

**DESCRIBING STUDENTS' WILLINGNESS TO COMMUNICATE IN EMI-BASED
PROGRAM AT A PRIVATE ISLAMIC UNIVERSITY**

A Thesis

**Presented to the Department of English Education as Partial Fulfillment of the
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Education**



Written by:

Nisa' F. Auliya

20322131

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA**

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APPROVAL SHEET

**DESCRIBING STUDENTS' WILLINGNESS TO COMMUNICATE IN EMI-BASED
PROGRAM AT A PRIVATE ISLAMIC UNIVERSITY**

By:

Nisa F. Auliya

20322131



Approved on August, 15 2024

By:

Supervisor

Dr. Adam Anshori S.S., M.A

NIP. 062216004

RATIFICATION SHEET

**DESCRIBING STUDENTS' WILLINGNESS TO COMMUNICATE IN EMI-BASED
PROGRAM AT A PRIVATE ISLAMIC UNIVERSITY**


By:

NISA' F. AULIYA

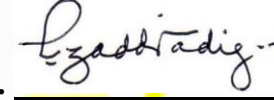
20322131

Board of Examination

Chairperson : Dr. Adam Anshori, S.S., M.A.



First Examiner : Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D.



Second Examiner : Astri Hapsari, S.S., M.TESOL



Defended before the Board of Examiner on August 14, 2024 and declared

Yogyakarta, 16 August 2024

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

University Islam Indonesia

Head of Department,



Puji Rahayu, S.Pd., MLST., Ph. D.

NIP 053310402

STATEMENT OF WORK'S ORIGINALITY

I hereby declare that I wrote this thesis entitled "EXPLORING STUDENTS' WILLINGNESS TO COMMUNICATE IN EMI-BASED PROGRAM AT A PRIVATE ISLAMIC UNIVERSITY" and do not contain the work or content of other people's work, except for those that are references and cited in quotations and references, as the standard of scientific work should be.

Yogyakarta, July 26 2024

The Researcher,


Nisa' F. Auliya

20322131

MOTTO

“Do as you will. Your deeds will be observed by Allah, His Messenger, and the believers. And you will be returned to the Knower of the seen and unseen, then He will inform you of what you used to do.” (At-Tawbah, 105)

DEDICATION

Alhamdulillah rabbil ‘alamin, praise be upon Allah SWT on His mercy. I dedicate this research to the following people:

1. MY PRECIOUS SELF
2. My dear parents, Mr. Mansur and Mrs. Tuti Lestari whose love, prayers, and support have been endless.
3. My siblings, Itsna Muthia and Luqman Hakim, who can be annoying, but always cherished, consistently supported me on my journey even though we are far apart.
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Yogyakarta July, 26 2024

The Researcher,



Nisa' F. Auliya

20322131

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ABSTRACT

This study describes the willingness to communicate (WTC) in English among undergraduate students enrolled in an International Program of Communication at a private Islamic university in Yogyakarta. Utilizing a quantitative research design, the study applies a survey methodology to assess the WTC levels of students from the International Program of Communication (IPC). A total of 48 students participated, with data collected through questionnaires that were analyzed using SPSS for descriptive statistics. The findings reveal varying levels of WTC across different domains, including speaking and listening with the highest mean score 6.19 and standard deviation of 0.994, writing with the highest mean score of 6.33 and standard deviation 0.902 and reading with the highest mean score 6.52 and standard deviation 0.740. The study highlights the importance of understanding WTC as a critical factor in language acquisition and communication effectiveness in EMI contexts. Recommendations for enhancing students' WTC and suggestions for future research are provided, emphasizing the need for supportive learning environments that encourage active participation in English communication.

Keywords: Willingness to Communicate (WTC), International Program, English as a

Medium of Instruction

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The substance of second language (L2) acquisition and the learner's sustainable development is the learning and use of communication skills (Chen et al., 2022). Whether or not the learner would participate in communicative activities results from their inclination towards participation in communication. The term Willingness to communicate (WTC) was first established in the 1990s by McCroskey and colleagues (McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1990, 1991) in L1. In the classroom, WTC was suggested as a personality trait that explained why one person started speaking while another did not in the same situation. In this context, WTC was calculated using English L1 speakers. While undertaking the L2 acquisition context, according to Derwing et al. (2008), the L2 WTC notion indicates a student's readiness for speaking in a second language when given the opportunity. It has relentlessly become clear that it is related to students' language capability, fluency, and talking abilities.

Research viewed L2 willingness to communicate (WTC) as a fluctuating state and has mainly explored the relationships between L2 WTC and situational factors such as activity types, topics, communication partners, classroom atmosphere, classroom sizes, and teaching styles (Skehan, 1991; Li & Li, 2022). Otherwise, several studies treat L2 WTC as a constant individual trait and explore its origins, including factors like gender, age, cultural background, anxiety, motivation, and personality (Li & Li, 2022; MacIntyre et al., 2002). Through these investigations, past research has identified various antecedents of WTC, highlighting the interrelationships between psychological variables and how they influence learners' stable tendency to communicate in their second language, akin to a trait-like WTC. The study

conducted by Yashima et al. (2018) in Japan found that student nervousness/anxiety within the group fell gradually. In China, Chinese students are commonly seen as passive learners who are hesitant or even unwilling to use the English language for communication (Chu, 2008). Studies supporting this notion have found that Chinese students exhibit lower levels of Willingness to Communicate (WTC) in English as a second language (L2) compared to their WTC in Mandarin (L1). Furthermore, compared to female students, Chinese male students are likely to have higher WTC in large group activities. However, female students are likely to have higher WTC in small group or peer activities than male students (Li & Li, 2022).

At the trait level, L2 WTC (Second Language Willingness to Communicate) has not received extensive research attention. Notably, certain important factors related to the social aspect, such as the learner's ethnic background and socio-economic status (SES), remain unexplored in connection with L2 WTC. The comprehension of L2 WTC at the trait level has been relatively restricted. Some crucial trait factors, particularly those related to social aspects, have not been investigated concerning L2 WTC. Examples include the learner's ethnic group and socioeconomic background (Li & Li, 2022).

Although in recent years many researchers have studied WTC from various countries, including Indonesia, (Yashima (2002, 2018), Shao & Ghao (2016), Basoz and Erten (2018), Karnchanachari (2019), Zhang et al. (2020), Weda et al. (2021), Li & Li (2022), Mentari (2023)), just one research focused on international program students (Kranchnachari, 2019). This research was based on the belief that students from International program have a requirement to use English in their activities outside and inside the classroom.

