

**Exploring EFL Students' Willingness to Communicate: The Role of
Motivation in English Learning**

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ABSTRACT

This research emphasizes the need for more attention in improving students' confidence in communicating with English as well as exploring other factors that affect students' learning motivation. The purpose of the research is to explore the factors influencing EFL (English as a Foreign Language) students' willingness to communicate (WTC) and their motivation in English communication. The study aims to identify how intrinsic and extrinsic motivations affect students' confidence and participation in speaking activities, ultimately allowing educators to tailor teaching strategies to better meet students' needs. The principal results indicate that students' assessment of their English-speaking ability falls into two main categories based on their scores: those scoring 0-5 (69.23%), who exhibit lower confidence and are hesitant to participate due to fear of mistakes and social anxiety, and those scoring 6-10 (30,76%), who demonstrate higher confidence and are more engaged in class discussions and presentations. This suggests a significant correlation between motivation levels and students' willingness to communicate. The major conclusions drawn from the research highlight the importance of fostering both intrinsic and extrinsic motivation to enhance students' WTC. By creating a supportive learning environment and employing engaging teaching methods, educators can help students overcome their fears and anxieties, thereby improving their communication skills in English. Speaking is one of necessary skill to communicate, so the researcher asserts the things needed to enhance students' confidence to communicate in English and also to find out the exclude factors which can influence their learning motivation. This research aimed to find out the Factors influencing EFL (English Foreign Language) Students' Willingness to communicate (WTC) and their motivation in Speaking to do a communication. It explored how intrinsic and extrinsic motivation affect students to be confidence and take a part in the speaking activities. Those actually to help teacher ready with the analysis of the students' need before delivering the material in EFL class. The finding showed that There are two main categories of students in the English-speaking ability from the assessment given. The first one is scoring 0-5 (69,23%)

Keywords: EFL learners, Willingness to Communicate, Speaking Motivation

ABSTRAK

Penelitian ini menekankan perlunya perhatian lebih besar dalam meningkatkan kepercayaan diri siswa dalam berkomunikasi dengan bahasa Inggris serta mengeksplorasi faktor-faktor lain yang memengaruhi motivasi belajar siswa. Tujuan penelitian ini adalah untuk mengeksplorasi faktor-faktor yang memengaruhi kemauan siswa EFL (Bahasa Inggris sebagai Bahasa Asing) untuk berkomunikasi (WTC) dan motivasi mereka dalam komunikasi bahasa Inggris. Penelitian ini bertujuan untuk mengidentifikasi bagaimana motivasi intrinsik dan ekstrinsik memengaruhi kepercayaan diri dan partisipasi siswa dalam kegiatan berbicara, yang pada akhirnya memungkinkan para pendidik untuk menyesuaikan strategi pengajaran agar

lebih memenuhi kebutuhan siswa. Hasil utama menunjukkan bahwa penilaian siswa terhadap kemampuan berbicara bahasa Inggris mereka terbagi dalam dua kategori utama berdasarkan skor mereka: mereka yang mendapat skor 0-5 (69,23%), yang menunjukkan kepercayaan diri yang lebih rendah dan ragu-ragu untuk berpartisipasi karena takut salah dan kecemasan sosial, dan mereka yang mendapat skor 6-10 (30,76%), yang menunjukkan kepercayaan diri yang lebih tinggi dan lebih terlibat dalam diskusi dan presentasi kelas. Hal ini menunjukkan korelasi yang signifikan antara tingkat motivasi dan kemauan siswa untuk berkomunikasi. Kesimpulan utama yang diambil dari penelitian ini menyoroti pentingnya menumbuhkan motivasi intrinsik dan ekstrinsik untuk meningkatkan WTC siswa. Dengan menciptakan lingkungan belajar yang mendukung dan menggunakan metode pengajaran yang menarik, para pendidik dapat membantu siswa mengatasi ketakutan dan kecemasan mereka, sehingga meningkatkan keterampilan komunikasi mereka dalam bahasa Inggris. Berbicara merupakan salah satu keterampilan yang diperlukan untuk berkomunikasi, sehingga peneliti menegaskan hal-hal yang diperlukan untuk meningkatkan kepercayaan diri siswa untuk berkomunikasi dalam bahasa Inggris dan juga untuk mengetahui faktor-faktor eksklusi yang dapat mempengaruhi motivasi belajar mereka. Penelitian ini bertujuan untuk mengetahui Faktor-faktor yang mempengaruhi Kemauan Siswa EFL (Bahasa Inggris Asing) untuk berkomunikasi (WTC) dan motivasi mereka dalam Berbicara untuk melakukan komunikasi. Ini mengeksplorasi bagaimana motivasi intrinsik dan ekstrinsik mempengaruhi siswa untuk menjadi percaya diri dan mengambil bagian dalam kegiatan berbicara. Itu sebenarnya untuk membantu guru siap dengan analisis kebutuhan siswa sebelum menyampaikan materi di kelas EFL. Temuan menunjukkan bahwa Ada dua kategori utama siswa dalam kemampuan berbicara bahasa Inggris dari penilaian yang diberikan. Yang pertama adalah skor 0-5 (69,23%)

