EXPLORING STUDENT'S WILLINGNESS TO COMMUNICATE IN

ENGLISH ZONE AT ENGLISH TADRIS STUDY PROGRAM IAIN

CURUP

(A Case Study at the English Tadris Study Program in IAIN Curup)

THESIS

This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in

English Language Education

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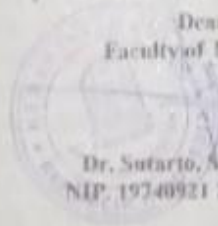**Dr. Sakut Anshori, S.Pd.I, M.Hum.**
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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.
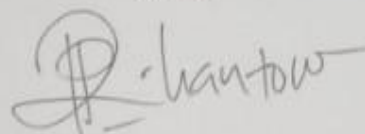
Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Sanusi Pane (20551061)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"Exploring Student's Willingness to Communicate in English Zone"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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Curup, February 2024

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PREFACE

All praise and thanks are due to Allah SWT. With the help of His blessings, I, the author, have finished this thesis with admirable outcomes and putting forth on my best effort. This thesis has been turned in to fulfill the requirement of Institut Agama Islam Negeri (IAIN) Curup for the S1 degree.

This study phenomenon lies in the cognitive processes, especially one that is related to the student's Willingness to Communicate (WTC), which resulting uneven distribution at the English Zone (EZo) at English Tadris Study Program IAIN Curup. While the researcher looks at these phenomena and tries to explore them, the researcher views this as the dynamic of WTC.

Although there is room for improvement in the analytical results of this study, particularly considering how the need for WTC study in the English Study Program, I think more research has the potential to make ground-breaking discoveries. The researcher hopes that this study is useful for further exploration.

Curup,　February 2024

Sanusi Pane

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MOTTO

"Satyameva Jayate"

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—Sanusi Pane

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Assalamualaikum Warahmatullahi Wabarakatuh.

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

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In order to be flawless in the future, the author still requires constructive feedback. The findings of this study hopefully be able to positively impact how other schools build their educational programs. May Allah bestow onto those who are not mentioned and for the acknowledgment above the greatest recompense. Aamiin..Yaa Mujib

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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ABSTRACT

Sanusi Pane P.S 2024 : Exploring student's Willingness to Communicate in English Zone at IAIN Curup.

Advisor   : Dr. Prihantoro, SS., M.Pd

Co-advisor   : Dr. Sakut Anshori, S.Pd.I, M.Hum

Studying languages in the English Zone Program offers numerous advantages for learners. Hence this study aims to identify factors influencing Willingness to Communicate (WTC) among students in the English Tadris Study Program at IAIN Curup within the English Zone (EZo) conducted on outdoor activity. Examining 117 respondents through stratified random sampling, the research follows an explanatory sequential approach, combining quantitative and qualitative data collection methods. Data on students' WTC in the EZo were gathered through questionnaires, supplemented by interviews involving 6 students through purposive sampling to depth on survey findings. The analysis involved descriptive statistics and Miles's framework theory by conducting collection, condensation, display, and verification. The findings demonstrated that personality traits such as perfectionism, low self-esteem, and shyness hinder students' WTC in terms of psychology. Whereas self-confidence significantly enhances it through past success. In terms of situational, the findings underscore the interlocutor emerges as a consistent contributing predictor of WTC. Where the interlocutors demonstrate adaptability, positive role, and modeling that can contribute to enhancing students' WTC. The effect of tasks indicated resistance to feedback during conversation was obtained as the inhibiting factor.

Keywords: *Willingness to Communicate, Studying languages outside the classroom, English Zone (EZo)*

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CHAPTER I

INTRODUCTION

A. Background of The Research

Willingness to Communicate (referred to henceforth as WTC) denotes the psychological concept pivotal in the domain of English Language Learning as a Foreign Language (referred to as EFL).[1] Where the individual demonstrated readiness to engage in communication using the target language. This phenomenon attracts significant scholarly interest due to its profound impact on social interactions and language learning processes. Within the realm of EFL, WTC emerges as a paramount target for pedagogical intervention, given its pivotal role in shaping learners' ability to actively participate in english communication contexts.[2] Thus, a profound comprehension of WTC assumes paramount importance in crafting effective pedagogical strategies and attaining english language learning objectives.

Hence, the exploration of factors influencing WTC becomes highly important. By delving into the fundamental determinants that shape individuals' willingness to engage in language communication, educators and researchers can uncover crucial insights to refine learning methodologies and

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[1] S Shabaka-Fernández, '*The Effect of Teacher Language Use in Spanish EFL Classrooms*', The Language Learning Journal, 2023.

[2] Ubaid Ullah Ubaid, Joseph Ramanair, and Souba Rethinasamy, '*Willingness to Communicate in Relation to Language Use among Pakistani Undergraduates: A Sociocultural Perspective*', Studies in English Language and Education, 9.1 (2022).

create a conducive environment fo language acquisition.[3] As a result, a meticulous understanding of these factors not only enriches the theoretical framework but also empowers practitioners to tailor interventions according to learners' needs.

The practitioners (e.g., lecturers, teachers, and educators organizing the program) can intervene by organizing programs aimed at enhancing students' WTC. These programs must consider the dimension of variables that influence students' WTC in their design and implementation. For example, psychological and situational variables influencing students' WTC in english conversation need to be taken into account.[4] By understanding and identifying these variables, practitioners can design appropriate treatments to achieve the program's goals. Thus, the alignment between identifying inhibiting factors and implementing the appropriate treatments becomes the key to the program's success in improving students' WTC.

For instance, previous research has identified several factors classified according to their variables that potentially influence WTC (e.g., self-confidence, motivation, etc).[5] By comprehending the functioning of these factors in the context of EFL, this research endeavors to significantly contribute to the development of more efficacious English language learning

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[3] J M Dewaele, K Saito, and F Halimi, '*How Foreign Language Enjoyment Acts as a Buoy for Sagging Motivation: A Longitudinal Investigation*', Applied Linguistics, 2023.

[4] T T T Loan, '*Factors Affecting EFL Students' Willingness to Communicate in Speaking Classes at the Vietnamese Tertiary Level*', International Journal of English Literature and Social, 2019.

[5] Dea Rindiana, '*Exploring Students' Willingness to Communicate in Classroom Conversation at 7th Bilingual Class of SMP Islam Al Azhar 21 Sukoharjo in the Academic Year 2019/2020*', 2020, P. 141.

strategies. Considering these implications, the discussion regarding WTC significantly influences the progression of the program in EFL.

The english language learning program is not confined to in-class subject assignments. It also involves creating situations that enable students to communicate outside the classroom. For Instance, EZo program implemented by the English Tadris Study Program at IAIN Curup highlights a compelling approach to fostering WTC among students. EZo is an initiative specifically designed to create a supportive learning environment for students to hone their english language skills.[6] One of the unique aspects of EZo is its approach utilized the outdoor activities. Hence, EZo creates an arena where students from various semesters, age groups, genders, and interests can meet and communicate in English.

The significance of EZo is also in broadening the scope of their interactions.[7] By communicating with students from diverse backgrounds, students can sharpen their English language skills in real-life contexts. Where real-life contexts are often more varied and complex than the situations they typically encounter in the classroom. Furthermore, EZo also has a positive impact in breaking down potential social barriers among students. By facilitating interactions among students of different age groups, genders, and other backgrounds, EZo can supports students to enhace their WTC.

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[6]Eka Apriani, Sakut Anshori, and Sarwo Edy, *'Efektivitas English Zone Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa Di Iain Curup'*, *Cendekia*, 17.2 (2019).

[7] Hijjriah Al Mukaromah Linda Septiyana, Puri Widiarti, Tika Purnama Sari, Eka Nur Kasih, '*English Zone (EZo): A Fun Activity in Learning English Speaking Skill for Young Learners'*, Journal of Applied Linguistics (ALTICS), 1.1 (2020).

The facilities undoubtedly bind students to continue practicing the use of the target language. As explained by experts, students' WTC can be acquired through the intensity of practice. Therefore, students improve their WTC subconsciously.[8] Hence, the provision of EZo is a program that has positive implications when accompanied by policies that consider WTC factors.

Based on the pre-observation, the researcher observed various phenomena within the EZo organized by the English Tadris Study Program at IAIN Curup. The application of EZo to increase students' WTC can sometimes lead to students feeling pressured to communicate. On the other hand, communication only occurs if the students get to know each other in a short period of time. Consequently, indications of fear towards the policies implemented by the e-station (i.e., the organization executing EZo) have emerged. Therefore, the researcher would like to determine the dominant factors that contribute to or inhibit students' WTC in EZo conducted by the English Tadris Study Program at IAIN Curup.

Where the previous study conducted by Rindiana aimed to investigate the factors influencing students' willingness to communicate in classroom conversations and teachers' strategies to enhance students' WTC in classroom.[9] Meanwhile, Kelz conducted a highly relevant study investigating students'

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[8] H. Douglas Brown, *TEACHING by PRINCIPLES.Pdf*, 2nd edn (10 Bank Street, White Plains: Pearson Education Company, 2001).
[9] Rindiana.

WTC in an outdoor context.[10] Hence, the researcher would like to conduct a similar study entitled "**Exploring Students' Willingness to Communicate in the English Zone at the English Study Program IAIN Curup**." However, the objective of the study is to investigate the dominant factors influencing WTC and apply triangulation aimed at expanding data.

B. Research Questions

Based on the background above, the researcher was interested in formulating the research question, as follows :

1. What factors contribute to or inhibit students' WTC in the English Zone at the English study program IAIN Curup?

2. To what extent this factor influencing students' WTC in the English Zone at the English study program IAIN Curup?

C. Delimitation of The Research

This study is conducted in EZo at the English Tadris Study Program IAIN Curup, involving all students enrolled in the program as the population. Furthermore, the focus is on the situational and psychological dimensions as indicators, narrowing down the variables to these specific types. The perspective presented is exclusively from the standpoint of the students. Consequently, future researchers have the opportunity to expand upon this study by incorporating the teacher's viewpoint and exploring various strategies aimed at enhancing students' willingness to communicate in the English Zone.

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[10] Evelyn Lisa Kelz, *'Exploring Willingness to Communicate (WTC) in an Informal , In-Person , EFL Learning Environment Masterarbeit'*, 2023.

By integrating perspectives from both students and teachers, future studies can offer a more holistic understanding of the factors influencing willingness to communicate in an academic setting. This approach contributes to a comprehensive body of knowledge that can inform the development of effective communication enhancement strategies within similar contexts.

D. Objectives of The Reseach

The study would like to determine the factors that contribute to or inhibit students' WTC in the EZo at the English Tadris Study Program IAIN Curup. Then, the extent this factor influencing students' WTC in the English Zone at english tadris study program IAIN Curup was investigated.

E. Operational Definitions

a. Willingness to Communicate (WTC)

The concept of 'Willingness to Communicate' (WTC) represents a central term in this thesis and thus, requires clarification. The subsequent section discusses the most crucial aspects of WTC. Cited by Chotipaktanasook, the definition of WTC in the target language provided by MacIntyre et al. is the willingness or preparedness to engage in conversation with a particular individual or group at a specific time, using the target language.[11]

In the context of this research, WTC was investigated through several indicators that include psychological and situational factors affecting the students' willingness to communicate in EZo at the English

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[11] Nuttakritta Chotipaktanasook, *'Enhancing Learners' Willingness to Communicate in English with Social Media'*, 2014.

Tadris Study Program IAIN Curup. The psychological factors measured include learning motivation, anxiety, self-confidence, and other factors of students' WTC. The situational factors include interlocutor, English Zone atmosphere, the effect of topics, etc. in outdoor activities such as chatting in the garden, gossiping around the English Tadris complex, conversing in the parking lot, or sitting near the e-station office (the internal organization of the English Tadris Study Program).

Data collection is conducted through a survey using a Likert scale questionnaire to assess the students' WTC in various situations by measuring the mean and standard deviation of each WTC factor. In addition, quantitative observation is conducted to reinforce the survey data. Furthermore, this research also includes a qualitative phase due to its explanatory sequential design, involving in-depth interviews analyzed using the Miles and Huberman framework. Through data triangulation between survey results, observations, and interviews, it is expected to provide findings that align with the research questions. The study aims to provide a holistic view of the students' willingness to communicate in EZo.

b. English Zone (Ezo)

The English Zone program is an area where english is the mandatory language of communication, and all individuals within this

program must follow certain rules to optimize its effectiveness.[12] These rules require everyone to use them. English, even if they are not proficient in the language. Failure to comply with this rule may result in punishment. The English Zone is a space agreed upon by English lecturers and students for the exclusive use of the English language.

In the context of this research, EZo was used as the primary research location, involving students from the English Tadris Study Program at IAIN Curup. The study includes students from semesters 2, 4, and 6, who have involved in participating in the English Zone during their coursework and scheduled EZo activities. Students involved in EZo were required to fill out questionnaires that assess various aspects of their experiences and behaviors within the English Zone. Additionally, their behavior will be observed quantitatively during EZo activities. This dual approach allows for a comprehensive analysis of how the English Zone environment influences students' willingness to communicate in English, providing insights into the effectiveness of the program and the factors that contribute to its success.

F. Significance of The Research

a. For the students

This research can help the students understand what influences students' willingness to participate in the English Zone. An example of the

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[12] Maya Sari Setyowati, Jumatul Hidayah, and Eka Apriani, 'Students' Perception Toward English Zone in English Study Program of IAIN Curup' (IAIN Curup, 2019).

influences their WTC (i.e unsupportive personality). Then, they can solve this problem by following the extracurricular, etc.

b. For the lecturers

The results of this research can be useful for English lecturers in developing programs organized by e-station organizations. Such as structured activities aimed at improving cross-cultural communication and understanding, as well as creating an inclusive learning environment, etc.

c. For the researcher

The other researcher can discuss the effective strategies to enhance students' WTC in english conversations. Furthermore, Conduct longitudinal studies to track the development of students' language learning attitudes, behaviors, and proficiency levels over time.

CHAPTER II

LITERATURE REVIEW

This chapter provides related theories and information about the topic to support this research. This chapter discusses theoretical knowledge and concepts about willingness to communicate in the previous studies. This chapter also made to construct the questionnaire and Observation Checklist of this research.

A. The Description of Willingness to Communicate (WTC)

In the realm of social psychology and communication, WTC refers to an individual's inclination or readiness to engage in conversations with others within social settings.[13] WTC encompasses the willingness to initiate discussions, participate actively, and express one's thoughts, feelings, or opinions to others.[14] In the engagement of communication, expressing, etc., there are many factors influencing them. This is the reason behind the WTC becoming a topic of discussion in academic circle. Where experts begin formulating concepts of WTC.