1.2 Identification of the Problem

Given the fact that communication is the most important part of learning, Willingness to Communicate (WTC) is an important topic to discuss. In this research, the WTC in English will be studied and analyzed. In the last five years, just a few studies on WTC in English in International Program settings have been carried out. The context of WTC in English can be analyzed in both English major and non-English/EMI-based major. Student from English major and non-English major is seen as the two groups who came from different educational backgrounds, possessed different levels of proficiency in English, and were enrolled in different programs, one of which was taught entirely in English in all subjects (Karnchanachari, 2019). This research focuses on knowing the English WTC level of students from International program major. International program students encounter language difficulties in their academic studies, mainly listening and speaking. Still, these difficulties are limited to the first two years and do not impact less demanding courses (Zhang & Mi, 2010). In this study, students' WTC in 3 domains in English is calculated to see which domain has the highest and lowest scores. The results of this research can be used to find out what students' strengths are in communicating and developing them, as well as what domains students' weaknesses are, and then improve them.

1.3 Research Question

The present study attempted to find the level of WTC in first and second-year university students of EMI-based major at a Private Islamic University in Indonesia. Therefore, the research question was formulated as follows:

What are the Willingness To Communicate (WTC) levels of EMI-based major students?

1.4 The Objective of the Study

This study aims to analyze the level of willingness to communicate in English in the setting of two batches of the Communication Science International Program in an Islamic private university.

1.5 Significance of the Study

This study describes the willingness to communicate (WTC) in the classroom of students enrolled in a Communication International Program major. The result of this study is expected to contribute theoretically and practically to the field of English education and other fields that use English as a language of instruction.

Empirically, this study will introduce the readers to the concept of WTC, especially for EFL students and lecturers. Practically, this study will be useful for the teacher to know about the level of willingness to communicate with the students from the international program of EMI-based major. For the participants, they expected that the findings of this study can be used as a self-reflection on how their WTC in English. Also for the other researchers, this study could offer benefits to finding the most recent information about students' WTC in EMI-based majors.

CHAPTER II

LITERATURE REVIEW

As has been stated in the previous chapter, this study aims to measure the level of Willingness to Communicate (WTC) of first-year students from EMI-based majors. Hence, to support the purpose of the study, this chapter presents the literature review, previous related studies, and theoretical frameworks.

2.1. English as Medium of Instruction

The number of universities offering English-language courses has increased, and overseas study programs have become more and more popular in recent years. By luring students from around the world and offering local students instruction at par with international standards, this trend seeks to internationalize education. The use of English to teach academic topics in nations where English is not the majority's first language is known as English Medium Instruction (EMI) (Dearden, 2014). Researchers studying English language instruction have taken notice of the worldwide phenomenon known as EMI, especially when it comes to applications in English for Academic Purposes (EAP) and English for Specific Purposes (ESP). This term is used to describe individuals who use English as their primary language, even if they are not native English speakers. For example, Pecorari and Malmström (2018) observe that some EMI research community members interpret EMI more broadly to include 'contexts in which English is a dominant language and in which English language development is supported and actively worked for'. English Medium Instruction (EMI) has been defined as 'the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions

where the first language (L1) of the majority of the population is not English' (Macaro, 2018). Debates have centred on English language development's role in EMI contexts and whether this current definitional scope is too narrow to exclude English medium educational practices in Anglophone settings. Anglophones are those who speak English, particularly in countries where English is not the only language spoken¹.

In Moratinos-Johnston's (2018) study, the effect of EMI in higher education on students' self-confidence and perceived English competence as a foreign language (EFL) was examined. The results indicated that when students were more used to utilizing English in their topic lessons, their early problems with self-confidence decreased. Additionally, they became more proficient in English, suggesting a positive relationship between the quantity of EMI courses completed, elevated self-esteem, and perceived English self-efficacy. Students' Willingness to Communicate (WTC) in foreign language classrooms was found to be influenced by their increased linguistic self-confidence. This finding is consistent with earlier research showing the importance of individual factors, such as self-confidence, in interactive classroom activities like group tasks (Shao & Gao, 2016; Yashima, 2002). Consequently, it is inferred that greater exposure to English as the medium of instruction should result in heightened confidence and WTC in English among learners.

2.2. Willingness to Communicate in L2 Learning

McIntyre et al. (1998) defined Willingness to Communicate (WTC) as a readiness to engage in discourse at a particular time with specific individuals using a second language. This definition highlights that WTC is not just about having the chance to communicate but also involves the intention and desire to do so. Teachers around the world struggle to get learners to speak the target language in the classroom. Learners who avoid

¹ (*Anglophone Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com, n.d.*)

communicating are a concern for teachers, curriculum designers, and language planners. This issue has been central to research on WTC in L2, which is defined as a learner's "readiness to speak in the L2 at a particular time with a specific person" (MacIntyre & Doucette, 2010, p. 162). Several research papers exploring Willingness to Communicate (WTC) within the realm of learning English as a foreign language have been published. The first two studies, conducted in the 1990s and early 2000s, were researched by McCroskey and colleagues. They created a 20-item Likert scale known as the Willingness to Communicate scale, designed to assess the inclination or disposition of individuals towards communication. The evolution of communication is the main focus of this study.

Khajavy and Ghonsooly (2017) investigate the factors influencing learners' willingness to read (WTR) in English, focusing on the L2 motivational self-system and communication confidence. The study discovered that the best positive predictor of L2 WTR is a prior language learning experience. Good learning experiences in the classroom significantly increase students' desire to interact with English texts, consistent with earlier studies emphasizing the significance of the classroom setting. WTR is also favourably predicted by the ideal L2 self, representing students' goals to be proficient English users. Students are more likely to read English literature when they believe they are competent readers. Communication confidence highly influences WTR, which considers elements like perceived communicative skill and reading anxiety. A greater eagerness to read is correlated with higher confidence levels. The study highlights how essential the classroom environment is for promoting WTR, particularly the teachers' role in helping students understand and choose interesting reading topics. According to the survey, there were no appreciable variations in WTR, reading anxiety, or perceived communicative skills between male and female students. The results indicate that improving students' communication confidence and language learning experiences can greatly increase their willingness to read

in English, which is essential for academic achievement.

In Japan where English is the foreign language (EFL), most students are reluctant to speak in EFL classes, this has been discussed many times in literature. Silence has been associated with Japanese, broadly, Asian cultural characteristics. Likewise, Chinese students are commonly seen as passive learners reluctant or even unwilling to communicate in English (Zhang et al., 2020). According to studies that back up these statements, Chinese students' trait WTC in English (trait WTC L2) is low and lower than WTC in Mandarin (trait WTC L1). In Korea, good students are thought to be quiet in class, attentive listeners, and precise note-takers. This cultural aspect entails a situation where students occasionally inquire upon being prompted by their instructor, but the primary objective behind these queries and responses is typically not to foster deliberation, but rather to ensure students' comprehension of the lecture material (Lee, 2009). It can affect students' English communication skills; students may be proficient in academic English but lack their communication skills.

