

**THE EFFECT OF LEARNERS' ATTITUDES, MOTIVATION,
AND BELIEFS TOWARD WILLINGNESS TO
COMMUNICATE IN EFL CLASSROOM AT SMAN 1
PAGERBARANG, TEGAL REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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STATEMENT OF ORIGINALITY

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Declare that the thesis I have complied with title, *“The Effect of Learners’ Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang, Tegal Regency”* is truly my own work and it is not plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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This thesis, entitled:

**THE EFFECT OF LEARNERS' ATTITUDE, MOTIVATION, AND BELIEFS
TOWARD WILLINGNESS TO COMMUNICATE IN EFL CLASSROOM AT SMAN
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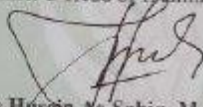
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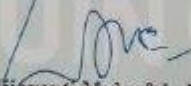
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Assalamu'alaikum Wr.Wb.

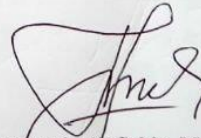
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Wassalamu'alaikum Wr.Wb

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MOTTO

“Do your best”

because of something good, the good thing will happen”

-Dr Fahrudin Faiz -



DEDICATION

I dedicated this thesis to:

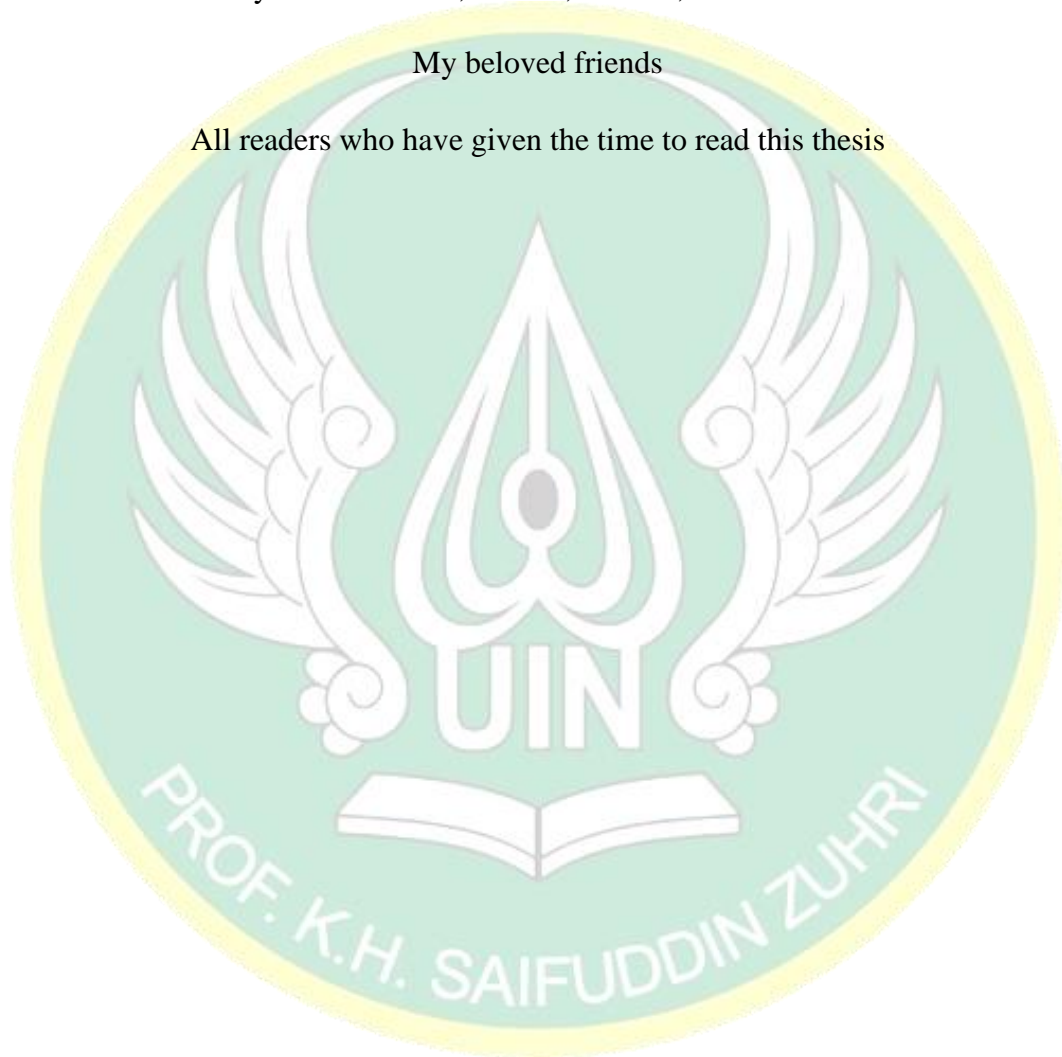
My precious parents, Masykuri and Saropah

My beloved Sister, Raysah Nur Hamidah

My dearest uncles, aunties, cousins, and families

My beloved friends

All readers who have given the time to read this thesis



PREFACE

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitle The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang, Tegal Regency could be completed.

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Purwokerto, 15 June 2023

The Researcher,



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**THE EFFECT OF LEARNERS' ATTITUDE, MOTIVATION, AND
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CLASSROOM AT SMAN 1 PAGERBARANG, TEGAL REGENCY**

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Abstract: Willingness to communicate in a foreign language other than English has become an essential context that is investigated in the field of language research, especially in communication competence studies. Hence, the present study aimed to investigate the influence of students' attitudes, motivations, and beliefs toward WTC. The purpose of this study was to determine whether there were or not any significant influences on students' attitudes, motivations, and beliefs toward willingness to communicate in the EFL classroom at SMA Negeri 1 Pagerbarang. The study used an inferential quantitative survey research design. This research was conducted among 11th and 12th grade students of SMA Negeri 1 Pagerabarang, with a total of 85 students from SMA Negeri 1 Pagerbarang participating as respondents. The instrument consisted of 40 items that employed four aspects: attitude (adapted from the Attitude/Motivation Test Battery), motivation (adapted from the Second Language Motivational Self-System), learners' beliefs, and willingness to communicate. The analysis data of this research used multiple linear regression analysis and were calculated in SPSS version 26.0. Based on the results, it was concluded that, partially, there was a positive and significant influence on learners' attitudes toward willingness to communicate. However, there was no significant influence of motivation and learners' beliefs toward willingness to communicate in the EFL classroom. In reference to communicative competence, the teacher should consider the factors that influence students' willingness to communicate in the EFL classroom to create meaningful interaction and students' active engagement.

Keywords: *Students Attitude; Students Motivation; Learner Beliefs; Willingness to Communicate*

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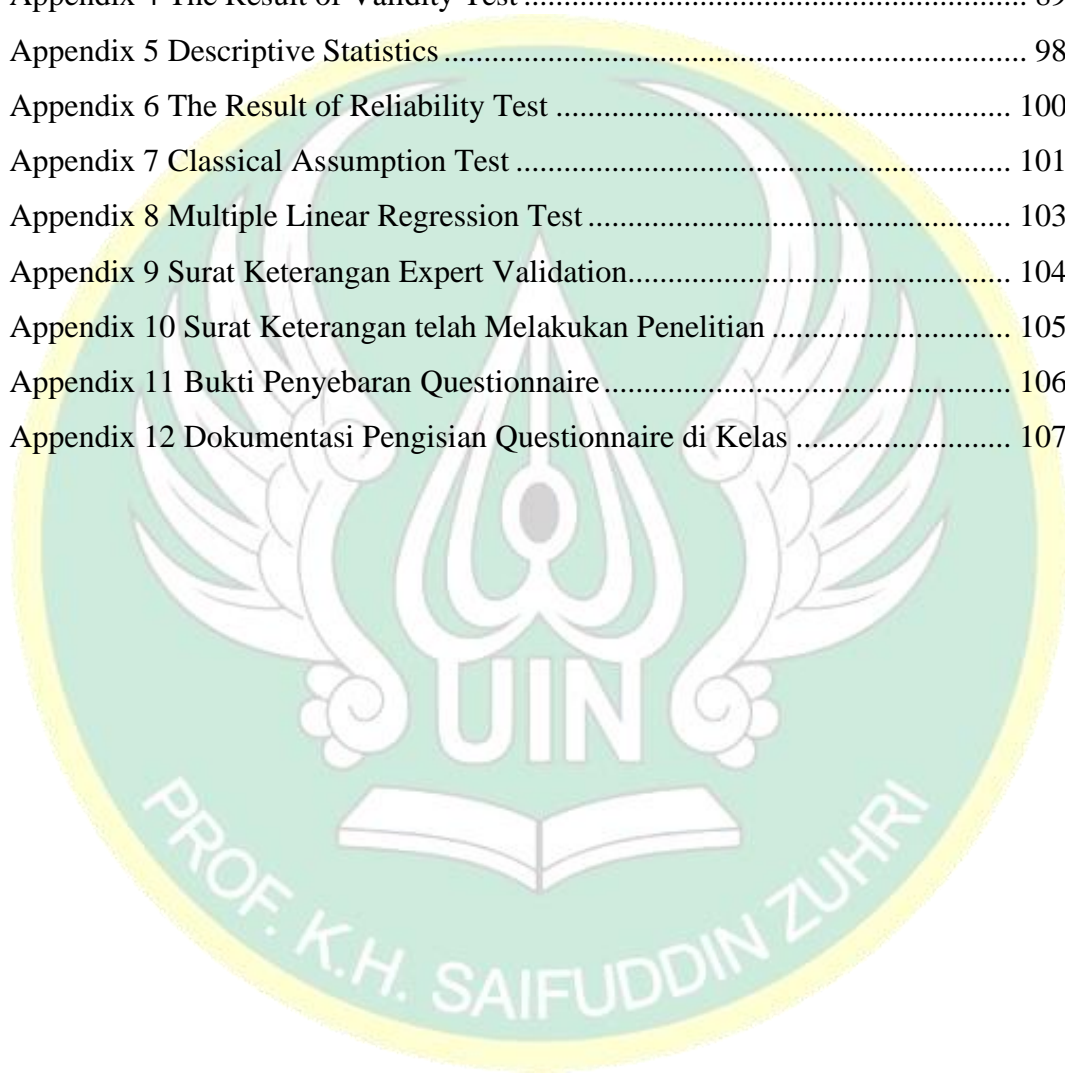
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CHAPTER I

INTRODUCTION

A. Background of the Study

In the 21st century, education is required to have 4C, namely: critical thinking and problem solving, creative thinking, collaboration, and communication (Septikasari & Frasandy, 2018). One of the most important components to interact in global words is communication skill. Communication skills can be integrated with language skills, particularly in the English as a Foreign Language (EFL) classroom. EFL classroom have long been acknowledge as one of the most effective environments for improving students' communication skills (Pardede, 2020). English communicative competence is considered as performing the important role in promoting international exchange and participating in international competence. Therefore, the students need to be ready to communicate with specific person or persons.

In second language acquisition (SLA), willingness to communicate (WTC) plays an important role in constructing motivation to use the language (Baghaei, 2012). Hence, in educational context, the study of WTC in L2 is very crucial to promote students' communication. WTC is a model that integrates psychological linguistic and communicative variables in order to explore and predict L2 communication (Peng & Woodrow, 2010). Meanwhile, there were several factors that increase or reduce WTC, such as Individual factors (anxiety, motivation, attitudes, interpersonal attraction) and socio contextual factors (ethnolinguistic vitality, language contact) (MacIntyre, 2007).

Willingness to communicate is the students' willingness to use the language that they learn. Students' WTC is one of the main determinants in supporting their communicative skill in spoken English. Therefore, the students can be active in the classroom such as speaking in English, discussing and presenting their task in English. In addition, the students who are always free to speak and answer the teacher's questions are the students have felling WTC. It

means WTC refers to the probability of engaging in communication when the students given the opportunity and also the students can be capable to express themselves (Biria & Jouybar, 2016). It means the students can construct their communicative competence.

In the Indonesian context, some students struggle to communicate in English. It is because the students have problem with psychological factors such as fear of mistakes, shyness, anxiety, and lack of confidence (Juhana, 2012). In addition, the learners only can gain access English in certain places that facilitate English language service (Kusumawanti & Bharati, 2018). However, based on curriculum 2013, the students should be encouraged to be more active in classroom activity which is the students become a center of the learning process. Thus, when the students have a strong in WTC , they will use their spoken English during the class activities.

In this regard, the previous studies focus on WTC in EFL learners that discussed about several variables such as communication competence like interpersonal variable and contextual variables toward WTC. These variables include communication skills and affective factors (Al Amrani, 2019; Bergil, 2016; Biria & Jouybar, 2016; Öz et al., 2015; Rizvic & Becirovic, 2017), classroom environment (Aomr et al., 2020; Peng & Woodrow, 2010), gender (Maftoon & Sarem, 2015; Shahbaz & Bashabsheh, 2015), attitude (Peng, 2015; Yashima et al., 2004). In addition, there were also the previous studies investigated the correlation between WTC and success in English (Baghaei, 2012), WTC and motivation (Altiner, 2018; Hashimoto, 2002; Ma et al., 2019), WTC and self-reported anxiety (Prihartanti, 2013), WTC and students' beliefs (Aini, 2020). However, BAZOS & ERTEN (2019) concluded that there are several factors influencing EFL learners' regarding their willingness to communicate in English classroom such as classmates, instructional methods, teacher, classroom atmosphere, material, class size, L2 motivation, fear of being ridiculed, L2 anxiety, a lack of mistakes, topic interest and familiarity, shyness, introversion, vocabulary, pronunciation, practice, self-perceived, communication competence, and past communication experience. The previous

studies did not correlate between WTC and some variables such as students' attitude, motivation, and beliefs. Therefore, the current studies try to fill the gap in investigating WTC by several variables (attitude, motivation, and learners' beliefs).

SMAN 1 Pagerbarang is one of educational institutions at the upper secondary level which is well known to the wide community for achievements achieved by students, it was also the one of favorite school in Pagerbarang district, and the curriculum applied is well accredited. This school is there were teachers that is master graduate. Based on preliminary observations that have been made on 28-30th September 2022. The researcher found that some of students seem to be actively engaged in EFL classroom communication on the others and some students prefer to remain silent. It can be seen from their expressions and gestures such as raising their hand and being confident to speak up in front of the class. In contrast, there were some students seem shy, and afraid to speak up in front of the class. Then, based on interview an 11th grade English teacher, the researcher got information that a few learners' do not perceive the importance of their beliefs in language learning especially in using English toward communication in EFL classroom.

Based on the explanation and phenomenon above, it was very interested to highlight the influence of learners' attitude, motivation, and beliefs toward WTC in EFL classroom. The research was interested to investigated research entitled **“The Effect of Learners' Attitudes, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang, Tegal Regency”**.

B. Clarification of Key Terms

To avoid misunderstanding and misinterpretation about this research, the researcher provides clarification of key terms that were used in this research as follows:

1. Willingness to Communicate

Willingness to communicate (WTC) is a concept that believes that learners' who are willing to communicate in the second or foreign language

they are studying have a better chance of learning the language because they actively search for occasions in which they can use the second/foreign language (Rizvic & Becirovic, 2017). WTC in the classroom context as “students” pointed to interact with each other in the target language, given the choice to do so (Havwini, 2019).

2. Students' attitude

In language learning context, attitude is seen as the set of values which a student brings to a Foreign Language Learning (FLL) experience. Attitude is one of the dominant factors for success or failure in language learning (Zainol Abidin et al., 2012). Briefly, attitude is one of important for students to acquired language learning. According to Garnder (1985) and Maio et al. (2018) There were three components of attitude, namely cognitive component, affective component, and behavioral component.

3. Students' motivation

Motivation represents the students' determination of why did they learned. Motivation is a process to achieve the goal. Motivation can make students enthusiastic about the learning process, so motivation in one of the most crucial factors influencing success or failure in students' learning activities especially in learning the language. The motivation is also divided into different aspects, namely: Ideal L2 self, Ought-to L2 self, and L2 Learning Experience (Dornyei, 2006).

4. Learners' Beliefs

The variable of learner belief is relatively underexplored in Second Language acquisition (SLA) (Dornyei, 2005). Here, language learning beliefs defined assumptions that students hold understanding about the nature of language learning. Beliefs are also a sections of language learning that discussed about the nature of language learning and teaching. Therefore, in language learning, beliefs are personal characteristics that the students use to determine how they think and act in learning process. It is identified as ideas that learners have obtained.

C. Research Questions

Based on the background of the study above, the researcher established the following study question: Is there any or no significant influence of learners' attitude, motivation, and beliefs toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang?

D. Aims and Significances of the Study

a. Aims of the Study

Based on the previous research questions, this research aims to investigate whether there were any or no significant influence of learners' attitude, motivation, and beliefs toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang.

b. Significances of the Study

The result of this study is hoped to give some positive contribution both theoretical and practically.

1. Theoretical Significance

- a. The result of this research can give contribution to scientific development related to students' attitude, motivation, beliefs toward willingness to communicate. In addition, this research can be a reference for the future researcher of this researcher who wants to conduct the same topic about students' attitude, motivation, beliefs toward willingness to communicate.
- b. The result of this research can be used as material for discussion and scientific study in the English Education Department.

