

# Exploring the Factors Affecting the Willingness to Communicate in Oral Recitation of Grade 10 Students

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## Abstract:

Willingness to Communicate (WTC) in oral recitation is influenced by a myriad of factors that significantly impact student participation. This study aimed to assess the WTC level, identify contributing factors, and propose effective teaching strategies to enhance WTC in oral recitation among Grade 10 students. Employing a mixed-method approach, the study involved 40 respondents from a public high school, using both quantitative and qualitative data collection methods. Quantitative data were gathered through a 5-point Likert scale survey questionnaires, while qualitative insights were obtained from semi-structured interviews guided by questions adapted from Tuyen and Loan (2019).

The survey measured students' WTC levels and identified key barriers, while interviews provided deeper insights into their experiences and perceptions. The collected data were analyzed using descriptive statistics for quantitative findings and thematic analysis for qualitative responses. Results indicated a moderate level of WTC, with prominent barriers including low self-confidence, heightened anxiety, peer influence, teacher behavior, and task difficulty. These findings highlight the critical need for creating a supportive and inclusive classroom environment, implementing scaffolded activities, and fostering positive peer interactions to elevate student engagement.

Practical recommendations include the integration of communicative language teaching methods, provision of comprehensive teacher training aimed at encouraging student participation, and the development of collaborative learning experiences. Furthermore, it is imperative for educators and policymakers to focus on strategies that enhance oral communication skills, thus preparing students for effective real-world interactions. The insights garnered from this study serve as a valuable resource for stakeholders aiming to improve the oral recitation capabilities of students, ultimately contributing to their overall academic and personal growth.

**Keywords — English classroom, individual factor, oral recitation, situational factor, willingness to communicate**

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## I. INTRODUCTION

The proficiency in spoken English is essential for students learning English as a second language. A critical aspect of teaching is to foster a high willingness to communicate (WTC) among learners

which correlates directly with increased engagement in language practice and authentic communication opportunities (Tuyen & Loan, 2019). Research in Vietnam by Tuyen & Loan (2019) highlighted that approximately half of EFL learners exhibit low WTC in speaking activities, attributed to personal and

social factors, which include cultural and environmental influences. Recent international studies also identify the factors affecting the WTC level of EFL learners teaching methodologies (Getie, 2020; Aburezeq, 2020); self-confidence, anxiety, medium of communication and cultural background as determinants of WTC among EFL learners (Muhibbati, et. al, 2016; Valadi, 2015; Riasati, 2018; Kalyar, et. al., 2018). Hence, WTC is influenced by both factors that significantly input learner's performance (Farokhi, et. al., 2023).

Additionally, in the context of the Filipino learners' acquisition of the foreign language, English—some studies propose that WTC is a vital component of the language acquisition process and is being affected by different factors. Some of these are language learning strategy and positive experiences (Balasama & Limpot, 2024); and learners' level of anxiety (Gacho & Hajan, 2019). Learning strategies are employed for a successful learning of the English language. However, some Filipino learners lack knowledge of these strategies, resulting in low WTC level. These strategies are affected by one's attitude and perception towards the English language and could also be dependent to the opportunities provided by the teacher within the classroom setting. The experiences of the language learners play a significant role in developing their WTC as anxiety could be heighten when there is less positivity in the learning process and environment.

With this review of related studies, it is implied that the speaking ability or the language proficiency of English language learners in activities like oral recitation is affected by their WTC level. Learners with high WTC demonstrates confidence in a discourse using English as a medium of communication inside and outside the classroom. This also means that they have the highest chance of getting high academic performance level across different learning areas since majority of the subjects they are learning is being taught in English. In addition, English fluency is a necessity in the job market. According to Ne'Matullah et. al. (2023), having high English language abilities greatly improve one's chances of employment in the globalized and interconnected work market. This

supports the general view that English is a standard language.

In Angga-an Integrated School (AIS), one of the schools of Damulog South District, Damulog, Bukidnon—Division of Bukidnon, most of the students in the Junior High School department have very low WTC level in oral recitation activities. Feedback from different teachers during the Learning Action Cell (LAC) session and the students' academic performance in English could be summarized into one idea—students do not willingly participate in discourse or oral recitation tasks in their English class. The tenth graders, for example, are expected to acquire at least the average level of mastery in the use of the English language when communicating inside the classroom, especially in their English class.