Najafi & Noori (2024) investigated the relationship between Willingness to Communicate (WTC) and writing ability among Afghanistan EFL learners. The key findings are as follows: The study found a significant positive correlation ($r = 0.74$, $p < 0.05$) between WTC and writing ability, indicating that higher levels of willingness to communicate are associated with better writing performance among the participants. The descriptive statistics showed that the participants had a mean writing ability score of 5.18, suggesting a relatively high level of writing proficiency. The findings suggest that enhancing students' WTC can play a crucial role in improving their writing skills. The findings highlight the importance of EFL teachers fostering an environment that encourages communication, which can subsequently enhance writing abilities. The study contributes to the limited research on WTC in the Afghan EFL context, providing insights that can inform

curriculum development and teaching strategies to improve learners' communicative and writing skills.

The Heuristic Model of Factors Affecting WTC was constructed by McIntyre et al. (1998) in which factors believed to affect WTC in the form of a pyramid. These are the factors that directly influence Willingness to Communicate (WTC) and can be viewed as the most immediate and probable contributors to second language (L2) communication. This research is limited on students' willingness to communicate in terms of Behavioral Intention, representing WTC (Layer II). Layer II: Willingness to Communicate (WTC) in the proposed model focuses on defining and understanding the concept of WTC specifically in the context of second language (L2) communication. Layer II emphasizes that WTC is a dynamic and situationally influenced construct, integral to understanding how learners engage with a second language in various contexts.

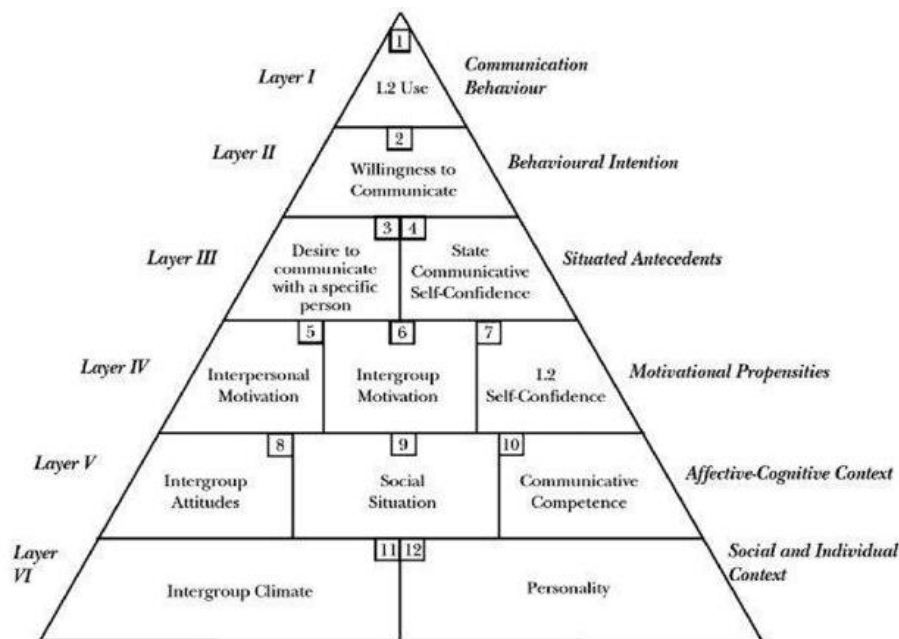


Figure 2.1 The heuristic model of variables influencing WTC by (McIntyre et al., 1998)

2.3. Previous Related Studies

Many researchers have conducted studies on the topic of Willingness to Communicate (WTC), yet only a little research has examined English WTC in students from EMI-based majors in international programs, especially in Indonesia.

In 2019, Karnchanachari conducted a study investigating WTC in English on Thai students. The study investigates Thai students in both the Thai and International Engineering programs at a public university in Bangkok. Karnchanachari (2019), found that Thai students in both Thai and international programs were observed to predominantly use the Thai language during activities like brainstorming and group work. Contrary to the assumption, the study found that WTC in English in the classroom was significantly higher among Thai students in the international program compared to their counterparts in the Thai program. Proficiency in English explained some differences in WTC for various class tasks, but cultural, socio-psychological, and individual contexts also played a significant role. A study by Karnchanachari (2019) compared the WTC levels of students from two different programs, whereas this study only looked at the WTC levels of students from the same program.

In line with this, Weda et al. (2021) conducted a study on the factors that influence student WTC in Indonesia. The factors that impact the inclination of EFL students at higher educational institutions to engage in communication (WTC) are inclined towards preserving group conversations in classroom settings, provided the discussion topics are engaging. Additional findings from the study include participants expressing that classroom discussions are the optimal means to hone their English-speaking skills. Moreover, they feel comfortable maintaining conversations during classroom presentations, exhibit enthusiasm when speaking in front of their English class, derive the greatest enjoyment from participating in group discussions during English classes, and take pleasure in initiating group discussions with

several thought-provoking questions (Weda et al., 2021). Gender was also found to be a significant factor. The research indicates that females generally exhibit a higher willingness to communicate in the second language compared to males (Li & Li, 2022). This difference may be influenced by various sociocultural factors, including gender role expectations and communication styles. Furthermore, socioeconomic status was found to have an impact on learners' willingness to communicate. Students from higher socioeconomic backgrounds tended to display a greater willingness to engage in communication using their second language (Li & Li, 2022). This finding suggests that economic factors can influence language learning motivation and opportunities for practice.

After the pandemic occurred, many changes occurred in various sectors, including education. Learning methods are starting to return to the way they were before the pandemic, learning activities are starting to be carried out in the classroom. Many students have low motivation to learn. Mentari (2023), conducted research on student WTC in post-pandemic classrooms, with research participants being senior high school students in Yogyakarta, Indonesia. The results of the study show that students have a high willingness to speak in class, this is due to the students' high level of self-confidence in giving their opinions. Teachers have an important role in building students' self-confidence in the classroom. For example, rewards can be given to students who voluntarily answer questions or provide their opinions.