Kata Kunci: *Pembelajar EFL, Kemauan untuk Berkomunikasi, Motivasi Berbicara*

INTRODUCTION

English has emerged as a global language essential for communication in various fields such as business, science, technology, and education. Proficiency in English offers individuals broader career opportunities and cultural experiences. However, students learning English as a Foreign Language (EFL) face challenges, including limited exposure outside the classroom, anxiety, and lack of confidence in speaking, which hinder their participation in oral activities. Additionally, traditional teaching methods that prioritize grammar and vocabulary memorization can create a disconnect between theoretical knowledge and practical application.

Students' willingness to communicate (WTC) is crucial for language learning, as it reflects their readiness to engage in verbal interactions, thereby improving language skills. Motivation, both intrinsic and extrinsic, significantly influences WTC, enhancing students' confidence and participation in class. Developing WTC is vital in EFL classrooms, as they often provide the only real context for English use. This qualitative research focuses on WTC and motivation among students at SMA Negeri 1 Kota Bengkulu, utilizing [wheelofnames.com](https://www.wheelofnames.com) to stimulate engagement and enthusiasm. The study aims to identify factors influencing WTC and motivation in English communication, allowing educators to tailor teaching strategies to better meet students' needs. By emphasizing the role of digital tools in enhancing WTC and motivation, the research aims to contribute to the improvement of English Speaking skills education in Indonesia and beyond.

Willingness to Communicate (WTC)

Willingness to Communicate (WTC) in a second language (L2) refers to an individual's readiness to communicate when the opportunity arises and is considered a primary goal in language learning. This concept goes beyond language ability, reflecting the intention to communicate influenced by internal factors such as motivation, confidence, and perceived competence, as well as external factors like social environment and cultural context (Zhou, 2023; Zhang & Zhang, 2024). WTC is a dynamic psychological condition that determines whether a learner will speak or not, depending on situational and social factors encountered, such as the assessment of the relevance of the target language in a specific situation, anxiety levels, and support from the environment (Nadeem et al., 2023; Henry et al., 2024). A better understanding of WTC and its supporting factors can help educators design learning strategies that enhance student engagement and promote the overall development of linguistic and communicative competencies. Research indicates that WTC contributes to improved speaking and writing skills, positively impacting oral output and active involvement in L2 communication (Peng & Woodrow, 2010; Schiller et al., 2020; Feng et al., 2023).

Factors influencing WTC in language learners

Factors influencing willingness to communicate (WTC) in language learners encompass several important aspects. Students' confidence is crucial in enhancing motivation, which directly contributes to WTC. Learners with a positive view of their abilities and the learning process tend to communicate more. Motivation is also a determinant factor; it can be intrinsic, stemming from personal satisfaction, or extrinsic, driven by external rewards. Communication confidence, which includes perceptions of competence and communication anxiety, also significantly impacts WTC. Generally, higher confidence levels correlate with increased WTC, as students feel more comfortable conversing. Various factors, including affective aspects, motivation, self-confidence, culture, classroom environment, and situational factors, influence willingness to Communicate (WTC) in language learning. Self-confidence and motivation, both intrinsic and extrinsic, play essential roles in enhancing WTC; learners with high motivation and positive confidence in their abilities are more prepared to communicate in the target language. A supportive classroom environment, including teacher support and positive peer dynamics, also encourages WTC by creating a safe climate for interaction. Situational factors, such as topics, types of interlocutors, and group size, further influence communication comfort. The dynamic interplay of these factors shapes learners' readiness to communicate in a second language and, if managed well, can support more effective language competence development (Peng & Woodrow, 2010; Schiller et al., 2020; Zhou, 2023).

