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Factors Shaping Situated Willingness to Communicate: A Multidimensional Perspective in the Indonesian EFL Context

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Abstract

The willingness to communicate (WTC) of English-as-a-foreign-language (EFL) students requires a complicated process, including motivational, contextual, metacognitive, and communicative factors. Neglecting the intricate interplay of these factors may impede the attainment of desired levels of student WTC, thus underscoring the need for comprehensive investigation. The purpose of this exploratory factor analysis (EFA) is to investigate the complex interplay of motivational, contextual, metacognitive, and communicative factors as predictors of situated WTC in the Indonesian EFL context, which includes variables such as motivation, learner agency, growth language mindset, classroom environment, metacognition, communication confidence, and L2 self-perceived communicative competence (SPCC). We used Partial Least Squares-Structural Equation Modeling (PLS-SEM) model analysis in a quantitative study design. An online questionnaire with 50 items adapted from prior studies was distributed to 310 EFL students from multiple universities in Indonesia who had taken English classes. The data revealed

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that motivation, learner agency, growth language mindset, classroom environment, metacognition, communication confidence, and SPCC are major determinants of students' WTC. These findings suggest that EFL educators can create language learning programs that encourage active involvement in communication tasks and enhance students' WTC by recognizing and utilizing the factors that support it. This could lead to more effective and engaging language learning experiences, resulting in increased WTC in the target language. Further discussion focuses on educational consequences and future research recommendations.

Keywords: Communicative factors, contextual factors, metacognitive factors, motivational factors, situated willingness to communicate.

1. INTRODUCTION

In the realm of language programs, particularly English-as-a-foreign-language (EFL), it is a truism that the primary goal is to facilitate students' acquisition of communicative abilities within diverse global, multilingual, and multicultural contexts (Mukminatien, 2012; Nindya et al., 2022). In achieving such a goal, the attainment of students' willingness to communicate (WTC) holds an integral place. In other words, it is impossible to conceive of a successful second or foreign language program without achieving some expected level of students' WTC (Joe et al., 2017). The concept of WTC is comprehended as the inclination of students to actively participate in an ongoing discourse using English (Zhou et al., 2020). Over the past two decades, a growing body of research has contributed significantly to our comprehension of the psychological and contextual factors that influence individuals' communication behavior and L2 WTC inside and outside the classroom. Among the factors are international posture (Yashima, 2002), classroom environment and communication confidence (Peng & Woodrow, 2010), motivation (Khajavy et al., 2016), affective variables including motivation, self-confidence, grit, and anxiety (Lee & Hsieh, 2019; Mouffok et al., 2023; Waluyo & Bakoko, 2022), metacognition (Sato & Dussuel Lam, 2021), growth language mindset (Zarrinabadi et al., 2021), and self-efficacy beliefs (Zadorozhnyy & Lee, 2023), interlocutors, topics, task orientations, and classroom interactional patterns (Alimorad & Farahmand, 2021). WTC theory has developed in response to the need for a comprehensive framework that analyzes the complexities of L2 communication beyond language proficiency.

In the expanding circle countries, one of which is Indonesia, a supporting classroom context is paramount since it exposes students to practice interactive conversations in English and enhances their WTC (Pusparini et al., 2021). As a result, factors affecting situated WTC in the classroom context still require further research. Some previous research has scrutinized the influential factors of students' WTC in the classroom context (Fatima et al., 2020; Lee, 2020; Peng & Woodrow, 2010). As a contextual factor, a classroom environment built with a good proportion of student cohesiveness, teacher support, and task orientation is proven to strongly relate to students' communicative confidence and beliefs that predict WTC (Ardi et al., 2023; Fatima et al., 2020). Besides contextual factors, motivational factors such as internal and external motivation to learn English have also been proven to influence

communication confidence (Lin, 2019). Current research of motivational factors such as growth language mindset referring to a conviction that language intelligence can be developed and enhanced through effort has also been found to predict WTC in online learning (Amalia et al., 2023) and mediate the link between autonomy support and WTC (Zarrinabadi et al., 2021). In addition to motivational factors, learner agency has the potential to predict students' WTC in a classroom setting because it refers to students' sense of possessing both autonomy and authority in directing and managing their personal learning. While previous research showed that learners who are agentive are found to have a growth mindset (Hargreaves et al., 2021), how learner agency influences students' WTC remains a less-charted territory. Hence, delving into their relationship is paramount.

Aside from the aforementioned factors, the intricate nature of WTC, which includes critical and logical processes of organizing ideas and words, especially in the classroom context, also calls for students' metacognitive factor namely metacognition and students' communicative factors such as communicative confidence and L2 self-perceived communicative competence (SPCC) (Mulyono & Saskia, 2021; Sato & Lam, 2021; Zarrinabadi et al., 2021). Metacognition is described as students' cognitive self-awareness in relation to their thinking processes. They are able to reflect on their knowledge and the methods for effectively directing their cognitive or reasoning activities to achieve the intended learning objectives (Chen & Hapgood, 2021). As a higher cognitive process, metacognition contributes to students' WTC because it enables students to control their metacognitive knowledge of oral communication (Sato & Lam, 2021). Communication confidence is the combination of perceived competence and a lack of anxiety (Mulyono & Saskia, 2020). SPCC refers to a measure to establish how competent the respondents believe they are (McCroskey & McCroskey, 1988). SPCC acquaints EFL learners with their strengths and shortcomings, which aids in EFL learning and its application to oral communication. A previous study portrayed that learner's SPCC level is correlated with their WTC level (Croucher, 2013).