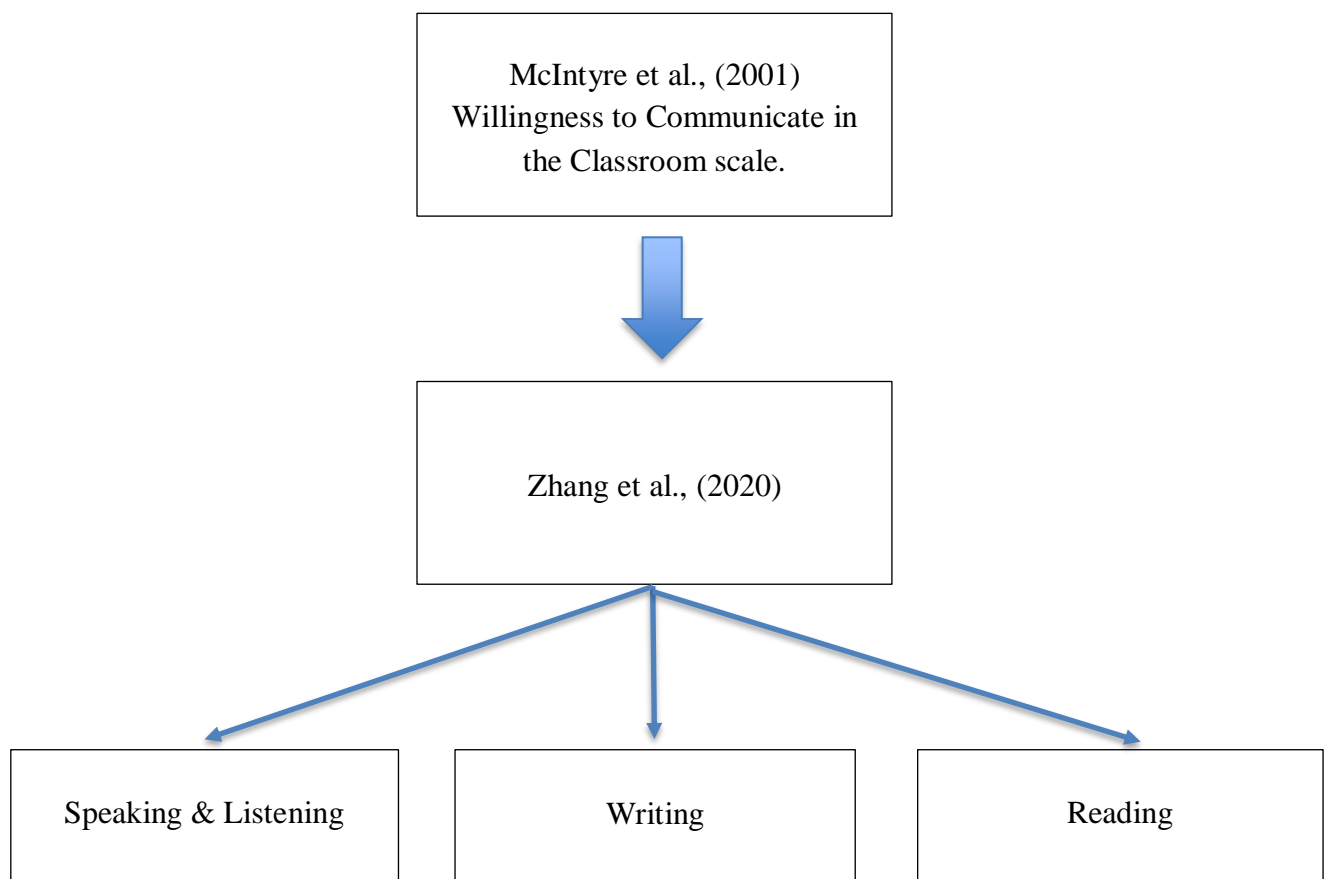
2.4 Theoretical Framework

McIntyre et al. (2001) used a comprehensive Willingness to Communicate (WTC) model that integrates various individual difference variables as predictors of WTC in a second language (L2) context proposed by McIntyre et al, (1998). The model identifies two immediate precursors of WTC: the desire to communicate with a specific person and state self-confidence.

It also categorizes influences into six layers, with the first three representing situation-specific influences and the latter three representing stable, enduring influences on communication. This approach explains individuals' communication propensity variability, considering intergroup attitudes, personality traits, and social context factors.

Overall, the model emphasizes that WTC is a complex interplay of situational factors and individual characteristics, moving beyond a simple trait-like understanding to a more nuanced view that accounts for the dynamic nature of communication in different contexts.

Zhang et al.'s (2020) study uses items in the questionnaire that were adapted from existing scales, such as MacIntyre et al.'s (2001) WTC scale, to ensure relevance to the study's specific context. Zhang et al. (2020) modified or created the item to better reflect the communication situations that participants might commonly encounter, such as talking with fellow students during extracurricular activities.



CHAPTER III

METHODOLOGY

3.1 Research Design

This study is a quantitative study, according to Creswell (2018), quantitative approaches refer to an inquiry into a social or human issue, that rely on testing with statistical procedures, in order to determine whether the predictive generalizations of the theory are accurate. This study uses the survey methodology to measure the level of WTC of the Communication International program students. By examining a sample of the population, a survey design can provide a quantitative description of the attitudes, opinions, and trends within the population or test for correlations between the variables within the population. Three categories of questions are addressed by survey designs: questions that are descriptive, questions that focus on the relationships between variables, and questions that ask about the predictive nature of those correlations over time (Creswell, 2018).

3.2 Population and Sample

The population of this study was undergraduate students majoring in the International Program of Communication (IPC). All participants were students at an Islamic private university in Yogyakarta. The total population was 48, consisting of 20 students from batch 2021 and 28 students from batch 2022. Participants in this study were selected from those who voluntarily fulfilled the questionnaire. This study uses the non-probability convenience sampling technique to collect the data, by using all IPC students as samples, but only data from students from the 2021 and 2022 classes was obtained.

3.3 Data Collection Technique & Instrument

This study uses MacIntyre et al's (2001) questionnaires adapted from (Zhang et al., 2020) as an instrument. The minor adaptations were carried out such as changing the word 'China' to 'Indonesia' and also translating the questionnaire into Indonesian. To use questionnaires from Zhang et al. (2020) there are 36 questions to answer with a 7-point scale ranging from 'very inaccurate' (scored as 1) to 'very accurate' (scored as 7). A 36-item questionnaire was developed with items targeting three dimensions, 15 items related to speaking and listening, 13 items related to writing, and 8 items related to reading. This survey focuses on the level of WTC in English of students from EMI-based majors. To obtain the data, this questionnaire was distributed to students in EMI-based majors from several international programs at one of the private universities in Indonesia after being asked to fill in voluntarily.

Table 3.1 Macintyre et al.'s (2001) Willingness to Communicate in the Classroom scale.

Items	Statements
	The following statements describe some communicative situations inside as well as outside an English class. Please indicate how willing you are to engage in these communication activities USING ENGLISH.
	7-point scale ranging from 'very inaccurate' (scored as 1) to 'very accurate' (scored as 7).
Domains	English
Speaking and listening	<p>I am willing to participate in a dialogue in English at my desk with my neighbor.</p> <p>I am willing to ask the teacher a question in English.</p> <p>I am willing to do a short presentation in English to the class with notes.</p> <p>I am willing to do a role-play standing in front of the class in English.</p> <p>I am willing to ask my friend in English how to pronounce a word in English.</p> <p>I am willing to ask my friend in English how to express my thoughts in English.</p>

I am willing to ask my friend in English the meaning of an English word.

