

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of the previous empirical studies related to this study and the theoretical and empirical literature from the learners' tendency to speak in native and non-native classrooms in the WTC context. The intention is to establish analytical and practical frameworks for this present study. This chapter has two subsections: the theoretical framework and the relevant studies.

2.1 Theoretical Framework

2.1.1 Willingness to Communicate in EFL Context

Generally, the term WTC is considered a learner's decision to participate. Participate in specific communication events and learning activities with other learners (McIntyre, Clement, Dornyei, & Noels, 1998). Such a term first appeared in McCroskey and Baer (1985) paper in the Convention of Speech Communication Association, Colorado, particularly employed to reflect learners' differences in communicating within first language settings (MacIntyre et al., 1998; Ningsih, Narahara, & Mulyono, 2018) perceive WTC as a psychological condition reflecting learners' intention or readiness to communicate in English without the influence of external forces or pressures.

Such as a definition depicts two conditions: first, it suggests a condition where learners feel ready and comfortable to initiate a communication or interaction in a target language (Bernales, 2016; Bursali, 2017; MacIntyre, 2007; MacIntyre et al., 1998), and second it reflects learners' choice to maintain distance

in communication or to remain silent (MacIntyre & Legatto, 2011). Remaining silent is their choice at certain communication events and is called unwillingness to communicate (Burgoon, 1976; MacIntyre & Legatto, 2011).

The idea of communicativeness was found incidentally in Burgoon's (1976) earlier work on non-communicativeness as a construct that a person tries to communicate for specific reasons, such as difficulty finding the right words in the target language, the feeling of being isolated in a specific situation, intervention, and lack of self-esteem. Willingness to communicate in the target language is initially developed by McCroskey and Baer (1985) as a behavior exhibited by someone willing to communicate using the L2 with others who certain aspects have influenced.

Richmond, McCroskey, Kearney, and Plax (1987) found out how the learners' day been, the current interaction with others they had, whom the individual they do the communication with, how the individual its look, what it got when communicating, and any condition mentioned and not, are some reasons that could influence someone's WTC in the target language. The moment when a person has the right to want or not to interact with another person is called WTC in the target language (McCroskey & Baer, 1985).

The WTC literature impacts EFL learning and student achievement in traditional face-to-face classroom learning. For example, Peng (2012) believes that students' willingness to communicate in the target language is essential for student participation and interaction in the classroom. Students with an appropriate level of WTC are supposed to search for more chances to participate in communication events, enabling them to acquire their foreign language

(MacIntyre et al., 1998). In contrast, students with insufficient WTC levels are reluctant to participate in classroom instruction.

In the EFL context, the amount of WTC is influenced by several factors, including introversion, self-esteem, communication skills, cultural diversity, and communication anxiety (McCroskey, 1990; Susanti, 2019). The belief that either individual or social factors significantly influence WTC seemed to be shared by both McIntyre and McCroskey (1990). In the Turkish EFL context, Oz and Pourfeiz (2015), for example, found motivation through self-perceived communication competence indirectly influenced L2 WTC.

Regarding the Iranian context, Riasati (2012) examined the perception of these factors by Iranian learners, emphasizing the role played by the type of task, the topic of conversation, the age and gender of the interlocutor, the atmosphere of the classroom, the personality, from the self-perceived ability to speak and the teachers in the students WTC. The role of teachers was also studied by Zarrinabadi (2014), who found that waiting time, error correction, the decision on the topic, and teacher support not only increase the degree of student participation in communication but also influence their propensity to communicate in a future situation.

2.1.2 Factors Influencing EFL Learners' Willingness to Communicate

The WTC conceptualization is primarily adapted from the famous pyramid model developed by MacIntyre et al. (1998). It was designed by MacIntyre et al. (1998) as a complex variable determined by several situational and persistent variables. Motivational dispositions, affective-cognitive context, and socio-

individual context were the antecedents of situations, while the constant variables were motivational dispositions, affective-cognitive context, and socio-individual context. As a result, the model is built on a conditional linear relationship between psychological and contextual elements (Baker & MacIntyre, 2000; Hashimoto, 2002; Yashima, 2002).

Here is the pyramid model of the willingness to communicate in L2 with six layers showed complexity and interconnection between previous variables in L2 WTC by MacIntyre, Clement, Dornyei, and Noels (1998).