2. Practically Significance

- a. For Teacher

This result was expected to be useful to the teacher would know the students' willingness to communicate. It was also to be helpful for teacher in which is the teacher will improve learning process to be constructive in teaching and learning activity.

b. For the Readers

This research was expected to give information about willingness to communicate in English classroom. In addition, it was useful to give description and explanation about the influence of students' attitude, motivation, learners' beliefs toward WTC.

c. For Further Researcher

This research can be a reference for the further researcher who wants to investigate the same research which related to this topic, particularly the influence of students' attitudes, motivation, and beliefs toward willingness to communicate in EFL classroom.

E. Organization of the Paper

In this section, the research presents about the organization of the research as follows:

Chapter I contains introduction that consist of background of study, clarification of key terms, research questions, aims of the research, significance of the research, and organization of the paper.

Chapter II explains literature review. It consists of theory that related willingness to communicate (WTC), students' attitude which consist of three components, students' motivation which consist of three aspects, learners' beliefs, previous study, and hypothesis.

Chapter III explains the research method that is consist of design of the research, time and location of the research, population and sample of the research, variables of the research, validity and reliability, data collection techniques, test instrument and analyzing data technique.

Chapter IV presents the result and discussion of the research about the topic learners' attitude motivation, beliefs in influencing WTC, includes data presentation and analysis which is consist of the characteristics of respondents, preliminary analysis, multiple linear regression analysis, hypothesis testing, result, and discussion of this research.

Chapter V discuss the conclusion and suggestion of the research. In this section, the researcher concludes and some advice related the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

The theoretical framework presented about clarification of key terms of this research is writing, willingness to communicate, students' attitude, students' motivation, and learners' beliefs.

1. Willingness to Communicate (WTC)

Willingness to communicate is considered a means of interpersonal and intercultural goals and specialized area of second and foreign language learning. In the context of English foreign language, WTC explained as follow.

a. The Concept of Willingness to Communicate (WTC)

The concept of "Willingness to Communicate" (WTC) has been first developed in the context of first language acquisition by McCroskey & Baer (Peng & Woodrow, 2010). Willingness to communicate (WTC) is defined as the power to communicate that continuously establishes itself as a conclusive construct in realizing success or failure in learning a second language program (Peng & Woodrow, 2010). In other words, WTC refers to strategic competence that speakers implement in communication (Shahbaz & Bashabsheh, 2015). In this study, WTC can be used as one of instruments to improve learners' in speaking skills and their ability to communicate in the classroom.

b. Willingness to Communicate (WTC) in EFL Classroom

The present study seeks to investigate the WTC of EFL classroom, particularly in the inner attribute (students' attitude, motivation, learners' beliefs and gender differences). It is to learn more about situations in which students are willing but don't want to communicate. The result of the research must be useful in giving instructor information or thoughts about their situation students' WTC

as well as the numbers they want and don't want transport. It is believed that the teachers will benefit from having one knowledge, and they will continue to design the enabling conditions students to interact, and assist in development of solutions to avoid that the variables cause students to hesitate to communication. Moreover, teachers can help and support students until they are ready to speak in entirety situation. As a result, EFL learning in the classroom can be improved to inspire students to have a high WTC and to keep students' motivated and enjoy learning English at school. On the other hand, in an EFL classroom context, the students do not have many opportunities to communicate with native speaker, so that students' WTC in using English is weak. Thus, the only chance for foreign language students' to use their skills to communicate is in the classroom (Baghaei, 2012).

In this present research, WTC approach of Peng & Woodrow indicated that students' WTC in English can provide theoretical and practical insights into increasing English teaching, learning and communication in EFL context. Thus, there were two aspects that can contribute students' WTC in EFL classroom, such as WTC in English in meaning-focused activities and WTC in English in form-focused activities (Peng & Woodrow, 2010).

1) WTC in English in meaning-focused activities

WTC in meaning focused activities relates to the willingness to communicate with the teacher, with a large audience such as whole class peers or whole group. It also includes students are giving a speech in the classroom (Khajavy et al., 2016). an example of WTC in meaning focused activities is the students are willing to speak a self- introduction without notes in English in front of the class, and ask the teacher in English to repeat what the teacher just said in English.

2) WTC in English in form-focused activities

in form- focused activities, WTC refers to the willingness to communicate with a small audience, such as peers nearby or familiar classmates. It tends to illustrate communicative activities which highlight activities tasks and direct communication with a limited audience. Usually, this activity involves asking the meaning of a word (Khajavy et al., 2016). For example, the students are willing to ask the peer sitting next to them in English the meaning of an English word and ask the familiar peer how to say as English phrase to express their thoughts (Li & Li, 2022).

2. Students' Attitude

a. Definition of Attitude

Attitude has been a topic of explained by many researchers for years. Many have related attitude to a several of aspects including language. One of many topics discussed is related to attitude toward language learning. The points that in language learning, attitude is seen as the set values which a learner brings to a Foreign Language Learning (FLL) experience. Then, the values are determined by different factors. The factors that set values are experience of learning the target language, the target language of community, experience of travel, the effect of parents and friends, and the attitudes which they may presented and articulate.

Furthermore, attitude can be specified as a way of feeling that someone usually has about something. Attitude is a response toward something in human itself because of the presence of excitant which is given to human being. Attitude refers to evaluative action to several referent or attitude object, conclusion on the basis of the individual's beliefs or opinions about object (Garnder, 1985). Attitude is also defined as propensity to respond positively or negatively towards idea, object, people, or atmosphere (Hosseini &

Pourmandnia, 2013). It can be concluded that attitude can appear (positive or negative) when there is a readiness toward something.

b. The Components of Attitude

The components of attitude can be distinguished into three components, such as: cognitive component, affective component and behavioral component (Garnder, 1985; Maio et al., 2018).

1) Cognitive Component

Cognitive relates to the individual's belief in the language learners (Garnder, 1985). It can be defined beliefs about the language and belief about the people. The cognitive attitude can be distinguished into same steps such as checking new knowledge, and applying the new knowledge in many situations (Zainol Abidin et al., 2012). The cognitive component of attitudes concerns to the beliefs or thoughts about something. Belief plays an crucial role in established of attitude. Belief is also an important aspect for attitudes toward a several of essential issues. Then, it is division of two aspects that can produce the belief of a person, namely: messages and information. belief can be changed when the new message is accepted or new information is believed. Messages can be in the form benefits or social benefits of an object, which is a belief about itself about the object itself. When belief is changed, an attitude appeared (Maio et al., 2018).

2) Affective

Affective is the feeling or emotional reaction that exists in the knowledge and concept of cognitive component (Garnder, 1985; Maio et al., 2018). Feelings effected attitudes in a several of ways, such as some feelings are subtle and indirect while others can be powerful and direct (Maio et al., 2018). One of the ways that feeling can be affected is through exposure. Repeat exposure to a certain stimulus can evoke positive attitude, as this exposure

can lead to familiarity. Familiarity with a certain stimulus may initiate certainty.

3) Behavioral components

Behavioral is the tendency of someone to play and behave way toward a condition. The Behavioral component of attitudes refers to the way one behaves and reacts in a particular condition (Zainol Abidin et al., 2012). The tendency to behave does not necessarily show up in the appropriate form of behavior. This component deals with students' action or perception to practice the language. Behavior also can be influenced by several factors, such as random events or direct experiences, demands made on us, social norms, and habits (Maio et al., 2018). This behavior can be affected the way people think and subsequent attitudes. Random events, direct experiences, or repeated events that happened in the shape attitude since the mind is set to think that the behavior that should be done is based on experienced.

c. Students' Attitude toward EFL Learning

Learning process can be successful if there are elements that influence each other in learning activity which is teacher and students, particularly students. The students which look active and enjoy during the learning process so it means the students have good attitude but the students' that have pay less attention during the learning process so that they have negative attitude. Hence, attitude is very important in language learning. Attitude in learning process, particularly in EFL classroom means attitude plays have effect to success and failure of the students in learning process (Garnder, 1985). However, students' behavior that the students' themselves can change it from negative to positive through meaningful activities and experiences (Yosintha, 2020). Thus, the types of attitudes that can affect students' learning is positive and negative attitudes.

Having a positive attitude toward language learning is an essential contributor to success of foreign language learning. A positive attitude gains greater overall effort on the section language learners and specifically result in greater success in terms of global language proficiency and competence in language skills such as writing, reading, listening, and speaking. it also helps students preserve their language skills after classroom instruction (Garnder, 1985). In EFL classroom, The students' has a positive attitude when their feeling more easily in learning process (Lubis, 2015). The students active to interact with other students or teacher. On the other hand, having a negative attitude indicates a condition when learners tend to be quiet, lazy, and shy to ask or communication. It is in line with Zulfikar et al., (2022) assert that the concept of positive and negative attitude have several component, such as learners with positive attitude in language learning are enjoy toward learning and thus they would actively in learning process So, the students that have positive attitude toward language learning which is it can be enhance proficiency as well. Oppositely, with negative attitude, learners may feel anxious, get bored easily, and difficult toward language learning. The students were also afraid of make mistakes in speaking.

3. Students' Motivation

a. The Definition of Motivation

The term motivation is come from the Latin word *movere* which intends “to move” (Dörnyei & Ushioda, 2011). It means “what moves human to make certain choices, to engage in action, to expend effort and persist in action” (Dörnyei & Ushioda, 2011). Motivation is also defined the association between energy and desire to achieve the goal. It is related how long persons are willing to sustain and how hard persons are going to chase the activity (Dorney, 2001). Motivation has been described as the option through persons decide their goals and aims (Ahmed et al.,

2015). Briefly, motivation is the readiness and effort which drive people to do anything play in reach the goal.

Based on explanation above, motivation is important in our life. Motivation is needed for persons to reach the goal. Motivation can be given the people to be powerful towards as a goal. Through motivation, people can be do something such as for working, learning, teaching, etc. Thus, motivation is necessary to success in our life.

b. The Aspects of Motivation

The aspects of motivation can be constructed Ideal L2 self, Ought-to L2 Self, and L2 Learning Experience (Dornyei, 2006). It means that motivation arises through recognition of a gap between ideas of actual and future, possible selves.

1. Ideal L2 Self (Language Level)

This aspect is one's 'ideal self'. It is explained by compare between ourself abilities in current English then by imagining about ability of the 'ideal self' in ourself English in the future. this aspect also represents an ideal image of the kind L2 user one aspires to be in the future (representation of hopes, aspirations or wishes). Then, it can be represented by two broad motivational subsystem such as integrative and an instrumental motivational subsystem. The integrative motivational subsystem is concerned on the individual's L2 associated affective predispositions, including social, cultural, and ethnolinguistic components, as well as general interest in foreignness and foreign languages. The instrumental motivational subsystem explains the role L2 plays in the world and its potential usefulness both for themselves and their community which consists of identified and integrated regulation centered around the personal's future career endeavour.

2. Ought-to L2 Self (Learner Level)

This aspect is focused on things that are believed one must belong to fulfill hope and avoid bad consequences. It involves

external factors such as expectations of parents and the assumptions of peers. It can motivate someone in English learning. The ought-to L2 can construct two aspects such as need for achievement and self-confidence.

3. L2 Learning Experience (Learning Situation Level)

This aspect is related to environment and hands-on learning experiences (the impact of teacher, curriculum, and experience). The learning situation level is focused on three points such as course specific motivational, teacher specific motivational component and group specific motivational components.

Table 1 The Aspects of L2 Motivational by Dornyei (1994)

Aspects	Descriptions
Ideal L2 Self (Language Level)	Integrative Motivational Subsystem
	Instrumental Motivational Subsystem
Ought-to L2 Self (Learner Level)	Need for achievement
	Self Confidence <ul style="list-style-type: none"> • Language use anxiety • Perceived L2 Competence • Causal Attributions • Self-Efficacy
L2 Learning Experience (Learning Situation Level)	Course- Specific Motivational: <ul style="list-style-type: none"> • Interest • Relevance • Expectancy • Satisfaction
	Teacher-Specific Motivational: <ul style="list-style-type: none"> • Affiliative Drive • Authority Type • Direct Socialization of Motivation (Modelling, Task Presentation, Feedback)

	<p>Group-Specific Motivational</p> <ul style="list-style-type: none"> • Goal- orientedness • Norm & Reward System • Group Cohesion • Classroom Goal Structure
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c. Students' Motivation in English Language Learning

In educational settings, particularly in the EFL classroom, motivation plays an important role in constructing language learning activities. It is because motivation influences students' achievement, particularly English language (Daskalovska et al., 2012; Dwinalida & Setiaji, 2022). Motivation can produce self-confidence in students. Therefore, the students enjoy language learning process and can contribute actively to communication.

Motivation has been regarded to be one of the most important factors of successful second and foreign language acquisition. In the language learning, motivation refers to a students' willingness, need, and compulsion to practice and be successful in the learning process. Particularly, Motivation is the students' orientation with regard to the goal of learning a second or foreign language.

4. Learners' Beliefs

a. Definition of Learners' Beliefs

Beliefs mean a deep insight into individuals' inner world. Beliefs also have role as guiding individuals' intentions for play. Beliefs are sections of language learning and about the nature of language learning and teaching. In foreign language learning, learners' beliefs have been emphasized as central to students' advancement (Aini, 2020). In addition, it is also defined that belief as system and socio-cultural value has an important role in produce attitude toward language learning process (As Sabiq et al., 2022).

In the current research, learners' beliefs demonstrated toward WTC which constructs several aspects such as learners' belief about classroom communication and learners' belief about English learning (Peng & Woodrow, 2010).

b. Learners' Belief about Classroom Communication

Learners' can be active in class if the teacher asks learners to role-play. In this case, the teacher is expected to be able to transmit knowledge to students. Learners' beliefs are relatively under-investigated in SLA. Learners' beliefs also called as a culture of learning. By "culture of learning," classroom learning behaviors are a set of expectations, attitudes, values, and beliefs about what constitutes good learning, about how to teach or learn, whether and how to ask questions (Peng & Woodrow, 2010). The culture of learning is valuing respect for and submission to the teacher and avoiding risks in interpersonal communication. Thus, it means the teachers need to understand learners' beliefs if they want to influence learners' attitude and behaviors especially in their willingness to communicate.

c. Learners' Belief about English Learning

Learners' beliefs toward language learning are developed through learner's experience in it and may be effect by the agents of learning such as teachers. Learners' beliefs were one of the initial stages of the whole learning activity. In this case, some beliefs encourage learners to be successful in English learning. The research was adapted from Sakui & Gaies (1999) have been identified validated a learner beliefs questionnaire. The instruments have identified from learners' beliefs about English learning have been analyzed. Then, it found that there were four factors to measure this variable such as: beliefs about a communicative orientation to learning English, traditional orientation to learning English, the quality and sufficiency of classroom instruction, and foreign language aptitude and difficulty (Peng & Woodrow, 2010).

B. Previous Studies

1. The research was conducted in 2021, entitled "*Students' Willingness to Communicate using English: A Survey Study*". This study was written by Ajeng Ayu Rihardini, et al. this research was from PARAMASASTRA. This study aimed to investigated students' perceptions towards WTC in English Classroom. This study focused on students' opinion towards willingness to communicate using EFL in the classroom. Then, the participants of this research were 115 respondents as students of SMK Negeri 10 Malang. It was divided 55 respondents from tenth grade and 60 participants from eleventh grade students. This research conducted quantitative approach. The final result of this study, there were a positive opinion students toward WTC in EFL Classroom (Rihardini et al., 2021) Both their research and this current research was similar used quantitative approach as the research method. Then, both of their research and the present of research was also discussed WTC in EFL Classroom. However, the distinction between both of them was that the current research is focused on the effect of learners' attitude, motivation, and beliefs toward willingness to communicate. Meanwhile, the article research is addressed concern on students' perception toward willingness to communicate in using English classroom activity.
2. The research was written by Siti Hairatul Aini entitled "*The Relationship between Students' Beliefs and Willingness to Communicate to Among Indonesian Senior High School Students in EFL Classroom*" From RETAIN in 2020. This study aimed to investigate whether relationship between students' beliefs and willingness to communicate. This design for this research used quantitative and the participants of this research is 114 tenth grades of government school in Sidoarjo and a private school in Surabaya. Then, to collected the data was used questionnaire. The final result of the study is there was not significant so it means a weak correlation between students' belief and willingness to communicate (Aini, 2020). The similarity between this research and this current research is used

quantitative approach and questionnaire to collect the data. Then, it is same focused on WTC and students' beliefs. Meanwhile, the distinction of this research and this current research is the research focused on the correlation between learner beliefs and WTC but the current research has several aspects that influence toward WTC, namely: students' attitude, motivation, and learners' beliefs.