The concept discussed by Burgoon as cited by Kirkpatrick et al., the concept of WTC, originated from theories of first-language communication and subsequently gained importance in the research of English as a Foreign Language (EFL) and second language (referred to as L2).[15] The definition of

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[13] Peter D. MacIntyre, Patricia A. Babin, and Richard Clement, *'Willingness to Communicate: Antecedents & Consequences'*, Communication Quarterly, 47.2 (1999), P. 215.

[14] MacIntyre, Peter D. et al., *'Willingness to Communicate in a Multilingual Context: Part Two, Person-Context Dynamics'*, Journal of Multilingual and Multicultural Development, 0.0 (2021).

[15] Robert Kirkpatrick, Hossein Vafadar, and Hassan Mohebbi, *'A Scoping Review of Willingness to Communicate in Language Education: Premises to Doubt, Lessons to Learn, and Future Research Questions to Examine'*, Language Testing in Asia, 14.1 (2024).

WTC was later revised and understood as a product of the context in which one interacts in L2 and EFL.[16] This refined definition has been well acknowledged within the academic community, highlighting the more dynamic nature of WTC. For instance, in the previous research also indicates that this concept is not static.[17]

Initially, willingness to communicate in English as a foreign language was viewed as a tendency stemming from an individual's personality.[18] This understanding regarded WTC as a consistent attribute across all times and situations. Recently, it has been widely argued that WTC is a dual construct that encompasses both individual and situational characteristics of learners.[19] This dual perspective indicates that WTC is influenced by factors such as age, gender, and learner personality,[20] while also fluctuating according to contexts such as interlocutors, teaching styles, and conversation topics.[21]

MacIntyre and colleagues highlighted the importance of factors such as personality, culture, previous experiences, and individual comfort levels in determining how ready someone is to speak with others.[22] These findings lay a

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[16] Peter D. MacIntyre and others, '*Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation*', The Modern Language Journal, 82.4 (1998).

[17] S Aubrey and T Yashima, '*Willingness to Communicate in TBLT'*, The Role of the Learner in Task-Based (2023).

[18] Zheng Li and Bing Li, '*Individual Differences and Willingness to Communicate in Second Language: The Role of Student Age, Gender and Socioeconomic Status*', Language Teaching Research Quarterly, 30 (2022).

[19] Enhao Feng, Yi Wang, and Ronnel Bornasal King, *'Achievement Goals, Emotions and Willingness to Communicate in EFL Learning: Combining Variable- and Person-Centered Approaches'*, Language Teaching Research, February (2023).

[20] Timothy J. Sinnett Jr. and Akbar R. Alishah, '*The Effects of Gender on Willingness To Communicate Among Turkish Efl Learners'*, European Journal of English Language Teaching - Volume 6, 6.4 (2021).

[21] Loan.

[22] MacIntyre, Peter D.

strong foundation that WTC is not a simple concept but rather influenced by psychological and situational complexities. For instance, research by Ramli highlights that reluctance to communicate or a tendency to avoid oral communication can also influence someone's level of WTC.[23] To gain a comprehensive understanding of WTC and Unwillingness to Communicate (reffered to as WTC), it's essential to adopt a holistic approach that considers the combined influence of psychological and situational factors.

Furthermore, the significant role of WTC in the context of EFL has also been a focus of previous research. Studies by Nifia illustrate how WTC in a second language is influenced by various factors such as social identity, perceptions of communication situations, and individual comfort levels in speaking the target language.[24] These findings indicate that a deeper understanding of WTC is not only relevant to social contexts but also crucial for enhancing the effectiveness of second language learning in diverse environments.

In conclusion, the factors influencing WTC can serve as indicators to assess the level of WTC among learners in both EFL and L2 environments. This assessment aims not only to identify these factors but also to utilize the results in the development strategies for enhancing students' WTC. By implementing programs designed based on the identified causal factors,

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[23] K Ramli and others, '*Factors of Students' Willingness and Unwillingness to Speak English in the Classroom*', Journal of English Education and Teaching (JEET), 5.52 (2020).

[24] Melda Nifia Putri, '*Analysis of Factors Affecting Students' Willingness to Communicate during Covid-19 Pandemic in Online Learning English'*, Education Study Program Language and Art, Departement Teacher Training and Education Faculty, Universitas Jambi (2023).

educators can effectively address the needs of learners and foster their WTC growth.

Moreover, once these WTC factors have been categorized into psychological and situational variables by experts, a more nuanced understanding of their impact can be gained.[25] This classification allows for a deeper analysis of how each factor contributes to WTC development and enables educators to tailor interventions accordingly. The classification of WTC variables (i.e., psychological and situational variables) has provided an explanation of the factors included in both variables. They were constructed into the questionnaire and observation checklist in this study, as follows :

a. Psychological variables

Psychological variables encompass a broad spectrum of internal factors that shape an individual's inclination to engage in communication. For instance, students with high self-confidence and motivation are more initiated to express themselves freely and participate actively in communicative activities, thus exhibiting higher levels of WTC. Conversely, individuals experiencing communication apprehension or low self-esteem may exhibit reluctance to engage in communication affecting their WTC negatively. The following are details of the psychological variables in students' WTC :

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[25] Loan.

a) Self Confidence

Self-confidence refers to a student's belief in their ability to successfully communicate in the target language.[26] It encompasses their perceived capability to engage in conversations, understand and be understood, and use language effectively. High self-confidence in language learning means that students feel assured about their skills and are willing to take the necessary steps to practice and use the language in various contexts. This confidence is crucial as it directly influences their willingness to communicate (WTC).

Self-confidence is important because it drives students to participate in communication activities and take risks that are essential for language learning. When students believe in their ability to succeed, they are more likely to engage actively in speaking tasks, seek out opportunities to practice, and persevere through challenges. This proactive approach not only increases the amount of practice they get but also helps them improve their language skills over time. Additionally, confident students are less likely to be hindered by the fear of making mistakes, which is a common barrier to communication in language learning.

The process by which self-confidence influences WTC involves several key factors. Firstly, self-confidence reduces the fear of negative evaluation, making students more willing to participate in

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[26] Sinnett Jr. and Alishah.

speaking activities. When students are confident, they are more likely to perceive communication opportunities as less threatening and more manageable. Secondly, self-confident students are more inclined to view challenges as opportunities for growth rather than obstacles, which encourages a positive attitude towards practicing the language. Lastly, increased self-confidence enhances overall motivation, as students who believe in their abilities are more driven to seek out and engage in communication. These factors collectively contribute to a higher WTC, as students feel more prepared and eager to use the target language in real-life situations.

b) Perceived Communicative Competence

Perceived communicative competence refers to a student's self-assessment of their ability to use the target language effectively in various communicative contexts. It includes their confidence in their grammatical knowledge, vocabulary, pronunciation, and the ability to use language structures accurately and appropriately. High perceived communicative competence means that students feel capable and ready to handle real-life communication tasks, which significantly impacts their willingness to communicate (WTC).

Perceived communicative competence is crucial because it influences how students approach language learning and communication. Students who perceive themselves as competent are more likely to engage in conversations and take advantage of

opportunities to practice. This perception fosters a sense of assurance and reduces anxiety, making them more inclined to participate in communication activities. Furthermore, when students believe in their language abilities, they are more motivated to continue improving, leading to better language acquisition outcomes over time.

The process by which perceived communicative competence influences WTC involves several interrelated aspects. Firstly, students with high perceived competence are more confident in their ability to successfully navigate communicative situations, which reduces anxiety and increases their willingness to speak. This confidence stems from their belief that they have the necessary skills to understand and be understood, making communication seem less daunting. Secondly, perceived competence encourages a positive attitude towards language learning, as students feel more capable and less intimidated by the prospect of using the language. Lastly, high perceived competence enhances engagement and persistence, as students are more likely to seek out and embrace opportunities to practice the language. These factors collectively contribute to a higher WTC, as students feel more confident, motivated, and prepared to use the target language in diverse settings.

c) Anxiety

Anxiety in the context of language learning refers to the nervousness, worry, or apprehension students may experience when

learning or using a second language.[27] This can manifest as fear of making mistakes, concern about negative peer or teacher evaluations, or general unease about their language abilities. High levels of anxiety can significantly hinder a student's willingness to communicate (WTC) in the target language.

Anxiety is an important factor to consider because it can severely impede a student's ability to engage in communication. High anxiety levels can lead to avoidance of speaking opportunities, reluctance to participate in class, and decreased motivation to practice the language. It can also negatively impact cognitive functions such as memory and concentration, making it harder for students to process and produce language effectively. By understanding and addressing anxiety, educators can help create a more supportive learning environment that encourages students to communicate more freely and confidently.

The process by which anxiety influences WTC involves several key mechanisms. Firstly, high anxiety creates a mental barrier that makes students more fearful of potential mistakes and negative evaluations, leading them to avoid speaking situations. This avoidance reduces their opportunities to practice and improve, perpetuating a cycle of low confidence and high anxiety. Secondly, anxiety affects physiological responses, such as increased heart rate

[27] Ramazan Yetkin and Zekiye ÖZER, '*Age, Gender, and Anxiety as Antecedents of Willingness to Communicate: Turkish EFL Context*', Acuity: Journal of English Language Pedagogy, Literature and Culture, 7.2 (2022), <https://doi.org/10.35974/acuity.v7i2.2800>.

and muscle tension, which can further impair speech production and fluency. Lastly, anxiety can impact students' overall attitude towards language learning, making them view it as a stressful and unpleasant experience. To mitigate anxiety and improve WTC, educators can employ strategies such as creating a supportive and non-judgmental classroom environment, using relaxation techniques, and gradually increasing the complexity of speaking tasks to build students' confidence over time. By reducing anxiety, students are more likely to engage in communication and develop their language skills effectively.

d) Students' motivation

Students' motivation in language learning refers to the drive or desire that propels them to engage in activities aimed at acquiring proficiency in the target language.[28] Motivation can be intrinsic, stemming from an internal desire to learn and master the language for personal satisfaction, or extrinsic, driven by external factors such as grades, rewards, or social recognition. High levels of motivation are crucial for sustained effort and persistence in learning a language, significantly impacting students' willingness to communicate (WTC).

Motivation is a critical factor because it determines the intensity and duration of a student's engagement with language learning. Motivated students are more likely to participate actively in

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[28] Zahra Jamaleddin, '*A Comparison Between Male and Female in Their Willingness to Communicate and Use of Socio-Cognitive Strategies*', *International Journal of Educational Investigations*, 9.7 (2015), P. 19 <https://doi.org/10.17265/2159-5313/2019.07.004>.

class, seek out additional practice opportunities, and persist through challenges. Intrinsic motivation, in particular, is associated with deeper learning and greater long-term commitment, as students learn for the inherent satisfaction of mastering a new language. On the other hand, extrinsic motivation can also be effective, especially when aligned with clear goals and rewards that encourage students to practice and improve. Understanding and fostering motivation can lead to more enthusiastic and committed learners who are eager to use the target language.

The process by which motivation influences WTC involves several key elements. Firstly, motivated students are more likely to view communication opportunities as exciting and beneficial rather than intimidating. This positive outlook reduces the psychological barriers to speaking and encourages active participation. Secondly, motivation drives students to set and pursue goals related to language learning, such as achieving fluency or excelling in exams, which provides a sense of purpose and direction. This goal-oriented approach keeps students focused and engaged, making them more willing to communicate. Lastly, motivated students are more resilient in the face of difficulties; they are more likely to persist and find solutions when encountering challenges, which enhances their language competence and confidence over time. To boost motivation and thereby increase WTC, educators can use strategies such as

setting clear and achievable goals, providing meaningful and engaging learning activities, and offering positive reinforcement and feedback. By fostering a motivating learning environment, students are more likely to be enthusiastic about communicating and improving their language skills.

e) Personality

Personality refers to the unique set of characteristics, traits, and behaviors that define an individual's patterns of thinking, feeling, and acting.[29] In the context of language learning, personality traits such as extraversion, openness, and conscientiousness can significantly influence a student's willingness to communicate (WTC). For example, extroverted students may naturally seek out social interactions and practice opportunities, while introverted students might require different approaches to feel comfortable engaging in communication.

Personality is important because it shapes how students interact with their learning environment and approach language use. Extroverted students, who are typically more outgoing and sociable, may find it easier to engage in conversations and practice speaking the target language. They are often more willing to take risks and less afraid of making mistakes in social settings. Conversely, introverted

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[29] Hye Kyoung Joe, Phil Hiver, and Ali H. Al-Hoorie, 'Classroom Social Climate, Self-Determined Motivation, Willingness to Communicate, and Achievement: A Study of Structural Relationships in Instructed Second Language Settings', Learning and Individual Differences, 53 (2017), P. 44 <https://doi.org/10.1016/j.lindif.2016.11.005>.

students might be more reserved and cautious, potentially feeling more anxiety about speaking. Understanding personality traits helps educators tailor their teaching strategies to meet the diverse needs of their students, thereby enhancing each student's WTC.

The process by which personality influences WTC involves several dynamics. Extroverted students, with their natural inclination towards social interaction, are more likely to seek out and create communication opportunities. Their sociability helps them practice more frequently, improving their language skills and confidence Openness to new experiences, another personality trait, can make students more receptive to learning new languages and trying different communication strategies, thus increasing their WTC.

Conscientiousness, which involves being diligent and disciplined, can help students persist in their language learning efforts, even when they face challenges. Educators can enhance WTC by creating an inclusive classroom environment that respects different personality types. For instance, offering a variety of speaking activities that cater to both extroverted and introverted students, and providing supportive feedback, can help all students feel more comfortable and willing to communicate. By acknowledging and adapting to personality differences, teachers can foster a more engaging and effective language learning experience.

b. Situational variables

On the other hand, situational variables pertain to external circumstances or environmental factors that influence individuals' WTC in specific contexts. For instance, a supportive and encouraging classroom environment fosters a sense of psychological safety encouraging students to express themselves without fear of judgment. Furthermore, the effect of topics regarding communication can significantly impact individuals' willingness to engage in verbal interaction. The following are details of the psychological variables in students' WTC :

a) Effect of Task Types

Task types refer to the various activities and exercises designed to engage students in using the target language. These can range from structured tasks like grammar drills and vocabulary exercises to communicative tasks such as role-plays, debates, and group discussions. Different task types can cater to various aspects of language learning, including speaking, listening, reading, and writing skills. The design and implementation of these tasks play a significant role in influencing students' willingness to communicate

The type of task given to students is crucial because it directly affects their engagement, motivation, and comfort level in using the target language. Communicative tasks that are interactive and meaningful can significantly enhance students' WTC by providing authentic contexts for language use. Such tasks help students see the

practical value of what they are learning, making them more eager to participate. On the other hand, overly difficult or irrelevant tasks can increase anxiety and reduce motivation, negatively impacting WTC. Understanding how different task types affect learners allows educators to create more effective and engaging language learning experiences.

