

Unveiling the Factors Influencing Willingness to Communicate in English among Form Six Students

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i12/24314>

DOI:10.6007/IJARBSS/v14-i12/24314

Published Date: 24 December 2024

Abstract

This study investigates the factors influencing the willingness to communicate (WTC) in English among Form Six students in English-speaking classes in Terengganu, Malaysia. Understanding WTC is essential, as English communication skills are critical for academic and professional success. Data were collected from 219 students using a structured questionnaire distributed via Google Forms and analyzed with SPSS for descriptive and inferential statistics. The findings reveal that learning responsibility is the most influential factor, demonstrating students' proactive engagement in seeking clarification, feedback, and participation in classroom activities. Communicative self-confidence and the situational context of L2 use were also significant, emphasizing the importance of confidence and supportive, familiar environments in fostering WTC. Conversely, off-instruction communication ranked lowest, indicating hesitancy in informal peer interactions, especially in unstructured contexts. Factors such as personal relevance and culturally engaging topics were found to reduce communication apprehension and encourage active participation, supporting MacIntyre's Heuristic Model and Krashen's Affective Filter Hypothesis. These results highlight the need for educators to create inclusive, low-pressure environments that leverage student-centered activities, address public speaking anxiety, and incorporate engaging topics to enhance communication. This research provides valuable insights into the factors shaping pre-university students' WTC and offers practical strategies for preparing learners to excel in English-speaking academic and professional contexts.

Keywords: Willingness to Communicate, English-Speaking Classes, Form Six Students, Muet Speaking, Language Learners

Introduction

Effective communication skills are essential for academic success and personal development in today's globalised world. This study focuses on the willingness to communicate (WTC) in English among Form Six students in Malaysia, particularly those in Terengganu, who are at a critical stage as they prepare for higher education and professional

careers (Munchen et al., 2021; Subramaniam et al., 2021; Tan et al., 2020). WTC, defined as an individual's propensity to engage in communication when given the opportunity, is vital in determining students' ability to participate actively in academic and social interactions. It is influenced by various factors, including personality traits, social anxiety, environmental context, and language proficiency (Lahuerta, 2013; Matuzas, 2022; Weda et al., 2021). In Malaysia, where English is a second language, fostering WTC is crucial for students' academic achievement and future prospects, particularly in a multicultural setting where communication norms and language use may vary.

Despite its importance, Form Six students face unique challenges in English-speaking classes. Anxiety in public speaking, fear of peer judgment, and differences in cultural communication styles can hinder their confidence and participation in English-based interactions (Marchiori et al., 2023; McCann & Hewitt, 2023; Qu, 2023). While previous studies have explored WTC in broader EFL/ESL contexts, limited research has focused specifically on pre-university students in Malaysia. This gap highlights the need to examine both the level of WTC among Form Six students and the factors that influence it in English-speaking classes, such as cultural dynamics, language proficiency, peer relationships, and teacher engagement (Hamarsha & Bsharat, 2023; Khamwan, 2023; Fitriani, 2022).

To address this gap, the study aims to achieve two objectives: first, to determine the level of WTC among Form Six students in Terengganu during English-speaking classes, and second, to identify the factors influencing their WTC in these contexts. By understanding these aspects, the study provides insights into creating supportive and engaging classroom environments that reduce communication anxiety, enhance student confidence, and encourage active participation (Chen & Fu, 2023; De Miguel et al., 2023; Yang & Yin, 2022). The findings aim to equip educators with practical strategies for improving WTC, ultimately preparing Form Six students for success in academic and professional settings where English communication is essential.

Research Objectives

The research objectives are:

- i) To determine the level of willingness to communicate in English among Form Six students in Terengganu during English-speaking classes.
- ii) To identify the factors influencing the willingness to communicate in English among Form Six students in Terengganu during English-speaking classes.

The research questions are:

- i) What is the level of willingness among Form Six students in Terengganu to communicate in English during English-speaking classes?
- ii) What factors influence the willingness to communicate in English among Form Six students in Terengganu during English-speaking classes?

Literature Review

Willingness to Communicate: Theoretical Foundations

Willingness to Communicate (WTC) is a critical construct in understanding second language acquisition, particularly for learners aiming to improve their spoken English proficiency. MacIntyre et al. (1998) define WTC as a behavioral intention influenced by

individual, situational, and environmental factors, with communicative self-confidence and language proficiency being central components. The dynamic interplay between perceived competence and communication anxiety determines whether learners initiate communication in a second language (MacIntyre & Gardner, 1994). Communication Apprehension (CA), described as the fear or unease in actual or anticipated communication, often acts as a barrier to WTC, especially in classroom contexts (Abu Bakar et al., 2022; McCroskey, 1984). Self-perceived communication competence (SPCC), on the other hand, positively correlates with WTC, as learners with higher confidence in their abilities are more inclined to engage in communication (Abu Bakar et al., 2022; Richmond & McCroskey, 1990). These elements are depicted in Figure 1.0.