The researcher observed that in the previous school year, 2023-2024, they were meek in using the foreign language as a medium of communication when performing tasks like oral recitation. They struggle to express their ideas in words whenever they are instructed to do an oral recitation in English—a result of having a low level of WTC. This problem affects their performance not just in English subject but also in others.

Thus, by comparing the results of the related studies from international narrowing down to the national context, the researcher is motivated to conduct a local study focusing on the context of Angga-an Integrated School (AIS), Angga-an, Damulog, Bukidnon. The reviewed studies were mostly conducted in an Elementary, National High School, and even in different Asian universities but not in an Integrated School. This identified gap is the thrust for this study to be conducted since the teaching and learning process of English language acquisition in an integrated school is affected by the students' WTC level in oral recitation. The researcher aims to determine the WTC level in oral recitation of the tenth graders; identify different factors influencing the WTC level in oral recitation of the tenth graders; and recommend possible teaching strategies that could improve the tenth graders' WTC level in oral recitation.

## **II. MATERIALS AND METHODS**

The study identified the factors affecting the WTC in oral recitation among the grade 10 students of Angga-an Integrated School. The study made use of a mixed-method research design. The participants of the study belong to one class or section only. Three (3) instruments were used to gather the data, namely, the WTC level and teaching strategy questionnaires and semi-structured guide interview questions adapted from Tuyen and Loan (2019). The first and third instruments, WTC level and teaching strategies questionnaires, were used to identify the WTC level in oral recitation of the participants and the students' preferred teaching strategies to be used to promote WTC in oral recitation activity. It was composed of ten (10) statements with scaling rating that ranges from 5 as the highest and 1 as the lowest. The second instrument, semi-structured interview guide questions, intended to determine the factors affecting the WTC in oral recitation among grade 10 students.

The participants of the study were the Grade 10 students enrolled in Angga-an Integrated School for the school year 2024-2025. The data collected were tabulated and analyzed using appropriate statistical tools using software. Descriptive statistics like mean, standard deviation, frequency, and percentage were used to answer the questions on the descriptive levels. The interview responses were analyzed using thematic analysis.

### III. RESULTS AND DISCUSSIONS

The data gathered and analyzed showed that the overall mean of the WTC level of the participants is 2.79. This data was derived using SPSS software, giving a general sense of their willingness to communicate in oral recitation. It suggests that the participants' WTC level in oral recitation according to the 5-point Likert scale in Table 1.B is moderate. A mean score close to 3 indicates a moderate level of comfort or willingness to communicate in oral recitation. This leads to the inference that the grade 10 students of Angga-an Integrated School moderately participate in oral recitation in an English classroom.

TABLE I.A  
 WTC LEVEL IN ORAL RECITATION

| Item | Indicator   | Mean | Verbal Description |
|------|---|------|--------------------|
| 5    | Oral recitation helps in improving my speaking proficiency in English.<br>(Ang oral recitation makatabang sa pagpauswag sa akong kahanas sa pagsulti og English.)   | 3.43 | Moderate           |
| 1    | I get excited in doing oral recitation in class.<br>(Ganahan ko moapil sa oral recitation sa klase.)  | 2.98 | Moderate           |
| 7    | I would like to participate in oral recitation to show my English competence.<br>(Gusto ko nga moapil sa oral recitation aron ipakita ang akong kahanas sa English.)  | 2.95 | Moderate           |
| 3    | The more I learn English, the more I want to participate in oral recitation.<br>(Mosamot kadaghan akong mahibaloan sa English, mosamot ko kaganahan mag istorya gamit kini sa among klase.)   | 2.83 | Moderate           |
| 2    | I prefer to be silent during oral recitation because talking in English makes me anxious.<br>(Pilion nako maghilom ra kung nay oral recitation kay dili ko kampante mag istorya gamit ang pulong English.)  | 2.70 | Moderate           |
| 9    | I do not participate in oral recitation because I am not used to speaking alone in front of everyone using the English language.<br>(Dili ko ga apil sa oral recitation tungod kay wala ko naanad mag istorya nga mag-inusara atubangan sa kadaghanan gamit ang English.) | 2.68 | Moderate           |
| 4    | I don't like oral recitation because I cannot speak in English confidently.<br>(Dili ko ganahan sa oral recitation kay dili ko kabalo mag istorya sa English nga may kumpyansa.)  | 2.68 | Moderate           |