The process by which task types influence WTC involves several key elements. Such as communicative tasks that simulate real-life situations encourage students to use the language more naturally and confidently. These tasks often require collaboration and interaction, which can help reduce anxiety and build self-confidence as students practice in a supportive environment. The variation of task types can cater to different learning styles and preferences, ensuring that all students have the opportunity to engage in activities that suit them best. For example, role-plays might appeal to students who enjoy acting and improvisation, while structured debates can engage those who like structured, logical discourse. Appropriately challenging tasks can boost motivation by providing a sense of accomplishment when students successfully complete them. Educators can enhance WTC by carefully selecting and designing tasks that are relevant, engaging, and appropriately challenging for their students. By incorporating a variety of task types that address different aspects of language use and learning preferences, teachers

can create a dynamic and motivating learning environment that encourages active communication.

b) Effect of Topics

The effect of topics refers to how the subject matter or content of language learning activities influences students' willingness to communicate (WTC).[30] Topics can range from everyday life situations to academic or culturally relevant themes. The choice of topics in language learning materials and classroom discussions can have a significant impact on students' engagement, motivation, and confidence in using the target language.

Topics play a crucial role in language learning because they provide context and relevance to language use. When students are interested in and can relate to the topics being discussed, they are more likely to actively participate and engage in communication. Topics that are personally meaningful or culturally relevant to students can spark their curiosity and motivation to learn, thus increasing their WTC. Conversely, topics that are too abstract, unfamiliar, or unrelated to students' interests may lead to disengagement and reduced willingness to communicate.

The effect of topics on WTC is influenced by several factors. Firstly, topics that resonate with students' personal experiences, interests, and cultural backgrounds are more likely to capture their

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[30] Tian Havwini, '*Indonesian EFL Students' Willingness to Communicate in the 2013 Curriculum Implementation: A Case Study*', TEFLIN Journal, Volume 30, Number 1, January 2019, 30.1 (2019), P. 20 <https://doi.org/10.15639/teflinjournal.v30i1/105-120>.

attention and motivate them to participate. For example, discussing topics related to popular culture, hobbies, or current events can stimulate students' interest and encourage them to share their opinions and experiences in the target language. Secondly, topics that are relevant to students' academic or professional goals can increase their motivation to learn and communicate in the language. For instance, discussing career-related topics or academic subjects in the target language can help students see the practical value of language proficiency in their future endeavors.

Lastly, topics that encourage critical thinking, creativity, and expression can boost students' confidence in using the language. Providing opportunities for students to discuss complex or controversial issues in a supportive and respectful environment allows them to practice expressing their ideas and opinions effectively. Educators can enhance WTC by selecting topics that are engaging, relevant, and culturally appropriate for their students. By incorporating a variety of topics that cater to students' interests, backgrounds, and learning goals, teachers can create a dynamic and inclusive learning environment that fosters active communication and language development..

c) Englih Zone atmosphere

The English Zone atmosphere refers to an environment or setting where the use of English is encouraged and promoted

exclusively. It may encompass physical spaces like classrooms, language labs, or designated areas on campus, as well as virtual spaces such as online discussion forums or language learning platforms. In an English Zone, the primary goal is to create an immersive language learning experience where students are surrounded by English language input and are actively encouraged to communicate in English.

Establishing an English Zone atmosphere is essential because it provides students with opportunities for authentic language practice and immersion. Immersive environments have been shown to accelerate language acquisition by providing consistent exposure to the target language and opportunities for meaningful communication. By creating an English-only environment, students are motivated to use English as their primary means of communication, leading to increased fluency, confidence, and willingness to communicate in the language.

The influence of the English Zone atmosphere on WTC is profound. By immersing students in an environment where English is the primary language of communication, they are constantly exposed to authentic language input and interaction. This exposure helps students become more familiar and comfortable with using English in various contexts, leading to increased confidence and proficiency. English Zone atmosphere creates a culture of language use where

speaking English is normalized and encouraged. Students are motivated to actively participate in language learning activities and engage in spontaneous communication, both inside and outside the classroom.

This frequent practice and reinforcement of English language skills contribute to a higher WTC among students. Additionally, the supportive and immersive nature of the English Zone atmosphere fosters a sense of belonging and community among language learners. Students feel more confident and motivated to communicate in English when they are part of a supportive learning environment where their efforts are recognized and valued. Overall, the English Zone atmosphere plays a crucial role in shaping students' attitudes towards language learning and their willingness to communicate in the target language.

d) Interlocutor

An interlocutor is a person with whom one communicates or engages in conversation. In the context of language learning, the interlocutor can be a teacher, a classmate, a language exchange partner, or a native speaker.[31] The interlocutor plays a crucial role in facilitating communication and providing opportunities for language practice and interaction.

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[31] S Grant, '*Effects of Intensive EFL Immersion Programmes on Willingness to Communicate'*, The Language Learning Journal, 2020.

The role of the interlocutor is significant because they influence the dynamics of communication and the quality of language input and feedback received by the language learner. Interactions with different interlocutors offer diverse perspectives, linguistic input, and cultural insights, which contribute to language acquisition and development. Moreover, the interlocutor's demeanor, language proficiency, and communication style can impact the learner's confidence, motivation, and willingness to communicate in the target language.

The influence of the interlocutor on WTC can be observed through various interactions and communication scenarios. Firstly, interactions with supportive and encouraging interlocutors can boost learners' confidence and motivation to communicate. Positive feedback, encouragement, and patience from the interlocutor create a safe and supportive environment where learners feel comfortable expressing themselves and experimenting with the language. Secondly, interactions with proficient interlocutors, such as native speakers or advanced language learners, provide valuable language input and modeling that help learners improve their language skills. Learners benefit from exposure to authentic language use and receive immediate corrective feedback, which enhances their language proficiency and confidence.

Conversely, interactions with intimidating or unresponsive interlocutors may hinder learners' willingness to communicate and

negatively impact their language learning experience. Educators can support learners by providing guidance on effective communication strategies, fostering a culture of respect and inclusivity, and facilitating opportunities for meaningful interactions with a variety of interlocutors. By recognizing the importance of the interlocutor in language learning and promoting positive and supportive communication environments, educators can empower learners to become confident and proficient communicators in the target language.

B. The Description of English Zone (EZo)

While, there is no universally accepted meaning for the term "English zone," it generally refers to a specific location or setting where English is the predominant language that is utilized and promoted.[32] Such a setting could involve English immersion programs, communities or neighborhoods where English is the primary language spoken, or digital spaces where English is the dominant mode of communication. The primary aim of establishing an English zone is typically to foster language proficiency and the development of english language skills besides classroom conversation.

In contrast to research on classroom dynamics, it refers to the way interactions occur between lecturers and students, as well as between students themselves. This includes learning dynamics, such as interaction and communication, as well as social aspects such as class atmosphere, peer

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[32] Linda Septiyana, Puri Widiarti, Tika Purnama Sari, Eka Nur Kasih.

groups, and the role of the teacher. EZo in the English Tadris Study Program IAIN Curup is an environment or scope where english is used and supported as the main language.[33] This can happen in the classroom when teachers or students form an "English zone" where all interaction and communication is carried out in English. However, the English language zone can also occur outside the classroom, such as in English-speaking communities or groups in the neighborhood or online environments. Although classroom dynamics focus on interactions within the classroom, an English zone is an environment where English is used exclusively or predominantly outside the classroom.

In conclusion, WTC in the classroom and English Zone (EZo) focus on improving students' ability to communicate in english. In both settings, there is an emphasis on using english as the primary language in interactions and communication. Both of these are important to help students build confidence, motivation, etc. in used english and improve their spoken language. Therefore, the investigation of WTC in the classroom and EZo can help students identify their deficiencies. On the other hand, Ezo creates an environment where learning English becomes easy and quick, as speaking English is mandatory in this area. This practice encourages people to keep learning and improve their english skills so that they can communicate effectively without hesitation. EZo is an effective way to help people become more fluent in speaking English.[34]

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[33] Apriani, Anshori, and Edy.

[34] Maya Sari Setyowati, '*Students' Perception Toward English Zone In English Study Program of Iain Curup*', Journal of English Education and Teaching, 3.4 (2019).

C. Review of Related Study

The previous studies discussing WTC in articles and theses not only continued the WTC research but also had different purposes or gaps. Therefore, the current study classified the previous research based on various aspects. For instance, Alrabai and Tan, et al., contain articles or theses discussing WTC inside the individual or psychological aspect of L2 and EFL classrooms. The differences between them, Alrabai focused on the dominant factors of WTC in the L2 classroom.[35] Meanwhile, Tan, et al., investigated students' WTC through english proficiency in EFL classes.[36]

Furthermore, Waluyo, et al., and Park discussed psychological correlational aspects. Waluyo, et al focused on the correlation of psychological aspects in the EFL classroom.[37] Meanwhile, Park investigates correlational and comparative psychological aspects in L2 classrooms.[38] Finally, MacIntyre, et al. focused on the potential for WTC changes to occur gradually or suddenly, as well as continuously or intermittently in L2 classrooms.[39]

Additionally, there are also relevant studies that discuss situational aspects in EFL and L2 contexts. For example, Nematizadeh and Havwini

[35] Fakieh Alrabai, '*Modeling the Relationship between Classroom Emotions, Motivation, and Learner Willingness to Communicate in EFL: Applying a Holistic Approach of Positive Psychology in SLA Research*', Journal of Multilingual and Multicultural Development, May, 2022, P. 19.

[36] Kok Eng Tan and Ekkapon Phairot, '*Willingness to Communicate among Thai EFL Students: Does English Proficiency Matter?*', Journal of Asia TEFL, 15.3 (2018).

[37] Budi Waluyo and Rahmah Bakoko, '*Effects of Affective Variables and Willingness to Communicate on Students' English-Speaking Performance in Thailand*', Studies in English Language and Education, 9.1 (2022), P. 26.

[38] H Park, '*Willingness to Communicate in L2: The Role of Motivation and Self-Perceived Communicative Competence*', 언어과학연구, 2023.

[39] MacIntyre, Peter D.

focus on situational aspects but their objectives are different. Havwini aims to investigate the correlation between WTC patterns and the effects of tasks for enhancing students' WTC at EFL through offline classrooms.[40] On the other hand, Nematizadeh, et al., investigated the fluctuation of WTC variables on L2 through online class during COVID-19.[41]

Lastly, the relevant studies focussed on the combination of psychological and situational aspects in EFL and L2 contexts. Psychological and situational aspects are also known as external (i.e., situational, cultural, etc.) and internal (i.e., psychological). There are numerous terms used to classify factors or indicators of WTC, considering that WTC is something abstract and dynamic. As seen in the following studies, Rindiana and Kelz investigated both of them. Rindiana focused on the influencing factors of WTC and teachers' strategies in EFL classrooms.[42] Meanwhile, Kelz discussed students' Self-Reported WTC at EFL during English Summer Camp.[43]

In conclusion, the previous studies shared similarities and differences with the current research. The similarity of the relevant studies is investigated WTC at the EFL and L2. Meanwhile, the differences lie in the specific focus of the research topic and english environment. The current study examined students' self-reported WTC, investigating the dominant factors and the extent

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[40] Havwini.

[41] S Nematizadeh and Y Cao, '*Investigating Willingness to Communicate in Synchronous Group Discussion Tasks: One Step Closer towards Authentic Communication*', … Review of Applied Linguistics in Language …, 2023.

[42] Rindiana.

[43] Kelz.

to which these factors contribute to or inhibit students' self-reported WTC in EZo conversation. The findings were then analyzed using a triangulation data approach to achieve a more comprehensive understanding.

CHAPTER III

RESEARCH METHODS

A. Kind of The Research

In this study, the researcher adopted a Mixed-Methods Research. Specifically, the explanatory sequential design was used to investigate students' WTC in EZo at the English Tadris Study Program. According to Brier, this approach emphasizes the synergistic use of both quantitative and qualitative methods to complement each other.[44] Quantitative methods provided insights into the distribution of WTC factors among students from various semesters. Meanwhile, qualitative methods were crucial in uncovering how these factors, such as motivation, anxiety, and self-confidence, influence students' engagement in English communication within EZo. Through in-depth interviews, the study delved into the nuanced contexts and individual experiences that shape students' WTC behaviors.

The selection of the explanatory sequential design was driven by its suitability for exploring students' WTC in EZo at the English Tadris Study Program. This design allows for a seamless integration of quantitative and qualitative data collection and analysis, enhancing the study's depth and breadth.[45] The study's depth and breadth were depicted through the findings regarding the   distribution of each factor and the confirmation of why and

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[44] Jennifer Brier and lia dwi jayanti, *'Research Design'* (370 Seventh Avenue, Suite 1200, New York: The Guilford Press A Division of Guilford Publications, 2017). <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>.

[45] Nic Beech, '*Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory, 2ndedn*', Management Learning, (2000).

how these factors occur. The quantitative phase of the research began by addressing research questions 1 focusing on identifying the contributing and inhibiting factors of WTC in EZo through surveys and observation.

Following the quantitative phase, the research seamlessly transitioned to the qualitative phase, which aimed to provide deeper insights into individual experiences and the contextual factors influencing WTC.[46] Through qualitative methods such as in-depth interviews, the study sought to elucidate the reasons behind quantitative findings, offering a richer understanding of how factors like motivation, anxiety, and confidence manifest in students' communication behaviors within EZo.

An essential aspect of employing the explanatory sequential design is its capacity for triangulating data. By conducting three data collection techniques (i.e., surveys, observation, and interviews), the research aimed to strengthen the validity and reliability of its conclusions. This triangulation not only validated the quantitative results but also provided a comprehensive picture of the intricate interplay between psychological factors and situational contexts shaping WTC among students. The comprehensive picture here refers to an understanding of how this phenomenon occurs among students and whether there are other biases that may influence it.

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[46] Larry Jhonson, R. Burke and Christensen, *Educational Research*, ed. by Reid Hester, 5th edn (Thousand Oaks, California 91320: 2455 Teller Road, 2022) <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>.

Moreover, the design facilitated a critical examination of existing literature, identifying gaps and discrepancies that the study aimed to address.[47] By synthesizing findings across quantitative and qualitative approaches, the research contributed to a deeper understanding of WTC in educational settings, shedding light on both theoretical insights and practical implications for language learning environments.

In summary, this mixed-methods approach allowed the researcher to leverage the strengths of quantitative breadth and qualitative depth, providing a holistic investigation of students' WTC in EZo. By integrating these diverse methodological approaches, the study aimed to offer nuanced insights that could inform educational practices and interventions aimed at enhancing students' language proficiency and communication skills within English immersion contexts such as EZo.