3. The research was conducted by Jamila Ali Wenis Aomr in 2020, et al. with the title "*Relationship between Willingness to Communicate in English and Classroom Environment among Libyan EFL Learners*". The research published from Universal Journal of Educational Research. This study aimed to find out relationship between WTC and Classroom Environment in English. Then, this study focused in English Language Teaching (ELT on students' attention on the significance of classroom environmental factors in developing learner's WTC. The participants of this research carried out in two hundred and nine Libyan EFL students in the English department at a university in Libya. Then, the method was used descriptive and correlational design. The participants' ages rated between 18 and 25 years old. The result of this study showed that there was a moderate correlation relationship between WTC and the classroom environment. On the other hand, there was any significant correlation between task orientation, students' cohesiveness and WTC in English which was not any correlation relationship regarding teachers' support ($r=.247$) but the positively with students and task that the students ($r=.533$, $p<.01$) and tasks ($r=.405$, $p<.01$) (Aomr et al., 2020). The similarity of this research and the current research was concerned on WTC in EFL classroom and the method used quantitative. Besides that, the distinction between the research and this current research used difference design. The current research used quantitative survey design but the research is used descriptive and correlation design. Then, the aspect that relationship with WTC was perception of classroom environment, and students' level of WTC.

Meanwhile, the current research was to planned the effect of students' attitude, motivations, learners' beliefs, and toward WTC.

4. The other research entitled "*A Qualitative Inquiry into the Factors Influencing EFL Learners' in-class Willingness to Communicate in English*" was written Tutku BASOZ and Ismail Hakku ERTEN in 2019 was published Novitas-ROYAL (Research on Youth and Language). This study aimed to report English as a Foreign Language (EFL) learners' perceptions of the factors influencing their in-class WTC in English. This study used qualitative approach with the collected the data through semi-structured interviews. The participants of this study were 32 EFL learners in the departments of Tourism Guidance and Tourism Management at Balikesir University in Balikesir, Turkey. The result of this study is learners' in-class WTC in English is influenced by a various of factors including classmates, classroom atmosphere, materials, class size, L2 motivation, fear being ridiculed, L2 anxiety, fear of making mistakes, topic interest, topic familiarity, shyness, introversion, vocabulary knowledge, pronunciation, practice, self-perceived communication competence and past communication experience (BAZOS & ERTEN, 2019). The similarity between this research and this current research is that concerned on WTC in EFL Classroom. The distinction of this research used qualitative method and this current research is used quantitative as the research method. Then, the research concerned on EFL learners' perceptions of the factors influencing in- class WTC. Meanwhile, this current research will focus on several aspects such us students' attitude, motivation, learners' beliefs toward WTC in EFL classroom.
5. The research was published in 2018, entitled "*An Investigation of Willingness to Communication in ESL Classroom: A Quantitative Study of Elementary Students in Pakistan*". This study was written by Jan Muhammad Kalya, et al. The research from International Journal of English Linguistics. The study aims to investigated WTC in ESL classroom of elementary students of higher Secondary school. This study concerned on

determined the factors influence the learners' WTC in English classroom. Then, the participants of this research are 300 participant is divided grade, such as 200 learners from six grade, 100 from seven grades, and 100 participants eight grades. The participants were also between 11 years to 15 years ago. This research planned quantitative approach. The result of this study was the factor that influence WTC in classroom is instrumental motivation to be used (Kalyar et al., 2018). Both their research and this current of study was similar using quantitative approach as the research method. However, the distinction between both of them is that the current research is focused on the effect of students' attitude, motivation, and learners' beliefs toward. Meanwhile, the article research only is focused on motivational aspects.

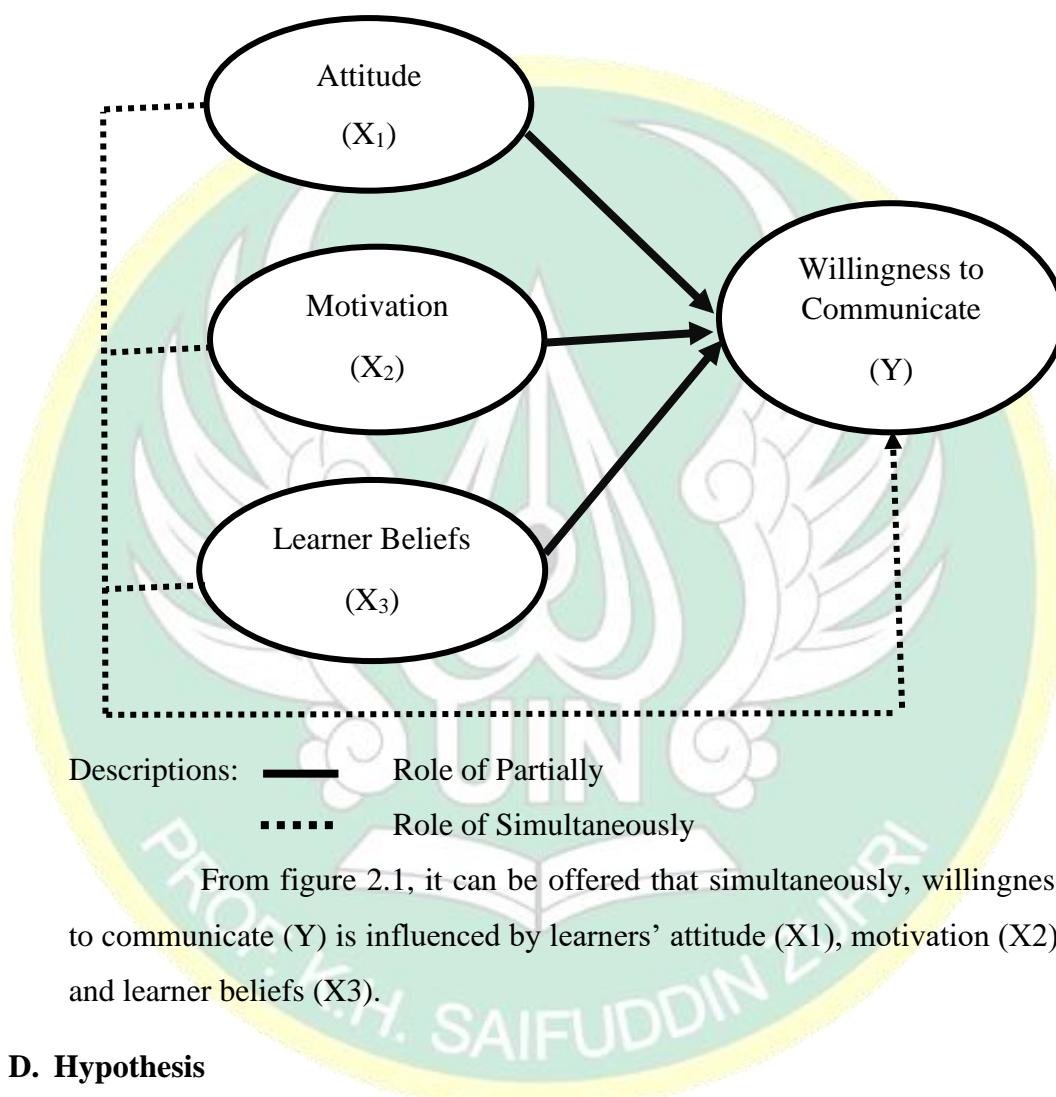
C. Conceptual Framework

A goal of English foreign language (EFL) learning is to facilitate better interaction between EFL learners'. Willingness to communicate has major implications for communicative interaction. WTC model of communication as topic of interest in the research of foreign language learning (FFL) has brought about plenty topics of controversy in the field. It was because, WTC has crucially contributed to engage students' active participation in communciation. WTC model has also two types of factors that influence the students' willingness to speak which was individual difference (learners personality), situational factors concerned on environment and specific situation in which learners are willing to speak with person (Azar & Molavi, 2013).

Rihardini et al., (2021) examined that there were two types factor that influenced the students' WTC, namely linguistic factors (students' vocabulary, grammar, and pronunciation) and non-linguistic factors (motivation, anxiety, social situations, and another factors depend on the students' personality). Hence, it is crucial for the teacher to consider creativity communication using a variety of methods, such as developing question strategies, performing cooperative learning strategies, practicing speak up in

front of the class and reducing classroom anxiety (increasing their motivation and their beliefs to speak up). The following is a description of conceptual framework in a figure.

Figure 1 Conceptual Framework



From figure 2.1, it can be offered that simultaneously, willingness to communicate (Y) is influenced by learners' attitude (X₁), motivation (X₂), and learner beliefs (X₃).

D. Hypothesis

Hypothesis is an assumption about a problem or relationship between two or more variables that must be tested to see if it might be true (Admadi Harsojuwono & Arnata, 2020). The research of hypothesis used in this study was focused with the influence of learners' attitude, motivation, beliefs toward willingness to communicate in EFL Classroom. The hypotheses of this research have been tested:

Ho : There is no any significant influence of learners' attitude, motivation, beliefs toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang.

Ha : There is any significant influence of learners' attitude, motivation, beliefs toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang.



CHAPTER III

METHODOLOGY

A. Research Design

This study categorized the quantitative in nature approach, specifically inferential statistical, and the design used a survey design to investigate some information from the actual condition. This design was suitable for studies that concern on the discovery of the influence of certain variables on other variables. Another reason was that this research aimed to collect the data or information through a distribution questionnaire (Hamzah & Susanti, 2020; Prof. Dr. H. Djaali, 2022; Sarwono, 2006). Therefore, this approach was suitable to determine an issue through numerical data, and the analysis used statistics.

B. Time and Location of the Research

This research conducted on March until May in academic year 2022/2023. Then, the location of the study conducted at SMA Negeri 1 Pagerbarang, Tegal regency. The reason for choosing this school is because this school is one of educational institutions at the upper secondary level which is well known to the wide community for achievements achieved by students, it was also the one of favorite school in Pagerbarang district, and the curriculum applied is well accredited. Another reason is there were teachers that is master graduate. In addition, the location is relatively close to the researcher's residence so that it is not difficulty to reach and more efficient in time and cost. Therefore, this study conducted in this school.

C. Population and Sample of the Research

1. Population

Population is a collecting of data that has the same characteristics and becomes the object of inference (Admadi Harsojuwono & Arnata, 2020). The population of this research was the students of 11th and 12th grade at SMA Negeri 1 Pagerbarang, Tegal regency in the academic year 2022/2023 which divided into sixteen classes that consist two major which contains IPA and IPS. The total number of the learners was 566.

Table 2 List of Participants in XI Grade

Class	Participants		Total
	Female	Male	
XI IPA 1	8	27	35
XI IPA 2	8	27	35
XI IPA 3	8	27	35
XI IPA 4	7	28	35
XI IPS 1	23	12	35
XI IPS 2	22	14	36
XI IPS 3	23	10	33
XI IPS 4	24	12	36
Total	123	157	280

Table 3 List of Participants in XII Grade

Class	Participants		Total
	Female	Male	
XII IPA 1	28	8	36
XII IPA 2	30	6	36
XII IPA 3	26	10	36
XII IPA 4	28	7	35
XII IPS 1	13	22	35
XII IPS 2	16	20	36
XII IPS 3	18	18	36
XII IPS 4	19	17	36
Total	178	108	286

2. Sample

In quantitative research practice, samples were taken from available respondents. A target population was a group of individuals with some common characteristics that could be identified and studied which then the sample was selected to be studied. Sample is a section of the number and characteristics possessed by the population (Admadi Harsojuwono & Arnata, 2020). The sample calculation was calculated with the Slovin formula with a precision level of 10%. It was because the population of this research is

less than 1,000 participants (Pratama, 2017). Slovin formula used when the information about population behavior is not known at all (Salafudin, 2012).

Slovin Formula (Krisyantono, 2006)

$$n = \frac{N}{1 + Ne^2}$$

Description:

- n = Sample size
- N = Population size
- e = Error tolerance limit
- 1 = constant
- N = 566
- e² = 10%

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{566}{1 + 566 (0.1)^2}$$

$$n = \frac{566}{1 + 5.66}$$

$$n = \frac{566}{6.66}$$

$$n = 84.98$$

Based on the above calculations, the number of samples who obtained from population of 566 students with a sampling error of 10% was 84.98 so that it is rounded up to 85 students.

In this study, the sample was chosen by purposive sampling with the selection of several aspects such as the class was actively in speaking skill, engage in discussion, as well as it was advice from the English teacher that this class more active and enjoy in EFL classroom than other class. Thus, considering all the reasons, these classes were accordance to the data source for this study which was focused on willingness to communicate. Therefore, the data was gained much easier.

Table 4 Sample of the Research

Class	Sample		Total
	Female	Male	
XI IPS 2	22	14	36
XI IPS 4	19	10	29
XII IPA 3	10	10	20
Total	51	34	85

D. Variable of the Research

This study, there were two types of variables, namely: independent variable and dependent variable. The independent variable (X) is variable that affected or are the cause of changes or the emergence of dependent variables. While, dependent variable (Y) is variable that are affected due to the existence of independent variables. (Abu Bakar, 2021; Harsojuwono & Arnata, 2020).

The variables consist of:

- a. Students' attitude (X_1)
- b. Students' motivation (X_2)
- c. Learners' beliefs (X_3)
- d. Willingness to communicate (WTC) (Y)

E. Data Collection Techniques

In this current research, the data collection gathered from the questionnaire.

- a. Questionnaire

The instrument to gathered the data was used questionnaire. The questionnaire consisted of items question to collect information from number of respondents (Taniredja & Mustafidah, 2011). The questionnaire was written in Bahasa Indonesia version. It was because to make the respondents easier to do fill the questionnaire. the questionnaire distributed through google form or online form. Further, the type of questions is used close ended question which is the respondents only answer some options to the following rating scale which is rated by using Likert scaled which had 4 subscales measuring. It was because to measure the attitude, motivation,

learners' beliefs and WTC of students. (Hamzah & Susanti, 2020; Riduwan & Sunarto, 2011).

Table 5 Likert Scale Scores

Optional	Alternative Answers and Scores			
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Positive	4	3	2	1
Negative	1	2	3	4

The questionnaire's first part contained demographic questions in order to gain information about the respondents' name, grade, age, and gender. The questionnaire created 40 items which was contained positive statements (34 items) and negative statements (6 items). There were six items (24, 26, 27, 30, 31, 32) that have negative of statements.

This questionnaire was also subdivided 4 constructs such as students' attitude (13 items), students' motivation (12 items), learners' beliefs (7 items), and WTC (8 items). Each of variable classified on several aspects. Those all questionnaires were adapted from sources and being modified by the researcher.

The first variable is students' attitude. The framework of questionnaire adapted from the theory of AMTB (Attitude/ Motivation Test Battery) by Garnder, (2004). The questionnaire constructed three components, i.e., cognitive (4 items), affective (7 items), and behavior (2 items).

Table 6 The Framework of Questionnaires (Students' Attitude)

Variable	Components	Items	No. items
	Cognitive	Studying English helps me communicate in English effectively.	1,2,3,4

EFL Students' Attitude (Adapted from Gardner 2004)		I wish I could speak English fluently.	
		In my opinion, English language is easy to learn.	
		I am confident when with my performance in the English subject.	
	Affective	I enjoy to speak English at class.	5,6,7,8,9, 10,11
		I like pleasure in doing assignments for English speaking subject.	
		I like to give opinions during English lessons.	
		I enjoy the activities of our spoken using English in the class more than those of my other classes.	
		I have a strong desire to speak English.	
		I feel confident when to deliver my opinion in using English.	
		I feel enthusiastic to come to class when the English is being thought.	
Behavior	I pay much attention when my English teacher is explaining the lesson.	12,13	

		I active speak English in English subject.	
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The second variable is students' motivation. This questionnaire adapted from Zoltan Dornyei 2006. It was constructed three aspects, i.e., ideal L2 self (4 items), ought-to L2 self (4 items), and English learning experience (4 items).

Table 7 The Framework of Questionnaires (Students' Motivation)

Variable	Aspects	Items	No Items	
Students' Motivation (The L2 Motivational Self System Adapted from Dornyei, 2006)	Ideal L2 Self	I can imagine myself speaking English as if I were a native speaker of English.	14,15,16,17	
		I can imagine myself speaking English with international friends.		
		Whenever I think of my future career, I imagine myself using English.		
	Ought-to L2 Self	I can imagine myself participating in a debate in English		18,19,20,21
		Speaking English is important to me in order to gain the approval of my peers/teachers/family.		
		I study English because close friends of mine think it is important.		

		I would like to feel easy in speaking English.	
		Speaking English is important to me because other people will respect me more if I have the knowledge of English.	
	Learning Experience	I really enjoy speaking English.	22,23,24,25
		I like the atmosphere of my English classes.	
		I nervous when my teacher asked me a question.	
		My Classmates in my English class help me speak English better.	

The third variable is learners' beliefs. This questionnaire adapted from Peng and Woodrow 2010. It will be constructed two aspects, i.e., learners' beliefs about classroom communication (4 items) and learner beliefs about English Learning (3 items).

Table 8 The Framework of Questionnaires (Learners' Beliefs)

Variable	Components	Items	No. Items
	Learners' beliefs about classroom communication	The student who always speaks up in class will be loathed by other classmates.	26,27,28,29
		The student who always speaks up in class is showing off his/her English proficiency.	

Learners' Beliefs (adapted Peng & Woodrow 2010)		Students should speak up without being invited by the teacher.	
		I learn by participating in communication activities in class.	
Learner beliefs about English Learning		To understand English, it must be translated into Indonesian.	30,31,32
		Learning English is mostly a matter of learning grammar rules.	
		In English classes, I prefer to have my teacher provide explanations in Indonesian.	