Despite this comprehensive body of literature that has extensively examined the multifaceted factors influencing EFL students' WTC, highlighting the impact of variables such as classroom environment, communication confidence, growth language mindset, learner agency, metacognition, motivation, and self-perceived communicative competence, significant research gaps persist. Firstly, much of the existing literature examines these variables as independent entities rather than as their combined ones, which may offer potentially synergistic effects. Hence, understanding their combined dynamics and interactions especially in a classroom context invites a more in-depth exploration. This lacuna overlooks how these variables may interact with each other to influence EFL students' WTC. Secondly, it is evident that the bulk of these investigations are mostly rooted in L2 educational contexts, thereby leaving a considerable gap in understanding these dynamics within EFL contexts, specifically within the unique socio-cultural and educational landscape of Indonesia. Consequently, our research purpose is to broaden the understanding of the interplay among these variables and how they collectively influence students' WTC, thereby enriching the EFL pedagogical discourse. An investigation of the relationships between these variables is required to comprehend the mechanism by which learning context determines WTC.

Furthermore, this study aims to provide an empirical basis for future investigations in similar EFL contexts. By achieving these objectives, we anticipate contributing to the EFL literature and offering actionable insights for improving EFL education in Indonesia and beyond. Anchored in the research background, the primary research question guiding this study is: How do classroom environment, communication confidence, growth language mindset, learner agency, metacognition, motivation, and SPCC interact to influence Indonesian EFL students' WTC in English?

Twelve hypotheses are established in accordance with the framework. They are listed in Table 1.

Table 1. The hypotheses.

Code	The Hypotheses
H1:	Classroom environment correlates with growth language mindset.
H2:	Classroom environment has a relationship with learner agency.
H3:	Classroom environment correlates with motivation.
H4:	Communication confidence correlates with WTC.
H5:	Growth language mindset has a relationship with motivation.
H6:	Learner agency has a relationship with communication confidence.
H7:	Learner agency correlates with metacognition.
H8:	Learner agency has a relationship with SPCC.
H9:	Metacognition correlates with communication confidence.
H10:	Metacognition has a relationship with SPCC.
H11:	Motivation correlates with learner agency.
H12:	SPCC has a relationship with WTC.

2. LITERATURE REVIEW

To construct the hypotheses and come up with the answers to the research issues, the variables under study are discussed in the light of relevant literature. All the individual research variables have been grouped into four categories of factors: motivational, contextual, metacognitive, and communicative as presented in the subsequent sections.

2.1 Foreign Language Learning Motivational Factors

2.1.1 Motivation

The theoretical paradigm based on intrinsic and extrinsic motivation appears to be more appropriate in an EFL context where English is mainly utilized in the classroom and the major goal of language acquisition is academic and career advancement. Intrinsic motivation is the drive to learn a language for the sake of enjoyment, interest, or personal satisfaction while extrinsic motivation is the drive to learn a language due to external rewards or pressures. Unlike some studies which have discovered substantial relationships between L2 WTC and motivation (see Lee & Drajati, 2019; Lin, 2019), this study, will examine the interplay among Indonesian EFL learners' motivation with other influential factors of students' WTC in the classroom.

2.1.2 Growth language mindset

The notion of language mindset pertains to individuals' beliefs regarding the fixed or developable nature of their language learning abilities. This mindset has been found to impact the goals that EFL learners set for themselves in the classroom, as well as the level of anxiety experienced when communicating with native speakers (Lou & Noels, 2020). In an experimental study conducted by Rattan et al. (2012), it was discovered that when teachers encourage students to establish learning goals and provide support in developing their skills, students are more likely to adopt growth mindsets. Consequently, fostering a supportive classroom environment may lead to the adoption of growth mindsets among students (Lou & Noels, 2020). Although previous research has demonstrated that language mindsets can be altered, there is a dearth of studies investigating the environmental factors that influence language mindsets. Therefore, this study will comprehensively assess the influential factors of growth language mindset and explore its relationship with students' motivation and WTC.

2.1.3 Learner agency

Agency can be defined as individuals' willingness and ability to take actions (Gao, 2010). Previous research has indicated a positive association between students' capacity for autonomous learning and agency (Bown, 2009), suggesting that students must recognize their own agency and have confidence in their ability to utilize it to achieve successful learning outcomes. Another study focusing on learner agency highlights its significant influence on learners' self-efficacy, metacognition, motivation, and identity, all of which are crucial factors influencing the success of language learning, particularly in distance education context (Xiao, 2014). Despite extensive research on the role of learner agency in maximizing learner potentials (Hargreaves et al., 2021), there is a dearth of research on its influence on students' WTC. Therefore, the current study aims to investigate learner agency as a potential contributing factor to students' WTC as effective WTC necessitates students' willingness to take communicative actions within the given time constraints.