I am willing to give a short self-introduction in English to the class without notes.

I am willing to volunteer an answer in English when the teacher asks a question.

I am willing to help others answer a question in English.

I am willing to participate in group discussions in English.

I am willing to present my own opinions in English to the class.

I am willing to participate in English activities outside the classroom (e.g. English speaking contest, English corner, English imitation show, etc.).

I am willing to read out a paragraph in English to the class.

I am willing to translate a spoken utterance from Indonesia into English.

Writing I am willing to write a CV or personal statement in English (e.g. to apply for an internship online).

I am willing to do a structured writing task in English from the textbook.

I am willing to write a short report in English on an article or book I read.

I am willing to write a story in English.

I am willing to write a piece of status or comment in English on social network sites (e.g. Whatsapp, Telegram, Twitter, etc.).

I am willing to write a greeting card or short message in English.

I am willing to write down a list in English of homework I must do.

I am willing to write answers in English to the exercises from the textbook.

I am willing to write a narration in English (e.g. about a traditional event, my hometown, university life in Jogja, etc.).

I am willing to write an argumentation in English (e.g. agreeing or disagreeing with a person's point of view, describing the cause and effect of something, etc.).

I am willing to write a diary about my daily life in English.

I am willing to write a self-introduction in English.

I am willing to translate a piece of writing from Indonesia into English.

Reading I am willing to read a novel in English.

I am willing to read a newspaper article in English.

I am willing to read a piece of status or comment in English on SNS (e.g. Whatsapp, Telegram, Twitter, etc.).

I am willing to read an article in English from the textbook.

I am willing to read an advertisement in English (e.g. to find an internship opportunity online).

I am willing to read reviews in English for popular movies.

I am willing to watch a movie/TV series in English.

I am willing to change the language settings on some of my mobile devices into English (e.g. mobile phone, pad, laptop, etc.)

3.3.1 Validity and Reliability of the Instrument

3.3.1.1 Validity

The validity test was conducted on all 48 samples, and by consulting with an expert, the researcher identified one item as invalid.

Table 3.2 Validity WTC Questionnaire Translated Version

Item	Pearson Correlation	R table	Criteria
1	0.648	0.304	Valid
2	0.712	0.304	Valid
3	0.667	0.304	Valid
4	0.675	0.304	Valid
5	0.634	0.304	Valid
6	0.406	0.304	Valid

7	0.155	0.304	Invalid
8	0.586	0.304	Valid
9	0.567	0.304	Valid
10	0.708	0.304	Valid
11	0.635	0.304	Valid
12	0.733	0.304	Valid
13	0.555	0.304	Valid
14	0.764	0.304	Valid
15	0.748	0.304	Valid
16	0.669	0.304	Valid
17	0.770	0.304	1Valid
18	0.809	0.304	Valid
19	0.803	0.304	Valid
20	0.589	0.304	Valid
21	0.622	0.304	Valid
22	0.794	0.304	Valid
23	0.735	0.304	Valid
24	0.853	0.304	Valid
25	0.805	0.304	Valid
26	0.554	0.304	Valid
27	0.485	0.304	Valid
28	0.734	0.304	Valid
29	0.443	0.304	Valid
30	0.708	0.304	Valid
31	0.744	0.304	Valid
32	0.746	0.304	Valid
33	0.636	0.304	Valid
34	0.731	0.304	Valid
35	0.662	0.304	Valid

36

0.618

0.304

Valid

3.3.1.2 Reliability

Table 3.3 Reliability WTC Questionnaire Translated Version

Case Processing Summary			
		N	%
Cases	Valid	42	100.0
	Excluded	0	.0
	Total	42	100.0
Reliability statistics			
	Cronbach's Alpha	N of Item	
	.960	36	

The reliability test shows that the questionnaire has 36 items (N) in total with Cronbach's Alpha .960. According to Taber (2018), when Cronbach's Alpha shows results higher than .930, then the questionnaire can be considered excellent. We can conclude that the questionnaire used to measure the students' WTC is reliable and consistent.

3.4 Research Procedure

This study used a questionnaire from MacIntyre et al (2001) adapted by (Zhang et al., 2020) as an instrument. The questionnaire was selected based on the consultation with the supervisor and also considering that this questionnaire was used by previous researchers to calculate the student WTC. To collect data, this questionnaire was distributed via WhatsApp group and also distributed directly in the classroom. Data was obtained by participants voluntarily filling out questionnaires that were distributed. The data that has been obtained is then calculated using Microsoft Excel and SPSS to find out the mean value and standard

deviation. Then the calculation results were analyzed per domain to determine the WTC level of the student's EMI-based.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings from the survey with the questionnaire to find the level of English WTC of undergraduate students and the description of each domain. The researcher collected the data by conducting direct surveys in the classroom by sharing the Google form link via the WhatsApp group. This research finding focuses on how willing the students are to use English in their daily activities inside and outside the classroom. The result will be discussed in each domain. Table and comprehensive analysis will be used to help make it easier for readers to understand the result. This chapter aims to contribute better understanding of WTC issues in an EMI-based major.

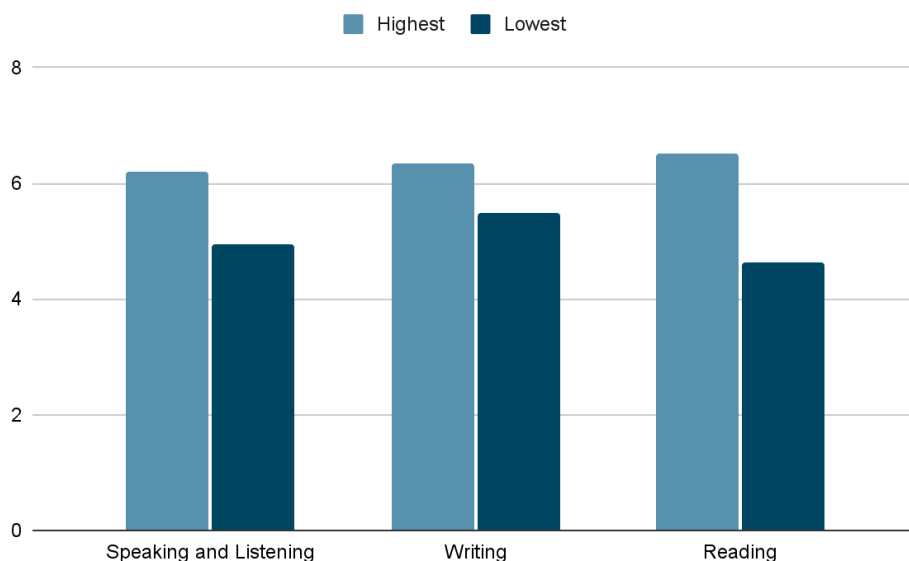
4.1 Research Findings

This section will discuss further on the interpretation of the result from three domains namely, speaking and listening, writing, and reading. The data were analyzed using SPSS to calculate the average (mean) and spread (standard deviation) of each item, and the result can be used to determine the WTC level for each participant.