B. Subjects of The Reseach

On this occasion, the researcher collected the data from the English Study Program at IAIN CURUP as the population (i.e. 166 individuals).[48] The stratified random sampling was used by the researcher to select samples for quantitative data collection. Sratified random sampling is suitable for collecting the heterogenous population (e.g. the differences of Semester, age, etc.,).[49] Hence, stratified random sampling was employed by the researcher to gather samples for quantitative data collection. On the other hand, this method

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[47] Corrine Glesne, *Becoming Qualitative Researchers: An Introduction*, 5th edn (Pearson, 2011) <https://a.co/d/6GC3INU>.
[48] https://pddikti.kemdikbud.go.id/, acces at January 19, 2024
[49] O Kesemen and others, '*Random Sampling with Fuzzy Replacement*', Expert Systems with, 2021

is ideal for capturing a diverse population with variations in factors (i.e. the differences of Semester). The following table details the diverse population enrolled in Iain Curup's English study program :

Table 1 *The heterogenous population*

No.	Semester	Population
1.	2	65
2.	4	59
3.	6	42
Σ		**166**

To conduct stratified random sampling with a population size of 166, the researcher used the slovin formula with a margin of error of 0.05 to ensure that the sample drawn from the population can accurately represent the entire population.[50] The following slovin formula :

$$n = \frac{N}{1+Ne^2} = \frac{166}{1+166(0.05)^2} = \frac{166}{1+0.415} = \frac{166}{1.415} = 117.$$

The Researcher determined the sample size from the total population. The Solvin formula is used by the researcher for this purpose. Once the sample size for the entire population has been determined, the researcher proportioned it. For example, in stratum 1, with a population of 65 out of 166, when multiplied by 100%, the percentage is 39.16%. The percentage of 39.16% from a sample size of 117, is rounded to 47 respondents who will be included in the research sample for the first stratum. The detailed table has been determined by the researchers as follows:

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[50] Otabor Joseph Osahon and Obahiagbon Kingsley, '*Statistical Approach to the Link between Internal Service Quality and Employee Job Satisfaction: A Case Study*', American Journal of Applied Mathematics and Statistics, 4.6 (2016), <https://doi.org/10.12691/ajams-4-6-3>.

Table 2 *The demographic table of each stratum's sample*

No.	Semester	Population (*N*)	Percentage	Sample (*n*)
1	2	65	39.16%	47
2	4	59	35.54%	42
3	6	42	25.30%	28
	Total	166	100.00%	117

Once the sample has been allocated proportionally to each stratum, where stratum 1 has 47 respondents, followed by stratum 2 with 42 respondents, and finally, stratum 4 receives 28 respondents. Then, the sample for all students in the English Tadris Study Program at IAIN Curup is determined using the =RUNDBETWEEN() formula in Microsoft Excel 2010 (*look at the appendix A*). Below are the steps to execute this process :

a) The researcher classified the raw data from the G-Form based on its stratum into Excel. For example, the stratum 1 is the semester 2.

b) Then, the researcher assigned numbering to each population from 1 to the last of that stratum.

c) In the adjacent cell, the researcher created numbering again according to the sample size, using the formula (e.g., =RUNDBETWEEN(1, 47)).

d) After clicking "Enter", the cursor is then dragged downward to the sample size (i.e., 47 in stratum 1). The same procedure is repeated for the subsequent strata.

In addition, the researcher used a purposive sampling technique to select informants for qualitative data collection (namely 6 informants). Purposive sampling is also known as judgmental or selective sampling. Where

researchers deliberately select individuals or units based on certain criteria and the researcher's capabilities to achieve research objectives. In addition, this method relies on the researcher's judgment to select participants who have characteristics relevant to the research focus. Therefore, purposive sampling was used in this qualitative phase to explore how supporting and inhibiting factors influence students' WTC, by considering several criteria (such as gender [51], length of time studying English, and level of willingness to communicate). The following is outlined below :

Table 3 *Purposive Sampling Criteria*

Gender	Semester	WTC
Male and Female	2, 4 and 6	The highest and The lowest level of WTC

The criteria selected 6 participants in the qualitative stage, with each participant divided into 2 informants per stratum. This means there are 2 students per stratum (i.e., one with a low level of WTC and another with a high level of WTC). The distinction between low and high WTC levels was determined by totaling the points on a likert scale questionnaire (with values of 4, 3, 2, and 1) using Microsoft Excel 2010. Students scoring close to 18 points were classified as having a low WTC level, aligning with the lowest score on the Likert scale. Conversely, students scoring 72 points on the questionnaire were categorized as having a high level of WTC, corresponding to the highest score on the Likert scale.

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[51] Sinnett Jr. and Alishah.

This method ensures that the sample selected purposively represents each criterion effectively. By deliberately selecting participants who reflect both ends of the WTC spectrum within each stratum (low and high), the research can capture diverse perspectives and experiences related to WTC in the English Zone. As discussed in the previous article, it was stated that the highest and lowest bases in a population can be used as a representative sample.[52] In cobclusion, this approach not only provides a balanced representation but also allows for a nuanced exploration of how different factors influence students' WTC levels..

C. Techniques of Collecting Data

In this study, the researcher conducted observation, survey, and interviews as research methods to collect data. Surveys and observation were conducted to obtain quantitative data. When respondents fill out the questionnaires constructed by statements, the researcher can gather data in the form of numbers or scales for statistical analysis. Meanwhile, interviews were conducted to obtain qualitative data, where the researcher engaged in direct interaction with respondents to gain in-depth insights into their perspectives, experiences, and understanding related to the research topic. Through the combination of these two methods, the researcher aims to collect comprehensive and in-depth data to effectively address the research questions. There are explanations for them, as follows :

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[52] D. W. Krejcie, R. V., & Morgan, '*Determining Sample Size for Research Activities*', Educational and Psychological Measurement, *30(3)*, (1970).

1. Observation

   Observation is the process of collecting data or information by directly observing phenomena, behaviors, or events in the surrounding environment.[53] In this research, researcher used quantitative observations. Twelve occasions were conducted by the researchers to obtain numeric observational data. Subsequently, the data was tabulated in Excel, followed by utilizing statistical analysis functions in SPSS to complement the questionnaire findings.

2. Survey

   In this study, the researcher designed a questionnaire consisting of statements accompanied by response options (i.e., strongly disagree, disagree, agree, and strongly agree). These responses were predetermined and distributed to respondents via G-form. In this case, two sentences are formulated for each factor. Wherein one factor (also termed as predictor and indicator) contains both positive and negative statements. Then, points are assigned for responses of strongly disagree, disagree, agree, and strongly agree (i.e., 4, 3, 2, and 1) for positive statements, and vice versa for negative statements.

3. Interview

   The researcher was interviewed 6 participants qualified by the purposive sampling criteria. The open-ended questions, recording, and then transcripts were conducted to get the information for analysis. The

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[53] I M Tegeh, IGLA Parwata, and ..., '*The Observing Learning Activity Assisted by Concrete Media Improves Student's Conceptual Knowledge*', JPI (Jurnal Pendidikan, (2020).

analysis was conducted using the theoretical framework by Miles. Where the researcher conducted collection, condensation, display, and verification.

D. Research Instruments

The researcher itself serves as a vital instrument for the study.[54] Furthermore, the observation checklist and questionnaire (i.e. questionnaire development) were used by the researcher to collected the data in quantitative phase. Whereas the interviews guidance was used in semi-structured interview to gather the qualitative data. The following is the outlined of the instruments used :

a) Observation Checklist

Included in Chapter 2, Loan's theory, is used to construct statements in the observation checklist. These statements consist of 18 items constructed from 9 predictors. The researcher used them in observations at the English Tadris Study Program, IAIN Curup. The following is the checklist observation validated by the rater (*The detail information, intrument of the research, look at appendix B*) :

Table 4 *Research Observation Checklist*

N.	Aspects of the WTC	Types Indicator	Statements	Checklists	Field Notes
1.	Psychological Variables	Self Confidence	Appears confident while speaking in English.		
			Expresses hesitation and lack of confidence when speaking in English.		
		Perceived	Communicates ideas		

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[54] Jhonson, R. Burke and Christensen.

		Communicative Competence	fluently and confidently without frequent pauses or interruptions.		
			Occasionally struggles to convey messages effectively in English.		
		Learning Anxiety	Seems relaxed when speaking in English.		
			Frequently experiences anxiety and uneasiness when required to speak in English.		
		Students' Motivation	Expresses high motivation to improve English language proficiency by taking initiative and actively participating in English communication.		
			Sometimes exhibits a lack of motivation to learn and speak in English by avoiding or making minimal effort to communicate in English.		
		Personality	Feels comfortable being oneself while speaking in English.		
			Feels the need to 'alter' their personality to speak in English.		
2.	Situational Variables	Effect of Task Types	Actively engages with the tasks since they feel learning tasks help to improve their speaking skills.		
			Struggles with certain language learning tasks, making speaking difficult.		
		Effect of Topics	Comfortable discussing thoughts, opinions, and ideas on various topics in English.		
			Occasionally uncomfortable discussing specific topics in English.		
		English Zone Atmosphere	Consistently use English to communicate since the English Zone Atmosphere facilitates English usage		

			learning.
			Encounters difficulty in environments where only English is allowed.		
		Interlocutor	Comfortable speaking with conversation partners / friends in English.		
			Avoids starting conversations in English with acquaintances.		

b) Questionnaire

In alignment with the observation checklist, the questionnaire's statements are formulated based on indicators of WTC identified in previous studies (i.e., Loan'sTheory). The questionnaire, containing statements from prior research, is deemed suitable for application in EZo. Consequently, the researcher only developed several questionnaires comprising statements, subsequently validated by the rater (*The detail information, intrument of the research, look at appendix B*). Below is the checklist used by the researcher :

Table 5 *Research Validation Questionnaire*

No	Aspects of the WTC	Types Indicator	The statement based on Types Indicator
1.	Psychological Variables	Self Confidence	I feel confident when speaking in English.
			I feel hesitant and less confident when speaking English.
		Perceived Communicative Competence	I trust that I have good communication skills in English.
			Sometimes I find it difficult to convey my message well in English.
		Learning Anxiety	I feel relaxed when speaking in English.
			I often feel anxious and restless when I have to speak English.

		Students' Motivation	I feel motivated to improve my English skills.
			Sometimes I lose motivation to learn and speak English.
		Personality	I feel comfortable being myself when speaking in English.
			I feel like I need to 'change' my personality to speak English.
2.	Situational Variables	Effect of Task Types	I feel the assignments in English learning help me to speak better.
			Some tasks in learning English make it difficult for me to speak.
		Effect of Topics	I feel comfortable talking about various topics in English.
			Sometimes I feel uncomfortable talking about certain topics in English.
		English Zone Atmosphere	I feel that the class atmosphere that emphasizes the use of English helps me learn.
			Several times I found it difficult to be in an environment where only English was allowed.
		Interlocutor	I am willing to start a conversation with my friends.
			I am less willing to initiate a conversation in English with an acquaintance.

c) Interviews Guidance

In this interview, the researcher discussed with Ezo student participants at IAIN Curup. Here researchers investigate students' openness in communicating by sharing experiences during EZo. Where the focus of the discussion is the contributing and inhibiting factors of student WTC. For example, the researcher first tells his experience and then gives his turn to the informant. There is no set list of questions during the interview. The researcher conducted a comfortable conversation in Indonesian to probe the honest side of the informant.

E. Technique of Data Analysis

In the first stage of the research, the researcher utilized the Statistical Package for the Social Sciences (SPSS) as a tool for managing quantitative data (i.e., questionnaire data and numerical observation data). The data were obtained from Google Forms and tabulated in Excel. Subsequently, descriptive statistical analysis was conducted using SPSS to analyze basic statistical descriptions such as mean (M) and standard deviation (St. D). Despite the limitations of descriptive statistics in illustrating sensitivity to outliers, directionality, and the lack of information on distribution, it also has advantages. Descriptive statistics effectively measure the average score of each indicator and are easy for researchers with limited statistical knowledge to interpret.[55]

Hence the researcher used this statistical analysis to measure the mean score of each indicator. Where the indicators that have the lowest and highest mean values become the trend in this research. The provisions of this interpretation are based on the statistical manuals where the comparison of the means for each indicator could be a benchmark for determining which indicators are contributing and inhibiting.[56] To calculate the mean of a dataset, first sum all the values in the dataset. Then, divide the sum by the total number of values in the dataset to find the average. The following formulas of mean and standard deviation determining are presented below :

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[55] Deborah J. Rumsey, '*Statistics For Dummies*', 2nd Editio (The Ohio State University, 2023), P. 16.

[56] Rumsey.

$$\text{Mean } (\mu) = \frac{\sum_{i=1}^{n} xi}{n}$$

$$\text{Standard Deviation}(\sigma) = \sqrt{\frac{\sum_{i=1}^{n}(xi-\mu)^2}{n}}$$

Explanation:

1. μ (mu) is the symbol for the mean.
2. x_i represents each individual value in the dataset.
3. n is the number of values in the dataset.
4. $\sum_{i=1}^{n} xi$ indicates the sum of all values from x_1 to x_n

Explanation:

1. σ (sigma) is the symbol for the standard deviation.
2. xi represents each individual value in the dataset.
3. μ is the mean of the dataset.
4. n is the number of values in the dataset.
5. $\sum_{i=1}^{n}(xi-\mu)^2$ indicates the sum of the squared differences between each value and the mean.
6. The square root ($\sqrt{?}$) is taken of the entire fraction to get the standard deviation.

Furthermore, the median of each mean score of the indicator could be a standard for classifying indicators.[57] Where indicators that have a mean value lower than the median are categorized as inhibiting indicators. Meanwhile, indicators that have a mean higher than the median are the contributing indicators.

Meanwhile in the qualitative data phase, the researcher analized data with Miles's framework theory, and the data will be outlined in descriptive text.[58] Following are the four steps :

1. Data Collection

   The data is collected by conducting interviews using interview guidance and documented with photos, recordings, and other methods.

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[57] Timothy C. Urdan, *Statistics in Plain English*, *Statistics in Plain English*, (2005) <https://doi.org/10.4324/9781410612816>.

[58] Miles et all, *The Sage Handbook of Qualitative Research* (Sage publications, (2023).

2. Data Condensation

In this steps, the data is simplified through rhetoric sentences that convey the same point from respondents' statements. Subsequently, these rhetoric sentences are categorized and presented in MS Word.

3. Data Display

Then, the data is inputted into tables according to their classifications. This is done to enable the visualization of the data for the readers.

4. Conclusion drawing/verification

Then the researcher displays the data, evaluates them, came to a conclusion, and verified them. The data will be rechecked by the researcher, who then uses theory to draw conclusions.