2.2 Foreign Language Learning Contextual Factors

Foreign language learning factors in this study have been represented by classroom environment. It is argued that in an EFL classroom context, learners have opportunities to practice their English with their teachers and peers. Hence, the language classroom environment has been investigated as a situational antecedent of L2 WTC in some research (see Fatima et al., 2020; Peng & Woodrow, 2010). The literature demonstrates that the language classroom environment is shaped by the teacher's behavior and teaching style, the classroom mood, class size, and classmates (Amalia et al., 2019). Moreover, previous research has concentrated on three facets of the language classroom environment: teacher support, student cohesion, and task orientation (Peng & Woodrow, 2010). Previously, Aomr et al. (2020) found a positive correlation and prediction link between WTC, students' cohesiveness, and task orientation in the Libyan EFL setting, but no obvious correlation or prediction link between teacher support and learners' WTC. The contradictory findings of the low and high effects of the classroom environment on L2 WTC urge additional research.

Therefore, this study examines the relationship among classroom environment, growth language mindset, motivation, and learner agency as well as their effects on students' WTC.

2.3 Foreign Language Learning Metacognitive Factors

Metacognition in this study has been considered as the variable representing foreign language learning metacognitive factors. It is the process by which students actively direct their own cognitive or thinking activities to achieve the desired learning outcomes through increased self-awareness, critical reflection, and efficient goal-directed action. Metacognition also represents students' abilities to plan, monitor, regulate, evaluate, and reflect on the results of learning evaluations in various ways (Chen & Hapgood, 2021). A study conducted by Sato and Lam (2021) demonstrated that metacognitive knowledge of spoken communication was enhanced in students following metacognitive teaching. The study shows that metacognitive education can be an effective pedagogical strategy for improving L2 learners' metacognition and classroom engagement patterns. Thus, the classroom environment affects metacognitive experiences as it has been demonstrated to be a substantial predictor of classroom WTC. Consequently, this study explores the relationship between metacognition and WTC as well as its correlation to learner agency, communication confidence, and SPCC in supporting students' WTC.

2.4 Foreign Language Learning Communicative Factors

2.4.1 Communication confidence

Self-confidence refers to learners' overall belief in their capacity to engage in effective L2 communication (MacIntyre et al., 1998). Many research studies in the WTC literature identified self-confidence as the primary antecedent of the L2 WTC (Lin, 2019; Mulyono & Saskia, 2020). It was found that self-confidence can help mitigate the fear of making mistakes or being misunderstood, common barriers to L2 communication. Accordingly, Peng and Woodrow (2010) describe self-confidence is built by a lack of anxiety and perceived competence. This inverse relationship between self-confidence and communication anxiety means that boosting learners' self-confidence can effectively reduce their communication anxiety, thereby increasing their WTC. Thus, the present study tries to examine the interplay among communication confidence, learner agency and metacognition to promote students' WTC.

2.4.2 L2 Self-perceived communicative competence

Perceived communication competence among the L2 WTC predictors appears to be closely related to increasing a willingness to initiate conversation (Croucher, 2013; Shahbaz et al., 2016). It indicates how the students rate their own level of proficiency (McCroskey & McCroskey, 1988) and their subjective perception of how skilled they believe they are in various communicative situations and with different interlocutors. A study by Shirvan et al. (2019) found that a person's perception of his or her communication skills (in different contexts and with different people) is a

significant predictor of his or her WTC. In other words, if learners perceive themselves as competent communicators in L2, they are more likely to feel confident and motivated to initiate conversations. Therefore, the current study aims to investigate the connection between SPCC and learner agency and between SPCC and metacognition to support students' WTC.

2.4.3 *Willingness to communicate in the EFL context*

WTC is viewed as an integral part of the language learning and communication process as well as a critical element in the development of language learners' communicative competence. In the Indonesian context, previous research on EFL students' WTC indicated that the level of WTC still varies among students. Some students with a higher level of WTC could engage actively and take advantage of opportunities to communicate using English, while others with a lower level of WTC remain silent (Amalia et al., 2019; Said et al., 2021). Those findings imply a substantial need for research into the factors that correlate with and may serve as direct predictors of students' WTC. Despite the fact that previous studies have explored variables affecting students' WTC such as motivation (Peng & Woodrow, 2010), international posture (Yashima, 2002), affective variables (Waluyo & Bakoko, 2022), self-efficacy, classroom enjoyment (Lee, 2020), teachers' autonomy support (Amalia et al., 2023; Zarrinabadi et al., 2021), research focusing on exploring how motivational, contextual, metacognitive, and communicative factors interplay in classroom contexts to support situated WTC is still limited. Hence, this study aims to explore the interplay among the aforementioned variables as predictors of situated WTC among EFL students.

3. METHODS

In order to examine the twelve previously proposed hypotheses, the present study seeks to conduct quantitative research using an exploratory analysis of motivation, learner agency, growth language mindset, classroom environment, metacognition, communication confidence, SPCC, and WTC. For this purpose, we present the conceptual model of the interactions between the variables as depicted in Figure 1.

