

CHAPTER II

LITERATURE REVIEW

A. SPEAKING

1. Definition of Speaking

Interaction is a main activity in a life. This requires a skill to deliver what is in the speaker mind. Speaking skill is a panacea through the phenomenon. Speaking is an active language skill for communicating verbally with others. It consists of producing verbal utterance which is a language and a meaning to convey.³⁶ Bygate broke down speaking into several part which are the spoken repertoire, the condition of speech and the process of oral language production.³⁷ Learning to speak means learning to pronounce of the sequences word involved meaning. Accordingly, speaking is a process during which speaker relies on the available information packed with a language that will be understandable to the intended audience.

The purposes of speaking actually can be broken down as several points. They are to express opinion, to describe something, to complain about something, to persuade someone, or even to make polite requests.³⁸

Moreover, the intention of learning speaking English is that the learners

³⁶ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.48

³⁷ Mirosław Pawlak, Ewa Waniek-Klimczak and Jua Majer, (2011), *Speaking and Instructed Foreign Language Acquisition*, Great Britain: MPG Books Library, p. 5.

³⁸ Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge : Cambridge University Press, 2002), p.201

will be able to express themselves in English, to deal with basic communication skill such as greeting, thanking, apologizing, also to express their need as well like making request information or even a service.³⁹ It means that the students have to master the language components and several factors from inside such as confidence and managing their emotional, motivation, willingness to communicate, and so on.

2. Problem of Speaking

Learners of speaking English will face difficulties since their mother tongue is not English. They will produce errors or attain mistakes when utter the words, phrase or even sentence. They will not realize and correct themselves in doing mistakes, therefore it needs further explanation. There are several problem experienced by the learners in speaking English. They are inhibition, nothing to say, low of participants, mother tongue.⁴⁰

a. Inhibition

Inhibition is something that makes movement or progress difficult. In trying to produce sentences, the learners are often inhibited. They worry about making errors, shy, losing face. This will make them to remain silent. It is a common in EFL learners.

b. Nothing to Say

³⁹ Gillian Brown and George Yule. *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English* (Cambridge: Cambridge University Press, 1983), p.27.

⁴⁰ Ur, Penny. 1991. *A Course in Language Teaching*. (Cambridge: Cambridge University Press, 1991). P.194

The students cannot think of any thing they want to say. Some resources said that this is due to the lack of motivation and confidence. However the most believed that this is because learners have less vocabulary. Consequently, they feel insufficient in producing utterances to express their idea.

c. Low Participation

Low participation means students have only little talking time. This problem is caused by the tendency of some students to dominate the class, while other speak very little or even not at all.

d. Mother Tongue

In lesson where all, or a number of the learners share the same mother tongue, they may tend to utilize it since it is easier and it feels unnatural to talk another language/English language. If they have conversation in little bunches, it can be very troublesome to urge some classes especially the less taught or persuaded one to keep to the second language.

3. Psychological Factors

According to Juhana here, there are some psychological factor that faced by the students in speaking English.⁴¹ Belows are the factors.

a. Fear of Mistake

⁴¹ Juhana. "Psychological Factors That Hinder Students From Speaking In English Class (A Case Study In A Senior High School In South Tangerang, Banten, Indonesia)". *Journal of Education and Practice* www.iiste.org (Online) Vol 3, No 12, (2012) (Retrieved on August 22, 2020, 10:39).

As contended by numerous scholars, fear of mistake gets to be one of the main variables of students' hesitance to talk in English in the classroom. This fear is connected to the issue of redress and negative assessment. In expansion, typically also much affected by the students' fear of being giggled by other students or being criticized by the teacher. As a result, students commonly halt taking an interest within the talking action. Therefore, it is crucial for instructors to persuade their students that making mistakes is not a terrible thing since understudies can learn from their botches.

b. Shyness

Shyness is an emotionla thing that numerous learners suffer from some time when they are required to talk in English course. This indicates that shyness may be a source of problem in students' learning exercises within the classroom particularly within the course of speaking. Really, the learners felt that shyness makes their mind go blank or that they will forget what to say.

c. Lack of Convidence

It is commonly caught on that students' need of confidence usually happens when learners realize that their conversation partners have not caught on them or when they don't understand other speakers. In this circumstance, they would or maybe keep noiseless while others do talking appearing that the students are need of confidence to communicate.

d. Lack of Motivation

Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. From the motivation the students will enhance their study interest.