4.1.1 Levels of WTC

To answer the research question, “What are the WTC levels of EMI-based major students?” The descriptive analysis test was conducted.

Graph 4.1 Mean Score per Domain



The table above shows the highest and lowest mean scores of the 3 domains of the questionnaire. There are Speaking and Listening, Writing, and Reading. These three domains have almost the same highest mean scores, Speaking and Listening 6.19, Writing 6.33, and Reading 6.52. Meanwhile, there is a slight difference in the lowest mean score, Speaking and Listening with 4.95, Writing with 5.48, and Reading with a score 4.62.

4.1.2 Result of Speaking and Listening

Table 4.1 Descriptive Analysis on Domain Speaking and Listening

No	Item	Mean	Std. Deviation
Item_14	I am willing to read out a paragraph in English to the class.	6.19	.994
Item_8	I am willing to give a short self-introduction in English to the class without notes.	6.10	1.031
Item_7	I am willing to ask my friend in English the meaning of an English word.	6.02	1.024
Item_5	I am willing to ask my friend in English how to pronounce a word in English.	6.02	1.000
Item_3	I am willing to do a short presentation in English to the class with notes.	6.02	1.093
Item_1	I am willing to participate in a dialogue in English at	5.88	1.109

my desk with my neighbor.

Item_10	I am willing to help others answer a question in English.	5.76	1.078
Item_2	I am willing to ask the teacher a question in English.	5.71	1.312
Item_6	I am willing to ask my friend in English how to express my thoughts in English.	5.67	1.572
Item_15	I am willing to translate a spoken utterance from Indonesia into English.	5.67	1.356
Item_11	I am willing to participate in group discussions in English.	5.64	1.186
Item_9	I am willing to volunteer an answer in English when the teacher asks a question.	5.62	1.248
Item_12	I am willing to present my own opinions in English to the class.	5.48	1.215
Item_4	I am willing to do a role-play standing in front of the class in English.	5.26	1.594
Item_13	I am willing to participate in English activities outside the classroom (e.g. English speaking contest, English corner, English imitation show, etc.).	4.95	1.431

The table above shows how students' willing to speak and listen in English. The first item, item number 14, where students willing to read out a paragraph in English in front of the class, has the highest mean score of 6.19 and a low standard deviation 0.994. The high mean score can be seen that students are consistently and most willing to read out a written text. The low standard deviation score means that the data is homogeneous, most of the students chose the same point scale on that item. In other word most of the students is related to the statement in item 14. The last item, where students are willing to participate in English events outside the classroom, has the lowest average score of 4.95 and a high standard deviation. This shows that just a few students are willing to participate in English activity outside the classroom, while others may not be very willing to participate outside the classroom activity. Score 1.431 of standard deviation is considered high, it means that the data is heterogen. The participants

chose various options, some chose high points and many participants chose points with low values. It can be concluded that students are not really willing to speak or communicate in English, either inside or outside the classroom.

4.1.3 Result of Writing

Table 4.2 Descriptive Analysis on Domain Writing

No	Item	Mean	Std. Deviation
Item_21	I am willing to write a greeting card or short message in English.	6.33	.902
Item_16	I am willing to write a CV or personal statement in English (e.g. to apply for an internship online).	6.26	.964
Item_27	I am willing to write a self-introduction in English.	6.19	1.215
Item_23	I am willing to write answers in English to the exercises from the textbook.	6.17	.986
Item_20	I am willing to write a piece of status or comment in English on social network sites (e.g. Whatsapp, Telegram, Twitter, etc.).	6.14	1.095
Item_22	I am willing to write down a list in English of homework I must do.	5.93	1.022
Item_28	I am willing to translate a piece of writing from Indonesia into English.	5.86	1.181
Item_25	I am willing to write an argumentation in English (e.g. agreeing or disagreeing with a person's point of view, describing the cause and effect of something, etc.).	5.83	1.057
Item_24	I am willing to write a narration in English (e.g. about a traditional event, my hometown, university life in Jogja, etc.).	5.81	1.153
Item_17	I am willing to do a structured writing task in English from the textbook.	5.76	1.144
Item_26	I am willing to write a diary about my daily life in English.	5.76	1.376
Item_19	I am willing to write a story in English.	5.71	1.312
Item_18	I am willing to write a short report in English on an article or book I read.	5.48	1.194

The table above shows the result of the student's WTC in writing. The item number 21 which focused on the willingness of students to write a greeting card or short message in English, has the highest mean score 6.33 and low standard deviation of 0.902. The high mean score means that students are consistently and consciously willing to write short sentences in English. The low standard deviation score means that the data is homogenous, most of the participants chose the same point scale on item 21. High mean score and low standard deviation means that most of the participant related to the statement in item number 21. Then, item number 18 which examines a student's willingness to write a short report in English, has the lowest mean score 5.48, and a high standard deviation of 1.194. The mean score suggests that students are not very willing to write a short report in English, even in Indonesian, on a book or article they read. The standard deviation is considered high, it shows that the data is heterogeneous or in other word, the participant choose varied point. It can be concluded that in writing domain some of the participants have low willingness to write a short report in English of book or article they have read.

4.1.4 Result of Reading

Table 4.3 Descriptive Analysis on Domain Reading

No	Item	Mean	Std. Deviation
Item_36	I am willing to change the language settings on some of my mobile devices into English (e.g. mobile phone, pad, laptop, etc.)	6.52	.740
Item_35	I am willing to watch a movie/TV series in English.	6.40	.857
Item_32	I am willing to read an article in English from the textbook.	6.29	1.043
Item_34	I am willing to read reviews in English for popular movies.	6.24	.983
Item_31	I am willing to read a piece of status or comment in English on SNS (e.g. Whatsapp, Telegram, Twitter,	6.19	1.087

etc.).