Overview of intrinsic vs. extrinsic motivation

Motivation is a process that triggers, directs, and sustains an individual's behavior to achieve specific goals, particularly in education. Its role is significant because it influences student engagement in learning, the level of effort exerted, and their resilience in facing various challenges. Generally, motivation can be defined as

the drive that compels individuals to take action in order to achieve goals or satisfy needs (Al-Abdullatif et al., 2023; Amjad et al., 2023; Hendriks et al., 2024). In the field of education, motivation can be divided into two main categories:

Intrinsic Motivation

Intrinsic motivation refers to engaging in activities for personal satisfaction, driven by curiosity, fulfillment, or enjoyment in the learning process. It can be categorized into three subtypes: 1) motivation from understanding new concepts; 2) achievement-oriented motivation, which involves testing abilities and facing challenges; and 3) motivation from enjoyable stimulation (Dörnyei, 1998). Intrinsically motivated learners are more persistent, process-oriented, and proactive in self-directed learning, leading to better outcomes (Vibulphol, 2016; Indrawan et al., 2023). This motivation manifests in students who learn English out of interest or enjoyment, fostering deep engagement and perseverance (Hong & Ganapathy, 2017; Cao & Yu, 2023). For instance, students may participate in speaking activities because they enjoy expressing their thoughts or find the material engaging, which correlates with deeper learning and long-term retention (Al-Ta'ani, 2018; Tampubolon, 2018). In language learning, intrinsic motivation is linked to a love for the language and a desire to understand its culture, enhancing communication experiences through internal rewards such as interest, enjoyment, and achievement (Seven, 2020; Polat, 2020).

Extrinsic Motivation

Extrinsic motivation involves engaging in activities to achieve external outcomes, such as rewards or recognition. Education can diminish intrinsic motivation, as students may lose their natural interest when faced with external pressures (Dörnyei, 1998). This type of motivation is driven by external results like grades, prizes, or acknowledgment, which can encourage participation but often does not facilitate deep learning or long-term engagement. In English as a Foreign Language (EFL) contexts, such as Thailand, extrinsic motivation is prevalent due to the need to pass exams or secure job opportunities (Vibulphol, 2016; Hong & Ganapathy, 2017). For example, students may learn English to meet university requirements or earn bonuses, but this motivation may not provide the same internal satisfaction as intrinsic motivation (Al-Ta'ani, 2018). Additionally, extrinsic motivation can stem from the desire to avoid negative consequences, such as poor grades or criticism, prompting students to practice speaking primarily to impress instructors (Tampubolon, 2018; Odanga, 2018). While it can drive initial engagement, extrinsic motivation often fails to sustain long-term interest in the subject (Seven, 2020), and research indicates that mandatory language education can lead to higher motivation levels due to fear of failure (Polat, 2020).

The impact of motivation on language acquisition and communication

Motivation is a key factor in the success of second and foreign language (L2) learning, serving as a primary driver for initiating and sustaining challenging learning processes. Deci and Ryan's self-determination theory highlights that intrinsic motivation, stemming from an individual's interest in a language or culture, fosters active engagement in speaking, listening, reading, and writing. Research indicates that teaching styles that support autonomy can enhance motivation and language

acquisition effectiveness (Dörnyei, 1998). Conversely, extrinsic motivation, focused on achieving specific goals like passing exams, often limits engagement and hinders overall language development (Vibulphol, 2016). Learners with high intrinsic and extrinsic motivation exhibit greater effort and persistence, which are essential for mastering a new language. Instrumental motivation drives students to acquire language skills for academic or professional advancement, while integrative motivation enhances communication skills, cultural understanding, and interpersonal relationships (Hong & Ganapathy, 2017; Al-Ta'ani, 2018; Tampubolon, 2018). However, extrinsic motivation, often triggered by external factors like grades and recognition, may not yield deep engagement or long-term interest. Students motivated by extrinsic factors may avoid challenging tasks to prevent failure, highlighting educators' importance in creating engaging and relevant learning experiences that encourage both types of motivation (Odanga, 2018; Seven, 2020; Polat, 2020).