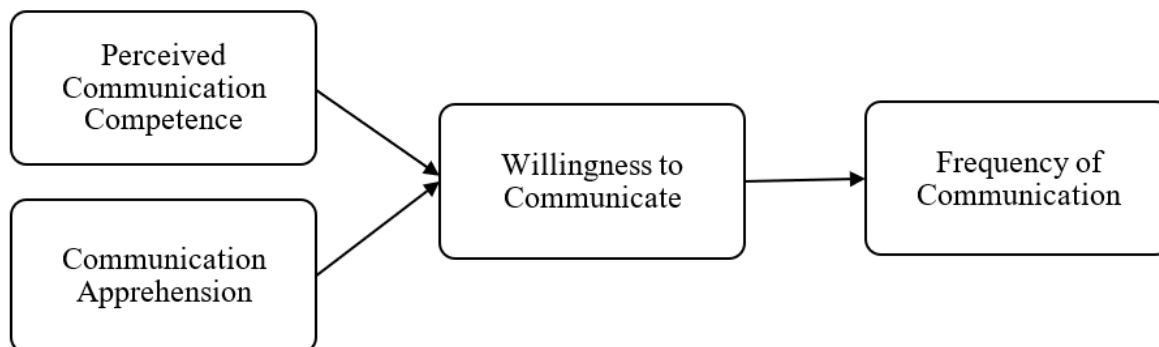


Figure 1.0 Portion of MacIntyre (1994) Willingness to Communicate Model

Krashen's Affective Filter Hypothesis (1985) emphasizes the role of emotional factors, such as anxiety, motivation, and self-confidence, in language acquisition, positing that a high affective filter blocks language input from reaching the Language Acquisition Device (LAD), thereby hindering learning. This theory parallels closely with the concept of WTC, which is significantly influenced by these emotional variables. Low WTC, often stemming from high anxiety and low confidence, raises the affective filter, preventing learners from engaging in meaningful communication and limiting their ability to process input effectively. Conversely, high WTC, supported by low anxiety and high motivation, lowers the affective filter, enabling smoother input processing and promoting communicative competence Horwitz et al. (1986). In the classroom, this underscores the importance of creating supportive, low-stress environments that foster WTC and facilitate language acquisition, particularly for learners facing high-stakes scenarios like the Malaysian University English Test (MUET). Figure 1.1 describes the role of an affective filter in acquiring a second language.

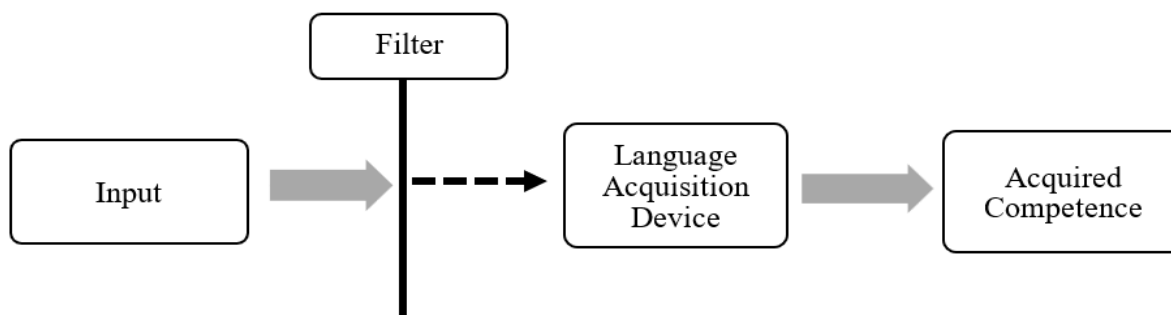


Figure 1.1 Operation of the Affective Filter developed by Krashen (1982)

Factors Influencing Willingness to Communicate

Multiple factors influence learners' WTC in English, with emotional, psychological, and contextual dimensions playing significant roles. Communicative self-confidence, a critical determinant, fluctuates based on situational (state confidence) and long-term (trait confidence) factors (Macintyre et al., 1998). Learners with higher self-confidence are more likely to engage in communication, while low confidence often results in avoidance behaviors. Integrative orientation, described by Gardner (1985), involves learners' motivation to connect with the culture and community associated with the target language. This intrinsic desire fosters positive attitudes toward communication and encourages active participation in social interactions.