The Y variable is WTC. The questionnaire adapted from the theory related to the variable. The questionnaire of willingness to communicate were in meaning-focused activities (WTCMFACT) (6 items) and in form-focused activities (WTCFFACT) (4 items) in which adapted from the previous study of Peng & Woodrow 2010 which adapted from weaver 2005. It was measuring inside the classroom. Therefore, it was suitable to measure of WTC in EFL classroom for this research. The following table served more detail framework of questionnaire items of WTC.

Table 9 The Framework of questionnaires (WTC)

Variable	Aspects	Items	No. Items
	In Meaning focused activities	I am willing to do a role-play standing in front of the class in English (e.g.,	33,34,35,36,37

<p>Willingness to Communicate (WTC) (adapted from Peng & Woodrow 2010)</p>		ordering food in a restaurant).	
		I am willing to give a short self-introduction without notes in English to the class.	
		I am willing to translate a spoken utterance from Indonesian into English in my group.	
		I am willing to ask the teacher in English to repeat what he/she just said in English because I didn't understand.	
		I am willing to do a role-play in English at my desk, with my peer (e.g., ordering food in a restaurant).	
	In form-focused activities	I am willing to ask my peer sitting next to me in English the	38,39,40

		meaning of an English word.	
		I am willing to ask my group mates in English how to pronounce a word in English.	
		I am willing to ask my peer sitting next to me in English how to say an English phrase to express the thoughts in my mind.	

F. Validity and Reliability

1. Validity

To verify the validity of the questionnaire items, this research used expert judgment and calculated validity used SPSS 26.00. The questionnaire was helped by a specialist, a psychologist that chosen from the lecturer of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Then, the questionnaire which had been analyzed, was revised based on suggestions and comment. Finally, the comment was taken into consideration and she suggested that the items of questionnaire were valid and reliable to inspect the research.

After justifying the validity with expert judgment, the questionnaire was distributed through an online form. Then, the point of the items in the questions in defining variable was decided by validity test. Validity is a measure that shows the level of validity of an instrument. An instrument was valid if it was able to measure what was desired (Prof. Dr. H. Djaali, 2022).

The criteria of the validity instrument:

1. If r-obtain is higher than r-table ($r_o > r_t$) then the instrument item is *valid*.
2. If r-obtain is lower than r-table ($r_o < r_t$) then the instrument is *invalid* and not used in research.

To find out the items were valid or not, validity test should be compared with r-table. In this research, the value of r-table for the number of respondents was 85 (N=85) with a level significance 5%. Therefore, the value of r-table was 0.213. The result of validity test that have been calculated IBM SPSS 26.00 version could be seen on the table below:

Table 10 The result of Validity

Variable	No.	r Obtain	r Table	Description
Attitude (X1)	1	0.433	0.213	Valid
	2	0.640	0.213	Valid
	3	0.622	0.213	Valid
	4	0.579	0.213	Valid
	5	0.711	0.213	Valid
	6	0.755	0.213	Valid
	7	0.609	0.213	Valid
	8	0.574	0.213	Valid
	9	0.658	0.213	Valid
	10	0.756	0.213	Valid
	11	0.637	0.213	Valid
	12	0.712	0.213	Valid
	13	0.686	0.213	Valid
Motivation (X2)	14	0.655	0.213	Valid
	15	0.730	0.213	Valid
	16	0.700	0.213	Valid
	17	0.664	0.213	Valid
	18	0.426	0.213	Valid
	19	0.518	0.213	Valid
	20	0.645	0.213	Valid
	21	0.594	0.213	Valid
	22	0.494	0.213	Valid

	23	0.584	0.213	Valid
	24	0.253	0.213	Valid
	25	0.458	0.213	Valid
Learners Beliefs (X3)	26	0.652	0.213	Valid
	27	0.661	0.213	Valid
	28	0.586	0.213	Valid
	29	0.624	0.213	Valid
	30	0.519	0.213	Valid
	31	0.752	0.213	Valid
	32	0.486	0.213	Valid
	WTC (Y)	33	0.689	0.213
34		0.452	0.213	Valid
35		0.626	0.213	Valid
36		0.543	0.213	Valid
37		0.717	0.213	Valid
38		0.610	0.213	Valid
39		0.632	0.213	Valid
40		0.597	0.213	Valid

2. Reliability

Reliability indicates the extent to which a measuring instrument can be trusted or relied upon (Admadi Harsojuwono & Arnata, 2020). Therefore, reliability has to do with the accuracy of measurement. It means the kind of accuracy was reflected in obtaining similar results when the measurement was repeated on a different or by different person. In this case, the reliability is used for the Alpha Cronbach test. If the value is > 0.70 the questionnaire is reliable (sufficient reliable) (Hamzah & Susanti, 2020). To measure reliability test that have been helped by the IBM SPSS 26.00 version. It could be seen on the table below:

Table 11 Testing of Reliability

Variable	Cronbach's Alpha		Description
Attitude	0.879	0.70	Reliable
Motivation	0.799		Reliable

Learner Beliefs	0.715		Reliable
WTC	0.758		Reliable

G. Data Analysis

In this research, the data of analysis used inferential statistical and the effect of analysis was calculated with SPSS software version 26.0.

1. Classical Assumption Test

a. Normality Test

The normality test could be assessed through looking at the frequency histogram or the normal probability output result of a computer program. The purpose of normality test is used to investigate whether the data was normally distributed or not. In this study, the normality test used the Kolmogorv-Smirnov test which was calculated using SPSS 26 version. The data was showed to be normal distribution if the value of significance > 0.05 (Ma'sumah, 2019).

b. Multicollinearity Test.

Multicollinearity test intents to know whether there is or not high correlation between independent variables in a model multiple linear regression. To detect whether there is multicollinearity, it was by see the tolerance and VIF value. If the smaller tolerance value, the closer to the occurrence of multicollinearity. If tolerance > 0.10 and VIF < 10 it means nothing happens multicollinearity (Ma'sumah, 2019).

c. Heteroscedasticity Test

Heteroscedasticity test is a condition where there is an inequality of variance from the residuals in the regression model. Basic of decision making on the heteroscedasticity test, i.e., if the points of the data were spread above and below or around the number 0. The points did not only gather above or below. Then, the spread of points the data did not form a wavy pattern, widens, narrows, and widens again. The spread of data points

is not patterned. It means there was not happened heteroscedasticity (Ma'sumah, 2019).

2. Multiple Linear Regression Analysis

Multiple linear regression is an analysis technique that used to examine the relationship or influence of two or more independent variables with one dependent variable (Hamzah & Susanti, 2020). This analysis is used to examine the effect of an independent variable on the dependent variable. In this research, from the research question above, the data analysis could be detailed through the assume of hypothesis which was conducted hypothesis test through T-test, F-test, and coefficient determination (Ma'sumah, 2019).

$$Y' = \alpha + b_1X_1 + b_2X_2 + b_3X_3$$

Description:

α	= Constant
$b_1-b_2-b_3$	= Multiple Regression Coefficient
X_1	= Attitude
X_2	= Motivation
X_3	= Beliefs

3. Hypothesis Test

a. T-Test

T test or partial test is defined as the test that have been aimed to determine the level of influence of the independent variable on the dependent variable which tested each independent variable exist in partial research with the independent variable. The criteria of t-test could be explained if the value of Sig. < 0.05, or t-count > t-table, it means there were a significant influence between independent variable (X) toward dependent variable (Y). On the other hand, if the value of Sig. > 0.05, or t-count < t-table, it means there not significant influence between independent variable (X) toward dependent variable (Ma'sumah, 2019).

b. F-Test

F-test is a test conducted with the aimed to know the variables examined explain the phenomenon with the level of feasibility which was proven through the F-Test. Then, to know the result f-test have been carried out by comparing ANOVA (Analysis of Variance with Mean Square of Regression and Residual. The criteria f-test was If the value of F-count $>$ F-table or Sig. $<$ 0.05. It indicated there was influence simultaneously between independent variable (X) toward dependent variable (Y). If the value of F-count $>$ F-table or Sig. $>$ 0.05. It indicated there was not influence simultaneously between independent variable (X) toward dependent variable (Y) (Ma'sumah, 2019).

c. Coefficient Determination

The coefficient of determination purposed to determine how big the independent variable contributed to the dependent variable. It also used to measure how far ability models in explaining the variation of variables depends. The value of the coefficient of determination is between 0 or 1. If the value close 1, it means there were strong relationship between variable (Nateon et al., 2018).

CHAPTER IV

LEARNERS' ATTITUDE, MOTIVATION, AND BELIEFS IN INFLUENCING WTC

In this stage, the research presented the findings and discussion of this research on the effect of learners' attitude, motivation, and beliefs toward willingness to communicate in EFL classroom. The finding and discussion presented have passed from the data analysis. Then, the aim of this research to know the effect of learners' attitude, motivation, and beliefs toward willingness to communicate in EFL Classroom. Here, the researcher presented the findings that the study has been carried out at SMAN 1 Pagerbarang, Tegal Regency. The population of this research consisted of class 11th and 12th (IPA, IPS) at SMAN 1 Pagerbarang. Then sample is calculated by slovin formula that obtained 85 students as respondents. the technique of sample used purposive sample, it refers to collected the information from the classes that have more active and enjoy in EFL classroom than other class. All the respondents took in the survey questionnaire with distributed from Google Forms.

This research used 40 questionnaires about students' attitude, motivation, learner beliefs, and WTC was adapted Gardner (2004), Dornyei (2006), and Peng & Woodrow (2010). The questionnaire was contained positive statements (34 items) and negative statements (6 items). It used close-ended questions which used a Likert scale with the scale of statement positive was Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (Sd) = 1. Then, the scale of Strongly Disagree (SD) = 4, Disagree (D) = 3, Agree (A) = 2, Strongly Agree (SA) = 1, it was used statements of negative. Then, the findings and discussion were analyzed below:

A. The Characteristics of Respondents

1. Gender Respondents

Based on gender, the respondents in this research could be obtained with the following data below:

Table 12 Gender Respondents

No	Gender	Total	Percentage
1.	Male	34	40%
2.	Female	51	60%
Total		85	100%

Based on the table above, the classification gender respondents on this research showed that the total of gender male respondent was 34 (40%) and the total female 51 (60%). Hence, in this case respondents were dominated by female with a total 51 (60%).

2. Age Respondents

According to the age, the respondents in this research could be obtained with the following data below:

Table 13 Age Distribution of the Respondents

No	Age	Total	Percentage
1.	15-16	30	35%
2.	17-18	48	57%
3.	>18	7	8%
Total		85	100%

According to the table above, it presented that 35% of the respondents for the research fell into the age classification of 15-16 years old, 57% of the total respondents into the age category 17-18 years old, and 8% of respondents from the age category >18 years old. Therefore, the data proved that majority of respondents were in the age range of 17-18 years old with the total of 48 (57%) students from SMAN 1 Pagerbarang.

3. The Criteria respondent of Class

Based on the criteria respondent of class, the respondents in this research could be obtained with the following data below:

Table 14 The Criteria Respondent of Class

No.	Class	Total	Percentage
1.	XI IPS	65	76%
2.	XII IPA	20	24%
Total		85	100%

As seen on the table above, the majority of the 65 (76%) students as respondents from 11th IPS grade. Meanwhile, 20 (24%) from 12th IPA grade that included respondents for this research.

B. Preliminary Analysis

1. Normality Test

The purpose of normality test was to calculated the data which means the residual is normal or no. It was used Kolmogrog-Smirnov.

The table on below presented the value of normality test.

Table 15 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		85
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.24177265
Most Extreme Differences	Absolute	.056
	Positive	.056
	Negative	-.038
Test Statistic		.056
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The data above presented the significant value (Asymp. Sig 2-tailed) of normality test was 0.200. it was indicated >0.05 which was mean the residual was normal.

2. Multicollinearity Test

This test aimed to detected whether there is or not multicollinearity. It can be seen with the value of tolerance and VIF. The criteria of this test was if tolerance value > 0.10 and $VIF < 10$, it means nothing happens multicollinearity (Ma'sumah, 2019). The table below presented the multicollinearity test:

Table 16 Multicollinearity Test

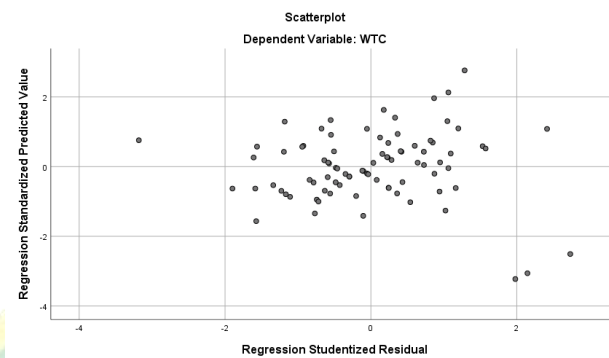
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.968	3.015		1.979	.051		
	ATTITUDE	.375	.087	.570	4.333	.000	.468	2.136
	MOTIVATION	.006	.094	.009	.065	.948	.461	2.171
	LEARNERS' BELIEF	.186	.104	.162	1.780	.079	.976	1.025

a. Dependent Variable: WTC

The table indicated that the value tolerance of Attitude variable was $0.468 > 0.10$ and $VIF 2.136 < 10$. Therefore, it means there is no multicollinearity on attitude variable. Then, the value tolerance of motivation variable was 0.461 which that value was > 0.10 and $VIF 2.171 < 10$. It can be inferred that there is nothing happens multicollinearity. Next, the value tolerance of learner beliefs was $0.976 > 0.10$ and the value of VIF was $1.025 < 10$. It was indicated there is no multicollinearity on learner beliefs variable.

3. Heteroscedasticity Test

Figure 2 Heteroscedasticity Test



In summary, Fig. 4.1 depicts that the points of the data were spread above and below or around the number 0. The points did not only gather above or below. Then, the spread of data points is not patterned. The spread of points the data did not shape a wavy pattern, widens, narrows, and widens again. Thus, it can be inferred that there was no heteroscedasticity.

C. Multiple Linear Regression Analysis

Multiple linear regression purposed to analyze the relationship and how big influence between independent variable the dependent variable. In this research, multiple linear regression aimed to gather the data how big influence attitude, motivation, learners' beliefs toward willingness to communicate (Hamzah & Susanti, 2020).

$$Y' = \alpha + b_1X_1 + b_2X_2 + b_3X_3$$

Description:

α = Constant

b_1 - b_2 - b_3 = Multiple Regression Coefficient

X_1 = Students' attitude

X_2 = Motivation

X_3 = Learners' Beliefs

Table 17 The result of Multiple Linear Regression

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.968	3.015		1.979	.051
	ATTITUDE	.375	.087	.570	4.333	.000
	MOTIVATION	.006	.094	.009	.065	.948
	LEARNERS' BELIEF	.186	.104	.162	1.780	.079

a. Dependent Variable: WTC

From the table above presented as follows:

$$Y' = \alpha + b_1X_1 + b_2X_2 + b_3X_3$$

$$= 5.968 + 0.375X_1 + 0.006X_2 + 0.186X_3$$

a. Constanta (α) = 5.968

It was indicated that if the attitude (X1), motivation (X2), and beliefs (X3) have the value 0, so that the value of WTC (Y) has value of positive was obtained 5.968.

b. Coefficient (b1) = 0.375

It was indicated that if the coefficient value of attitude (X1) variable is positive toward WTC. Thus, each attitude has increased by 1 score, it means that WTC has increased by 0.375.

c. Coefficient (b2) = 0.006

It was indicated that if the coefficient value of motivation (X2) variable is positive toward WTC. Thus, each motivation has increased by 1 score, it means that WTC has increased by 0.006.

d. Coefficient (b3) = 0.186

It was indicated that if the coefficient value of learner beliefs (X3) variable is positive toward WTC. Thus, each learner beliefs have increased by 1 score, it means that WTC has increased by 0.186.

D. Hypothesis Testing

a. T test

T test aimed to determine the effect of independent variables specifically in explaining the dependent variable.

The criteria of T test can be explained below: (Ma'sumah, 2019)

1. If the value of Sig. < 0.05, or t-count > t-table, the Ho is rejected and Ha is accepted.
2. If the value of Sig. > 0.05, or t-count < t-table, the Ho is accepted and Ha is rejected.

$$\begin{aligned}
 \text{T-table} &= (\alpha/2 ; n-k-1) \\
 &= (0.05/2 ; 85-3-1) \\
 &= 0.025 ; 81 \\
 &= 1.990
 \end{aligned}$$

Descriptions:

α = the value of probability (0.05)

n= the total of sample

k= the total of independent variables

Based on the table 17 above, it can be inferred that:

1. The value of attitude variable (X1) toward WTC (Y) was obtained 0.000. It means $0.000 < 0.05$. Meanwhile, the value of t-count attitude variable toward WTC (Y) was $4.333 > 1.990$ (t-table). Therefore, partially, there was positive and any significant influence on students' attitude toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang.
2. The value of motivation variable (X2) toward WTC (Y) was obtained 0.948. It means $0.948 > 0.05$. Then, the value of t-count was obtained $0.065 < 1.990$ (t-table). Therefore, it can be argued that there was no significant influence on students' motivation toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang.
3. The value of learner beliefs (X3) toward WTC (Y) was obtained 0.079 which was $0.079 > 0.05$. Then, the value of t-count was obtained $1.780 < 1.990$ (t-table). Thus, it can be said that there was no significant

influence on learners' beliefs toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang.

b. F Test (Simultaneous Test)

This test aimed to know the effect of independent variables toward the dependent variable simultaneously. This test was carried out by comparing the value of F-count with the value of F-table.