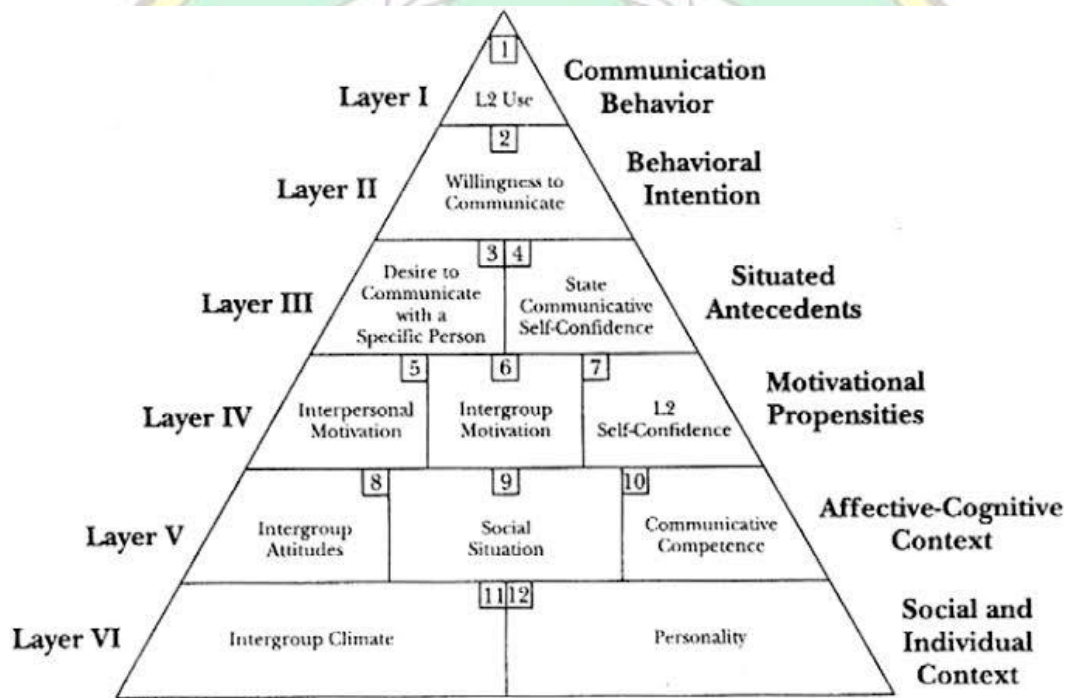


Figure 2.1 Heuristic Models of Variables Influencing WTC (MacIntyre et al., 1998)

Layer I focuses on communicative behavior in the second language (L2) context. Students demonstrate communicative behavior when speaking in class,

reading texts, or listening to spoken discourse in L2. Layer II explains that learners choose to speak because they are confident and motivated in their communicative competence. Their personality influences the topic that they want to talk about. Layer III shows the factors of willingness to communicate, desire to speak with a specific person, and state of express self-confidence. Here, whoever has more confidence in using the L2 will be more active and communicative. Layer IV explains motivational propensities that consist of interpersonal motivation, intergroup motivation, and self-confidence. Interpersonal motivation is person-to-person, not just about individual differences but also situational factors. Intergroup motivation is strongly influenced by the climate and atmosphere of the group. Self-confidence means trust between the person and T2 who feel competent and willing to use T2.

Layer V consists of intergroup attitudes, social situations, and communicative competence. Attitudes between groups strongly influence how learners approach the L2 learning process. The social status describes L2 trust in each context. Communicative competence is the ability to choose among available communicative behavior. Layer VI explains social and individual context such as personality and intergroup climate. It is anticipated that in an intergroup environment having a positive attitude towards one's ethnic group will result in interactions with that group that are conducive to L2 motivation and accomplishments. On the other hand, personality is the personality traits that determine how an individual responds to others from different groups. People who feel comfortable in a group whose members are willing to communicate.