F. The Procedures of Research

In the quantitative phase, researchers embarked on a series of steps, commencing with the preparation of instruments. These instruments were meticulously designed in alignment with the theoretical framework in Chapter II. The execution process unfolded as follows :

1. The instrument was constructed based on the theory of factors influencing Willingness to Communicate (WTC) among students by the researcher. Among the 9 items reflecting WTC factors, 5 items are classified under psychological aspects and 4 items under situational aspects. Each item consists of 2 statements, one positive and one negative. Thus, the

instrument comprises 18 statements in the form of a questionnaire and observation checklist.

2. The questionnaire statements offer response options (i.e.,strongly agree, agree, disagree, and strongly disagree). Positive statements are rated on a Likert scale using numeric scores of 4, 3, 2, and 1 for strongly agree through strongly disagree. Meanwhile, negative statements use the inverse scale. Additionally, questionnaire statements include checklist options of yes or no, with a numeric score of 1 to 10 assigned for a "yes" response. Following instrument preparation, the researcher proceeds with conducting surveys and observations. This outlines the implementation process :

   a. Observation

      Observations were conducted 12 times. During these observations, the instrument was used to check indicators observed, aligning with the depiction of factors influencing Willingness to Communicate (WTC), such as eye contact during conversations and others. Each checked "yes" in the checklist was assigned a numeric score from 1 to 10. Subsequently, these numeric scores were tabulated in Excel and analyzed using descriptive statistics to determine the mean and standard deviation.

   b. Survey

      Firstly, the researcher prepared the sample for respondents. Due to the heterogeneous population, stratified random sampling was

employed to determine the sample size for each stratum based on their semester. Detailed information could be found in the subject of the research description.

Next, the questionnaire was inserted into a Google Form. The G-form link shared via WhatsApp until the number of respondents exceeds the sample size limit for each stratum. Data from the G-form saved in Excel format after conversion.

Subsequently, respondents were assigned sequential numbers, and those selected as research subjects determined using the formula (=RANDBETWEEN). This ensures that randomly generated numbers correspond appropriately to each respondent's number involved in the sample. The same process was applied to each stratum.

Responses from the sampled respondents were tabulated in Excel. From the tabulated data, 2 respondents are selected as informants for the qualitative phase based on specific criteria (e.g., students exhibiting both low and high levels of WTC). The Excel tabulation was analyzed using SPSS, conducting simple analysis (e.g., descriptive statistics) to determine the mean and standard deviation for each indicator, assessing whether factors contribute to or inhibit WTC.

After completing the quantitative phase and identifying criteria for purposive sampling and the mean for each indicator, the findings from the survey and observations are further explored through interviews. Here is the implementation process :

1. In the qualitative phase, the researcher made an interview guidance and selected 6 informants using purposive sampling techniques. One of the criteria includes students who exhibit both high and low levels of Willingness to Communicate (WTC).

2. Subsequently, the researcher recored the interview process and interview dialogues. These dialogues were transcribed into text and condensed. Afterward, the interview texts from each informant were classified using a table.

   Finally, all findings from the three different data collection techniques are presented and cross-verified in Chapter 4. In summary, the detailed research steps are presented in the table below :

Table 6 *Explanatory Sequential Procedures*

Phase	Procedure	Product
Quantitative	▪ Stratified Random Sampling ▪ Constructing type indicators to instruments for survey and observation.	▪ n= 118 ▪ Questionnaire and Observation checklist
Collecting	▪ Distributing questionnaires ▪ Conducting 12 observation	▪ Numeric data
Analysis	▪ Tabulating data in Excel ▪ Analyzed by SPSS	▪ Student's WTC levels ▪ Mean and St. Deviation every factors.
Connecting to Qualitative	▪ Purposive sampling ▪ Creating The Interview Guidance	▪ 6 informants ▪ Interview Guidance
Collecting	▪ Conducting The Interview	▪ The Converting Text of Interviews
Analysis	▪ Miles et al., Framework	▪ The Classification of Data
Triangulation and Verification	▪ Elaborating and Verificating	▪ The Conclusion of Findings

G. Trustworthiness

In observation and survey data, trustworthiness enhanced through the validity of the survey instrument. Validity measured by ensuring that the observation and survey instrument accurately measures the intended constructs. This could be achieved through validity tests and rater validation, such as content validity, internal consistency, or factor analysis (*look at appendix B*). Meanwhile, data interviews were enhanced through the selection process of participants who met relevant research criteria. Their main criteria are their WTC levels that indicated by the total numeric scores for each indicator (*look at Appendix C*).

Additionally, consistency and accuracy in recording and analyzing interview data are crucial to improving the trustworthiness of interview data. Furthermore, to enhance overall data trustworthiness, researchers should maintain research integrity by implementing steps such as systematically documenting all research processes, identifying and addressing potential biases, and involving research team members or third parties in the data review and verification process.

CHAPTER IV

FINDINGS AND DISCUSSION

The fourth chapter delves into the analysis of data obtained from the initial to the final activities of the research. Conducted in 2024, the study aims to explore students' WTC in Ezo within the English Tadris Study Program at IAIN Curup. Data were gathered using three key instruments (i.e., an observation checklist, a questionnaire, and an interview guidance). Triangulation of data collection (i.e., observation, surveys, and interviews) was conducted to confirm or validate the reinforcement or discrepancy of findings for each of the three research questions (referred to as RQ).

A. **Findings**

1. **The Contributing and Inhibiting Factors of Student's WTC in EZo**

The following discussion presents the factors that contributing and inhibiting student's WTC based on the data from Questionnaire and Observation Checklist through statistical descriptive analysis as well as the confirmation of the data interviews.

a. **Survey Data Findings**

In terms of psychological, the data from the questionnaire indicated Students' Motivation as the contributing factor to students' WTC evidenced by the highest mean score of 5.77. Meanwhile, the lowest mean score of 5.27 was obtained on perceived communicative competence as the inhibiting factor to students' WTC. In terms of situational, the data from the questionnaire revealed the interlocutor as

a contributing factor to WTC, evidenced by a mean score of 5.91. Meanwhile, the EZo Atmosphere is an inhibiting factor, with a mean score of 5.41. The summary of these findings was presented in the table below *(The detail information, Survey data findings, look at appendix C)* :

Table 7 *Survey data findings*

	Type Indicator	Mean		Type indicator	Mean
Psychological	Self Confidence	5.51	**Situational**	Effect of Task Types	5.64
	Perceived Communicative Competence	**5.27**		Effect of Topics	5.50
	Learning Anxiety	5.54		EZo Atmosphere	**5.42**
	Students' Motivation	**5.77**		Interlocutor	**5.91**
	Personality	5.53			

According to the table above, the conclusion of survey data findings is two factors contributing to students' WTC from both WTC aspects. They were colored with the red color on the table above. Regarding two inhibiting factors, they were colored with green ones. Meanwhile, other factors that neither indicate a low nor high average gap are not discussed. This classification was driven by the focus on factors exhibiting significant disparities seems like the explanation in Chapter III. Where the comparison of mean scores can be a benchmark to measure which indicators are contributing and inhibiting.[59]

As described in Chapter 3, the median of each mean score of the indicator could be used as a standard for classifying indicators.

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[59] Rumsey.

Indicators with a mean value lower than the median are categorized as inhibiting indicators, while indicators with a mean value higher than the median are categorized as contributing indicators. For instance, in terms of psychology, there are 5 data points, and the median is the third value in the ordered list, which is 5.53. In conclusion, the interpretation of contributing and inhibiting factors can also be verified by selecting only indicators with the highest and lowest means according to the research objectives.

b. The Affirmation of Observation Data

The data from observational revealed somewhat different findings. The data indicated that there are two contributing factors in psychological aspects. They are self-confidence proven by a mean of 4.16 and Perceived Communicative Competence accompanied by a mean of 4.08. Meanwhile, the inhibiting factors on psychological aspects have two ones. They are students' motivation obtained a mean of 2.83 and personality obtained a mean of 2.91.

In terms of situational, the data from observation consistently demonstrated the interlocutor was the contributing factor evidenced by the highest mean of 4.66. This finding of observation data was affirmed by the survey data. Where they have the similarity to demonstrated interlocutor as the contributing factor proven by the highest mean score. Then, the inhibiting factors on situational aspects revealed the effect of tasks as the inhibiting factors evidenced by a

mean of 2.91. The summary of these findings was presented in the table below *(The detail information, Survey data findings, look at appendix C)* :

Table 8 *Observation data findings*

	Type Indicator	Mean		Type indicator	Mean
Psychological	Self Confidence	**4.16**	**Situational**	Effect of Task	2.91
	Perceived Communicative Competence	**4.08**		Effect of Topics	3.08
	Learning Anxiety	3.83		EZo Atmosphere	3.41
	Students' Motivation	**2.83**		Interlocutor	**4.66**
	Personality	**2.91**			

c. **The Confirmation of Interview Data**

In terms of situational aspects, the obtaining of the survey and observation data revealed the primary factors contributing to students' WTC (*look at appendix D*) were focused on the interlocutor factor. The data from interviews involved six informants confirmed that the interlocutor can influence their WTC to engage in conversation. Where five informants stated their interest in engaging in EZo due to the presence of role models, adaptable individuals, and those interested in actively listening. On the other hand, only one informant mentioned their findings about feeling intimidated by their interlocutor.

Furthermore, the effect of tasks and the EZo atmosphere in situational aspects was confirmed by the data from interviews. The interviews only mentioned the EZo atmosphere as the inhibiting factor of their WTC. The six informants mentioned that they found an exclusive atmosphere in the EZo. Where conversations only occur

within groups that know each other. These groups can be formed by one class, one region, etc. Meanwhile, non-dominant groups or unfamiliar individuals will be marginalized.

In terms of psychological aspects, the obtaining of the students' motivation through data survey as well as self-confidence and perceived communicative competence through observation data as the contributing factors. The confirmation of data interviews revealed that the students' motivation factor was contributing to their WTC . One of the informants expresses their enthusiasm. The reinforcement of third informants stated their reasons (i.e., punishments, social pressure, etc). Contrary to the answer from one informant who expressed difficulty engaging in conversation during EZo.

Regarding self-confidence and perceived communicative competence, the reinforcement of findings from the data interviews focused solely on self-confidence since they are difficult to distinguish. Three informants expressed their past successes in english, followed by one informant feeling challenged to engage in EZo. Meanwhile, two informants mentioned feeling nervous. In conclusion, this factor consistently drives students' willingness to communicate based on their confidence stemming from previous education.

2. **The Extents of The Contributing and Inhibiting Students' WTC**

In this discussion section, the focus is placed on observational findings, as they are grounded in the exploration of chronology. In other

words, exploration can only be answered through observation. This implies that the discussion revolves around the analysis of observational data, which serves as the primary basis for developing arguments or conclusions.

d. The Observational Data

Based on the explanation above, the observational data revealed that self-confidence and perceived communicative competence are significant contributing factors in psychological aspects, while students' motivation and personality are identified as inhibiting factors. Moreover, the interlocutor consistently emerged as the primary contributing factor in situational aspects, as evidenced by both observational and survey data. Conversely, the effect of tasks was highlighted as an inhibiting factor in the situational context.

On the self-confidence as the contributing factor in psychological aspects, the observational data highlighted several key indicators. Firstly, participants displayed positive body language, characterized by open postures, relaxed gestures, and facial expressions conveying confidence and enthusiasm. This non-verbal communication signaled a sense of self-assurance and comfort within the communication context. Additionally, participants demonstrated proactive engagement, actively participating in discussions, asking questions, and initiating interactions. This proactive behavior

suggested a belief in their ability to contribute meaningfully to the conversation, further bolstering their self-confidence.

Moreover, the observational findings revealed a readiness among participants to take risks in communication. They appeared willing to express their opinions and ideas, even if it meant stepping outside their comfort zones or facing potential disagreement. This willingness to take risks indicated a confidence in their own voice and perspective, contributing to a more dynamic and engaging exchange of ideas. Furthermore, strong eye contact was noted among participants, signaling attentiveness, sincerity, and a sense of connection with their interlocutors. This confident and direct gaze underscored their self-assurance and belief in the value of their contributions to the communication process.

Participants exhibited clear and assertive communication styles, expressing themselves in a confident and decisive manner. Their ability to articulate thoughts and ideas effectively, coupled with a firm and assertive tone, conveyed a strong sense of self-belief and conviction. This clear communication style not only enhanced their credibility as communicators but also reflected a high level of self-confidence in their own abilities. Overall, the observational data provided compelling evidence of the role of self-confidence in shaping participants' communication behaviors, highlighting the importance of positive body language, proactive engagement, risk-taking, strong eye

contact, and assertive communication in fostering self-confidence within communication contexts.

Meanwhile, the indicators observed for perceived communicative competence closely mirrored those of self-confidence. Participants exhibited positive body language, proactive engagement, readiness to take risks, strong eye contact, and clear, assertive communication, echoing the traits associated with self-confidence. This alignment suggests a strong correlation between perceived communicative competence and self-confidence in communication contexts. Both constructs involve individuals' beliefs in their ability to effectively communicate and engage with others, manifesting through similar behaviors and communication styles. Therefore, the observational data supports the notion that perceived communicative competence shares common indicators with self-confidence, highlighting the intertwined nature of these constructs in influencing communication behaviors and outcomes.

In terms of the situational aspects, the observational data revealed passive participation and negative social interaction as indicative of inhibiting factors in students' willingness to communicate (WTC), particularly concerning motivation and personality. Passive participation was observed when students exhibited limited engagement or contribution during discussions or learning activities. This passive demeanor often indicated a lack of enthusiasm or interest

in the subject matter, potentially stemming from underlying motivational issues such as low intrinsic motivation or a lack of personal investment in the learning process. Additionally, negative social interaction, characterized by disinterest or reluctance to interact positively with peers or instructors, further hindered WTC. This behavior could be influenced by personality traits such as introversion or social anxiety, leading to a reluctance to engage in social interactions and hindering the development of communication skills.

Furthermore, passive engagement in discussions emerged as another inhibiting factor, where students displayed minimal involvement or initiative in dialogue exchanges. This passive approach often resulted in missed opportunities for learning and skill development, as active participation is crucial for effective communication practice. Additionally, negative social interactions within the classroom environment, such as displaying disinterest or hostility towards peers, created a challenging atmosphere that discouraged open communication and collaboration. These behaviors, influenced by both motivational factors and personality traits, collectively hindered students' WTC by impeding their ability to actively engage in learning activities and interact positively with others. Addressing these inhibiting factors may require targeted interventions to enhance motivation, foster a supportive classroom environment, and promote positive social interactions, thereby

facilitating students' willingness to communicate effectively. . The summary of these findings is presented in the table below :

Table 9 *The summary of the data from observation*

Types Indicator		Mean Score		The Classification of Action	
		< 3.00	> 3.00	< 3.00	> 3.00
Psychologyical	Self Confidence		4.16	Decreased Eye Contact, Closed Body Posture, Tendency to Avoid Risks, Difficulty Taking Initiative, Physical and Emotional Expression.	Positive Body Language, Proactive Engagement, Readiness to Take Risks, Strong Eye Contact, Clear and Assertive Communication.
	Perceived Communicative Competence		4.08	Difficulty Taking Initiative	Proactive Engagement
	Learning Anxiety		3.83	Open and Relaxed Body Posture, Relaxed Facial Expression, Positive Mood and Demeanor	Anxious Facial Expression, Tense Body Posture.
	Students' Motivation	2.83		Passive Participation, Negative Social Interaction.	Active Participation, interesting to interlocutor, Initiative and Creativity, Positive Social Interaction
	Personality	2.91		Passive Engagement in Discussions.	Adaptability to Various Situations, Active Engagement in Discussions.