B. WILLINGNESS TO COMMUNICATE

1. Definition of speaking

The concept of WTC dated back around 1980's. Initially, the study on students' willingness to communicate had been regarded as part of stable trait that embodied in individual's personality.⁴² The concept of willingness to communicate (WTC) was originally conceived as a measure of how disposed native speakers of English were to engage voluntarily in classroom communication.⁴³ Willingness to communicate is defined as "readiness to enter into discourse at a particular time with a specific person or persons using a L2."⁴⁴

2. Factors of Willingness to Communicate

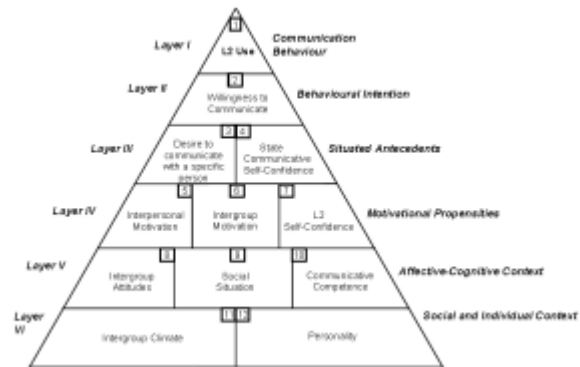
MacIntyre categorised the factors influencing someone's WTC into six layers of a pyramid shape namely communication behaviour,

⁴² Zuhufi Latifah, "Investigating The Factors Influencing Students' Willingness to Communicate in English," *Journal of Intensive Studies on Language, Literature, Art, and Culture* 4, no. 1 (2020): 94.

⁴³ Graham Robson, "A Model of Situational Willingness to Communicate (WTC) in the Study Abroad Context," *International Education Studies* 8, no. 10 (2015): 114, <https://doi.org/10.5539/ies.v8n10p114>.

⁴⁴ Mohammad Javad Riasati, "EFL Learners' Perception of Factors Influencing Willingness to Speak English in Language Classrooms: A Qualitative Study," *World Applied Science Journal* 17, no. 10 (2012): 1278.

behavioural intention, situated antecedents, motivational propensities, affective-cognitive context, and social and individual context.⁴⁵



As can be seen in the figure above, the pyramid-like model with six categories or variables called layers, describes the construct of WTC in L2 and the complex interrelationship among variables affecting WTC in L2. According to this model, the factors contributing to WTC are divided into two groups: enduring influences and situational influences. The first three layers, in this model, are believed to have transient influences and can be treated as situation-specific variables. Whereas, the remaining three layers are seen to have enduring influences on WTC in L2. This model describes the complexity of the concept of L2 use and explains WTC as cognitive affective variables interacting with social factors. According to this model, variables such as personality, attitude, and L2 competence

⁴⁵ MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. "Conceptualizing Willingness to a L2: Communicate in Confidence Model Situational". *The Modern Language Journal*, 82(4), (1998)545–562. <https://doi.org/10.2307/330224>

have an indirect influence on WTC, while motivation and selfconfidence have direct effects on WTC in a L2.⁴⁶

3. The Model of Willingness to Communicate

WTC has several models. Bellows are the model and the explanation.

a. Communication Behaviour

According to McIntyre, in a wide range, behaviour of communication incoorporates activities like speaking up in class, reading target language newspaper, watching target language television programs, or practicing target language at work. The aim of target language education should be creating WTC among learners. A program that does not generate people who are eager to use the language to communicate is simply an unsuccessfull program.⁴⁷

b. Behaviour Intention

This layer includes the variable “Willingness to communicate”. As mentioned above defined willingness to communicate as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2”. MacIntyre clarify this definition through an example. They note that if a teacher asks his/her students a question and then the students raise their hands in order to answer the question, they have actually expressed WTC in the

⁴⁶ Syeda Farzana et al., “Willingness to Communicate in English as a Second Language : A Case Study of Pakistani Undergraduates,” *Journal of Education and Practice* 6, no. 29 (2015): 40.