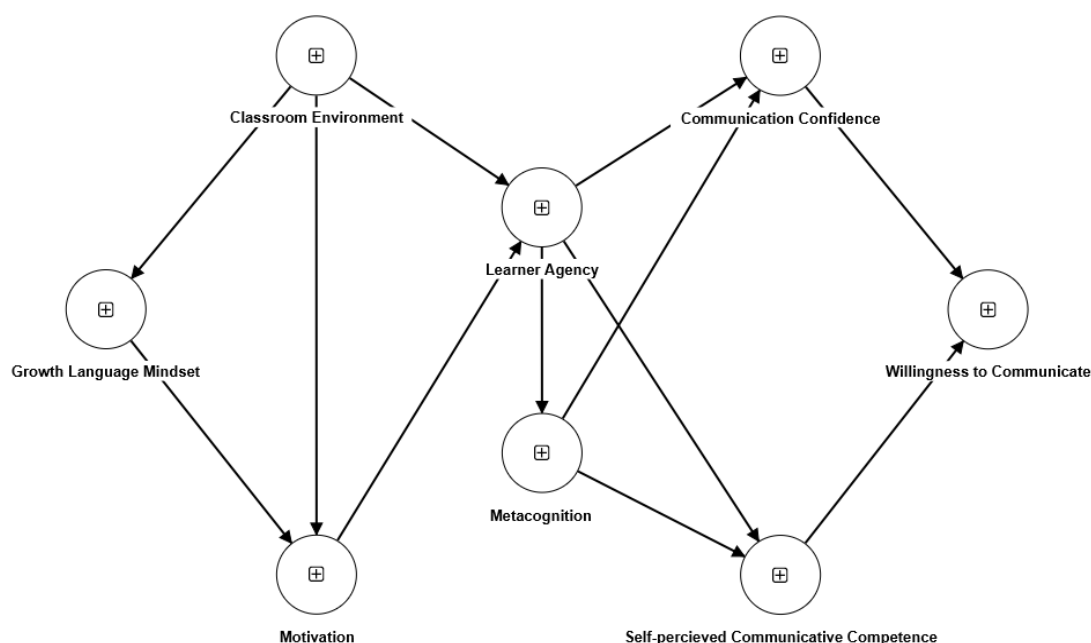


Figure 1. The conceptual model.

3.1 Participants

The data collection employed purposive sampling from EFL students from various universities in Indonesia who had taken English classes. Subsequently, 310 valid responses were gathered through an online questionnaire distribution. Table 2 shows the demographic characteristics of the respondents.

Table 2. Demographic profile (number of respondents = 310).

Category	Classification	Percentage of respondents
Gender	Male	88
	Female	222
Major of education	English	145
	Non-English	165
Region	Sumatra	67
	Java	216
	Kalimantan	19
	Papua	8

3.2 Research Instrument

To assess the variables, we employed a questionnaire adapted from previous studies as our primary instrument. The questionnaire consists of 50 items. Table 3 shows the details of the research instruments.

Table 3. The Instruments.

Number of Item	Variable	Sources
6 items	Communication Confidence	Peng and Woodrow (2010)
6 items	Motivation	Peng and Woodrow (2010)
6 items	Learner Agency	Code (2020)
6 items	Growth Language Mindset	Lou and Noels (2017)

Table 3 continued...

6 items	Self-perceived Communication Competence	McCroskey and McCroskey (1988)
6 items	Metacognition	Kobayashi (2016)
6 items	Classroom Environment	Peng (2019)
8 items	Willingness to Communicate	Khatib and Nourzadeh (2015)

In this study, a 5-point Likert scale was used, with 1 representing "strongly disagree" and 5 representing "strongly agree." To ensure the relevance and appropriateness of the instrument, we implemented several measures to ascertain its reliability and validity. First, we conducted a back translation of the questionnaire from English to Indonesian, performed by a doctoral student with expertise in translation studies. Second, face validity was established with the input of three professionals in the fields of education and languages. Third, six prospective participants were included in the content validity analysis. The instrument was further refined through a try-out test administered to 30 prospective EFL students from a university in Indonesia. The try-out data were subjected to analysis using SPSS 23 software. Some items were identified with r values below the critical r table value, indicating their lack of suitability for the Indonesian context. As a result, these items were removed from the questionnaire, and the final version of the instrument comprised 50 items used for data collection. The reliability analysis, measured by Cronbach's alpha, yielded a value of 0.918, demonstrating a high level of internal consistency. Moreover, the obtained r values ranged from 0.45 to 0.71, exceeding the r table value of 0.31. These outcomes collectively attest to the instrument's validity and reliability, surpassing the established criteria.

3.3 Data Collection

In this study, data collection was facilitated through online surveys via Google forms with estimated completion time of approximately 15 minutes. The link to the questionnaire remained active for one week, allowing participants ample time to complete it. As a crucial ethical measure, the online questionnaire included a consent form that detailed the study's nature, objectives, data collection method, participants' rights, and the guarantee of anonymity and confidentiality for their responses. Only after providing their digital consent were the respondents granted access to the questionnaire and allowed to proceed to the subsequent stages of the form. This approach ensured that the participants were fully informed about the study and voluntarily agreed to participate before engaging in the data collection process.