Situational	Effect of Tasks	2.91		Resistance to Feedback	Response to Feedback
	Effect of Topics		3.08	Limited Interest in Seeking Additional Information, Inconsistency in Interest.	Seeking Additional Information, Speaking with Emotion or Passion, Consistency in Interest.
	EZo Atmosphere		3.41	Exclusive, Social Anxiety.	Inclusive.
	Interlocutor		4.66	Limited Opportunities for Participation	Providing Support and Reinforcement.

e. The Confirmation of Interview Data

In terms of psychological, the integration of interview data and observational findings further solidifies the significance of self-confidence in shaping students' WTC in EZo at the English Tadris Study Program at IAIN Curup. Interviews revealed a range of factors influencing students' confidence levels in communication. These included feelings of incompetence and inadequacy, which act as barriers to effective communication, as well as indicators of self-assurance such as past successes, positive feedback, and self-acceptance. Continuous learning, facing challenges, and being in a supportive environment were also identified as factors contributing to students' confidence in their communicative abilities.

This alignment between interview and observational data underscores the multifaceted nature of self-confidence and its profound impact on WTC. By addressing barriers such as feelings of doubt or

inadequacy and fostering a supportive learning environment that encourages continuous improvement, educators can empower students to actively engage in communication and develop their skills. Ultimately, cultivating self-confidence among students is essential for creating a communicative environment where individuals feel empowered to express themselves effectively and participate fully in academic and social interactions within the English Tadris Study Program at IAIN Curup.

The interview data further validate the role of personality traits as inhibiting factors in the psychological aspects of students' willingness to communicate (WTC) within the English Tadris Study Program at IAIN Curup. Perfectionism emerged as a significant barrier, as individuals striving for perfection may fear making mistakes or appearing incompetent in communication settings. This fear of failure can lead to avoidance of communication opportunities and reluctance to engage in conversations where they might not excel. Similarly, low self-esteem was identified as a limiting factor, as individuals with low self-esteem may doubt their worth or competence in communication, leading to self-doubt and a lack of confidence in expressing themselves. Shyness and introversion also contribute to inhibited WTC, as individuals may feel uncomfortable or anxious in social situations, preferring to avoid interaction rather than risk potential discomfort or judgment.

These personality traits collectively hinder students' ability to fully engage in communicative activities and develop their language skills. By recognizing and addressing these inhibiting factors, educators can create a supportive learning environment that encourages students to step out of their comfort zones and actively participate in communication. Strategies such as providing opportunities for gradual exposure to communication tasks, fostering a culture of acceptance and support, and offering targeted support for students struggling with confidence issues can help mitigate the impact of personality traits on students' WTC. Ultimately, by addressing these inhibiting factors, educators can empower students to overcome personal challenges and develop the confidence and skills necessary for effective communication within the English Tadris Study Program at IAIN Curup.

In terms of situational, the interview data further corroborate the significance of the interlocutor factor as a contributing factor to students' willingness to communicate (WTC) within the English Tadris Study Program at IAIN Curup. Informants highlighted various qualities and behaviors of interlocutors that positively influence students' WTC. Adaptability was identified as crucial, indicating interlocutors' ability to adjust their communication style and approach to accommodate the diverse needs and preferences of students. Role modeling emerged as another important aspect, wherein

interlocutors who demonstrate effective communication skills and confidence serve as positive examples for students, inspiring them to emulate similar behaviors and attitudes.

Moreover, engagement and inclusivity were emphasized as key factors in creating a conducive communicative environment. Interlocutors who actively engage students in conversation, encourage participation from all individuals, and foster inclusivity by valuing diverse perspectives contribute to a more supportive and empowering atmosphere for communication. Clear communication and active listening were also highlighted as essential qualities of effective interlocutors, enabling them to convey information effectively, understand students' needs and concerns, and respond appropriately to facilitate meaningful dialogue. Lastly, encouragement and support from interlocutors play a crucial role in boosting students' confidence and motivation to engage in communication, reinforcing their sense of value and agency within the communicative context. By embodying these qualities and behaviors, interlocutors can significantly influence students' WTC and contribute to the overall effectiveness of communication within the English Tadris Study Program at IAIN Curup.

During the interviews, the factor of the effect of tasks did not emerge as a point of discussion among the informants. The impact of task-related variables on WTC may not have been as salient or evident

to the informants during the interview process. However, further exploration into the perception and understanding of task-related challenges in communication contexts could provide valuable insights into the dynamics of WTC and inform strategies for fostering effective communication skills development within the English Tadris Study Program at IAIN Curup.

3. The Triangulation of Data Findings

In conclusion, the synthesis of data from surveys, observations, and interviews irradiated the factors influencing students' willingness to communicate (WTC) in the English Tadris Study Program at IAIN Curup. Among these factors, the role of the interlocutor emerges as paramount in the situational aspect, where effective communication partners demonstrate adaptability, positive role modeling, and encouragement. Conversely, while not explicitly discussed during interviews, the effect of tasks is underscored as an inhibiting factor, suggesting that task design and implementation may require further examination to optimize student engagement. In terms of psychological aspects, personality traits such as perfectionism, low self-esteem, and shyness hinder WTC, whereas self-confidence significantly enhances it. By comprehensively understanding and addressing these factors, educators can create a supportive learning environment that fosters students' confidence and active participation in communicative activities.

B. Discussion

   According to the findings above, this research mostly contradicts previous research findings. This incident was caused by differences in the research environment. Very little research has addressed WTC in outdoor program settings (e.g., English Zone). There is research that is almost similar to Kelz's research which discusses the WTC at English summer camp.[60] Where Kelz's research and this research discussed WTC outside the classroom in EFL. Their contradictive, the English summer camp studied Kelz was an outdoor activity that was carried out for a short period, such as a week per month, and was studied in junior high school. Meanwhile, this research discusses the WTC at EZo at English Tadris study program which takes place regularly and is carried out by college-level students.

   The research on the EZo at the English Tadris study program IAIN Curup had also been carried out but did not discuss the WTC of the students. For example, Maya et al researched EZo in terms of student perceptions of EZo.[61] The perceptions discussed in this research are aspects that examine students' understanding or views of subjects or situations such as EZo in research. Meanwhile, this research discusses the WTC in it. The differences contained in this research provide potentially different findings as well. For example, indicators that influence students' indoor and outdoor WTC. students' WTC is in EFL, L2, and Mother tongue. Furthermore, there are many more discussions about WTC that have not been reached in the research field.

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[60] Kelz.
[61] Setyowati, Hidayah, and Apriani.

There is also a breakdown of WTC that has been adopted into recent research such as WTC self-reports. Where WTC self-reports discuss WTC only from the students' side without involving the teacher, lecturer, etc.

1. **The Contributing and Inhibiting Student's WTC in EZo**

There are still complex issues experienced by the students in EZo at the English Tadris Study Program IAIN Curup. This is evidenced by findings based on the analysis of observation and survey data identified the interlocutor emerging as an indicator contributing to students' WTC. The contradictive study by Harliza suggests that EFL students involved in interactions tend to encounter difficulties with their interlocutors. These difficulties may manifest in unfavorable responses such as mocking, unfamiliar interlocutor, etc.[62] Furthermore, this issue can also be examined from the perspective of the interlocutors themselves. For instance, the intention to correct a fellow EFL communicator's erroneous statement might inadvertently be perceived as mocking.

This highlights a significant aspect of communication dynamics within the EFL context. It underscores the complexity of interactions and the potential for misunderstandings to arise, even when intentions are well-meaning.[63] Such challenges not only affect the quality of communication but also impact the learning environment and students' willingness to engage actively in english discourse.

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[62] Gita Harliza, '*EFL Students' Challenges in Learning Speaking Skills During Online-to-Offline Transition Era*' (University Of Jambi, 2023).

[63] Adel Dastgoshadeh and Pejman Javanmardi, 'Emotional Intelligence as a Predictor of Efl Learners' Willingness to Communicate', *Mextesol Journal*, 45.3 (2021), 1–10.

Especially, the findings of the study regarding the indicators of WTC in EZo at the English study program IAIN Curup complement existing research in several ways. Firstly, the identification of the interlocutor as the most indicator supporting students' WTC. For instance, research by Lee similarly emphasized the influential role of interaction partners in shaping students' WTC.[64] Additionally, data observation revealed learning anxiety, students' motivation, and personality as inhibitors of WTC corroborating prior research on related factors of WTC. Furthermore, Studies by Alimorada et al have underscored the detrimental effects of anxiety, low motivation, and personality traits on language learners' willingness to engage in communication.[65]

However, the discrepancy between survey and observation data regarding inhibiting factors, particularly the emphasis on the EZo atmosphere in observation data added a nuanced perspective to existing literature. While previous research has predominantly focused on individual-level factors influencing WTC, this research findings shed light on the contextual influence of the learning environment or situational. This aligns with the ecological perspective of language learning, which emphasizes the dynamic interplay between individual, social, and environmental factors.

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[64] S Jin and H Lee, '*Willingness to Communicate and Its High-Evidence Factors: A Meta-Analytic Structural Equation Modeling Approach*', Journal of Language and Social Psychology, (2022).

[65] Z Alimorada and M Farahmandb, '*A Case Study on Willingness to Communicate in English in the Iranian Tertiary Educational Context*', TEFLIN, (2021).

Practically, the study underscores the importance of considering both individual and contextual factors in promoting WTC in language learning environments. Educators and administrators should not only address students' individual needs and motivations but also create supportive and inclusive atmospheres conducive to communication. Interventions targeting interlocutors' communication skills and the overall atmosphere within the EZo may yield positive outcomes in enhancing students' WTC. Moreover, the findings revealed the need for future research to explore the interplay between individual and contextual factors in greater depth, as well as to investigate the effectiveness of specific interventions in diverse educational settings. By building upon existing research and incorporating contextual insights, we can further enhance our understanding of the complex dynamics underlying language communication and contribute to more effective language learning practices.

2. **The Extents of The Contributing and Inhibiting Students' WTC**

The role of the interlocutor as an indicator contributing to students' WTC due to the inclusiveness of the EZo atmosphere aligns with previous research in the field. For instance, Chincon emphasized the influential role of interaction partners in shaping students' WTC highlighting the importance of supportive and engaging interactions for their english

proficiency.[66] Their study corroborates these findings emphasizing the significance of creating a positive and inclusive environment within language learning contexts to facilitate communication among students.

In interviews, students stated they were able to create an inclusive atmosphere at EZo. Where they did not provide an assessment if they found an interlocutor with WTC and low spoken language. Besides that, it does not correct bad responses and does not exclude students with low WTC. This research also raised important questions about the dynamics between WTC levels and opportunities for growth within the educational context. While high WTC may indicate a willingness to communicate, its manifestation without avenues for improvement suggests a potential limitation in students' development.[67]

The study identifies various psychological factors that influence students' willingness to communicate. Traits like perfectionism, low self-esteem, and shyness act as barriers to communication, while self-confidence serves as a catalyst for active participation. This finding underscores the importance of addressing students' psychological well-being in language learning contexts. Research by Brown (2017) corroborates these findings, highlighting the significant impact of students' self-perceptions and confidence levels on their communicative behaviors.

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[66] J Chichon, '*Factors Influencing Overseas Learners' Willingness to Communicate (WTC) on a Pre-Sessional Programme at a UK University*', Journal of English for Academic Purposes, (2019).

[67] Ainun Nurdzizati, Nur Aeni, and Ryan Rayhana Sofyan, '*The Relationship between Students' Willingness to Communicate (WTC) in English and Their Teacher Immediacy Behaviours*', Journal of Excellence in English Language Education, 2.2 (2023).

In conclusion, the integration of findings and results in this study concludes that the theoretical framework used as a type indicator in this research is highly relevant to the EZo in the English Tadris Study Program at IAIN Curup. Wherein, all factors presented in both quantitative and qualitative phases consistently highlight situational and psychological variables. Additionally, it emphasizes that situational variables play a dominant role in contributing to students' WTC despite the initial focus on students' psychological variables. On the other hand, both the quantitative and qualitative phases indicate that the predictors proposed in Loan's research are highly significant in the context of the research location. In the recent study by Aberra, new breakthroughs in WTC predictors (i.e., cultural and institutional variables [68]) are presented, there is also an indication of bias in the qualitative phase where informants discussed cultural aspects of each student.

This study opens avenues for further research in understanding and enhancing students' willingness to communicate. Future studies could delve deeper into the interrelationship between interpersonal dynamics, task characteristics, and psychological factors in shaping communication behaviors. Moreover, investigating effective strategies for supporting students with diverse psychological profiles and communication apprehensions would be beneficial. By building upon these findings, researchers can contribute to the development of evidence-based

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[68]Tsegaye Abera, '*Factors Affecting Oral Communication/Exploring Impacting Factors of Interpersonal Communication*', International Journal of English Literature and Culture, 8.3 (2020).

approaches that promote effective communication skills in language learning contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

Following the analysis and interpretation of the data in the preceding section, the research now draws its conclusion and provides suggestions as its final segment. The conclusion addresses the research questions directly, while the suggestions aim to offer guidance for readers interested in exploring this field further.

A. Conclusion

The findings underscore the nuanced interplay of factors influencing students' willingness to communicate (WTC) in the English Tadris Study Program at IAIN Curup. The role of the interlocutor emerges as paramount in the situational aspect, where effective communication partners demonstrate adaptability, positive role modeling, and encouragement. Conversely, while not explicitly discussed during interviews, the effect of tasks is underscored as an inhibiting factor, suggesting that task design and implementation may require further examination to optimize student engagement.

In terms of psychological aspects, personality traits such as perfectionism, low self-esteem, and shyness hinder WTC, whereas self-confidence significantly enhances it. By comprehensively understanding and addressing these factors, educators can create a supportive learning environment that fosters students' confidence and active participation in communicative activities. According to the findings from the survey, observation, and interviews data, the factors contributing to or inhibiting

students' WTC in EZo at the English study program IAIN Curup have been clearly identified.