Wheel of Names as tool

Wheel of Names is an educational tool designed to enhance student interaction and engagement in the learning process. Shaped like a spin wheel, it features segments containing names or terms relevant to the subject matter. In Indonesian language learning, the Wheel of Names aids students in distinguishing between standard (bakul) and non-standard (non-bakul) vocabulary. The primary goal of this tool is to foster student interest and enthusiasm, reducing boredom during lessons. Furthermore, it is an assessment tool for evaluating students' understanding of the differences between standard and non-standard words, enabling teachers to gauge knowledge more effectively. *Wheel of Names* facilitates a more enjoyable and effective learning experience in Indonesian language education (Sari, 2022). Wheel of Names is an online raffle platform that allows teachers to create interactive and engaging games. Educators can input student names or specific terms into the spinning wheel, randomly selecting participants or generating engaging learning contexts. Key features include adding images and ease of use without needing paper. This platform, accessible at <https://wheelofnames.com>, is designed to enhance student interaction and involvement in the learning process (Yuliyanto et al., 2024).

METHOD

Participants

The participants in this study were 26 Grade XII students from SMAN 1 Kota Bengkulu, consisting of 16 female and 10 male students. These participants are in their final year of high school; they have accumulated considerable experience with English language learning, which provides valuable insights into their communicative confidence and motivational factors at this advanced stage of their education.

Instruments

Willingness to communicate Instrument

This research instrument, adapted from Peng and Woodrow (2010), allows students to provide numerical ratings reflecting their willingness and confidence in

using English across various communicative contexts. This instrument thus provides insight into specific contexts that either support or hinder students' engagement in English communication. The types of interactions measured include:

1. Informal interactions, such as casual conversations with friends.
2. Classroom interactions, such as asking or answering questions during lessons.
3. Participation in formal discussions, for example, structured group discussions.
4. Public Speaking, situations where students present or give speeches in front of an audience.
5. Participation in extracurricular activities involving English use outside the classroom.

The assessment uses an 11-point Can-Do Scale, ranging from 0 to 10. On this scale:

- a. Scale 0 - 5 represents "Very Unlikely/Very Unconfident."
- b. Scale 6 - 10 represents "Very Likely/Very Confident."

The following is a sample of the Willingness to Communicate (WTC) instrument presented in a tabular format to facilitate students' confidence assessment in each specified interaction situation.

Table 1. Willingness to Communicate (WTC) instrument

No.	Question	Communication Situation	Can-Do Scale (0-10)
1	How likely are you to speak in English when talking with your friends outside of class?	Informal Interaction	0 1 2 3 4 5 6 7 8 9 10
2	How confident are you in starting a conversation in English with a stranger you have just met?		0 1 2 3 4 5 6 7 8 9 10

3	How likely are you to ask your teacher a question in English when you do not understand the lesson?	Classroom Interaction	0 1 2 3 4 5 6 7 8 9 10
4	How confident are you in expressing your opinion in English during a group discussion in class?		0 1 2 3 4 5 6 7 8 9 10
5	How likely are you to speak in English while participating in a small group discussion on a lesson topic?	Formal Discussion	0 1 2 3 4 5 6 7 8 9 10
6	How confident are you in answering a question in English when the teacher asks you to explain something in front of the class?		0 1 2 3 4 5 6 7 8 9 10
7	How likely are you to give a short presentation	Public Speaking	0 1 2 3 4 5 6 7 8 9 10

	in English in front of the class?		
8	How confident are you in leading a discussion in English during a group activity?		0 1 2 3 4 5 6 7 8 9 10
9	How likely are you to speak in English while participating in an English club or other extracurricular activities?		0 1 2 3 4 5 6 7 8 9 10
10	How confident are you in expressing your ideas or opinions in English during club meetings or activities outside of class?	Extracurricular Activities	0 1 2 3 4 5 6 7 8 9 10

Motivation Instrument

The motivation instrument adapted from Noels et al., (2003), is based on previous research measuring language learning motivation through the lens of intrinsic and extrinsic motivation theories. This instrument employs a 6-point scale, where students rate their level of agreement with statements related to learning motivation from both internal (intrinsic motivation) and external (extrinsic motivation) aspects.