Item_30	I am willing to read a newspaper article in English.	5.86	1.138
Item_29	I am willing to read a novel in English.	5.74	1.211
Item_33	I am willing to read an advertisement in English (e.g. to find an internship opportunity online).	4.62	.697

According to the table, in the reading parts, item number 36 which is about the willingness of the students to change their language setting into English on their mobile phone, laptop, etc, has the greatest mean score (6.52) and low standard deviation of 0.740. The high mean score show that most of the students are consistently chose English as the language on most of their devices. Item number 36 is also the item with the highest average score among all items. This shows that students have a high willingness to use English as the language setting in their devices. The standard deviation score of item number 36 is considered low, this implies that the data is homogenous, and most of the participants choose the same point on item number 36. While item number 33, which measure the willingness of the students to read an advertisement in English has the lowest mean score 4.62 and lowest standard deviation score 0.697. This data implies that student in general do not like reading announcement or information in English. The low standard deviation means that the data is homogenous, the participants in general choose the same point. The low mean score and low standard deviation score shows that most of the student does not agree or relate with the statement in item number 33. This suggest that students may be able to get used to looking for information from sources in English. In order to hopefully increase students' ability to assimilate information from English texts more readily, this done to help the students become accustomed to working with English texts.

4.2 Discussion

The results of this study revealed that students have various desires to communicate using English including Speaking and Listening, Writing and Reading. The results of this research show a fairly high figure for the WTC of students from the International Program of Communication (IPC). This is not surprising because IPC students use a lot of English during learning activities on campus, and students are also exposed to a lot of English in everyday life. It could be speculated that students felt more comfortable speaking English in class and were more inclined to use English to greet the teacher, ask for student assistance from the teacher and others, volunteer to answer, and respond to questions when necessary because they felt more confident in their speaking abilities and have more experience and exposure to using the language in classes taught by foreign teachers.

Among the 3 domains in this study, in general, the students who participated had a low desire to speak and listen in English. This can be seen from the low average score in the Speaking and Listening domains. This is not in accordance with the results of Mentari's (2023) research, which states that students have a high level of willingness to speak in class. Based on observations by Mentari (2023), this is based on students' high self-confidence, and teachers also play a role in students' high willingness to speak in class, by providing rewards for students who are confident in giving their opinions in class. However, as shown in Table 4.1, students have a good willingness to communicate with teachers in class, for example by asking questions. This is in accordance with the results of a study from Karnchanachari (2019) that talking to the teacher gets the highest WTC score in English in the classroom. Moreover, Karnchanachari (2019) also found that speaking in front of the class had the lowest score in the WTC in English in the classroom.

Furthermore, the results in the writing domain show that students have a fairly high desire to write simple texts in English. They are more confident in writing informal sentences,

for example writing greeting cards or short messages and captions on social media. In research conducted by Basoz and Erten (2018), the item that got the highest score in the WTC in English in the classroom was writing answers to a quiz or question, this is in accordance with the results of this research. Item 23 about writing answers to questions in English received a high mean score (6.17). Students have the desire to write their answers in English because they know about what they are writing. Students' writing skills are influenced by student orientation, travel, friendship, and personal knowledge (Saidah, 2021). Students have a low desire to write long texts and need to focus on grammar. Writing stories and reports in English gets a low mean score (Basoz and Erten, 2018), this is in accordance with the results of this study that writing stories and making reports in English are the 2 items with the lowest scores in the writing domain.

Then, the last domain examined in this research is reading. Students' reading skills at WTC were highly connected with orientation related to travel. It was evident that reading English-language books, articles, newspapers, and movie reviews was promoted for students. Students will receive the fundamental understanding needed to travel to an English-speaking nation eventually by reading some English-language materials (Saidah, 2021). This opinion is in line with the results of this research and research conducted by (Basoz and Erten, 2018), that the read popular movies review item both have a high mean score (6.24). However, students' willingness to read texts that have heavy topics such as books, articles, and advertisements is still low, this is shown by the low mean score on the read a newspaper, novel, and advertisement items in this study. The results of research conducted by Basoz and Erten (2018) show that reading advertisements and articles is also in last place in the reading domain with a low mean score.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents a summary of the research findings and some suggestions for further research.

5.1 CONCLUSION

The research concludes that multiple factors, including individual traits and situational contexts influence the willingness to communicate in English among students in the EMI-based program. The analysis of the data indicates that while students exhibit a moderate level of WTC, there are significant differences across various communicative domains. The study highlights the necessity for educators to create an encouraging atmosphere that fosters students' confidence and motivation to engage in English communication. By addressing the barriers to WTC, such as anxiety and lack of practice opportunities, institutions can enhance students' language skills and overall academic performance. Future research is recommended to investigate further the interplay between WTC and other psychological factors, as well as to explore effective pedagogical strategies that can promote a higher willingness to communicate in English among students in EMI settings.

5.2 RESEARCH IMPLICATION

Based on the research findings teachers need to create a learning atmosphere that can encourage students' self-confidence and motivation to engage in English communication. By addressing barriers to WTC, such as anxiety and lack of practice opportunities, the institutions and teachers can improve students' language skills and overall academic performance. Future

research is recommended to investigate further the link between WTC and other psychological factors, as well as to explore effective pedagogical strategies that can promote a higher willingness to communicate in English among students in EMI environments.

5.3 RECOMMENDATION

This study only focuses on investigating the level of WTC of Communication International Program students. However, further research is required to conduct a more comprehensive study that takes into account other factors that may influence WTC of students by using a variety of data collection techniques, such as conducting an interview to teacher and/or students. Expanding the scope of participants can also be done in future research to obtain more varied data

Additionally, the researcher believed that this study would help English teachers enhance the way they encourage communication among students. The teacher can identify the challenges that students face when communicating in English by observing the elements that influence their readiness to talk, listen, read, and write. This allows them to either implement recommended solutions or develop new ones.

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APPENDICES

Appendix 1. WTC Questionnaire

Items	Statements	
	The following statements describe some communicative situations inside as well as outside an English class. Please indicate how willing you are to engage in these communication activities USING ENGLISH.	
	7-point scale ranging from 'very inaccurate' (scored as 1) to 'very accurate' (scored as 7)	
	English	Indonesia
Speaking and listening	I am willing to participate in a dialogue in English at my desk with my neighbor.	Saya bersedia berpartisipasi dalam dialog dalam bahasa Inggris dengan teman sebangku saya.
	I am willing to ask the teacher a question in English.	Saya bersedia mengajukan pertanyaan kepada guru dalam Bahasa Inggris.
	I am willing to do a short presentation in English to the class with notes.	Saya bersedia melakukan presentasi singkat dalam Bahasa Inggris di depan kelas dengan bantuan catatan.
	I am willing to do a role-play standing in front of the class in English.	Saya bersedia melakukan role-play berdiri di depan kelas dalam Bahasa Inggris.
	I am willing to ask my friend in English how to pronounce a word in English.	Saya bersedia bertanya kepada teman saya bagaimana cara mengucapkan sebuah kata dalam Bahasa Inggris.
	I am willing to ask my friend in English how to express my thoughts in English.	Saya bersedia bertanya kepada teman saya bagaimana cara mengungkapkan pikiran saya dalam Bahasa Inggris.
	I am willing to ask my friend in English the meaning of an English word.	Saya bersedia bertanya kepada teman saya dalam Bahasa Inggris arti sebuah kata Bahasa Inggris.
	I am willing to give a short self-introduction in English to the class without notes.	Saya bersedia memberikan pengenalan diri singkat dalam Bahasa Inggris kepada teman sekelas tanpa catatan.
	I am willing to volunteer an answer in English when the teacher asks a question.	Saya bersedia memberikan jawaban secara sukarela dalam Bahasa Inggris ketika guru mengajukan pertanyaan.
	I am willing to help others answer a question in English.	Saya bersedia membantu orang lain menjawab pertanyaan dalam Bahasa

