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LIST OF APPENDIXES

Appendix 1: Hasil Interview

INTERVIEW RESULT

Postscript: Table below contains of the answers uttered by the interviewees (Student = S) on the questions inquired in the interview section conducted by the researcher. The interview was conducted in different time and place, and then the answers are gathered, shown below.

No.	Question	Answer
1.	What do you know about Willingness to Communicate (WTC)?	<p>S1: Willingness to Communicate or WTC is the characteristic of students to want to have communication in the classroom.</p> <p>S2: Willingness to Communicate is person's feeling of being brave to talk to people inside the teaching and learning.</p> <p>S3: What I know about WTC is that it means a feeling of people where they want to have interactive communication in the classroom, it can be like they ask question to the lecturer, or others.</p>
2.	Do you think that Willingness to Communicate (WTC) is important in English Language Teaching?	<p>S1: Yes, because it can make the classroom not quite.</p> <p>S2: Not so, as long as the students understand about the materials being</p>

		<p>taught in the classroom.</p> <p>S3: Yes it is, because it can ensure the understanding of the students on the materials being discussed by the lecturer in the classroom.</p>
3.	<p>Do most lecturers invite the students to have any interaction or communication when the teaching and learning is ongoing?</p>	<p>S1: Yes, the lecturers in English Education Department usually give us a space to ask about something we don't understand or ensure something we are not sure about.</p> <p>S2: Yes, the only few lecturer who just lets the students keep silent and listen to him, others are attractive to us.</p> <p>S3: Yes, many lecturers who always invite us to talk during the teaching-learning, it can be like they let us to ask about the materials that have taught, or direct interaction the lecturers do while teaching the students.</p>
4.	<p>Based on the daily English subject classroom you have in university, do you think that your friends often get engaged to any interaction and communication happening in the classroom?</p>	<p>S1: The only several students who do it, most of the students are not engaged to any interaction in the classroom.</p> <p>S2: Yes for some students, but most</p>

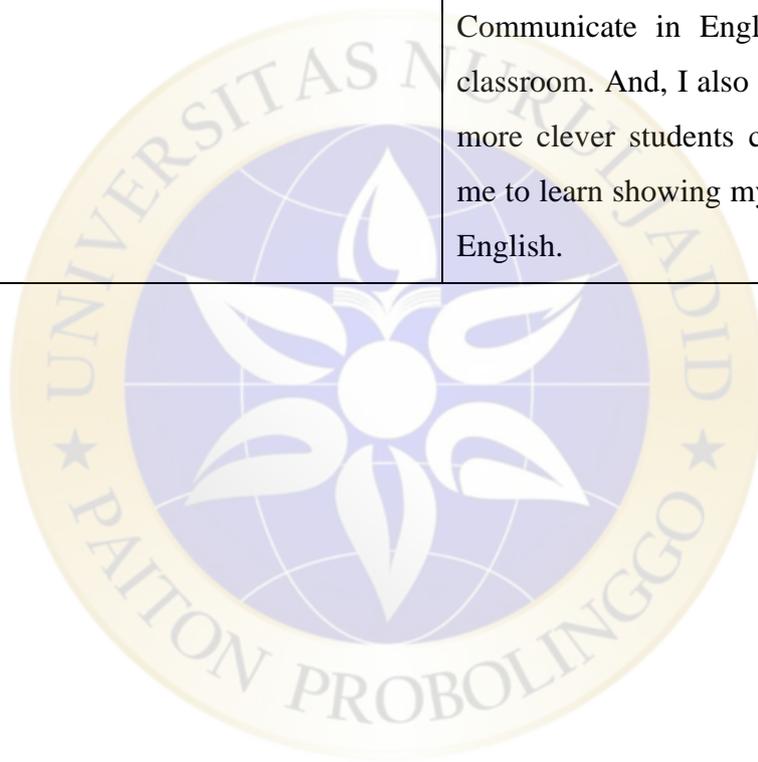
		<p>of my classmates are not active or getting engaged in classroom interaction and communication.</p> <p>S3: There are only four or five students who are active; I mean they are always asking or giving response to the lecturer and presentation in the classroom, while others often just keep silent.</p>
<p>5.</p>	<p>Based on your daily activity in the classroom, do you think that you have often engaged to any interaction and communication happening there?</p>	<p>S1: I admit that I don't often be active in the classroom, I just sometimes give a question when I am ordered or chose to do it, if I was not chosen, so I didn't suppose myself to ask.</p> <p>S2: I think that I'm not always active, if the lecturer let the students to raise their hands for asking a question related to the explained materials, I just let my classmates to ask, I don't prepare any question to the lecturer.</p> <p>S3: I realized that I don't often try to be engaged in any English interaction happening in the classroom, even in a group discussion, I don't know how to act or utter what I think about the topic being discussed, so I just keep silent all the time.</p>