Scale Description:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Somewhat Disagree
- 4 = Somewhat Agree

5 = Agree

6 = Strongly Agree

The following is an example of the research instrument for measuring English language learning motivation, presented in table format:

Tabel 2. Motivation Instrument

No	Statement	Scale (1-6)
Intrinsic Motivation		
1	I learn English because I enjoy it.	1 2 3 4 5 6
2	I feel happy when I can speak English fluently.	1 2 3 4 5 6
3	I study English because I am interested in the culture of English-speaking countries.	1 2 3 4 5 6
4	I learn English to understand English movies and music without translation.	1 2 3 4 5 6
Extrinsic Motivation		
5	I study English to secure a good job in the future.	1 2 3 4 5 6
6	I have to study English because it is part of the school curriculum.	1 2 3 4 5 6
7	I study English because my parents expect me to speak it well.	1 2 3 4 5 6
8	I feel the need to master English to continue my studies abroad.	1 2 3 4 5 6
9	I study English to achieve good grades in school.	1 2 3 4 5 6
10	I take English courses to obtain a recognized certificate.	1 2 3 4 5 6
11	I learn English because it is important for communication in my job.	1 2 3 4 5 6
12	I feel that learning English is important to improve my social status.	1 2 3 4 5 6

Data Collection Procedure

Data collection took place during the final session of the lesson when the *wheel ofnames* tool had already been used to engage students in the learning activities. After the learning session, the teacher distributed the *Willingness to Communicate* (WTC) questionnaire and the motivation instrument simultaneously to the students. Detailed instructions on completing and assessing the questionnaire were provided to ensure students understood the instrument. Before starting, the teacher informed students that their responses would not affect their English grades. This information aimed to

create a comfortable and low-pressure environment, encouraging students to respond honestly and accurately regarding their levels of WTC and motivation in English class. These steps ensured that the data collected objectively reflects students' willingness to communicate and motivation levels, allowing the research results to capture the learning environment.

Data Analysis

This study analyzes data using two main instruments: Willingness to Communicate (WTC) and Motivation to learn English.

Willingness to Communicate

Descriptive statistics, including mean, standard deviation, and percentage, are used to analyze the WTC data and describe students' readiness and confidence in speaking English in various situations. The mean score on the 11-point can-do scale is calculated to assess students' preparedness in specific contexts, such as class discussions and public presentations. Additionally, frequency analysis is applied to identify the distribution of students' responses, allowing for an understanding of how many students scored within the ranges of 0-5 or 6-10.

Steps and Formulas:

1. **Calculating Total Respondents:** Total Respondents $N = 26$
2. **Calculating the Number of Respondents in Score Ranges:**
 - a. Number of students giving a score of 0-5 N_{0-5}
 - b. Number of students giving a score of 6-10 N_{6-10}
3. **Calculating Percentages:**
 - a. For the score range of 0-5:
Percentage₀₋₅ : $\left(\frac{N_{0-5}}{N}\right) \times 100$
 - b. For the score range of 6-10:
Percentage₆₋₁₀ = $\left(\frac{N_{6-10}}{N}\right) \times 100$

Motivation in Learning English

The data analysis from the motivation instrument is conducted using a descriptive statistical approach that enables the researcher to calculate the average scores for students' intrinsic and extrinsic motivation and analyze data distribution. The average score for each item and subscale (intrinsic versus extrinsic) is calculated to provide a clear picture of students' motivation levels. Furthermore, the data is grouped into two subscales: intrinsic motivation and extrinsic motivation. This approach explores whether students are more driven by intrinsic factors, such as enjoyment in learning, or extrinsic factors, such as the need to achieve career goals.