|              |   |      |          |
|--------------|---|------|----------|
| 8            | I do not participate in oral recitation because I am scared of my teacher.<br>(Dili ko ga apil ug oral recitation kay mahadlok ko sa akong maestra/maestro.)  | 2.63 | Moderate |
| 10           | I do not like the English language that's why I don't participate in oral recitation and other activities that require me to use it to communicate.<br>(Dili ko ganahan sa pulong English maong dili ko gaapil sa oral recitation ug lain pang kalihokan nga magkinahanglan kanako sa pag gamit niini.) | 2.55 | Moderate |
| 6            | I lose my confidence and concentration in answering questions if it is through oral recitation.<br>(Mawala ang akong kumpiyansa ug konsentrasyon sa pagtubag sa mga pangutana kung pinaagi kini sa oral recitation.)  | 2.48 | Low      |
| Overall Mean |   | 2.79 | Moderate |

TABLE II.B  
 5-POINT LIKERT SCALE FOR WTC LEVEL

| RANGE OF MEANS | VERBAL DESCRIPTION |
|----------------|--------------------|
| 4.50 – 5.00    | VERY HIGH          |
| 3.50 – 4.49    | HIGH               |
| 2.50 – 3.49    | MODERATE           |
| 1.50 – 2.49    | LOW                |
| 1.00 – 1.49    | VERY LOW           |

The indicators presented in Table I.A is arranged from highest to lowest mean following the rating scale displayed in Table I.B. Indicator five (5) has the highest mean of 3.43 while indicator six (6) as the lowest. It is then inferred that the participants acknowledge the value of oral recitation in helping them improve their speaking fluency in English since the overall mean is 2.79 and in the moderate level. The participants may display hesitation in doing oral recitation but the result shows that this do not affect their confidence much and still proceed in conquering their fears to improve their proficiency in speaking the language.

It is a common phenomenon among the participants to participate in oral activity but with hesitation. Pike and Raymundo (2024) stated that students generally experienced a moderate level of public speaking anxiety, with physiological symptoms like pounding hearts and trembling being prevalent due to lack of preparation. It also revealed that as public speaking anxiety increases, oral language performance decreases, highlighting the impact of anxiety on students' willingness to participate in oral recitations.

TABLE III  
 INTERVIEW GUIDE QUESTIONS

| No. | Question  |
|-----|---|
| 1   | Do you like to participate in oral recitation in your English class? Why?                             |
| 2   | <b>What do you fear the most in doing oral recitation in your English class? Why?</b>                 |
| 3   | What motivates you to participate in oral recitation in your English class? Why?                      |
| 4   | How do you feel when you hear the phrases “oral recitation” and “speak in English” from your teacher? |
| 5   | What is the impact of oral recitation on your English knowledge?                                      |

The researcher identified several factors affecting the WTC level in oral recitation of the grade 10 students in their English class. These were coded into the two themes: individual and situational. According to Burezeq (2021), individual factors include lack of English language proficiency, confidence, apprehension to make mistakes and shyness while situational factors is composed of difficult tasks, unfamiliar topics, unfriendly teachers, and teachers' negative feedback.

One of the most prominent theme was the fear of making mistakes (individual factor), where participants expressed anxiety about answering incorrectly and being embarrassed in front of their classmates. This fear aligns with Horwitz et al.'s (1986) concept of foreign language anxiety, which suggests that students experience apprehension due to the possibility of negative evaluation.

Another significant theme was motivation through grades (situational factor), as many participants

admitted that their primary reason for participating in oral recitation was to earn points. This extrinsic motivation reflects Deci and Ryan’s (1985) Self-Determination Theory, which explains that students engage in activities mainly for external rewards rather than intrinsic interest.

Additionally, the findings indicated that participants experienced anxiety when speaking English (individual factor), as the phrase “oral recitation” triggered nervousness among them. This pattern is consistent with MacIntyre and Gardner’s (1991) findings on language anxiety, where learners fear negative judgment, leading to avoidance of speaking opportunities.

However, despite the general reluctance, some students expressed a desire for classroom engagement, stating that they enjoyed speaking in front of their peers (individual factor). This suggests that while many struggle with communication anxiety, others have a naturally high willingness to communicate, making it important to incorporate interactive speaking activities in the classroom.