6.	Do you often ask the lecturer about the materials being discussed in the classroom?	<p>S1: No, its' just when I'm chosen to ask.</p> <p>S2: No I'm not, I just let my friends do it.</p> <p>S3: No I don't often ask the lecturer, because I usually don't understand about the materials.</p>
7.	Do you often ask to group members becoming presenter doing presentation in the classroom?	<p>S1: No, I don't often do it, I often don't understand what the presenting group presents to me and other students.</p> <p>S2: Nope, I'm not confident enough to initiate communication by asking the group presenting in front of the class.</p> <p>S3: Because they will usually ask back to me about my question, I don't often ask to the group of students presenting materials.</p>
8.	Do you often get active in the discussion among students?	<p>S1: Sometimes, if I could understand the materials really well, I will be active, but if not, so I will just keep silent.</p> <p>S2: Not so, I just usually be someone keeping silent in the group and</p>

		<p>listening to my friends' ideas.</p> <p>S3: If the discussion runs calmly, I would be active and opened to share my ideas. But if the discussion is just really serious, I don't think that my ideas are necessary.</p>
<p>9.</p>	<p>What are actually your reasons of not being active in the classroom? Why do you choose not to further question the lecturers about the explained materials? Why do you choose not to ask a question to your friends when they present materials in front of the class? Or, Why do you choose to be inactive when there is a group discussion?</p>	<p>S1: I sometimes think that my English is not good, and I sometimes feel scared of the lecturer or my friends don't understand the questions I utter then they ask me back about it and I just can't explain it to them. My vocabulary mastery is also not good; I don't memorize many vocabularies making me difficult to utter the words in English.</p> <p>S2: I rarely get active in any English interaction happening in my classroom because I'm not confident enough with my English. Also, it also happens to me when my friends give a question, I sometimes don't understand what they say to me, it might be from the vocabularies they use or the way they say and utter English sentences.</p> <p>S3: I often think that my lecturer or my friends don't understand what I</p>

		<p>say, it affects me and it makes me afraid to question anything to them. Also, I'm not that confident with my English, I don't memorize many vocabularies and I don't understand much English structures, so when the lecturer or presenting group opens the session of question and answer, I just decided to keep silent.</p>
<p>10.</p>	<p>What do you think is the best strategy or way of building your or other students' Willingness to Communicate (WTC) inside the classroom?</p>	<p>S1: I think the students including me just need more support from the lecturer and friends when they students try to speak English difficultly, the lecturers or other students should at least help us with the words we don't know, or with the structures we wrongly arrange.</p> <p>S2: It actually has happened to me, like I have one friend who always helps me when I feel difficult to say or arrange English words. I think all people need that kind of person, so other students could try too personally help and support other students with low English skill by patiently guiding them. Also the lecturer can try to handle specially handle the students who are not that good in English so the students feel that they are supported in learning English and</p>

		<p>improving their bravery and confidence of uttering opinions.</p> <p>S3: I personally just need supporting environment to learn, it often happens when I deliver English words, other students and lecturers just show their underestimating expression against me, it really affect my Willingness to Communicate in English inside the classroom. And, I also wish that other more clever students could company me to learn showing my expression in English.</p>
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Appendix 2: Berita Acara Bimbingan Skripsi



PANITIA PELAKSANA PROGRAM
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
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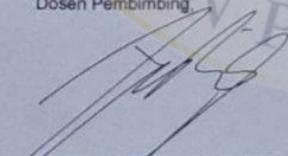
BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Alfiatus Syarofah
2. NIM : 2042300016
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Skripsi : WILLINGNESS OF ENGLISH LANGUAGE EDUCATION STUDENTS TO COMMUNICATE IN ENGLISH

5. Konsultasi

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
05 Maret '24	Pengdireksian pasca Seminar proposal	Revise	f
16 Mei '24	Chapter I	Revise	f
02 Juni '24	Chapter I	Revise	f
23 Juni '24	Chapter I	Revise	f
25 Juni '24	Chapter I	Revise	f
29 Juni '24	Chapter I	Acc	f
11 Juli '24	Chapter II	Revise	f
13 Juli '24	Chapter II	Acc	f
18 Juli '24	Chapter III	Revise	f
24 Juli '24	Chapter III	Revise	f
29 Juli '24	Chapter III	Acc	f
30 Juli '24	Chapter IV	Acc	f
03 Agustus '24	Chapter V	Acc	f
05 Agustus '24	Abstract	Acc	f

6. Bimbingan telah selesai pada tanggal 05 Agustus 2024 :
 Dosen Pembimbing


BRADHIANSYAH TRI SURYANTO, M.Pd.