		Inggris.
	I am willing to participate in group discussions in English.	Saya bersedia berpartisipasi dalam diskusi kelompok dalam Bahasa Inggris.
	I am willing to present my own opinions in English to the class.	Saya bersedia menyampaikan pendapat saya dalam Bahasa Inggris di depan kelas.
	I am willing to participate in English activities outside the classroom (e.g. English speaking contest, English corner, English imitation show, etc.).	Saya bersedia berpartisipasi dalam kegiatan bahasa Inggris di luar kelas (misalnya lomba berbicara Bahasa Inggris, English corner, pertunjukan meniru dalam bahasa Inggris, dll.).
	I am willing to read out a paragraph in English to the class.	Saya bersedia membacakan satu paragraf dalam Bahasa Inggris di depan kelas.
	I am willing to translate a spoken utterance from Indonesia into English.	Saya bersedia menerjemahkan ucapan lisan dari Bahasa Indonesia ke dalam Bahasa Inggris.
Writing	I am willing to write a CV or personal statement in English (e.g. to apply for an internship online).	Saya bersedia menulis CV atau pernyataan pribadi dalam Bahasa Inggris (misalnya untuk melamar magang online).
	I am willing to do a structured writing task in English from the textbook.	Saya bersedia mengerjakan tugas menulis terstruktur dalam Bahasa Inggris dari buku teks.
	I am willing to write a short report in English on an article or book I read.	Saya bersedia menulis laporan singkat dalam Bahasa Inggris mengenai artikel atau buku yang saya baca.
	I am willing to write a story in English.	Saya bersedia menulis cerita dalam Bahasa Inggris.
	I am willing to write a piece of status or comment in English on social network sites (e.g. Whatsapp, Telegram, Twitter, etc.).	Saya bersedia menulis status atau komentar dalam Bahasa Inggris di situs jejaring sosial (misalnya Whatsapp, Telegram, Twitter, dll.).
	I am willing to write a greeting card or short message in English.	Saya bersedia menulis kartu ucapan atau pesan singkat dalam Bahasa Inggris.
	I am willing to write down a list in English of homework I must do.	Saya bersedia menuliskan daftar pekerjaan rumah dalam Bahasa Inggris yang harus saya kerjakan.
	I am willing to write answers in	Saya bersedia menulis jawaban dalam

English to the exercises from the textbook.

Bahasa Inggris untuk latihan-latihan dari buku teks.

I am willing to write a narration in English (e.g. about a traditional event, my hometown, university life in Jogja, etc.).

Saya bersedia menulis narasi dalam Bahasa Inggris (misalnya tentang acara adat, kampung halaman saya, kehidupan kuliah di Jogja, dll).

I am willing to write an argumentation in English (e.g. agreeing or disagreeing with a person's point of view, describing the cause and effect of something, etc.).

Saya bersedia menulis argumentasi/opini dalam Bahasa Inggris (misalnya setuju atau tidak setuju dengan sudut pandang seseorang, menjelaskan sebab akibat suatu hal, dll).

I am willing to write a diary about my daily life in English.

Saya bersedia menulis buku harian tentang kehidupan sehari-hari saya dalam Bahasa Inggris.

I am willing to write a self-introduction in English.

Saya bersedia menulis perkenalan diri dalam Bahasa Inggris.

I am willing to translate a piece of writing from Indonesia into English.

Saya bersedia menerjemahkan sebuah tulisan dari Bahasa Indonesia ke dalam Bahasa Inggris.

Reading

I am willing to read a novel in English.

Saya bersedia membaca novel dalam Bahasa Inggris.

I am willing to read a newspaper article in English.

Saya bersedia membaca artikel surat kabar dalam Bahasa Inggris.

I am willing to read a piece of status or comment in English on SNS (e.g. Whatsapp, Telegram, Twitter, etc.).

Saya bersedia membaca status atau komentar dalam Bahasa Inggris di SNS (misalnya Whatsapp, Telegram, Twitter, dll.).

I am willing to read an article in English from the textbook.

Saya bersedia membaca status atau komentar dalam Bahasa Inggris di SNS (misalnya Whatsapp, Telegram, Twitter, dll.).

I am willing to read an advertisement in English (e.g. to find an internship opportunity online).

Saya bersedia membaca iklan dalam Bahasa Inggris (misalnya untuk mencari peluang magang online).

I am willing to read reviews in English for popular movies.

Saya bersedia membaca ulasan dalam Bahasa Inggris untuk film populer.

I am willing to watch a movie/TV series in English.

Saya bersedia menonton film/serial TV dalam Bahasa Inggris.

I am willing to change the language settings on some of my mobile devices

Saya bersedia mengubah pengaturan bahasa pada beberapa perangkat seluler

into English (e.g. mobile phone, pad,
laptop, etc.)

saya menjadi Bahasa Inggris (misalnya
ponsel, pad, laptop, dll.)

Appendix 2. Consent Form



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsb@uii.ac.id
W. fpsb.uui.ac.id

Tanggal : 27 Mei 2024
Nomor : 1334/DEK/70/DAAN/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Ketua Program Studi Ilmu Komunikasi
Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

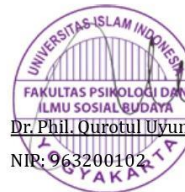
Nama Mahasiswa : Nisa Fithria Auliya
Nomor Induk Mahasiswa : 20322131
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Dr. Adam Anshori S.S., M.A
Judul Skripsi :

**"EXPLORING STUDENTS' WILLINGNESS TO COMMUNICATE IN EMI-BASED PROGRAMS
AT A PRIVATE ISLAMIC UNIVERSITY"**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia



[Signature]
Dr. Phil. Qurotul Uyun, S.Psi., M.Si., Psikolog
NIP. 963200102