Lastly, the influence of peer perception (situational factor) emerged as a critical factor affecting the participants’ participation. Many students feared being judged when speaking English, which discouraged them from reciting. This highlights the role of social evaluation in oral participation, emphasizing the need for a supportive classroom culture where positive reinforcement and mutual respect can foster a safe speaking environment. A recent study of Bactol et al. (2023) examines the factors contributing to students' anxiety during oral recitations and they identified several key factors influencing students' anxiety including fear of making mistakes and peer perception.

TABLE IV.A  
 POSSIBLE TEACHING STRATEGIES

| Item  | Mean | Verbal Description |
|---|------|--------------------|
| The teacher gives meaningful and considerate feedback to motivate the students to engage more in the class. | 3.63 | Effective          |
| The teacher corrects the students’ mistakes positively.   | 3.50 | Effective          |

|  |      |                      |
|--|------|----------------------|
| The teacher encourages the students to speak in a friendly manner.   | 3.45 | Effective            |
| The teacher provided students with a clear instruction on how to do the oral recitation, its point system, and its relevance to achieving the learning objectives.                     | 3.40 | Moderately Effective |
| The teacher used simple and comprehensive English words in giving the instructions and questions to help the students understand the topic better to give correct answers.             | 3.35 | Moderately Effective |
| The teacher lets the students do the tasks in groups to have more opportunities to speak.  | 3.30 | Moderately Effective |
| The teacher encouraged the students to participate in the oral recitation activity by giving them rewards.   | 3.30 | Moderately Effective |
| The teacher made the students perform game-based activities or role-playing so that they could have interesting and fun learning experiences that they could share in oral recitation. | 3.25 | Moderately Effective |
| The teacher gives immediate feedback to the students’ answers and gives the score.   | 3.20 | Moderately Effective |
| The teacher provides enough time for students to prepare before speaking.  | 3.10 | Moderately Effective |
| Overall Mean   | 2.79 | Moderately Effective |

TABLE III.B  
 5-POINT LIKERT SCALE FOR TEACHING STRATEGIES

| RANGE OF MEANS | VERBAL DESCRIPTION   |
|----------------|----------------------|
| 4.21 – 5.00    | Highly Effective     |
| 3.41 – 4.20    | Effective            |
| 2.61 – 3.40    | Moderately Effective |
| 1.81 – 2.60    | Less Effective       |
| 1.00 – 1.80    | Not Effective        |

The results of the survey for the possible teaching strategy/strategies to improve the WTC level of the grade 10 students indicate that the effectiveness of the teaching strategies employed in the classroom falls within the Moderately Effective category, as reflected by the overall mean of 2.79. This suggests that while the strategies used have some positive impact on student engagement and learning, there is still room for improvement.

Among the ten teaching strategies assessed, the highest-rated item was "The teacher gives meaningful and considerate feedback to motivate the students to engage more in the class," with a mean score of 3.63, which means effective. This implies that the participants highly value constructive feedback from their teacher, as it helps them stay motivated and engaged in classroom activities.

Feedback plays a crucial role in enhancing students' confidence and willingness to participate, reinforcing the importance of timely and meaningful teacher responses in the learning process. A recent study by Ahmed and Shakir (2019) examined the effects of teacher feedback on students' language skills at the university level and it was discovered that oral feedback positively influenced students' speaking abilities, highlighting the importance of timely and meaningful feedback in motivating students to engage more actively in class.

Additionally, a study by Xu et al. (2021) investigated teacher feedback on online business English oral presentations. The findings demonstrated that teacher feedback significantly improved students' oral presentation quality and that students held positive attitudes toward receiving such feedback. Thus, meaningful and considerate teacher feedback can enhance student engagement and participation in the classroom.

Feedback giving is an essential part of learning. According to Lee (2017), meaningful feedback not only supports language learning but also creates a supportive environment that nurtures students' readiness to communicate. Giving feedback is essential in fostering students' willingness to communicate (WTC) as it provides constructive insights that guide learners toward improving their communication skills. Feedback helps students identify their strengths and areas for improvement, creating opportunities to enhance their confidence and competence in expressing ideas. Timely and specific feedback encourages active participation, reduces anxiety, and reinforces positive communication behaviours.