The criteria F test can be explained on below: (Ma'sumah, 2019)

1. If the value of F-count $>$ F-table or Sig. $<$ 0.05. It indicated there was influence simultaneously between independent variable (X) toward dependent variable (Y). Thus, Ha is accepted and Ho is rejected.
2. If the value of F-count $>$ F-table or Sig. $>$ 0.05. It indicated there was not influence simultaneously between independent variable (X) toward dependent variable (Y). Therefore, Ha is rejected and Ho is accepted.

$$\begin{aligned} \text{F-table} &= \alpha ; (k; n-k-1) \\ &= 0.05 ; (3 ; 85 - 3 - 1) \\ &= 0.05 ; (3 ; 81) \\ &= 2.72 \end{aligned}$$

Table 18 F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	460.931	3	153.644	14.098	.000 ^b
	Residual	882.764	81	10.898		
	Total	1343.694	84			
a. Dependent Variable: WTC						
b. Predictors: (Constant), Learners' Beliefs, Attitude, Motivation						

Based on the table above, it showed that the value of F-count 14.098 $>$ 2.72 (F-table) and the value of Sig. 0.000 $<$ 0.05. thus, it can be inferred that simultaneously, there was any significant influence of attitude (X1) variable, motivation (X2), and beliefs (X3) toward willingness to communicate (Y).

c. Coefficient of Determination Test (R^2)

In this research, the coefficient of determination aimed to determine how big the independent variable contributed to the dependent variable.

Table 19 Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586 ^a	.343	.319	3.301
a. Predictors: (Constant), Learners' Belief, Attitude, Motivation				
b. Dependent Variable: WTC				

The data on the table presented that the value of R was obtained 0.586 and the value of R^2 (R Square) was obtained 0.343. Thus, it showed there was strong correlation between the variables of learners' attitude (X1), motivation (X2), beliefs (X3), WTC (Y) because of the value R (0.586) was close to 1. Then, there was an influence of learners' attitude (X1), motivation (X2), and beliefs (X3) with the total of 34,3% toward willingness to communicate (Y) in EFL Classroom at SMAN 1 Pagerbarang. Meanwhile, the remaining (100% - 34.3% = 65.7%) is influenced by other factors that is not written in this study.

E. Result

Based on the steps of data analysis applied in the research result. It was gained a clear description of this study. In this part of the research, the final research is explained with the following below:

1. The Effect of Students' Attitude toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang.

From the result of coefficients in this research indicated that the significance of value was 0.000 which that value is < 0.05 ($0.000 < 0.05$). Then, t-count was obtained value was 4.333 higher t- table 1.990 (t-count $4.333 > 1.990$ (t-table)). In could be concluded, there was positive and any influence of students' attitude toward willingness to communicate in EFL

classroom at SMAN 1 Pagerbarang. It was supported by Knell & Chi (2012) research findings that the attitude have moderate to strongly towards perceived communication competence. In addition, strong relationship was also found by Gardner (1985). As it explained that the attitude students held toward learning language process were strongly influence the amount effort that the students were willing to take language learning.

Having positive attitude was also contributed to reach success of language learning which was the students have enjoy and actively in language learning process particularly in speaking skill or communicating using English in classroom (Lubis, 2015; Zulfikar et al., 2022). In this current study examined that their actions represent that it had significant influenced toward willingness to communicate. All sub components of attitude such as cognitive, affective, and behavior had high contribution in shape the language learning process. It produced the individual to provide communication confidence in the foreign language classes so that the students could be active engagement, cultivate their critical thinking, enhance emotional learning, and got benefits from cognitive practice effects in language learning process, especially speaking in front of the class. In summary, from this research, learners' attitude has significant effect in students' willingness to communicate in EFL classroom.

2. The Effect of Students' Motivation toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang.

Based on the findings, this section does not significant influence of students' motivation toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang, Tegal Regency. It was the value of Sig 0.948 higher than > 0.05 , and also the value of t-count was obtained $0.065 < 1.990$ (t-table). As the value for both scores, so it clearly presented no significant effect on motivation toward willingness to communicate of the participants. It was also supported by Öz et al., (2015) reported that there was no significant direct path from motivation to WTC.

The result contradicts the previous studies which found that students' in-class WTC in English is influenced by a several factors especially in motivation variable (BAZOS & ERTEN, 2019; Kalyar et al., 2018; Peng & Woodrow, 2010). The possible reason for it could be that this research was only used small scale. In addition, with regard the result can be seen in the appendix that some items mean score close to 3.00, which pointed low motivation in relation to the corresponding items. In Ideal L2 Self, which item number 17, "I can imagine myself participating in a debate in English", for example, the score mean was obtained 2.55, which was the only one with the score below 3.00 in the category. Then, in ought-to L2 Self category, which almost items were obtained 2.00, and the only one the value above 2.00 which was 3.38. Moreover, in learning experience categorized all the score statements was obtained average with the score of 2.00. Therefore, it can be implied that the students had difficulty imagine to able communication the way native speaker do as a possible future self in picturing.

Meanwhile, motivation is related how hard people to achieve the goal (Dornyei, 2001). In English language learning, motivation is needed to achieve their learning achievement. It was also supported by Dwinalida & Setiaji (2022) that motivation and learning achievement have a significant correlation in English learning. Motivation also has a crucial role to dedicate some efforts in order to achieve communication competence. With the proper motivation, the students do their efforts to willingness to communicate. It was strongly explained that motivation is crucial influence on learners' WTC (Altiner, 2018). Thus, this school students need to improve their motivation in order to increase their lower level of willingness to communicate in EFL classroom.

3. The Effect of Learners' Beliefs toward Willingness to Communicate EFL Classroom at SMAN 1 Pagerbarang.

The data gathered through the multiple linear regression analysis of the questionnaire items related to two aspects of learners' belief, namely learner beliefs about classroom communication and learners' belief about English learning. From the data analysis presented that the result showed that Sig. was obtained 0.079 higher than alpha value was 0.05. then, the value of t-count was obtained $1.780 < 1.990$ (t-table). Thus, it could be inferred that there was no significant influence of learners' belief toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang, Tegal Regency, and this result was consistent with previous findings by Aini (2020) showed that there was not significant correlation between students' beliefs and willingness to communicate in senior high school students in EFL classroom. This study presented that the mean score items of learners' belief and willingness to communicate had medium and low level. It means that the respondents still quite willing to speak in English. They did have weak belief of language learning which influence their confidence and willingness to communicate in EFL classroom. In addition, in the Chinese context, previous EFL WTC studies, which was carried out by Peng & Woodrow (2010) found that in the Chinese EFL students classroom presented that having medium influence of learner beliefs toward willingness to communicate in class. The participants of previous their research was large scale was involved 330 university students, and in this research had limited scale as respondents which was 85 students.

This present study, the average score of classroom communication component ranged from 1.92 to 2.11 (appendix 5) which mean categorized low level. it presented that the students felt not confident to answer and to help their classmates to answer the question in English. They were also felt not quite satisfied to participate and present their perception in EFL classroom. Then, the item number 28, "student should speak up without being invited by the teacher" which mean score obtained 1.92, which

pointed low their beliefs in willingness to speak in class. It implied. the students afraid of making mistakes in their speaking class.

Furthermore, the students examined a quite medium level in their beliefs to willing speak English in English learning. The mean score of learners' belief in willingness to communicate for learning English was 2.68 to 3.26. the students need to translate into Indonesia version. They tended translate into Bahasa Indonesia to understand in English. Then, they also quite agreed that learning English is mostly about translation and grammar structure. Hence, the mean value of two components of learners' beliefs which were belief about classroom communication and English learning difficulty present significant influence on WTC. These consider that the respondents do not perceive high belief of language learning which effect in their communication confidence.

4. The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang.

The final result of multiple linear regression through SPSS 26.00 version was confirmed by ANOVA, it showed that H_0 is rejected. Therefore, simultaneously, it can be seen that there was any significant influence of attitude, motivation, learner beliefs toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang, Tegal Regency which was the value of the value of F-count $14.098 > 2.72$ (F-table) and the value of Sig. $0.000 < 0.05$. This study addressed that all the variables (attitude, motivation, beliefs) have significant effect toward willingness to communicate. So far, WTC has taken the opportunity to integrate psychological, linguistic, educational, and communicative. Specifically, individual factors (anxiety, motivation, attitude, interpersonal attraction) can be emphasizes communication in the language learning process (MacIntyre, 2007). Thus, it pointed out that psychological aspects specifically in this variable research (attitude, motivation, and beliefs) have

a crucial role to influence the communicative competence during learning process in EFL Classroom.

F. Discussion

From the data analysis that had be done, the purpose of this research is to determine whether there were or not any significant influence of students' attitude, motivation, and beliefs toward willingness to communicate in EFL classroom at SMAN 1 Pagerbarang, Tegal Regency. The data obtained were calculated by SPSS 26.00 program with the T-test, F-test, and coefficient determination. In this sub-section provided the discussion regarding the influence of students' attitude, motivation, and beliefs toward willingness to communicate in EFL classroom.

1. The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate

Based on the result of T-test, it could be seen that there was a positive and significant influence of students' attitude toward willingness to communicate in EFL classroom. These significant results were in line with examined by Knell & Chi (2012). The study was in Chinese EFL context students indicated that the attitude ranged from moderate to strongly toward willingness to communicate. According to Garnder (1985), students' attitude towards language learning process strongly affect the amount of effort students have to take part into language learning. Zainol Abidin et al. (2012) reported that attitude is considered as crucial component in language learning. A positive attitude on language learning could be shaping students to engage, enjoy, and participate actively in language learning process. Therefore, attitudes have a significant influence on how the individual approach communication in the EFL classroom.

Meanwhile, partially, students' motivation and learner beliefs have no significant influence toward willingness to communicate in the EFL classroom. Further examination of weak influence motivation toward WTC, this finding is consistent with the result of studies conducted with EFL learners in Turkish context (Öz et al., 2015). It showed that there was no significant influence between motivation and WTC. It was because, the

students had limited opportunities to use English as communication in daily life. This statement was also supported by Baghaei (2012) explained that the school that used English as foreign language as communication, so the students had limited communication with native speaker, so that the students had weak motivation to improve their English language. In this case, the respondents for this present research have weak influence motivation toward their willingness to communicate in using English. It was because this present study investigated in the school that context English as foreign language (FL), which meant the students had few chances of communicating with native speakers.

No significant influence was also found between learner beliefs toward WTC in EFL classroom. It was strong same from the previous study by Aini (2020) which examined Indonesian senior high school students, there was no significant correlation between learners' beliefs and willingness to communicate in the EFL classroom. Based on the same result, it could be concluded that in Indonesian context, especially in senior high school, the students quite perceive their beliefs in language learning, particularly in their willingness to communicate in English as a foreign language that they learn at school.

On the study by Peng & Woodrow (2010) in Chinese EFL classroom context, the participants were students in college presented showed that learner beliefs and motivation had an effect on willingness to communicate. Indirectly, motivational influences toward WTC through confidence and beliefs had a medium or weak influence toward WTC. In this research, learner beliefs were no significance influence toward in EFL WTC model. It was because in Javanese culture, individuals (students) tend not to like to keep a low profile. It was possible that, in under this cultural influence, students believed that if they spoke or talked frequently in the class, they would be hated by other students or they get critics as showing off, and *sok Inggris*. Therefore, individual may feel anxiety before or during speaking English. Thus, under culturally evoked beliefs can have a controlling

influence on students' self confidence in certain classroom EFL learning environments.

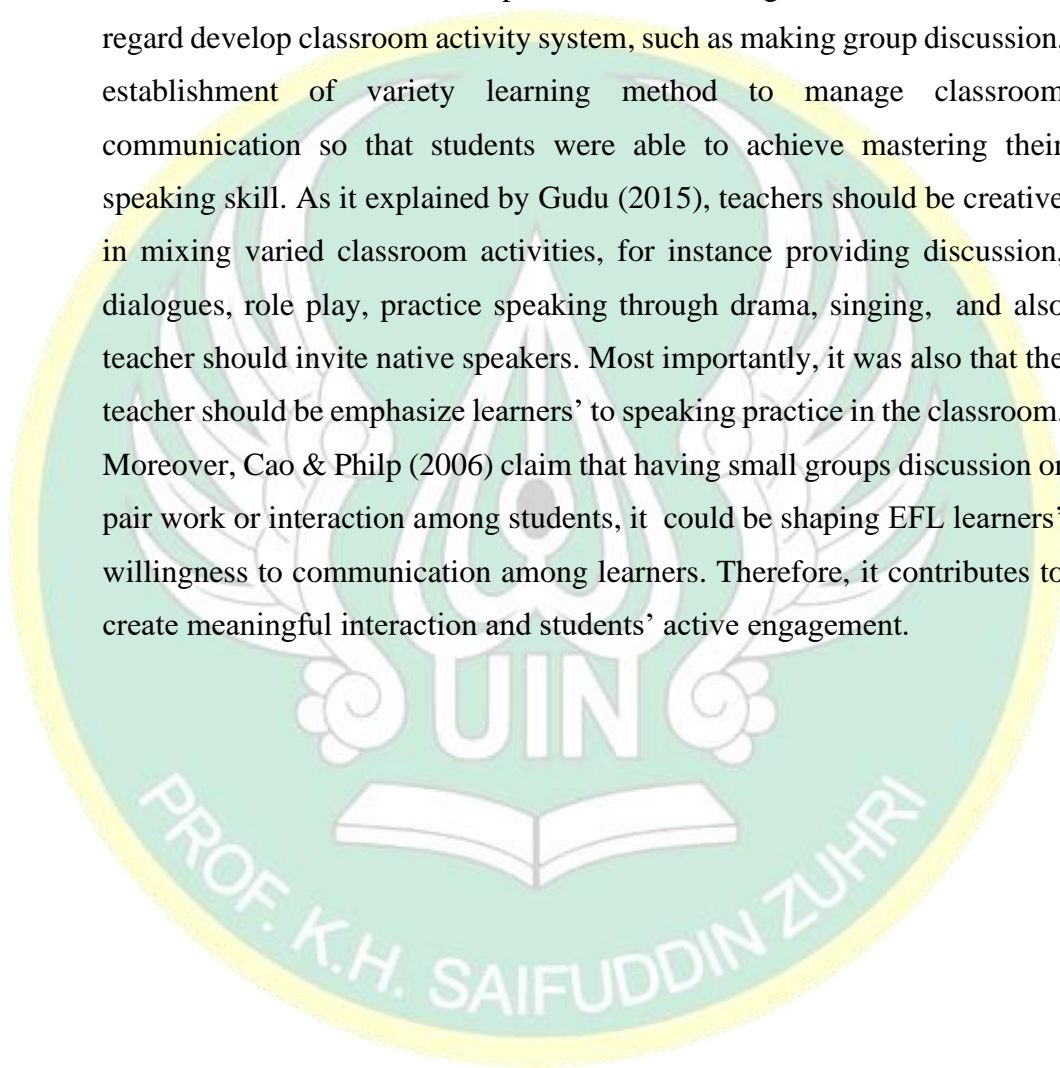
On the other hand, F-test suggested that the effects of all variables (attitude, motivation, and beliefs) on WTC were simultaneously strong. It means that psychological factors play an important role in building EFL students' WTC. By having positive attitude, motivation, and beliefs, the students could be supported to improve WTC. Rihardini et al. (2021) examined that there were two types factors that influenced the students' WTC, namely linguistic factors (students' vocabulary, grammar, and pronunciation) and non-linguistic factors (motivation, anxiety, social situations, and other factors depend on the students' personality). Therefore, willingness to communicate were influenced by some aspects, such as attitude, motivation, and beliefs. On the result of testing the coefficient of determination (R^2) was 0.343. It showed that the presentation of the influence of attitude, motivation and beliefs variables on WTC was 34.3%, while the rest was amount 65.7% influenced by other variables outside of this research.

2. Pedagogical Instruction

This research has variety instructions and develop in classroom activity for teacher language. Hence, most importantly how should educators covered during the teach speaking class pay more attention their attitude, motivation, and beliefs, especially in EFL classroom due to English is a global language to communication with people in in the world. Having positive attitude, fostering motivation and their beliefs, the students will be have desire in communication to learn both inside and outside in the classroom activity. This suggest supported by Peng (2006) explained that The final goal of teaching and learning language should covered interpersonal and international communication at all levels. Yashima et al. (2004) established that to reach EFL learning is provide better communication and understanding among students who come from

different cultural. Therefore, to increase students' WTC using English, EFL educators can guide students to have positive and realistic expectations of their performance and achievement. In addition, the teachers can encourage the students to understand that WTC is important factor to determine their success in English as Foreign language.