The literature has identified several affective variables that can be related to the willingness of second and foreign-language learners to communicate, including second-level self-confidence (Lee, 2019; Lee & Lee, 2019; MacIntyre & Legatto, 2011), motivation (Khajavy et al., 2016; Lee, 2019; Lee & Lee, 2019; MacIntyre et al., 2002; Yu, 2011), and grit (Lee & Lee, 2019). For example, Hashimoto (2002) investigated affective variables in second language use in the classroom. After researching 56 ESL Japanese undergraduate and graduate students, the results show that the growth of WTC made students use target languages in class. In addition, they also found that motivations had a significant correlation with WTC among students.

In addition, Khajavy et al. (2016) investigated the WTC model of Iranian EFL students based on WTC theory. The study found that communication confidence, motivation, classroom environment, attitude toward learning English, and English language achievement were related to the classroom environment in predicting Iranian students' WTC. The study revealed several affective variables that may predict lower WTC, such as communication confidence, motivation, and second-order speech anxiety. The study also showed the positive role of the classroom environment in promoting WTC among students.

According to Tuyen and Loan (2019), there are two factors that are considered influences students' WTC; those are psychological and situational variable. Psychological variables are the set factors relating to individual that had an impact on the students' WTC. Parts of the psychological variables include L2 self confidence, perceived communicative competence, L2 learning anxiety, students' motivation, and students' personality. While the parts of situational

variables include the task type, effect of topics, teacher's role, and classroom atmosphere.

In their study, Lee and Lee (2019) examined affective variables related to WTC in Korean students in and outside the classroom and digital contexts, including motivation, self-confidence, risk-taking, second-order speech, anxiety, and sand. The study's results showed that the trust factor was a strong predictor for all WTC contexts, especially the digital context. Korean students with high WTC have been reported to have high motivation and vigor and low L2 anxiety in the classroom. In addition, affective variables such as self-confidence and risk-taking were identified as predictors of students' WTC outside the classroom.

Lee and Hsieh (2019) tried to adapt the study of Lee and Lee (2019) and apply it to universities in Taiwan. Lee and Hsieh (2019) excluded risk in the study due to affective variables influencing students' WTC. The results showed that of the four factors, only confidence, roughness, and L2 anxiety played an essential role in WTC. The variables "satisfaction" and "trust" were identified as strong predictors of WTC in the classroom, non-classroom, and digital environments. At the same time, lack of anxiety was particularly evident in conventional contexts (classroom and outside the school).

In the Indonesian context, there are several research focusing on the factors influencing students' willingness to communicate. According to Latifah et al. (2020), five factors affected the student's willingness to communicate during the learning activities. They were teachers, discussion topics, class environment, the role of peers, and kinds of learning activities done. This study is in line with the research findings by Amalia, Asib, and Marmanto, (2019) about the

Indonesian EFL learners' willingness to communicate in the instructional context. There were nine factors affecting or causing the lowness of the students' willingness to speak during the learning activities. They were the capacity of the number of students in the class, class environment, familiarity with the topic discussed in the class, the level of difficulty of the subject discussed, the students' seating arrangement in the style, students' awareness, and the interlocutors' roles.

2.1.3 Native and Non-Native Teachers in EFL Classroom

The issue of native and non-native speakers is not widely discussed in public, although teachers of both are happy to discuss it (Jin, 2005). Lee (2005) proposes six defining characteristics of a native speaker, which some authors like Kubota (2004), Maum (2002) and Medgyes (1992) support and agree with this. These are: "the individual has acquired the language in early childhood and maintains the use of the language, the individual has an intuitive knowledge of the language, the individual can speak fluently and spontaneously, the individual is competent communicative and able to communicate in different social settings, the individual identifies social settings, the individual identifies or identifies with a linguistics community and does not have a foreign accent." Here is the table of perceived differences in teaching behavior between native and non-native teachers (Medgeys, 1994).

Table 2.1 Perceived differences in teaching behavior between NESTs and non-NESTs (Medgeys, 1994)