3.4 Data Analysis Procedures

This study used SmartPLS 3.2 to perform the PLS-SEM analysis. SEM is a valuable and effective tool for exploring complex theoretical links between numerous variables in the context of social science and L2 research ([Hair & Alamer, 2022](#)). PLS-SEM, in particular, is a composite-based method within SEM that uses total variance (specific, common, and error variance) to describe constructs as linear combinations of their indicators. PLS-SEM is very useful when dealing with limited sample sizes ([Hair et al., 2019](#)). For data analysis, we created a reflecting model based on the variables' focal points. Two types of analysis were performed to investigate the

reflective model, following the approach described by [Hair et al. \(2019\)](#). First, the measurement model was examined to determine its reliability and validity. This entailed developing both the inner and outside models. Examination of the indicator loading values, composite reliability, extracted average variance, and the heterotrait-monotrait ratio were all parts of the outer model analysis. Second, the structural model was used to investigate potential relationships inside the model or to evaluate hypothetical relationships. The Variance Inflation Factor (VIF), path coefficients, coefficient determination, effect size, and predictive significance were all determined in this step. These analyses provided valuable insights into the underlying relationships between variables and enabled a thorough grasp of the model's structure and importance.

4. RESULTS

This section presents the results of the study, which primarily concentrate on the interrelationships among the variables of motivation, learner agency, growth language mindset, classroom environment, metacognition, communication confidence, SPCC, and WTC

4.1 Indicator Loading, Internal Consistency Reliability, and Convergent Validity

The indicator loading, which assesses the correlation between a construct and its indicators, demonstrates greater values (>0.708), indicating a strong relationship between the constructs and their respective indicators. Composite Reliability (CR) is used to evaluate the internal consistency and reliability of the constructs, with values typically lying between 0.70 and 0.95 ([Hair et al., 2019](#)).

Table 4. Indicator loading, composite reliability, and average variance extracted measurement.

Items	Indicator Loading	CR	AVE
Communication Confidence		0.846	0.552
CC_1	0.869		
CC_2	0.729		
CC_3	0.720		
CC_4	0.850		
CC_5	0.814		
CC_6	0.825		
Classroom Environment		0.894	0.645
CE_1	0.773		
CE_2	0.751		
CE_3	0.717		
CE_4	0.667		
CE_5	0.799		
CE_6	0.745		
Growth Language Mindset		0.708	0.606
GLM_2	0.666		
GLM_4	0.869		
GLM_6	0.786		

Table 4 continued...

Learner Agency			
LA_1	0.840	0.788	0.605
LA_2	0.821		
LA_3	0.808		
LA_5	0.624		
Metacognition			
ME_2	0.730	0.841	0.599
ME_3	0.735		
ME_4	0.772		
ME_5	0.818		
ME_6	0.811		
Motivation			
MO_1	0.788	0.869	0.641
MO_2	0.780		
MO_3	0.820		
MO_4	0.801		
MO_6	0.815		
Self-perceived Communication Competence			
SPCC_1	0.740	0.914	0.689
SPCC_2	0.828		
SPCC_3	0.870		
SPCC_4	0.832		
SPCC_5	0.836		
SPCC_6	0.869		
Willingness to Communicate			
WTC_1	0.817	0.867	0.575
WTC_2	0.769		
WTC_3	0.696		
WTC_4	0.827		
WTC_5	0.730		
WTC_6	0.717		

Note. CR = Composite Reliability, AVE = Average Variance Extracted

In this study, the CR values for each construct range from 0.841 to 0.914, indicating a high level of consistency and reliability. To evaluate construct validity, convergent validity analysis is performed, where the Average Variance Extracted (AVE) indicates how much variance the construct was able to extract relative to measurement error (Hair et al., 2019). AVE values greater than 0.50 are regarded acceptable. In our study, the AVE values presented in Table 2 range from 0.552 to 0.689, indicating adequate convergent validity for the constructs. The data from this study indicate that the investigated constructs are internally consistent and possess valid measures, thereby enhancing the reliability and validity of the research findings.

4.2 Discriminant Validity

In order to resolve the issues of construct overlaps and confirm the uniqueness of each construct in the model, discriminant validity testing has been conducted by calculating the Heterotrait-Monotrait Ratio (HTMT).

Table 5. Heterotrait-monotrait ratio (HTMT).

	CE	CC	GLM	LA	ME	MO	SPCC	WTC
CE								
CC	0.368							
GLM	0.511	0.378						
LA	0.555	0.569	0.721					
ME	0.623	0.401	0.583	0.624				
MO	0.484	0.537	0.723	0.676	0.530			
SPCC	0.322	0.761	0.302	0.378	0.428	0.469		
WTC	0.540	0.650	0.399	0.468	0.598	0.611	0.745	

Note. CE = Classroom Environment, CC = Communication Confidence, GLM = Growth Language Mindset, LA = Learner Agency, ME = Metacognition, MO = Motivation, SPCC = Self-perceived Communication Competence, WTC = Willingness to Communicate

Typically, a threshold value less than 0.90 indicates adequate discriminant validity. In this investigation, the HTMT scores in Table 5 range from 0.302 to 0.761. These scores indicate that each construct in the model has attained the requisite level of discriminant validity, ensuring that the variables are distinct and minimizing the possibility of construct overlap and bias in the outer model.

4.3 Structural Model Assessment

In the assessment of the structural model, the first step involves conducting a multicollinearity test to obtain the Variance Inflation Factor (VIF) values. This test is crucial to ensure that there are no issues of multicollinearity that could affect the path analysis (Ghasemy et al., 2020).

4.3.1 Multicollinearity

Table 6. Variance inflation factor.