Situational contexts, including classroom dynamics, also significantly impact WTC. Casual and familiar environments often enhance learners' readiness to communicate, while high-pressure or unfamiliar situations can suppress participation (MacIntyre et al., 1998). Topical enticement, another influential factor, involves learners' interest in specific discussion topics. Kang (2005) highlights that engaging, personally meaningful topics can boost WTC, whereas irrelevant or uninteresting topics may deter participation. Learning responsibility, or the extent to which learners take ownership of their language development, further influences WTC. Active learners who seek out opportunities for practice demonstrate higher levels of communication readiness (Cao & Philp, 2006). Finally, off-instruction communication, such as casual peer interactions and language use beyond the classroom, provides authentic opportunities for language practice, enhancing confidence and overall WTC (Macintyre & Legatto (2011).

WTC in Malaysian Contexts

Research on WTC has primarily focused on East Asian learners, often emphasizing cultural and educational settings distinct from Malaysia. Studies by Zhang & Zhang (2023) and Bai (2023) highlight the negative impacts of foreign language anxiety (FLA) and boredom on WTC, while Susanti (2021) emphasizes the positive influence of supportive classroom environments. These findings are relevant to Malaysian Form Six students, who face unique challenges such as anxiety in public speaking and navigating multicultural classroom dynamics. The role of off-instruction communication is also critical (Alfia Rahmawati et al., 2023; Kim et al., 2022), observing that informal English use outside the classroom significantly enhances learners' WTC. However, Alam et al. (2022) caution that grammar-focused instructional methods may limit oral communication skills, even among motivated students. By addressing these contextual factors, this study contributes to understanding WTC among pre-university learners in Malaysia and provides practical insights for enhancing communication readiness in English-speaking classes.

Methodology

This study employs a cross-sectional survey design to investigate the willingness to communicate (WTC) among Form Six students in MUET-speaking classes. A cross-sectional design enables the collection of data at a single point in time, providing a snapshot of participants' communicative behaviors and attitudes. According to Creswell (2012), this approach is suitable for examining current practices, attitudes, and group comparisons, making it ideal for exploring the factors influencing WTC among Form Six students. By focusing

on a specific timeframe, the study captures responses from a diverse group of students representing various backgrounds and experiences in the Besut district of Terengganu.

Participants

The study involves 219 Form Six students from three schools in the Besut district: SMK Tengku Mahmud (66 students), SMK Nasiruddin Shah (116 students), and SMA Maarif (44 students). These schools were selected based on recommendations from the Ministry of Education, ensuring a representative sample from the district. All participants had recently completed their MUET Session 2 examinations in July 2023, making them well-suited to reflect on their experiences with MUET speaking tasks. The inclusion of Form Six students is particularly relevant, as MUET speaking skills form a critical component of their assessment, which evaluates their ability to communicate in English effectively.

Instrument

The study utilizes a modified version of the Willingness to Communicate (WTC) questionnaire developed by Khatib & Nourzadeh (2015). The questionnaire consists of six constructs and 24 items, each addressing factors relevant to WTC: communicative self-confidence, integrative orientation, situational context of L2 use, topical enticement, learning responsibility, and off-instruction communication. The detailed structure of the questionnaire is presented in Table 1.0. Adjustments were made to align the instrument with the MUET context, including replacing terms such as "lecturer" with "MUET teacher" and adding references to "MUET speaking classes." Responses were recorded on a 5-point Likert scale, ranging from 1 ("Strongly Unwilling") to 5 ("Strongly Willing"), providing a detailed measure of participants' WTC levels.

Table 1.0

The Original Outlines for the Willingness to Communicate (WTC) Questionnaire

Category	Item No.
Communication self-confident (5 items)	1,2,3,4,5
Integrative orientation (3 items)	6,7,8
Situational context of L2 use (4 items)	9,10,11,12
Topical enticement (4 items)	13,14,15,16
Learning responsibility (4 items)	17,18,19,20
Off-instruction communication (4 items)	21,22,23,24

Reliability and Validity

The reliability of the WTC questionnaire was assessed using Cronbach's alpha, which yielded a value of 0.972, exceeding the acceptable threshold of 0.70. This high reliability in Table 1.1 demonstrates excellent internal consistency among the items, validating the instrument's suitability for measuring WTC in the study's context. The constructs were

designed to capture a range of factors influencing WTC, ensuring a comprehensive evaluation of participants' communicative readiness in English-speaking tasks.