NESTs	Non-NESTs
<i>Own use of English</i>	
Speak better English	Speak poorer English
Use real language	Use bookish language
Use English more confidently	Use English less confidently
<i>General attitude</i>	
Adopt a more flexible approach	Adopt a more guided approach
Are more innovative	are more cautious
Are less empathetic	are more empathetic
Attend to perceived needs	attend to real needs
Have more casual	are more strict
Are less committed	are more committed
<i>Attitude to teaching the language</i>	
Are less insightful	are more insightful
Focus on	focus on
Fluency	accuracy
Meaning	form
Language in use	grammar rules
Oral skills	printed word
Colloquial registers	formal registers
Prefer free activities	prefer controlled activities
Favor group work/pair work	Favour frontal work
Use a variety of materials	use a single textbook
Tolerate errors	correct/punish for errors
Set fewer tests	set more tests
Use no/less L1	use more L1
Resort to no/less translation	Resort to more translation
Assign less homework	Assign more homework
<i>Attitude to teaching culture</i>	
Supply more cultural information	Supply less cultural information

Several researchers have found that the definition of native and non-native speakers is problematic (Chang, 2007; Liu, 2008; Medgyes, 1992). Being a monolingual speaker of a language (which is rare) and being born in a specific place does not sufficiently facilitate the search for the definition of a native speaker since many native speakers of a language speak another language than theirs, and monolinguals are the exception rather, than the norm (Maum, 2002). The term NNESTs caused a divide among professionals in the ELT field. Adherents of the word believe that it is necessary to distinguish between native

and non-native English teachers because their differences are, in fact, their strengths. For example, Maum (2002) confirms that those who oppose the dichotomy believe that differentiating between teachers based on their status as native or non-native speakers perpetuates the dominance of native speakers in the ELT profession and contributes to discrimination between hiring practices.

Phillipson (1996) points out the error of native speakers in referring to the unfair treatment of qualified NNESTs. Suarez (2000) supports this point of view, pointing out that non-native English teachers, who are unfairly found about their native speakers, develop the “syndrome of a non-native speaker” (p.84), which has catastrophic consequences for the self-esteem of these individuals, and therefore ultimately for their performance. In this context, Kim (2002) argues that some NNESTs likely suffer from lack of confidence in their language skills, regardless of their level. Phillipson (1996) found that NNESTs are potentially ideal ESL teachers because they have gone through the process of acquiring English as a complementary language. They have direct experience in learning and using a second language, and their personal experience has made them sensitive to their students' linguistic and cultural needs.

In the EFL classroom context, the pedagogical skills of native and non-native teachers influence students' instrumental motivation in their willingness to communicate and have a direct impact on their instrumental motivation (Zhang & Zhang, 2021). In a study by Chun (2014), Korean students seem to prefer teaching by native teachers compared to non-native teachers. This happens because the students there realize that the native teacher is more qualified to teach them so that they will not be awkward when talking to the native teacher when outside the

classroom. In addition, having a native speaker is more effective than having a Korean English teacher because it is seen as more helpful in reducing students' fear of speaking or interacting with native speakers. Even so, Korean teachers are considered more effective with the psychological aspects of language learning and have sensitivity to students' learning needs (Chun, 2014).

In the Indonesian context, studies that discuss native and non-native teachers (Adara, 2018) about students' motivation in learning English with native English-speaking teachers (NEST) and non-native English-speaking teachers (NNEST) and whether the students are more motivated to learn English with NEST or NNEST. The results show that the teacher is the influencer who motivates students to learn English. Although respondents are more motivated to learn English from NEST, they do not have specific preferences between NEST and NNEST because both teachers help respondents learn English differently. Findings show that NEST is preferred for teaching vocabulary, while NNEST teaches grammar better. Besides that, other studies reviewed by Novianti (2018) which discusses Indonesian students' opposition to non-native English-speaking teachers. This study revealed that students have a positive understanding of nesting and non-nesting, although in some cases, students face several problems in the learning process. So, both NEST and non-nest need to solve the problems of students.

2.1.4 EFL Learners' Attitude towards Native and Non-Native Teachers

In the Asian context, there are arguments concerning the attitude of students towards NESTs and NNESTs. Several studies were conducted in a

different context to examine student attitudes that showed a significant contradiction in their results. Some of them will be discussed in this section. Urkmez (2015) conducted a study in Turkey to investigate the preference for NESTs and NNESTs of 120 Turkish students. The discovery showed that students' beliefs about their NESTs and NNESTs, differed significantly. Participants' preferred NESTs because they felt NESTs were better at teaching speaking, listening, and cultural knowledge. At the same time, they think NNESTs are better at teaching grammar and writing. Similarly, Huys (2017) examined students' preferences regarding NESTs and NNESTs in Nijmegen. The result showed that there was a general preference for NESTs. However, the choice for specific arts was not just for NESTs. Most the students preferred to learn pronunciation with NESTs and grammar with NNESTs.