The latter, the other implications is that English teacher should be regard develop classroom activity system, such as making group discussion, establishment of variety learning method to manage classroom communication so that students were able to achieve mastering their speaking skill. As it explained by Gudu (2015), teachers should be creative in mixing varied classroom activities, for instance providing discussion, dialogues, role play, practice speaking through drama, singing, and also teacher should invite native speakers. Most importantly, it was also that the teacher should be emphasize learners' to speaking practice in the classroom. Moreover, Cao & Philp (2006) claim that having small groups discussion or pair work or interaction among students, it could be shaping EFL learners' willingness to communication among learners. Therefore, it contributes to create meaningful interaction and students' active engagement.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of this study, this stage reports on conclusion, limitation of study, and suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, it concluded that partially, there was a positive and significant influence on learners' attitude toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang. It showed the value of Sig. Attitude toward WTC was obtained $0.000 < 0.05$, and the value of t-count $4.333 > 1.990$ (t-table). Meanwhile, there was no significant influence of students' motivation toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang. It presented that the value of Sig. obtained $0.948 > 0.05$, and also the value of t-count $0.065 < 1.990$ (t-table). Then, the result of this study showed that there was no significant influence of learner beliefs toward willingness to communicate in EFL Classroom at SMAN 1 Pagerbarang. It indicated that the value of Sig. obtained $0.079 > 0.05$. Then, the value of t-count obtained $1.780 < 1.990$ (t-table).

The final result of calculated data from multiple linear regression showed that simultaneously, there were any significant influence of attitude, motivation, and learner beliefs toward willingness to communicate at SMAN 1 Pagerbarang. It presented that the value of $14.098 > 2.72$ (F-table) and the value of Sig. $0.000 < 0.05$. Therefore, it indicated that H_a is accepted. In addition, the value of R on coefficient determination test was obtained 0.586 and the value of R^2 (R Square) was obtained 0.343. Thus, it showed there was a strong correlation between the variables of learners' attitude (X1), motivation (X2), beliefs (X3), WTC (Y). Then, there was an influence of learners' attitude (X1), motivation (X2), and beliefs (X3) with a total of 34,3% toward willingness to communicate (Y) in EFL Classroom at SMAN 1 Pagerbarang. Meanwhile, the remaining 65.7% is influenced by other factor variables that were not covered in this study.

B. Limitation of Study

The researcher realized that this study was not done perfectly. There were constraints and hindrance faced during the research process. Several limitations of this study were:

1. The research was limited at 11th and 12th grade students at SMAN 1 Pagerbarang 2022/2023 as sample. Therefore, when the same research will be investigated in another educational level as well as bigger of scale respondents and also using different sampling techniques, it is possible that different result will be obtained.
2. The researcher had a lack of experience and knowledge. Thus, the implementation process of this study was not done optimally. However, the researcher has done as good as possible to do this research in accordance with competence of knowledge and guidance from advisor.
3. This study was only reported in nature quantitative with survey design. Then, this study cannot be drawn in depth information. Thus, It is suggested for further research to use mixed method to gain broad insight information.

According all those limitations above, it was needed to do more research about learners' attitude, motivation, beliefs toward willingness to communicate in order to gain optimal result.

C. Suggestion

The final of this thesis with entitled "The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang, Tegal Regency. It has several great points to be suggestion and showed as follow:

1. For Teacher

The teacher is better pay more attention to the students' willingness to increase their motivation and beliefs in language learning in order to provide their desire communicate in EFL classroom. In addition, the teachers encourage the students in order to the more students consider on

high special beliefs to achieve their successful in language learning especially in communication skill.

2. For Other Researchers

It is recommended that further studies be undertaken to investigate into the effect of learners' attitude, motivation, and beliefs toward WTC in the EFL classroom context by conducting mixed method designs. By doing so, the research can provide richer data which provide both generalizable and contextually in-depth information.



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APPENDICES

Appendix 1

Questionnaire

Assalamu'alaikum Wr. Wb.

Perkenalkan saya Maulidiya Umi Handayani, mahasiswi akhir jurusan Tadris Bahasa Inggris di UIN Prof. K.H. Saifuddin Zuhri Purwokerto, sedang melakukan penelitian mengenai pengaruh attitude, motivasi, dan learners' beliefs terhadap willingness to communicate (kemauan siswa dalam berkomunikasi bahasa Inggris) di SMAN 1 Pagerbarang Ka. Tegal. Oleh karena itu, dengan segala kerendahan hati meminta adik-adik berpartisipasi menjawab kuesioner ini.

Atas perhatiannya diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Hormat saya

Maulidiya Umi Handayani
NIM. 1917404089



A. Identitsa Responden:

1. Nama :
2. Jenis Kelamin :
3. Kelas :
4. Jurusan :
 - a. IPS
 - b. IPA
5. Usia :
 - a. < 15
 - b. 15-16
 - c. 17-18
 - d. >18

B. Kuesioner Penelitian

Pernyataan *Skala Likert*

1. SD (Strongly Disagree)
2. D (Disagree)
3. A (Agree)
4. SA (Strongly Agree)

List of Questionnaire

No.	Pernyataan	Pilihan			
		1 SD	2 D	3 A	4 SA
1.	Belajar bahasa Inggris membantu saya berkomunikasi dalam bahasa Inggris secara efektif.				
2.	Saya harap dapat berbicara bahasa Inggris dengan fasih.				
3.	Menurut saya, bahasa Inggris itu mudah untuk dipelajari.				
4.	Saya percaya diri ketika diminta untuk berbicara bahasa Inggris.				

5.	Saya senang berbicara bahasa Inggris di kelas.				
6.	Saya senang mengerjakan tugas terkait materi <i>speaking</i> .				
7.	Saya suka menyampaikan pendapat dalam pelajaran bahasa Inggris.				
8.	Saya menikmati kegiatan berbicara menggunakan bahasa Inggris di kelas daripada kegiatan lainnya.				
9.	Saya memiliki keinginan yang kuat untuk berbicara bahasa Inggris.				
10.	Saya merasa percaya diri untuk menyampaikan pendapat dalam bahasa Inggris.				
11.	Saya merasa antusias atau bersemangat datang ke kelas ketika bahasa Inggris sedang dipikirkan.				
12.	Saya sangat memperhatikan penjelasan materi bahasa Inggris.				
13.	Saya aktif berbicara bahasa Inggris di pelajaran bahasa Inggris.				
14.	Saya membayangkan diri saya dapat berbicara bahasa Inggris seperti penutur asli.				
15.	Saya membayangkan diri saya dapat berbicara bahasa Inggris dengan turis asing.				
16.	Setiap kali memikirkan karir kedepannya. Saya mebayangkan diri saya dapat berbicara menggunakan bahasa Inggris.				

17.	Saya membayangkan dapat berpartisipasi mengikuti debat bahasa Inggris.				
18.	Bagi saya, penting berbicara bahasa Inggris untuk mendapat pengakuan dari guru/teman.				
19.	Saya merasa dihargai oleh teman ketika berbicara bahasa Inggris.				
20.	Saya ingin berbicara bahasa Inggris dengan mudah.				
21.	Bagi saya, berbicara bahasa Inggris itu penting agar orang lain menghargai karena memiliki pengetahuan bahasa Inggris.				
22.	Saya sangat senang berbicara bahasa Inggris.				
23.	Saya suka suasana kelas bahasa Inggris.				
24.	Saya cemas ketika guru mengajukan pertanyaan dalam bahasa Inggris.				
25.	Teman sekelas membantu saya berbicara bahasa Inggris dengan lebih baik.				
26.	Saya merasa dibenci oleh teman saat berbicara bahasa Inggris.				
27.	Saya dianggap pamer saat berbicara bahasa Inggris.				
28.	Saya akan berbicara bahasa Inggris tanpa diminta oleh guru.				
29.	Saya selalu berpartisipasi dalam berbicara bahasa Inggris di kelas.				
30.	Untuk memahami bahasa Inggris, saya harus menerjemahkan ke dalam bahasa Indonesia.				

31.	Belajar bahasa Inggris sebagian besar adalah grammar.				
32.	Di kelas Bahasa Inggris, saya lebih suka guru menjelaskan materi dalam bahasa Indonesia.				
33.	Saya bersedia bermain peran sambil berdiri di depan kelas dalam bahasa Inggris.				
34.	Saya bersedia berbicara menggunakan bahasa Inggris secara singkat di depan kelas.				
35.	Saya bersedia menjadi penerjemah dari bahasa Indonesia kedalam bahasa Inggris di kelompok saya.				
36.	Saya menanyakan kesediaan guru untuk mengulangi apa yang beliau katakan.				
37.	Saya bersedia bermain peran dalam bahasa Inggris dengan teman sebangku				
38.	Saya bersedia bertanya kepada teman sebangku tentang arti kata dalam bahasa Inggris.				
39.	Saya bersedia bertanya kepada teman sekelompok dalam bahasa Inggris bagaimana cara mengucapkan kata dalam bahasa Inggris.				
40.	Saya bersedia bertanya dalam Bahasa Inggris kepada teman untuk dapat mengucapkan kalimat dengan benar.				

Appendix 2

The Lattice of Instrument

Variable	Indicator	Items Number		Total
		Positive	Negative	
Attitude (X1)	Cognitive	1,2,3,4		4
	Affective	5,6,7,8,9,10,11		7
	Behavior	12,13		2
Motivation (X2)	Ideal L2 Self	14,15,16,17		4
	Ought-to L2 Self	18,19,20,21		4
	Learning Experience	22,23,25	24	4
Learners' Beliefs (X3)	Classroom Communication	28,29	26,27	4
	English Learning		30,31,32	3
WTC (Y)	In Meaning Focused Activities	33,34,35,36,37		5
	In form-focused activities	38,39,40		3
Total				40

Appendix 3

The result of data questionnaires

Attitude Variable (X1)

No	EFL Students' Attitude													X1
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	3	4	1	1	2	2	2	4	2	2	3	2	2	30
2	3	1	2	2	2	3	2	4	2	2	3	2	1	29
3	3	3	4	3	3	3	2	4	4	2	4	2	2	39
4	4	3	2	1	2	2	2	3	1	1	3	1	1	26
5	4	4	3	3	3	3	3	4	3	3	3	3	4	43
6	2	3	2	2	3	2	2	4	2	2	3	2	2	31
7	4	4	4	3	3	3	1	4	2	2	4	2	2	38
8	3	2	2	2	3	2	2	3	2	2	4	2	2	31
9	3	2	2	1	2	2	2	3	2	2	3	2	2	28
10	3	4	2	3	3	2	2	4	3	2	3	3	2	36
11	3	3	2	2	3	3	2	3	2	2	2	2	2	31
12	3	3	1	2	3	1	1	3	2	2	2	2	2	27
13	3	3	2	1	2	2	2	4	2	2	2	2	2	29
14	4	1	1	1	1	1	1	1	1	1	1	1	1	16
15	3	2	3	1	2	3	2	4	2	2	3	1	1	29
16	4	3	2	4	3	3	2	4	3	2	2	2	2	36
17	3	2	3	1	3	2	2	4	2	2	3	2	2	31
18	1	1	1	1	1	1	1	1	1	1	1	1	1	13
19	4	4	3	2	3	3	2	4	2	2	3	3	2	37
20	3	3	3	3	3	3	2	3	3	3	2	2	3	36
21	4	4	2	2	4	4	4	4	2	3	4	3	3	43
22	3	4	4	3	3	3	3	2	3	3	3	3	2	39
23	2	2	2	2	2	3	2	4	2	2	3	3	2	31
24	2	3	2	2	2	2	2	2	2	2	3	2	2	28
25	3	3	2	1	3	2	2	4	2	3	3	2	3	33
26	2	4	2	2	2	2	2	4	2	2	3	4	2	33
27	3	3	3	1	3	3	3	3	3	3	3	3	3	37
28	2	4	2	1	3	3	2	4	2	2	4	2	1	32
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75	3	3	3	3	3	3	2	3	3	3	3	2	2	36
76	2	4	2	3	3	2	2	4	2	2	2	3	2	33
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78	3	3	2	3	2	3	2	3	2	2	3	2	2	32
79	4	4	3	2	3	3	4	4	2	3	3	3	3	41
80	3	3	2	2	3	2	2	4	2	2	3	3	2	33
81	3	3	2	2	3	2	2	4	1	2	2	2	2	30
82	3	4	3	3	3	3	2	4	3	3	3	2	2	38
83	3	3	2	1	2	2	2	3	2	2	3	2	2	29
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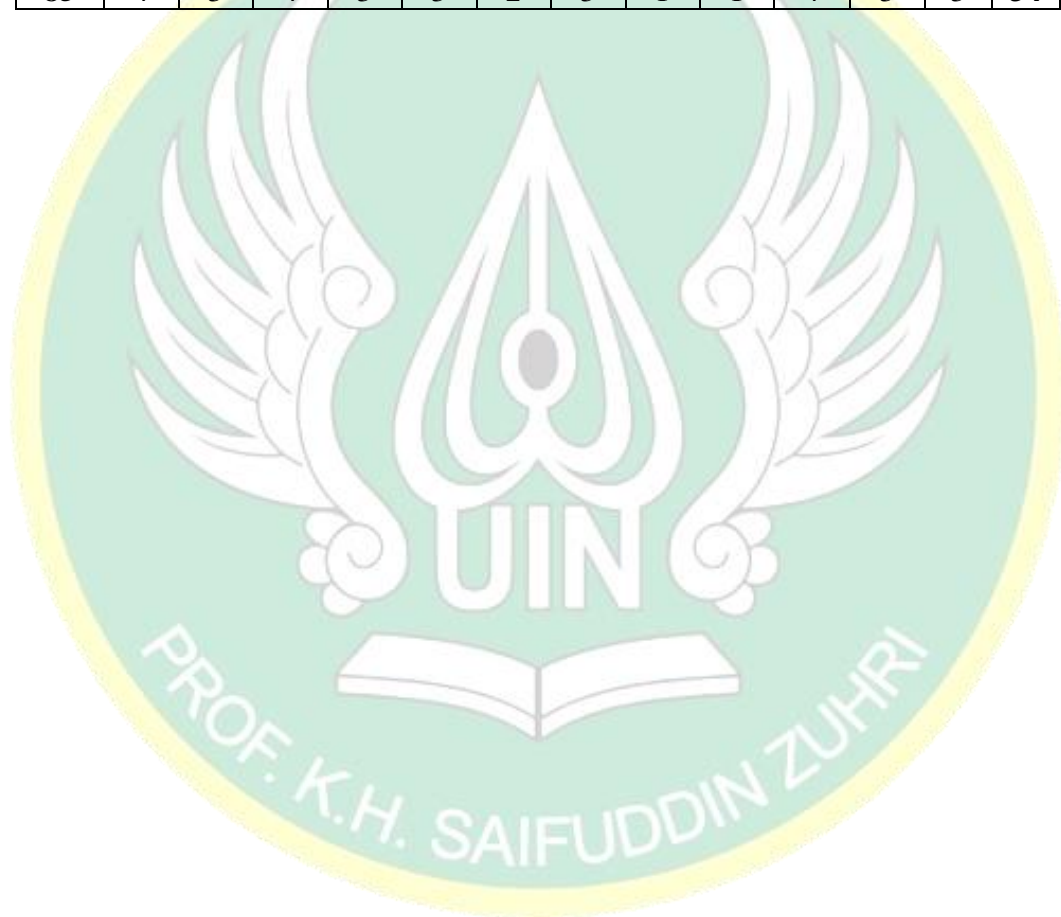


Motivation Variable (X2)