B. Suggestion

Following the triangulation of techniques for collecting data, the researcher intends to offer recommendations that could prove beneficial :

1. Implications for Practice

Based on the findings and discussions presented in the previous chapter, here are some suggestions for the English study program major for future research :

a. Addressing Reluctance to Interact

Develop interventions to address students' reluctance to interact with peers from different academic backgrounds. This could include structured activities aimed at promoting cross-cultural communication and understanding, as well as creating inclusive learning environments that encourage collaboration among students of diverse backgrounds.

b. Enhancing Ezo Atmosphere

Conduct research to identify ways to enhance the Ezo atmosphere to better support students with high WTC. This could involve exploring the role of EZo dynamics, students' interactions, and the physical learning environment in fostering language learning motivation and proficiency.

c. Personality Development Programs

Design programs or interventions aimed at addressing personality issues among students, with a focus on enhancing their communication skills, self-confidence, and interpersonal relationships. These programs could include workshops, counseling services, or extracurricular activities geared towards personal development and growth.

2. Directions for Further Research

Based on the findings of this study, future research could explore similar concepts of WTC in different or similar settings due to the dynamic nature of WTC itself. Furthermore, emerging WTC concepts that classify WTC aspects continue to evolve and can be utilized. For example, recently, there are WTC indicators classified into four aspects (i.e., psychological, situational, institutional, and cultural). These four aspects can also be investigated in English zones, considering biases in interview data where informants also discuss cultural factors influencing their WTC. The last one, this study has several limitations. In the quantitative phase, researchers only used simple statistics that measure mean as a benchmark. Additionally, the interview sample lacked clear criteria, which could be an area for further research.

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APPENDIXES

APPENDIX A

Table 1. Stratified Random Sampling on Stratum Stratum 1_Semester 2

N Code	Respondents (N)	Semester	Sample (n)	Included Code	Names of n
1	Abdullah Azam	2	1	12	Dendra Avianto
2	Ajeng Fatima Zulaiha	2	2	19	Heti Hadininggar
3	Arini	2	3	39	Sasmi
4	Aziza Rahmi	2	4	20	Julia Winata
5	Beli Oktari	2	5	33	Raden Femas S.
6	Cahaya Maimuna	2	6	21	Kaviola Martika
7	Carrisa	2	7	28	Nadya Triwahyuni
8	Cheren Marenza	2	8	17	Fega Tri Hardani
9	Daniel Fazarillah	2	9	24	Maya Kirana
10	Dea anita	2	10	21	Kaviola Martika
11	Dea Kifka Alisyah	2	11	33	Raden Femas S.
12	Dendra Avianto	2	12	6	Cahaya Maimuna
13	Diah Ayu Pitaloka	2	13	39	Sasmi
14	Diva Dhevina	2	14	2	Arini
15	Donna Selvi Amanda	2	15	29	Naufal Ardiansyah
16	Fatrichia Elsa Manora	2	16	11	Dea Kifka Alisyah
17	Fega Tri Hardani	2	17	5	Beli Oktari
18	Ghani Regan Priatama	2	18	41	Wela Aulia
19	Heti Hadininggar	2	19	37	Resi Anggraini P.
20	Julia Winata	2	20	27	Nadia Ratika
21	Kaviola Martika	2	21	33	Raden Femas S.

22	Lisna Ariani	2	22	36	Refo Agung R.F.
23	M. Alga Ranes	2	23	25	Melati Sukma N.
24	Maya Kirana	2	24	31	Novi Tara Fauzia
25	Melati Sukma Ningrum	2	25	11	Dea Kifka Alisyah
26	Merlinda	2	26	41	Wela Aulia
27	Nadia Ratika	2	27	7	Carrisa
28	Nadya Triwahyuni	2	28	8	Cheren Marenza
29	Naufal Ardiansyah	2	29	20	Julia Winata
30	Nova	2	30	6	Cahaya Maimuna
31	Novi Tara Fauzia	2	31	7	Carrisa
32	Nurhaliza	2	32	36	Refo Agung R.F.
33	Raden Femas S.	2	33	4	Aziza Rahmi
34	Rahma Anggita F.	2	34	36	Refo Agung R.F.
35	Ratih Pramuditia	2	35	32	Nurhaliza
36	Refo Agung R.F.	2	36	33	Raden Femas S.
37	Resi Anggraini P.	2	37	3	Arini
38	Resta Lestari	2	38	17	Fega Tri Hardani
39	Sasmi	2	39	18	Ghani Regan P.
40	Shella Novia Tamara	2	40	13	Diah Ayu Pitaloka
41	Wela Aulia	2	41	11	Dea Kifka Alisyah
42	Wika Safitri	2	42	26	Merlinda
43	Yelse Elfira	2	43	20	Julia Winata
44	Yulia Vhitaloka	2	44	2	Ajeng Fatima Z.
45	Zahra Salsabila	2	45	17	Fega Tri Hardani
			46	26	Merlinda
			47	2	Ajeng Fatima Z.

Table 2. Stratified Random Sampling on Stratum 2_Semester 4

N Code	Population (N)	Semester	Sample (n)	Included Code	Names of n
1	Abdul Karim A.	4	1	30	Resti Yolanda
2	Agnes Feronika	4	2	27	Nur Aulia Nesa Afifah
3	Ahsanu Izi Takwima	4	3	29	Reni Diani Larasati
4	Anne Adeliyah	4	4	17	Leza Melfia
5	Annisa Olimpia	4	5	7	Diki Aliansa
6	Delfi Rara Anjesika	4	6	39	Winda Lestari
7	Diki Aliansa	4	7	39	Winda Lestari
8	Dioba Meliza Karlita	4	8	40	Wulandari
9	Dwi aninda sari	4	9	4	Anne Adeliyah
10	Dwiki Farhan Hafizh	4	10	32	Samqina Hafifah
11	Ester Rindi Prastika	4	11	18	Lova Novriati
12	Gita Indah Cahyani	4	12	41	Yani
13	Gustiantara	4	13	30	Resti Yolanda
14	Illal Fittya	4	14	28	Rajes Sadeva
15	Irpan Hidayat	4	15	34	Sri Kusuma
16	Laras Ariani	4	16	17	Leza Melfia
17	Leza Melfia	4	17	26	Niko Anugrah
18	Lova Novriati	4	18	25	Nazlah Oktavia R.
19	M. Arya Nando	4	19	1	Abdul Karim A.
20	M. Razieq	4	20	18	Lova Novriati

21	Mar'atul Hairiyah	4	21	33	Samqina Hafifah
22	Melati Puspita	4	22	2	Agnes Feronika
23	Nafisah Kamal	4	23	12	Gita Indah Cahyani
24	Naila shafira putri	4	24	34	Sri Kusuma
25	Nazlah Oktavia R.	4	25	36	Titik Syandro
26	Niko Anugrah	4	26	7	Diki Aliansa
27	Nur Aulia Nesa Afifah	4	27	11	Ester Rindi Prastika
28	Rajes Sadeva	4	28	23	Nafisah Kamal
29	Reni Diani Larasati	4	29	28	Rajes Sadeva
30	Resti Yolanda	4	30	1	Abdul Karim A.
31	Rimalismadona	4	31	42	Yeni Lailatul Rahma
32	Samqina Hafifah	4	32	5	Annisa Olimpia
33	Silvia Ralika Putri	4	33	22	Melati Puspita
34	Sri Kusuma	4	34	41	Yani
35	Stefhanie Putri C. G.	4	35	10	Dwiki Farhan Hafizh
36	Titik Syandro	4	36	13	Gustiantara
37	Vioni Cahya Mutiara	4	37	4	Anne Adeliyah
38	Welinsah Yusat Wika	4	38	14	Illal Fittya
39	Winda Lestari	4	39	22	Melati Puspita
40	Wulandari	4	40	23	Nafisah Kamal
41	Yani	4	41	8	Dioba Meliza Karlita
42	Yeni Lailatul Rahma	4	42	37	Vioni Cahya Mutiara

Table 2. Stratified Random Sampling on Stratum 3_Semester 6

N Code	Respondents (N)	Semester	Sample (n)	Included Code	Names of n
1	Adeka Fajar A.	6	1	8	Delfi Rara Anjesika
2	Aditya Gusti Pratama	6	2	2	Aditya Gusti Pratama
3	Ahmad Annizar	6	3	7	Arintan Ishika Aura
4	Ahmad Pajar P.	6	4	21	Megi Ari Pratama
5	Amanda Aulia	6	5	4	Ahmad Pajar P.
6	Anisa Wulandari	6	6	7	Arintan Ishika Aura
7	Arintan Ishika Aura	6	7	5	Amanda Aulia
8	Delfi Rara Anjesika	6	8	18	Janpatika
9	Deni	6	9	2	Aditya Gusti Pratama
10	Fadel Muhammad	6	10	24	Putri Ulandari
11	Fadiza Kartika	6	11	7	Arintan Ishika Aura
12	Fanzia Arpemi Santia	6	12	29	Tiyas Jespia
13	Fiddini iponika	6	13	10	Fadel Muhammad
14	Fitri Ade Sari	6	14	4	Ahmad Pajar P.
15	Ilham Sahbandi	6	15	1	Adeka Fajar A.
16	Illal Fittya	6	16	8	Delfi Rara Anjesika
17	Indriani	6	17	7	Arintan Ishika Aura
18	Janpatika	6	18	10	Fadel Muhammad
19	Lisna Ariani	6	19	19	Lisna Ariani
20	M. Royhan Hidayat	6	20	20	M. Royhan Hidayat
21	Megi Ari Pratama	6	21	29	Tiyas Jespia
22	Nosita Rahma Dania	6	22	1	Adeka Fajar A.

23	Nurul Dzakiyyah	6	23	13	Fiddini iponika
24	Putri Ulandari	6	24	4	Ahmad Pajar P.
25	Salsabila	6	25	18	Janpatika
26	Sandi Kurnia	6	26	21	Megi Ari Pratama
27	Sarina	6	27	25	Salsabila
28	Stefhanie Putri C.G	6	28	13	Fiddini iponika
29	Tiyas Jespia	6			
30	Tri Dinda Mepipta S.	6			

APPENDIX B

Internal Validation of The Research Instrument and The Rater Validation

1. **Observation Checklists**

No	Aspects of the WTC	Types Indicator	Statements	Checklists	Field Notes
1.	Psychological Variables	Self Confidence	Appears confident while speaking in English.		
			Expresses hesitation and lack of confidence when speaking in English.		
		Perceived Communicative Competence	Demonstrates confidence in possessing good communication skills in English..		
			Occasionally struggles to convey messages effectively in English.		
		Anxiety	Seems relaxed when speaking in English.		
			Frequently experiences anxiety and uneasiness when required to speak in English.		
		Students' Motivation	Expresses high motivation to improve English language proficiency.		
			Sometimes exhibits a lack of motivation to learn and speak in English.		
		Personality	Feels comfortable being oneself while speaking in English.		
			Feels the need to 'alter' their personality to speak in English.		
2.	Situasional Variables	Effect of Task Types	Feels the need to 'alter' their personality to speak in English.		
			Struggles with certain language learning tasks, making speaking difficult.		

		Effect of Topics	Comfortable discussing various topics in English.		
			Occasionally uncomfortable discussing specific topics in English.		
		English Zone Atmosphere	Feels that an Ezo's atmosphere emphasizing English usage facilitates learning.		
			Encounters difficulty in environments where only English is allowed.		
		Interlocutor	Comfortable speaking with conversation partners in English.		
			Presence of conversation partners may influence comfort level when speaking in English.		

4. Questionnaire

No	Aspects of the WTC	Types Indicator	The statement based on Types Indicator	r hitung	r table	V or Inv
1.	Psychological Variables	Self Confidence	I feel confident when speaking in English.	.980	.805	V
			I feel hesitant and less confident when speaking English.	.944	.805	V
		Perceived Communicative Competence	I trust that I have good communication skills in English.	.980	.805	V
			Sometimes I find it difficult to convey my message well in English.	.915	.805	V
		Anxiety	I feel relaxed when speaking in English.	.952	.805	V
			I often feel anxious and restless when I have to speak English.	.937	.805	V
		Students' Motivation	I feel motivated to improve my English	.937	.805	V

			skills.			
			Sometimes I lose motivation to learn and speak English.	.846	.805	V
		Personality	I feel comfortable being myself when speaking in English.	.870	.805	V
			I feel like I need to 'change' my personality to speak English.	.980	.805	V
2.	Situasional Variables	Effect of Task Types	I feel the assignments in English learning help me to speak better.	.937	.805	V
			Some tasks in learning English make it difficult for me to speak.	.944	.805	V
		Effect of Topics	I feel comfortable talking about various topics in English.	.987	.805	V
			Sometimes I feel uncomfortable talking about certain topics in English.	.970	.805	V
		English Zone Atmosphere	I feel that the class atmosphere that emphasizes the use of English helps me learn.	.917	.805	V
			Several times I found it difficult to be in an environment where only English was allowed.	.957	.805	V
		Interlocutor	I feel comfortable talking to the other person in English.	.913	.805	V
			The presence of the interlocutor can influence my comfort level in speaking English.	.980	.805	V

Fig 1.1 T.O Questionnaire through *g*-form

Tabel 1 Tabulation

N	Respondents	Psychological					Situational				
		Confident	PPC	Anxiety	Motivation	Personality	Tasks	Topics	Atmosphere	Interlocutor	WTC
1	Anom 1	8	8	8	8	8	7	8	8	8	71
2	Anom 2	8	7	8	8	6	7	6	8	8	66
3	Anom 3	4	5	4	4	3	3	3	6	5	37
4	Anom 4	4	5	3	3	2	3	3	5	3	31
5	Anom 5	6	7	7	7	6	6	5	6	6	56

APPENDIX C

1. The Tabulation of Main Data in Excel

No.	Nama	Ano_Code	Psychological					Situational				WTC
			Confidence	PPC	Anxiety	Motivation	Persobality	Tasks	Topics	Atmosphere	Interlocutors	
1	Dendra Avianto	12	3	6	6	2	3	4	5	5	6	40
2	Heti Hadininggar	19	6	6	8	3	5	5	4	5	6	48
3	Sasmi	39	4	5	5	5	5	5	5	5	5	44
4	Julia Winata	20	3	5	4	7	8	7	8	7	5	54
5	Raden Femas S.	33	5	5	4	7	5	6	6	7	3	48
6	Kaviola Martika	21	6	6	4	4	3	4	6	6	6	45
7	Nadya Triwahyuni	28	5	3	4	3	3	5	6	6	4	39
8	Fega Tri Hardani	17	6	5	4	4	4	4	4	6	4	41
9	Maya Kirana	24	7	5	6	6	6	6	6	6	7	55
10	Kaviola Martika	21	5	3	4	5	6	6	6	6	6	47
11	Raden Femas S.	33	4	6	4	5	5	5	5	4	5	43
12	Cahaya Maimuna	6	7	6	6	6	4	4	4	3	4	44
13	Sasmi	39	4	3	3	3	5	3	4	4	7	36
14	Arini	2	7	7	7	7	7	6	7	7	7	62
15	Naufal Ardiansyah	29	6	5	7	5	4	4	6	7	7	51
16	Dea Kifka Alisyah	11	6	8	6	7	7	7	3	6	7	57
17	Beli Oktari	5	7	5	4	4	4	3	5	4	4	40
18	Wela Aulia	41	4	5	6	4	7	4	3	6	5	44
19	Resi Anggraini P.	37	7	5	3	4	3	3	4	2	6	37