Table 1.1

Reliability Result for the Study

No	Variable	Number of Items	Reliability
1	Willingness to Communicate in English	24	0.972

Data Collection

Data collection was conducted in February 2024 via Google Forms to minimize disruptions to the students' academic schedules. A link to the questionnaire was shared with the participants, eliminating the need for physical distribution. To ensure that only Form Six students responded, access to the questionnaire was restricted to their Delima accounts, which they accessed using their smartphones. Permission from the Terengganu State Education Department was secured in December 2023, adhering to ethical guidelines, including ensuring participant anonymity and informed consent. The use of Google Forms allowed for efficient data collection and ensured accessibility for participants. This approach highlights careful planning and ethical consideration to ensure valid and reliable data collection.

Data Analysis

The data was analyzed using descriptive statistics, specifically mean interpretation, to evaluate the levels of WTC among participants. A guideline for the mean score was established to facilitate discussions and explanations regarding the levels observed in this study. Mean scores between 1.00 and 2.33 indicate low levels of WTC, mean scores between 2.34 and 3.67 indicate moderate levels, and mean scores between 3.68 and 5.00 indicate high levels (Ghazali & Sufean, 2021; Jamil, 2002). These categories provide a systematic framework for interpreting the results and understanding participants' WTC in English-speaking classes. The following Table 1.2 illustrates the mean score classification used in the study:

Table 1.2

The Level of Mean Score

Mean Score	Level
1.00 to 2.33	Low
2.34 to 3.67	Moderate
3.68 to 5.00	High

The mean scores for each item were referenced against these levels to determine the extent of participants' willingness to communicate, enabling a clear and structured discussion of findings.

Sampling Strategy

Based on the sample size determination by Krejcie & Morgan (1970), a minimum of 219 participants was required for this study to ensure adequate statistical power. However, all 226 Form Six students from the three selected schools answered the questionnaire via a shared Google Forms link. This complete response rate eliminated the need for oversampling and ensured a robust dataset. The participation of all students parallels the study's objective

of capturing diverse experiences and perspectives, providing reliable data for examining relationships between WTC factors.

Analysis and Discussion

The research question aimed to investigate the factors determining the willingness to communicate levels of students who participated in this study. By identifying these levels, the researcher sought to gain general insights into motivation and develop a deeper understanding of this phenomenon. This knowledge would help the researcher anticipate and recognize various factors contributing to willingness to communicate.

The questionnaire scales ranged from 1 (strongly disagree) to 5 (strongly agree) in answering research question 2. Respondents' mean scores generated from Ghazali & Sufean (2021) and Jamil (2002) were calculated when analysing the data. Table 1.3 below shows twenty-four (24) items in assessing the level of willingness to communicate among Form Six students in Terengganu when speaking the English language in English-speaking classes. Table 1.3 demonstrates the mean and standard deviation for the level of WTC among Form Six students in Terengganu when speaking the English language in English-speaking classes.

Table 1.3
Level of Willingness to Communicate

	Item	Mean	Standard Deviation	Level	
HIGH	1	I am willing to speak in English even if other students laugh at my language mistakes during MUET speaking class.	3.96	0.901	High
	2	I am willing to speak in English even if I know my classmates are better than me at speaking English during MUET speaking class.	4.04	0.85	High
	3	I am willing to give a presentation in front of my classmates in my MUET speaking class.	3.93	0.926	High
	4	I am willing to speak in English even if my language mistakes are frequently corrected by my MUET teacher.	4.23	0.804	High
	5	I am willing to speak in English in group work language-learning activities during my MUET speaking class.	4.04	0.878	High
	6	I am willing to speak in English about modern people's lifestyles in a whole-class discussion during MUET speaking class.	3.91	0.934	High
	7	I am willing to discuss in English about cultural differences between English and Malaysian people in a group during MUET speaking class.	3.85	0.916	High
	8	I am willing to speak in English with my MUET teacher about English.	4.04	0.903	High

9	I am willing to speak in English more when a discussion is related to my own personal experiences in my MUET speaking class.	4.05	0.881	High
10	I am willing to speak in English more about things when I am in the class of the same MUET teacher.	4.00	0.940	High
11	I am willing to find opportunities to speak in English no matter how crowded the MUET speaking class is.	3.82	1.013	High
12	I am willing to speak in English even if I am seated at the back of the classroom during my MUET speaking class.	4.03	0.901	High
13	I am willing to speak in English to my classmates about movies and series during individual presentations in my MUET speaking class.	3.88	0.925	High
14	I am willing to speak in English about great artists I know in a group discussion during my MUET speaking class.	3.95	0.955	High
15	I am willing to speak in English to my classmates about computer games during individual presentations in my MUET speaking class.	3.89	0.965	High
16	I am willing to speak in English about my favourite sport in a whole-class discussion during individual presentations in my MUET speaking class.	3.96	0.909	High
17	I am willing to ask my classmate about the correct pronunciation of a word during my MUET speaking class.	4.20	0.876	High
18	I am willing to ask another student to explain a grammatical point to me during my MUET speaking class.	4.21	0.816	High
19	I am willing to ask my MUET teacher to repeat what he or she has just said if I do not understand it.	4.17	0.87	High
20	I am willing to raise my hand to ask or answer questions in my MUET speaking class.	4.00	0.982	High
21	I am willing to speak in English to the student sitting next to me before my MUET teacher enters the classroom.	3.90	0.904	High
22	I am willing to speak in English to my classmates when my MUET teacher leaves the classroom for a few moments.	3.89	0.905	High
23	I am willing to speak in English with my classmates about my weekends during my MUET speaking class.	3.89	0.922	High
24	I am willing to speak to other students from other classes in English.	3.75	1.037	High