No	Students' Motivation												X2
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3	3	3	2	1	2	3	4	3	3	2	3	4	33
4	3	3	3	2	2	2	3	2	1	2	4	2	29
5	4	3	4	3	1	1	3	2	3	3	2	2	31
6	3	4	4	2	4	1	3	3	2	2	3	3	34
7	3	3	3	2	2	3	4	3	3	2	2	4	34
8	3	3	3	2	2	3	2	3	2	2	4	4	33
9	2	2	2	2	2	2	2	3	2	2	3	2	26
10	3	4	3	2	2	2	3	2	3	2	2	3	31
11	2	2	3	2	2	2	3	3	3	2	4	2	30
12	1	2	4	2	2	1	3	2	3	2	4	1	27
13	3	3	4	2	2	2	3	3	3	2	3	3	33
14	1	1	1	1	1	1	1	1	1	1	1	1	12
15	3	4	4	1	2	1	4	2	2	2	2	2	29
16	2	2	3	2	3	3	4	3	3	2	4	4	35
17	4	4	3	2	2	2	4	2	4	2	3	2	34
18	1	1	1	1	1	1	4	1	1	1	1	1	15
19	4	4	4	1	2	2	4	3	3	3	3	2	35
20	3	3	3	3	1	1	2	2	3	2	1	1	25
21	3	4	4	3	3	4	4	4	4	4	2	2	41
22	2	1	1	2	2	2	3	3	3	2	2	3	26
23	3	4	4	3	2	1	3	2	2	2	3	3	32
24	3	2	2	2	3	3	3	3	2	3	2	3	31
25	3	3	3	2	2	3	4	2	2	1	3	3	31
26	2	4	4	4	4	2	4	4	2	2	3	2	37
27	1	2	3	3	2	3	3	3	3	3	3	3	32
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30	3	4	3	2	2	2	3	3	2	2	3	2	31
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32	2	3	3	2	2	2	2	2	2	2	2	2	26
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38	4	4	3	2	3	3	4	3	2	2	2	4	36
39	4	4	4	4	2	2	4	4	3	3	3	2	39
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41	4	1	4	1	1	1	4	1	4	1	4	1	27
42	3	2	2	2	2	3	3	3	2	2	3	3	30
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45	3	2	1	1	3	1	3	3	2	1	1	3	24
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47	3	3	3	3	2	2	4	3	2	1	3	1	30
48	4	4	2	3	2	1	4	3	2	3	4	1	33
49	3	3	2	2	3	2	3	2	2	2	3	2	29
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55	4	4	3	3	3	3	4	3	3	3	2	3	38
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57	3	3	3	3	3	3	3	3	3	3	2	3	35
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67	4	4	4	3	3	3	4	3	3	3	2	2	38
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69	2	4	4	4	4	2	4	2	2	2	3	2	35
70	4	4	2	2	2	2	4	2	2	2	4	3	33
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72	4	4	3	2	2	4	4	4	2	4	1	4	38
73	3	3	3	3	3	3	3	2	2	2	2	2	31
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75	4	3	4	3	3	3	4	3	3	3	2	1	36
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79	4	4	4	4	1	1	4	1	4	4	3	4	38
80	4	4	3	3	2	2	4	3	3	2	2	2	34
81	3	3	3	2	2	2	3	3	2	2	3	2	30
82	4	4	4	4	3	2	4	4	4	3	3	4	43
83	3	3	3	3	2	2	3	2	2	2	2	2	29
84	3	4	3	2	2	1	3	1	3	1	4	1	28
85	4	3	4	3	3	2	3	1	1	4	3	3	34



Learners' beliefs Variable (X3)

No	Learners' Beliefs							X3
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4	3	2	2	1	4	2	4	18
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6	3	4	1	3	4	2	2	19
7	1	1	2	2	4	3	4	17
8	1	1	1	2	4	2	2	13
9	2	4	1	2	4	2	4	19
10	2	2	2	2	3	2	3	16
11	2	1	2	3	3	2	2	15
12	2	2	2	2	3	3	3	17
13	2	2	2	2	4	3	3	18
14	2	3	3	3	3	3	3	20
15	1	1	1	1	1	1	1	7
16	2	3	1	1	4	3	4	18
17	2	2	2	2	4	2	3	17
18	2	3	3	2	3	3	3	19
19	1	1	1	1	1	1	1	7
20	2	2	2	2	4	3	3	18
21	1	1	2	3	2	2	2	13
22	2	4	2	2	4	3	4	21
23	1	3	4	2	1	3	1	15
24	1	3	2	2	4	2	4	18
25	2	2	2	2	2	2	2	14
26	2	3	1	2	4	3	3	18
27	3	3	4	4	4	4	3	25
28	3	3	4	3	3	4	1	21
29	4	4	2	2	4	4	4	24
30	2	3	1	2	4	1	3	16
31	2	2	2	2	3	3	3	17
32	1	1	2	2	4	3	3	16
33	2	2	2	2	2	2	3	15
34	1	1	2	2	4	2	4	16
35	2	2	2	3	3	3	3	18

36	2	2	2	2	3	3	3	17
37	1	1	1	2	3	2	4	14
38	2	1	2	2	3	3	3	16
39	1	1	2	2	3	2	3	14
40	1	1	2	2	3	3	3	15
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66	4	3	2	4	1	2	2	18
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70	1	1	1	1	4	2	4	14
71	2	2	2	2	2	2	3	15
72	3	2	2	3	4	3	3	20
73	2	1	1	2	3	2	4	15
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75	2	3	2	2	2	3	3	17
76	2	3	2	2	3	3	3	18
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79	2	2	2	2	3	3	4	18
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81	3	3	3	2	3	3	3	20
82	2	2	2	3	4	3	4	20
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WTC (Y)

No	Willingness to Communicate								Y
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4	2	3	1	3	2	3	3	4	21
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6	2	2	1	3	3	3	3	4	21
7	1	2	1	4	4	4	4	4	24
8	3	3	1	3	2	3	3	3	21
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10	3	3	3	3	3	4	3	3	25
11	2	3	2	2	2	2	3	2	18
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15	1	3	1	2	3	2	3	3	18
16	2	2	2	2	3	3	3	3	20
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41	1	1	1	4	1	4	4	4	20
42	2	2	1	3	2	3	3	2	18
43	4	4	4	3	2	4	4	3	28
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45	4	3	2	4	3	2	3	2	23
46	1	4	1	3	1	1	1	1	13
47	1	2	1	3	1	4	4	1	17
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57	3	3	3	3	3	3	3	3	24
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69	2	2	2	3	2	3	4	3	21
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82	4	4	4	4	3	3	3	3	28
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Appendix 4

The Result of Validity Test

Attitude Variable (X1)

		Correlations													
		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.TOTAL
X1.1	Pearson Correlation	1	.302**	0.202	0.154	.305**	.337**	0.058	.370**	0.032	0.189	.304**	0.067	.240*	.433**
	Sig. (2-tailed)		0.005	0.064	0.160	0.005	0.002	0.599	0.000	0.769	0.084	0.005	0.540	0.027	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.2	Pearson Correlation	.302**	1	.294**	.317**	.505**	.336**	.339**	.426**	.268*	.325**	.395**	.409**	.362**	.640**
	Sig. (2-tailed)	0.005		0.006	0.003	0.000	0.002	0.001	0.000	0.013	0.002	0.000	0.000	0.001	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.3	Pearson Correlation	0.202	.294**	1	.298**	.278*	.493**	.356**	.263*	.443**	.464**	.461**	.316**	.409**	.622**
	Sig. (2-tailed)	0.064	0.006		0.006	0.010	0.000	0.001	0.015	0.000	0.000	0.000	0.003	0.000	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.4	Pearson Correlation	0.154	.317**	.298**	1	.432**	.348**	.258*	0.202	.493**	.351**	0.178	.391**	.400**	.579**
	Sig. (2-tailed)	0.160	0.003	0.006		0.000	0.001	0.017	0.064	0.000	0.001	0.103	0.000	0.000	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.5	Pearson Correlation	.305**	.505**	.278*	.432**	1	.486**	.329**	.420**	.337**	.515**	.466**	.423**	.454**	.711**
	Sig. (2-tailed)	0.005	0.000	0.010	0.000		0.000	0.002	0.000	0.002	0.000	0.000	0.000	0.000	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.6	Pearson Correlation	.337**	.336**	.493**	.348**	.486**	1	.390**	.379**	.495**	.597**	.518**	.501**	.422**	.755**

	Sig. (2-tailed)	0.002	0.002	0.000	0.001	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.7	Pearson Correlation	0.058	.339**	.356**	.258*	.329**	.390**	1	0.060	.567**	.522**	.236*	.577**	.495**	.609**
	Sig. (2-tailed)	0.599	0.001	0.001	0.017	0.002	0.000		0.588	0.000	0.000	0.030	0.000	0.000	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.8	Pearson Correlation	.370**	.426**	.263*	0.202	.420**	.379**	0.060	1	0.164	.305**	.521**	.296**	.231*	.574**
	Sig. (2-tailed)	0.000	0.000	0.015	0.064	0.000	0.000	0.588		0.133	0.004	0.000	0.006	0.033	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.9	Pearson Correlation	0.032	.268*	.443**	.493**	.337**	.495**	.567**	0.164	1	.548**	.261*	.578**	.402**	.658**
	Sig. (2-tailed)	0.769	0.013	0.000	0.000	0.002	0.000	0.000	0.133		0.000	0.016	0.000	0.000	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.10	Pearson Correlation	0.189	.325**	.464**	.351**	.515**	.597**	.522**	.305**	.548**	1	.419**	.547**	.675**	.756**
	Sig. (2-tailed)	0.084	0.002	0.000	0.001	0.000	0.000	0.000	0.004	0.000		0.000	0.000	0.000	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.11	Pearson Correlation	.304**	.395**	.461**	0.178	.466**	.518**	.236*	.521**	.261*	.419**	1	.319**	0.196	.637**
	Sig. (2-tailed)	0.005	0.000	0.000	0.103	0.000	0.000	0.030	0.000	0.016	0.000		0.003	0.072	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.12	Pearson Correlation	0.067	.409**	.316**	.391**	.423**	.501**	.577**	.296**	.578**	.547**	.319**	1	.566**	.712**
	Sig. (2-tailed)	0.540	0.000	0.003	0.000	0.000	0.000	0.000	0.006	0.000	0.000	0.003		0.000	0.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
X1.13	Pearson Correlation	.240*	.362**	.409**	.400**	.454**	.422**	.495**	.231*	.402**	.675**	0.196	.566**	1	.686**
	Sig. (2-tailed)	0.027	0.001	0.000	0.000	0.000	0.000	0.000	0.033	0.000	0.000	0.072	0.000		0.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



X3.TOTAL	Pearson Correlation	.652**	.661**	.586**	.624**	.519**	.752**	.486**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	
	N	85	85	85	85	85	85	85	85

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

3. WTC Variable (Y)

		Correlations								
		Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	Y.8	Y.TOTAL
Y.1	Pearson Correlation	1	.392**	.560**	.238*	.549**	0.14	0.202	0.161	.689**
	Sig. (2-tailed)		0	0	0.028	0	0.202	0.064	0.141	0
	N	85	85	85	85	85	85	85	85	85
Y.2	Pearson Correlation	.392**	1	.304**	.311**	.217*	-0.074	0.019	0.02	.452**
	Sig. (2-tailed)	0		0.005	0.004	0.046	0.499	0.86	0.856	0
	N	85	85	85	85	85	85	85	85	85
Y.3	Pearson Correlation	.560**	.304**	1	0.141	.400**	0.173	0.114	.216*	.626**
	Sig. (2-tailed)	0	0.005		0.2	0	0.112	0.298	0.047	0
	N	85	85	85	85	85	85	85	85	85
Y.4	Pearson Correlation	.238*	.311**	0.141	1	0.177	.291**	.376**	0.194	.543**
	Sig. (2-tailed)	0.028	0.004	0.2		0.104	0.007	0	0.076	0
	N	85	85	85	85	85	85	85	85	85
Y.5	Pearson Correlation	.549**	.217*	.400**	0.177	1	.345**	.348**	.417**	.717**
	Sig. (2-tailed)	0	0.046	0	0.104		0.001	0.001	0	0
	N	85	85	85	85	85	85	85	85	85
Y.6	Pearson Correlation	0.14	-0.074	0.173	.291**	.345**	1	.676**	.516**	.610**

	Sig. (2-tailed)	0.202	0.499	0.112	0.007	0.001		0	0	0
	N	85	85	85	85	85	85	85	85	85
Y.7	Pearson Correlation	0.202	0.019	0.114	.376**	.348**	.676**	1	.436**	.632**
	Sig. (2-tailed)	0.064	0.86	0.298	0	0.001	0		0	0
	N	85	85	85	85	85	85	85	85	85
Y.8	Pearson Correlation	0.161	0.02	.216*	0.194	.417**	.516**	.436**	1	.597**
	Sig. (2-tailed)	0.141	0.856	0.047	0.076	0	0	0		0
	N	85	85	85	85	85	85	85	85	85
Y.TOTAL	Pearson Correlation	.689**	.452**	.626**	.543**	.717**	.610**	.632**	.597**	1
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	
	N	85	85	85	85	85	85	85	85	85
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

Appendix 5

Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
X1.1	3.0824	.72722	85
X1.2	3.1059	.77188	85
X1.3	2.2471	.67092	85
X1.4	2.0824	.78999	85
X1.5	2.5765	.69653	85
X1.6	2.5176	.79600	85
X1.7	2.2000	.73679	85
X1.8	3.3412	.86675	85
X1.9	2.2353	.68395	85
X1.10	2.1647	.59456	85
X1.11	2.8941	.74039	85
X1.12	2.2824	.73374	85
X1.13	2.0235	.67218	85
X1.TOTAL	32.7529	6.08062	85

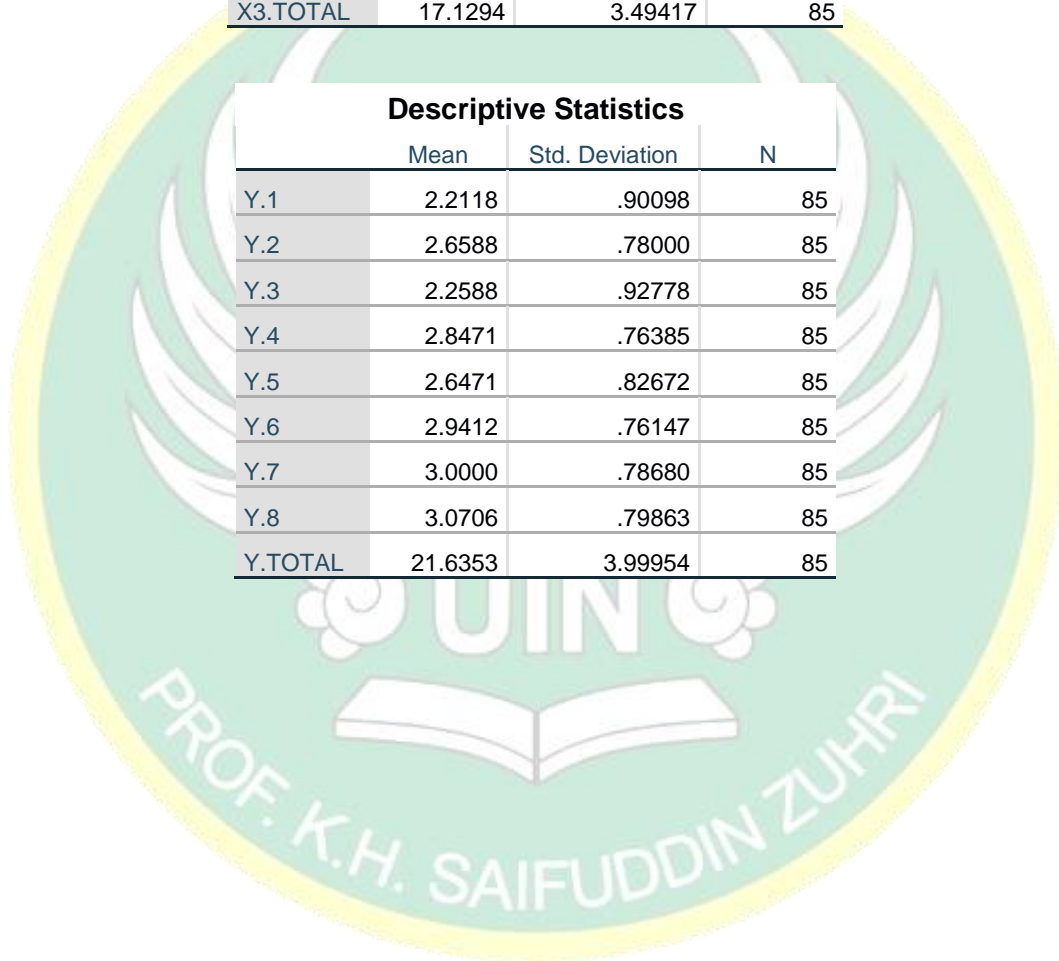
Descriptive Statistics			
	Mean	Std. Deviation	N
X2.1	3.0706	.91011	85
X2.2	3.1529	.89317	85
X2.3	3.1294	.86998	85
X2.4	2.5529	.90640	85
X2.5	2.2118	.77297	85
X2.6	2.1059	.80213	85
X2.7	3.3882	.75741	85
X2.8	2.5529	.79441	85
X2.9	2.5294	.78054	85
X2.10	2.2824	.74979	85
X2.11	2.7176	.92081	85
X2.12	2.5294	.92051	85
X2.TOTAL	32.2235	5.64290	85

Descriptive Statistics

	Mean	Std. Deviation	N
X3.1	1.9294	.79863	85
X3.2	2.1294	.93590	85
X3.3	1.9765	.81615	85
X3.4	2.1176	.69713	85
X3.5	3.2588	.84731	85
X3.6	2.6706	.77748	85
X3.7	3.0471	.85782	85
X3.TOTAL	17.1294	3.49417	85

Descriptive Statistics

	Mean	Std. Deviation	N
Y.1	2.2118	.90098	85
Y.2	2.6588	.78000	85
Y.3	2.2588	.92778	85
Y.4	2.8471	.76385	85
Y.5	2.6471	.82672	85
Y.6	2.9412	.76147	85
Y.7	3.0000	.78680	85
Y.8	3.0706	.79863	85
Y.TOTAL	21.6353	3.99954	85



Appendix 6

The Result of Reliability Test**Attitude Variable (X1)**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.879	.883	13

Motivation Variable (X2)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.802	12

Learners' Beliefs Variable (X3)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.715	.722	7