Stratum 01_Semester 02_Questionnaire Answer_47

20	Nadia Ratika	27	7	5	7	6	6	6	6	5	4	52
21	Raden Femas S.	33	7	5	4	4	2	4	2	4	6	38
22	Refo Agung R.F.	36	7	6	6	2	4	4	6	4	4	43
23	Melati Sukma N.	25	6	6	3	3	6	7	7	7	7	52
24	Novi Tara Fauzia	31	4	3	4	4	5	5	6	7	6	44
25	Dea Kifka Alisyah	11	6	5	3	6	6	6	6	4	5	47
26	Wela Aulia	41	5	6	5	8	6	8	6	6	8	58
27	Carrisa	7	3	3	4	6	6	7	4	3	4	40
28	Cheren Marenza	8	7	5	2	3	5	6	4	3	8	43
29	Julia Winata	20	6	5	4	6	3	6	6	7	7	50
30	Cahaya Maimuna	6	4	3	4	5	5	6	5	5	6	43
31	Carrisa	7	4	3	6	6	6	7	7	6	6	51
32	Refo Agung R.F.	36	8	6	7	7	6	6	7	7	7	61
33	Aziza Rahmi	4	6	5	6	7	6	6	5	5	6	52
34	Refo Agung R.F.	36	4	3	6	5	6	7	6	3	6	46
35	Nurhaliza	32	3	3	5	7	3	4	2	5	5	37
36	Raden Femas S.	33	6	5	5	6	6	5	5	6	7	51
37	Resi Anggraini P.	3	7	6	7	6	8	7	7	6	7	61
38	Resta Lestari	17	6	8	6	6	7	7	7	6	7	60
39	Sasmi	18	5	6	6	7	7	4	5	5	3	48
40	Shella Novia Tamara	13	5	5	6	5	4	6	5	4	5	45
41	Wela Aulia	11	7	6	5	8	6	6	6	5	8	57
42	Wika Safitri	26	4	3	4	4	2	4	6	6	6	39
43	Yelse Elfira	20	5	5	4	5	5	6	5	6	6	47
44	Yulia Vhitaloka	2	7	5	6	7	7	6	7	7	6	58

No.	Name	Code	Confidence	PPC	Anxiety	Motivation	Persobality	Tasks	Topics	Atmosphere	Interlocutors	WTC
45	Zahra Salsabila	17	5	3	3	5	7	7	7	7	7	51
46	Yelse Elfira	26	6	6	7	7	7	5	8	5	6	57
47	Yulia Vhitaloka	2	7	6	5	7	6	6	6	4	5	52
48	Zahra Salsabila	45	3	3	6	7	5	6	6	7	8	51

Stratum 2_Semester 04_Questionnaire Answer_42											
No.	**Ano_Code**	Psychological					Situational				WTC
		Confidence	PPC	Anxiety	Motivation	Persobality	Tasks	Topics	Atmosphere	Interlocutors	
1	30	8	6	7	7	7	6	7	6	6	60
2	27	7	7	6	7	8	7	5	5	6	58
3	29	7	6	6	6	5	7	6	6	8	57
4	17	8	8	8	6	8	8	8	5	5	64
5	7	5	5	4	5	5	4	5	4	5	42
6	39	4	5	5	5	5	5	5	5	5	44
7	39	5	3	6	5	5	5	6	5	6	46
8	40	6	3	7	6	6	7	7	4	7	53
9	4	6	5	6	5	4	7	5	6	6	50
10	32	3	3	4	6	6	5	5	3	3	38
11	18	4	3	4	5	6	6	4	5	6	43
12	41	5	3	6	5	8	5	6	7	5	50
13	30	4	5	4	5	7	6	6	5	6	48
14	28	7	6	8	6	4	3	2	3	3	42
15	34	6	6	6	8	7	4	6	4	3	50
16	17	6	3	5	6	4	4	4	5	7	44

17	26	4	5	6	6	5	6	7	5	6	50
18	25	4	5	4	6	4	5	4	5	5	42
19	1	6	8	6	7	6	6	8	6	8	61
20	18	5	5	6	5	5	6	5	7	6	50
21	33	5	5	6	7	6	5	5	5	4	48
22	2	7	8	7	7	8	4	4	6	8	59
23	12	8	7	6	7	2	5	6	5	6	52
24	34	5	6	5	8	6	8	6	6	8	58
25	36	4	5	3	6	6	5	4	5	6	44
26	7	4	5	6	6	5	6	4	5	6	47
27	11	7	8	7	8	7	3	5	5	4	54
28	23	8	6	8	7	6	8	8	7	8	66
29	28	3	3	4	5	3	4	3	4	5	34
30	1	8	8	7	6	7	5	3	2	5	51
31	42	7	6	7	6	7	8	8	8	8	65
32	5	4	5	5	5	4	7	6	5	4	45
33	22	3	6	4	3	8	7	5	7	6	49
34	41	5	6	6	7	4	6	4	5	7	50
35	10	8	7	7	6	5	4	2	2	6	47
36	13	3	3	4	5	4	5	4	4	4	36
37	4	5	6	4	8	5	4	6	5	6	49
38	14	5	3	6	8	5	6	7	7	7	54
39	22	3	3	4	4	6	4	4	4	5	37
40	23	6	5	5	5	4	5	4	5	5	44

No.	Ano_Code	Confidence	PPC	Anxiety	Motivation	Persobality	Tasks	Topics	Atmosphere	Interlocutors	WTC
41	8	4	5	4	5	4	6	4	5	5	42
42	37	4	7	7	6	4	7	7	8	8	58

Stratum 3_Semester 06_Questionnaire Answer_28											
No.	Ano_Code	Psychological					Situational				WTC
		Confidence	PPC	Anxiety	Motivation	Persobality	Tasks	Topics	Atmosphere	Interlocutors	
1	8	7	6	7	6	7	7	7	7	6	54
2	2	6	6	6	5	4	5	4	5	6	41
3	7	6	3	4	4	5	6	6	3	5	37
4	21	5	5	5	5	5	5	6	6	5	42
5	4	4	4	4	5	5	5	5	4	5	36
6	7	5	5	5	7	5	5	5	5	5	42
7	5	3	5	5	5	5	6	3	6	8	38
8	18	6	3	7	6	6	8	8	4	7	48
9	2	6	8	7	5	6	6	5	6	5	49
10	24	7	7	5	5	6	5	8	5	8	48
11	7	6	7	7	8	7	7	8	8	5	58
12	29	4	5	4	6	6	5	4	4	7	38
13	10	6	8	5	6	6	6	8	5	6	50
14	4	5	5	5	5	5	5	4	5	4	39
15	1	6	4	6	7	6	7	4	5	6	45
16	8	8	6	7	8	7	6	6	5	8	53
17	7	3	7	6	7	6	6	7	6	8	48
18	10	8	7	8	8	7	7	7	7	8	59

19	19	8	8	8	6	7	6	8	7	8	58
20	20	5	7	6	6	6	8	4	8	7	50
21	29	7	8	8	6	6	7	7	7	6	56
22	1	8	6	8	6	7	5	8	8	8	56
23	13	4	4	7	7	7	8	7	8	6	52
24	4	6	7	6	8	7	6	6	8	6	54
25	18	8	7	8	7	6	5	6	6	6	53
26	21	4	4	7	7	8	7	6	7	4	50
27	25	7	5	8	6	6	6	6	6	6	50
28	13	5	5	8	6	6	6	5	6	6	47

2. Details of Information on the indicator terminologies

WTC indicators (Loan et al., 2019)	
Psychological Aspects	**Situational Aspects**
Self-Confident	Effect of Tasks
Perceived Communicative Competence	Effect of Topics
Anxiety	EZo Atmosphere
Motivation	Interlocutors
Personality	

3. The Descriptive Statistics Analysis of The Observation and Survey Data

	Descriptive Statistics of Surveys Data									
Indicators	**Samples (n)**	**Range**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**	**Skewness**		**Kurtosis**	
							Negative	**Positive**	**Std. Error**	
Psychological — Self Confidence	118	5.00	3.00	8.00	5.5169	1.50630	-.033	.223	-1.027	.442
Psychological — PCC	118	5.00	3.00	8.00	5.2797	1.50717	-.001	.223	-.682	.442
Psychological — Anxiety	118	6.00	2.00	8.00	5.5424	1.44201	-.060	.223	-.849	.442
Psychological — Motivation	118	6.00	2.00	8.00	5.7712	1.36758	-.453	.223	.002	.442
Psychological — Personality	118	6.00	2.00	8.00	5.5339	1.41229	-.366	.223	-.247	.442
Situational — Task	118	5.00	3.00	8.00	5.6441	1.26441	-.099	.223	-.582	.442
Situational — Topics	118	6.00	2.00	8.00	5.5085	1.49498	-.220	.223	-.416	.442
Situational — Atmosphere	118	6.00	2.00	8.00	5.4237	1.38618	-.211	.223	-.238	.442
Situational — Interlocutor	118	5.00	3.00	8.00	5.9153	1.34340	-.166	.223	-.539	.442

Descriptive Statistics of Observation Data											
	Indicators	**Occasions**	**Range**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**	**Skewness**	**Std. Error**	**Kurtosis**	**Std. Error**
Psychological	Confindence	12	2.00	3.00	5.00	4.1667	.71774	-.262	.637	-.685	1.232
	PPC	12	4.00	1.00	5.00	4.0833	1.24011	-1.558	.637	2.454	1.232
	Anxiety	12	3.00	2.00	5.00	3.8333	1.02986	-.211	.637	-1.142	1.232
	Motivation	12	4.00	1.00	5.00	2.8333	1.11464	.385	.637	-.055	1.232
	Personality	12	2.00	2.00	4.00	2.9167	.79296	.161	.637	-1.261	1.232
Situational	Tasks	12	3.00	1.00	4.00	2.9167	.79296	-1.152	.637	2.725	1.232
	Topics	12	4.00	1.00	5.00	3.0833	1.37895	-.176	.637	-1.003	1.232
	Atmosphere	12	4.00	1.00	5.00	3.4167	1.31137	-.363	.637	-.759	1.232
	Interlocutors	12	1.00	4.00	5.00	4.6667	.49237	-.812	.637	-1.650	1.232

APPENDIX D

The Main Data of Interviews

Types Indicator		Informants Clasification		TheClassification of Statements	
		Negative	Positive	Negative	Positive
Psychological	Self Confidence	2	4	The feeling of incompetence (doubt) and the feeling of inadequacy (worthlessness), and nervous	Past Successes, Positive Feedback, Self-Acceptance, Continuous Learning and Improvement, Preparation and Practice, Facing Challenges, Supportive Environment
	Perceived Communicative Competence	0	0		
	Learning Anxiety	4	2	Fear of making mistakes, Lack of confidence in language abilities, Fear of being evaluated by others (judgement), Pressure from social or academic environments, and Negative past experiences.	Openness to learning, Willingness to ask questions, Active participation, Better concentration, and Improved academic achievement.
	Students' Motivation	2	4	Intrinsic Barriers: Unclear Goals, Difficulty Understanding Material, and Lack of Support and Recognition Extrinsic :	Intrinsic Causes: Personal Goals, Enthusiasm. Extrinsic Causes: Praise and Recognition, Rewards and Punishments,

				Ineffective Use of Punishment, Excessive Pressure, Unclear Rules or Expectations, Unfair Assessment Practices.	and Social Pressure
	Personality	4	2	Perfectionism, Low Self-Esteem, Shyness, Introversion.	Extroversion, Openness to Experience, Openness to Experience, Adaptability, and Empathy.
Situational	Effect of Tasks	0	0		
	Effect of Topics	1	5	Lack of Interest, Sensitivity to Topics, Complexity of Topics, Controversial Nature of Topics. Cultural Differences, Negative Associations, Lack of Familiarity.	Challenges and Learning Opportunities, Communicative Goals, Comfort with Interlocutors, and Social Interaction Needs.
	EZo Atmosphere	6	0	Exclusive, Social Anxiety.	Inclusive, Openness and Warmth, Lack of Pressure, Ease of Self-Expression, Opportunities for Sharing Ideas and Experiences. Feeling of Safety and Comfort.
	Interlocutor	1	5	Intimidation, Lack of Patience, Dominance, Cultural and Linguistic Bias, Lack of Feedback or Encouragement, Insensitive Correction, Perceived Power Imbalance	Adaptability, Role Modeling, Engagement and Inclusivity, Clear Communication, Active Listening, Encouragement and Support.

ENGLISH ZONE PHOTOS

AUTOBIOGRAPHY

Sanusi Pane is the author of this thesis, born on Mei 2, 2002, in Lemeupit Village, Lebong Sakti District, Lebong Region, Bengkulu Province. As the second child of Bidwan and Ulis Piani, his academic journey began at SD N 10 Lebong Selatan, culminating in graduation in 2008. Subsequently, he completed his junior high school education at SMP N 02 Lebong Sakti in 2017, followed by senior high school at SMA N 03 Lebong. Advancing further, Sanusi enrolled at IAIN Curup, specializing in the English language. His academic career is a story of perseverance, as he enters and progresses through the institutional education system with diligence and dedication. The author has acquired a wealth of knowledge from various learning hubs, including Leaders Academy, IT Talks, and Teras Belajar. Concurrently with academic pursuits at IAIN Curup, the author honed skills through involvement with Pemimpin.ID and Mahad Al-Jami'ah. Valuable practical experience was gained through internships at PT. Daya Dimensi Asia and participation in the International Model United Nations (IMUN) Internship.

A notable achievement for the author is the reception of a copyright letter (HAKI) from the Indonesian government, recognizing the development of a Rejang culture android application. With unwavering perseverance, a commitment to continuous learning, and a high level of motivation, the author successfully completed this thesis, earning a bachelor's degree. The author aspires that this final project, titled "Causes and Implications of Language Confusion Errors in Student Simultaneous Interpretation," will contribute meaningfully to the field of education. Lastly, the author expresses profound gratitude for the completion of this thesis.