Mean Total	3.98	0.714	High
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The findings in Table 4.17 indicate that Form Six students in Terengganu exhibit a high level of WTC in English-speaking classes across various scenarios. The highest-rated statement was "I am willing to speak in English even if my language mistakes are frequently corrected by my MUET teacher" (M = 4.23, SD = 0.804), followed by "I am willing to ask another student to explain a grammatical point to me during my MUET speaking class" (M = 4.21, SD = 0.816) and "I am willing to ask my classmate about the correct pronunciation of a word during my MUET speaking class" (M = 4.20, SD = 0.876). These findings highlight the students' comfort in seeking clarification and engaging in teacher-student and peer interactions. However, the lowest-rated item, "I am willing to speak to other students from other classes in English" (M = 3.75, SD = 1.037), suggests slightly reduced confidence in unfamiliar peer interactions. Overall, with an average WTC score of 3.98 (SD = 0.714), the results indicate a strong willingness to engage in English communication activities.

The consistently high WTC levels observed in this study are in line with previous research, such as Abulhaija et al. (2024) and Jelínková (2023), which reported similar findings among students with strong self-perceived communicative competence and confidence. Statements like "I am willing to speak in English in group work language-learning activities during my MUET speaking class" (M = 4.04) echo the positive impact of collaborative tasks identified by Mulyaningsih & Murtafi'ah (2022). Moreover, the high WTC with teachers and in structured settings reflects findings by Vu & Nguyen (2024), who emphasized the role of supportive teacher-student relationships. In contrast, studies like Duyen (2023) and Alfia Rahmawati et al. (2023), which observed moderate WTC levels, highlight the influence of cultural and educational contexts. The strong engagement levels among Form Six students in this study underline the importance of fostering communicative confidence through relevant and supportive classroom practices.

The Factors of Willingness to Communicate

Khatib & Nourzadeh (2015) listed six factors related to willingness to communicate in English: communicative self-confidence, integrative orientation, situation context of L2 use, topical enticement, learning responsibility and off-instruction communication. Each component's mean score and standard deviation were analysed to determine the factors influencing Form Six students' WTC in English during English-speaking classes. Table 1.4 shows the students' willingness to communicate levels by factors that were arranged according to ranking.

Table 1.4

Willingness to Communicate Factors Rank based on Components

Components	Mean	SD	Rank
Learning responsibility	4.15	0.760	1
Communicative self-confidence	4.04	0.758	2
Situation context of L2 use	3.98	0.796	3
Integrative orientation	3.94	0.820	4
Topical enticement	3.92	0.835	5
Off-instruction communication	3.86	0.839	6

Based on Table 4.18, learning responsibility ranked first ($M=4.15$, $SD=0.760$), followed by communicative self-confidence ($M=4.04$, $SD=0.758$), situation context of L2 use ($M=3.98$, $SD=0.796$), integrative orientation ($M=3.94$, $SD=0.820$), topical enticement ($M=3.92$, $SD=0.835$) and off-instruction communication ($M=3.86$, $SD=0.839$). So, learning responsibility is the main contributing factor to the WTC among Form Six students in Terengganu when speaking English in English-speaking classes.