Alseweed (2012) also conducted a study in Qassim, Saudi Arabia. Her research aimed to examine students' perceptions of their NESTs and NNESTs in English lessons and the results showed a higher preference for NESTs, it is line the study by Phothongsunan (2018) participants preferred learning with NESTs, which positively impacted their behavior and motivation to learn. Besides, participants provided a comparison between the two groups of teachers in their teaching methods, rating, language skills, personality, and others. But, the most preferred characteristics of the two types of teachers were related to their personalities. Interestingly, these students claimed to prefer NESTs, but when it comes to detailed research, such as subject preference, there appears to be a slight or no preference for one specific type of teacher over the other.

In Indonesia, Adara (2018) examined students' motivation to learn English as a second language with NEST and NNEST. The result showed that most participants preferred NNEST over NEST because they shared the same mother tongue. Similarly, in the study by Lings and Braine (2007) in Hong Kong, the researchers stated that the students had positive attitudes towards NNESTs, although they shared some weaknesses of NNESTs. Interestingly, final-year students showed a more positive attitude toward NNESTs than first-year students. The early learners probably had more knowledge and awareness than the new students due to their long experience.

Mahboob (2004) from Michigan examined students' perceptions of NESTs and NNESTs. The researcher asked them to write an essay about their preference. The result showed that the students had no apparent intention for the two types of teachers. Also, they presented more strength for NESTs than for NNESTs. Overall, it is customary to find differences in learners' attitudes and preferences, but the problem is when educational institutions react to a general assumption that learners prefer NESTs to NNESTs. Learner attitudes are necessary because they increase understanding of the problem and help provide an effective learning environment in EFL classrooms.

2.1.5 EFL Learners Communicative Competence in Language Teaching

The communicative language teaching (CLT) approach highlights learners' communicative competence (Hymes, 1972), which is defined as learners' ability to efficiently express what they mean in the target language and successfully achieve communication in real-life situations (Lightbown & Spada, 1999; Power, 2003). To do so, learners not only need to acquire linguistic but

pragmatic knowledge of the target language (Hedgcock, 2002). It is suggested that linguistic and pragmatic competence is the knowledge developed and acquired through exposure and use of the target language (Kasper, 1997). In other words, without sufficient exposure for learners to notice and accept the language input and chances to use the new knowledge, communicative competence is not likely to be promoted (Kasper, 1997).

Unlike ESL learners who need to use the target language in everyday life to survive in the target culture, EFL learners generally do not have adequate access to the target language outside of the classroom and practice what they have learned (Campbell, 2004). Students usually return to the real world and speak their native language as soon as they leave the classroom (Campbell, 2004). In classrooms, although teachers have now gradually adopted approaches focused on the meaning and use of language, the learning outcome is still insufficient due to the more limited face-to-face interaction. EFL teachers now urgently need a solution to increase exposure and use of the target knowledge inside and outside the classroom.

In today's globalized world, providing communicative competence to ESL/EFL learners has been identified as one of the ultimate goals in the field of English teaching (e.g., Byram, 1997; Deardorff, 2009; Fantini, 2000) in an attempt to present learners with cultural differences which help learners become intercultural aware of their own culture and the presence of otherness as well as to appreciate and respect them. English language education should equip learners with the knowledge of cross-cultural communication and the ability to use it

effectively to bridge cultural differences and build more harmonious and productive relationships (Samovar, Porter & McDaniel, 2012).

Another study conducted by Junn (2021), analyzes seven recorded group interactions of 22 Japanese university students in a communication class in presentation and discussion projects conducted entirely online in physically isolated environments. The study examines whether L2 communicative competence can be demonstrated through meaning expression, integration, and negotiation. In addition, technological competence is explored through the process and specialized negotiation. Research shows that with careful planning, teacher-structured scaffolding, and student familiarity with and acceptance of technology, L2 communicative competence can be demonstrated through synchronous computer-mediated communication platforms to varying degrees when formal classrooms are not available. Standard classrooms may never be replaced entirely, but the development of SCMC platforms demonstrates the technological possibilities for future L2 learning environments.

