a good teacher must provide equal attention to and encourage all students. The most important

thing a teacher can do is to encourage their students. Vongsila and Reinders (2016) also identified the teacher's role, and this study also illustrates how various L2 classroom interaction patterns may be related to teacher conduct. Surprisingly, there is a disconnect between what teachers believe and what happens in their classrooms. As a result, the teacher believes willingness to communicate is critical, but does not provide evidence to support this belief. This study, however, is focused on teachers rather than students.

Syukri and Haseng (2021) looked into how teachers could improve Students' willingness to speak. The data suggest that lecturers' directions are useful in motivating students to participate in class discussions. Students are happier as a result of this in a variety of activities, such as talks, working in pairs to help one other accomplish assignments, and being driven to complete complex projects. For the most part, lecturers employ direct instruction to teach speaking. For example, by often asking students questions to ensure that they grasp the task they must complete, or by providing numerous opportunities for students to apply what they have learned.

Students' motivation to communicate improves when they are given instruction. Students are also encouraged to participate more actively in the teaching-learning process, resulting in a rise in their grades. At the same time, the prior study lacked practical procedures and ways to encourage such desire, and this study seeks to address that gap by examining how situational elements influence students' willingness to communicate in second language.

The study's resemblance to other studies demonstrates that willingness to communicate is a significant concept in the process of learning a second language, and that it can help teachers provide equal opportunities for all language learners and encourage them to be more active and willing to speak. While there is a distinction between this research and other studies in that some researchers just focus on students' interest in speaking in the classroom, the researcher in this study focuses on what affective factor of teacher can influence students' willingness to communicate.

The previous research investigated the factors that influence students' motivation to communicate in English as Foreign Language classrooms, particularly within speaking classes. However, none of these studies have used case studies that combine student reflections and interviews to provide a detailed understanding of how a teacher's encouragement can enhance students' willingness to communicate. Furthermore, the focus on teacher encouragement has been limited in existing research. Therefore, while these studies offer valuable insights for teachers and future research, there is a need for more in depth exploration of the role of teacher encouragement in fostering communication willingness.