⁴⁷ M. J. Riasati and N. Noordin, “Antecedents of Willingness to Communicate: A Review of Literature,” *Studies in Literature and Language* 3, no. 2 (2011): 73, <https://doi.org/10.3968/j.sll.1923156320110302.326>.

L2, although this communicative event is a non-verbal one. As a result, WTC can be regarded as the students' intention to communicate if he/she is given the opportunity to do so.

c. Situated antecedents of Communication

This layer contains two variables. The one is the desire to speak with specific person, for instance, communicate with person who is frequently seen, physically attractive, or similar to one or different ways. Another variable is state communicative self-confidence defined as a momentary confidence in a specific situation. In conclusion, it is an individual feeling that is able to communicate effectively at a particular moment in a specific situation.

d. Motivational Propensities

This layer includes three significant variables. They are interpersonal motivation stemming from the social roles that one adopts within the group, intergroup motivation which originate from one's sense of belonging to specific social group, and L2 confident.

e. Affective and Cognitive Context

The variables in this layer are intergroup attitudes, social situation, and communicative competence. Intergroup attitudes denote L2 students' desire to be in contact with L2 community and the feeling of enjoyment and satisfaction that one feels while learning a language. Social situation include variables such as the participants, setting, purpose, topic, channel of communication, and the

interlocutor's proficiency level. It is argued that such variables influence one's degree of self-confidence and hence willingness to communicate. Communicative competence is in fact one's level of proficiency which can significantly affect one's degree of willingness to communicate.

f. The Societal and Individual Context

This layer includes intergroup climate and personality. Intergroup climate is one's attitudes towards the L2 community, the value that one attaches to it, and the desire that one has to adapt and reduce social distance between the L1 and L2 communities. Personality is conceptualized to have an indirect impact on WTC through such affective variables as attitude, motivation, and confidence.

C. EMOTIONAL INTELLIGENCE

1. Definition of Emotional Intelligence

Goleman states that emotional intelligence is “the competency to motivate oneself, persist against frustration, impulse control, gratification-delay, self-motivation, mood regulation, and distress avoidance from swapping the ability to think, hope and sympathize”.⁴⁸ While Philip Carter has described emotional intelligence as the capability to be aware and

⁴⁸ Daniel Goleman, *Emotional Intelligence: why it can matter more than IQ* (Library of Unviolent Revolution, Bloomsbury), p. 43

understand ourselves, our own goals, our aspirations, responses and behavior; understand others and their feelings and emotions also.⁴⁹

Emotional intelligence also defined as a combination of abilities that enable a person to be aware of, to understand, and to be in control of their own emotions, to identify and understand the emotion of the others, and to use this knowledge to foster their success.⁵⁰ It is in line with Yeung's thought. According to him, the capability to recognize, comprehend, and manage tempers and feelings in both ourselves and other people called emotional intelligence.⁵¹

2. The Component of Emotional Intelligence

Emotional intelligence has some components. The concept of the elements may differ among the psychologist. Goleman classified emotional intelligence into five elements. The first, three intrapersonal components were self-awareness, self-management, and self-motivation. The last, two interpersonal components were empathy and relationship management.⁵²

a. Self-awareness

The first component is self-awareness. Self-awareness is the capacity to accurately recognize our own emotions in the moment and understand our propensities across situations. People high in self-

⁴⁹ Philip Carter, *Test Your EQ*, (London: Kogan Page, 2009), p. 1

⁵⁰ Sean McPheat, *Emotional Intelligence*, (The United Kingdom: MTD Training & Ventus Publishing), p. 09

⁵¹ Rob Yeung, *Emotional Intelligence: The New Rules*, (London: Marshall Cavendish, 2009), p. 3