Communicative Self-Confidence

In this research exploring the factors influencing students' WTC, communicative self-confidence is highlighted as the first factor for analysis, with detailed findings presented in

Table 1.5

Communicative Self-Confidence

No	Statements	Min	Max	Mean	Standard Deviation
1	I am willing to speak in English even if other students laugh at my language mistakes during MUET speaking class.	1	5	3.96	0.901
2	I am willing to speak in English even if I know my classmates are better than me at speaking English during MUET speaking class.	1	5	4.04	0.850
3	I am willing to give a presentation in front of my classmates in my MUET speaking class.	1	5	3.93	0.926
4	I am willing to speak in English even if my language mistakes are frequently corrected by my MUET teacher.	2	5	4.23	0.804
5	I am willing to speak in English in group work language-learning activities during my MUET speaking class.	1	5	4.04	0.878
Mean Total				4.04	0.758

The total mean score for communicative self-confidence in influencing Form Six students' WTC in English-speaking classes was 4.04, making it the second most significant factor. Students showed strong confidence in teacher feedback, with the statement "*I am willing to speak in English even if my language mistakes are frequently corrected by my MUET teacher*" scoring the highest ($M_4 = 4.23$). Similarly, high scores for "*I am willing to speak in English even if my classmates are better than me*" ($M_2 = 4.04$) and "*I am willing to speak in English in group work activities*" ($M_5 = 4.04$) suggest that students feel confident in collaborative learning and peer interaction. However, slightly lower scores for "*I am willing to give a presentation in front of my classmates*" ($M_3 = 3.93$) and "*I am willing to speak in English even if other students laugh at my mistakes*" ($M_1 = 3.96$) indicate that public speaking and fear of peer judgment may slightly hinder their confidence.

These findings reflect MacIntyre's Heuristic Model of Willingness to Communicate (1994), showing that students generally have high *Perceived Communication Competence* and low *Communication Apprehension* in teacher- and peer-related contexts. Krashen's Affective Filter Hypothesis (1985) further explains that low anxiety and high confidence enable effective

communication, though public speaking and potential criticism can momentarily raise the affective filter. Previous studies by Alawiyah et al. (2024) and Kaur & Ramachandran (2023) also highlight the importance of self-confidence in fostering communication. While Form Six students demonstrate strong overall confidence, targeted support in overcoming public speaking anxiety and peer criticism could further enhance their WTC.

Integrative Orientation

In this study, which explores various factors affecting students' WTC, integrative orientation stands out as the second factor to be thoroughly analyzed, as shown in Table 4.20.

Table 1.6

Integrative Orientation

No	Statements	Min	Max	Mean	Standard Deviation
6	I am willing to speak in English about modern people's lifestyles in a whole-class discussion during MUET speaking class.	1	5	3.91	0.934
7	I am willing to discuss in English about cultural differences between English and Malaysian people in a group during MUET speaking class.	2	5	3.85	0.916
8	I am willing to speak in English with my MUET teacher about English.	1	5	4.04	0.903
Mean Total				3.94	0.820

The findings show that integrative orientation ranked fourth among the six motivational factors influencing Form Six students' WTC in English-speaking classes, with a total mean score of 3.94. This factor reflects students' motivation to engage with English-speaking cultures and communities, which positively impacts their communication readiness. The highest score was for "I am willing to speak in English with my MUET teacher about English" (M8 = 4.04), highlighting students' preference for structured, academic interactions. Similarly, the statement "I am willing to speak in English about modern people's lifestyles in a whole-class discussion" (M6 = 3.91) shows students' interest in discussing contemporary topics. However, the slightly lower score for "I am willing to discuss in English about cultural differences in a group" (M7 = 3.85) suggests some hesitancy in less structured peer-based discussions involving intercultural topics.

These results can be understood using MacIntyre's Heuristic Model of WTC (1994), which emphasizes the importance of perceived competence and communication anxiety in influencing WTC. High scores for teacher-led interactions and whole-class discussions indicate that students feel confident in structured environments. Krashen's Affective Filter Hypothesis (1982) further supports that integrative motivation reduces anxiety, fostering greater engagement in discussions. The findings are supported by previous studies, such as Li (2020) and Dörnyei (2005), which highlight how integrative orientation encourages engagement with the target language and culture. While students demonstrate strong motivation overall, additional support in peer-based discussions could further enhance their confidence in communicating about cultural topics.

Situation Context of L2 Use

In this study on the factors influencing students' WTC, the situation context of second language (L2) use emerges as the third factor for analysis, with detailed results presented in

Table 1.7

Situation Context of L2 Use

No	Statements	Min	Max	Mean	Standard Deviation
9	I am willing to speak in English more when a discussion is related to my own personal experiences in my MUET speaking class.	1	5	4.05	0.881
10	I am willing to speak in English more about things when I am in the class of the same MUET teacher.	1	5	4.00	0.940
11	I am willing to find opportunities to speak in English no matter how crowded the MUET speaking class is.	1	5	3.82	1.013
12	I am willing to speak in English even if I am seated at the back of the classroom during my MUET speaking class.	1	5	4.03	0.901
Mean Total				3.98	0.796