Appendix 3: Nota Pembimbing Skripsi

NOTA PEMBIMBING

Hal : Persetujuan Ujian

Kepada Yth :

Bapak Dekan Fakultas Sosial dan Humaniora

Universitas Nurul Jadid

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah secara cermat kami baca, dan koreksi kembali serta setelah diadakan perbaikan/penyempurnaan seperlunya, maka kami berpendapat bahwa Proposal Skripsi mahasiswa:

Nama : **ALFIATUS SYAROFAH**

NIM : 2042300016

Prodi : Pendidikan Bahasa Inggris

Judul skripsi : **WILLINGNESS OF ENGLISH LANGUAGE EDUCATION
STUDENTS TO COMMUNICATE IN ENGLISH**

Telah memenuhi syarat untuk diajukan dalam Sidang Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Paiton, 05 Agustus 2024

Dosen Pembimbing,


BRADHIANSYAH TRI SURYANTO, M.Pd.

Appendix 4: Transkrip Nilai Mahasiswa



Universitas Nurul Jadid
Paiton Probolinggo

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Telp/Fax 08883077077
Email unuja@unuja.ac.id
Website www.unuja.ac.id

Transkrip

Nama ALFIATUS SYAROFAH
Tempat, Tgl. Lahir Probolinggo, 26 Maret 2002
No. Induk Mahasiswa 2042300016

Prodi S1 Pendidikan Bahasa Inggris
Fakultas Sosial dan Humaniora

Mata Kuliah				Mata Kuliah			
No.	Nama	Kode	SKS Nilai	No.	Nama	Kode	SKS Nilai
1	Basic Listening	MKU442357	2 B+ (3.5)	34	Vocabulary II	MKU442336	2 A (4)
2	Basic Reading	MKU442361	2 A (4)	35	Administrasi Pendidikan	MKP442306	2 B+ (3.5)
3	Basic Speaking	MKU442364	2 A (4)	36	Advance Listening	MKU442359	2 C+ (2.5)
4	Basic Writing	MKU442368	2 C+ (2.5)	37	Advance Speaking	MKU442366	2 B+ (3.5)
5	Grammar & Structure I	MKU442301	2 B+ (3.5)	38	Advance Writing	MKU442370	2 B- (2.75)
6	Kepesantrenan	MKD442306	2 A- (3.75)	39	Classroom Action Research (CAR)	MKU442302	2 A- (3.75)
7	Kewarganegaraan	MKD442307	2 B+ (3.5)	40	Curriculum And Material Development	MKU442305	2 A- (3.75)
8	Kewirausahaan	MKD442308	2 A- (3.75)	41	Desain dan Analisis Data Kualitatif	MKP442301	2 B+ (3.5)
9	Pancasila	MKD442310	2 B+ (3.5)	42	Desain dan Analisis Data Kuantitatif	MKP442302	2 A- (3.75)
10	Pendidikan Agama Islam	MKD442325	2 B (3)	43	Poetry	MKU442350	2 B+ (3.5)
11	Pengantar Filsafat	MKD442317	2 A (4)	44	Prose	MKU442349	2 A (4)
12	Aswaja / Ke-NU-an	MKD442301	2 A- (3.75)	45	Research On EIt	MKU442324	2 A- (3.75)
13	Bahasa Indonesia	MKD442328	2 B (3)	46	Discourse Analysis	MKU442373	2 A (4)
14	Grammar & Structure II	MKU442344	2 A (4)	47	Drama	MKU442351	3 A (4)
15	Intermediate Listening	MKU442358	2 A (4)	48	Education in Milenium Era	MKP442308	2 A- (3.75)
16	Intermediate Reading	MKU442362	2 A- (3.75)	49	EYL	MKU442354	2 A (4)
17	Intermediate Speaking	MKU442365	2 C+ (2.5)	50	Film Studies	MKU442352	3 B+ (3.5)
18	Intermediate Writing	MKU442369	2 B- (2.75)	51	Language Testing	MKU442332	2 A- (3.75)
19	Introduction To Literature	MKU442314	2 B (3)	52	Listening for Academic Purpose	MKU442360	2 A (4)
20	Morphology	MKU442320	2 B- (2.75)	53	Semantics	MKU442325	2 A (4)
21	Statistik Pendidikan	MKP442305	2 B+ (3.5)	54	Speaking for Academic Purpose	MKU442367	2 A (4)
22	Vocabulary I	MKU442335	2 B (3)	55	Translation	MKU442353	2 B+ (3.5)
23	Advance Reading	MKU442375	2 A (4)	56	Contrastive And Error Analysis	MKU442303	2 B+ (3.5)
24	Business English	MKL442302	2 A (4)	57	ESP	MKU442356	3 B (3)
25	English Teaching Methodology	MKU442345	2 A (4)	58	Extensive Reading	MKU442310	2 A (4)
26	Intro to Discourse Analysis	MKU442347	2 C+ (2.5)	59	KKN	MKD442309	4 A (4)
27	Intro to Research	MKU442374	2 A (4)	60	Micro Teaching	MKU442341	3 B+ (3.5)
28	Intro to Second Language Acquisition	MKU442348	2 A (4)	61	Sociolinguistics	MKU442355	2 B (3)
29	Introduction to Linguistics	MKU442313	2 A (4)	62	Syntax	MKU442330	2 A (4)
30	Pesantren Studies	MKD442319	2 A- (3.75)	63	Tourism	MKL442301	2 A- (3.75)
31	Phonology	MKU442321	2 A (4)	64	Writing for Academic Purpose	MKU442371	2 A (4)
32	Psikologi Pendidikan	MKP442304	2 A- (3.75)	65	Seminar Proposal	MKD442315	2 A- (3.75)
33	Teknologi Pendidikan (ICT)	MKU442372	2 A- (3.75)	66	Teaching Practice	MKU442342	4 A (4)