On the other hand, the lowest-rated item was "The teacher gives enough time for the students to prepare before speaking," which received a mean score of 3.10. While this still falls within the "Moderately

Effective" range, it suggests that students feel they are not given sufficient time to prepare before speaking, which could contribute to their anxiety and reluctance to participate in oral recitation.

This finding highlights the need for teachers to allocate more time for students to organize their thoughts before engaging in speaking activities, which can help reduce language anxiety and improve their confidence. Several studies support the notion that pre-task planning positively influences language production.

For instance, Al-Qahtani (2016) found that Saudi female preparatory students who were allotted five minutes of planning time before performing a task demonstrated improved fluency and accuracy in their oral performance. The study concluded that pre-task planning reduces cognitive load, helps learners set goals, organize content, and enhances self-confidence during oral tasks.

Similarly, Ayoub (2002) investigated the influence of pre-task planning time on the speech production of accuracy-oriented and fluency-oriented EFL learners. The study revealed that planning time allowed learners to balance their attention between accuracy and fluency, leading to improved oral performance. The research emphasized the necessity of determining the optimal length of planning time to achieve the desired outcomes.

Also, a study by Pearson et al. (2006) highlighted that college students often dedicate minimal time to rehearsing their speeches, with an average of less than five minutes spent on oral practice. The researchers suggested that increased preparation time correlates with higher speech performance, emphasizing the need for educators to encourage adequate rehearsal.

These studies collectively suggest that allocating sufficient preparation time before speaking activities can significantly enhance students' oral performance. Educators should consider incorporating structured planning periods into their teaching strategies to reduce student anxiety, improve fluency and accuracy, and foster greater engagement in speaking tasks.

Overall, while the teaching strategies are moderately effective, improvements can be made,

particularly in areas related to student preparation before speaking. Adjustments in teaching approaches, such as providing structured think-time or pre-recitation activities, may help create a more supportive learning environment that encourages student participation.

## CONCLUSIONS

In conclusion, the researcher identified that the WTC level of grade 10 students is in the moderate level. The students perceived oral recitation as an important tool in helping them improve their speaking fluency in English but they also have reservations in doing so. With this finding, it is imperative for English teachers and other educators to focus on strategies that will increase students' confidence, motivation and opportunities for communication in English, build a supportive learning environment, provide more exposure to authentic language use, address individual differences and encourage teacher-student interaction.

Additionally, several factors affect the WTC level of the participants in oral recitation in an English classroom. The responses gathered and analyzed from the interview directed to two factors: individual and situational. Individual factors refer to lack of English language proficiency, confidence, apprehension to make mistakes and shyness while situational factors involve difficult tasks, unfamiliar topics, unfriendly teachers, and teachers' negative feedback. This study shows that the participants' WTC level is greatly affected by both individual and situational factors. Thus, the researcher recommends that educators must address these variables by fostering a more supportive, engaging and confidence-building learning environment. Incorporating scaffolded speaking exercises, self-reflection, individualized mentoring, differentiated instruction techniques, and promoting inclusivity.

Furthermore, the final highlight of this study is the critical role that teachers play in fostering students' WTC. In identifying the possible teaching strategies English teachers should use to promote higher WTC level in oral recitation activities, the researcher discovered that students prefer getting immediate feedback to get higher WTC level. It is important to

tailor classroom activities to gradually build students' confidence in communication. Simple, low-stakes tasks that encourage participation without the fear of failure can help students overcome their initial reluctance. Also, incorporating collaborative activities such as group discussions or peer-to-peer learning can create a supportive environment where students feel more comfortable expressing themselves. These methods align with communicative language teaching (CLT) approaches, which emphasize meaningful interaction as a key component of language learning.

Overall, the findings and recommendations of this study highlight that the Willingness to Communicate (WTC) level of Grade 10 students in oral recitation is at a moderate level, influenced by both individual and situational factors. While students exhibit a fair degree of readiness to participate in spoken communication, various elements—such as confidence, motivation, peer influence, classroom environment, and teacher support—play significant roles in shaping their WTC. It also underscores the need for student-centered strategies that consider individual differences and classroom dynamics. By fostering a more inclusive, interactive, and encouraging learning atmosphere, educators can empower students to become more confident and active communicators, ultimately improving their overall language proficiency and participation in English classrooms.

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