The findings reveal that the situational context of L2 use ranked third among the six motivational factors influencing Form Six students' in English-speaking classes, with a total mean score of 3.98. Discussions related to personal experiences scored the highest ($M9 = 4.05$), showing that familiar and relevant topics significantly enhance students' willingness to communicate. Similarly, the statement "*I am willing to speak in English even if I am seated at the back of the classroom*" ($M12 = 4.03$) reflects students' confidence in participating regardless of seating arrangement. However, slightly lower scores for "*I am willing to find opportunities to speak in English no matter how crowded the MUET speaking class is*" ($M11 = 3.82$) and "*I am willing to speak in English more about things when I am in the class of the same MUET teacher*" ($M10 = 4.00$) suggest that classroom conditions, such as crowded spaces or unfamiliar teaching environments, may modestly impact students' communication willingness.

These findings emphasize the importance of the classroom environment in shaping WTC. Situational factors like personal relevance boost perceived communicative competence, as reflected in the high score for discussions about personal experiences. Stable and familiar environments, such as consistent teaching ($M10 = 4.00$), reduce communication anxiety and promote engagement. However, less ideal physical conditions, like crowded classrooms, might slightly increase anxiety, introducing minor barriers. Overall, the findings suggest that well-structured and supportive classroom contexts generally foster a conducive environment for communication, enabling Form Six students to develop confidence and readiness to communicate in English.

Topical Enticement

In this research on the factors affecting students' WTC, topical enticement is the fourth factor to be examined, with detailed results provided in Table 1.8.

Table 1.8

Topical Enticement

No	Statements	Min	Max	Mean	Standard Deviation
13	I am willing to speak in English to my classmates about movies and series during individual presentations in my MUET speaking class.	2	5	3.88	0.925
14	I am willing to speak in English about great artists I know in a group discussion during my MUET speaking class.	1	5	3.95	0.955
15	I am willing to speak in English to my classmates about computer games during individual presentations in my MUET speaking class.	1	5	3.89	0.965
16	I am willing to speak in English about my favourite sport in a whole-class discussion during individual presentations in my MUET speaking class.	1	5	3.96	0.909
Mean Total				3.92	0.835

The findings show that topical enticement ranked fifth among the six motivational factors influencing Form Six students' WTC in English-speaking classes, with a total mean score of 3.92. Discussions about personal interests, such as sports ($M16 = 3.96$), and culturally enriching topics, such as great artists ($M14 = 3.95$), had the highest scores, reflecting students' strong engagement with familiar and meaningful subjects. Slightly lower scores were observed for topics like computer games ($M15 = 3.89$) and movies/series ($M13 = 3.88$), suggesting that less universally appealing topics generated less enthusiasm, though still positive willingness to communicate.

These results emphasize the role of topic selection in fostering engagement and confidence in English-speaking classes. Familiar topics boost perceived communication competence and reduce communication apprehension, as indicated by the high scores for sports and great artists. This parallels MacIntyre's Heuristic Model of Willingness to Communicate (1994) and Krashen's Affective Filter Hypothesis (1982), both of which highlight the impact of motivation and reduced anxiety on language acquisition. Previous studies, such as those by Alawiyah et al. (2024) and Susanti (2021), similarly found that engaging, relevant topics enhance participation in language learning. These findings suggest that selecting diverse and meaningful topics is key to increasing Form Six students' WTC and developing their confidence in English-speaking activities.

Learning Responsibility

The next factor to be thoroughly examined is learning responsibility, with the detailed analysis provided in Table 1.9.

Table 1.9

Learning Responsibility

No	Statements	Min	Max	Mean	Standard Deviation
17	I am willing to ask my classmate about the correct pronunciation of a word during my MUET speaking class.	2	5	4.20	0.876
18	I am willing to ask another student to explain a grammatical point to me during my MUET speaking class.	2	5	4.21	0.816
19	I am willing to ask my MUET teacher to repeat what he or she has just said if I do not understand it.	1	5	4.17	0.870
20	I am willing to raise my hand to ask or answer questions in my MUET speaking class.	1	5	4.00	0.982
Mean Total				4.15	0.760

The findings show that learning responsibility ranked first among the six motivational factors influencing Form Six students' WTC in English-speaking classes, with a total mean score of 4.15. This indicates that students' proactive engagement in their learning process strongly enhances their WTC. The highest score was recorded for *"I am willing to ask another student to explain a grammatical point to me"* ($M18 = 4.21$), reflecting students' confidence in seeking peer assistance. Similarly, high scores for *"I am willing to ask my classmate about the correct pronunciation of a word"* ($M17 = 4.20$) and *"I am willing to ask my MUET teacher to repeat what they have just said"* ($M19 = 4.17$) demonstrate a proactive approach to addressing doubts. However, a slightly lower score for *"I am willing to raise my hand to ask or answer questions in class"* ($M20 = 4.00$) suggests mild apprehension in public participation.