⁵² Daniel Goleman, *Emotional Intelligence: why it can matter more than IQ* (Library of Unviolent Revolution, Bloomsbury), p. 51-52

awareness are extraordinarily clear in their understanding of what they do well, what motivates and satisfies them, and which people and situations push their buttons⁵³

b. Self-management

Self-management is the ability to overcome, control and direct the emotions. This competence allows a person to use his awareness of his emotions to choose directly what he will say and do. According to Yeung self management is the capability to manage our moods and emotions to achieve goals.⁵⁴

c. Self-motivation

The defining attributes of self-motivation are desire to do an action/behavior, inner drive and external force to achieve a goal, and desire to fulfill joy and pleasure. A desire to do an action/behavior is the first defining attribute because the inner desire to do specific activities and behavior is the fundamental characteristic of self-motivation.

d. Empathy

Empathy means being able to precisely read where other people are at emotionally. To do that, we must be able to recognize and understand not only the words but also the force and tone with which they are said.

Along with this, we also require to concern the facial expression,

⁵³ Travis Bradberry & Jean Greaves, *Emotional Intelligence 2nd Edition*, (San Diego: Talen Smart, 2009), p. 24-26

⁵⁴ Rob Yeung, *Emotional Intelligence: The New Rules*, (London: Marshall Cavendish, 2009), p.

posture, and other indicators that will give us valuable indications into the persons' emotional state.

e. Relationship Management

Our relationship management skills are reinforced by our respect for others and our awareness of others. We may form all sorts of relationship in our lives to help us reach our intentions and to fulfil our requirements. According to Goleman people who excel in this skill, they are social stars because they tend to do better at anything that relies on cooperating easily with others.

D. METACOGNITIVE AWARENESS

1. The definition of Metacognitive Awareness

Metacognition is a notion about person's thoughts and knowledge about cognition processes. This term of metacognition was foremost introduced by John Flavel, an American psychologist define metacognition is the way of people's thinking to monitor and control their learning processes and activities which become effective tools for helping them organize and regulate their method in attacking problems.⁵⁵

This metacognition helps people enabling their thinking to build a particular strategy used in solving a problem then retrieving the similar strategy in a new context of learning or problem. Further explanation, metacognition as a set of multidimensional of general skills. Those skills

⁵⁵ Goudarzi, E & Ghonsooly, B. "The Relationship between Metacognitive Awareness and Self-Efficacy and Their Effects on Test Performance of Iranian EFL Learners". *International Journal of Language Learning and Applied Linguistics World*, 6(1), (2014) p. 296-305

are distinct empirically from general intelligence that may adjust for inadequacy of general intelligence and knowledge on a subject during problem solving.

2. Factor of Metacognitive Awareness

Metacognition plays important role in the way of people's thinking to solve the problem and regulate the learning process. Vandergrift et al., in Sahragad present five factors affecting metacognitive strategy namely planning and evaluation, person knowledge, mental translation, directed attention, and problem-solving.⁵⁶

1. Planning and Evaluation

Planning and evaluation reflect the listeners' strategies used to prepare themselves for listening and to evaluate and measure the results of the efforts they had done in learning process.

2. Person Knowledge

Person knowledge is the general knowledge or learner's perceptions about the problematic series of listening and their self-efficacy in listening

3. Mental translation

This mental translation is pointing to learners' online mental translation strategy.

4. Directed Attention

⁵⁶ Vandergrift, L. *Annual Review of Applied Linguistics*, (Printed in the USA: Cambridge University Press, 2004) p. 14

Directed attention points to learners' strategy that help them to concentrate and stay focus on the task given.

5. Problem Solving

Problem solving represents the strategies used by listeners to get involved and hinder the obstacles to keep an eye in the reasoned decisions or inferences.

E. PREVIOUS STUDY

There are several previous studies that had conducted by researcher in which related to this research.