	CE	CC	GLM	LA	ME	MO	SPCC	WTC
CE			1.000	1.213		1.185		
CC								1.890
GLM						1.185		
LA		1.341			1.000		1.341	
ME		1.341					1.341	
MO				1.213				
SPCC								1.890
WTC								

To determine the presence of multicollinearity, a commonly recommended threshold value for VIF is <3.00, as suggested by Hair et al. (2019). In our study, Table 6 displays the VIF values falling within the range of 1,000-1,890, which comfortably meets the recommended threshold. As a result, it is concluded that there are no multicollinearity issues among the eight constructs in the model.

4.3.2 Path analysis

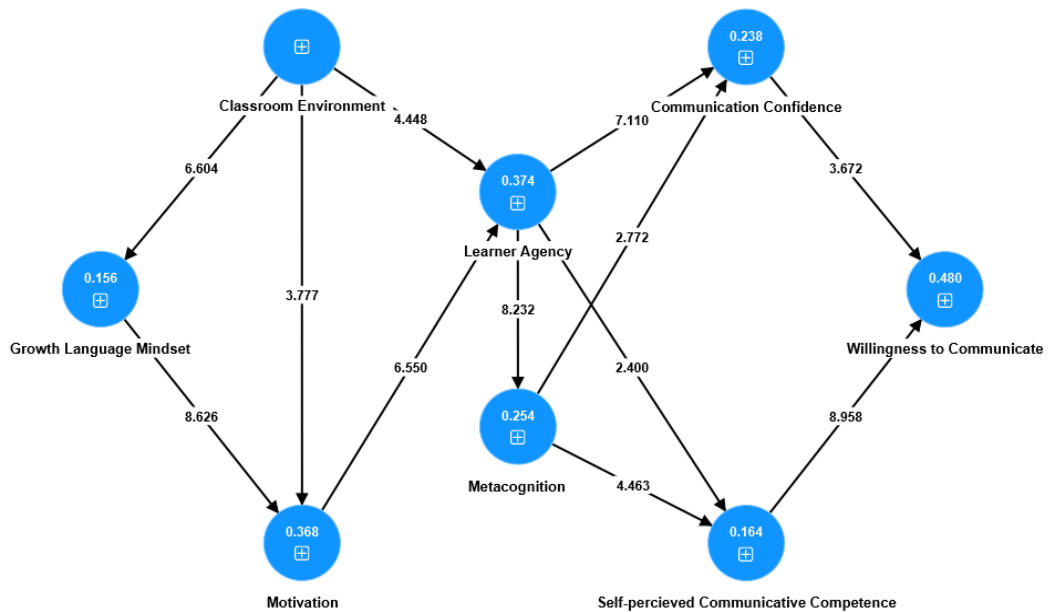


Figure 2. Path coefficients.

As shown in Figure 2, the results of the data analysis show that each construct in the model exhibits a positive relationship with one another. To assess the significance of these relationships, we adopted the threshold recommended by Hair et al. (2019), which stipulates that t-values greater than 1.96 indicate a significant positive relationship. Based on this criterion, all 12 formulated hypotheses were found to have a significant positive relationship between the constructs. This implies that the relationships hypothesized in the model are not merely chance occurrences but hold substantive and statistically significant associations.

Table 7. Path analysis result.

Hypotheses	Path	β	Mean	SD	T statistics	P values	Sig
H1	CE -> GLM	0.395	0.400	0.060	6.604	0.000	Supported
H2	CE -> LA	0.256	0.261	0.057	4.448	0.000	Supported
H3	CE -> MO	0.230	0.232	0.061	3.777	0.000	Supported
H4	CC -> WTC	0.216	0.217	0.059	3.672	0.000	Supported
H5	GLM -> MO	0.478	0.478	0.055	8.626	0.000	Supported
H6	LA -> CC	0.395	0.396	0.056	7.110	0.000	Supported
H7	LA -> ME	0.504	0.506	0.061	8.232	0.000	Supported
H8	LA -> SPCC	0.168	0.168	0.070	2.400	0.016	Supported
H9	ME -> CC	0.149	0.15	0.054	2.772	0.006	Supported
H10	ME -> SPCC	0.293	0.295	0.066	4.463	0.000	Supported
H11	MO -> LA	0.459	0.455	0.070	6.550	0.000	Supported
H12	SPCC -> WTC	0.527	0.528	0.059	8.958	0.000	Supported

Note. $p < 0.05$ indicates that the hypothesis is supported

Table 7 presents the outcomes of the path analysis, which evaluates the relationships between the constructs in the model. To determine the statistical significance of the hypothesized relationships, T statistics and P values were computed. The results indicate that the 12 hypotheses are supported since their

respective P values are less than 0.05, and their T statistics are greater than 1.96. Among all the hypotheses, H12 stands out with the strongest positive significance value. The relationship between SPCC and WTC was found to be highly significant with a positive association ($\beta = 0.527$; $t = 8.958$; $p < 0.05$).

4.3.3 Coefficient of determination (R^2) and Effect size (f^2)

After completing the path analysis, we analyzed the coefficient of determination and effect size. The R^2 threshold value is weak (0.10), moderate (0.11-0.30), moderate (0.30-0.50), and strong (> 0.50), whereas f^2 is small (0.02), medium (0.15), and large (0.35) (Hair et al., 2019). According to Table 8's R^2 results, four constructs (CC, GLM, ME, and WTC) have modest predictive power, whereas three constructs (LA, MO, and SPCC) have moderate predictive power.