WTC (Y)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.758	.757	8

Appendix 7

Classical Assumption Test**1. Normality Test**

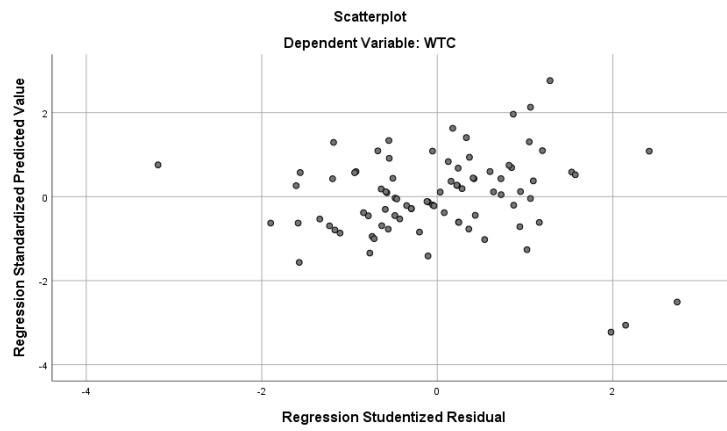
One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		85
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.24177265
Most Extreme Differences	Absolute	.056
	Positive	.056
	Negative	-.038
Test Statistic		.056
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

2. Multicollinearity Test

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.968	3.015		1.979	.051		
	ATTITUDE	.375	.087	.570	4.333	.000	.468	2.136
	MOTIVATION	.006	.094	.009	.065	.948	.461	2.171
	LEARNERS' BELIEF	.186	.104	.162	1.780	.079	.976	1.025

a. Dependent Variable: WTC

3. Heteroscedasticity Test



Appendix 8

Multiple Linear Regression Test

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.968	3.015		1.979	.051
	ATTITUDE	.375	.087	.570	4.333	.000
	MOTIVATION	.006	.094	.009	.065	.948
	LEARNERS' BELIEF	.186	.104	.162	1.780	.079

a. Dependent Variable: WTC

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	460.931	3	153.644	14.098	.000 ^b
	Residual	882.764	81	10.898		
	Total	1343.694	84			

a. Dependent Variable: WTC

b. Predictors: (Constant), Learners' Beliefs, Attitude, Motivation

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586 ^a	.343	.319	3.301

a. Predictors: (Constant), Learners' Belief, Attitude, Motivation

b. Dependent Variable: WTC

Appendix 9

Surat Keterangan Expert Validation

SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama : Ellen Prima, S.Psi., M.A

Educational Background : *S2 Psikologi*

Telah meneliti dan memeriksa instrumen penelitian yang berjudul "*The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang, Tegal Regency*" yang dibuat oleh:

Nama : Maulidiya Umi Handayani

NIM : 1917404089

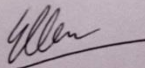
Prodi : Tadris Bahasa Inggris

Fakultas : FTIK

Berdasarkan hasil pemeriksaan instrumen ini, menyatakan bahwa instrumen tersebut valid. Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Purwokerto, 17 Maret 2023

Validator




Ellen Prima, S.Psi., M.A.
NIP: 19890316 201503 2 003

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Appendix 10

Surat Keterangan telah melakukan penelitian


PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1 PAGERBARANG
 Alamat Jalan Raya Pagerbarang Telepon (0283) 6195988 Kode Pos 52462
 Surat elektronik : sma1pagerbarang@gmail.com laman : sman1pgb.sch.id

SURAT KETERANGAN

Nomor : 420 / 251 / 2023

Yang bertanda tangan di bawah ini :

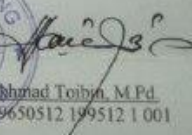
Nama : Drs. AKHMAD TOIBIN, M.Pd
 NIP : 19650512 199512 1 001
 Jabatan : Kepala Sekolah
 Unit Kerja : SMA N 1 Pagerbarang Kab. Tegal


Menerangkan dengan sebenarnya bahwa :

Nama : Maulidiya Umi Handayani
 NIM : 1917404089
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Perguruan Tinggi : UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Benar-benar telah melakukan penelitian individu di SMA Negeri 1 Pagerbarang pada tanggal 19 Maret 2023 s.d 19 Mei 2023 dengan judul The Effect of Learners' Attitude, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang, Tegal Regency.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

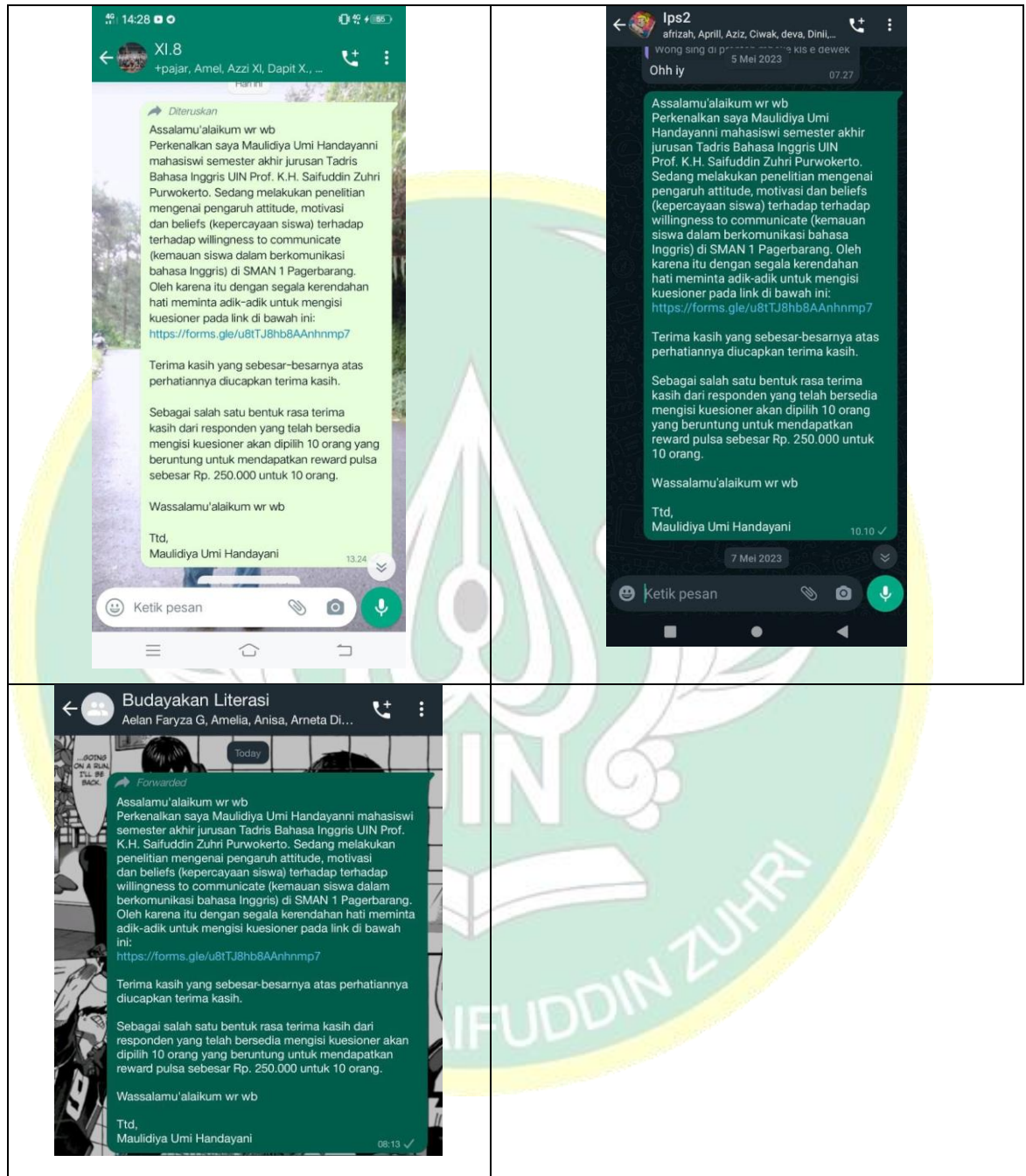
Pagerbarang, 5 Juni 2023
 Kepala SMAN 1 Pagerbarang

 Drs. Akhmad Toibin, M.Pd
 NIP. 19650512 199512 1 001



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Appendix 11

Bukti Penyebaran Questionnaire



Appendix 12

Dokumentasi Pengisian Questionnaire di Kelas



CURRICULUM VITAE

A. Personal Detail

Name : Maulidiya Umi Handayani
Student Number : 1917404089
Place, date of birth : Tegal, 16 Juli 2000
Address : Desa Karangdawa, Kec. Margasari, Kab. Tegal
Name of Father : Masykuri
Name of Mother : Saropah

B. Educational Detail

1. TK Masyitoh Karangdawa
2. MI Asy-Syafi'iyah Karangdawa
3. MTs Asy-Syafi'iyah Karangdawa
4. SMAN 1 Balapulang
5. UIN Prof. K.H Saifuddin Zuhri Purwokerto

C. Organization Experience

1. Javeline Community
2. UKM KSiK
3. TBB (Teras Bahasa dan Budaya) Banyumasan





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PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.ftik.uinsaizu.ac.id

Nomor : B.m.2186/Un.19/D.FTIK/PP.05.3/09/2022
 Lamp. : -
 Hal : **Permohonan Ijin Observasi Pendahuluan**

26 September 2022

Kepada
 Yth. Kepala Sekolah SMA Negeri 1 Pagerbarang
 di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

- | | |
|--------------------|---------------------------|
| 1. Nama | : Maulidiya Umi Handayani |
| 2. NIM | : 1917404089 |
| 3. Semester | : 7 (Tujuh) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Tahun Akademik | : 2022/2023 |

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

- | | |
|----------------------|---|
| 1. Objek | : Kelebihan dan kekurangan SMA Negeri 1 Pagerbarang |
| 2. Tempat / Lokasi | : SMA Negeri 1 Pagerbarang |
| 3. Tanggal Observasi | : 27-09-2022 s.d 11-10-2022 |

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
 Ketua Jurusan Tadris



Maria Ulpah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
 Telepon (0281) 635624 Faksimili (0281) 636553
 www.ftik.uinsaizu.ac.id

Nomor : B.m.775/Un.19/D.FTIK/PP.05.3/03/2023
 Lamp. : -
 Hal : **Permohonan Ijin Riset Individu**

18 Maret 2023

Kepada
 Yth. Kepala SMAN 1 Pagerbarang
 Kec. Pagerbarang
 di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|--|
| 1. Nama | : Maulidiya Umi Handayani |
| 2. NIM | : 1917404089 |
| 3. Semester | : 8 (Delapan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Karangdawa Margasari Tegal |
| 6. Judul | : The Effect of Learners' Attitudes, Motivation, and Beliefs toward Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang, Tegal Regency |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|--|
| 1. Objek | : Attitude, motivasi, kepercayaan siswa serta kemauan siswa dalam berbicara bahasa Inggris |
| 2. Tempat / Lokasi | : SMA Negeri 1 Pagerbarang |
| 3. Tanggal Riset | : 19-03-2023 s/d 19-05-2023 |
| 4. Metode Penelitian | : Quantitative |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
 Ketua Jurusan Tadris



Maria Ulpah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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 Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon
 (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Maulidiya Umi Handayani
 Nim : 1917404089
 Jurusan/Prodi : TBI
 Pembimbing : Agus Husein As-Sabiq, M.Pd.
 Nama Judul : The Effect of Learners' Attitudes, Motivation, and Beliefs toward
 Willingness to Communicate in EFL Classroom at SMAN 1 Pagerbarang,
 Tegal Regency

No	Hari/Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Senin/ 13 Maret 2023	Pasca seminar proposal layout penulisan skripsi		
2.	Senin/20 Maret 2023	Bimbingan penyusunan questionnaire		
3.	Senin/ 27 Maret 2023	Revisi questionnaire		
4.	Rabu/ 17 Mei 2023	Hasil penelitian dan penulisan bab IV		
5.	Senin/ 22 Mei 2023	Revisi bab III dan IV		
6.	Jum'at/ 26 Mei 2023	Revisi bab IV dan penulisan bab V		
7.	Senin/ 29 Mei 2023	Revisi bab IV, Bab V dan penulisan seluruh isi skripsi		
8.	Rabu/ 07 Juni 2023	Revisi Abstrak, conceptual framework, bab IV dan bab V.		
9.	Senin/ 12 Juni 2023	Revisi Abstrak, conceptual framework, appendix.		
10.	Kamis/ 14 Juni 2023	Penyempurnaan kepenulisan dan ACC Munaqasyah		

Di buat di : Purwokerto
 Pada tanggal : 15 Juni 2023

Dosen Pembimbing

Agus Husein As-Sabiq, M.Pd.

NIP: 198708112020121006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI

No. No. B218.Un.17/FTIK.JTBI/PP.00.9/11/2022

Yang bertanda tangan di bawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Effect Of Learners' Attitudes, Motivation, And Beliefs Toward Wilingness To Communicate In Efl Classroom At SMAN 1 Pagerbarang, Tegal Regency"

Sebagaimana disusun oleh :

Nama : Maulidiya Umi Handayani
 NIM : 1917404089
 Semester : VII
 Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 20 Januari 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 11 November 2022

Mengetahui,
 Koordinator Prodi Tadris Bahasa Inggris


 Desi Wijayanti Ma'tulah, M.Pd.
 NIP. 198307152018012003

Penguji


 Desi Wijayanti Ma'tulah, M.Pd.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
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SURAT KETERANGAN

No. B-807/Un.19/WD1.FTIK/PP.05.3/02/4023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Maulidiya Umi Handayani
 NIM : 1917404089
 Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Kamis, 13 April 2023
 Nilai : A-

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 17 April 2023
 Wakil Dekan Bidang Akademik,

 Dr. Suparjo, M.A.
 NIP. 19730717 199903 1 001



وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بوروكرتو
الوحدة لتنمية اللغة

عنوان: شارع جنترال احمد بائي رقم: ٤٠، بوروكرتو ٥٣١٢٦ هاتف ٢٨١ - ٦٣٥٦٤٤ - www.iaipurwokerto.ac.id

التميز

الرقم: ان ١٧ / UPT.Bhs / PP.٠٠٩ / ٢٠٢١/١٧٥١٦

منحت الى

الاسم : موليديا ام هانداياتي

المولودة : بتغال، ١٦ يوليو ٢٠٠٠

الذي حصل على

٥٣ : فهم المسموع

٤٩ : فهم العبارات والتراكيب

٥٢ : فهم المقروء

٥١ : النتيجة



في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ١٤
مايو ٢٠٢٠

بوروكرتو، ١٠ أكتوبر ٢٠٢١
رئيس الوحدة لتنمية اللغة،

الدكتورة أدي روسواتي، الماجستير
رقم التوظيف: ١٩٨٦٠٧٠٤٢٠١٥٠٣٢٠٠٤



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IAIN PURWOKERTO
MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

CERTIFICATE

Number: In.17/UPT.Bhs/PP.009/17516/2021

This is to certify that :

Name : **MAULIDIYA UMI HANDAYANI**
 Date of Birth : **TEGAL, July 16th, 2000**

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on April 29th, 2020, with obtained result as follows:

1. Listening Comprehension	: 53
2. Structure and Written Expression	: 58
3. Reading Comprehension	: 52

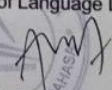


Obtained Score : **545**

The English Proficiency Test was held in IAIN Purwokerto.



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The Acting
 Purwokerto, October 10th, 2021
 Head of Language Development Unit,

Dr. Ade Ruswatie, M. Pd.
 NIP: 198607042015032004



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INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/15728/17/2020

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : MAULIDIYA UMI HANDAYANI
NIM : 1917404089

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	71
# Tartil	:	70
# Imla`	:	75
# Praktek	:	90
# Nilai Tahfidz	:	90



Purwokerto, 17 Jun 2020



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SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126



No. IN.17/UPT-TIPD/8469/VI/2023

SKALA PENILAIAN

SKOR	HURUF
96-100	A
91-95	A-
86-90	B+
81-85	B-
75-80	C

Diberikan Kepada:

MAULIDIYA UMI HANDAYANI

NIM: 1917404089

Tempat / Tgl. Lahir: Tegal, 16 Juli 2000

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	90 / B+
Microsoft Excel	89 / B+
Microsoft Power Point	90 / B+

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program **Microsoft Office®** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto.



Purwokerto, 14 Juni 2023
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003





KEMENTERIAN AGAMA

UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

LABORATORIUM FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP009/ III/ 2023

Diberikan kepada :

MAULIDIYA UMI HANDAYANI
1917404089

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023 pada tanggal 23 Januari sampai dengan 4 Maret 2023 dengan Nilai

A

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Prof. Dr. H. Suwito, M.Ag.
NIP. 195703110424 199903 1 002

Purwokerto, 28 Maret 2023
Kepala,
Laboratorium FTIK

Dr. Murtuadi, M.Pd.I.
NIP. 19711021200604 1 002



Sertifikat

Nomor Sertifikat : 1107/K.LPPM/KKN.50/09/2022

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

Nama Mahasiswa : **MAULIDIYA UMI HANDAYANI**
NIM : **1917404089**
Fakultas : **Tarbiyah & Ilmu Keguruan**
Program Studi : **Tadris Bahasa Inggris (TBI)**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-50 Tahun 2022,
dan dinyatakan **LULUS** dengan nilai **A (89)**.



Certificate Validation