2.2 Relevant Studies

Studies focusing on WTC in the Indonesian EFL classroom context has indicated that several focuses need to be highlighted, such as the effect of student self-anxiety on students' willingness to communicate, Indonesian learners' perspective on the willingness to communicate, and factor which causes students willingness to communicate in English (see Manipuspika, 2018; Prihartanti, 2017; Latifah et al., 2020; Weda et al., 2021). However, there is still little to say about WTC in native and non-native contexts.

Regarding the effect of student self-anxiety on their willingness to communicate, Manipuspika (2018) proves that anxiety and willingness to communicate have a strong relationship. This research involves first-year EFL learners (of the academic year 2016/2017). The students were assumed to be a higher population based on their anxiety level, which is presumed to be higher than that of second- or third-year students since they are starting their university studies. The findings of this study show that most students feel nervous whenever they are in a situation that requires them to communicate in English in class, which implies that in the context of education a lot of attention should be paid to the construct of anxiety.

Research conducted by Weda et al. (2021) about the factors affecting students' willingness to communicate aims to explore the factors that influence the willingness to communicate (WTC) in EFL learners' classes. This study involved 70 participants consisting of 19 men and 51 women. This study found that EFL learners' willingness to communicate will occur if the topics discussed are interesting. Other evidence also says that class discussion is the best way to practice speaking English, and they like to start group discussions with a few critical questions (Weda et al., 2021).

Some previous research on EFL teachers has tended to focus on the differences between NESTs and NNESTs from the perspectives of learners and instructors, respectively (Boyle, 1997; Mahboob, Uhrig, Newman, & Hartford, 2004; Pacek, 2005). There is no empirical evidence to suggest that learner perception of NESTs and NNESTs influence their motivation to learn English. This study intends to investigate the relationship between learners' satisfaction

with NESTs and NESTs (native English teaching assistants) teaching and their English learning motivations. While EFL learning can take place in a variety of contexts outside of the classroom, EFL teachers rely on a variety of motivational strategies to help motivate language learners (Albarai, 2016; Sugita & Takeuchi, 2010). Its success depends mainly on how the teacher conducts the activities in the classroom. Studies show that the teaching behavior of EFL teachers can have a significant impact on the willingness to learn English. This is influenced by factors such as the language of instruction (Gu, 2009; Hennebry & Gao, 2021) and teaching activities (Tseng & Schmitt, 2008).

The latest research relevant to the context of the discussion in this study has been researched by Lee (2019). He focused on student-to-student relationships on the direct behavior and reliability of EFL native and non-native teachers and students. Another research that is relevant to the context of this research is from Sheybani (2019), who researched the relationship between EFL learners' willingness to communicate and their teacher immediacy attributes. The results showed that verbal and nonverbal immediacy positively and significantly predicted all subscales of willingness to communicate. Verbal immediacy has the highest positive correlation with speaking willingness to communicate, and the lowest positive correlation with a listening willingness to communicate. Moreover, nonverbal immediacy has the highest positive correlation with the listening willingness to communicate and the lowest positive correlation with writing a willingness to communicate.

Lee (2019) conducted a study that investigated the relationship among students' perception of native and non-native teachers' immediacy behaviors,

credibility, and students' willingness to communicate in the classroom. The results indicated that the subcomponents of teacher immediacy and credibility were positively and significantly correlated in both groups. Additionally, for participants with native and non-native English-speaking teachers, several subcomponents of teacher immediacy and credibility were related to participants' willingness to communicate in English during class. Another study by Syukri and Haseng (2021) regarding the students' willingness to communicate in the native and non-native teacher classrooms has been researched. The results of the study have some practical implications. First, teachers certainly play a crucial role in persuading students to communicate. Second, there appears to be a relationship between the amount of teacher talk and the percentage of student talk. Teachers may want to monitor how much they talk and how changes in that amount affect the amount of student talk.

In summary, this research, with previous research, has similarities, namely in the context of willingness to communicate. However, previous research only focused on influencing students' willingness to communicate and the factors that caused their unwillingness to communicate in the classroom (Manipuspika, 2018; Riasati, 2012; Shen & Byfield, 2019; Sheybani, 2019; Weda et al., 2021). In this study, the researcher focused more on learners' tendency with the native and non-native teachers.