Table 8. Coefficient determination (R^2).

Construct	R-square	R-square adjusted	Consideration
CC	0.238	0.233	Modest
GLM	0.156	0.154	Modest
LA	0.374	0.37	Moderate
ME	0.254	0.252	Modest
MO	0.368	0.364	Moderate
SPCC	0.164	0.158	Modest
WTC	0.480	0.477	Moderate

Table 9. Effect size (f^2).

Path	f^2	Effect Size
CE -> GLM	0.185	Medium
CE -> LA	0.086	Medium
CE -> MO	0.070	Small
CC -> WTC	0.047	Small
GLM -> MO	0.306	Medium
LA -> CC	0.153	Medium
LA -> ME	0.341	Medium
LA-> SPCC	0.025	Small
ME -> CC	0.022	Small
ME -> SPCC	0.076	Small
MO -> LA	0.277	Medium
SSPCC -> WTC	0.283	Medium

The results of effect size f^2 presented in Table 9 indicate that five path coefficients have a small effect size, whereas seven have a medium effect size.

4.3.4 Predictive relevance (Q^2)

Through the implementation of blindfolding in the PLS-SEM analysis, we obtained the Q^2 value. This process aimed to validate the model's construction quality and its predictive relevance, where values greater than 0 indicate good predictability. The scoring system for Q^2 entails categorizing scores as 0 (small), 0.25 (medium), and 0.50 (large). Upon analyzing the results presented in Table 10, the majority of Q^2 values fall into the category of small predictive relevance. However, the construct WTC stands out as it is classified as having medium predictive relevance.

Table 10. Predictive relevance (Q^2).

	SSO	SSE	$Q^2 (=1 - \text{SSE/SSO})$	Predictive relevance
CE	1860	1860	0	Small
CC	1860	1580.166	0.15	Small
GLM	930	848.883	0.087	Small
LA	1240	968.992	0.219	Small
ME	1550	1322.951	0.146	Small
MO	1550	1199.158	0.226	Small
SPCC	1860	1656.241	0.11	Small
WTC	1860	1378.022	0.259	Medium

5. DISCUSSION

This study aimed to elucidate the interplays of factors affecting students' WTC in situated classroom contexts. Based on the exploratory analysis, significant connections were found among the research variables. As a result, all the 12 hypotheses proposed in Table 1 were confirmed.

The first, second, and third results showed positive and significant connections between classroom environment and growth language mindset ($\beta = 0.395$; $p < 0.05$; $t = 6.604$), between classroom environment and learner agency ($\beta = 0.256$; $p < 0.05$; $t = 4.448$), and between classroom environment and motivation ($\beta = 0.230$; $p < 0.05$; $t = 63.777$). In other words, students' motivational factors were strongly affected by the contextual factor. First, the findings suggested that students were more inclined to believe in their own capacity for language acquisition and were motivated to actively engage in learning activities when they experienced a positive classroom environment. This point strengthens Zarrinabadi et al.'s (2021) study that when students perceive their classroom environment as supportive, where teachers encourage them to set learning goals and provide assistance in skill development, they are more likely to adopt growth mindsets. Second, a positive correlation was also found between classroom environment and learner agency. When teachers provide opportunities for student autonomy, such as allowing them to make decisions about their learning goals, providing choices in tasks and activities, and encouraging self-reflection and metacognitive strategies, students feel a sense of ownership and control over their learning process, which means an increase in learner agency. As a result, they are more likely to be motivated and willing to engage in communicative tasks. This finding partly confirms Xiao (2014), whose research found that positive changes that lead students to further agentic engagement result in the enhancement of their language learning. Third, the findings reveal that respectful and collaborative interactions that build a positive classroom environment enhance students' motivation. Supportive teachers and peers encourage students to feel enjoyment and motivated to participate in communicative activities. This finding supports Janah et al. (2022) in that L2 motivational self-system is influenced by language enjoyment in the classroom. The classroom environment, therefore, transcends mere physicality, impacting students' psychological attitudes and communicative behaviors (Ardi et al., 2024).

The fourth and the fifth results of this study confirm that communication confidence positively influences students' WTC ($\beta = 0.216$; $p < 0.05$; $t = 3.672$) and

growth language mindset has a positive relationship with motivation ($\beta = 0.478$; $p < 0.05$; $t = 8.626$). Supporting Fatima et al.'s (2020) study that highlights the importance of L2 self-confidence to overcome language anxiety which in turn enhances their WTC in the target language, this study found that students who perceive themselves as competent are more likely to engage in communication tasks, as they exhibit less fear of making mistakes and experience less language-learning anxiety. Moreover, the findings also reveal that individuals who adopt a growth language mindset are more likely to be motivated to actively engage in language learning activities. This is because they perceive challenges as opportunities for growth and view mistakes as valuable learning experiences. This point aligns with the study by Wang et al. (2021) indicating that the effect of language mindset on students' WTC is mediated by students' internal factors such as enjoyment and boredom. By cultivating a growth-oriented mindset, learners may experience increased motivation and a greater willingness to invest time and energy in their language learning journey (Janah & Cahyono, 2022).