The first study was conducted by Garcia and Mora.⁵⁷ The study entitles EFL Learners' Speaking Proficiency and its Connection to emotional understanding, Willingness to Communicate, Musical Experience which investigate 124 students of the fourth year of Secondary Education from three different high schools in Spain. The result revealed that no direct connection was found between students' musical experience and their speaking proficiency; results demonstrated that students with high emotional understanding show better speaking skills and those students with musical experience exhibited higher emotional understanding. It is detected a significant positive connection between emotional understanding and all the five parameters considered to assess students' speaking proficiency. The

⁵⁷ Antonio Fernández-García and M. Carmen Fonseca-Mora, "EFL Learners' Speaking Proficiency and Its Connection to Emotional Understanding, Willingness to Communicate and Musical Experience," *Language Teaching Research*, no. December (2019), <https://doi.org/10.1177/1362168819891868>.

connection between willingness to communicate in the EFL class and students' speaking skills is even greater.

The second previous study is coming from Asmaeeli, Sabet and Shahabi.⁵⁸ The research title is the relationship between Emotional Intelligence and Speaking Skill of Iranian Advanced learners. In order to achieve this goal, 96 advanced EFL learners including 48 males and 48 females were randomly selected from eight institutes in Tehran. The result revealed that there was a significant relationship between emotional intelligence and speaking score of advanced EFL learners. The findings of the study which denoted the role of EQ in speaking ability can be efficiently implemented in educational system through social- and- emotional- learning programs to improve students' oral proficiency in language classroom.

The third previous study was conducted by Saefoori under the title Metacognitive Awareness and the Fluency of Task-Based Oral Output across Planning Conditions: The Case of Iranian TEFL Students.⁵⁹ This study investigated 114 Iranian TEFL learners' task-based oral output. The research revealed that the fluency improved through metacognitive awareness under various planning condition.

F. THEORITICAL FRAMEWORK

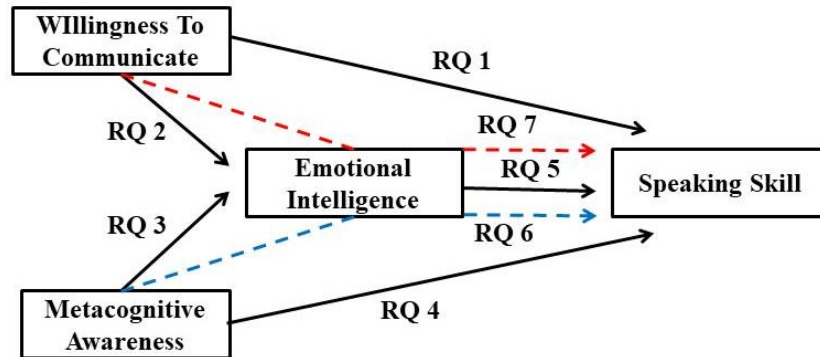
Speaking as a skill needs a training to master it, while as a productive skill it needs several psychological factors that affect and support the success.

⁵⁸ Info, "The Relationship between Emotional Intelligence and Speaking Skills of Iranian Advanced EFL Learners."

⁵⁹ Seifoori, "Metacognitive Awareness and the Fluency of Task-Based Oral Output across Planning Conditions: The Case of Iranian TEFL Students."

This research aims at finding the correlation and contribution of several investigated variables towards speaking. They are willingness to communicate, emotional intelligence and metacognitive awareness. Therefore, complex model of path analysis is proposed regarding to the research problem. For better understanding, the model is shown below.

Figure 1.
Proposed Model.



RQ 1: The arrow of direct contribution of willingness to communicate towards speaking.

RQ 2: The arrow of direct contribution of willingness to communicate toward emotional intelligence.

RQ 3: The arrow of direct contribution of metacognitive awareness toward emotional intelligence.

RQ 4: The arrow of direct contribution of metacognitive awareness toward speaking skill.

RQ 5: The arrow of direct contribution of emotional intelligence and speaking skill.

RQ 6: The arrow of indirect contribution of willingness to communicate toward speaking mediated by emotional intelligence.

RQ 7: The arrow of indirect contribution of metacognitive awareness toward speaking skill mediated by emotional intelligence.