These findings highlight the significant role of learning responsibility in fostering WTC. Students' readiness to seek clarification and feedback reflects strong perceived communication competence and low communication apprehension, particularly in peer and teacher interactions. The slightly lower score for public participation scenarios may stem from increased anxiety, as suggested by MacIntyre's Heuristic Model of Willingness to Communicate (1994) and Krashen's Affective Filter Hypothesis (1985). Previous research, such as Mulyaningsih & Murtafi'ah (2022) and Fan et al. (2024), supports these findings by emphasizing that proactive learning behaviors enhance engagement and confidence. Overall, Form Six students' commitment to taking responsibility for their learning significantly contributes to their WTC, preparing them for academic and professional success in English-speaking contexts.

Off-Instruction Communication

The last factor to be analysed is off-instruction communication and the detailed data is presented in Table 1.10.

Table 1.10

Off-Instruction Communication

No	Statements	Min	Max	Mean	Standard Deviation
21	I am willing to speak in English to the student sitting next to me before my MUET teacher enters the classroom.	1	5	3.90	0.904
22	I am willing to speak in English to my classmates when my MUET teacher leaves the classroom for a few moments.	1	5	3.89	0.905
23	I am willing to speak in English with my classmates about my weekends during my MUET speaking class.	2	5	3.89	0.922
24	I am willing to speak to other students from other classes in English.	1	5	3.75	1.037
Mean Total				3.86	0.839

The findings reveal that off-instruction communication ranked last among the six motivational factors influencing Form Six students' WTC in English-speaking classes, with a total mean score of 3.86. This indicates that while less influential, informal communication opportunities still play a meaningful role in fostering WTC. The highest score was recorded for "I am willing to speak in English to the student sitting next to me before my MUET teacher enters the classroom" ($M_{21} = 3.90$), followed closely by "I am willing to speak in English to my classmates when my MUET teacher leaves the classroom for a few moments" ($M_{22} = 3.89$). These scores suggest that students feel confident and comfortable engaging with familiar peers in informal settings. However, the lower score for "I am willing to speak to students from other classes in English" ($M_{24} = 3.75$) highlights greater hesitation in interacting with unfamiliar peers.

These findings underscore the role of off-instruction communication in creating low-pressure, anxiety-reducing opportunities for English use. Informal peer-based interactions allow students to engage in the language with greater ease, as suggested by MacIntyre's Heuristic Model of Willingness to Communicate (1994) and Krashen's Affective Filter Hypothesis (1985). These contexts foster perceived communication competence and reduce anxiety, enabling students to participate more freely. However, the lower willingness for inter-class communication reflects increased apprehension and reduced confidence in unfamiliar peer settings. This suggests the need for strategies to expand students' comfort zones, such as incorporating more inter-class activities, to encourage broader participation and build confidence in diverse communication contexts.

Conclusion

The findings of this study provide valuable insights into the WTC among Form Six students and the factors that influence their engagement in English-speaking classes. These students demonstrated a generally high willingness to communicate, driven by motivational factors such as learning responsibility, communicative self-confidence, and the situational context of L2 use. Their proactive efforts to seek clarification, collaborate with peers, and engage with familiar or meaningful topics highlight their readiness to improve their English communication skills. However, specific challenges, such as public speaking anxiety and

discomfort in interacting with unfamiliar peers, suggest areas where support is needed to fully unlock their potential.

This research offers practical implications for addressing the unique challenges faced by Form Six students in English-speaking classes. By understanding the influence of motivational factors, teachers can design classroom activities that support students' preferences and reduce communication apprehension. For instance, incorporating familiar and culturally relevant topics, encouraging informal peer interactions, and fostering a supportive atmosphere can help students build confidence in speaking English. These strategies can address specific barriers, such as hesitation in crowded settings or inter-class communication and create opportunities for students to practice their language skills in a low-pressure environment.

Ultimately, this study equips educators with the knowledge to tailor their teaching approaches to better meet the needs of Form Six students, helping them to develop as confident and effective communicators. By leveraging students' strengths, such as their sense of responsibility and preference for engaging topics, teachers can create dynamic English-speaking classes that not only enhance students' WTC but also prepare them for academic and professional success in English-speaking contexts. This research serves as a foundation for fostering long-term language development and ensuring that Form Six students are well-equipped to navigate future opportunities requiring strong English communication skills.

Acknowledgment

This research was supported by financial sources from a scholarship from the Ministry of Education under the "Hadiah Latihan Persekutuan" (HLP) Programme.

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