FINDINGS AND DISCUSSION

Based on the data analysis from the Willingness to Communicate (WTC) instrument, two main categories emerge in students' assessment of their English-speaking ability. The first category, with scores of 0-5, indicates that some students feel less confident and hesitant to participate in speaking situations due to factors

such as fear of mistakes, lack of experience, and social anxiety. In contrast, the second category, with scores of 6-10, shows that many students possess a higher level of confidence and are more prepared to communicate. These students actively engage in class discussions, presentations, and peer interactions, demonstrating stronger intrinsic and extrinsic motivation to practice speaking and improve their English skills. Overall, this analysis highlights key factors influencing students' willingness to communicate and underscores the importance of developing effective learning strategies to enhance their confidence and speaking abilities.

- Total Respondents $N = 26$
- Number of students giving a score of 0-5 $N_{0-5} = 18$ peoples
- Number of students giving a score of 6-10 $N_{6-10} = 8$ Peoples

Calculating Percentages:

- For the score range of 0-5:
Percentase₀₋₅ : $\left(\frac{18}{26}\right) \times 100 = 69,23 \%$
- For the score range of 6-10:
Percentase₆₋₁₀ = $\left(\frac{8}{26}\right) \times 100 = 30,76 \%$

Based on the data analysis obtained from the Willingness to Communicate (WTC) instrument, it can be concluded that there are two main categories in students' assessments of their speaking abilities in English. The analysis results show that 69.23% of students scored within the range of 0-5, indicating that most students feel less confident or reluctant to communicate in English. Several factors that may influence this low score include a lack of experience speaking English, discomfort in communication, and insufficient support from the learning environment. Conversely, 30.76% of students scored within the range of 6-10, which suggests that although some students feel more confident and willing to communicate in English, their number is still significantly lower compared to those who feel uncomfortable. Students in this category are likely to have more experience communicating in English, both inside and outside the classroom, and receiving better support from teachers and peers.

Regarding English language learning motivation among students at SMAN 1 Bengkulu, this study reveals that students are more intrinsically than extrinsically motivated. This finding is significant, as it indicates that students are not only learning to meet academic demands but also because they enjoy the learning process itself. This can serve as a foundation for developing more creative and enjoyable teaching methods. By understanding the high intrinsic motivation of students, teachers can design more interactive and engaging learning activities, such as language games, group discussions, and creative projects that involve aspects of the culture of English-speaking countries. These strategies have the potential to enhance student engagement and learning outcomes.

Furthermore, the research findings indicate a positive relationship between intrinsic motivation and Willingness to Communicate (WTC), suggesting that increasing students' motivation to learn English can improve their communication

skills. Therefore, educators must create a supportive learning environment that motivates students to practice speaking in English. Recommendations for future research include exploring other factors that influence students' learning motivation and identifying the most effective teaching strategies for enhancing motivation and communication skills. Thus, the results and discussion clearly overview students' English language learning motivation at SMAN 1 Bengkulu and its implications for applicable teaching strategies.

CONCLUSION AND SIGGESTION

The conclusion of this study highlights the critical role of motivation in enhancing EFL (English as a Foreign Language) students' Willingness to Communicate (WTC) in English. The findings reveal that both intrinsic and extrinsic motivation significantly influence students' confidence and engagement in speaking activities. A supportive classroom environment, characterized by positive teacher-student interactions and strong peer dynamics, is essential for fostering WTC among learners. When students feel motivated and confident, they are more likely to participate actively in communication, which, in turn, improves their language skills.

These findings also emphasize the need to focus on building students' confidence in communicating in English. Practical measures include increasing activities such as group discussions, presentations, and language games that allow students to practice in a supportive setting. Creating a positive learning environment, where students feel safe to speak without fear of judgment, through positive reinforcement and constructive feedback, is equally important. Furthermore, teacher training is essential to help students enhance their WTC, including introducing techniques to reduce public speaking anxiety. With these efforts, it is expected that more students will feel comfortable and willing to communicate in English, thereby supporting better English proficiency. Future research could explore additional factors influencing students' learning motivation and identify the most effective teaching strategies to boost both motivation and communication skills.

In terms of recommendations, this study suggests that educators focus on creating a motivating learning atmosphere that encourages students to practice speaking English. This can be achieved by incorporating a variety of teaching strategies that cater to different motivational needs, such as using engaging materials, providing constructive feedback, and facilitating collaborative learning experiences. Additionally, future studies should explore other factors affecting student motivation and identify the most effective teaching strategies for enhancing both motivation and communication skills.

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