Jumlah SKS 140
IP Kumulatif 3.61



Untuk memastikan keaslian dokumen ini,
silahkan pindai kode qr di samping,
lalu bandingkan dengan di server kami.
Terima kasih.
Dokumen ini dibuat pada
Rabu, 31 Jan 2024 pukul 21:43:23 WIB.

Appendix 5: Surat Keterangan Hasil Cek Plagiasi



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
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PROBOLINGGO JAWA TIMUR

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KETERANGAN HASIL CHECK PLAGIASI

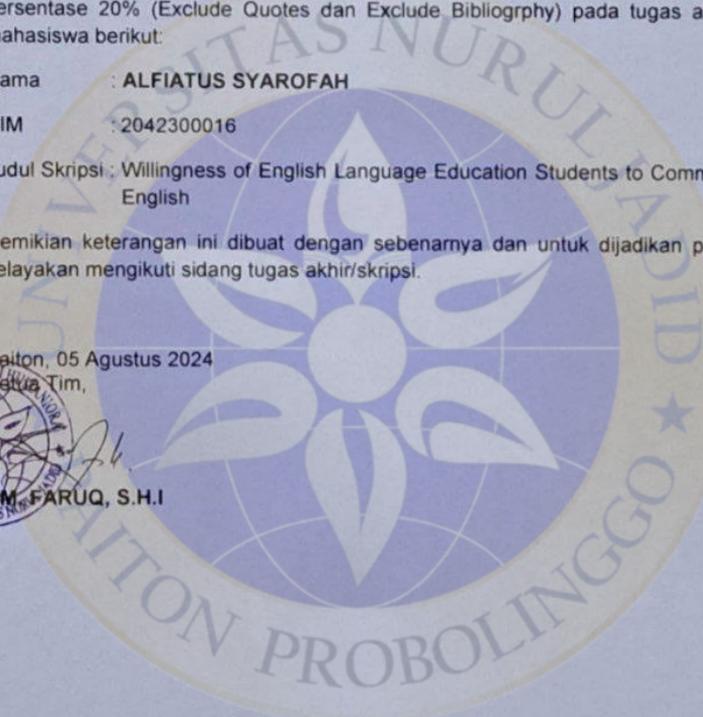
Yang bertanda tangan di bawah ini, tim check plagiasi Fakultas Sosial dan Humaniora menerangkan dengan sebenarnya, bahwa telah dilakukan check plagiasi dengan persentase 20% (Exclude Quotes dan Exclude Bibliogrphy) pada tugas akhir/skripsi mahasiswa berikut:

Nama : ALFIATUS SYAROFAH
NIM : 2042300016
Judul Skripsi : Willingness of English Language Education Students to Communicate in English

Demikian keterangan ini dibuat dengan sebenarnya dan untuk dijadikan persyaratan kelayakan mengikuti sidang tugas akhir/skripsi.

Paiton, 05 Agustus 2024
Ketua Tim,

RM. FARUQ, S.H.I



Appendix 6: Approval Sheet

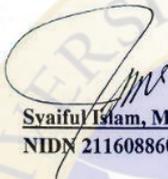
APPROVAL SHEET

This is to certify that the *Skripsi* of Alfiatus Syarofah has been approved by the board of Examiners on 19th August 2024

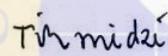
Probolinggo, 19th August 2024
Chair Person,


M. Sofyan Adi Pranata, M.Li.
NIDN 0704129001

Examiner I,

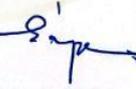

Syaiful Islam, M.Pd.
NIDN 2116088602

Examiner II,


Dr. Tirmidi, M.Pd.
NIDN 0711057302

Acknowledged by

Faculty of Social and Humanity
Nurul Jadid University



Husnul Muali, M.Pd.
NIDN 2101127701