The sixth, seventh, and eighth hypotheses indicate positive relationships between learner agency and communication confidence ($\beta = 0.395$; $p < 0.05$; $t = 7.110$), between learner agency and metacognition ($\beta = 0.504$; $p < 0.05$; $t = 8.232$), and between learner agency and SPCC ($\beta = 0.168$; $p < 0.05$; $t = 2.400$). These findings suggest that empowering learners and providing opportunities for active participation and decision-making can substantially impact learners' confidence, metacognitive abilities, and their perception of their communicative competence. The positive association between learner agency and communication confidence implies that when learners feel empowered and have a sense of control over their learning, they are more likely to exhibit greater confidence in their communicative abilities. Similar to what Kohn (2017) discovered, increased learner agency correlates favorably with communicative participation and topic development. Furthermore, a positive association between learner agency and metacognition suggests that learners who possess a sense of agency are more likely to engage in metacognitive activities, such as setting goals, selecting appropriate learning strategies, and reflecting on their progress. This finding supports Xiao's (2014) study that agency has a significant effect on learners' self-efficacy, identity, motivation, and metacognition, which are four crucial constructs for determining language learning success. By actively participating in these metacognitive processes, learners can better regulate their learning and optimize their language learning outcomes. Furthermore, a positive association between learner agency and SPCC implies that learners with a greater sense of agency are more likely to perceive themselves as competent communicators. This finding has been emphasized by Maretha and Waluyo (2022) whose study found that learners' agency for learning predicted EFL students' language proficiency in Thailand. It means that when learners feel empowered and actively involved in their language learning journey, they are more likely to develop a positive perception of their communicative abilities, which can further enhance their motivation and engagement in language learning activities.

The results of this study also confirm positive relationships between metacognition and communicative competence ($\beta = 0.149$; $p < 0.05$; $t = 2.772$) and between metacognition and SPCC ($\beta = 0.293$; $p < 0.05$; $t = 4.463$), supporting the ninth and tenth hypotheses. The positive associations between metacognition, communicative competence, and SPCC suggest that students with strong

metacognitive abilities can plan and organize their thoughts, monitor their language use, and modify their communication strategies based on the responses of their interlocutors. In addition, this study shows that learners with greater metacognitive abilities tend to view themselves as more competent communicators. Metacognition enables students to evaluate their communication experiences, identify areas for improvement, and make adjustments (Sato & Dussuel Lam, 2021). By employing metacognitive strategies, language learners can improve their overall communicative competence, leading to more successful interactions in the target language and a greater WTC. This point was supported by Ghasemi et al. (2020), whose research revealed that students who use metacognitive learning strategies and routinely evaluate their performance are more likely to have a high level of communicative competence.

This research also proves a significant relationship between motivation and learner agency ($\beta = 0.459$; $p = 0.05$; $t = 6.550$), confirming the eleventh hypothesis. It suggests that when learners have agency, they are more likely to take responsibility for their learning, set meaningful objectives, and make decisions that correspond to their interests and needs. This sense of autonomy and control over the learning process can be a potent motivator, as learners feel a greater sense of responsibility and are intrinsically motivated to achieve their objectives. Recent research by Hennebry-Leung et al. (2023) suggests that positive circumstances in language learning provide learners with a greater opportunity to exercise agency, allowing them to envision L2 personalities more clearly and serve as a driving force for motivated learning.

The final hypothesis confirmed in this study is that SPCC and WTC have a strong positive relationship ($\beta = 0.527$; $p = 0.05$; $t = 8.958$). According to this finding, students who perceive themselves as more competent communicators are more likely to be inclined to actively participate in English communication. When they positively perceive their communicative competence, they feel more assured and confident in their ability to communicate in English. This confidence reduces the dread of making mistakes or being misunderstood, thereby increasing their WTC. In support of this claim, Öz et al. (2015) discovered in their study of Turkish EFL students that students with a higher SPCC may view communication as a rewarding and satisfying experience, thereby increasing their motivation to initiate and maintain communicative interactions.

6. CONCLUSION

Through exploratory analysis and hypothesis testing using PLS-SEM modeling, this study shows how motivational, contextual, metacognitive, and communicative factors interact to promote EFL students' WTC in the Indonesian context. Positive and significant relationships are found between classroom environment and growth mindset, agency, and motivation, between communication confidence and WTC, between growth language mindset and motivation, between learner agency and communication confidence, metacognition, SPCC, and motivation, between metacognition and communication confidence, between metacognition and SPCC, between motivation and learner agency, and between SPCC and WTC. The findings of this study imply that by understanding and leveraging the factors promoting students' WTC, EFL teachers and lecturers can design more effective and interactive

language learning programs that encourage active participation and engagement in communication tasks, ultimately fostering a greater WTC in the target language.

Future studies are suggested to investigate further other factors that may impact students' WTC inside and outside the classroom. Further research is also suggested to unpack the detailed elements that construct a positive relationship among the variables, such as investigating the mechanisms through which learner agency influences the variables and exploring additional factors that may interact with or moderate these relationships or explore the specific metacognitive strategies that are most effective in enhancing communicative competence and SPCC. Such investigation will contribute to a more comprehensive understanding of the dynamics involved in students' WTC and language learning.

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